



Better literacy start - the New Zealand model for language health and educational success

Life Symposium of the Department of Phoniatics and Pediatric Audiology of the University Hospital Muenster and of the Hearing and Language Committee of the Union of European Phoniatrians (UEP)

Monday July 8th, 2024, 9 am – 3.30 pm CEST

General Notes

Chair

Prof. Katrin Neumann, Dept. of Phoniatics & Pediatric Audiology, University Hospital Muenster, Germany

Registration

For registration please send an e-mail including your title, name, affiliation, profession and address to privatsekretariat.phoniatrie@ukmuenster.de, phone +49 251 83 56859

Participation fees Free of charge

Participants can choose between on-site participation (University Hospital Muenster, Albert-Schweitzer-Campus 1, 48149 Muenster, Lehrsaalgebäude (Teaching hall building) L10, room E1-3) and livestream participation. Please indicate when registering if you would like to participate in the livestream or in person.

The virtual symposium is credited with 7+1 credit points by the Ärztekammer Westfalen Lippe (Medical Association of Westphalia Lippe)

Impressum

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Unternehmenskommunikation

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Agenda:

9.00 am

Prof. Katrin Neumann

Welcome, introduction, set context

12.35 – 1.30 pm

Lunch break

9.15 am

Prof. Gail Gillon

Large Scale implementation of the Better Start Literacy Approach, an effective early literacy program

1.30 pm

Dr. Megan Gath

Modelling the impact of effective early literacy instruction: Evidence from the Better Start Literacy Approach

10.00-10.30 am

Prof. Katrin Neumann, Discussants, among others from the Ministry of School and Education (Ministerium für Schule und Bildung)

2.15 pm

Prof. Katrin Neumann

A proposal to improve language health and school success in North Rhine Westphalia

10.30 am

Coffee and tea break in the morning, informal discussion over coffee and tea

2:35 pm

Dr. Lars Meyer

Enhancement therapy - towards an EEG-guided audiobook intervention in developmental language disorders

11.00 am

Dr. Amy Scott

The use of an innovative online oral language tool to monitor vocabulary growth in the first year of school

3.00 pm

All speakers and discussants

Panel discussion

11.45 am

Prof. Katrin Neumann, Discussants

Comments on morning session, discussion

Close 3.30 pm

Social networking informal discussion

Large Scale implementation of the Better Start Literacy Approach

In this presentation Professor Gillon will outline the development of the Better Start Literacy Approach (BSLA, an early literacy teaching approach based on the science of reading and set within a Multi-Tiered Systems of Support framework) She will discuss its development from controlled research trials to large scale implementation in over 850 schools across New Zealand. Prof Gillon will focus on data from over 25,000 5 to 6-year-old children demonstrating the effectiveness of BSLA implementation. She will discuss the benefits of the approach for upskilling junior school class teaches, speech-language therapists and literacy specialists as well as discuss findings for children who are English Language Learners.

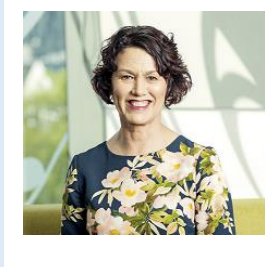
Modelling the impact of effective early literacy instruction: Evidence from the Better Start Literacy Approach

In this presentation, Dr. Megan Gath will describe the results of predictive modelling approaches to understanding the impact of the Better Start Literacy Approach (BSLA), an evidence-based classroom literacy approach for students aged 5-to 7-years-old being implemented at-scale across New Zealand through professional development for teachers. Using data from over 55,000 students located across New Zealand, modelling was used to 1) determine the predictors of reading and writing success within BSLA students, and 2) model the impact of the BSLA after the first year of school relative to standard classroom teaching. The findings demonstrate the impact of the BSLA within its national implementation across New Zealand and indicate its potential to uplift the literacy skills of children across the country.

The use of an innovative online oral language tool to monitor vocabulary growth in the first year of school

In this seminar, Dr. Amy Scott will describe and demonstrate an innovative online oral language monitoring tool, which is being used in over 850 schools across New Zealand. The tool uses Artificial Intelligence-driven speech models to accurately transcribe the speech of 5-7-year-old children with 80%+ accuracy, allowing classroom teachers to use the tool to evaluate and monitor oral language growth in their classrooms, taking only 7-10 minutes of assessment time. Data in oral language growth in the first year of school from over 5000 children will be presented, as well as a focus on a subset of children's vocabulary growth, and the relationship with reading and spelling skills at the end of the first year of school.

About the Authors



Professor Gail Gillon, PhD, (Ngāi Tahu iwi) is the founding director of the Child Well-being Research Institute at the University of Canterbury in New Zealand. Following undergraduate

qualifications in Education, Speech- Language Therapy and Primary Teaching from the University of Canterbury, Professor Gillon completed her PhD in Speech and Hearing at The University of Queensland (1995). She returned to the University of Canterbury where she has held several leadership positions including Pro Vice Chancellor for the College of Education (2007- 2017). Professor Gillon is well known internationally for her research in phonological awareness and supporting the literacy development of children with speech-language challenges and children with dyslexia. Her research has extended into culturally responsive and strengths-based

approaches to literacy teaching and assessment practices. Professor Gillon is the Co-lead developer of the Better Start Literacy Approach. This is a culturally responsive structured approach to early literacy teaching based on strong scientific evidence. It is now being implemented nationally across New Zealand primary schools. Professor Gillon has won several research awards for her work including the University of Canterbury's prestigious Research Medal (2019) and a team Research Innovation medal (2023). She is a Fellow of the Royal Society of New Zealand, Te Aparangi, A Fellow of the American Speech Language Therapy Association, and a Life Member of the New Zealand Speech Language Therapy Association.



Dr. Megan Gath is a Senior Lecturer in the Child Well-being Research Institute at the University of Canterbury in New Zealand. Following a Bachelors degree in Psychology at Western University (Canada) and a

Masters degree in Social and Developmental Psychology at Wilfrid Laurier University (Canada), Dr. Gath completed her PhD in Developmental Psychology at the University of Toronto in Canada. After completion of her PhD and moving to New Zealand, Dr. Gath worked as a Senior Statistical Analyst for Statistics New Zealand, working with large-scale datasets of government data. In her current position at the Child Well-being Research Institute, Dr. Gath is the data analyst for the Better Start Literacy Approach and leads her own research stream related to screen media use in childhood and adolescence in relation to a range of development outcomes, including language, social functioning, and well-being.



Dr. Amy Scott is a Senior Lecturer and programme coordinator for the Better Start Literacy Approach microcredentials in the Child Well-being Research Institute at

the University of Canterbury in New Zealand. Originally training as a speech-language therapist, Dr. Scott returned to UC to complete her PhD in Education, with a focus on early literacy success for children of teenage mothers. Her work now focuses on the development of tools and resources to support the facilitation of early literacy and language success, with a particular focus on oral language and vocabulary development. Dr. Scott has led the advancement of the online assessment tools that form part of the Better Start Literacy Approach and has particular expertise in the development of multi-purpose assessment tools, which bridge the gap between literacy research and teacher practice. She is part of a team of three other researchers who were awarded the prestigious University of Canterbury Research Innovation Medal in 2023. Dr. Scott also sits on the board of the New Zealand Speech-language Therapists' Association.

About the Hosts



and Paediatric Audiology at the University Hospital

Dr. phil. Lars Meyer leads the research group "Language Cycles" at the Max Planck Institute for Human Cognitive and Brain Sciences in Leipzig (Germany) (MPI). In parallel, he is a researcher at the Department of Phoniatics

Münster (Germany; UKM), where he carries out fundamental and translational projects funded by the German Research Foundation and the Federal Joint Committee. He holds a PhD from the University of Potsdam (Germany), which received the dissertation award of the Max Planck Society, the Otto Hahn Medal. Prior to his PhD, he obtained a M. Sc. in Clinical Linguistics from the Universities of Groningen (The Netherlands), Joensuu (Finland), and Potsdam (Germany). Before starting his group at the MPI, he was a visiting researcher at the University of Georgia in Athens (USA). His neuroscientific research targets the influence of the brain's electrophysiological layout on intact and impaired language, with a particular focus on the synchronization of rhythmic brain activity with the acoustic and abstract patterns found in language. He has published > 45 peer-reviewed journal articles both in language-specific outlets (e.g., Brain and Language; Language, Cognition and Neuroscience) and the high-impact tier (e.g., Nature Reviews Neuroscience; Science Advances) that received > 2,000 citations to date. He has given > 80 poster presentations and > 60 talks at leading conferences (e.g., Architectures and Mechanisms for Language Processing; Cognitive Neuroscience Society) and international research institutes (e.g., Massachusetts Institute of Technology; University of Cambridge). He serves as an academic editor of journals (e.g., PLOS Biology) and the anthology "Rhythms of Speech and Language" (Cambridge University Press).

Prof. Dr. med. Katrin Neumann, specialized in phoniatics and pediatric audiology as well as in otolaryngology, is professor of Population Medicine in Communication Disorders and Director at the Department of Phoniatics and Paediatric Audiology at the University Hospital Münster (Germany; UKM). She is an audiological advisor in the Prevention of Deafness and Hearing Loss Programme and in the Rehabilitation



Programme of the WHO. She chairs the Hearing & Language Committee of the Union of European Phoniaticians (UEP) and is member in the UEP Voice Committee and the Audiology Committee of the International Association of Communication Sciences and

Disorders (IALP). Furthermore, she is Editor-in-Chief of the Journal of Fluency Disorders (Elsevier). She has received national and international awards and has published more than 250 original articles, review articles, monographs, guidelines, and book chapters. She coordinates several clinical practice guidelines and clinical and translational research projects on intervention for developmental language disorders, speech sound disorders and late talkers and on ear and hearing care for children, adults, and people with intellectual disabilities. She is lecturer of voice physiology for the opera and voice classes at the Münster University of Music. Her research interests are investigation of language, speech, speech fluency, voice, and hearing processes using neuroimaging, signal analysis, and electrophysiology; newborn hearing, infant language, and neonatal CMV screenings, hearing screening and intervention for persons with intellectual disability, developmental language and speech fluency disorders, voice physiology and disorders, hearing aids and implants.