The Preschool Child: Early Speech and Language Challenges – A Connection to Literacy

NJCLD Fall Symposium
September 14, 2020

Logistics

Please remain muted throughout the presentation.

Submit questions using the provided link.

Provide us with feedback.

https://tinyurl.com/NJCLD2020questions
Meet our Speakers

Sondra Mims, M.A., CCC SLP
Chief Academic Officer of the Atlanta Speech School and ASHA certified speech-language pathologist

Froma Roth, Ph.D.
Professor Emeritus, University of Maryland, ASHA Honors, and ASHA certified speech-language pathologist

Jeff Regan, M.A.
Director of Government Affairs and Public Policy, American Speech-Language-Hearing Association

Elsa Cardenas-Hagen, Ed.D. (Moderator)
Chair, National Joint Committee on Learning Disabilities

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RESEARCH

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Early Oral Language Indicators of Literacy: What does the Research say?
*Froma P. Roth, PhD, CCC-SLP*
*Member, NJCLD*

- **Oral language** = ability to understand & express spoken language.
- **Literacy** = ability to read and write.
- These domains are CONNECTED.

NJCLD Symposium, Fall, 2020, Rockville, MD

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**BIG IDEAS**

- Literacy has its **roots** in oral language
  * (*Necessary precondition for learning to read & write)*

- Reciprocal Relationship: \(L \rightarrow R \rightarrow L \rightarrow R\)....

- Children acquire oral language naturally, with no instruction; Reading (and writing) is learned; it has to be taught

- Children must **hear & interact** with others who use same language

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Preschool Language Predictors of Literacy Learning

Two critical language areas:

- Phonological awareness
- Vocabulary

Context: Which Preschool Children Are At Risk?

- Discharged from SLP services at end of pre-K
- Recommended for beginning/continuing SLP services in K
- Have risk factors other than oral language
- Exhibit no known risk factors
- Do not attend Pre-K
PHONOLOGICAL AWARENESS

Oral language skills that require the ability to manipulate the sound system of language.

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VOCABULARY

Words and phrases that make up the meaning in messages.

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Some Take-Aways

➢ **The long view** - Pre-k & K status are not end points:
   - Early predicts early
   - Early predicts early and later
   - Early predicts later

➢ **Transition points**:
   - Learning demands change; expectations increase
   - Children hit BUMPS; difficulties ↑; new issues arise

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PRACTICE

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Decoding Language

Reading Comprehension - Gough & Tunmer (1986)

The Simple View Of Reading

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Teaching & Monitoring the Reading Brain
Kindergarten to 3rd Grade
Expanding the Reading Brain 4th Grade and Throughout Life
Preparing the Reading Brain Last Trimester to Age 5

Prevention VS Intervention

Parallel vs Integrated Intervention Models

Speech – Language Pathologist
Director or Principal
Reading Specialist
Learning Disabilities Specialist
Occupational Therapist
Classroom Teacher
School Psychologist

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POLICY

Agenda

• Current Legislation and 2020 Legislative Forecast
• Recent Regulatory Activities
• 2021 Potential Actions
• Current Considerations on Racial Disparities
Current Legislation

• **Funding Legislation**
  - S. 4112: The Coronavirus Child Care and Education Relief Act
  - H.R. 7027: The Child Care Is Essential Act
  - H.R. 7327: The Child Care for Economic Recovery Act

• **Workforce Legislation**
  - H.R. 1488/S. 605: Child Care Workforce and Facilities Act of 2019
  - H.R. 3139/S. 1866: The Supporting the Teaching profession through Revitalizing Investments in Valuable Educators (STRIVE) Act
  - H.R. 5475/S. 3168: Preparing and Resourcing Our Student Parents and Early Childhood Teachers (PROSPECT) Act
  - H.R. 7635/S. 3445: Legislation establishing grants to develop, administer, and evaluate early childhood education apprenticeships

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[2020 Legislative Forecast]

**A: Appropriations**

- **H.R.7614 – Labor, HHS, Education, and Related Agencies**
  - Points of controversy include $16.6 billion for Title I funding for low-income districts and $400 million to the Charter School Program

**O: Outlook**

- Passed House as part of a 6-bill “minibus” funding package on July 31, 2020
- No action yet in the Senate
- Deadline: September 30, 2020
- Continuing Resolution possible through end of 2020

**P: Preparing schools for coronavirus**

- House passed the HEROES Act in May which would give $100 billion for education
- Senate GOP’s HEALS Act would give $105 billion with most funding contingent on schools reopening
- Current administration is directing all schools to reopen and has proposed linking reopening to federal funding

**O: Outlook**

- Negotiations began between the White House and Congressional Democrats
- Election season is significantly impacting progress to a fifth coronavirus response package
- Schools have already started to reopen across the country to mixed results

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Recent Regulatory Activities

• **Data collection under IDEA Part C**
  - children receiving early intervention services; infants and toddlers exiting services; program settings
  - new data codes and collection on contextual variables necessary to account for COVID-19 pandemic
    - changes in assessment tools/methods
    - continuation of EI services for children after turning 3 years old
    - costs of technology (e.g., devices, internet access), personal protective equipment (PPE)
    - family access to technology and participation in virtual services;
    - personnel shortages
    - reason(s) family declined/paused services or changed individualized family service plan (IFSP)
    - start/end dates for pauses in referrals, evaluations, and/or methods for eligibility determination
    - start/end dates for virtual and in-person services

• **Dispute resolution process under IDEA Part C**

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2021 Potential Actions

• Providing universal free pre-K
• Increasing school choice programs (vouchers, ESAs)
• Converting funding to block grants for states
• Funding infrastructure improvements for schools
• Increasing Title I funding
• Reauthorizing IDEA
• Amount of federal regulation

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Current Considerations on Racial Disparities

**Goal:** Identify and achieve advocacy objectives that meaningfully address disparities in health care and education

Identified goals of relevance for NJCLD to consider:

- advocacy concerning the **erosion of data collection** standards for race, ethnicity, sex, primary language, and disability status
- advocacy to improve **data collections** activities as required in IDEA and make data-driven decisions to improve educational outcomes of students of color
- advocacy to emphasize **diversity training** as a priority area in State Personnel Development Grants
- advocacy/member education on **appropriate assessments and determination of services**, including a focus on the “school to prison” pipeline
- advocacy for **full funding** under IDEA, including Part B, Section 619, and Part C for early intervention

Adapted from ASHA’s Response to Racism (2020)

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Q & A

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Thank you!

Evaluation and Feedback

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