

# Heidi Hanks

## MS CCC-SLP

- Early intervention (2000-2003)
- Private practice (2003-2013)
- MommySpeechTherapy.com (2007)
- Little Bee Speech Apps (2010)



**2012**

Articulation  
Station



**2014**

Articulation  
Test Center



**2016**

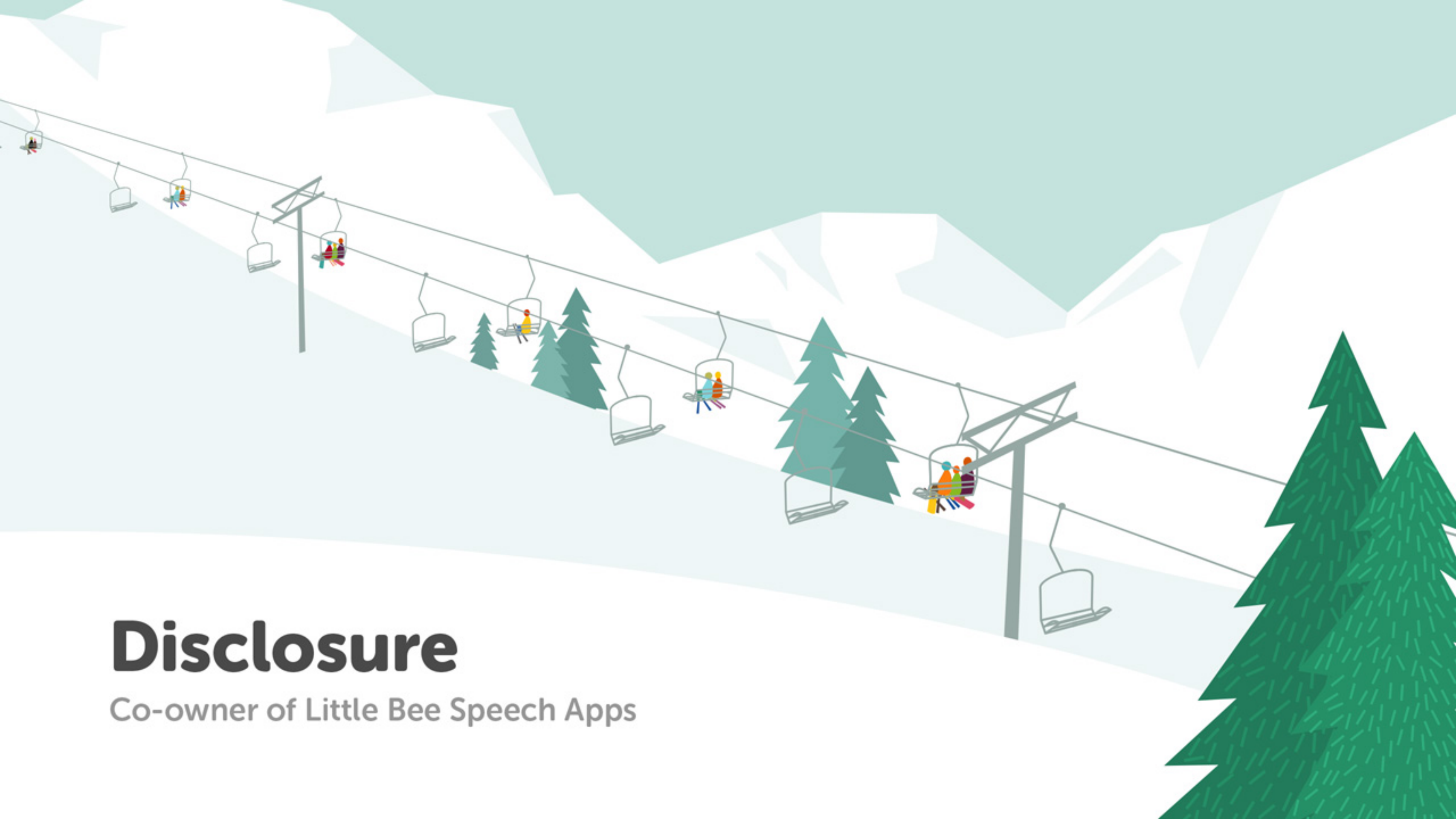
Articulation  
Station Español



**2017**

Little Stories





# Disclosure

Co-owner of Little Bee Speech Apps



# How to Target **SPEECH, LANGUAGE & LITERACY GOALS** with Little Stories Pro from Little Bee Speech

**Heidi Hanks**  
MS CCC-SLP





# Roles and Responsibilities of SLPs with Respect to Reading and Writing in Children and Adolescents

It is the position of the American Speech-Language-Hearing Association (ASHA) that speech-language pathologists (SLPs) play a critical and direct role in the development of literacy for children and adolescents with communication disorders, including those with severe or multiple disabilities.

Roles and Responsibilities for SLPs include, but are not limited to:

1. Preventing written language problems by fostering language acquisition and emergent literacy
2. Identifying children at risk for reading and writing problems
3. Assessing reading and writing
4. Providing intervention and documenting outcomes for reading and writing
5. Assuming other roles, such as providing assistance to general education teachers, parents, and students; advocating for effective literacy practices; and advancing the knowledge base.

*American Speech-Language-Hearing Association. (2001). Roles and responsibilities of speech-language pathologists with respect to reading and writing in children and adolescents[Position Statement]. Available from [www.asha.org/policy](http://www.asha.org/policy).*



# Do you target **literacy** in therapy? How?

(Out of 1,000+ comments 99% respond YES to targeting literacy in therapy)

Expressive language

nouns  
pronouns  
verbs  
verb tense  
prepositions  
adjectives  
describing  
initiation  
asking & answering questions  
increase sentence length  
increase sentence complexity  
prosody  
voice goals  
speech production  
articulation  
fluency  
receptive language  
predictions  
auditory memory and recall  
language memory  
story retell with visuals  
story retell without visuals

summarizing  
sequencing  
vocabulary  
core vocabulary  
categories  
narrative skills  
title  
author  
story structure  
character  
setting  
problem  
resolution  
main idea  
story details  
author's purpose  
fact vs. opinion  
idioms  
figurative language  
comprehension  
WH questions  
point of view  
critical thinking

inferences  
compare/contrast  
following directions  
context clues  
language boards  
Semantic mapping  
graphic organizers  
syntax  
grammar  
concepts of print  
letter name/identification  
rhyming  
phonics  
word families  
phonological awareness  
phonemic awareness  
reading  
writing  
spelling words  
repetitive books  
sound specific books  
books related to curriculum  
curriculum related articles

craft projects  
science experiments  
adaptive books  
interactive books  
AAC  
literacy through music  
(visually impaired)  
Social language books  
character emotions  
social inferencing  
problem solving  
turn-taking  
joint attention  
eye contact  
concepts  
themes  
months  
seasons  
holidays  
life skills  
newspapers  
recipes





# **1. Identify how to choose stories that will meet speech, language and literacy objectives.**

*“Look for the right fit.”*

- Sophie (Super Sock Sale)



# Major stages of literacy development

## Chall (1983)

**Stage 0** is the **prereading stage**, which spans from 0 to 6 years of age. At some point during this stage, children learn that speech is made up of individual sounds and that some words have the same beginning or ending sounds as other words. In this stage of development, the focus is on emergent literacy skills.

**Stage 1** is referred to as the **initial reading period**. The emphasis during this stage is on phonics skills development. In this literacy developmental stage, children link sounds to letters and actively try to break the code of print. Most children go through this stage between 6 and 7 years of age.

**Stage 2**, the student has become more automatic or **fluent in the decoding of words** and is thus freer to attend to comprehension and meaning. The age range for this stage is 7 to 8 years.

**Stage 3**, ages 8 to 14 years, the focus changes from "learning to read" to "**reading to learn**" (Chall, 1983). In all of the stages, children are enhancing their lexicon, but at Stage 3, the proportion of new words learned through reading matches or exceeds the learning of new words via audition (Nagy & Herman, 1987; West, Stanovich, & Mitchell, 1993).

Foster, W. A., & Miller, M. (2007, July) *Development of the Literacy Achievement Gap: A Longitudinal Study of Kindergarten Through Third Grade*. Retrieved from [www.lshss.pubs.asha.org](http://www.lshss.pubs.asha.org)



# Sound-Based Narratives

- ✓ **Auditory bombardment**  
(At least 20 phonemic targets in each story)
- ✓ **Targeted speech practice**
- ✓ **Identifying repetitive phonemes**
- ✓ **Learning the nuances of spelling**  
(Moose Juice Mess)

Final /s/ sound

**ss**

across

bliss

careless

grass

mess

toss

**ce**

Bruce

juice

Place

**se**

mose

mose

**s**

Lewis



## 2. Describe scaffolding strategies to adapt stories to the level of the learner.

*“Use your imagination.”*

- Robbie (Robot Rescue)



**3. Summarize how to measure reading fluency while recording reading error data, vocabulary error data and speech error data.**

*“Remember the value of practice.”*

- The Brave Prince (A Princely Kiss)



# Reading Accuracy



## Independent Level Reading

**95-100 words**  
read correctly  
(95-100%)



## Instructional Level Reading

**90-94 words**  
read correctly  
(90-94%)



## Frustrational Level Reading

**89 words or less**  
read correctly  
(89%)

\* Measuring a child's reading accuracy is a good way to know if the text they are reading is at their reading level and can be read independently or if they will require assistance. Little Stories Pro makes it especially simple to measure the student's reading accuracy since **every story is exactly 100 words**.

# Reading Fluency

Measuring reading fluency is a good way to track progress and compare performance to grade leveled expectations.



National Oral Reading Fluency Norms (Hasbrouck & Tindal 2006) 50th Percentiles

Grade	Fall (wcpm)	Winter (wcpm)	Spring (wcpm)
1	-	23	53
2	51	72	89
3	71	92	107
4	94	112	123
5	110	127	139
6	127	140	150
7	128	136	150
8	133	146	151

Oral reading rates beyond the 8th grade level are not listed. This is due to the fact that when we read aloud generally we do not read faster than what we can read at an 8th grade reading level.

Hasbrouck, J. (2017, March) An Update of the Hasbrouck and Tindal Oral Reading Fluency Norms. Retrieved from [www.cdl.org](http://www.cdl.org)



# Average Speaking Rates

Average Speaking Rate: **150 wpm**



Average Person  
**100-130 wpm**



Professional voice over artist  
**150-160 wpm**



Auctioneer  
**250-400 wpm**

Word Counter. (2016, June) How Fast Does the Average Person Speak. Retrieved from [www.wordcounter.net](http://www.wordcounter.net)



A stylized landscape illustration. In the background, a sun with a white center and yellow rays rises over a range of blue mountains. The foreground is filled with a dense forest of green pine trees. The overall style is flat and geometric.

**“Don’t practice until you get it right,  
practice until you can’t get it wrong.”**

-unknown

**“Merritt and Liles (1987) reported that students with language impairments tend to use initiating events and attempts but frequently end their episodes without direct consequences.”**

**-Carol J. Strong**

*Strong, C. J. (1998) Strong Narrative Assessment Procedure. Eau Claire, WI: Thinking Publications.*



# Repeated Reading

**Repeated reading is when a student reads the same text over and over again until the rate of reading has no errors.**

This strategy can be done individually or in a group setting. This method was originally targeted for students with learning disabilities until educators realized that all students can benefit from this strategy.

Teachers use this **reading strategy** to help their students develop fluency and **comprehension** while reading. This method was designed to help students who have little to no experience with reading fluently to gain confidence, speed and process words automatically.

*Cox, J. (2017, November) Develop Fluency and Comprehension with Repeated Reading. Retrieved from [www.thoughtco.com](http://www.thoughtco.com)*



# Guidelines and steps to follow when you use the **repeated reading strategy**

1. Choose a story that is approximately **50-200 words**.  
(A passage that is 100 words long seems to work the best).
2. Select a story or passage that is **decodable verse predictable**.
3. Select a few words that you think will be **hard** for the students to **learn** and **explain** them.
4. Read the story or passage **you chose** aloud to the students.
5. **Have students read** the selected passage aloud.
6. Have students **re-read the passage** as many times as needed until the text is fluent.



**“The National Institutes of Health reported that 85% to 90% of students who receive early, targeted support can develop average reading skills.”**

**“Research indicates that after the fourth grade, literacy intervention and remediation programs are only beneficial for approximately 13% of students who are struggling with reading (Wren, 2003).”**

*Foster, W. A., & Miller, M. (2007, July) Development of the Literacy Achievement Gap: A Longitudinal Study of Kindergarten Through Third Grade. Retrieved from [www.lshss.pubs.asha.org](http://www.lshss.pubs.asha.org)*



## 4. Discuss how to assess and teach story structure using a narrative model.

*“If you are going to build something, build it smart!”*

- The Third Possum (The Three Little Possums)



**5. Examine how different kinds of questions support the ability to listen to and process questions as well as answer questions.**

*“If you want to find treasure,  
you have to look around.”*

- Swen (Swen’s Swim at Swanson’s Cove)





for iPad



Little stories Pro is part of the Volume Purchase Program for Education (VPP).

# LITTLE STORIES Pro

- ✓ 82 stories at your fingertips
- ✓ Each story is exactly 100 words
- ✓ Sound saturated stories
- ✓ Audio for each story
- ✓ Easily change font and story format
- ✓ Add a reading helper
- ✓ Easily track reading accuracy and reading fluency
- ✓ Easily track reading errors, vocabulary errors, and speech errors
- ✓ Review reading, vocabulary & speech errors in flashcards
- ✓ Save recordings of readings and story retells
- ✓ Easily track data for story structure and expressive language
- ✓ Sequencing activity that teaches story structure
- ✓ WH questions and story specific questions



### Team Little Bee!

JaNeal Freeman - Writer  
Patricia Florez - Illustrator  
Chris Hanks - Designer  
Kevin Heap - Developer

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Thank  
you



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