

OAFCCD Presentation
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GOOD NEWS:
Speech and Language Services have been empirically proven
to improve educational and social outcomes
for students with weak or disordered language skills

Numerous important **educational benefits** have been **demonstrated** with speech and language services for students with a wide variety of special needs and for students *at risk* for poor school achievement and social failure. Speech-language pathologists are **preventionists, collaborators, & interventionists** in **oral** language and in **written** language

There is clear evidence that **language intervention** is **effective** (Nye, et al., 87) and that the **earlier treatment** is initiated, the **better the outcome** (Schery, 85).

☞ **Significant gains in reading skills** for elementary school children (Hoffman & Norris, 94).

☞ **Phonological awareness training** in children with **language impairments in preschool and kindergarten** has revealed that children who have participated in early training programs have **performed better on reading measures in first and second grade than have children without** phonological awareness intervention (Magnusson & Naucler, 92; Warrick, Rubin, & Rowe-Walsh, 93)

☞ **Significant improvements in reading accuracy and comprehension** with **spoken language training in phonological processing and semantic-syntactic** skills with 10-12 year old children evidencing severe difficulties in written and higher-level spoken language (Gillon & Dodd, 95).

☞ **Significant gains in vocabulary use and generalization** for young children when **vocabulary** training was integrated into the classroom setting by the SLP and teacher. (Wilcox, et al., 91).

☞ **Significantly greater** acquisition of **curricular vocabulary** for **typically developing students** with a **collaborative or classroom-based** assistance from the **SLP** than with only regular instruction from the **classroom teacher**. **Significant acquisition of curricular vocabulary** for children with **speech and language impairments** when the **SLP** taught **collaboratively** with the classroom teacher (Throneburg, et al., 00).

☞ **Significant improvements in basic concept acquisition** (Ellis, et al., 95)

☞ **Meaningful improvements in adaptive behaviour** in the **classroom** (Schery & O'Connor, 92)
☞ **Significantly higher scores on listening & writing; higher abilities in understanding vocabulary and cognitive-linguistic concepts; increased writing skill development for producing relevant sentences with correct mechanics and spelling; improved ability to follow directions** with new concepts, and **heightened phonemic awareness**. **Carry-over** of increased student **verbal skills** within **other curricular areas** was also evident (Farber & Klein, 99).

↳ **Improved student questioning & problem solving** skills (Kaufman, et al., 94)

↳ **Substantial reductions** in the **drop-out rate** for students in secondary school (Larson & McKinley, 95)

↳ For **at risk children, lasting benefits representing a significant savings** to the social support system and society (Schweinhart, et al., 85; Warr-Leeper, 01).

**BAD NEWS:
Students with weak or disordered language skills
are at risk for educational and academic failure**

- **Language and Literacy**

- A large body of research provides **strong empirical support** for the **link between language and reading disabilities** (Catts, 93).
- Large epidemiologic study of **kindergarten** students found **5 factors** that were highly **predictive** of reading difficulties by **grade 2** with **3** of the **5** being **oral language skills**. (Catts, Fey, & Tomblin, 99)
- **Level of oral language is highly predictive of reading level**
- Over **70%** of **poor readers** in grade 2 have a **history of language deficits** in kindergarten (Boudreau & Hadberg, 99)
- **Relationship** between **language** disorders and **behavioural** disorders are **mediated** by **reading disorders** (Tomblin, Zhang, & Buckwalter, 00).

- **Bottomline: Oral language is foundational to reading and writing thus weaknesses in oral language will hinder the development of literacy.**

- **Language and Behaviour**

- **Weak language early in life predicts a later behavioural disorder** (Stevenson, Richman & Graham, 85)
- Prevalence of language disorders among behaviourally disordered is 10 times higher than in the general population (Camarata, Hughes and Ruhl, 1988); Minuitti, 91; Warr-Leeper, et al., 94)
- **52%** of **language disordered** students are **reading disordered** compared to 9% of controls.
- **29%** of **language disordered** students are **behaviourally disordered** compared to 19% of controls
- The **comorbidity of language disorders, psychiatric problems, learning disabilities and attention deficit hyperactivity/disorder** has led researchers to **conclude** that **linguistic difficulties** "may in fact be a **common background factor**" which is of the **utmost "phenomenologic and etiologic" importance** (Cantwell & Baker, 1991, pgs. 93 & 94).

- **Bottomline: Behavioural disorder is to language disorder as smoke is to fire**

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