

LANGUAGE IMPAIRMENT (LI)

2015/2016 LI Goals

1. If LI-ISP teachers engage in a collaborative study, then they will deepen their capacity to understand the learning needs of students with LI and refine instruction to improve student learning and achievement. Progress will be measured by perceptual data (e.g., surveys, interviews) and behavioural data (e.g., work samples, classroom observations).
2. If reading instruction for primary students with LI is directly focused on decoding and comprehension, then we can continue to reduce the achievement gap in primary literacy. Progress will be monitored over two years (2015/16 and 2016/17) by data collection regarding Empower Reading implementation and student achievement, evidence-based interventions such as SKIPPA (Senior Kindergarten Intervention Program for Phonemic Awareness) and FIPPA (Focused Intervention Program for Phonemic Awareness).

Strategies Implemented in LI Program:

- Yearly Accountability Framework for Special Education (AFSE) goals were communicated to teachers of LI students through consultation and email communications.
- Accountability Framework committee participated in collaborative study to examine and develop indicators of functional oral language skills.
- Information and professional development materials relevant for addressing oral language and literacy skills for students with LI were provided to parents and teachers.
- Systematic and strategic implementation of 2 components of Empower Reading intervention, i.e. Comprehension in grades 2-5, and Decoding in grades 2-5 is ongoing.
- Implementation of a strategic roll-out of FIPPA (Focused Intervention Program for Phonemic Awareness), targeting students who may not qualify for other reading interventions is ongoing.
- Facilitation of early intervention processes (i.e., SLP consultation to kindergarten classroom and promotion of the board-wide Early Identification Strategy).

Outcomes/Observations/Learnings in LI program

- Preliminary discussion with LI- ISP teachers took place to identify the focus and direction of the collaborative inquiry. Further planning was rescheduled in light of labour issues therefore 2015/2016 goals will be continued.
- The new resource FIPPA, Focused Intervention Program for Phonemic Awareness, was piloted by SLPs in select schools. Preliminary pre- and post- intervention data indicates students made gains in decoding skills.
- Implementation of the Empower Reading intervention in 15 Language Impairment-Intensive Support Program (LI-ISP) classes was supported. Data collection regarding Empower implementation continues to be monitored through the TCDSB Empower Committee.

2016/2017-2017/2018 Goals for the LI Program

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Strategies to Be Implemented for LI program

- Provide targeted professional development to Early Years teams, LI-ISP teachers and special education teachers around resource, Oral Language at Your Fingertips, to facilitate better understanding of the learning needs of students with LI.
- Enhance capacity of SLP department staff to deliver and track evidence-based intervention supports for students with LI.
- Communicate yearly Accountability Framework for Special

Education (AFSE) goals to teachers of LI students through email communications and Professional Development.

- Administer functional speaking and listening measure in Fall and Spring of 2017/2018 to LI- ISP teachers and classroom teachers of those students. Survey results will inform goal setting for 2018/2019.