

CALIFORNIA SPEECH, LANGUAGE, HEARING ASSOCIATION
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DOWN SYNDROME, APRAXIA, DYSLEXIA
WTF
Where's The focus?

Sandy Kaul, MA, CCC
Speech, Language and Hearing Pathologist

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Disclosure Statement

I have the following relevant relationships in the products or services described, reviewed, evaluated or compared in this presentation.

- I am the developer and owner of FONEMZ and the FONZABET patents, trademarks and copyrights.
- I have no other financial or non-financial relationships with any of the other products in this presentation.

Sandy Kaul, MA, CCC-SLP

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Where is the FOCUS

- Explicit Instruction & Partnering
- Learning modalities
- Neurocomputational Models
- Best Practices for Learning
- Phonemic Awareness is key
- Multimodal Learning
- Self-Directed Learning
- Multimodal Programs/Tools
- Speech Milestones and Best Practice
- Gestalt for Reading
- iPad & Reflective Learning
- iPad Apps

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Explicit Instruction & Partnering

Collaborative learning opportunities encourage interactions & critical thinking

Anita Archer, PhD
<http://explicitinstruction.org/>

- What is something that is really important for you to incorporate into your day that is not a part of your routine, but you would like it to be?

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Everyone is a genius in some way!

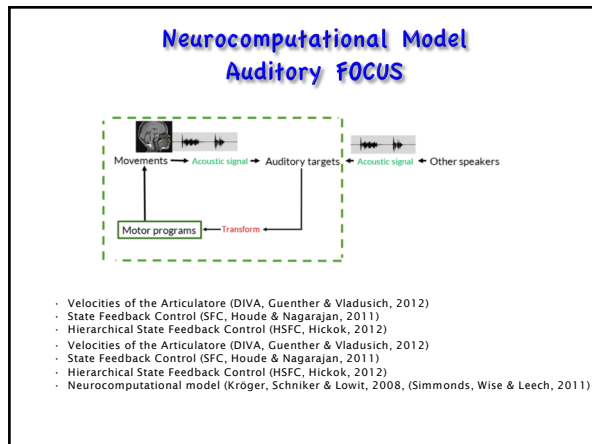
- Utilize a students strong areas of functioning and intelligence to augment weaker areas
- What are the modalities for learning?
 - Visual/Spatial
 - Tactile
 - Kinesthetic
 - Proprioceptive
 - Auditory/linguistic
 - Math/logical
 - Interpersonal
 - Intrapersonal
 - Smell
 - Taste
 - Vestibular (Sean White)

(Gardner 1983, 2011)

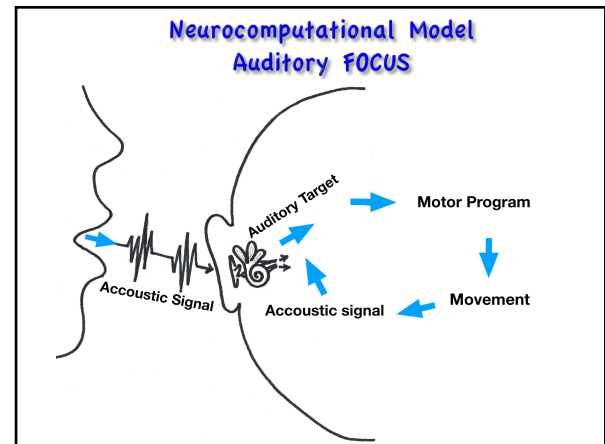
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What similar area of difficulty affects people with Down Syndrome, Apraxia and Dyslexia?

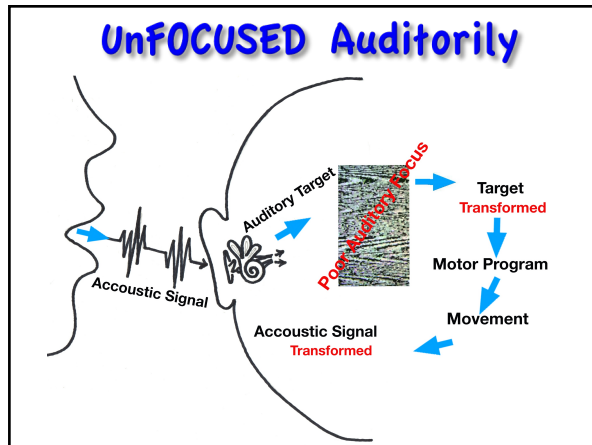
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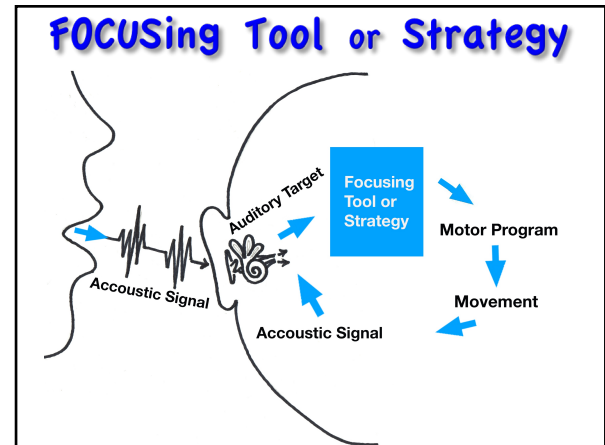
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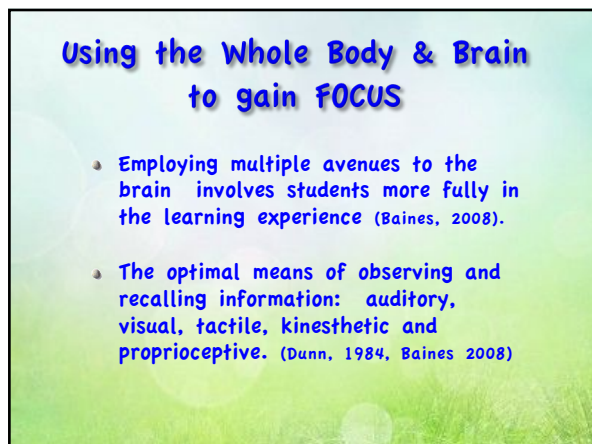
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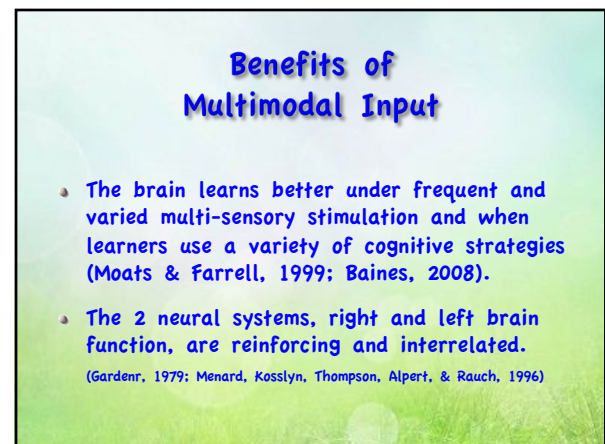
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Best Practices for Learning (CSTP, 2012)

Partners

- Engaging environment
- Autonomy, interaction and choice•
- Engaging in problem solving and critical thinking
- Promote self-directed, reflective learning•
- Routines that support learning
- Hierarchical task analysis and methods•
- Monitor learning and adjust while teaching

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Best Practices for Learning (CSTP, 2012)

- Rigorous learning environment with high expectations and appropriate support for all students
- Make subject matter meaningful with real life context•
- Establishing a climate that is emotionally safe and promotes fairness and respect
- Standards for behavior with independent and collaborative learning opportunities•
- Using instructional time effectively

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Speaking & Reading

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Phonemic Awareness

- Phonemic awareness and articulation are directly linked (Roberts, 2005).
- Phonemic awareness has the distinction of being the best predictor of early reading skill (Hulme et al., 2002). (Head Start Research)
- Phonological awareness abilities relate directly to future reading and writing achievement (Torgesen, Wagner & Rashotte, as cited in Gillon, 2005).

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What Makes a Good Tool...Lesson...App?

- Utilizes explicit instruction
- Incorporates a routine
- Interactive- provides opportunity for language expansion, modeling, and discussion.
- A multisensory, multimodal approach - visual, tactile, auditory.
- Follows appropriate task hierarchy, able to customize - easy to hard. Fades cues.
- FUN!

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Multimodal approaches
are intermediary tools
for improving focus &
understanding of concepts
that are otherwise
incomprehensible.

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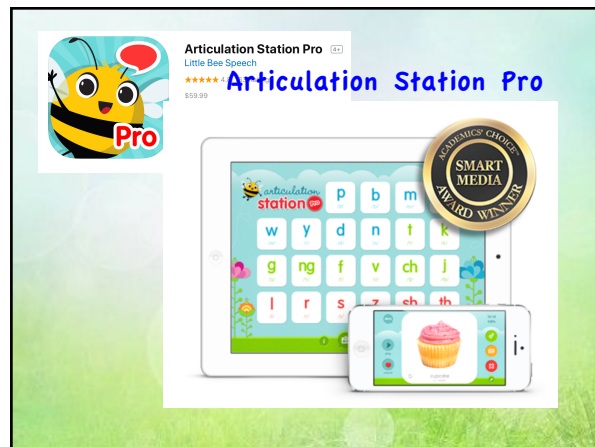
Multimodal Programs/Tools

- PROMPT
- Rhythmic Phonetics •
- Visual Phonics
- FONEMZ
- iPad use is a platform for multimodal learning
- My Little House

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iPad and Interaction

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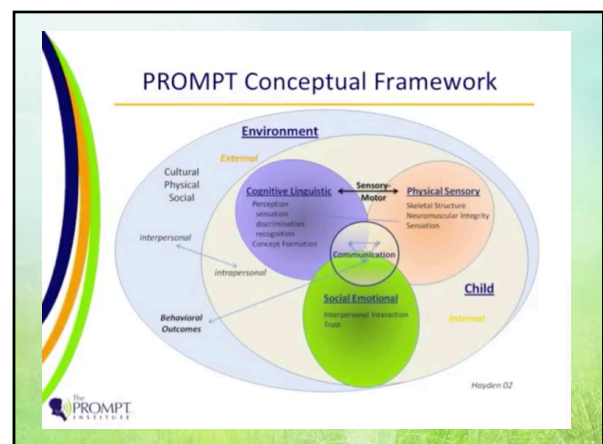


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PROMPT •

- PROMPT is an acronym for Prompts for Restructuring Oral Muscular Phonetic Targets. The technique is a tactile-kinesthetic approach that uses touch cues to a patient's articulators (jaw, tongue, lips) to manually guide them through a targeted word, phrase or sentence. (promptinstitute.com)

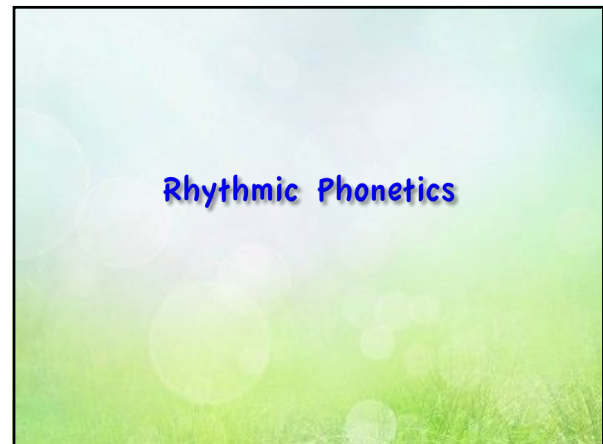
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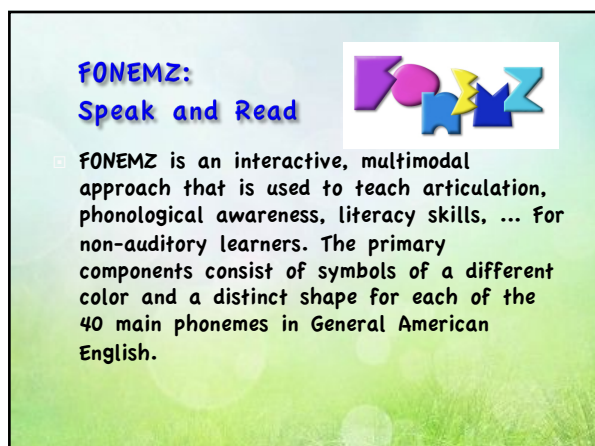
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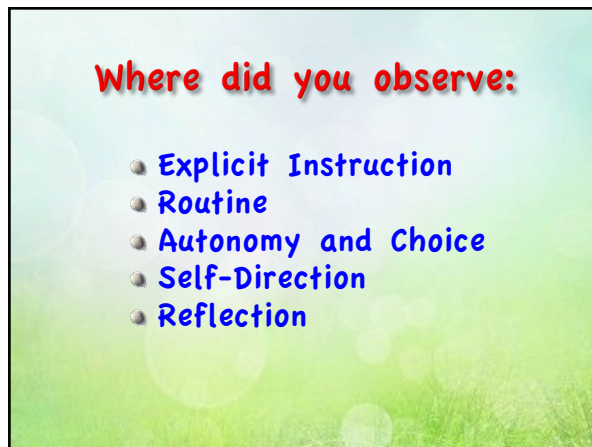
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Hierarchy for acquisition of target speech sounds	Weak (0-4)	Average (7-8)	Strong (9-10)
Phonemic awareness & auditory discrimination of individual sounds			
Producing sounds in isolation, include target sound			
Auditory discrimination & sequencing of sounds in syllables			
Producing sounds in syllables CV & VC			
Producing sounds in syllables non-words: CVCV, CVVCV, CVC			
Auditory discrimination of sounds in single-syllable words			
Producing sounds in single-syllable words (hierarchically increase complexity/length of words)			
Producing sounds in given phrases, sentences or reading			
Producing sounds in self-formulated sentences			
Producing sounds in conversation			
Total Score (out of 100)			

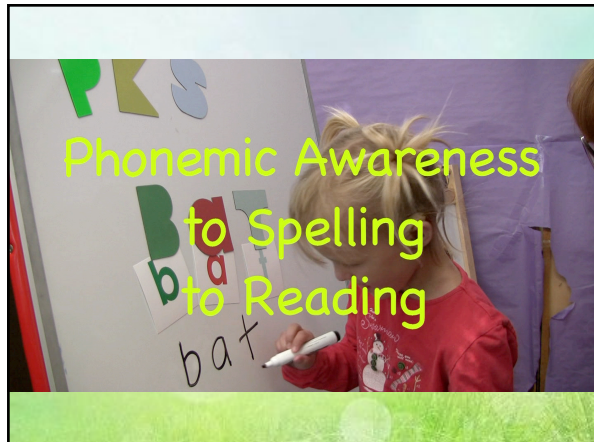
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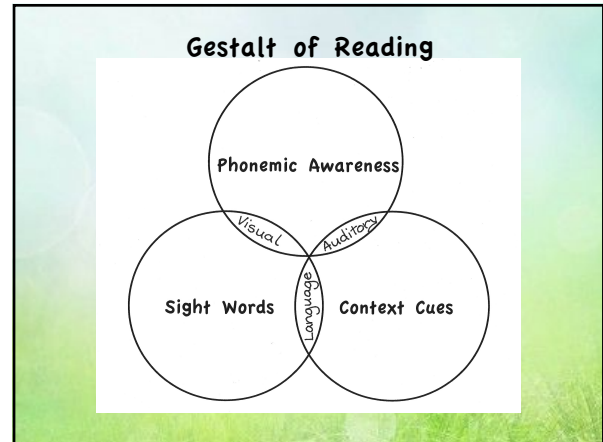
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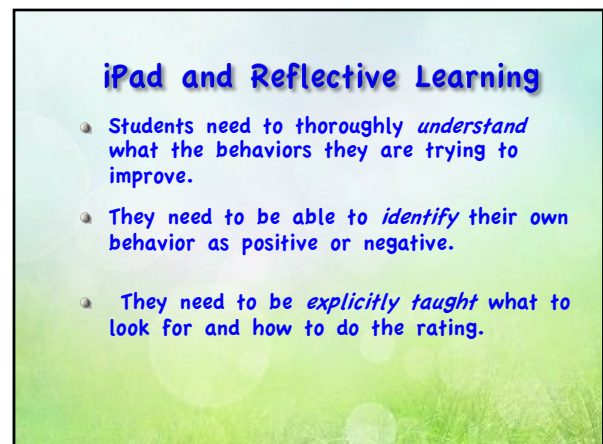
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To Improve Focus

Self-Rating Scale

Scoring Rubric

	Weak (4-6)	Average (7-8)	Strong (9-10)
Target Behavior			

Speech Rating Scale



Self-Rating Template ●

Name: **Choose Goal Behaviors**
Scoring Rubric

Target behavior	Weak (+/-)	Average (-/+)	Strong (+/-)
Total Score (out of 100)			

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