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Questions about CEUs?
Contact Darlene Davis at darlene.k.davis@pearson.com
Snapshot of Speaker

• From 1968 – 1989 worked in schools as a speech pathologist, classroom teacher, & school psychologist
• From 1989 – 2009 worked for test & curriculum publishers
• Now semi-retired, independent consultant for school districts and publishers
• Is a Nationally Certified School Psychologist (retired) and holds Indiana Life License – Elementary Teacher
• Has a B.S. in speech pathology, M.Ed. in elementary education, M.A. in educational psychology, and Ph.D. in school psychology

Disclosures for Dr. Williams

Financial:

Author
Expressive Vocabulary Test (EVT-2)
Phonological and Print Awareness (PPA) Scale
Building Early Literacy Skills: Phonological and Print Awareness Activities

Co-author
OWLS-2 Reading Comprehension Scale
*Receive royalties for all of the above

Nonfinancial:

Author
Group Reading Assessment & Diagnostic Evaluation (GRADE)
Group Math Assessment & Diagnostic Evaluation (G•MADE)
Reading Level Indicator (RLI)
Math Level Indicator (MLI)
Reading Fluency Indicator (RFI)
*Receive no royalties on these assessments
Learning Outcomes

As a result of this activity, the participants will be able to:

– Summarize for instructional team members the research that supports the value of a rich and broad knowledge of vocabulary throughout a person’s lifespan
– Demonstrate age-appropriate vocabulary development activities for preschool children
– Implement a course of vocabulary development for children up to and including age 5 that can be shared with parents, caregivers, and teachers

Time-Ordered Agenda  (All times are Eastern)

<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00 to 1:05 pm</td>
<td>Overview</td>
</tr>
<tr>
<td>1:05 to 1:20 pm</td>
<td>Review of relevant research on the value of vocabulary knowledge for preschool children</td>
</tr>
<tr>
<td>1:20 to 1:55 pm</td>
<td>Age-appropriate and research-based strategies for developing preschool children’s vocabulary skills</td>
</tr>
<tr>
<td>1:55 to 2:00 pm</td>
<td>Wrap-up and questions</td>
</tr>
</tbody>
</table>
What is “Vocabulary”? 

• Lexical Store
  • Mental dictionary of known meanings of words and idioms
    • Some may be inaccurate or incomplete

• Receptive vocabulary
  • Recognition vocabulary
    • For listening and reading

• Expressive vocabulary
  • Productive vocabulary
    • For speaking and writing

• Not the number of words one can decode in print
• Can be significant differences in receptive and expressive vocabulary skills
  • Not common, but plausible

Receptive Better than Expressive

• Child scores higher on PPVT than EVT
  • Seems to be more “capable” when listening than when speaking

• Good guesser; may have some (partial) knowledge
  • Can “fill in the blanks” when listening

• Good store of knowledge, but may have a problem with retrieval when speaking

• Strong knowledge of the prevailing culture
• Broad experiential background
Expressive Better than Receptive

• Child scores higher on EVT than PPVT
  • Seems to be more “capable” or knowledgeable when allowed to speak or “put things in own words”

• Lack of automaticity
  • Can speak at own pace

• Deep processing vs. superficial
  • Will engage if activity is active (speaking) and not passive (listening)

• Limited experiential background

• Different cultural or “world knowledge” base
  • Can choose own words when speaking
Vocabulary & Learning to Read

• **Meaningful Differences in the Everyday Experience of Young American Children** (Hart & Risley, 1995)
  • 2 ½ year study of professional & welfare families
  • In one year a child with professional parents will hear 11 million words and a child in a welfare family will hear just 3 million words.
  • Longitudinal research demonstrated that early differences noted in children entering school remain static throughout their education

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**Three Historic Research Summaries**

• Phonological awareness is an essential part of learning to read
  • Begins to develop around age 3 and continues to develop over the next several years (Snow, Burns, & Griffin, 1998)

• Phonemic awareness (PA) and letter knowledge are the two best school-entry predictors of a child’s ability to learn to read during the first two years of school
  • Results of the meta-analysis of PA “showed that teaching children to manipulate phonemes in words was highly effective across all the literacy domains and outcomes.” (National Reading Panel, 2000)

• According to National Early Literacy Panel summarize by Bell & Westberg (2009) three areas are the key precursors to literacy skills and hold evidence for effective instructional practice in preschool:
  • Alphabet knowledge
  • Phonological awareness
  • Oral language
Alphabet Knowledge

• The names for the letters of the alphabet
  • Key vocabulary for literacy
    • Not “readily available” for all children
  • Concepts/words that need to be taught just like colors, numbers, and basic nouns & verbs
  • Should be part of the “5000” words

• If the teacher says “t”
  • The child should be able to visualize “t” or “T”
  • Child needs to know that for each letter name, there are two possible symbols
    • Capital
    • Lower case
Encoding

• Moving new information into long-term memory
  • Changing it into something the mind can understand
  • Make it meaningful
• “we don’t remember things we hear nearly as well as things we see or touch”
  • See: p. 13, May 2014, The ASHA Leader
Magnetic Letters

Family names
Alphabet
“Find the letter I say”
Phonological Awareness

• The “appreciation of the sounds of speech as distinct from their meaning” (p. 51, Snow, Burns, & Griffin, 1998)
  • Based on a child’s ability to recognize and manipulate the sound structures of language whole word to individual speech sound or phoneme

• A Continuum of Complexity
  • Begins with recognition and rhyming words
  • Continues with segmentation blending
    • Speech can be divided into words and words separate syllables

Phonological Awareness

• A Continuum of Complexity (Cont.)
  • Recognizing the separate sounds or phonemes in a word
    • Identify two spoken words that start with the same phoneme
    • Recognize when two words end with the same phoneme
      • Step above rhyming, because the child must isolate just one phoneme, the initial or the final single speech sound in the pair of words

• Phonemic awareness
  • The most developed level of phonological awareness because it indicates an awareness of each and every phoneme in a word (Hall and Moats, 1999)
    • Example: The word “ideal” includes four phonemes
  • Being able to hear the separate sounds in a word helps a child develop the ability to sound out new words when reading and to make sound–symbol connections when learning to spell
  • Stanovich (1986) concluded that a child’s phonemic awareness on entering school is the skill most related to success in learning to read
Rhyming & Beginning Sound Activities

• Can be done at the dinner table or in the car
  • Engage older siblings, as well

• Use fundamental vocabulary for preschool children
  • Words for body parts
    • I’m thinking of a part of my body that rhymes with “bed.” What’s my word? (head)
    • What part of your body starts the same as “lake” (leg)?
  • Color and number words
    • I’m thinking of a color that rhymes with “fellow.” What’s my word? (yellow)
    • What number word starts with the same sound as “top” (two)?
  • Words for food and household items
    • I’m thinking of something good to eat that rhymes with “rake.” What’s my word? (cake)
    • Look at the table. I see something that starts like “dog.” What do I see? (dine)

Preparing for Classroom Vocabulary

• The child who starts kindergarten or first grade having some understanding of words and concepts about print has an advantage over the child who is unfamiliar with print
  • The first child will be better able to follow and profit from instruction
    • May feel more “comfortable” in the classroom
  • The second child may feel like a foreign language is being spoken
    • May not see learning as a wonderful experience

• The best ways to develop print awareness and concepts about print is to read aloud to children
  • Children who are read to, and who observe others reading and writing, not only begin to recognize the vocabulary associated with literacy, but also start to learn the uses and conventions of print
Print Concepts

• Text is read left to right
• Text is read top to bottom
• Words are read, not pictures
• There is a beginning to a book, and an end
• Words read sound like language heard
• Letters represent the sounds of words said
• Speech to print; not print to speech

Vocabulary About Print

• Word, letter
  • Capital letter
  • Lowercase letter
• Sentence, paragraph
• Book, cover, page
• Period, comma, question mark
• Title, author, illustrator
Instructional Words

• The ordinals
  • First, second, third

• Words in common directions
  • Circle the one
  • Connect the dots
  • Look at the top of the page
  • Every other one
Benefits of Reading Aloud

- Six “well-researched benefits to a child whose parents read aloud to him” (p. 53, Hall & Moats, 1999)
  - Develops background knowledge about a variety of topics
  - Builds vocabulary
  - Builds familiarity with rich language patterns
  - Develops familiarity with story structure
  - Acquires awareness of the reading process (print awareness)
  - Identifies reading as a pleasurable activity

Book of the Month

- Go to Pearson Speech & Language Community
  - Look for “Blog”
- Listing of books to read aloud
  - Title & author
  - Suggested age range
  - How it builds vocabulary
  - Connection to print
Summary

• Children who learn to read and write with little difficulty, start school:
  • Knowing the “ABC’s”
  • Attuned to the sound of language (phonological awareness)
  • Some understanding of the connection between the sound of language and print
  • An appropriate knowledge of words
    • Vocabulary of about 5000 words
  • An age appropriate facility with listening and speaking
    • Can understand and communicate

References & Resources

• National Reading Panel. (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (Reports of the Subgroups). (NIH Publication No. 00-4754).
References & Resources


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