Multi-tiered Oral Narrative Language Intervention

Douglas B. Petersen
University of Wyoming
MSHA 2014
This seminar will provide an overview and explicit training on narrative language intervention for large groups (e.g., the whole classroom), small groups, and individuals. This seminar will also offer a brief overview of a narrative language assessment approach that can be used in conjunction with narrative intervention. Detailed information and training on narrative assessment is the topic of the morning session. These assessment and intervention procedures can be used in a traditional manner by the SLP with his or her caseload. This application, however, does not take advantage of the full utility and potential of narrative language assessment and intervention. The assessment and intervention procedures outlined in these seminars can also be used with every single student in an entire school district.

In these presentations I place language assessment and language intervention within the context of the entire education system, and situate language as a foundational skill that is necessary for academic success for all students.

I suggest that speech-language pathologists (SLPs) can be key players in an interdisciplinary system designed to help each student have academic success, and that when it comes to language assessment and instruction, the SLP is not just a team member, but a team leader.

I propose that the considerable knowledge and skills that SLPs possess regarding language assessment and intervention should not be retained for only the very few children who have disabilities. Instead, I suggest that SLPs begin to spread the wealth, and watch their disseminated knowledge impact an entire population of students.

Although SLPs cannot possibly work with every student in a school district, SLPs can collaborate, model, train, coach, and advocate for language. They are, after-all, the language experts.

Douglas B. Petersen, Ph.D., CCC-SLP
PART I
CLARIFYING THE PROBLEM, FINDING A CLEAR SOLUTION

Defining the Problem:
“How we define a problem usually determines how we analyze it. It sends us in a particular direction. And how we analyze a problem—the direction we take—absolutely determines whether we find a solution and what the quality of that solution is.” Morgan D. Jones

Michigan Education Assessment Program (MEAP):
The reading performance gap between culturally and linguistically diverse students and monolingual, middle class white students is not closing.

Defining the Reading Problem

Receptive (Oral) Language

![Diagram of Receptive (Oral) Language]

Receptive (Written) Language (‘Reading’)

![Diagram of Receptive (Written) Language]
Simple View of Reading (Gough & Tunmer, 1986)

Narrow View of Reading (Kamhi, 2007)

Reading Comprehension is Language Comprehension
You must be able to access the language modality (e.g., you have to hear or decode)

High Stakes Exams Measure Reading Comprehension (Language Comprehension)
Importance of Language: The Common Core State Standards Recognize the Importance of Language!
Language is understood to be foundational to reading and academic success. Understanding the importance of something does not always lead to doing something about it.

Setting Higher Goals Without an Action Plan Leads to Frustration and Discouragement

“Strong academic standards are the foundation of a sound educational system—they set the tone for high expectations and effective instruction. However, raising standards alone is not enough to ensure academic success...” NCLR (2012)

“We cannot solve our problems with the same thinking we used when we created them...” Albert Einstein

Limited Gains in the Past 20+ Years
The percent of Hispanic students who are reading at grade level in fourth grade has increased from 12% to 20% from 1992 to 2013. This is VERY slow progress. At this rate, it will take approximately 120 years for this Hispanic student population to catch up to the White students in our schools!

“Insanity – Doing the same thing over and over again and expecting different results” Albert Einstein

The Decoding Focus: Ignoring the Elephant in the Room
The reading "crisis" has been addressed primarily by using decoding progress monitoring tools (e.g., DIBELS) and introducing multi-tiered systems of support (RTI) for decoding instruction.
IT IS TIME FOR A DUAL FOCUS: LANGUAGE AND DECODING

Why is there Disproportionate Reading Difficulty with Culturally and Linguistically Diverse Students?
It is expected that decoding ability and language ability follow a normal distribution (the normal curve). Only a small percentage of students will have dyslexia or language impairment.

Most culturally and linguistically diverse students have a mismatch between the language or dialect they use and understand and what is expected of them to use and understand in the public school system.

Factors related to difficulty with standard, academic language
Language Impairment
Culture
Dialect
Limited English Language Proficiency
Lack of Experience or Exposure
Socio-Economic Status (SES...poverty or the culture of poverty)

What Can We Do?
We have a big part of the solution! Language intervention that is carefully monitored and adjusted to meet a child's needs can help a child with language impairment, and can help expand a child's world. We do not take away from culture or dialect, we ADD to them so that children can be bi-dialectal, bi-lingual, and bi-cultural.

“There is a river flowing very fast.
It is so great and swift that there are those who will be afraid...
The time of the lone wolf is over.
Gather yourselves!
We are the ones we’ve been waiting for.”
The Elders Oraibi, Arizona Hopi Nation
Focus on Language; Focus on Narrative
Narrative language (storytelling) is explicitly singled out as a core content area that children must master in order to succeed in school. It is clearly specified in the Common Core State Standards.

Forming a Bridge
Narrative language is a bridge from oral language to written language.

Narrative Language is Academically Important
Narratives predict academic success
Narratives are highly related to reading comprehension

Multi-Tiered Systems of Support

Assessment Results Directly Inform Intervention
The relationship between narrative assessment results and intervention targets is perfectly transparent.

Requirements for Multi-Tiered Language Intervention
1. Valid, reliable, easy to use, assessment tools with equivalent forms for frequent sampling of students’ language skills and measuring growth over time.
2. An effective, manualized language curriculum that is easy to use and sufficiently flexible to address the language needs of diverse children
PART III
MULTI-TIERED NARRATIVE INTERVENTION: STORY CHAMPS

Developed from and For Our Research
Multi-Tiered Curriculum
Manualized
Flexible

Key Features:
- Carefully structured stories (144 story versions)
- Engaging visual materials
- Explicit teaching procedures
- Fun and motivating

Engaging Materials
- Five to Eight Pictures for Each Story
- Icons for:
  - Story Grammar
  - Language Complexity
  - Tier-2 Vocabulary
- Story Games
- Peer Tutoring Procedures

Story Champs Tiers
- Large Group
- Small Group
- Individual

  Intensity increases as group size decreases
  - More opportunities to respond
  - More explicit & individualized targets
  - More specialized prompting
  - More contingent feedback
  - More frequent sessions
  - Increasing duration
  - More reliance on instructors
  - with greater expertise

Effective Teaching and Principles of Instruction
- Frequent opportunities to respond
- Explicit and individualized targets
- Systematic scaffolding
- Corrections
- Least restrictive prompting
- Curriculum-based measurement

RISE: Repeated, Intensive, Systematic, Explicit (Ukrainetz, 2006)
Evidence-Based Practice: The Research Foundation
PART IV
NARRATIVE INTERVENTION

Large Group Procedural Checklist

1: 1: 1
Teacher Teacher Classroom Assistant of Students

1 – Model Story
☐ Interventionist displays 5 pictures on a wall or board
☐ Interventionist reads the story word for word
☐ Interventionist places icons on or near pictures
☐ Interventionist names the story grammar parts and points to icons
☐ Interventionist asks group to say the story grammar parts and points to icons

2 – Story Gestures
☐ Interventionist retells the story and models the gestures
☐ Students play story gestures

3 – Team Retell
☐ Interventionist asks students to think of the story parts
☐ Interventionist calls on individuals before having the group repeat
☐ Interventionist summarizes the story

4 – Partner Retell
☐ Students retell story with partner
☐ Interventionist assists as needed
☐ Interventionist praises good “checking” and “telling”

5 – Champ Ceremony
☐ Students show trophy
☐ Everyone claps and cheers for the team
# Small Group Procedural Checklist

## Retell and Personal Generation

<table>
<thead>
<tr>
<th></th>
<th>1:4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 – Model Story</strong></td>
<td></td>
</tr>
<tr>
<td>□ Interventionist lays out 5 pictures</td>
<td></td>
</tr>
<tr>
<td>□ Interventionist models the story</td>
<td></td>
</tr>
<tr>
<td>□ Interventionist places icons on pictures</td>
<td></td>
</tr>
<tr>
<td>□ Interventionist names the story grammar parts</td>
<td></td>
</tr>
<tr>
<td>□ Students name the story grammar parts</td>
<td></td>
</tr>
<tr>
<td><strong>2 – Team Retell</strong></td>
<td></td>
</tr>
<tr>
<td>□ Interventionist leaves pictures on table</td>
<td></td>
</tr>
<tr>
<td>□ Interventionist gives students icons</td>
<td></td>
</tr>
<tr>
<td>□ Interventionist makes sure each part of the story is retold</td>
<td></td>
</tr>
<tr>
<td>□ Each student places icon on picture</td>
<td></td>
</tr>
<tr>
<td>□ Interventionist summarizes the story</td>
<td></td>
</tr>
<tr>
<td><strong>3 – Individual Retell 1</strong></td>
<td></td>
</tr>
<tr>
<td>□ Interventionist leaves pictures and icons on table</td>
<td></td>
</tr>
<tr>
<td>□ Interventionist selects one student to retell story</td>
<td></td>
</tr>
<tr>
<td>□ Interventionist makes sure each part of the story is retold</td>
<td></td>
</tr>
<tr>
<td>□ Everyone, but storyteller, plays Story Game</td>
<td></td>
</tr>
<tr>
<td>□ Interventionist summarizes the story</td>
<td></td>
</tr>
<tr>
<td><strong>4 – Individual Retell 2</strong></td>
<td></td>
</tr>
<tr>
<td>□ Interventionist removes pictures and leaves icons on table</td>
<td></td>
</tr>
<tr>
<td>□ Interventionist selects one student to retell story</td>
<td></td>
</tr>
<tr>
<td>□ Interventionist makes sure each part of the story is retold</td>
<td></td>
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<tr>
<td>□ Everyone, but storyteller, plays Story Game</td>
<td></td>
</tr>
<tr>
<td>□ Interventionist summarizes the story</td>
<td></td>
</tr>
<tr>
<td><strong>5 – Individual Generation 1</strong></td>
<td></td>
</tr>
<tr>
<td>□ Interventionist leaves icons on table</td>
<td></td>
</tr>
<tr>
<td>□ Interventionist selects one student to tell a personal story</td>
<td></td>
</tr>
<tr>
<td>□ Interventionist says, “Has something like that ever happened to you?”</td>
<td></td>
</tr>
<tr>
<td>□ Interventionist makes sure each part of the story is retold</td>
<td></td>
</tr>
<tr>
<td>□ Everyone, but storyteller, plays Story Game</td>
<td></td>
</tr>
<tr>
<td>□ Interventionist summarizes the story</td>
<td></td>
</tr>
<tr>
<td><strong>6 – Individual Generation 2</strong></td>
<td></td>
</tr>
<tr>
<td>□ Interventionist removes icons</td>
<td></td>
</tr>
<tr>
<td>□ Interventionist selects one student to tell a personal story</td>
<td></td>
</tr>
<tr>
<td>□ Interventionist says, “Has something like that ever happened to you?”</td>
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<tr>
<td>□ Everyone, but storyteller, plays Story Game</td>
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</tr>
<tr>
<td>□ Interventionist summarizes the story</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Did the Interventionist asign seats?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the Interventionist use the two-step prompting procedure?</td>
<td>Yes</td>
<td>Most of the time</td>
</tr>
<tr>
<td>Did the Interventionist make immediate corrections?</td>
<td>Yes</td>
<td>Most of the time</td>
</tr>
<tr>
<td>Did the Interventionist differentiate targets for each student?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
Small Group Procedural Checklist

Retell and Personal Generation 1 : 3

1 – Model Story
☐ Interventionist lays out 5 pictures
☐ Interventionist models the story
☐ Interventionist places icons on pictures
☐ Interventionist names the story grammar parts
☐ Students name the story grammar parts

2 – Team Retell
☐ Interventionist leaves pictures on table
☐ Interventionist gives students icons
☐ Interventionist makes sure each part of the story is retold
☐ Each student places icon on picture
☐ Interventionist summarizes the story

3 – Individual Retell 1
☐ Interventionist removes pictures and leaves icons on the table
☐ Interventionist selects one student to retell story
☐ Interventionist makes sure each part of the story is retold
☐ Everyone, but storyteller, plays Story Game
☐ Interventionist summarizes the story

4 – Individual Generation 1
☐ Interventionist leaves icons on table
☐ Interventionist selects one student to tell a personal story
☐ Interventionist says, “Has something like that ever happened to you?”
☐ Interventionist makes sure each part of the story is retold
☐ Everyone, but storyteller, plays Story Game
☐ Interventionist summarizes the story

5 – Individual Generation 2
☐ Interventionist removes icons
☐ Interventionist selects one student to tell a personal story
☐ Interventionist says, “Has something like that ever happened to you?”
☐ Interventionist makes sure each part of the story is retold
☐ Everyone, but storyteller, plays Story Game
☐ Interventionist summarizes the story

Number of items completed correctly = ________
Total number of items possible = ________
Percent accuracy = ________

| Did the Interventionist assign a student? | yes | no |
| Did the Interventionist use the two-step prompting procedure? | yes | most of the time | some of the time | no |
| Did the Interventionist make immediate corrections? | yes | most of the time | some of the time | no |
| Did the Interventionist differentiate targets for each student? | yes | no | NA |
Individual Procedures: Story Retell

1. **Story Model Using Pictures and Icons:**
   Clinician models the story while placing macrostructural icons by each of the 5 pictures associated with the story.

2. **Story Retell with Pictures and Icons:**
   Child retells the story with all visual prompts present.

3. **Story Retell with Icons:**
   Child retells the story with only icons present; pictures have been removed.

4. **Story Retell without Visual Prompts:**
   Child retells the story without visual prompts or clinician support.

Individual Procedures: Personal Story Generation

1. **Story Model Using Pictures and Icons:**
   Clinician models the story while placing macrostructural icons by each of the 5 pictures associated with the story.

2. **Story Retell with Pictures and Icons:**
   Child retells the story with all visual prompts present.

3. **Story Retell with Icons:**
   Child retells the story with only icons present; pictures have been removed.

4. **Story Retell without Visual Prompts:**
   Child retells the story without visual prompts or clinician support.
Story Champs Writing Extensions
Pictures
Rough Written Draft
Final Written Draft
Icon and Checklist Scaffolding

Level B Writing Organizer: 1 Episode

Writing Check

Does the story have the following:

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

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LEVEL A

Story 5 Take Home Activity for: ___________________________ (child’s name)

Dear Parent/Guardian,

Today your child retold the story below and learned about the 5 parts of a good story: Character, Problem, Feeling, Action, and Ending. Storytelling is an important language activity that children can do anywhere. Here are some suggestions for you to help your child further improve his/her language skills using this story. The story is written below the pictures in case you need to help your child.

• Point to the icons at the bottom of each picture and ask your child what the icons mean.
• Ask your child to retell the story to you.
• Encourage your child to tell a personal story about a time he/she got dirty.
• Praise him/her for telling the story and have fun!

After school, Tyrell was playing on the playground at the park with his mom.

When he quickly came down the slide, he fell into a mud puddle.

Tyrell was mad because he was all dirty.

Tyrell ran to his mom and said, “I want to go home.”

His mom took him home and gave him a bath because he was dirty. Then Tyrell put on different clothes and was clean.
12 additional stories
Each story has levels A-J
An Extension of the Story Champs ‘Classic’ curriculum
Can be used for students in older elementary grades

Sample Blitz Story (Story 13, Level B)

LEVEL B

13: Brynn’s Melted Mess

On a very hot day last week, Brynn was buying a chocolate candy bar at the store because she cleaned her messy room that was cluttered. After Brynn got her candy bar, she got in the car to go home but the car was sweltering, and her candy bar liquefied. Brynn felt disappointed because her candy bar was melted and gooey. Then Brynn decided to ask her mom for help. She nicely said to her mom “Can I get a new candy bar please?” Brynn’s mom responded, “OK, let’s go get you one.” Then Brynn’s mom bought her another candy bar. Brynn had learned her lesson, so she ate it right up. When she quickly ate her candy bar, she was thrilled because it wasn’t melted.

Targets for Level B (Explicit Vocabulary and Inferential Word Learning)

<table>
<thead>
<tr>
<th>Explicit Vocabulary Instruction</th>
<th>Suggested Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>gooey</td>
<td>sticky</td>
</tr>
<tr>
<td>responded</td>
<td>answered</td>
</tr>
<tr>
<td>cluttered</td>
<td>filled with many things</td>
</tr>
<tr>
<td>sweltering</td>
<td>very hot</td>
</tr>
<tr>
<td>liquefied</td>
<td>made into a liquid; melted</td>
</tr>
<tr>
<td>thrilled</td>
<td>very happy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contextual Vocabulary Instruction</th>
<th>Contextual Support Embedded in Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>cluttered</td>
<td>messy</td>
</tr>
<tr>
<td>sweltering</td>
<td>very hot</td>
</tr>
<tr>
<td>liquefied</td>
<td>melted</td>
</tr>
</tbody>
</table>
PART V
ASSESSMENT

“There is an urgent need for a simple, quick, standardized measure of language that can be administered repeatedly...in a manner akin to the continuous ‘dibbeling’ that is used to monitor progress in code learning.”

“It behooves the profession and research community to claim the job of developing a set of very brief, standardized benchmark measures of vocabulary, grammar, and narrative...” Teresa Ukrainetz (2006)

The Narrative Language Measures (NLM)

Three Subtests
- Test of Narrative Retell (TNR)
- Test of Personal Generation (TPG)
- Test of Story Comprehension (TSC; Preschool only)

Preschool, Kindergarten, First, Second, Third Grade
25 equivalent stories per grade level
9 Benchmark stories (3 Fall, 3 Winter, 3 Spring)
16 Progress Monitoring stories

The Narrative Language Measures\(^3\) (NLM\(^3\))

Four Subtests
- Decoding Fluency
- Retell
- Comprehension
- Personal Generation

Preschool, Kindergarten, First, Second, Third Grade
25 equivalent stories per grade level
9 Benchmark stories (3 Fall, 3 Winter, 3 Spring)
16 Progress Monitoring stories (in progress)

Technical Adequacy

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Preschool TNR</th>
<th>Kindergarten TNR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternate Form Reliability: Bivariate Pearson Correlations</td>
<td>M = .77, (p &lt; .001)</td>
<td>M = .75, (p &lt; .0001)</td>
</tr>
<tr>
<td>Fidelity of Administration</td>
<td>91%</td>
<td>97%</td>
</tr>
<tr>
<td>Real-Time Inter-rater Reliability</td>
<td>96%</td>
<td>94%</td>
</tr>
<tr>
<td>Criterion-Related Evidence of Validity</td>
<td>Renfrew Bus Story: Strong Correlation (greater than .85)</td>
<td>TNR yields higher or equivalent productions for MLU, NDW/TNW, Subordination, Story Grammar</td>
</tr>
</tbody>
</table>

Standardized Administration and Scoring
Time Efficient and Economical
Examiner says, “I’m going to tell you a story. Please listen carefully. When I’m done you are going to tell me the same story. Are you ready?”

Once, Jessi was nicely playing in her room with her older sister. They were playing a fun new video game. Then her mom told her to go to bed, but the game wasn’t done. Jessi felt extremely sad because she wanted to keep playing. Jessi decided to ask to finish the game. Then Jessi asked, “Can we finish the game that we are playing?” Jessi’s mom said, “After you play the game you have to go to bed.” Her mom let them finish because they were playing pleasantly with each other. When Jessi and her sister finished playing the game, she was happy because she got to play the game.

Examiner says, “Thanks for listening. Now you tell me that story.” Acceptable Prompts. “It’s OK. Just do your best”; “I can’t help but you can just tell the parts you remember.” Examiner says, “Are you finished?”

<table>
<thead>
<tr>
<th>STORY GRAMMAR (SG)</th>
<th>2 POINTS</th>
<th>1 POINT</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character</td>
<td>Jessi / any name</td>
<td>2</td>
<td>a girl / a sister [listening to main character]</td>
</tr>
<tr>
<td>Setting</td>
<td>playing in her room</td>
<td>2</td>
<td>playing / bedroom</td>
</tr>
<tr>
<td>Problem (P)</td>
<td>mom told her to go to bed / wanted to finish the game</td>
<td>2</td>
<td>didn’t want to sleep / keep playing</td>
</tr>
<tr>
<td>Emotion</td>
<td>sad / mad / upset / angry</td>
<td>2</td>
<td>didn’t like it / cried / screamed</td>
</tr>
<tr>
<td>Plan</td>
<td>-</td>
<td>decided / thought</td>
<td>1</td>
</tr>
<tr>
<td>Attempt (A)</td>
<td>asked mom to finish the game / said “Can we finish playing?”</td>
<td>2</td>
<td>talked to her mom / said to her mom / play some more</td>
</tr>
<tr>
<td>Consequence (C)</td>
<td>mom said could finish game / mom said “After you play the game you have to go to bed.”</td>
<td>2</td>
<td>let her stay up / mom said OK</td>
</tr>
<tr>
<td>Ending (E)</td>
<td>finished playing / got to play</td>
<td>2</td>
<td>finished it / went to bed</td>
</tr>
<tr>
<td>Ending Emotion</td>
<td>happy</td>
<td>2</td>
<td>felt better / liked it / smiled</td>
</tr>
</tbody>
</table>

STORY GRAMMAR (SG) SUBTOTAL = [ ]

<table>
<thead>
<tr>
<th>LANGUAGE COMPLEXITY (LC)</th>
<th>(1 point for each use)</th>
</tr>
</thead>
<tbody>
<tr>
<td>then</td>
<td>1</td>
</tr>
<tr>
<td>because</td>
<td>1 2 3</td>
</tr>
<tr>
<td>when</td>
<td>1 2 3</td>
</tr>
<tr>
<td>after</td>
<td>1 2 3</td>
</tr>
<tr>
<td></td>
<td>1 2 3</td>
</tr>
</tbody>
</table>
| LANG. COMPLEXITY (LC) SUBTOTAL = [ ]

EPISODE (Calculated from shaded SG)

P+A  P+C  A+C  2
P+C+E  P+A+E  3
P+A+C  4
P+A+C+E  5

EPISODE (E) SUBTOTAL = [ ]

STORY GRAMMAR (SG) SUBTOTAL = [ ]

NLM TOTAL (SG+LC+E) = [ ]
On Thursday, Louis was playing outside. He was having fun with his puppy. When Louis gently tossed a ball, the puppy limped. Louis, who loved his pet, felt sad because the puppy couldn’t walk. He decided to read about treating hurt paws. Louis read a big book on helping animals. Then he wrapped the puppy’s paw with a bandage. He put it on so that it would feel better. But his puppy instantly chewed it off. Louis was frustrated. He couldn’t remedy the problem. So then Louis decided to get help. He visited an animal doctor, a kind-hearted woman. Louis said, “Please help. My puppy can’t walk.” The vet inspected the paw. She said, “I see a tiny, jagged thorn that is stuck in its paw.” She carefully removed the thorn. After his puppy was better, Louis was excited because he could finally play with the small, healthy pet.
PART VI
IMPLEMENTATION: A CALL TO ACTION

No one will fault any SLP for maintaining a focus on those students who need the most intensive language intervention. Their education and training are finely tuned to help this population. The students on the SLP’s caseload can participate in individualized language intervention, and each student’s progress can be monitored using valid, authentic, academically-relevant assessment procedures. Narrative assessment and narrative intervention are clearly applicable to these students, and they deserve evidence-based practice!

I invite the SLP, however, to share his or her knowledge of language assessment and intervention with all those who are concerned with student academic success. The message is clear – language is foundational to almost all things academic, and reading comprehension is highly dependent upon language comprehension. We cannot expect different results from our students by setting higher and higher goals, while maintaining an almost exclusive focus on decoding. One of the biggest problems has been all but ignored for far too long. It is time for SLPs to partner with their fellow educators to help them monitor language progress and provide explicit, academically-related language instruction to all those students in need. We are the ones we’ve been waiting for.

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Access to Free NLM Assessment Materials and the Story Champs Language Intervention Materials
www.LanguageDynamicsGroup.com