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## Filling a toolbox with SIM and the ALLC

The Adolescent Literacy and Language Consortium (ALLC), established as a part of the Virginia State Professional Development Grant, provides guidance, information, networking, and support for state Speech Language Pathologists (SLPs). This account, from Susan Trumbo, SIM Professional Developer and SLP, provides a peek at the work resulting from participation in the consortium.

The ALLC honed Susan Trumbo's skills in the application of *SIM Learning Strategies* and *Content Enhancement Routines* for the benefit of ALL students in classroom settings, not just those with Individualized Education Plans. When she moved into a middle and high school position, curriculum-relevant therapy took on a whole new meaning through SIM. *SIM Learning Strategies* and *Content Enhancement Routines* were invaluable to her in the secondary setting.

Additional activities from the ALLC included workshops on identifying evidence-based intervention practices for language impairment and challenging use of other approaches; a webinar *Proficiency in the Sentence Writing Strategy: A Dissection from the Eyes and Ears of a Speech-Language Pathologist*, and workshops to foster reciprocal support and expertise among the SLPs providing services across the Content Literacy Continuum (CLC) and Virginia Tiered System of Support (VTSS) sites to address adolescent language and learning.

To culminate all of these activities, Susan shares her reflections and the impact of The ALLC and SIM on her work as an SLP now working as an independent consultant in *SIM Learning Strategies* to provide professional development to classroom teachers and specialists in elementary, middle, and high school settings. Says Trumbo, "During my years in secondary schools, my 'tools of the trade' primarily arose from SIM and the support I received from participating in the Adolescent Literacy and Language Consortium."

## Some Trumbo Tools of the Trade

Triaging students in English and using the data to provide small group instruction in writing and reading – *Proficiency in the Sentence Writing Strategy, Inference Strategy, Paraphrasing Strategy*

Facilitating student understanding of difficult concepts in History – *Concept Comparison*

Station teaching in Science – *Vocabulary LINCing Routine, Word Mapping Strategy*

Promoting writing across the curriculum and providing formative assessment in Science – *Paragraph Writing Strategy to write a compare/contrast paragraph following the teacher-led construction of a Comparison Table*

Providing students with a graphic organizer in English as a tool for use when writing multi-paragraph essays – *Framing Routine*

Providing successful test-taking skills for struggling students in History – *Unit Organizer Routine (expanded map), the Framing Routine*

Fostering social skills for students in a summer program geared to such – *the Socially Wise Program*