

Maximize Cognitive Behavioral and Language Success for Students Living in Poverty

GO SSLP
2019 Best Practices Conference

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“We all speak the language of kindness.”

Today's Goals

- 1. List statistical information related to children living in poverty in the United States and Georgia.
- 2. List the effects of poverty on behavior and communicative performance.
- 3. Identify effective strategies to use as a speech-language pathologist when working with children living in poverty.

Statistical Information Related to Poverty

Data on child and family well-being: <http://datacenter.kidscount.org/>

- Economic Well-Being
- Education
- Health
- Family and Community

There is a gap between our Business Community and Human Community

- The economy added 2.1 million jobs in 2017, 2.2 million in 2016, 2.7 million in 2015 and 3 million in 2014. Job growth in 2018 demonstrated highest monthly job growth since 1997.
- The unemployment rate, as of May of 2018, is at 3.8%.
- Unemployment is down by half from its peak of 10% in 2009.
- Americans saw their paychecks go up, too.

--and--

- Nationally, between 2000 and 2012, the percentage of people in poverty increased from 12.2 percent to 15.9 percent, while the number of people in poverty increased from 33.3 million to 48.8 million (U.S. Census Bureau, 2013)
- Both the number and percentage of people in poverty increased in 44 states between 2000 and 2012 (U.S. Census Bureau, 2013)
- Approximately 51 million households cannot afford a monthly budget (e.g., housing, food, child care, health care, transportation and a cell phone) (United Way ALICE Project).

Poverty in United States

To be considered “officially poor,” a family of four makes no more than \$25,100 annually.

2018 POVERTY GUIDELINES FOR THE 48 CONTIGUOUS STATES AND THE DISTRICT OF COLUMBIA	
PERSONS IN FAMILY/HOUSEHOLD	POVERTY GUIDELINE
For families/households with more than 8 persons, add \$4,320 for each additional person.	
1	\$12,140
2	\$16,460
3	\$20,780
4	\$25,100
5	\$29,420
6	\$33,740
7	\$38,060
8	\$42,380

(U.S. Poverty Guidelines 2018)

Poorest States: Mississippi, New Mexico, Alabama, Louisiana, South Carolina, Kentucky, Georgia, North Carolina, West Virginia, Arkansas (U.S. Census Bureau)

How is the poverty measure calculated?

The “three-times-the-cost-of-the-food-plan” calculation was determined in the 1960’s using the Agriculture Department’s economy food plan. (U.S. Census Bureau)

- U.S. Department of Agriculture food budgets designed for families under economic stress.
- Data about what portion of their income families spent on food.

At this time, food is 1/7 of a family’s budget. Modern family expenses include housing, medical costs, childcare and transportation. Poverty does not account for differences in cost of living across the lower 48 states.

Poverty Rates

38.1 million Americans receive food stamps as of April, 2019
 Approximately 39.7 million Americans live below the poverty line

Poverty Rates of Children in United States:

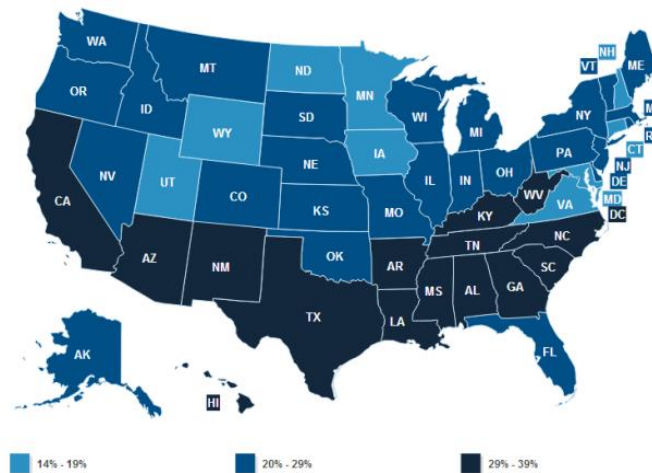
2000	2005	2010	2014	2016
17%	19%	22%	22%	19%
12,209,000	13,360,000	15,749,000	15,686,000	14,116,000

One in every five children lives in poverty (National Kids COUNT Data)

Cost of Living Across Texas

City	Medium Home Cost	Score Based on 100 as Average Cost of Living in US
Amarillo	\$135,100	85.1
Austin	\$361,900	130
El Paso	\$124,900	87.2
Progreso	\$62,600	74.3

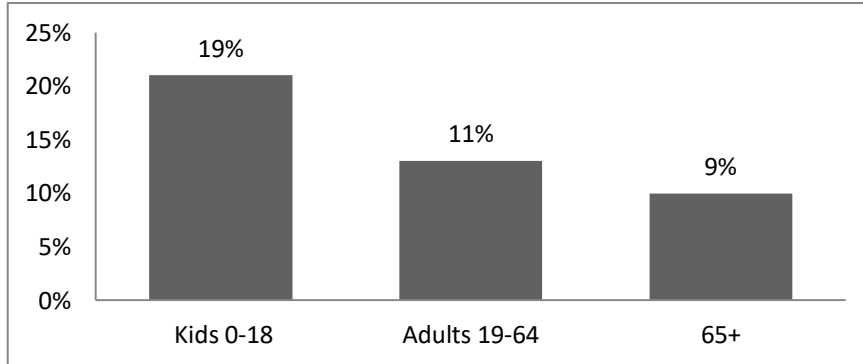
Poverty Differs by Region



Poverty and Employment

- 30% of kids have parents who lack secure employment
- 5% of kids living in low-income households where no adults work

Poverty Differs by Age



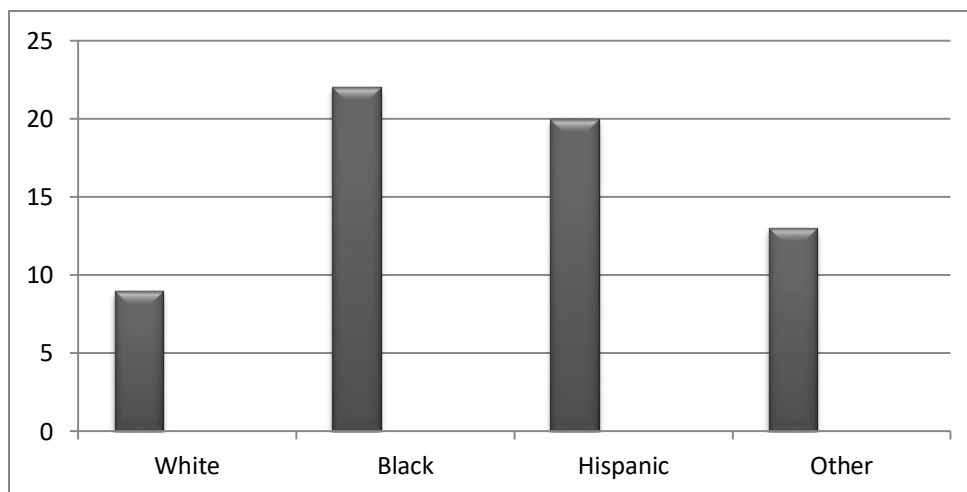
US Census Bureau 2016

Poverty Differs by Family Type

Children in single-parent families are nearly 4x as likely to live in poverty as children in married-couple families.

Type of Family	United States
Single-parent home	37% in Poverty
Married-couple home	9% in Poverty

Poverty Differs by Race



(U.S. Census Bureau, 2016)

Other includes Asians, Native Hawaiians and Pacific Islanders, American Indians, Aleutians, Eskimos and persons of "two or more Races."

Trends in Education

- Research shows that toddlers and preschoolers benefit when read to three or more nights per week. And children from low-income homes benefit the most.
- Children from low language resource backgrounds hear only the most commonly occurring words (Wietz, 2001).
- By age 5, the child of a professional family has heard 45 million words spoken as opposed to the 13 million words heard by a child in poverty (Hart and Risley, 1995).
- Children in poverty hear 75% fewer encouragements than children from a professional family. (Hart and Risley, 1995).
- Prior to kindergarten, a child in poverty averages a total of 25 home hours spent in reading experiences as opposed to high language resource background children who average 1,000 home hours (Whitehurst, 1997)
- Low-SES children also have fewer cognitive-enrichment opportunities. They have fewer books at home, visit the library less often, and spend considerably more time watching TV than their middle-income counterparts do (Kumanyika & Grier, 2006)
- Toddlers from middle and high income families speak MORE than parents from low SES environments when speaking to their own children (Bracy, 2006)
- 65% of children in the United States are below proficient reading levels. 33% are below basic proficient reading levels (Kids COUNT Data Center, 2017)
- For students attending schools receiving Title I funding, 74% are below proficient reading levels. For students not attending schools receiving Title I funding, 48% are below proficient reading levels (Kids COUNT Data Center, 2017)
- 91% of 4th Graders who are English Language Learners scored below proficient reading status. 61% of non-English Language learners scored below proficient reading status (Kids COUNT Data Center, 2017)

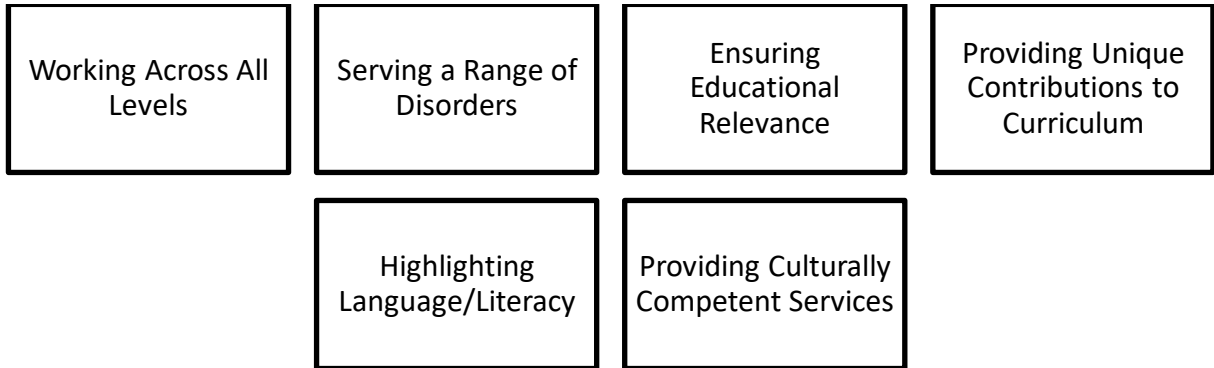
--and--

We need to keep in mind that differences are not deficits.

“I address this complex topic with great caution. It’s easy to stereotype, and not everyone living in poverty is equally affected. It is helpful for us as service providers to understand potentially harmful effects, so we can identify when poverty is influencing our evaluation results and intervention progress...We can use our knowledge of communication to give a massive boost to children from all walks of life.”

ASHA Leader March 2017 (Palafox)

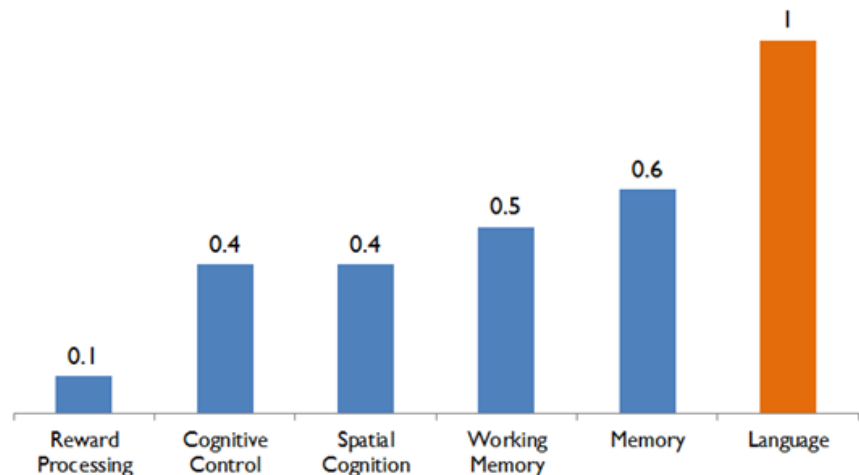
ASHA Roles and Responsibilities



Risk Factors Affecting Children in Poverty (Teaching with Poverty in Mind by Eric Jensen)



Cognitive Function & Low SES Effect Sizes



Noble et. Al 2005

Brain (and Heart) Talk

The brain needs socialization. Robin Dunbar, a British anthropologist, states that the ratio of a species' neo-cortex to the rest of the brain is indicative of its social group size.

--and--

The brain needs to access background and prior knowledge. The medial prefrontal cortex supports our need to access prior knowledge. Robert Marzano, an educational researcher states, "What students *already know* about the content is one of the strongest indicators of how well they will learn new information relative to the content." Dr. John Guthrie, a researcher in the arena of student motivation, states that comprehension is impossible without accessing prior knowledge.

--and--

Suzuki found that stories activate many areas of the brain that ranges from auditory areas to linguistic areas to high-order areas in the parietal and frontal cortices.

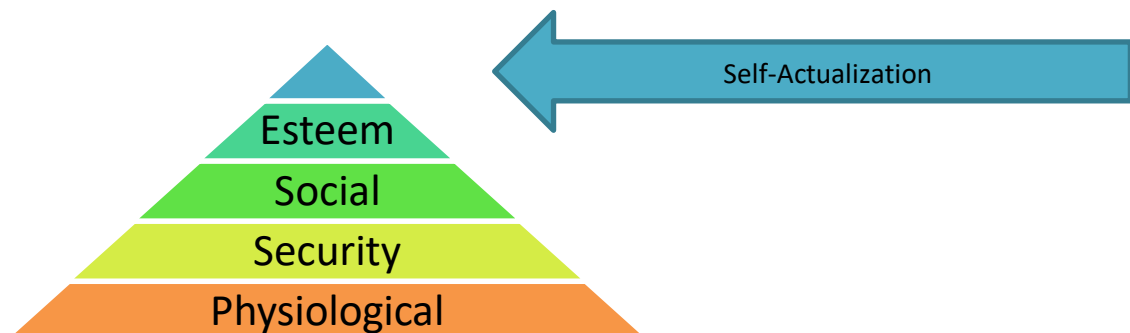
--and--

Smith and Evans report that narrative works off of both data *and* emotions. They say that this is significantly more effective in engaging a listener than data alone.

Relationships Matter

Jeff Duncan-Andrade, Associate Professor at San Francisco State University

- Win the heart to get to the head
- Academic Rigor + Social Justice + Social-Emotional Connection
- I am relevant, and I have value



Social Justice: justice in terms of the distribution of wealth, opportunities, and privileges within a society.

Equality versus Equity

Equality is symmetrical.

Equity addresses the individualized needs of multiple individuals.

Blueprint for Educational Equity:

- Invest in recruiting and training a diverse SLP cohort
- Give SLPs better resources
 - Financially
 - Growth & Professional Development
- Let's talk about this

We honor stories. We honor stories. We honor stories. We honor stories. We will. We will.

Why Use Storybook Interventions?

ASHA Says:

- Working Across All Levels
- Serving a Range of Disorders
- Ensuring Educational Relevance
- Providing Unique Contributions to Curriculum
- Highlighting Language/Literacy
- Providing Culturally Competent Services

ASHA 2020 Certification Standards: "Knowledge and skills will be refined to include speech sound production, fluency disorders, literacy, and feeding within the current nine core content areas."

The Law Says:

- IDEA 2004: Free and Appropriate Public Education
- IEP: Access to the General Curriculum
- SLP Services: Least Restrictive Environment

Language is our Superpower! (Ericson, 2009)

- "Language is the key" to later literacy development
- "Word knowledge" then helps develop their "world knowledge" and vice versa

Language and Reading

(A GOLDEN Opportunity: Good Oral Language Development, Region XIII ESC, September 18, 2012)

- Children with communication impairments often have difficulty learning to read and write.

- Almost half of preschool children with language impairments develop significant literacy learning difficulties (Aram & Nation, 1980) even if their delays appear to have been resolved by age 5 (Scarborough, 1990; 2002)
- Children with oral language impairment are at great risk for reading disabilities (Schuele, 2004)
- Proficient reading requires integrated skills across decoding and comprehension that draw on basic language tenets (semantics, syntax, and phonology) (Schuele, 2004)
- Children from lower socio-economic homes who succeeded as readers experienced (Dickenson & Tabors, 1991):
 1. Exposure to rich vocabulary
 2. Extended discourse
 3. Cognitively and linguistically stimulating home and school environments

Great Therapy Materials Should:

- provide repetitive structure
- be able to be used with all ages and cultures
- address goals across semantics, syntax, comprehension, pragmatics, and discourse
- decrease preparation time
- be fun and interesting for students
- make homework programs more relevant for parents
- allow for programmatic collection of intervention data
- **apply to academic needs**

Research for Literacy:

- Increase development in multiple areas (Colozzo et. al., 2016; Doyle & Bramwell, 2006; Debaryshe, 1993; Burner, 1978)
- Promote language development in children with typical development (Teale & Sulzby, 1986; Westby, 1985) and with language impairments (Gillam & Ukrainetz, 2006)
- Promote a greater desire to read (Mason & Blanton, 1971)
- Exposes student to printed materials and positive reading models (Teal, 1984)
- Personal experiences are important in reading and writing interventions in speech and language therapy (Kjellén et. al., 2017)
- Important Pacific sub-populations emerged who would benefit from targeted literacy intervention (Schluter, P. et al., 2018)
- Language and literacy experiences at home have a differential impact on language abilities in their 2 languages (Lewis, K. et al., 2016)
- Literacy 1) honors personal narratives and 2) maximizes outcome for cognitive, language and social-emotional functioning (Palafox, the future)

Storybooks

- provide structure for addressing goals
- can be used with all ages and cultures
- can be used to address goals across semantics, syntax, comprehension, pragmatics, and discourse.
- can decrease preparation time are fun and interesting for students
- make homework programs more relevant for parents

Prelinguistic Pizazz

- Develop Pre-linguistic Skills
- Play
- Symbolic play predicts comprehension
- Gestures/Signs
- Bridge to producing language
- Joint Attention
- Gaze, pointing, showing, directing attention
- Vocalizations
- Diversity of sound types predicts expressive vocabulary and speech performance
- Comprehension
- Predicts grammatical complexity and vocabulary

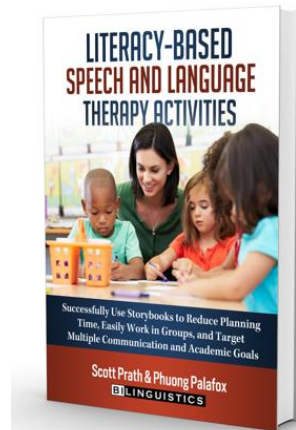
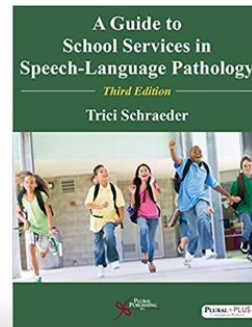
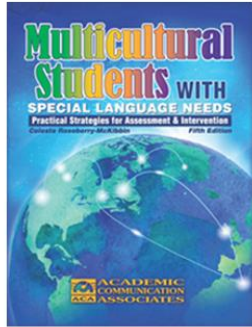
Storybook Intervention

What Books Do I Choose? Building the narrative structure that is integral to communicating events and answering questions.

- Age-appropriate
- Interesting and relevant
- Related to goals
- Good illustrations
- Resources
- School librarians
- Classroom teachers
- Internet

Resources

- School librarians
- Classroom teachers
- Internet



Research

Easy-To-Use Templates For Language & Articulation

Books Arranged by Grade, Therapy Goals, Curriculum Topics

Alignment to TEKS

Literacy-Based Interventions: Building the narrative structure that is integral to communicating events and answering questions.

- Pre-Reading Activities
- Reading Activities
- Post-Reading Activities

Pre-Reading Activities: Used to bridge any gaps between a student's current skills and the targeted skills.

- Music – use songs semantically related to the material in the book. (Hoggan & Strong, 1994)
- Semantic mapping/graphic organizers – the adult and students develop a list of words and concepts related to the story and then develop a visual representation or map of how the words and concepts are related to one another (Gillam & Ukrainetz, 2006; Hoggan & Strong, 1994).
- Illustration discussion – The student creates a story using illustrations from the selected book. Scaffolding techniques may be used to facilitate higher semantic and syntactic complexity. Several templates that can be used during this activity are included.
- Pre-reading discussion – Pre-reading questions are designed to tie the students' knowledge and ideas from the graphic organizer to the concepts in the book.

**I WORK
(CLAP, CLAP)
I WORK
(CLAP, CLAP)

I WORK ON...**

Reading Activities: While reading the book, use scaffolding techniques to engage the student and check understanding. Clinicians commonly use scaffolding techniques in order to help the student learn target skills.

Post-Reading Activities: Post-reading activities create a time when the student can review and reflect on what they have learned. For students with language impairments, post-reading activities are a powerful way to allow the student to experience success that they may not often feel in the classroom. Here are general post-reading activities.

- Discussion questions – The adult and student discuss the story. According to Gillam and Ukrainetz (2006), the clinician should respond to 40% to 60% of all questions with scaffolding techniques.
- Syntactic activities – Students create grammatical structures through a variety of art activities and games. *Suggested targets:* past tense and present progressive
- Semantic activities – Students add to their word books through art activities in the areas of object/function, part/whole, categories, antonyms, and synonyms. *Suggested targets:* comparison, categories, and action words.
- Narrative retelling – use scaffolding techniques and visuals from the book to support the student while retelling the story.
- Phonology/Articulation – Use images from the book as well as general images in order to target specific phonological and articulation skills. See articulation chart in the following activities.



Take Away for Storybook Intervention

- Language of intervention should mirror the child's environment
- Initial therapy targets should be elements that exist in both language
- Let the child and the classroom guide the topics
- Use the same book across multiple groups to save planning time

Think Outside the (Dyno)box!

Stories about their day

Students/Clients write their own story

Poetry

SLP stories

Literacy for Low-Incidence Populations

Per ASHA, many literacy activities, such as those listed below, can be adapted to meet the needs of AAC users:

- Print awareness activities using adapted books and modeling behaviors (e.g., pointing out title and author, front and back of book, directionality of print, etc.)
- Decoding activities (e.g., segmenting and blending sounds) using materials appropriate to motor and sensory needs
- Engaging in shared reading and reading discussions with ready access to communication device and other supports to allow maximum participation
- Access to letter boards or adaptive keyboards via direct or indirect selection
- Direct instruction in decoding and encoding

Literacy intervention for children who use AAC also includes instruction on how to read for a variety of purposes while drawing on one's own relevant background knowledge and personal experiences (Erickson, Koppenhaver, & Cunningham, 2006).

Core Vocabulary

Core vocabulary words are high frequency, reusable, generic words. They comprise 80-90% of the words we use (e.g., want, more, put, I, mine, go, all done). Core Vocabulary is important because it promotes generative language. In other words, your child is not limited to requesting nouns (e.g., I want cookie). And, by using Core Vocabulary, you are giving your child access to 50-300 high frequency, re-

usable words and variations of words. The best part is that he can use these words across a variety of events or activities throughout his entire life.

4 Tips for Using Core Vocabulary

- Give Access
- Model, Model, Model.
- Know Gail Van Tatenhove. <https://www.youtube.com/user/gvantatenhove>.
- Have fun

Brain-Based Learning

Brain-based: utilizing natural brain processes will help us maximize our efforts

Neurogenesis: development of nerves, nervous tissue, or the nervous system

Story Grammar Rap

Characters are the people in a story.

Setting is when and where.

Problem, hey what's wrong?

Solution, let's solve it!

Retention of skills improves 3x better with **gestures**. After three weeks, data demonstrates 90% versus 33% retention of skill (Cook, 2007).

Treatment Strategies

Use brain-based strategies to deliberately engage the brain and maximize learning. For example, use of gestures can increase memory threefold.

Use explicit step-by-step expectations: "First, we read. Then, we'll act out the story!"

Children may not have access to technology, so use it in sessions. My students Skyped with an NFL football coach.

Make connections by basing lessons on topics familiar to your students.

Share speech, language and literacy goals with students.

Get parents involved through shared goal-setting and simple strategies they can try at home.

If caregivers struggle with literacy, send home wordless books so adults and children can discuss them together. My favorite wordless books include "Tuesday" and "The Arrival."

Text parents short videos. Show how a session looks and sounds.

Effect Size

.00 or less: Negative Effect

.00 -.20: Negligible, Unclear Effect

.20 -.40: Small-moderate Effects

.40 -.60: Very Strong Effects

.60 - 2.00: Extreme Effects

Student Expectations 1.44

Teacher Expectations 1.03

Building Student Self-Confidence

I'm smart.
I've got a kind heart.
I worked hard.
I had fun.
(Clap, clap!)

Social and Behavioral strategies

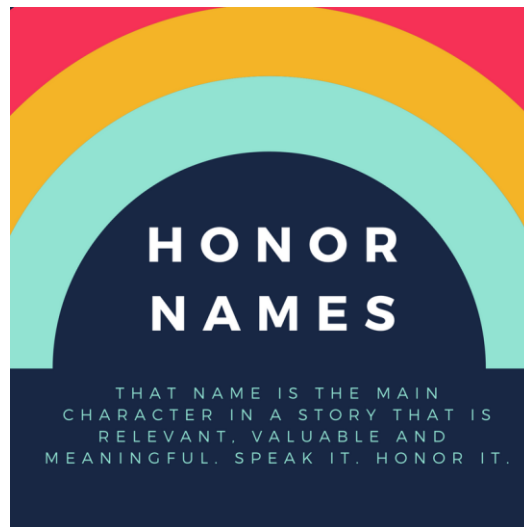
Create a positive, high-achieving environment. At the end of each session, for example, ask students to chant, "I'm smart. I've got a good heart. I worked hard. I had fun!"

Share decisions and give students a choice. "For this next month, would you like to read 'A Chair for My Mother' or 'Henry's Freedom Box'?"

Use inclusive words like "our": "How should we decorate our bulletin board?"

Thank and praise students for big and small accomplishments: "I heard your beginning /r/ sound. You worked hard."

Work on problem-solving skills in the classroom: "So, we read that Jeremy wants those shoes. How will he convince his grandma to buy them?"



IEP Meetings

Before IEP Meeting: “Teachers, come prepared with student strengths.”

Beginning of IEP Meeting: “Teachers, tell us about the great things Michael has been doing this year.”

End of IEP Meeting: “Mom, tell us about how you feel about everything we discussed, “and “Thank you for allowing us to be a part of his school experience.”

Family Centered Practice

Per National Center for Family Centered Practice – University of Iowa

Family centered practice is based upon the belief that the best way to meet a person’s needs is within their families and that the most effective way to ensure safety, permanency, and well-being is to provide services that engage, involve, strengthen, and support families. The family-centered model, which views families as having the capacity to make informed decisions and act on them, differs from models in which professionals make decisions alone or with only the assistance of the family.

Key components of family centered practice include:

- Engaging with family members to understand their lives, goals, strengths, and challenges and developing a relationship between family and practitioner
- Working with the family to set goals, strengthen capacity, and make decisions
- Providing individualized, culturally responsive, and evidence-based interventions for each family

Family-centered practice results in families:

- Being more knowledgeable
- Increasing self-care
- Increasing satisfaction
- Increasing quality of life

(Park, M., Lee, M., Jeong, H., Jeong, M., & Go, Y., 2018)

In the past, programs were created, and families were recruited. Presently, family needs are determined. Then, programs and supports are established. The relationship is the work. (Alex Barkley, Community Properties of Ohio)

Family Centered Goal Writing

Specific ←
Measurable
Attainable
Relevant ←
Time Bound

Goals need to address Health, Safety and Independence within everyday functional environments.

Palafox Parent Survey: What qualities do you look for in an SLP?

1. SLP Brain: research-based practices
2. Be Kind: caring, compassionate, empathetic, kind
3. Communicate with Family: find success in moment, praise, child excited to go, child led
4. Human Skills: connect with child, be consistent, engaging, raise the bar, flexible, recognize individualized needs, look beyond difficulties, committed to my child, observant, ability to modify, think outside box

Strategies

Assessment

Talk to family about short-term and long-term concerns

Ask about child's likes

Ask about daily routines

Tell them the process

Therapy

Incorporate Student/Client Interests

Give functional strategy embedded in daily activity

Share successes

Provide proactive, positive feedback

First, emotions. Then, learning.