

Treating Language Disorders:

*How to get better results by doing
LESS.*

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Financial Disclosure

I am the owner of a website called Dr. Karen Speech and Language. As you all know, I have a mailing list and blog with free materials. If you are on that list and this training, I will talk about concepts from my paid course, Language Therapy Advance. After we're done talking about therapy techniques, I will tell you about an opportunity to enroll in that paid course.

SLP since 2004, mostly schools.

I did not want to be a school SLP!

I hated the thought of doing language therapy.



**“My students struggle with EVERYTHING!
I don’t have enough time in my sessions
to cover it all. I don’t even know where to
start!”**



Your work day feels like an 8 hour sprint...you're running yourself ragged, and your students still aren't getting better.



**You're not really sure what an SLP
"should" be doing in language therapy;
so you end up feeling like a glorified
tutor.**



You're sick of spending your nights and weekends catching up on planning and paperwork for your language cases.



**You wish you had a better system that
would show you EXACTLY what you
should be doing in language therapy.**



Here's what you'll learn

- 1. Why SLPs treating language disorders burn out, and what to do about it.**
- 2. How to get better results by focusing on fewer things.**
- 3. How to create a work/life balance, and still help students meet their goals.**



Free gift if you stay until the end

Testing Time-Saver for Language Evaluations

\$97 value

The Language Processing Test-Elementary-3rd Edition (LPT-3)

The LPT-3 is an assessment of expressive semantics, linguistic reasoning of specific semantic features, and cohesion.

Normed for: Ages 5-0 through 11-11

Administration time: 35-45 minutes

Standard Scores	Behavioral Description	Skills Assessed
Associations	Name objects related to items shown in pictures	Expressive semantics, linguistic reasoning of associations, cohesion
Categorization	Name three objects in categories	Expressive semantics, linguistic reasoning of categories, cohesion
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Richard, G. J., & Hanner, M. A. (2005). *Language processing test-Elementary* (3rd Ed.). Austin, TX: Pro-Ed.

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“Why am I so burnt out?”



So what WASN'T the problem?

“I just need to work harder.”

“Maybe I need another degree/certification in X.”

“I don't have a choice because of (list excuse here).”

“Maybe I'm just not good enough.”



You don't have a SYSTEM.



Decision-making fatigue

We have a limited amount of willpower that gets chipped away with each decision we make.

(Allen, 2015)



Creating a system reduces the amount of decisions we need to make each day.

The fewer decisions we make, the easier it is for us to take a step back and see the bigger picture....

This is where the “magic” happens.



**How can we possibly get better
results by doing less?**

By doing the RIGHT things.



**I searched for a “language
therapy curriculum” and couldn’t
find one.**

So I created my own.



Poor Vocabulary

Reading Comprehension

Metalinguistic Awareness

Academic Performance



What is “vocabulary”?

1. Phonology
2. Orthography
3. Morphology
4. Syntax
5. Semantics

Perfetti, 2007; Kucan, 2012



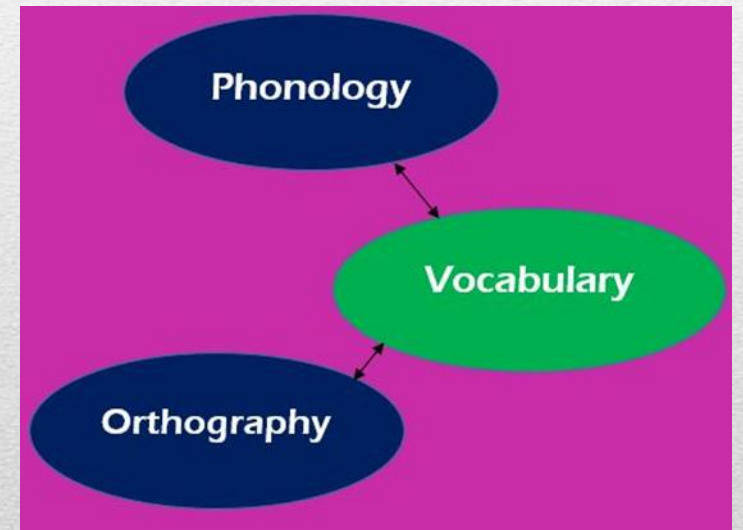
What do we mean by “vocabulary?”

We have a good “phonological representation” of a word. We know how to say it and know how it sounds.

We have a good visual, or “orthographic representation” of a word. We know how to write it and know how it looks in print.

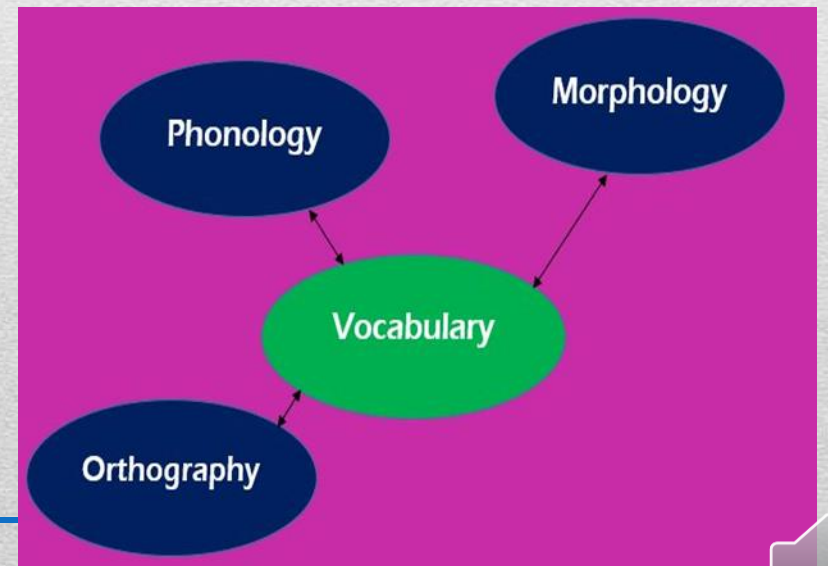
Linguistic Components: Orthography, Phonology

(Kucan, 2012)



Morphology

Part of knowing a word is knowing how to use its different forms.



What do we mean by “vocabulary”?

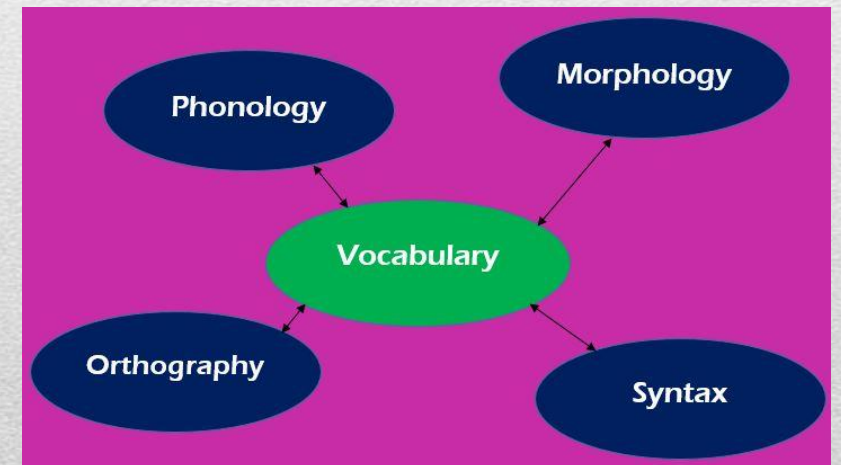
You know how to “use” words across different contexts and with varying sentence structures

You can modify the word by adding appropriate derivational and inflectional morphemes

You can make sense of sentences that have the word in it in oral and written language

Linguistic Components: Morphology, Syntax

(Cunningham, 2009)



What do we mean by “vocabulary”?

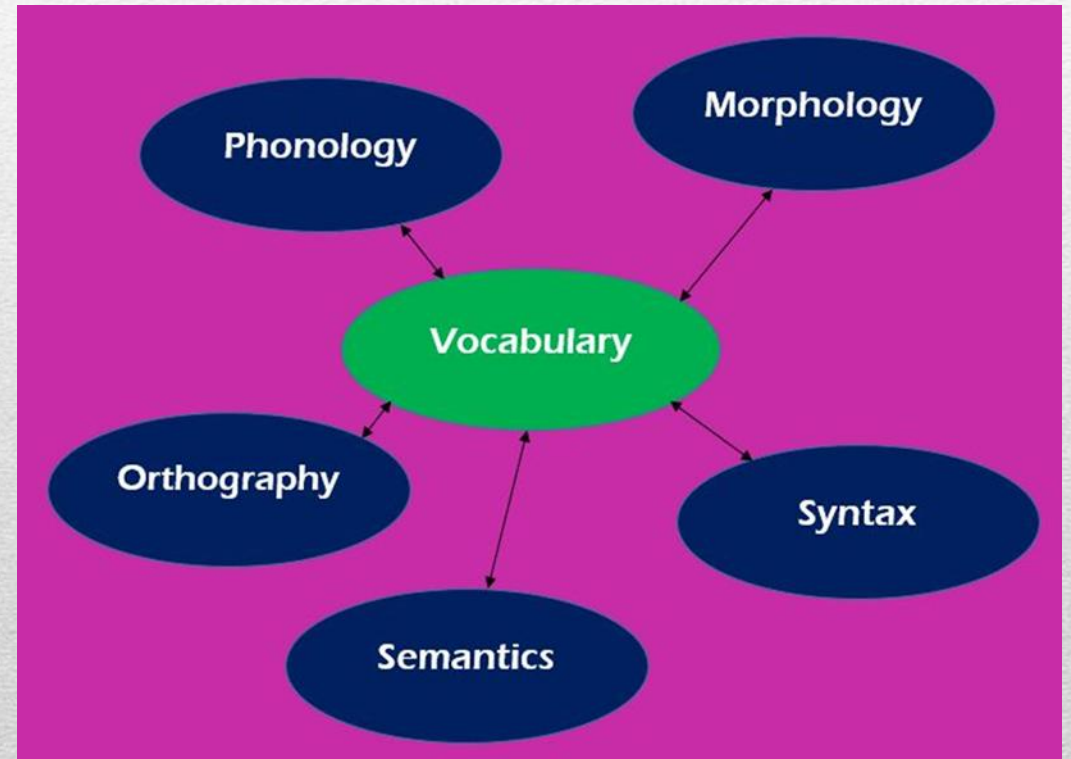
Describe words

Explain what they mean

Remember the semantic features, or characteristics of words

Linguistic Component: Semantic knowledge

(Beck & Mckeown, 2007)



Then, we add the “meta”

We get students to think explicitly about the rules of language, focusing on the components they need.



How do we add the “meta”?

Phonology-Say it, repeat, repeat

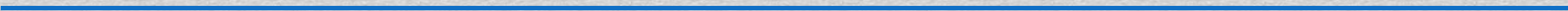
Orthography-See it, write it

Morphology-Morpheme study

Semantics-Semantic feature analysis

Syntax-Practice, practice, practice





Meet “Jay”

- **2nd grader**
- **One year behind peers in reading (reading level, curriculum-based measures).**
- **Did not qualify for “specific learning disability”**
- **Was 1.5 SD below mean in expressive language**
- **Struggled to name word associations, categorize items, and explain word meanings**



Jay's story

- **Drew attention to how words sound (phonology) and looked in print (orthography)**
- **Drew attention to the way words look in print (orthography)**
- **Emphasized semantic information (semantics)**
- **Taught how to define words using correct sentence structure (syntax)**
- **Taught varying grammatical markers (morphology)**



By 6th grade...

- **Jay was passing his grade-level reading tests**
- **Had expressive and receptive language skills in the average range**
- **Went to middle school without any special education support**



Meet “Missy”

- **3rd grader**
- **Was clueless during classroom discussions because of weak vocabulary skills**
- **1 year below grade level in reading**
- **Was low, but not “low enough” for the psychologist to even consider testing**
- **Mild to moderate impairment in expressive semantics, did not attach “semantic features” to words**



Missy's story

- **Detailed analysis of semantic features**
- **Mnemonic devices/strategies (e.g., Expanding Expression Tool by Smith, 2011).**
- **Explicit, direct explanation of word meanings and features of words**
- **Practice, practice, practice!**



By junior high...

- **No IEP**
- **Formal language assessments fell within the average range**
- **Used metacognitive/metalinguistic strategies independently**



It's not magic, it's "meta."

It's not perfection. It's progress.



How do we do ALL of this, AND still manage to have a life outside of work?

We find our “Sweet SPOT”

We do just enough to be thorough and effective, and no more.



The law of diminishing returns

There comes a point when doing more work will no longer improve the outcome.



The Sweet “SPOT”

S=Standards

P=Present Levels

O=Outcomes

T=Treatment



S=Standards

Environmental expectations

School (e.g., curriculum), social, home



P=Present levels

Therapy and Evaluation Data

Academic Performance

Informal reports across settings



O=Outcomes

If you can't see it, you can't measure it.

“Comprehend”, “Understand”

“Follow directions”, “Answer questions”



T=Treatment

Techniques and tasks that help you meet your goals.

Which areas of the essential 5 do you need to emphasize?



Your “Sweet SPOT”

Standards=Where are you going?

Present levels=Where are you right now?

Outcomes=What do we need to achieve to get there?

Treatment=What do we need to do to get where we’re going?





Language Therapy Advance

**Specialized Training for SLPs
treating School Age Language**



Connie Hurley-Pronley, Brookfield, WI



“What always seemed to be a drudgery and probably most boring for me to teach is slowly becoming exciting! Looking forward to learning more and using the strategies/techniques.

I used to spend hours planning for my sessions, and that’s all changed.

I’ve seen some quick results with my students and this was worth every penny.”



Carole White, Winnetka, IL

“I’ve just finished your course, and I love it! You’ve simplified it to the essentials. When writing my recent “word-retrieval goal, I thought about what you shared and rewrote it as what it really is...a vocabulary goal! After spending some time with my young 4th grader, I realized she needed some help in ALL the areas you referenced: phonology, orthography, morphology (you get the picture)...

I felt more comfortable knowing I had a “plan”. Thank you, Karen.”



Rachel Wells, Normal IL



“You’ve simplified this so that it doesn’t feel like language therapy has to be complicated. I’ve been really impressed with by how this course is so easy to access and navigate.

It’s different from other courses, because I can log in whenever I want and watch the material while I’m home with my family making dinner-which makes it super easy!

There are great takeaways throughout the whole course, and you make it easy to take the information and use it right away in therapy.”



**I've taken existing techniques already
PROVEN by research, and put them into
a FRAMEWORK for you.**



Language Therapy Advance is one of the only programs that shows you exactly what to do for academic language problems.



Why is Language Therapy Advance different?



Language Therapy Advance Volume 1 (5 CMHs)

Your “language therapy curriculum”

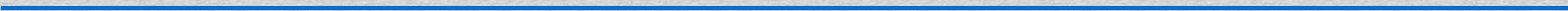
Specific treatment techniques

Language Therapy Advance Volume 2 (7 CMHs)

“Behind the scenes”

Customize your “curriculum” to make it “therapeutic”





Language Therapy Advance Volume 1

Module 1: Causes, Challenges, and Solutions

Module 2: Creating the Curriculum

Module 3: Work yourself out of a job with metalinguistic awareness

Module 4: The Generalization Module



Language Therapy Advance Volume 2

Module 1: Standards and Expectations: Where are we going?

Module 2: Understanding the Present Levels

Module 3: Focused Goals for Language Therapy

Module 4: Treatment Implementation



Volume 1 Bonuses (\$79 value)

Semantic Features Protocols/Worksheets

Morphological Analysis Printouts

Syntactic Awareness Cheat Sheets/Protocols

Phonological/Orthographic Awareness Cheat Sheet

Printable Info graphic (Origins of Disorders)

Detailed protocol for written language

Printable Protocols to Target Answering Questions

Detailed protocol for self-questioning

Productivity System Worksheet

Course Reference List



Volume 2 Bonuses

64-page Manual-SPOT Framework Guide (\$147 value)



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Additional Bonuses

**Private Members Only Facebook
Community (priceless)**

4 Live Q & A Sessions (\$397 value)



This is for you if:

If you are an SLP working with school-aged students from early elementary on up.

If you want to improve your ability to deliver effective treatment for ACADEMIC LANGUAGE SKILLS.



This is NOT for you if:

If you are looking for quick tips & tricks...

If you are looking for a program that addresses social language or life skills, or clients who are NOT reading and writing.



How much does it cost?

**Normal tuition for Language Therapy
Advance (Volumes 1 & 2) = \$497**

Special Flash Sale Rate until Thursday = \$297



90-day money back guarantee



Testing Time-Saver for Language Evaluations = **\$97**

FREE if you sign up by the end of the webinar!

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**You can keep struggling to piece things together
yourself....and keep burning yourself out.**

**Or you can invest in YOURSELF and your
STUDENTS.**



**I'd love to help you create a SYSTEM, so you can
do what you came here to do...
CHANGE PEOPLE'S LIVES.**

**Click the link to register for
Language Therapy Advance.**

