

ADDRESSING BARRIERS TO ADULT WORKFORCE DEVELOPMENT THROUGH UNIVERSITY AND SCHOOL COLLABORATIONS

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PURPOSE:

work to prevent or minimize the number and severity of young adults entering the workforce without graduating from high school and with very poor literacy skills



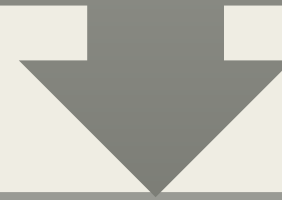
Nationally: More jobs require college degrees, specialized skills, trained personnel



Louisiana: "Skills Gap"

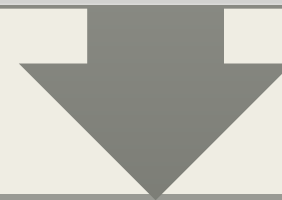
“Who are these unprepared workers and why aren’t they better prepared to enter the workforce?”

Learning Delays or Disabilities



Specific Language Impairment

acquisition of language skills is late and slow to develop despite absence of hearing loss, intellectual disability, or other developmental delay

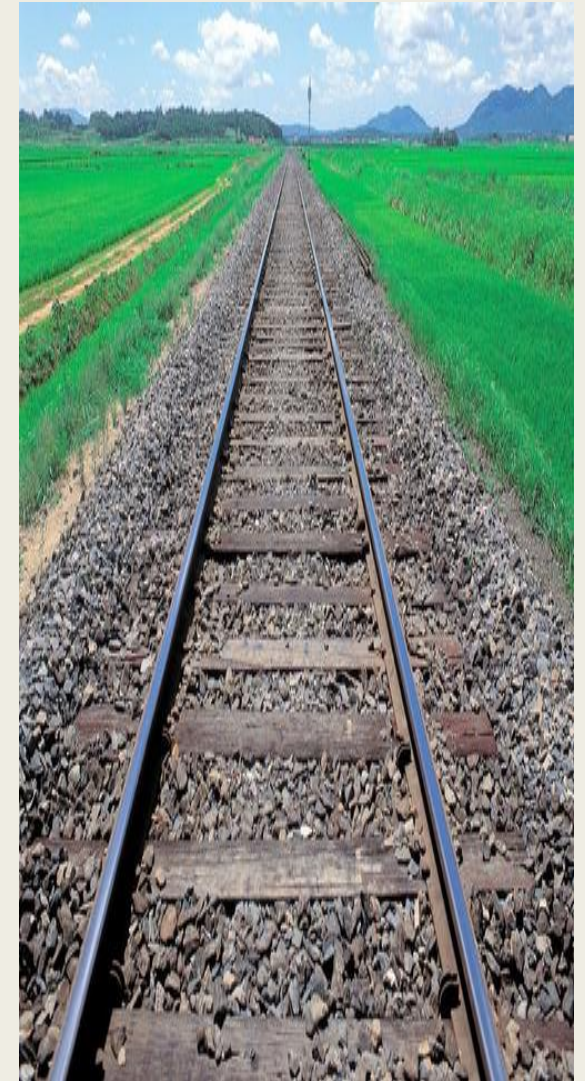


Poor language processing affects reading, academics, social skills, interpersonal relationships, and eventually occupation

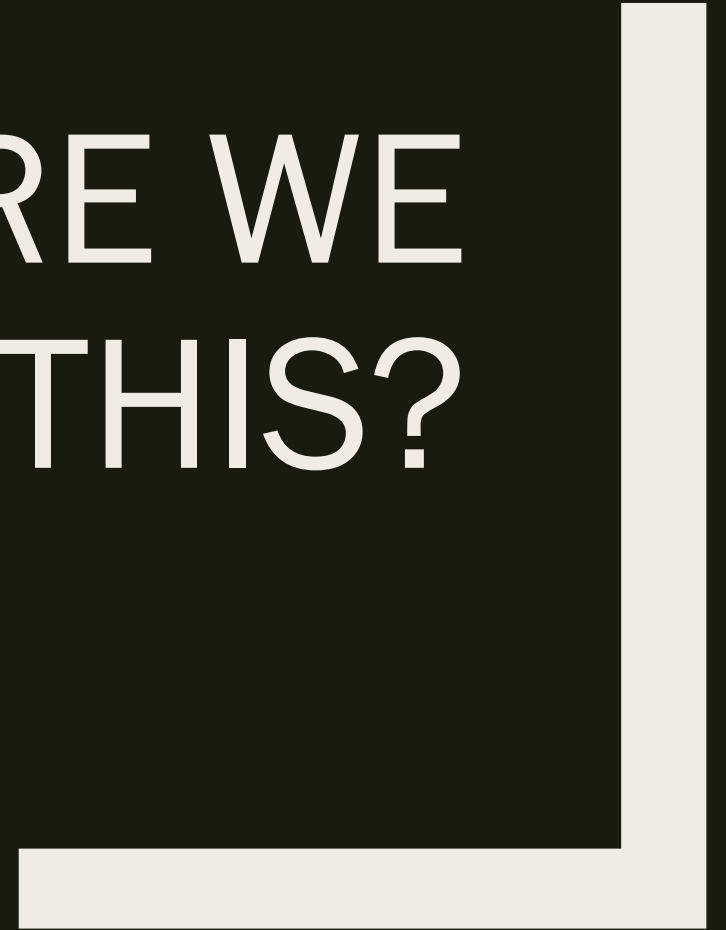
ORAL ↔ SPOKEN LANGUAGE

CHILDREN WITH EARLY SPEECH-LANGUAGE DISORDERS HAVE PERSISTENT DEFICITS IN READING, WRITING, SPELLING AND MATH, WITH 50%-70% CONTINUOUSLY BEHIND THROUGH GRADE 12.

WHO IS BEST EQUIPPED TO HELP?



HOW ARE WE
ACCOMPLISHING THIS?



ABCs_SLPs

- 138 Louisiana SLPs enrolled to participate in EIGHT 60-90 minute training Modules
- 85 Consistently participating in the Modules
- Each member received a unique Southeastern Louisiana University email address
 - *Google Classroom*
 - *Panapto Module*
 - *Module Assessment*
 - *Module Evaluation*
- Receive therapy materials applicable to the current Module



Classroom Main Menu

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SLPs_ABCs



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STREAM

STUDENTS

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CLASS CODE



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Feb 20



Module 4: Narrative Language

19

DONE

66

NOT DONE



Module 4: Becoming Storytelling Animals - Language Intervention

<https://lecture.lsu.edu/Panopto/Pages/Viewer.aspx?id=ffbee2a8-77c2-4872-a3da-d48a5ec72db0>

4 class comments ▾

Kris Barrios Mar 12



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Contents

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This program is Module 1 of the SLPs_ABCs series. Module 1 provides an introduction to the project including the goals and purpose, and then talks about the first intervention topic, Phonemic Awareness

Module 1: Introduction and Phonemic Awareness 0:00

After this module you will be able to: 0:23

After this module you will be able to: 0:26

Understand the critical role of SLPs in reaching... 0:33

Explain what Phonemic Awareness means for your... 0:37

Explore one phonemic awareness assessment 0:39

What is SLPs_ABCs? 0:45

What is SLPs_ABCs? 0:49

A project funded by the Louisiana Board of Regents... 0:55


Goal = prevent "our kids" from entering the work... 1:03

Picture 4 1:10

So Why SLPs 1:15


So Why SLPs 1:20

(National High School Center, 2007; U.S. Department... 1:30




Module 1: Introduction and Phonemic Awareness

0:02 -1:06:42 1x Speed Quality Screen Hide



Module 1:
Introduction and
Phonemic Awareness 0:00



Module 1:
Introduction and
Phonemic Awareness 0:00

After this module you will be able to: 0:23

After
• Under our s
lang

Module 1: Assessment of Completion

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* Required

Why should SLPs focus on written language? *

- Because 10% of students with speech and language delays do not graduate from high school
- Because our students are well prepared for the workforce
- Because 50% of students with learning disabilities also have language deficits
- Because we can accomplish oral language goals using written language, thus addressing two modalities of language and helping to prevent or lessen academic deficits

Studies have shown which of the following to be true? *

- Most children with preschool language delays who catch up to peers in language skills will show reading disorders at age 8.
- Students with poor oral language comprehension in kindergarten have poor reading comprehension in middle school.
- 25% of children with articulation only in kindergarten later show a reading disability.
- All of the above



Module 1 Evaluation Form

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Content of Module

For the following, please indicate your rating.

This module covered useful material. *

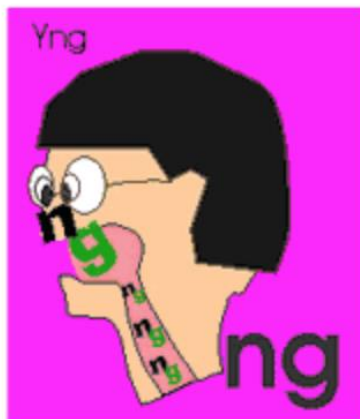
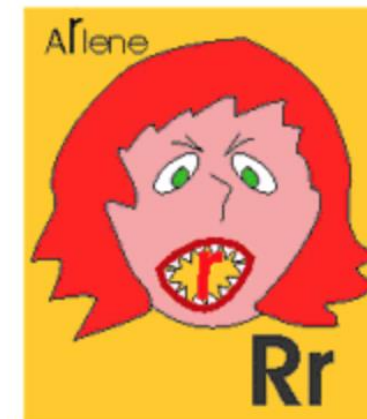
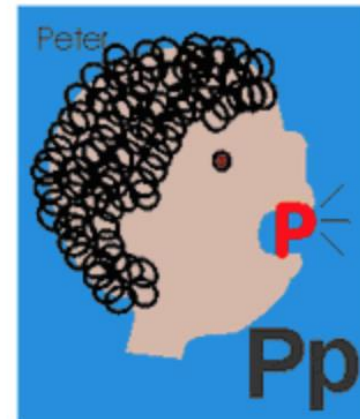
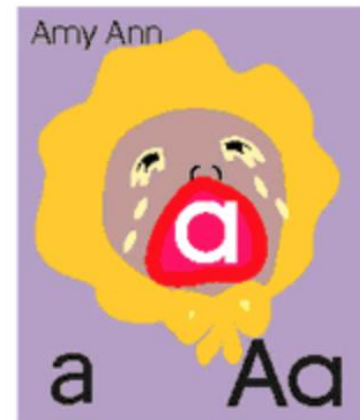
1 2 3 4 5

Fair Excellent

This module was practical to my needs and interests. *

1 2 3 4 5

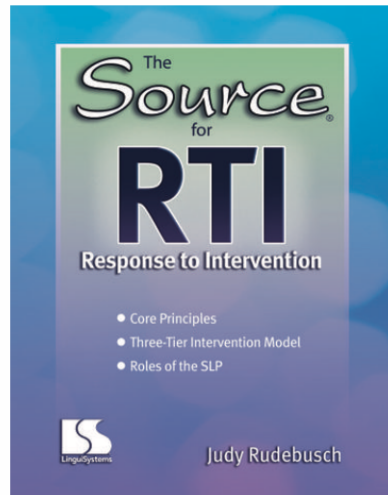
MODULE 1



My Shelf

Redeem An Access Code

[? Need help? Click here!](#)



Source for Response to Intervention - 33729E

Judy Rudebusch

How does RTI affect SLP services? What is my role? Where do I start? Find answers in this Source that ...

Lifetime Access

[View Book Details](#)

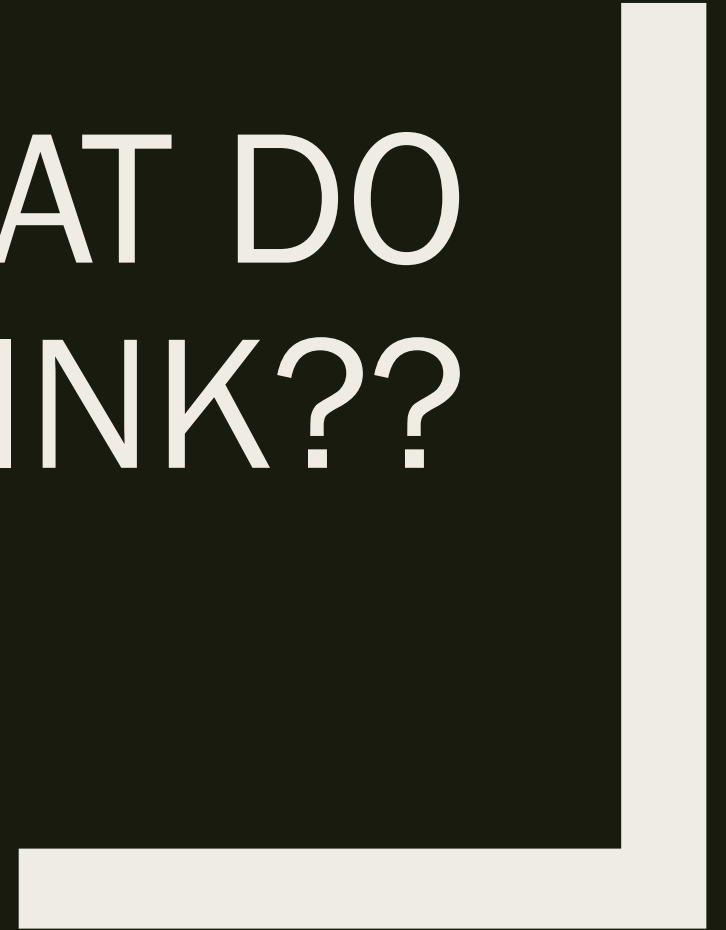
[Start Reading](#)

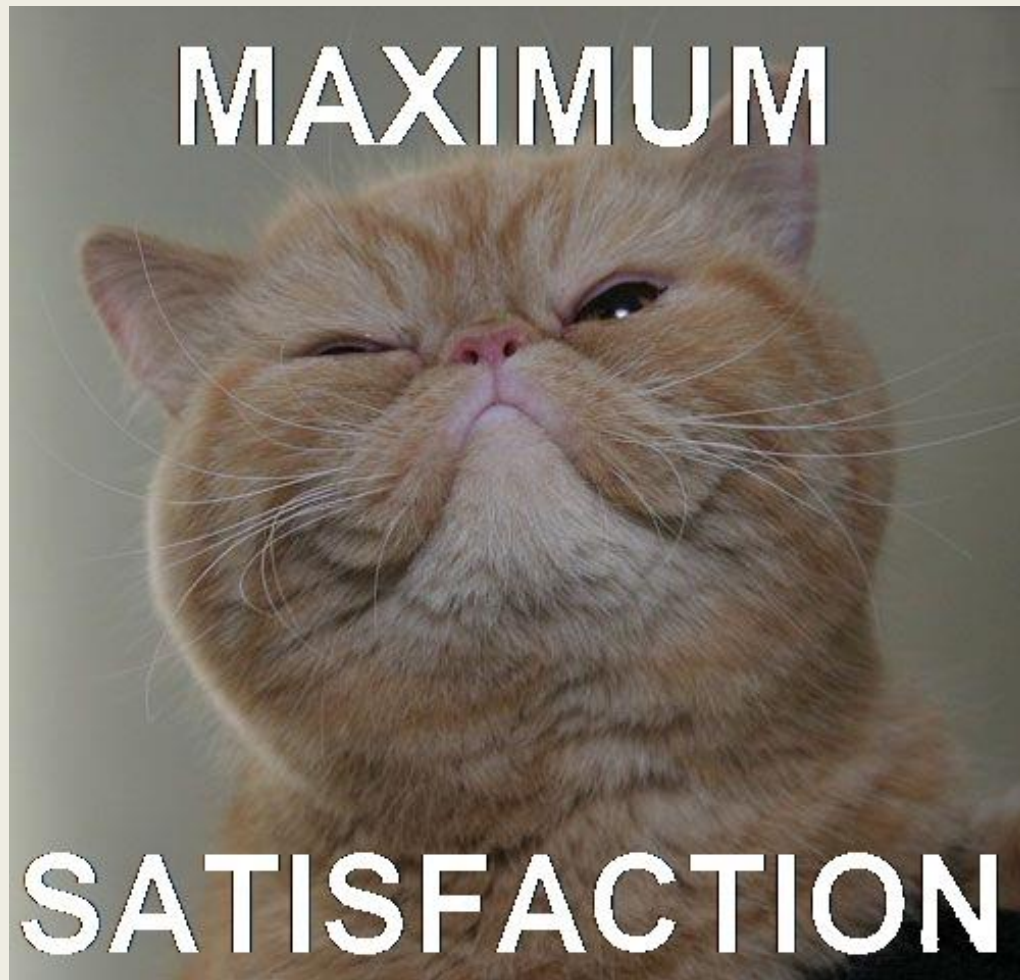
Have some feedback? We'd love to hear from you!

[Begin Survey](#)

MODULE 3

SO WHAT DO
PARTICIPANTS THINK??





Module	Overall Satisfaction
1	4.70
2	4.60
3	4.50
4	4.50

I think that Dr. Norris does a great job with the information being presented.

The instructor knew the content area really well therefore he method of presentation was Excellent.

