Writing: The Neglected Component of Literacy

Writing is hard work. Anybody who has ever had to sit down and compose a piece of writing for a purpose other than fun and exploration, and that is all of us as members of this Association, knows the pain and the struggle. I would rather light my hair on fire some days than work on a manuscript. Even Ernest Hemingway knew the struggle. “Writing is easy,” he is quoted as saying. “All you do is sit down at a typewriter and open a vein.” Absolutely. At least we don’t have to do it on a typewriter.

Our clients are no different, and given the nature of their disorders, the struggle is even greater. I have focused on writing in disordered populations over the last decade, including intensive research and analysis as part of my dissertation. I have co-directed our summer Language and Literacy Project for 13 years. I have come to understand, in part, what makes writing so difficult, and at the same time so essential. I also believe that writing is the often overlooked and neglected area of our clinical practice in literacy, given the priority placed on reading by our schools and society. So, I would like to address writing and writing intervention as my contribution to this themed issue on literacy. I want to outline what it is about writing as a language modality that makes it so difficult, and then provide some principles of writing intervention.

Writing is simply another manifestation of language, and this is what makes it easy. As language, it is a conventional system of symbols (visual/textual) that hold meaning for a particular purpose. Like language in general, writing is learned from repeated exposure over time in an authentic context where all the variables and characteristics of human learning are allowed to operate. It is facilitated by someone who already knows how through social mediation and requires ample opportunities for practice in a useful and meaningful context. Writing development reflects internal cognitive development and conceptualizations. We can observe patterns in a client’s writing process and products and infer their internal understandings of what writing is and how it works – just like language in general.

Writing is also unique as a language modality in several respects, and this is what makes it difficult. Unlike spoken language, text is most often produced to be read at a later time by a reader who is not currently present. The act of writing produces a tangible product that is constantly reread by the writer as they judge progress towards their intended goals and meanings and evaluate their own effectiveness. For this reason, James Moffett described writing as “communication within the same nervous system” (1968). This is a special kind of communication which serves a deeper, more cognitive and affective set of purposes than the mere transmission of information. It causes the internalization of different forms of language and different models of thinking. Engaging in the process of writing is engaging in the structuring and restructuring of your cognitive system. That is what makes it so difficult. Writing development reflects an increasing ability to control, integrate and manage all the active cognitive processes of composing simultaneously. As difficult as it is, this is also why integrating writing into our intervention is essential.

A writing process approach allows us to focus on writing as language as well as cognitive/conceptual development. Principles of process writing include:

- a recursive, multi-dimensional process involving rehearsal, drafting, revision, editing, and often performance or sharing one’s written product with an audience. Writing workshops, authoring cycles, author’s chair, and publishing activities provide authentic intervention contexts and activities (resources for further information follow below).

- focus on authentic writing tasks in which the individual has control over what he/she chooses to write about. Sustained effort and authentic voice in writing spring from an urge to express, and imposed topics and story starters don’t inspire either.

- mediation by a more competent writer who provides models, motivation, instruction, advice, and

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development occurs over time when learners have had plenty of opportunities to observe, perform, practice, and edit their work. There is no sequence of skills and no program for all writers to follow.

link reading activity with writing activity. Using well known and loved authors allows us to demonstrate how writers operate and make decisions as they craft their texts. In some cases, improved reading is achieved through writing activity.

focus on the purpose, meaning, or function of the writing first rather than the form. The primary concern is with ideas, content, and organization. The form and conventions develop gradually, over time, as the individual gets better and better at relaying his/her meaning and purpose(s) in writing. Spelling, punctuation, and other conventions are tools to aid meaningfulness rather than prerequisite writing skills and worksheets are not writing.

I have been influenced by the work of Donald Graves, Brian Cambourne, Regie Routman, and Lucy Calkins to name a few. These researchers and teachers of writing have helped to ground

The SLP knows the importance of reading to a child for improving language comprehension and for learning to ask and answer questions as the book is explored. However, as professionals, SLPs often feel pressured to read a whole book or to introduce new materials each session. The literature suggests that repeated readings of the same story actually generate the best language learning. By exploring a single page or episode of a story in depth, many speech and language skills can be addressed.

Favorites, such as The Three Bears, appeal to children’s natural interest in danger and trouble. The written language of these stories is often very complex and a rich source of language learning. For example, the story might begin:

Once upon a time there were three bears who lived in a house in the woods. Mama Bear was making porridge to eat, but when she tasted it, the porridge was not ready. The bears went for a walk while the porridge cooked.

The accompanying picture would show Mama Bear tasting the porridge while Papa and Baby Bear looked on. Her face would clearly show the porridge did not taste good. The pictures support the language and can be used to help children learn to process the complex syntax, vocabulary, and narrative structure of literate language. Begin by talking about the characters, place, and time of the story.

Ask the child who the story is about. If the answer is “bears,” point to the word in the text and say, “Correct, bears.” Point to the /r/ and model the sound if the child mispronounces /r/. Then ask, “But how many bears?” Count together, and then point to the word in the text, modeling the /th/ phoneme. Follow through by pointing to the text to expand the utterance. “Correct, there were three bears.” Have the child point to the words and read that phrase. Do the same for the next constituent clause, beginning with the word “house” and helping children build the sentence with a series of questions, acknowledgements, and associations to text. Now that the constituent sentences are established, point to the word “who” and say it is a special word that lets us talk about the bears and where they live. Then together read there were three bears who lived in a house in the woods while pointing to the print. Finally, point to the idiom Once upon a time and say, “This tells us when the bears lived in the house.”

This process of breaking down and then building up complex language is a common strategy used by SLPs. It is a powerful intervention tool because it enables the SLP to address articulation, vocabulary, print awareness, counting, and both receptive and expressive language. The process is integrated, providing guided practice with the multitude of language skills that must be coordinated for literacy.

Next explain that stories have problems, and ask the children to listen to see if they can find the problem. Read the text Mama Bear was making porridge to eat, but when she tasted it, the porridge was not ready. If the children offer a problem, say “Let’s see if you are right” and begin the break down-build up process again. Use pictures from the internet to learn vocabulary words like porridge, point between pronouns and their referents (she refers back to Mama Bear), and discuss the connecting word “but” and how it tells there is a

(Continued from page 1)
problem. Have the children act out the time sequence, first stirring porridge (was making), then tasting it, and finally making an awful face because it was not ready. The wonderful advantage of printed language is that it remains visible with the same words in the same syntactic order. This enables children to look at the same sentence many different ways until they understand and can produce the ideas using a longer MLU. As SLPs working with delayed children, we often forget that children with typical language development produce all of the different types of complex sentences before their fourth birthday (Brown, 1973).

Then explain how stories have plans to solve the problem. Read the next sentence and ask who hears a plan; The bears went for a walk while the porridge cooked. Use the break down-build up procedure again, paying attention to identifying what “the bears” means (i.e., reference to all three) and the conjunction “while.” Then say, “We won’t find out until later if their plan worked because something unexpected happened.”

When storybooks are used for language intervention, the point is not to read the book but to use it as a means to explore language. The use of the break down-build up procedure enables children with language delays to build the higher-level speech and language skills needed for literacy. With the implementation of Common Core, it is now more important than ever to focus on the language of emergent literacy with our preschool-aged children.

References

Spotlight on Spelling

The Speech and Language Support for All (SALSA) initiative in Louisiana created great excitement about the SLP’s role in literacy. Across the state, SLPs expanded their use of reading and textbooks for their language lessons. But fewer SLPs have explored spelling as a medium for addressing phonological skills. Spelling can be an ideal context for working on literacy-relevant skills including phonemic awareness, vocabulary, and morphology while simultaneously working on articulation (Collins, 2007). SLPs may be reluctant to address spelling because they think they know little about it. However, because of our knowledge of phonology, phonological processes and developmental stages of speech, the SLP is actually the most informed professional about spelling and its development.

Spelling Develops Parallel to Speech in a Written Modality

Like speech development and production, spelling is an active process. It requires students to metalinguistically reflect on their speech and encode the phonemes they hear into a written code (Herron, 2008). The encoding process relies on many types of knowledge including phonological, phonemic, letter-sound, morphological and orthographic. At early stages, children rely primarily on phonemic knowledge as they think about their speech (i.e., phonemic awareness) and then try to match a letter to the sound they perceive.
early attempts often capture the first sound and then may use random letters to capture syllable shapes. This is much like jargon, or words that are speech-like but invented, capturing sounds of English and syllable shapes. In spelling the result may look like:

<table>
<thead>
<tr>
<th>Name</th>
<th>BB</th>
<th>Bo</th>
<th>Ta</th>
</tr>
</thead>
<tbody>
<tr>
<td>GonPo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goldilocks</td>
<td>sat</td>
<td>on</td>
<td>Baby Bear’s chair</td>
</tr>
</tbody>
</table>

Charles Read (1975) and others helped us to find the patterns in these spellings. Just as in early speech development, the beginning sounds are usually the best encoded phonemes. The syllable shapes are captured, so that “Goldilocks” has more letters and the two syllables of “baby” are captured as BB. Letter-name spelling is common, so the second syllable in “baby” sounds like the alphabet letter-name B. Phonological process errors are present, as “Goldilocks” shows final consonant deletion and devoicing (p/d), and “chair” shows deaffrication (T captures the tongue tip elevation or stop portion of the /ch/ but not fricative component of the phoneme). Additionally, morphemes are not yet encoded, as in the possessive /’s/ on “bear’s.”

As spelling develops, invented spelling begins to become more conventional, as both phonemes and syllable shapes form better approximations of words but are replete with phonological process errors (kitchen = kigen, kicshin, keten, kinin, kentch, or chichen). As children learn to spell words they overgeneralize spelling patterns resulting in attempts such as highleked/hiked; reech/reach. Development is a long process of learning to encode the phonological, morphological and orthographic features of words and figuring out which patterns apply to specific words and the exceptions to rules. The process of development cannot be “skipped.” Poor spellers memorize words for a spelling test, but revert to invented spellings in their writing because they are still developmentally at an earlier stage of spelling. This also is a common problem in articulation therapy where children fail to generalize a phoneme taught because their actual development is still at an earlier stage and the new production isn’t integrated with their language.

Using Encoding in Intervention

Conti-Ramsden, Botting, & Faragher (2001) found that children with early phonological disorders exhibit deficits in reading, writing and spelling, with 50% to 70% persisting through grade 12. Given this high-risk for both disorders to be present, it makes sense to address both in our interventions. One way to accomplish this is to pick a phoneme the child has difficulty producing and asking the child to spell a series of words beginning with that sound. The SLP then guides the child through the encoding process.

For example, if /l/ is a target phoneme, engage the child in encoding the word “low.” Model the word, showing the raised tongue and noting that the letter “l” tells you to raise your tongue to the top of your mouth. Phonic Faces cards (Norris, 2001) can provide a good visualization of this. Then follow the encoding procedure below, helping the child to:

- Say the target word (silently or aloud)
  When the student says low, it engages the left hemisphere by activating pronunciation and meaning (Herron, 2008).
- Segment and identify target sounds in the word
  Ask, “What is the first sound in low?” Use all of your traditional articulation cues to help the child become aware of the phoneme and to practice saying it several times.
- Translate speech sounds into visible print by applying the alphabetic code

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University Services Update

Holly Damico, PhD, CCC-SLP, is an Assistant Professor at the University of Louisiana at Lafayette. A clinic director at UL Lafayette for 12 years, she co-founded and co-directs the Summer Language and Literacy Project. Her clinical and research interests include language and literacy development and intervention.

I am pleased to be filling the role of Director of Services for LSHA. Though I have attended many LSHA conventions and held membership on and off for many years, this is the first time I am involved as a member of the Board. Given my previous experience as a clinic director and current position as a faculty member, I believe University Services is the perfect place for me to serve. As one of my first official duties, let's give away some scholarship money!

Nominations are currently being accepted for one undergraduate and one graduate student to receive a $500.00 LSHA scholarship. See the criteria below, and send your nominations to me by April 24, 2015.

Criteria are as follows:
- Must be enrolled in an undergraduate or graduate program in the State of Louisiana or will be admitted for the Fall Semester/Quarter of current year.
- Must be majoring in the field of Speech-Language Pathology/Communication Disorders/Audiology

Each student will be rated on the following:
- Overall grade point average (copy of transcript not necessary, faculty member must verify GPA in his/her nominating letter)
- Financial need
- NSSLHA membership and participation
- Honors or recognition by a university or college
- Community service
- Plans, goals, or objectives for professional future

When the nominations period begins, the following must be submitted in order to nominate a student:
- A detailed nominating letter from the faculty member addressing the above relevant issues, as well as the applicant’s ability to represent the character, skill, and spirit of the profession; and,
- A letter from the applicant addressing personal issues listed above and, if not presently enrolled in a graduate program, proof of acceptance for fall of the current year.

Submit nominations to
Holly Damico
Department of Communicative Disorders
LSHA Director of University Services
PO Box 43170
Lafayette, LA 70504-3170
hld2564@louisiana.edu

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Ask, “Which letter tells my mouth to say that sound?”
- Repeat steps 2 & 3 until the entire word is constructed. When the child chooses a wrong letter, say “You just told my mouth to say la”. Give a choice of possible graphemes for the child to think about (‘Would you use o or t?).

Students can encode words by handwriting them or by manipulating letter tiles, magnetic letters, letter cards, or other letter manipulatives. Once the word is encoded, students can practice decoding the word, segmenting the sounds, blending sounds, or substituting sounds to create rhyming words, each time also practicing speech productions of /l/. Soon every time a child sees the letter “l” in print throughout the day, it will serve as a cue to elevate the tongue for articulation (Collins, 2007).

Analyzing Invented Spellings

Misspellings and error patterns provide a window into students’ development of written and spoken phonology. Instead of viewing unconventional spellings as “wrong,” a fine-grained scoring system detects developmental changes that reflect improvements. Analyzing each individual phoneme and the overall syllable shape reveals what a child understands and guides intervention.

Compare the four different spelling attempts for the same word, low. Student A was not able to apply alphabetic principle rules when spelling the target word since none of the letters correspond to the sounds in low, indicating a prephonemic stage. As an early phonemic speller, Student B wrote the same number of letters as sounds in the word capturing the appropriate syllable shape. Student B was able to encode the initial consonant L, and although the not in the correct positions, the other sounds in the word were represented (early spellers often try the first sound, then the last, and finally add the middle sounds). Student B added two extra letters, so she did not capture syllable shape as accurately as Student A. Student C conventionally represented the initial consonant and the medial vowel. The final consonant is represented but with stopping (a common pattern when words end in vowels). This spelling is semiphonemic. Student D’s spelling attempt is conventional, demonstrating that he is successfully able to coordinate phonological, phonemic and orthographic knowledge to spell this word.

Common Core demands that all professionals in schools show how they are working toward the standards. Using spelling as a medium for articulation therapy leads to gains in both oral and written phonology and the lesson produces a written record of progress that can be used for accountability.

References


Day at the Capitol - May 21, 2015

Member at Large

Mary Ann Thomas MS, CCC-SLP is an instructor at the University of Louisiana at Monroe where she also serves as co-clinic coordinator and clinical supervisor for the Kitty DeGree Speech and Hearing Center and the Scottish Rite Speech and Hearing Clinic.

Day at the Capitol 2014 was a huge success. Several bills LSHA supported were executed by the governor, including HB 1280, which included speech-language pathologists as Telehealth Providers. LSHA’s 2014 Legislative Session summary is currently located on the website, www.lsha.org.

Save the Date! This year’s Day at the Capitol will be May 21st. Please make plans to attend as we are very excited to be at the Capitol to advocate for our professions during Better Hearing and Speech Month. We are hoping to provide lunch and an opportunity for professionals to obtain CEUs then proceed to the rotunda to provide hearing screenings and information on the professions of Audiology and Speech-Language Pathology.

LSHA would like to extend its sincere gratitude to Christian Armetta, previous Legislative Chair, who secured an Advocacy Grant for LSHA to utilize for the Day at the Capitol activities.

Stay informed regarding Day at the Capitol news and information on the LSHA website @ www.lsha.org

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Nominations for the LSHA Board of Director’s is now open.

To nominate yourself or a colleague Contact LSHA.org or karenlynch@louisiana.edu

Harnessing the Social Power of Literacy to Foster Psychosocial Changes within a Private Clinical Setting

My three-year-old has begun “reading” books and environmental print in our home and within the community with great vigor in recent months. Of course, she isn’t reading in the conventional sense, but putting into practice her emerging conception of the symbolic nature of text, often saying, “I read that, Mom,” with the matter-of-fact tone characteristic of three-year-olds. She unmistakably views herself as a reader. This is a part of the identity she is developing and, the truth is, she’s right; she’s well on her way to becoming a fully-fledged reader in much the same way that my one-year-old daily makes strides toward becoming a competent oral language user. Famously, Frank Smith (1994) likened the process of becoming literate to joining a club, the Literacy Club - a society of individuals who share a common trait, in this case, as users of print.

Unfortunately, not all children share my daughter’s budding conviction about their identity as fledgling members of the Literacy Club. Clinically, I’ve observed this dearth of confidence in their status as readers time and again among emergent readers struggling to acquire proficiency with print. Often, these children compare their own weaker performance in literacy skills to those of their more competent classroom peers. Their judgment, and sometimes the judgment they’ve perceived or overtly been handed by others, indicates that they come up short in this area. They may interpret that their struggles disqualify them as members of the Literacy Club, an elite society only open to those with faultless reading abilities. For a former client, “Clint”, this is exactly how that scenario played out after being demoted from the “middle level” reading group to the “lower level” reading group in his classroom. This devastating experience left him tearful and distraught when his mom picked him from school that day; his mom at a loss at how to address the situation with Clint or his teacher. The result was a boy who, already struggling to keep up with the reading demands of his classroom, felt incompetent and relegated to assume a new identity as a “bad reader.”

“I can’t read that,” he told his mother as she pulled out a language arts book she’d obtained from his classroom teacher while in my therapy room later that week, “I’m not an Eagle” (the moniker assigned to the top reading group). It wasn’t only Clint’s confidence as a reader that was wounded, but as a result his willingness to take risks in the reading process and engage with print was woefully damaged. While helping Clint improve his proficiency and performance in reading was a top priority for Clint’s mom, her true desire was to bolster Clint’s confidence as a reader and to hopefully change his general attitude toward reading and writing.

Taking a cue from the imagery created by Frank Smith with his trilogy of books and free writing opportunities. Ultimately, three young struggling readers joined our club (which Clint himself affectionately

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Awards and Call for Nominations

The call for nominations for the following LSHA Awards of Excellence are due by April 15th and may be mailed or faxed to the LSHA office. The nomination form can be found on the final page of this publication.

General Award Guidelines
- Nominations must be received in writing and may be made to any member of the Nominations, Elections and Awards Committee. Each nomination should include a biographical sketch and detailed information about the nominee’s contribution to the profession, including fulfillment of award criteria.
- Nominees should not be advised that they are being considered for an award.
- The Nominations and Elections Committee will select the recipients by majority vote.
- All committee correspondence will be kept strictly confidential.
- Names of unsuccessful candidates may be re-nominated in any ensuing year.

Honors of the Association
- The recipient must be a LSHA member in good standing for two years prior to receiving the award.
- The recipient named as receiving Honors of the Association should have at least 10 years of active service to LSHA, including holding office and/or committee work.
- The recipient should have made outstanding contributions in no less than 5 of these 10 areas: Clinical service in private practice or in private or public institutions, publications, teaching, clinical supervision, liaison with other professions/agencies, legislative activities, service to LSHA, service to other professional organizations (ASHA, LBESPA, etc.), program administration, and research.

Fellow of the Association
- The recipient must be a LSHA member in good standing for two years prior to receiving the award.
- The recipient should have at least 10 years of active service to LSHA, including holding office and/or committee work.
- The individual should have made outstanding contributions in no less than 3 of the 10 areas noted in the Honors of the Association criteria.

LSHA Rita Buller Keller Healthcare Award
- The recipient must be a LSHA member in good standing for two years prior to receiving the award.
- The recipient should be a Speech-Language Pathologist or Audiologist who has been employed in a medical setting for a minimum of 5 years where they have demonstrated outstanding medical Speech-Language Pathology or Audiology service while also serving as an active contributing member of LSHA.
- The recipient of this award must demonstrate outstanding contributions in at least 3 of the following areas: Clinical service in private practice, hospital, skilled nursing, outpatient, or home health setting; teaching; clinical supervision; program administration; collaboration with other professions/agencies; or research.

From the viewpoint of a young reader

When asked to write a book recommendation for young readers, Shelby suggested and reviewed the initial book in the series Ivy and Bean by Annie Barrows. Here are her thoughts:

I recommend Ivy and Bean for young readers. These characters are very funny. In the first book, Bean thought that Ivy was boring but Bean’s mother said that she should give her a chance. Bean did not listen. So, when Ivy and Bean finally talked later in the book, Bean was surprised. Bean went to Ivy’s house because Bean was in trouble. She went to Ivy’s house and Ivy said, “Come in and I will show you where you can hide.” Bean trusted Ivy and went inside her house. And now they are best friends and they do everything together. I think other children will like this book because it’s funny and action packed!
named “Mrs. Sunny’s Super Awesome Reading Club”), which met weekly for two hours across twelve weeks, an extended period most easily accomplished in a private setting.

Several phenomena emerged with Clint within the context of our Club. Perhaps because he was the oldest in the group and perceived a certain level of superior competence compared to the other members, Clint immediately took ownership of the Club. Not only did he volitionally spearhead the Club naming process, he also took it upon himself to explain to me the need for the use of various forms of media for the promotion and propagation of the Club; he conceptualized the design for a website, business cards and a flyer.

According to his mother, Clint eagerly anticipated meeting with the group each week, which was primarily guided and led by the members themselves, as I attempted to take as much of a backseat during our various Literacy Club activities as possible. Instead, I viewed my role as primarily that of a facilitator. I provided an ample selection of high quality trade books, engaged the group in read alouds but encouraged the members themselves to lead the discussions about the books I read with them. I set-up various literacy related activities, often directly related to the read aloud selections but then allowed the Club members to take the reins and run with the provided activity guidelines. What ensued was a timid reader, Clint, who emerged as a leader, an initiator and an owner. He considered our Club truly his Club, a place he belonged and, in fact, an establishment he believed might not function well without him!

While his participation in classroom literacy activities had previously been described as hesitant, Clint readily volunteered as secretary during group projects in our Literacy Club, eagerly participated in book selections and willingly engaged in independent reading times. While this type of nurturing Literacy Club scenario is not always feasible for the struggling reader within the mainstream classroom, we were able to establish an environment of this nature away from school to allow Clint the opportunity to build confidence, ownership and a new identity as reader that he could then take back with him to his primary classroom.

Literacy has boundless applications in the therapeutic setting across populations, whether as a medium or the target modality. The private clinical setting has offered me unique opportunities for both dyadic literacy interactions as well as the means to establish carefully tailored small groups with individualized goals in mind. For Clint, this more intimate and individualized setting allowed us to usher him gently and respectfully into a more healthy relationship with reading in order to give birth to improved literacy skills overall. That is, once his confidence as a reader was effectively bolstered, his willingness to engage with a variety of literacy tasks likewise expanded, giving rise to opportunities to enhance his performance and proficiency with reading and writing. Consequently, greater reading proficiency translated to more confidence in the classroom setting as well. At least with Clint, I found that more important than measures of his performance in individual skills for reading and writing, the true gateway toward becoming a more competent reader was learning to become a member of the Literacy Club, gaining confidence and shifting his identity from that of a non-reader to that of a reader in his own right.

For more information:

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Looking forward to good food, good friends, good times, and good learning at the LSHA Conference 2015
June 5-6 at the Lafayette Hilton Hotel
Continuing Education Opportunities

LBESPA’s Annual Workshop is fast approaching! This year’s workshop is Saturday, April 11th at the Cecil Picard Center in Lafayette (University of Louisiana at Lafayette Picard Center for Child Development and Lifelong Learning) which is located at 200 East Devalcourt Street.

The schedule consists of:

- Dr. Maura Cosetti and Dr. Anita Jeyakumar, Cochlear Implantation Across the Lifespan: Current Status and Future Potential
- Regina Winbush, MS, CCC-A, Oticon FM & Connectivity Options for Children with Hearing Loss and Auditory Deficits
- Jenifer Juengling, Ph.D., CCC-SLP, Management of Cognitive-Communication in Adults with Dementia
- Daphne R. Washington, MA, CCC-SLP, Using Core Vocabulary Words to Improve Communication Skills with Children and Adults
- Stephen Harris, MA, L-SLP/AUD and Dawn Richard, MS, L-SLP, Supervision: LBESPA’s Rules of the Road for Supervision

**Highly recommended for individuals supervising and individuals requiring licensure supervision.

This workshop offers 6 continuing education hours (5 in hearing aid dispensing). Registration cost will be $85 for early birds by March 25th and $125 after March 25th and on-site.

If you have not already done so, register for the workshop in LBESPA’s Online Store at www.lbespa.org today or mail in the registration form!

Thank you!
LBESPA

Providing Services for English as a Second Language Children
Stefanie Leafblad, M.S., CFY-SLP
Friday, May 1, 2015
1:00 pm to 3:00pm (0.2 ASHA CEUs)
UL-Lafayette Communication Disorders Department
Room 216, Burke-Hawthorne Hall, Lafayette, LA 70500

Free for 2015 LSHA members.
$45 for non-LSHA members. Price includes 2015 LSHA dues.
Please RSVP by emailing LSHA at office@lsha.org

Stefanie Leafblad, originally from Chicago, has been working with bilingual children since she finished her undergraduate and volunteered as an SLP-A at an orphanage in Honduras. Upon returning to the U.S. she completed her Master’s degree with a bilingual certificate at Our Lady of the Lake University while working with children and their families in the multicultural city of San Antonio, Texas. Currently she is working with the English as a Second Language (ESL) population as a consultant to Lafayette Parish School System while finishing her PhD at the University of Louisiana at Lafayette. Learning Spanish as an adult has admittedly helped but Stefanie believes that all SLPs can and should work with children in the schools who do not speak or understand English. After this workshop participants will appreciate the incredible benefits that stem from working with individuals who speak languages that we do not. In these situations we are required to collaborate and never have to work alone!

Learning Objectives:
- Participants will be able to implement (from a national to local level) ASHA’s Ethics, Louisiana Department of Education’s Bulletin 1508 & 1706 with regard to when and how SLPs in the schools need to work with children whose first language is NOT English.
- Participants will learn the basics of initiating treatment when a child who is still learning English is referred for either speech or language.
- Participants will be able to problem solve how to involve parents who do not speak English in the screening, assessment, and/or treatment process.

LSA Conference 2015
June 5-6
Lafayette Hilton Hotel

The Louisiana Speech-Language-Hearing Association is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.
The LSUHSC Speech, Language and Hearing Clinic held its first annual Krewe de COMD parade this year. Graduate students and their therapy clients danced, sang and threw beads and trinkets to parade goers on the 9th floor. Clients of the LSUHSC Clinic with autism and who use AAC devices, who participate in group therapy, are planning a field trip to the Children’s Museum with their student clinicians and supervisors. Voice banking is now being implemented for patients with Amyotropic Lateral Sclerosis (ALS). Using Model Talker, patients with ALS are able to bank their voice before they lose it. After the first calibration session, it takes approximately 5 additional 1 hour sessions to record the complete inventory of sixteen hundred phrases. The uploaded voice can then be downloaded and inserted into communication devices (e.g., Tobii I-12 or the Accent 1200). It can also be downloaded to apps (e.g., Predictable 4 and ChatAble 2 available from Therapy Box, Inc.). Our Au.D. students, along with COMD faculty members, went on two field trips recently. One was to the Louisiana School for the Deaf in Baton Rouge and one to the New Orleans Oral School in Metairie. The Au.D. students truly enjoyed seeing the students in action, touring the campuses and learning more about the programs offered at each of the schools.

Southeastern Louisiana University’s NSSLHA chapter took 19 members, 3 of which presented, to the annual ASHA convention in Orlando, FL last November. Our chapter represented Region 8 in the NSSLHA Knowledge Bowl, received first place in the t-shirt contest, and received second place in the video contest. We were also able to cheer on one of our professors, Dr. Nina Simmons-Mackie, as she received Honors of the Association from ASHA. Last Saturday we were invited to participate in the Louisiana STEM (science, technology, engineering, and mathematics) Expo for middle school students in Baton Rouge. Our booth consisted of interactive activities including models of the brain, larynx, and ear, aug. comm devices, and a speech science activity. Attached are a few pictures from the events. Lastly, one of our members, Otto Mazzoni, is about to be published in the Ohio Speech-Language-Hearing Association’s electric journal “eHearsay. His article is called “This Do, In Remembrance of Granny Sue.”
Louisiana Tech

Graduate clinicians from the Louisiana Tech Speech and Hearing Center are working with third grade students at a local elementary school to enhance literacy skills. The groups work twice weekly in the classroom under the supervision of a Louisiana Tech University Speech-Language Pathology Clinical Educator and the classroom ELA teacher. The students participate in Words Their Way, spelling and phonology skills, and reading comprehension improvement through reading aloud and discovering ways to best answer grade level questions. The students are selected by the ELA teacher based on their previous year’s performance and standardized reading measures. Data is collected and obtained by graduate students and reported to the teacher. The third grade students are motivated to work when their “Tech” student arrive. This literacy group format has been used for the past few years and improved classroom performance and standardized test scores of the participants.

University of Louisiana at Lafayette

Contributed by Christine Weill, MCD, CCC-SLP who is a clinical supervisor and doctoral candidate at University of Louisiana -Lafayette

This summer marks the 14th consecutive year of the University of Louisiana at Lafayette’s summer Language and Literacy Project (LLP). This specialty project was developed by Jack S. Damico, PhD, CCC-SLP to immerse struggling readers and writers in a supportive atmosphere for literacy development. Each summer 24 – 30 school aged children join together with graduate clinicians and doctoral students to engage in meaning-based and process oriented strategies for reading and writing. The project runs for two months (June and July), meeting four days a week, for approximately three hours a day; providing a balanced approach to literacy development through a variety of genres, experiences, and small and large group activities. This large group of learners is led by three dedicated mentors, Dr. Ryan Nelson, Dr. Holly Damico, and Mrs. Christine Weill, who focus on modeling best practices in literacy pedagogy in an atmosphere of cooperative learning for the benefit of graduate clinicians and literacy learners alike.

The focus of the LLP is on enjoying books, stories, and writing in a social environment designed to empower children through a learning process they may have come to avoid. The supportive and social camp atmosphere of this specialty clinic gets struggling readers excited about books and stories, resulting in more time spent with the reading process. The writing process is then linked to reading as readers are encouraged.

University of Louisiana at Monroe

Report by Becky Pickering MS, CCC-SLP who is an instructor at the University of Louisiana at Monroe, pursuing a PhD in Applied Language and Speech Sciences at the University of Louisiana at Lafayette. Prior to this, Becky provided early intervention through the Children’s Center at ARCO in Monroe, Louisiana.

Literacy Clinic is a special project of the University of Louisiana at Monroe. Kitty DeGree Speech and Hearing Center which was developed by Linda Bryan, PhD, CCC-SLP. Following Dr. Bryan’s retirement, Jennifer Whited, MS, CCC-SLP and Becky Pickering, MS, CCC-SLP have taken over responsibility for leading Literacy Clinic. Our mission is to provide a positive, encouraging environment for struggling readers and writers to 1) develop a love for literacy and 2) experience success with literacy. We implement a top-down, constructivist approach to therapy where clients learn through immersion in meaningful, authentic literacy experiences with extensive modeling and scaffolding from clinicians as “more competent others” in the reading and writing processes.

At this time, Literacy Clinic is designed to include six client-clinician pairs. Clients vary in age and grade from elementary school to high school. Supervisors have the opportunity to work with the same clients over multiple semesters, which allows for cohesion in therapy. Clinicians conduct reading and writing assessments twice each semester--one pre-treatment and one post-treatment--to measure pro-
to become writers. This connection between reading and writing is repeatedly emphasized through a variety of activities, proving beneficial to both the participants and the apprentice clinicians.

A typical day begins with group read-alouds conducted by one of the three project supervisors. Well-written, authentic children’s literature is selected for this activity based on the interests of the students, the comprehensibility of the text, and opportunities for modeling. Supervisors model the contrastive and immersive properties of written language as a medium through which teaching opportunities arise. The students are encouraged to participate in the reading in a variety of ways, including: making predictions, commenting on actions and characters, or offering opinions and reactions as they arise in the moment. The graduate clinicians learn that successful read alouds may often become loud as the students laugh, sing, and gasp in surprise at crucial moments in the story. These are all behaviors indicative of the active process of experiencing written language, and are therefore encouraged. Each of these opportunities enhances the real-time experience of the literature and fosters a love of reading for a life-time. As the summer progresses, the graduate clinicians take over the responsibilities of the read aloud performance and the supervisors step back into a supportive role. This apprenticeship model of both supervision and intervention is reinforced throughout the LLP as the best practice for active learning.

The apprenticeship model of learning continues as each student participates in daily, individualized shared reading sessions with their graduate clinicians. A shared reading approach to literacy development allows the student to engage in the reading of authentic literature with the support of a more experienced reader as a guide. Here meaning-based strategies to reading comprehension are encouraged and modeled by the “reading buddies” (aka clinicians) as the students learn to incorporate background experiences and their knowledge of how language works into the reading process. The result is a close collaboration surrounding text with the student slowly taking over the majority of the reading as their skills emerge. A process that is both thrilling and inspiring as the summer months fly by!

Literacy immersion would not be complete without the whole-group interactions known as the writers’ workshop. Here at the end of the day, our entire group comes back together, with snacks in hand, to use their knowledge of written text to make their own writerly choices. The social atmosphere of writers coming together to communicate through text allows the students to become mentors for each other. Group discussions take place on how to best represent thoughts and experiences through written language. Students discuss topic selection, sentence shaping, word selection, and even spelling issues with each other to complete their written pieces. The supervisors and clinicians move throughout the room, stopping to conduct writing conferences as needed. These conferences provide the students with individualized writing instruction, while exposing our clinicians to the complexity of the writing process. The students select favorite pieces for revisions, editing, and final publication into a group portfolio to chronicle their time with us.

As preparation begins for this 14th summer of the LLP, we look forward to sharing stories with our clinicians and our students. For this summer and the next 14 summers to come.

Clinicians are tasked with developing writing projects for clients to participate in over the course of the semester. Generally, there are three total projects per semester. Projects are meaningful and fun for clients, ranging from creating commercials for a favorite toy or product, creating a new breakfast cereal (and designing its box), creating food critic magazines involving their favorite restaurants, to our current project of developing their own summer vacation plan (complete with a letter convincing their parents to go, a packing list, transportation plans, and an itinerary). Every project has a final, “published” product that the clients get to take home with them. For example, they each received a DVD with all their videos for the commercials, and they each received a “published” copy of their food critic magazine.

Sessions are designed to include three parts for each client-clinician pair. The first 25 minutes is spent in shared reading with a book each client chooses. Clinicians engage in the reading process with clients to help them apply background knowledge as well as all the cueing systems available to them while they read, drawing on semantic, syntactic, and graphophonemic cueing systems as well as picture cues when needed. The next 25 minutes is devoted to the writing project in progress at that time. Clients are guided through the writing process, including brainstorming, creating drafts, editing, and developing a final, polished product. Clinicians encourage clients to become “risk-takers” with writing, especially with regard to spelling. The focus is about getting ideas on paper first and editing afterward. During the last 10 minutes of the hour, one of the clinicians reads a book aloud to the entire group, which involves lots of interactive participation in the reading. This is such a fun time for both the clients and clinicians!

Clinicians gain the experience of working from a whole language approach to literacy—an essential perspective for new SLPs, as they are met with the bottom-up, skills-based approaches common in the school system. Clients benefit from a form of teaching they may not experience elsewhere, and they experience what it’s like to identify themselves as successful in the world of reading and writing. The atmosphere in literacy clinic is fun, encouraging, and inviting. We have been fortunate to see many clients grow to enjoy reading and writing in Literacy Clinic. It’s a beautiful thing to see children begin to believe in themselves— to identify themselves as readers and writers.
Southern University’s Speech-Language Pathology Department graduate students received instructions on how to use an invention that helps patients with Parkinson’s disease to speak clearer. Meredith Fonseca, a Clinical Marketing Manager with SpeechVive, managed the demonstrations and training on Tuesday where some faculty and graduate students were involved in training sessions Tuesday on how to use the SpeechVive device and provide instruction to Parkinson patients. According to SpeechVive, its technology, which resembles a Bluetooth earpiece, improves the patient’s speech clarity by altering volume, articulation or speech rate. Several of the graduate students practiced on the device and discovered the changes in sound modulation during the training session.

Students enrolled in clinical practicum at SUBR had the opportunity to participate in a Parent/Caregiver Training for families and caregivers of clients enrolled in therapy services at the SUBR Speech, Language and Hearing Clinic. Also, students enjoyed a tour of the Louisiana Assistive Technology Access Network (LATAN) office in Baton Rouge.

On November 24, over 140 speech-language pathologists and students participated in the first annual Autism Training Seminar hosted by SUBR. The featured speaker for the event was Ms. Adanna Burrell, MS, CCC-SLP, a graduate of SUBR.

At the University of Louisiana at Lafayette undergraduate chapter of NSSHLA meeting on November 12th, Dr. Roussel and a grad student came speak to us about the Grad School application process and what to expect going in to grad school. They also answered various questions our members had about grad school and the application process.

On March 14th, NSSHLA hosted a fundraising dinner for Change Agent Network to renew their scholarship pledge that sends a young man to college from the Heart of Grace School in Lower Johnsonville, Liberia. The dinner, held at the home of Drs. John & Jennifer Tetnowski, was prepared and served by department head Dr. Nancye Roussel and NSSHLA advisor Dr. Shalini Arehole.

This semester, we are preparing for the following events:
~Walk for Hope (Autism) - April 11th 7:30am-12:00pm at the Blackham Coliseum on Johnston Street. [www.acadianaautism.com](http://www.acadianaautism.com)
~Acadiana Komen Race for the Cure - March 21st 8:00am Downtown Lafayette.
~LSHA Conference - June 5th and 6th at the Lafayette Hilton

Charlotte Clark is a native of Lafayette and is a doctoral student in the Applied Language and Speech Sciences Program at the University of Louisiana – Lafayette. Her area of research lies within addressing language impairment through literacy.

### Addressing Spelling with Young Writers

When working on writing with children, I sometimes find myself in this impossible position. The child, proudly grinning from ear to ear, will hold up a piece of writing and ask me to read it. While scanning the string of letters and symbols on the page, my mind races to find some way to affirm his or her work without letting on that I have no idea what the child has attempted to spell. “Looks like you have been working hard. Tell me about this,” is a comment I find myself making often. Spelling can be a difficult thing to know how to address during a writing session. It is something we might avoid and tiptoe around so as not to discourage a child from continuing to write and develop a topic, or it is something that we might make a central focus of a writing session because it can be evaluated objectively unlike ideas and thoughts. What is the right balance? When and how do we appropriately address spelling with students?

I have found that discussing mechanics and spelling with a child is always easier once the child understands that writing is a process. No matter the age of the child or his competency as a writer, we should always work on writing as a process. Any adult that is writing for an authentic purpose—whether it is drafting a letter to an employer, writing a short story for children, or writing an article for a newsletter—will approach the task as a process. Rare is the person who can sit down and write from start to finish something worth reading without hitting the delete key a thousand times and saving multiple versions of a draft. Teaching children how to write means giving them a sense of this entire process, and writing as a process happens naturally when we are writing for a real audience. We are constantly revising to make our ideas clearer for the reader we have in mind. Spelling, while not our first focus, will naturally be a part of this process.

Children also need to have an audience in mind when writing. We give them this audience when we give them authentic writing tasks, like writing a card to their parents or a story to share with the class. Explaining the importance of spelling is much easier when the child is honestly attempting to communicate his thoughts to another person. The need for revisions becomes less clear to a child when he is not writing for a real audience. When we give our students feedback we make a special effort to understand their thoughts despite mistakes that interfere with their intended meaning. Real audiences are less apt to make this special effort, nor do they have the benefit of having discussed three earlier drafts with Billy about how great the Laygo Lego movie is. Our corrections regarding mechanics are meant to support the child in better communication with
In Remembrance of Mary Pannbacker

Mary Pannbacker, Ph.D., CCC-SLP, Professor Emerita, passed away on February 16, 2015 in Shreveport, Louisiana. She received her B.A. degree from Oklahoma College for Women, M.C.D degree from the University of Oklahoma Medical Center, and Ph.D. degree from State University of New York at Buffalo. During her professional career she held positions at East Texas State University, Clarion University of Pennsylvania, Louisiana State University Health Sciences Center—New Orleans, and Louisiana State University Health Sciences Center—Shreveport. Dr. Pannbacker was the Albertson’s Professor of Speech-Language Pathology, an endowed chair in the Department of Rehabilitation Sciences at Louisiana State University Health Sciences Center—Shreveport. She also served as a consultant to the Arkansas-Louisiana-Texas Cleft Lip & Palate Team.

Dr. Pannbacker was a Fellow of the American Speech-Language-Hearing Association. In addition, she served as President and Editor and received Honors of the Association, Fellow of the Association, the Jeannette Laguette Award for contributions to Higher Education, as well as the Special Recognition Award, all from the Louisiana Speech-Language-Hearing Association (LSHA). Furthermore, she was LSHA’s reviewer for ASHA’s Frank Keffourth Clinical Career Achievement Award and she received the Distinguished Service Award from the American Cleft Palate-Craniofacial Association. She served as a reviewer for several ASHA journals and she represented her state as a member of ASHA’s Legislative Council for 26 years. Moreover, she was instrumental in the establishment of ASHA’s SIG 16, School Based licens.

Mary had the distinct honor and pleasure of knowing and collaborating with Mary in many studies that resulted in numerous publications (including journal articles, books, and chapters in books) as well as papers presented at professional meetings. It was indeed a distinct pleasure to interact with her on research projects, many of which originated with her ideas and suggestions for investigation. She was the consummate professional, a teacher and mentor who truly cared about her students and was highly respected by them, a very productive scholar, and a very caring and giving person who touched so many lives (students, colleagues, and others) in so many ways, giving of her time and expertise to organizations and agencies throughout her professional career. In addition, she loved animals and worked for several agencies to enhance and care for the lives of animals.

Mary had a distinguished career and she leaves behind a great legacy of students and colleagues who will carry on her work. Countless individuals have been enriched through her mentorship and friendship over the years. She will be truly missed and not forgotten by all of those who knew her. She is survived by three children and several grandchildren.

References:
"The Mission of the Louisiana Speech-Language Hearing Association (LSHA) is to:

- Serve individuals in the professions of audiology and speech-language pathology
- Advocate for services provided to individuals with speech, language and hearing needs
- Establish and promote professional development & high ethical and professional standards
- Provide programs and services that meet members’ needs
- Serve individuals in the professions of audiology and speech-language pathology
- Advocate for services provided to individuals with speech, language and hearing needs
- Establish and promote professional development and high ethical and professional standards

It is one of the beautiful compensations of life, that no man can sincerely help another without helping himself. -- Ralph Waldo Emerson

Interested in being a difference—maker? Know someone who is? Please consider serving on a LSHA committee or as a Board member. Elections now open and the nomination form can be found on the back page of this publication.

LSHA Lagniappe Publisher Information

Jennifer Tetnowski is a clinical instructor at the University of Louisiana at Lafayette who provides clinical supervision and teaches coursework in the areas of aphasia and group treatment. She is currently serving as the LSHA Lagniappe Coordinator.

If you would like to contribute to the LSHA News or be a guest editor, please contact Jennifer Tetnowski at jtt8225@louisiana.edu

The LSHA News is published three times a year by the Louisiana Speech-Language-Hearing Association (LSHA). Copy and advertising inquiries should be directed to the LSHA office. Advertising rates are available on the last page of this publication.

See you at the annual LSHA Conference in Lafayette, LA Hilton Hotel June 5-6

It is with heavy heart but fondest wishes that we bid farewell to Carrie Broussard as she leaves Postlethwaite and Netterville to embark upon her next great adventure. Fare thee well, Carrie.

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March 2015 LSHA Board of Directors
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