Enhancing Language and Learning in Children
and Young People with Speech, Language and
Communication Needs

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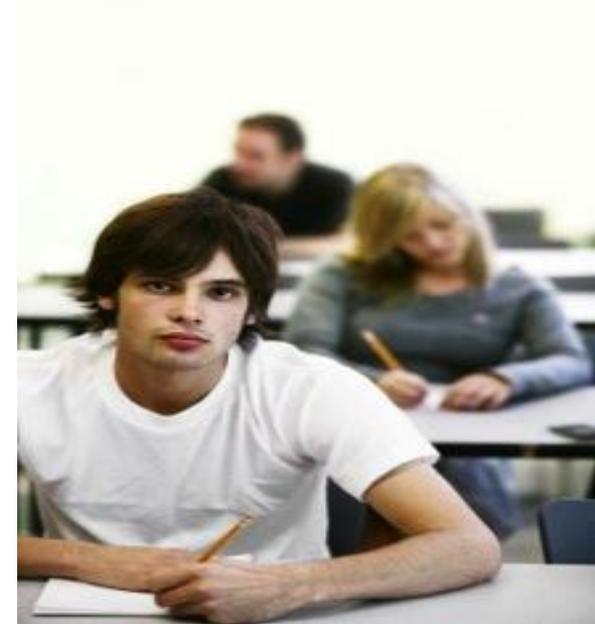
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Καλώς ήρθατε

Bem-vindo

Bienvenido

VELKOMMEN

Dobro došli

Välkommen

स्वागत

BEM VINDO!

ยินดีต้อนรับ

WELCOME

Välkomna

Dobrodošli

Piacere
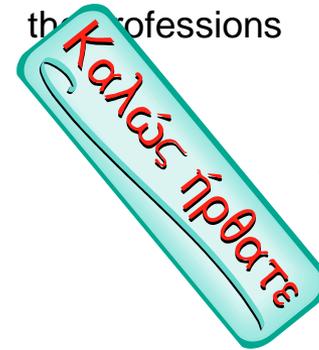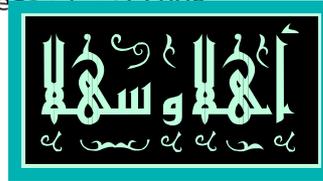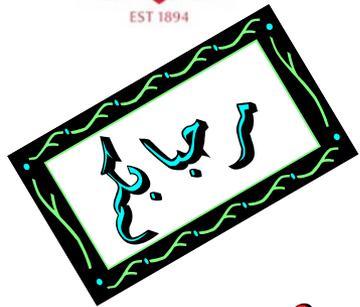
Üdvözöljük

Bienvenue

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Mange tak for invitationen. Jeg er meget glad for at være med jer i dag.

...TY

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Workshop Overview

❑ The nature of language development and Speech Language and Communication Needs (SLCN) in **adolescents** and **young people**

❑ The challenges of **language** and **learning** in secondary schools

❑ The **evidence base** for Speech and Langauge Therapy support with secondary school students with SLCN

❑ **ELCISS:** Enhancing language and communication in secondary schools: narrative and vocabulary enrichment

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MY JOURNEY

AS A SPEECH AND LANGUAGE THERAPIST
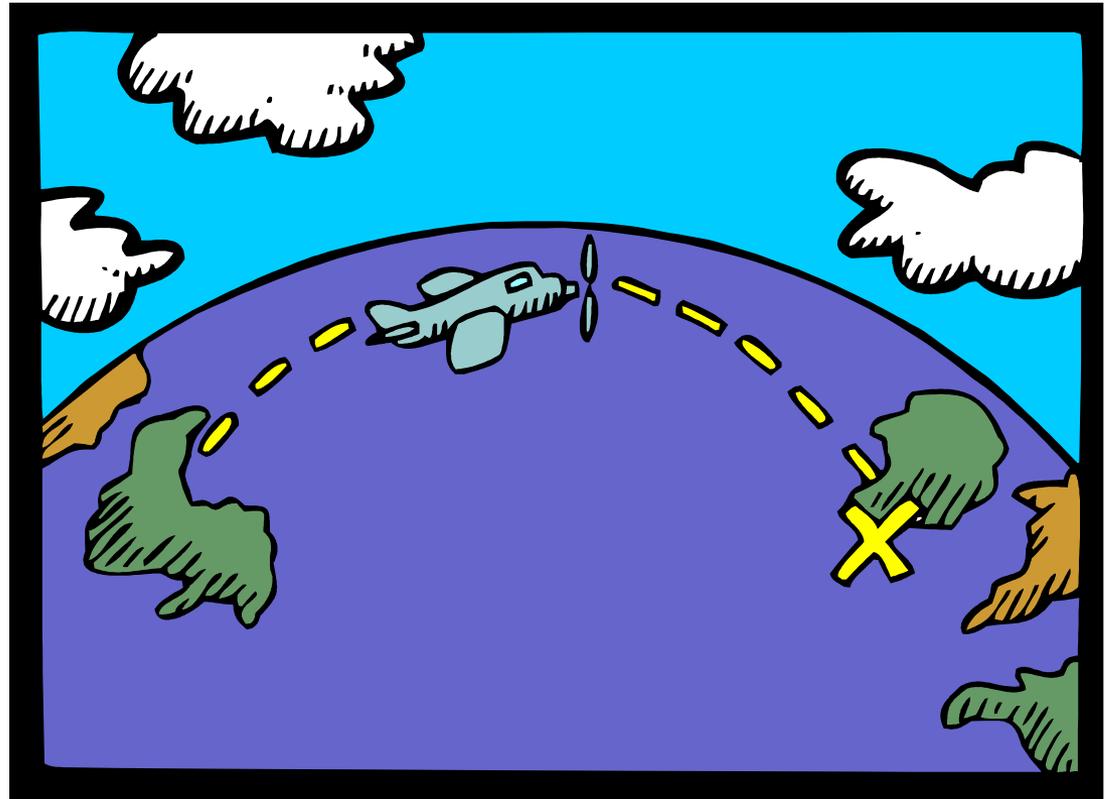
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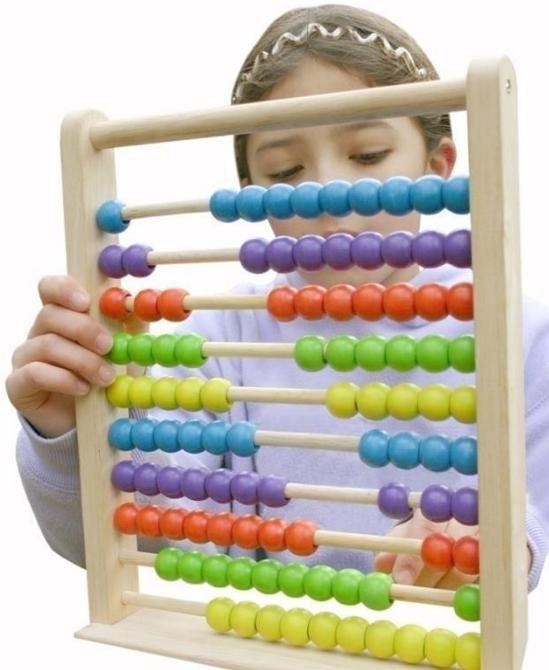
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Who are these children with SLCN and what do they look like?

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SLCN

❑ Some children experience **significant difficulties** in developing speech, language & communication

❑ These difficulties arise for many different reasons. There is no one manifestation of SLCN – **HETEROGENEOUS**

Let's consider the scale of the need…

❑ Approximately **7%** of pre-and primary school children are identified with primary or specific SLCN (Tomblin et al., 1997)

❑ In areas of high social deprivation the percentage is higher, above 50% in primary years (Locke et al., 2002) and around 70-80% in secondary school (Spencer, 2010).

❑ There are at least **two children** in every mainstream classroom with SLCD (Lindsay et al, 2008)

% of Primary School Pupils by SEN - DfE, 2013

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% of Primary School Pupils by SEN - DfE, 2013
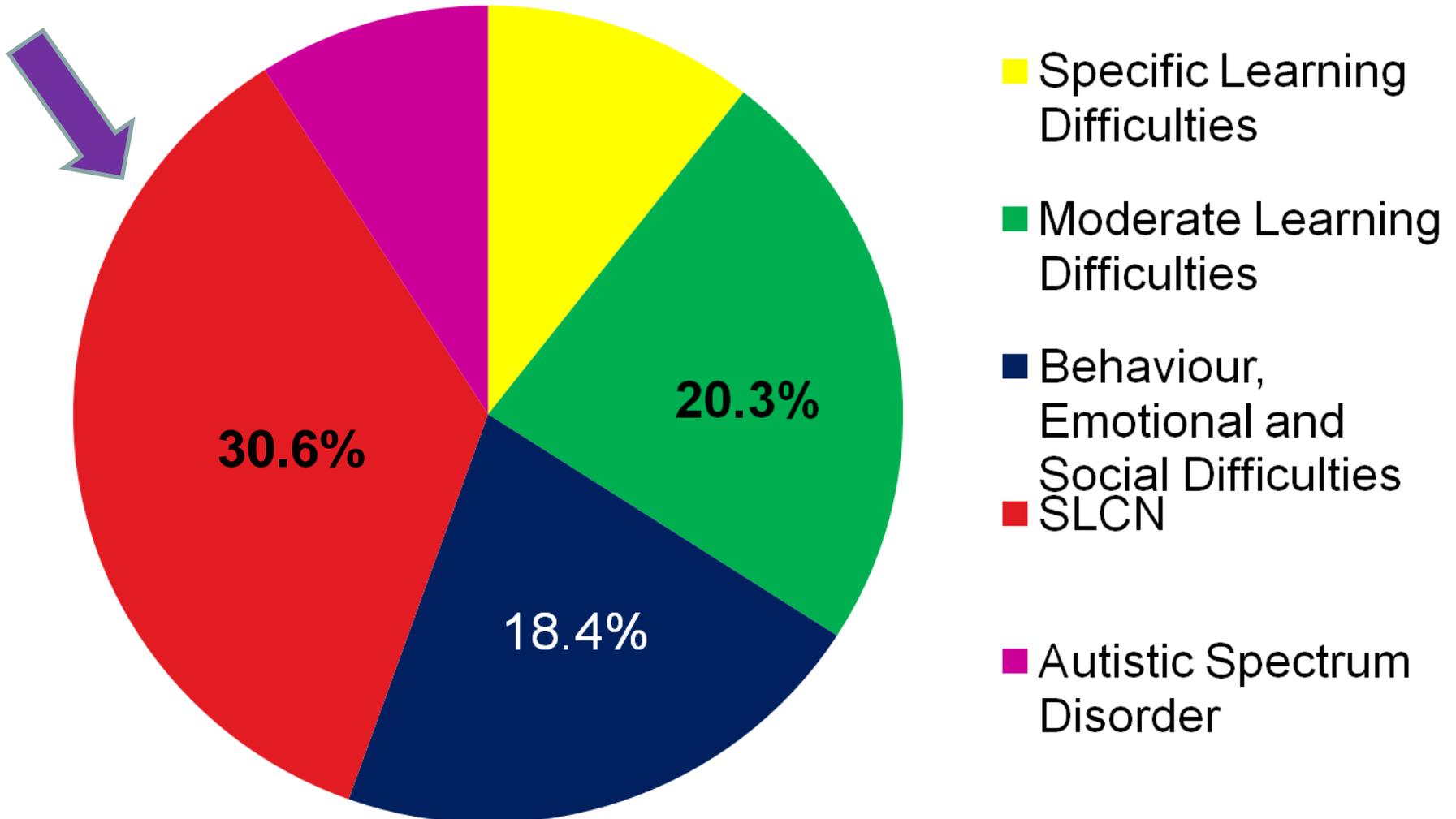
30.6%
18.4%
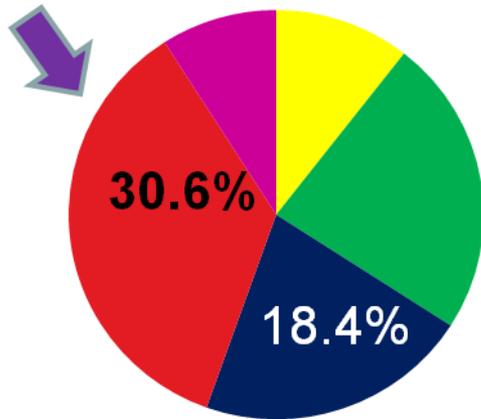
- Specific Learning Difficulties
- Moderate Learning Difficulties
- Behaviour, Emotional and Social Difficulties
- SLCN
- Autistic Spectrum Disorder

% of Secondary School Pupils by SEN - DfE, 2013

15.8%
10.1%
21.6%
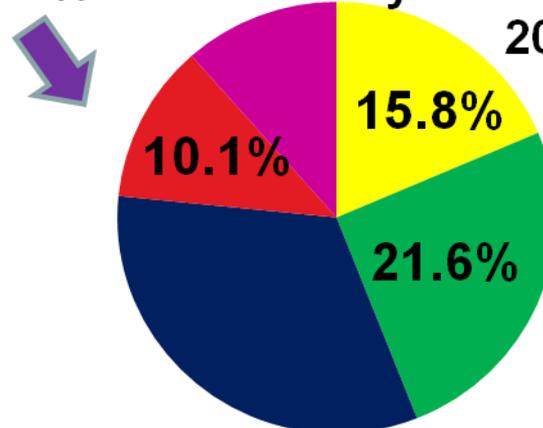
- Specific Learning Difficulty
- Moderate LD
- BESD
- SLCN
- ASD

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❑ Does this reflect a **real improvement** in language and communication…for some children?

❑ Does it also reflect **limited availability of services** and **levels of awareness**?

❑ Evidence for **under-identification** and **under - referral** meaning a significant number of older children and young people with SLCN are not having their needs met (Joffe & Black, 2012; Law, 2013)

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What do we know about SLCN in **older** children and **young people?**

Background

❑ Research into language development and disorders focuses on **early preschool** and **primary** development

❑ Very little information exists on the **nature**, **prevalence and course of language impairment** in secondary school students

❑ There are **limited speech and language therapy resources** in the secondary school context in the UK (Leahy and Dodd, 2002; Bercow, 2008) and beyond (Larson et al., 1993; Cirrin & Gillam, 2008)

"…services tended to '**disappear**' over time, …on transfer to secondary school. Indeed we found **minimal evidence of services for young people at secondary school and beyond**."

Bercow report, 2008, p. 37.

The Bercow Report

"Secondary schools have been ignored for a long time.

There is very little outside help for students with language problems.

You really have to have huge problems, be at the very bottom, to get any help at all, and even then it is very little."

Special Educational Needs Coordinator, London

What do we know?

❑ Studies show that early language and communication impairments do **NOT** disappear
(Conti-Ramsden et al., 2001; Stothard et al, 1998; Clegg et al., 2005; Snowling et al., 2006)

❑ **pervasive** and **persist** into adolescence and adulthood

❑ SLCN/SLCD can be a **long term difficulty** affecting all aspects of **social inclusion** include academic attainment, literacy, mental health and employment (Law et al, 2013)

❑ **Impact** of SLCN can be significant

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"*I am not a big fan of school. I don't have a lot of good memories…I didn't have a lot of great friends. And I got bullied in school.*

*I was going to mention about the **homework**. Because that what I really remember from school. The homework, it just took over my home life - evenings and weekends. And it just didn't make me **socialize**, like my friends, they socialized. So they can do their homework in their lunch time but they spent more time socializing when I spent all my time on homework. **It just took over**. I had to. It was real **difficult**.*"

(Abigail Beverly from: Joffe et al, My Speech, Language and Communication – "A real kind of overwhelming kind of challenge sometime." The impact of Communication Disability across the Lifespan by Hilari and Botting, (2011)

Includes chapters co-written by people with communication disabilities

The Impact of Communication Disability Across the Lifespan

Katerina Hilari and Nicola Botting
(Editors)

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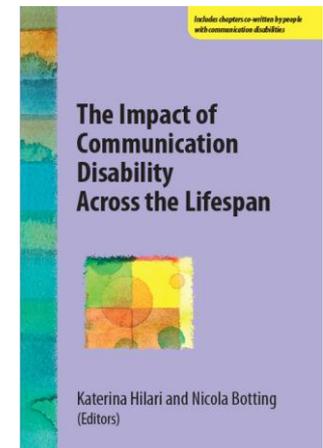
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Includes chapters co-written by people with communication disabilities

The Impact of
Communication
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Katerina Hilari and Nicola Botting
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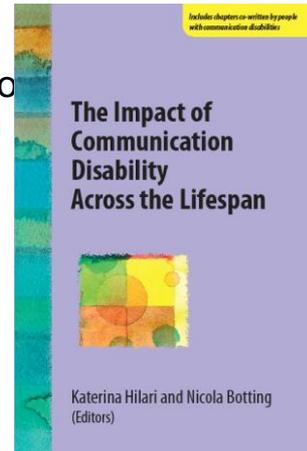
*"There were **teachers who did not understand my difficulties***

*When I was in Secondary school in GCSEs we read this book called 'Things Fall Apart' by Chinua Achebe. And it was loads of African Nigerian terms and obviously no one could really say them and I hate reading out loud and I was picked to read out loud and I was **struggling** and the teacher snapped and said, "can someone else just take over". **I wanted to shoot the teacher**."*

(Lavinia Scott from: Joffe et al (2011). **My Speech, Language and Communication – "A real kind of overwhelming kind of challenge sometime**." The impact of Communication Disability across the Lifespan by Hilari and Botting, 2011)

❑ So, **why** this limited research and the reduction in support to older children and young people with SLCN?

❑ Language development does not stop at age 5 or 11 years, but develops in **complexity** and **abstractness** throughout the adolescent period (Nippold, 1998; Berman, 2004).

❑ Changes in adolescent language are more **subtle** and **gradual** and hence are more difficult to record (Nippold, 2007)

What do we know?

'becoming a **NATIVE** speaker is a rapid and highly efficient process,
but becoming a **PROFICIENT** speaker takes a long time'

(Berman, 2004, p. 10)

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❑ Research has shown how the brain continues to **develop structurally and functionally** during adolescence

❑ Sarah Blakemore and colleagues report changes that occur during adolescence, particularly in the **prefrontal cortex**
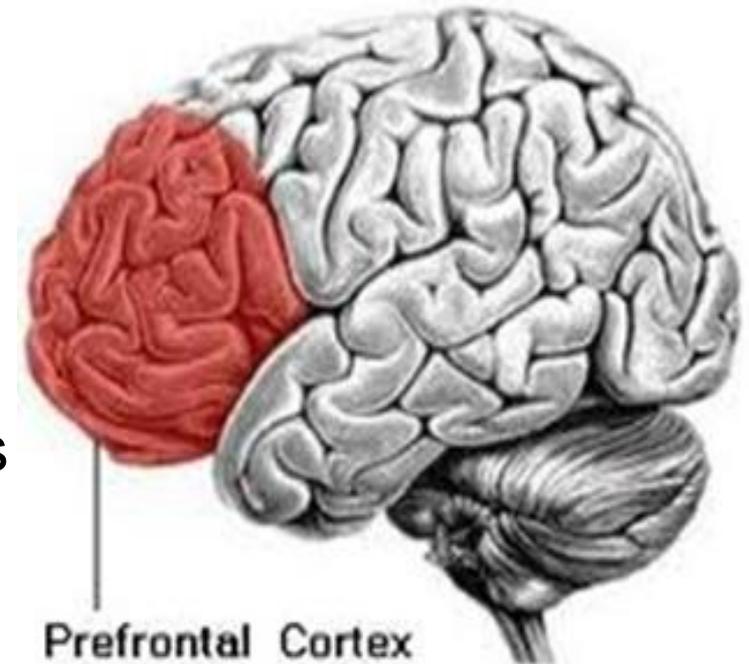
Prefrontal Cortex

- – Self-regulation and self-control
- – Planning
- – Inhibiting inappropriate actions
- – Problem solving
- – Multi-tasking
- – Decision making
- – Self awareness
- – Social interaction

Blakemore, 2012

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❑ **Teaching, learning and rehabilitation** are **essential** and important during adolescence as the brain seems to be particularly **malleable** during this period

Blakemore, 2012

What might it be like for the young person in secondary school student with SLCN?

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Some interesting differences have been identified by Nippold (1998) in **later language development** in the processes important for language development including:

❑ differences in **language input**

❑ **metalinguistic** competence

❑ **abstract** understanding

❑ taking other people's **perspective**

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Differences in **language input:**

Spoken Communication
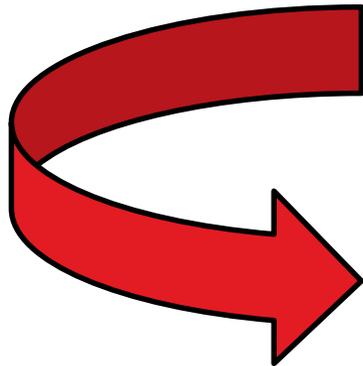
Written Communication

(Nippold, 1998)

Metalinguistic competence

❑ Another difference between early and later language development is the role of **metalinguistic awareness**

❑ **Language** and **literacy** in the older child is heavily dependent upon metalinguistic competence (van Kleeck, 1984; 1994)

❑ **Metalinguistic awareness** helps us understanding idiomatic language, metaphors, idioms, and supports abstract understanding
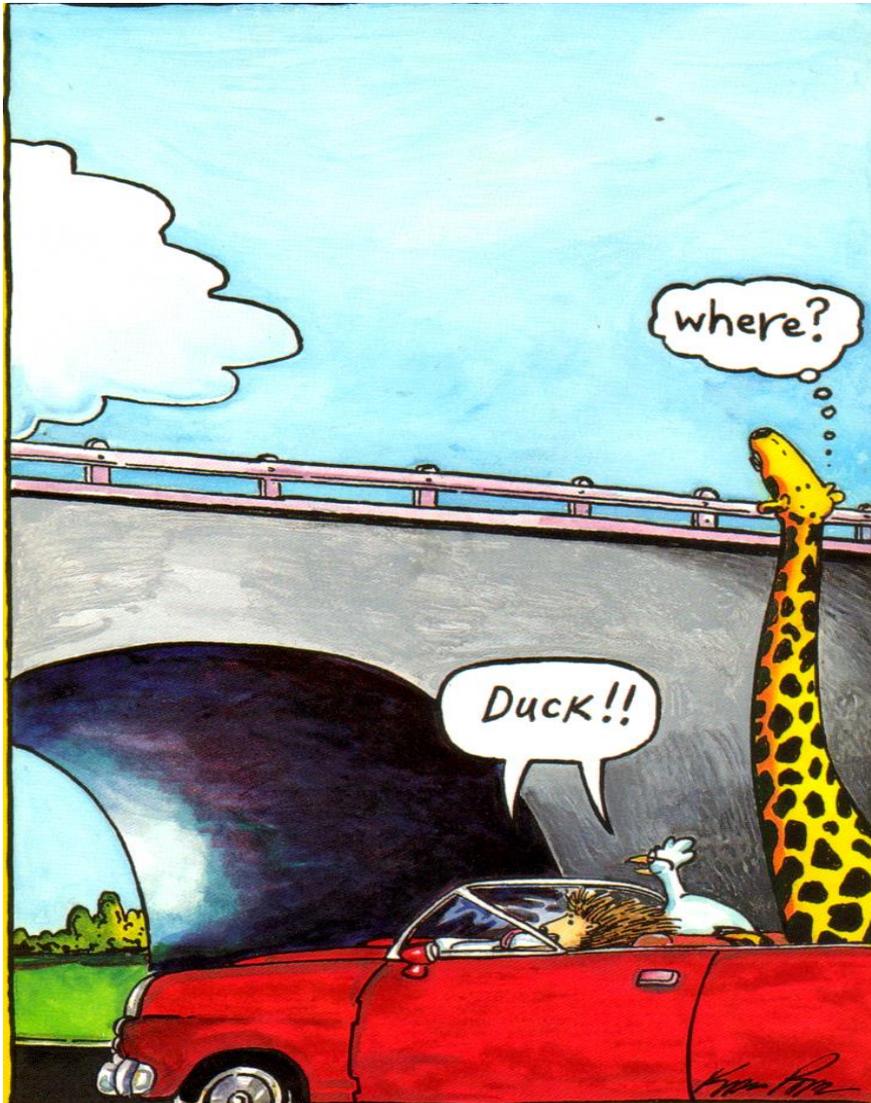
inferential
understanding

Idioms:

What does
this mean
and how do some
children interpret it?

'Hitting one's head
against a brick
wall'

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Æblet falder ikke langt fra stammen

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Other differences, identified by Nippold (1998), in later language development include the areas of:

❑ **abstract** understanding

❑ taking other people's **perspective**

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❑ As children move from primary to secondary school, there is a gradual transition from **concrete** to **abstract** reasoning

❑ School age children are able to acquire new words that represent abstract concepts (for example, democracy, welfare)

❑ They become less literal in their interpretations of language and are able to consider **non-literal meanings** more readily.

❑A school age child for example, will be able to heed his parent's warning to '**pull up his socks**' and work harder whereas the younger child will be more prone to make a literal interpretation by pulling up his socks

❑ Children of around 7 and 8 years are able to tell and laugh at **jokes and riddles** whose humour stems from phonological, lexical or syntactic ambiguity whilst the student of 13 years is able to understand the more sophisticated ambiguity and double meanings used in advertising.

❑ Another important contrast between early and later language development, related to abstractness and crucial to aspects of pragmatic development, is the **ability to take the social perspective of other people**

❑ School age children are more aware of thoughts, feelings and needs of other people and of the consequences of their own communicative behaviours

❑ They show greater ability to **adjust the content and style** of their speech to different communicative contexts and will for example demonstrate **code switching** through selective use of slang language with peers but not with parents and teachers

There are also some unique differences that occur in the **secondary school context** that provide additional challenges for our young people

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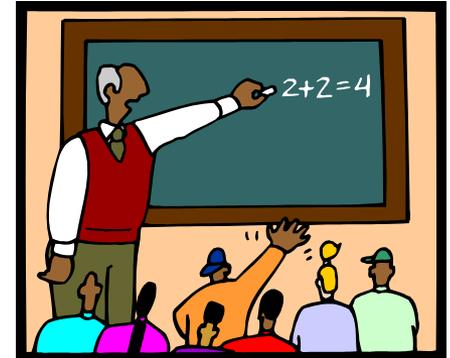
❑ dealing with multiple teachers with varied
teaching styles and modes of communication

❑ using already automatized skills
(e.g. reading fluently) to gain information from written material

❑ working independently with little help from the teacher

❑ completing homework and assignments independently

❑ expressing oneself in writing in various formats

❑ taking notes independently

❑ using self and comprehension monitoring and metacognition to
prioritise classroom work

❑ mastering increasingly decontextualised and abstract materials

❑ integrating information from a variety of sources

❑ expressing oneself in writing in various formats

❑ using logical and critical thinking to evaluate information

❑ being able to use working memory to process large pieces of information and follow complex multi-step instructions

❑ being able to retrieve prior knowledge and integrate and use them in one task simultaneously (for example, use of punctuation, spelling conventions, format of writing a business letter)

Montgomery & Levine (1995); Schumaker Deshler (1984)

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An effective way of **supporting language and communication** in this group is needed taking into account:

❑ limited SLT and specialist support services

❑ limited assessment tools

❑ limited age appropriate resources and materials

❑ age of the children

❑ educational context

❑ pervasiveness of impairments

❑ impact of SLCN across education curriculum and beyond, i.e. home environment, peer interactions

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What is the evidence base for working with older students with speech, language and communication needs?

VERY LIMITED
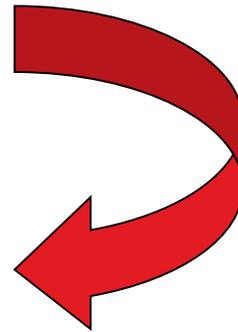
BUT there is emerging evidence….

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Some evidence suggests that intervention with secondary school-age children is effective (Larson et al., 1993).

❑ **Leahy and Dodd, 2002:** improvement across measures of language after three different intervention programmes: phonological awareness, language comprehension and expressive language

❑ **Stringer, 2006:** secondary school-aged students with language disorder and behaviour difficulties benefited from group therapy focusing on **narratives** and **social skills**

❑ **Joffe, 2006:** language impaired secondary school students improved on areas of language after a short intervention targeting **storytelling** and **vocabulary** training

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❑ **Joffe, 2008; 2009: narrative** and **vocabulary enrichment** intervention delivered to secondary school-aged students with language impairments by **teaching assistants** with SLT support. Benefits reported by TAs, school SENCO's, children and in some tests of language (www.elciss.com)

❑ **Ebbels and colleagues, 2001; 2007; 2009, 2012; 2014:** In a series of therapy studies with secondary school-aged students with severe language impairments, improvements are reported in a number of grammatical and syntactic areas (passives, wh-questions, past tense morphology, verb argument structure) and in word finding abilities.

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Randomised control trial funded by the **Nuffield Foundation**
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AIMS

❑ Profile the language abilities of 12-year old) students in mainstream secondary school with below or low average educational attainment in English

❑ Explore the effectiveness of two language intervention programmes delivered by Teaching Assistants in schools

➢ **narrative/storytelling**
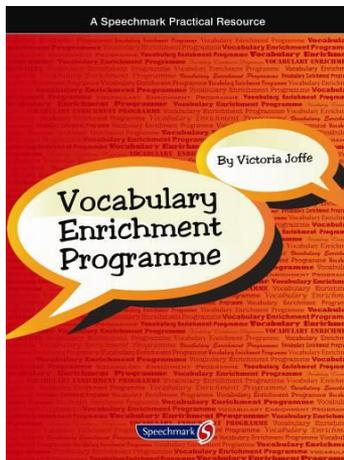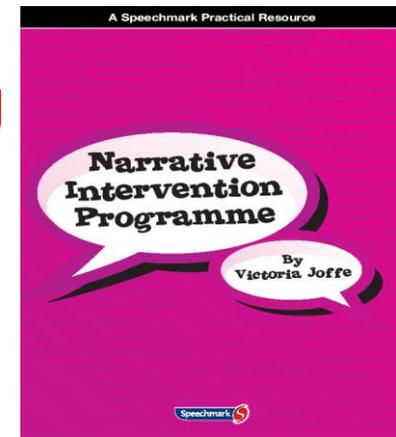
➢ **vocabulary enrichment programme**

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❑ Why do you think we focused on **narrative** skills
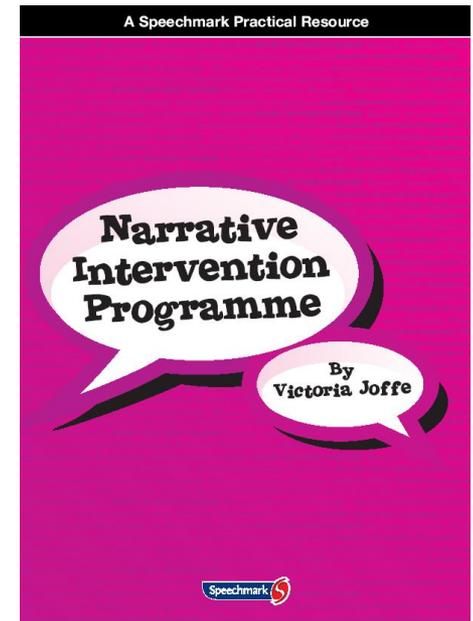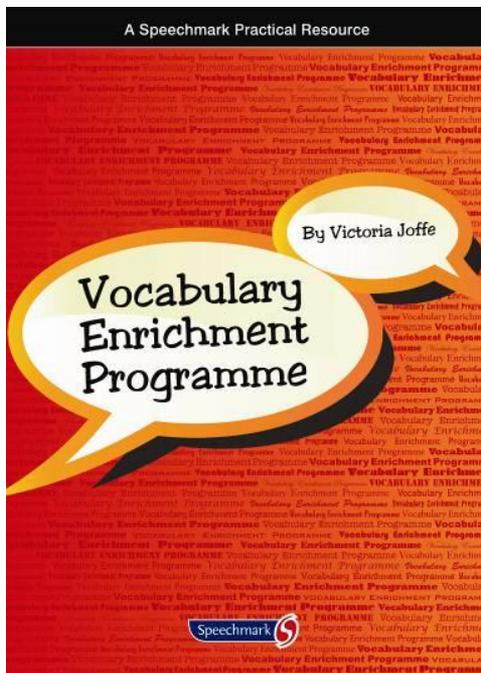
A Speechmark Practical Resource

Narrative
Intervention
Programme

By
Victoria Joffe

Speechmark

A Speechmark Practical Resource

By Victoria Joffe

Vocabulary
Enrichment
Programme

Speechmark

and **vocabulary enrichment**?

Why Storytelling?

❑ an integral part of our everyday life

❑ **universal**, forms part of our common humanity

❑ Narrative ability is **required** in the school context, in social settings as a means of gaining peer group acceptance

❑ The UK **National Curriculum** places great emphasis on speaking fluently and appropriately in different contexts and adapting language for a range of purposes and audiences

❑ Children are constantly **exposed** to stories in various forms (cartoons, TV programmes, movies, and books).

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❑ As adolescents are encouraged to **integrate their linguistic and cognitive skills** into coherent meaningful discourse, the requirements for storytelling become most evident.

❑ Individuals with LI have been found to have significant **difficulties with storytelling** (Liles, 1993)

❑ Narrative ability has been found to be **a significant predictor of later academic performance** (Fazio, Naremore, & Connell, 1993) and has been recommended as a tool for identifying communicative competence (Botting, 2002).

Why Vocabulary enrichment ?

❑ The **growth of vocabulary** is an important aspect of development during the adolescent period (Nippold, 1998; '04)

❑ It is estimated that children need to acquire about **3000 new words** per year

❑ Vocabulary knowledge has been viewed as a central role in cognitive development, particularly in the **development of literacy** (Cunningham and Stanovich, 1997)

❑ Research has shown that **early vocabulary knowledge** predicts **later success** in **reading** and **writing**

❑ Vocabulary at age 5 was found to be a very **strong predictor** of the qualifications achieved at school leaving age and beyond (Feinstein and Duckworth, 2006)

❑ Vocabulary training is an important therapeutic objective considering that during the school years, children **encounter new words of increasing complexity and abstractness** with little direct time devoted to vocabulary instruction in school (Dockrell and Messer, 2004).

Why use Teaching Assistants?

❑ Students with SLCN are increasingly being taught in **mainstream schools**

❑ Responsibility for meeting their needs is on **teaching staff**

❑ Other adult/s in the classroom take on supportive and teaching roles

❑ They often work with students with SENs, but **receive little support or attention**

❑ The needs of the most vulnerable students may often be dependent on the least trained member of the team: the **Teaching Assistant** (TA)(Jarvis, '03)

How we recruited the children?

2 stage process
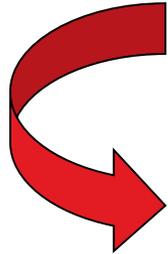
Educational Test in **English** at 11 years: 3 areas – **Reading, Writing, Spelling**

Standard assessment tests (SATS) are national assessments for all pupils in the UK given at 7-years); 11-years, 14-years in English, Maths and Science
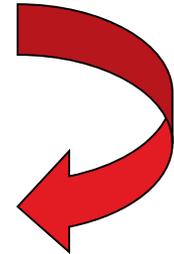
Direct assessment of non-verbal ability and language

PARTICIPANTS

❑ 21 **Teaching Assistants** from 21 **secondary schools** in two London regions

❑ 357 secondary school students (12;8 years; SD = 3.8) with primary **language impairment** were randomly assigned to one of **4 intervention groups**:

- ❖ **GROUP 1:** storytelling programme (N = 89)

- ❖ **GROUP 2:** vocabulary enrichment programme (N = 89)

- ❖ **GROUP 3:** a combination of both types of training (N = 88)

- ❖ **GROUP 4:** a delayed group – control group (N = 85)

Student Profiles

❑ Male : Female 226:132 (63% : 37%)

❑ **NOT** a clinical sample

❑ **Less than 20%** known to primary SLT services and only **3.4%** (12) of this group have a SEN statement, i.e. a legal requirement for additional specialist support

❑ 29% of group had English as an additional language

Non verbal abilities

Wechsler Intelligence Scale Subtests	Standard scores (mean = 10, SD = 3)
Picture Completion	8.2 (2.6)
Picture Arrangement	7.5 (3.6)
Block Design	7.1 (3.1)
Coding	8.5 (2.9)

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Language abilities

Understanding Vocabulary – single word level	
British Picture Vocabulary Scale Standard scores (average = 100, SD = 15)	85.1 (12.3) range: 44-144
Test of Word Knowledge (TOWK) receptive vocabulary average = 10, SD = 3:	7.5 (2.2) 3-17

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Language abilities
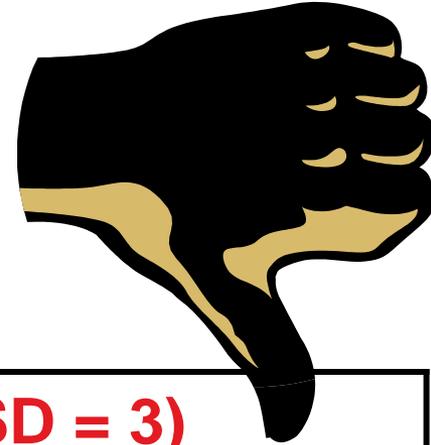
Expressive Language (average = 10, SD = 3)	
Test of Word Knowledge – expressive vocabulary	5.7 (1.7) range: 3-13
Clinical Evaluation of Language Fundamentals – Recalling Sentences	6.3 (2.8) 1-15
CELF - Formulated Sentences	6.0 (3.0) 1-14

Language abilities
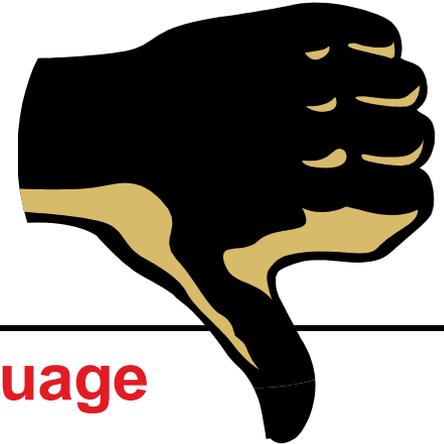
Multiple Meanings/Figurative Language (average = 10, SD = 3)		
Test of Word Knowledge – multiple contexts	6.1 (2.1)	3-12
TOWK – figurative language	6.1 (1.8)	3-13

BOW?

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bow
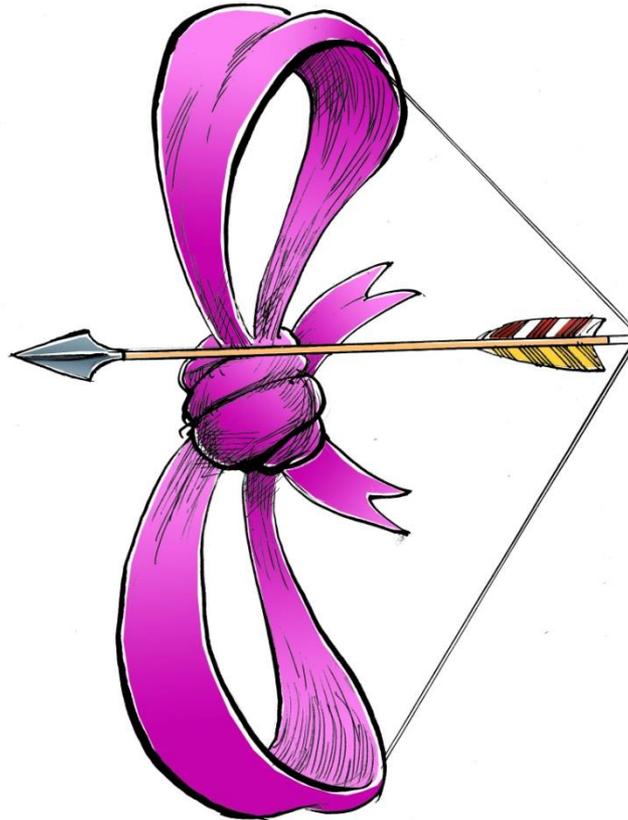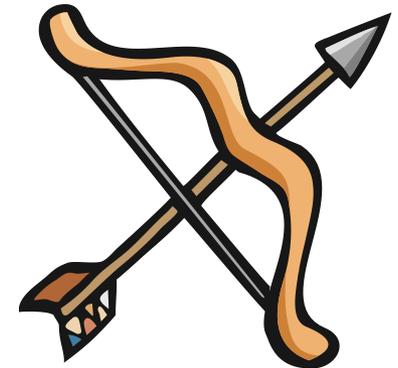
bow
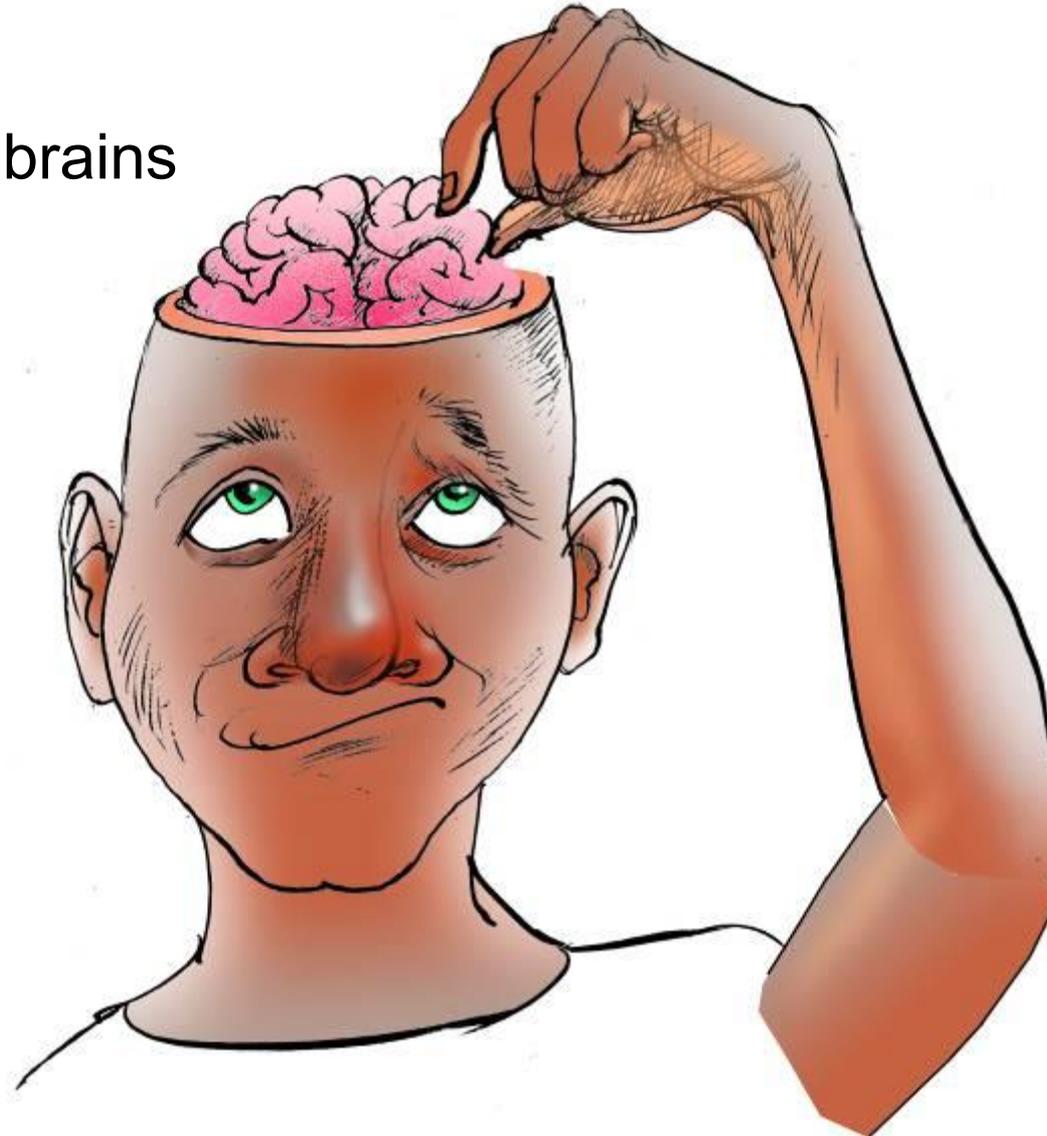
To pick one's brains
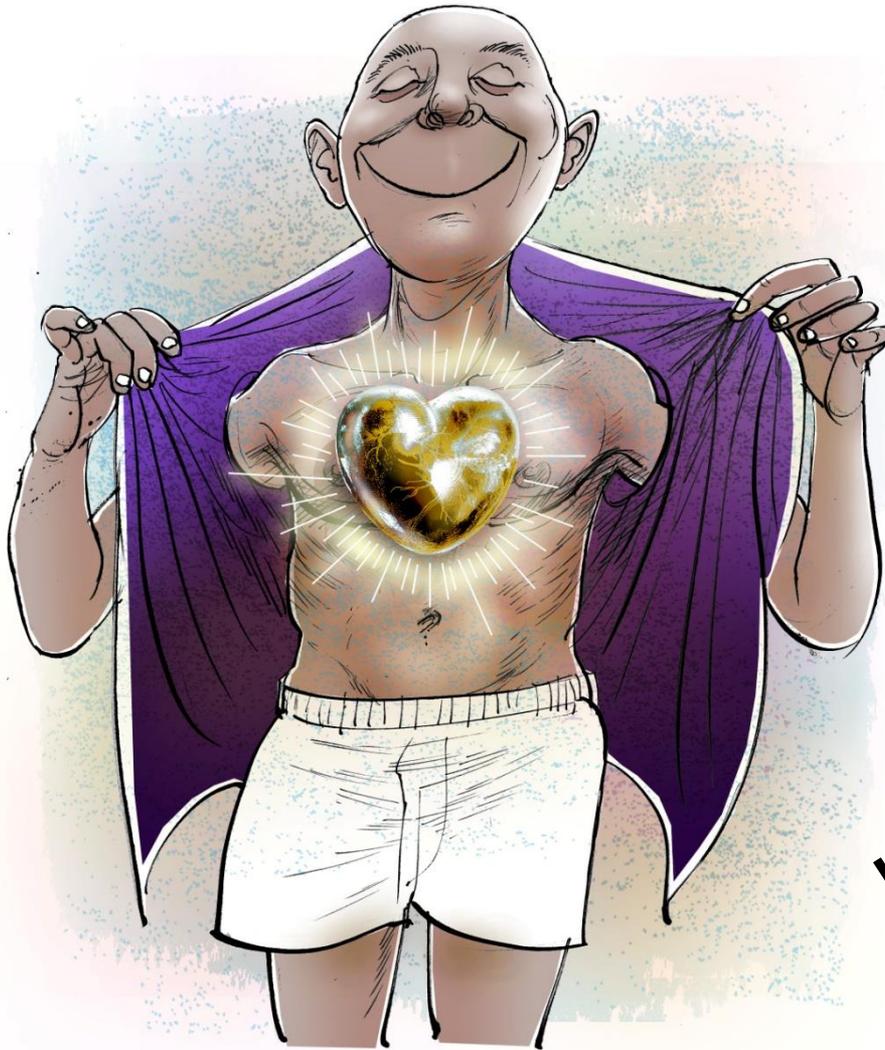
Have a heart of gold = to be kind

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Linguistic demands of a text used in KS 3

❑ complex sentence structure
❑ subject specific terminology
❑ complex vocabulary (tier 2 and tier 3)
❑ idiomatic and figurative language
❑ complex temporal and causal relationships

"*The old man was thin and* **gaunt** *with deep wrinkles in the back of his neck. The brown blotches of the* **benevolent skin cancer** *of the sun brings from its reflection on the tropic sea were on his cheeks.* **The blotches ran well down the sides of his face and his hands had the deep-creased scars from handling heavy fish on the cords.** *But none of these scars were fresh. They were* **as old as erosions in a fishless desert**."

Hemingway, Ernest (1978) *The Old Man and the Sea*, Heinemann, London, p5.

Measure of Behaviour, Emotional and Social Functioning

❑ We used the Strengths and Difficulties Questionnaire (SDQ: Goodman, 1997): student, parent, teacher.

❑ The SDQ has twenty-five questions that are divided into five scales:

- ➢ Hyperactivity
- ➢ Emotional symptoms
- ➢ Conduct problems
- ➢ Peer relationship problems
- ➢ Prosocial behaviour
- ➢Impact Scale

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Strengths and Difficulties Questionnaire (Goodman, 1997):

❑ **Hyperactivity Scale:** restless, overactive, cannot stay still for long; "constantly fidgeting, easily distracted

❑ **Emotional Symptoms Scale:** often complains of headaches, stomach-ache or sickness, has many worries, often unhappy

❑ **Conduct Problems Scale:** often has temper tantrums, is obedient, fights with other children or bullies them, lies

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❑ **Peer Problems Scale:** solitary, tends to play alone, picked on or bullied by other children, gets on better with adults than with other children

❑ **Prosocial Scale:** considerate of other people's feelings, shares readily with other children, helpful, volunteers to help others

Scoring:

In typical population, 80% of children in the community are normal, **10% are borderline**, and **10% are abnormal**

Abnormal

	STUDENT (N = 348)	
Emotional	**13%**	⭐
Conduct	**24%**	⭐
Hyperactivity	**27%**	⭐
Peer	**7%**	
Total Difficulties	**16%**	⭐
Pro Social Behaviour	**6%**	

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Abnormal

	PARENT (N = 226)
Emotional	**26%** ⭐
Conduct	**24%** ⭐
Hyperactivity	**24%** ⭐
Peer	**22%** ⭐
Total Difficulties	**23%** ⭐
Pro Social Behaviour	**5%**

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Abnormal

	TEACHER (N = 232)	
Emotional	**9%**	
Conduct	**21%**	⭐
Hyperactivity	**32%**	⭐
Peer	**16%**	⭐
Total Difficulties	**24%**	⭐
Pro Social Behaviour	**25%**	⭐

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Abnormal

	STUDENT (N = 348)	PARENT (N = 226)	TEACHER (N = 232)
Emotional	13% ⭐	26% ⭐	9%
Conduct	24% ⭐	24% ⭐	21% ⭐
Hyperactivity	27% ⭐	24% ⭐	32% ⭐
Peer	7%	22% ⭐	16% ⭐
Total Difficulties	16% ⭐	23% ⭐	24% ⭐
Pro Social Behaviour	6%	5%	25% ⭐

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Abnormal

	STUDENT (N = 348)		PARENT (N = 226)		TEACHER (N = 232)	
Emotional	13%	⭐	26%	⭐	9%	
Conduct	24%	⭐	24%	⭐	21%	⭐
Hyperactivity	27%	⭐	24%	⭐	32%	⭐
Peer	7%		22%	⭐	16%	⭐
Total Difficulties	16%	⭐	23%	⭐	24%	⭐
Pro Social Behaviour	6%		5%		25%	⭐

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Abnormal

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Total Difficulties	16% ⭐	23% ⭐	24% ⭐
Pro Social Behaviour	6%	5%	25% ⭐

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Total Difficulties	16% ⭐	23% ⭐	24% ⭐
Pro Social Behaviour	6%	5%	25% ⭐

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Total Difficulties	16% ⭐	23% ⭐	24% ⭐
Pro Social Behaviour	6%	5%	25% ⭐

Impact

Joffe, V.L. and Black, E., (2012).

PROFILE OF LANGUAGE ABILITIES OF SECONDARY SCHOOL STUDENTS

❑ Poorer expressive than receptive abilities, but did not explore more complex receptive language

❑ Difficulties with expressive syntax and integration of all language components (CELF FS and RS)

❑ Difficulties with idiomatic language, figurative understanding and multiple meanings

❑ Impact of language difficulty is potentially significant

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INTERVENTION

❑ Delivered in groups by TAs trained by the research team

❑ Each session: approximately 45 minutes given 3 times/week over 6-week period = total of **18 sessions**

❑ TAs were given a **41/2 -day training**

❑ Ongoing **support** and detailed therapy manuals were provided

❑ Standardised and non standardised measures of language were taken at pre and post intervention to assess **change**

Underlying Principles Across Both Interventions

❑ **Explicit understanding of aims** and learning objectives of the programme – including reasons for their participation

❑ Role and impact of **language and communication**

❑ **Self generated** aims, targets and outcomes

❑ **Evaluation** of strengths and areas of need – self and other

❑ Focus on **facilitation** and **elicitation**

Underlying Principles Across Both Interventions cont.

❑ Emphasis on **independent thinking** and **problem resolution**

❑ **Group interaction skills** – respect, integrity, acceptance, flexibility and confidentiality

❑ **RELEVANCE** and application – transfer and generalisation

❑ Emphasise **FUNCTIONAL** outcomes

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Guidance given to TAs conducting the programmes

❑ Encourage **self monitoring** and **evaluation**

❑ Ask **focused questions**

❑ Build on the **students' experiences**

❑ Make the sessions as **functional and real** as possible

❑ Emphasise **independent learning** – make relevance explicit

❑ Keep the students **motivated**

❑ Students generated **group rules**

Narrative Intervention

❑ Understanding and telling stories

❑ focus on **story structure** and story description using a **story planner**

❑ Different narrative genres

❑ Story sequencing

❑ Role of active listening

❑ Dramatic effects in storytelling – use of linguistic and paralinguistic features

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RATIONALE FOR THE PROGRAMME

❑ Learning about how to **listen** and **tell stories** will enhance performance in the following ways in the following contexts:

 ❖ In the classroom
 ❖ In the playground
 ❖ At home
 ❖ In social settings
 ❖ Participating in sports and other hobbies

❑ Make the rationale behind the intervention explicit

EMPHASIS ON ACTIVE LISTENING

❑ What are **features of active listening** that effective communicators use routinely and unconsciously?

❑ Allow students to identify **good examples of active listening** and where this breaks down

❑ Discuss the **repercussions of these breakdowns**

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❑ Use of a **story planner** to Introduce the idea that every story has a **story structure** with key elements

❑ Planner can be used in **all classes** – oral and written work

❑ And to prepare **homework**

❑ Help **identify the elements** of a story. Provide support in identifying what makes a **good** beginning, middle and end to a story and facilitates the **production of interesting, coherent and well structured stories**

Story Planner
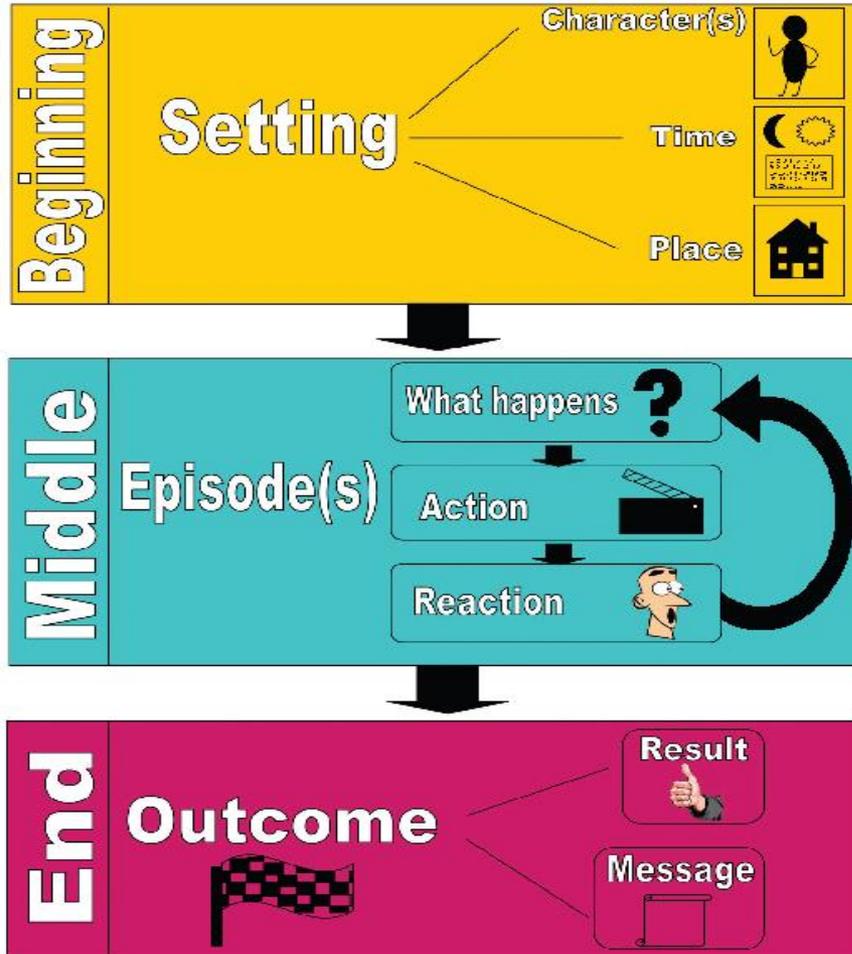
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Examples of stimuli used in ELCISS project to elicit stories

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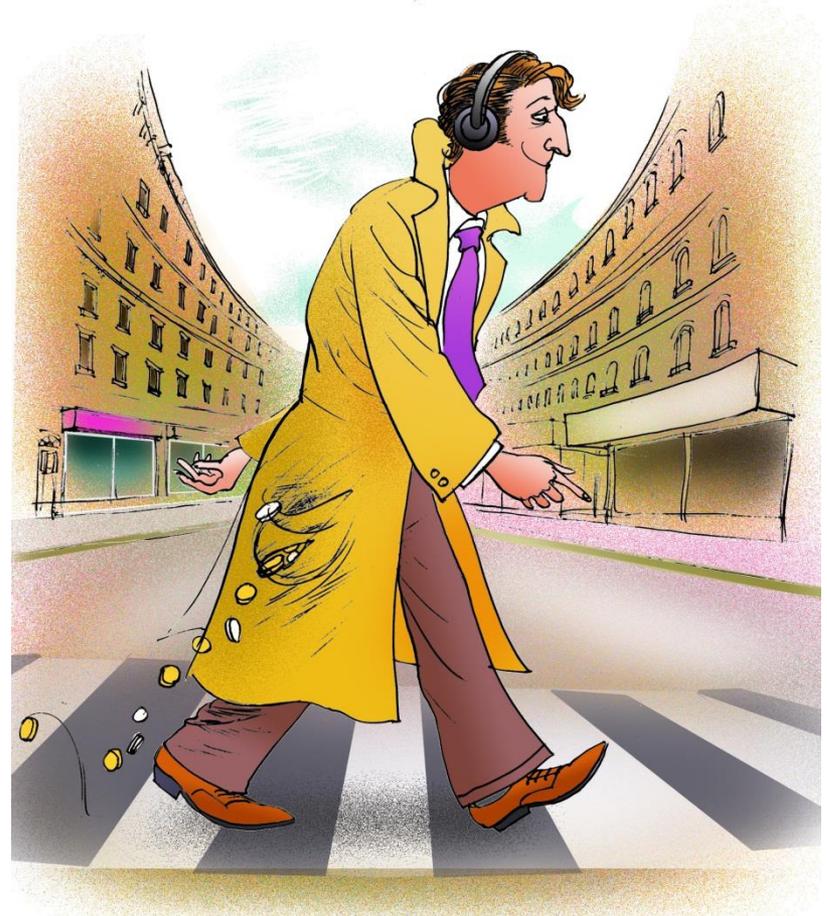
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Vocabulary Enrichment Intervention

❑ Key **concepts** and **vocabulary** through word associations, categorisation, mind mapping and word-building

❑ Word etymology, synonyms, antonyms, **multiple meanings**, definitions

❑ Idiomatic and **figurative** language

❑ **Dictionary** and **Thesaurus** Use

Narrative and Vocabulary Enrichment Intervention

❑ Combination of areas covered in both programmes

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Vocabulary enrichment programme: Encouraging **independent vocabulary** and **concept learning** in children in the education context
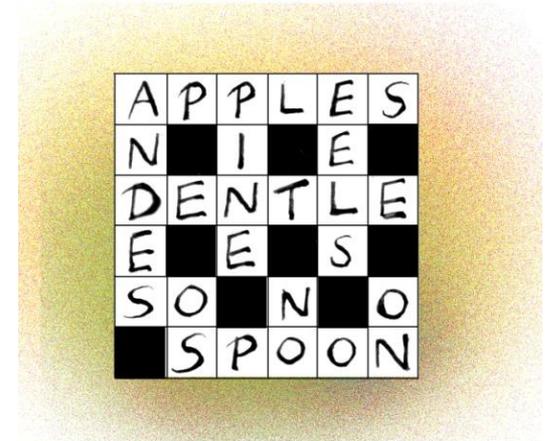
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Vocabulary learning is NOT an all or nothing activity.

Emphasis of the programme was teaching vocabulary, and giving as much information about the word and concept so that the student forms a deep and solid understanding of the word.

The deeper the understanding, the easier s/he
will find to store and remember it as well as
retrieve it when needed.

What is this?

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lynx

carnivore

wild animal

tail

to run as fast as a lynx

agile

roars

sharp nails

cat family

similarities with a leopard

stalks

noun

glossy

sleek

lithe

whiskers

paws

black markings

animal

furry

graceful

Themes and Concepts of the Vocabulary enrichment programme included:

❑ Who/what are we? – Living and Non-living organisms

❑ Who are we? – The Human Body

❑ Where do we live? - Planet Earth and the Solar System

❑ What do we do? - Occupations

❑ What do we feel? – Emotions

❑ How do we keep ourselves & our world health – Healthy Living

❑ Idiomatic language and multiple meanings

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The Vocabulary enrichment programme incorporated:

❑ Word Etymology

❑ Word families

❑ Identification of literal versus idiomatic expressions

❑ Independent word learning strategies

❑ Word categorisations

❑ Use of word maps

❑ Use of the dictionary and thesaurus

❑ Strategies for word finding

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Teaching Vocabulary in the way we typically learn words…

❑ Direct Instruction

❑ Contextual Abstraction

❑ Morphological Analysis

Nippold, 2007

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STRUCTURE OF WORDS
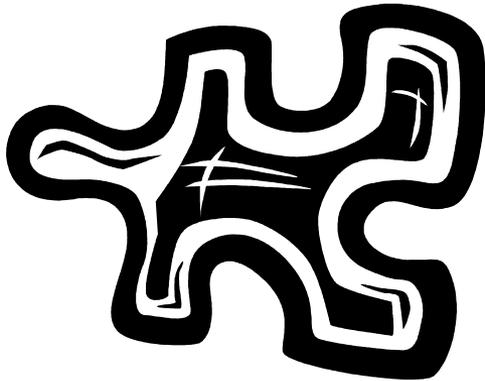
PREFIX **ROOT** **SUFFIX**
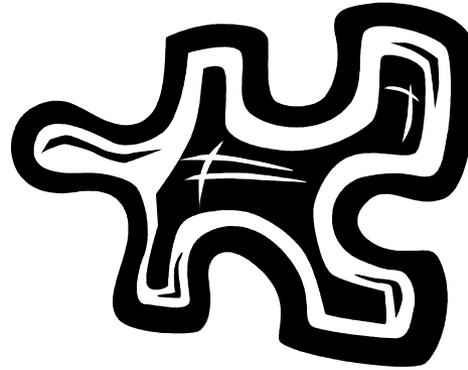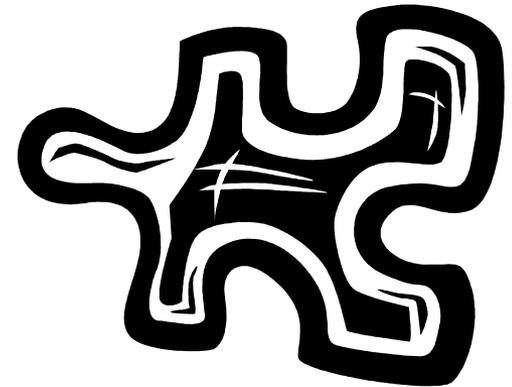
Example 1: knowing the meaning of the *root* of the word.

If you were reading a text, and came across the unfamiliar word, '**carnivore**', you could try and see if you were able to recognise any part of this word. Part of this word is '**carn**' and the meaning of this root word is **meat**.

So 'carn' = 'meat'. This may help you take a guess at what this word means. A carnivore is an animal that eats meat.

Think about another related word with which you are familiar and eat quite often, i.e. **chilli con carne**! Same root and similar meaning, a type of meat dish. Can you see the pattern?

From ELCISS resources

Word Map
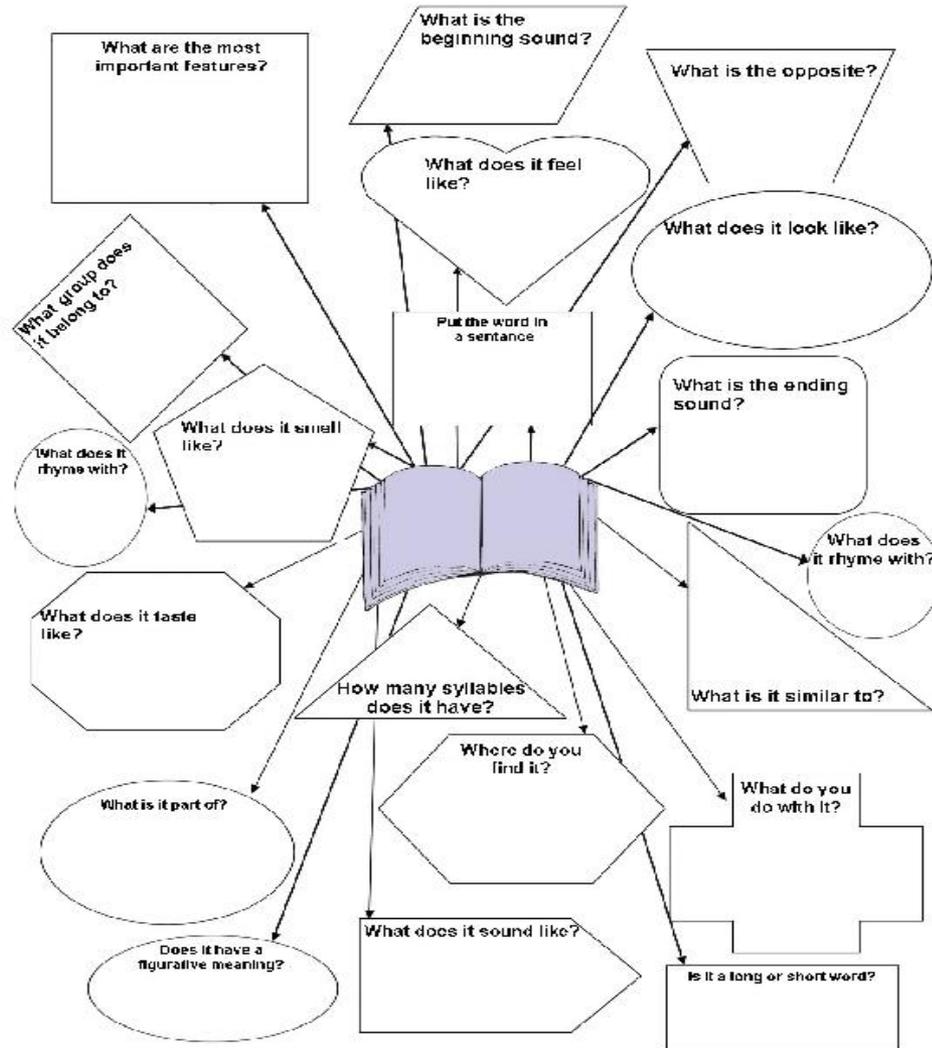
What is the
beginning sound?

What are the most
important features?

What is the opposite?

What does it feel
like?

What does it look like?

What group does
it belong to?

Put the word in
a sentence

What does it smell
like?

What is the ending
sound?

What does it
rhyme with?

What does it
rhyme with?

What does it taste
like?

What is it similar to?

How many syllables
does it have?

What is it part of?

Where do you
find it?

What do you
do with it?

Does it have a
figurative meaning?

What does it sound like?

Is it a long or short word?

WORD DETECTIVE

When encountering a new word that you do not know, play the detective and try the following steps:

**LOOK AT THE WORD CAREFULLY AND SAY IT ALOUD.
BREAK IT UP INTO ITS INDIVIDUAL SYLLABLES AND SOUNDS.**

SAY THE ENTIRE SENTENCE ALOUD.

**LOOK AT THE WORD IN MORE DETAIL. DO YOU RECOGNISE
A PART OR PARTS OF THE WORD (ROOT, PREFIX, SUFFIX)?**

**WHAT PART OF SPEECH IS THE WORD (NOUN, VERB, ADJECTIVE,
ADVERB, PRONOUN, PREPOSITION, ARTICLE)?**

**USE THE IMMEDIATE LINGUISTIC CONTEXT: LOOK AROUND
THE WORD AT THE OTHER WORDS IN THE SENTENCE AND AT THE
OTHER SENTENCES IN THE PARAGRAPH.**

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Examples of stimuli used in ELCISS project to enhance vocabulary

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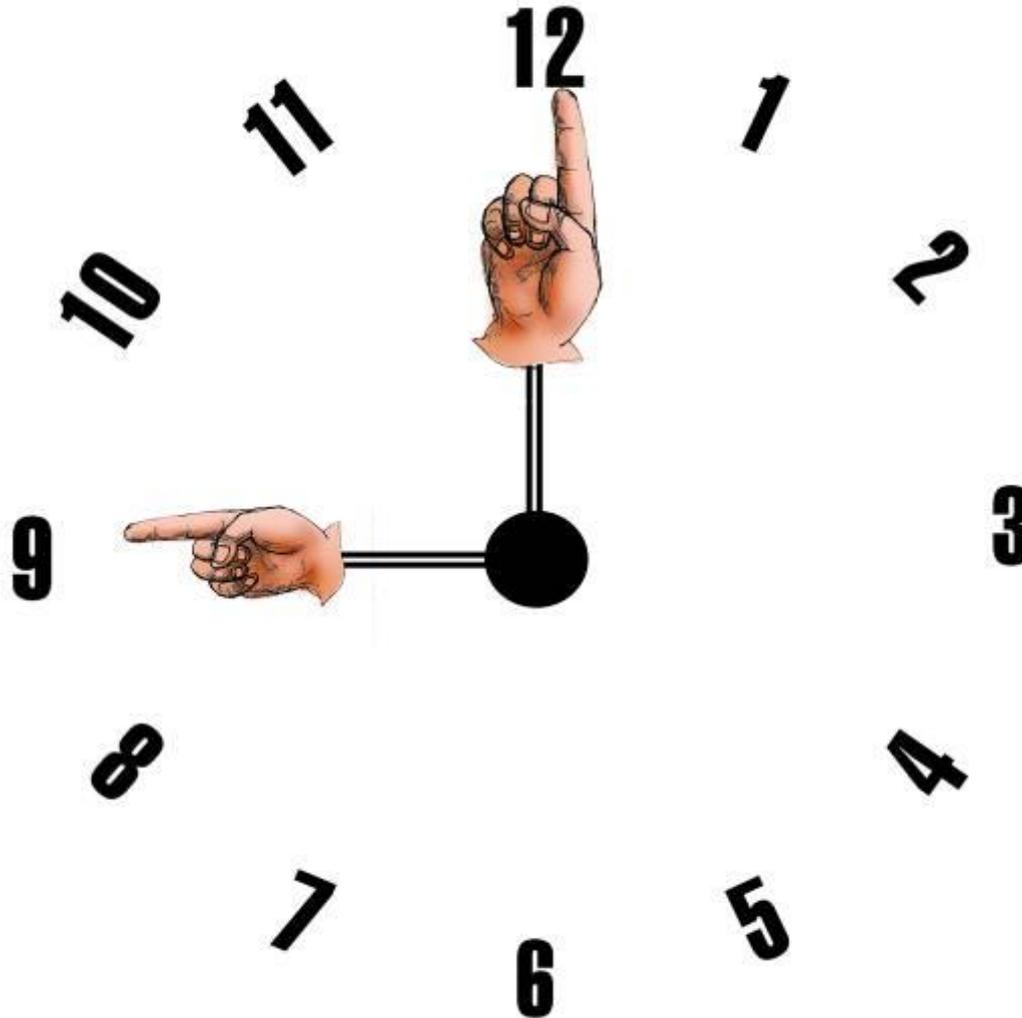
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To pick one's brains

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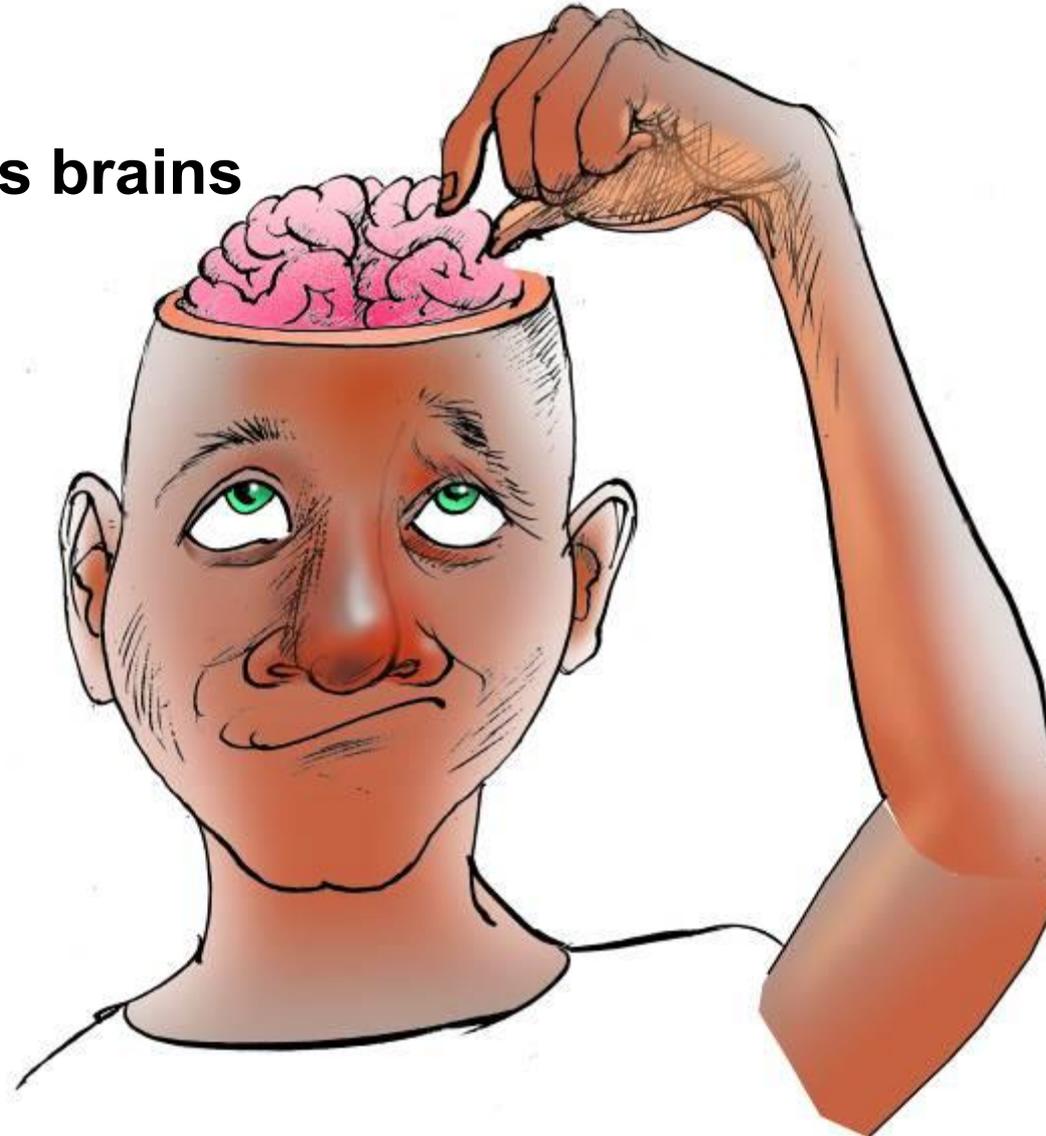
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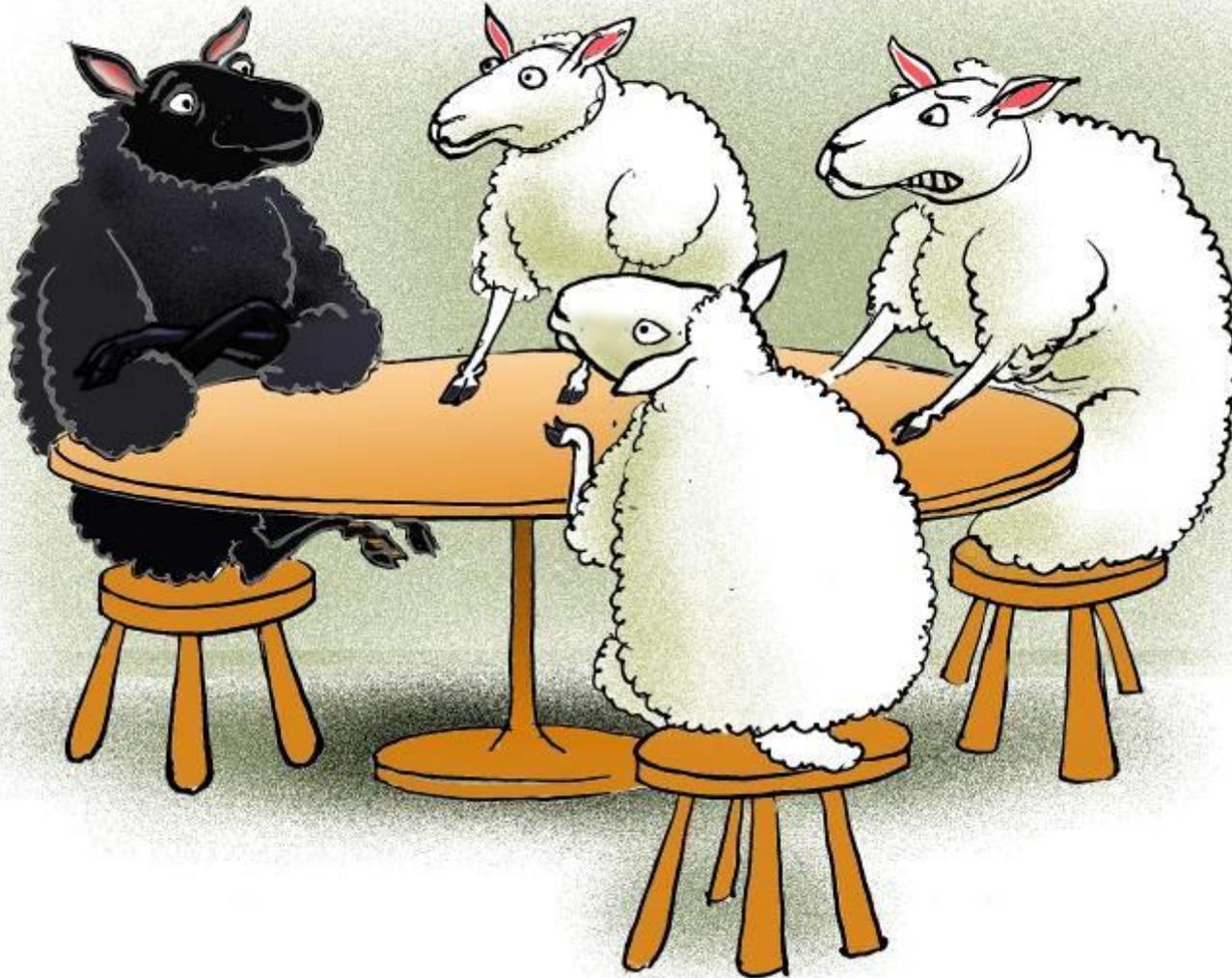
Black sheep of the family

Word finding Strategies

❑ Can be helpful in providing cues for students who cannot **RETRIEVE** the word

'I don't know the words but I can hum the tune.'

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Results of the intervention

❑ Our pre- and post-intervention outcome measures included standardised and non-standardised measures of **narrative** and **vocabulary** abilities

❑ **Little changes** in performance on the **standardised** measures

❑ However, **significant improvement** was noted on **non standardised measures** of narrative and vocabulary at the post-intervention point

❑ The **vocabulary** group and **combined** group performed significantly better than the controls on **vocabulary** measures

❑ No difference between the narrative group and control group on the vocabulary measures

❑ The **narrative** group and **combined** group performed significantly better than the controls on **narrative** measures.

❑ There is no significant difference between the vocabulary group and control group on the narrative tasks

❑ Thus we have found **differential effects** on the non-standardised measures of narrative and vocabulary after the intervention with non standardised measures

❑ Standardised measures were not sensitive enough to pick up these changes.

Group by time interaction effect [P = .007]; vocabulary & combined groups performed better than control at time 2

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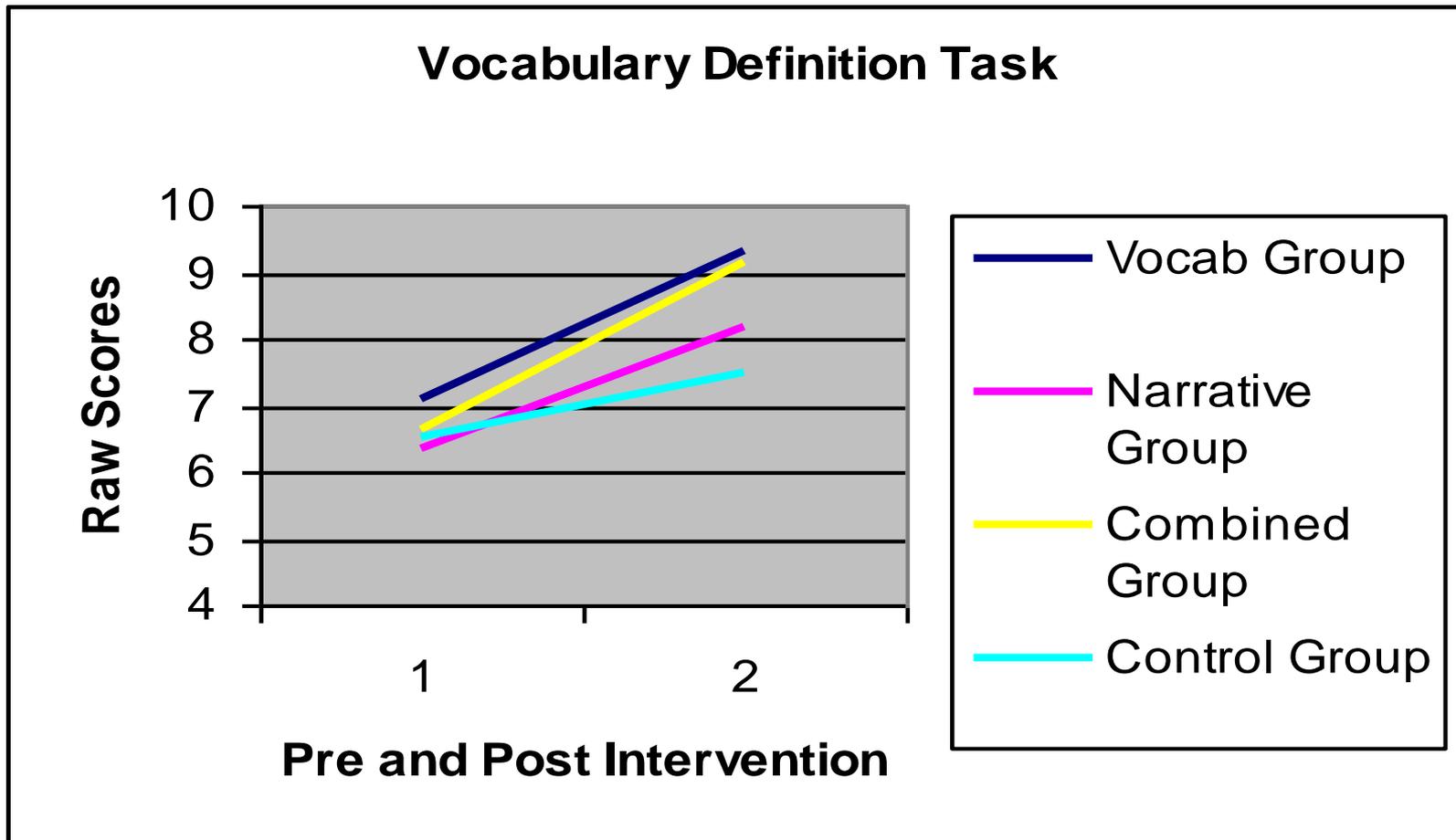
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**Group/time interaction effect [P = .022]; combined group performed better
than control at time 2**

Expressive Vocabulary Task

Y-axis: **Raw Scores** (6, 6.5, 7, 7.5, 8)

X-axis: **Pre and Post Intervention** (1, 2)

Legend:
- Vocab Group
- Narrative Group
- Combined Group
- Control Group

Group/time interaction effect [P = .012], vocabulary and combined groups better than control group at time 2
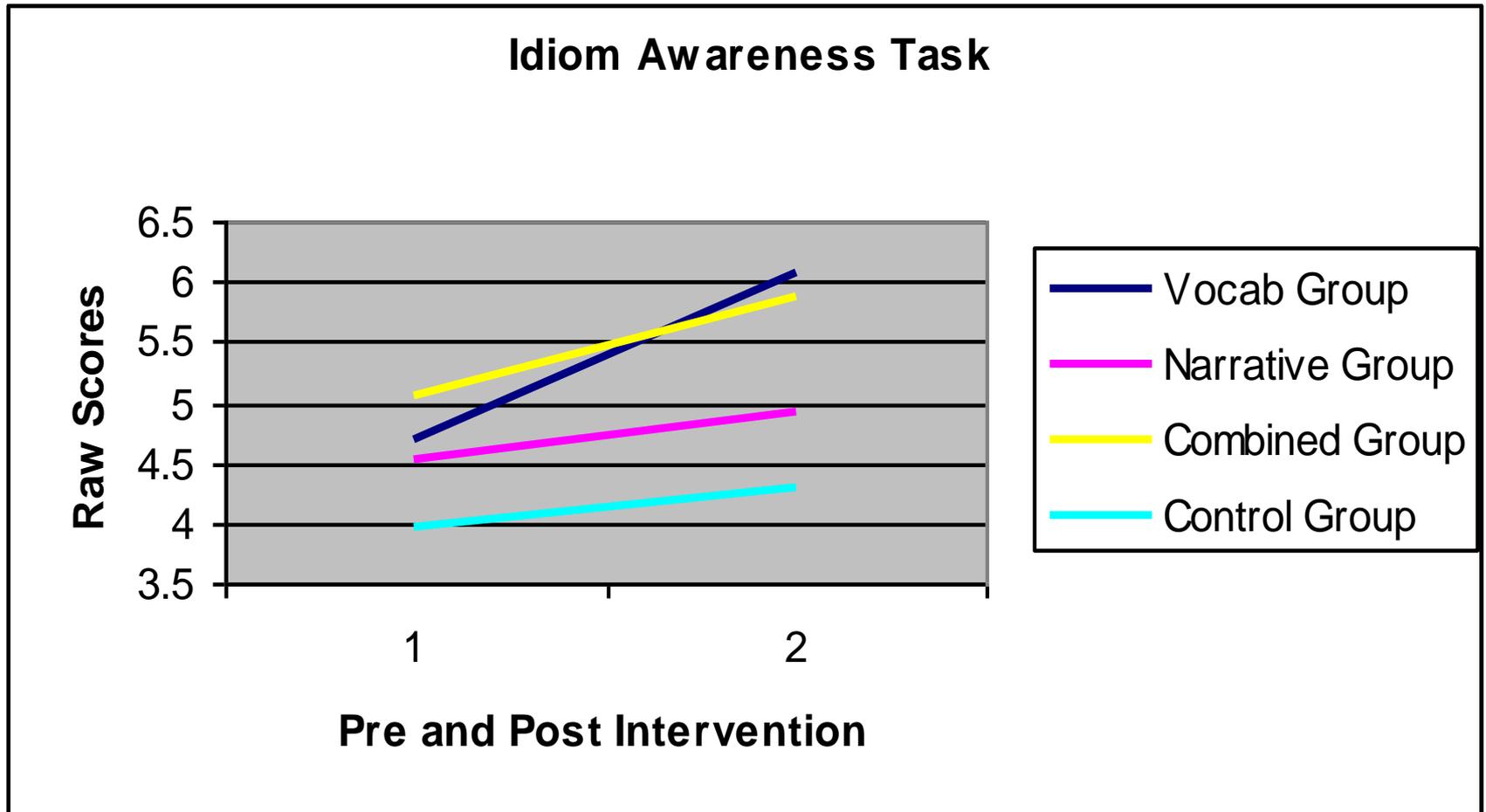
Group/time interaction effect (P = .035): Narrative group better than control at time 2 (P = .033); Similar trend for combined group, just short of significance (P = .087)

Narrative Awareness Task

Group/time interaction effect (P<.0001): Narrative group better than vocabulary group and control at time 2 (P=.034)

Object Story Narrative Task

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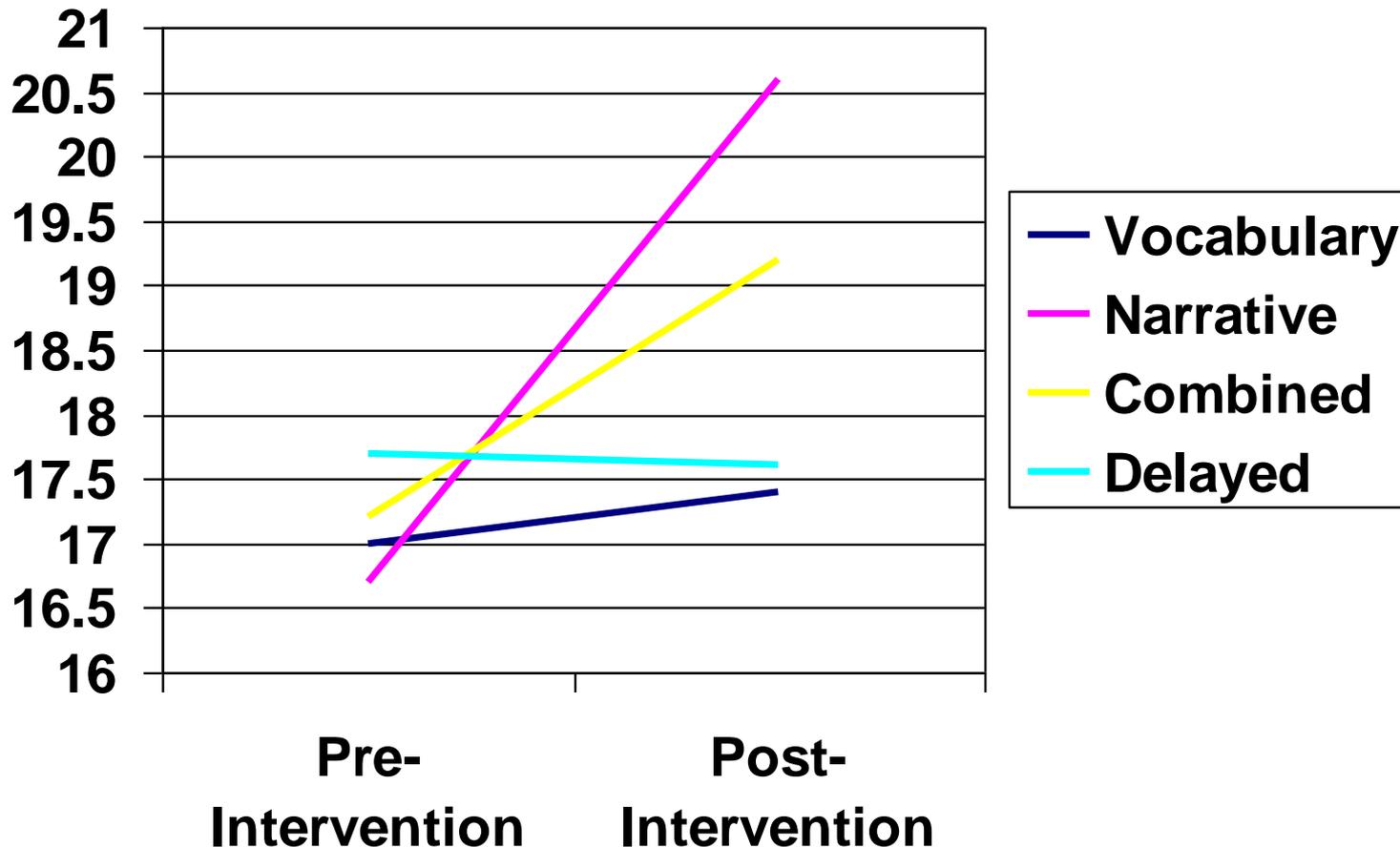
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Object Story Generation Task

Materials

Object Stimuli –   Mobile phone, Handcuffs, Car, Camera, Horse, feather

Instructions
 "Here are 6 different objects. I have a….. (Point to and name each one in turn) *I would like you to take your time and look at these objects. Have a think about what they do or how they could be used"*

"Now I would like you to use these objects to tell me a story. You can use as many of these objects as you like but you must use at least 3 different objects. Ready?"
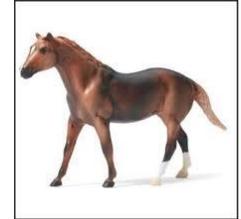
Case Study: The story of Himansu – 12;3 years

Pre-intervention

'The story is about um police are on horses just taking the horses around and then er they catch a man which is driving too fast, speeding and then they find out his number plate then they take a picture with this camera and then um they use phones to call the taxi people if like they're going the other way and then um they the people get out the car and then the police run after them. They handcuff them then the car's just there because it was stolen from somebody and the feather was and the feather just dropped from the sky.'

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Post-intervention

'On one rainy day there was a man called Jack. Jack was very rich. He had a wife and three kids. One day he was off to work. He was very fed up because there was a lot of rush and he could not get through all the cars so when he got to work he phone his wife and said I'm coming back early because there was a lot of rush. So it was time for Jack to go home and he drove off really fast down the motorway when a horse came out of nowhere and Jack had to swerve his beautiful car away from the horse. His car got damaged and the horse was in very much pain. When his wife heard about this she was very sad and she told him not to drive very fast on the motorways. So they took the horse away and the horse finally got better after a few days. Jack had earned a lot of compensation and he thought to himself and said I could never drive a car again.'

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Now let us look what the children themselves have said about the programme…

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Things I liked about the sessions…

• I liked it because it's a **fun** way of learning
• We do **group** work
• You get more say
• It was a **smaller group**
• It is easier to talk
• People **take notice** of what we want
• **Learning** about things in more detail

Things I liked about the sessions…

- Didn't have to **worry** about getting something **wrong**
- We learned a lot of things that are **useful**
- I felt **confident** and started socialising more
- Working in a **team**
- **Learned** many things I didn't know before

The ELCISS Sessions have helped me with:

- Making up stories more exciting
- New **word meanings** in English and Science
- Talking to people
- My **confidence**
- In the **future** with work
- Everything
- Write better stories with descriptive language
- **Socialising**
- **Concentrate** better
- Understanding other people

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Perspectives from some of the TAs

" The training has given me the knowledge and understanding to effectively support students with language and communication impairments. It has also given me **greater insight** into understanding the difficulties students encompass in all aspects of their everyday lives.

I have been able to give students the **strategies they need to make learning more accessible** to them and to make learning fun. The students involved have benefited greatly from being part of the programme and being part of a small group learning new skills.

Some have gained more **confidence in social situations** and are happier in class because of this. Others have **gained academically** as well. This can be seen in their achievements on the progress tracker for their year group."   Sharon, TA; Redbridge

" The intensive training not only taught me about the difficulties children have with their language and communication but also **gave me the skill** to deliver the therapy sessions with confidence.

The students taking part really enjoyed their time in our sessions and they knew they were learning as well. They loved being part of a small group where they were able to 'express themselves' as one student told me. They knew that if they said something wrong they would not be laughed at. They got the chance to discuss and to evaluate what we were doing.

These are the children that are great at fading into the background so as not to be noticed and asked to contribute. **Not only has this project helped the children taking part I feel it has helped all the children I support in lessons**."   Pat, TA; Barking & Dagenham

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"It (ELCISS) has been a turning point in my career, the fantastic training has given me an in-depth understanding of the needs of students with SLCNs.

I have witnessed the impact this therapy has had on these students. In addition to enhancing language and vocabulary skills; elciss has helped with the broader, sometimes immeasurable aspects of education such as debating, problem solving, accepting their own and others' differences through effective communication.

It has shown that the most **disengaged students**, that are all too typically seen on the wrong side of the classroom door, have embraced the opportunity to access learning through communication, verbal participation, effective visual resources and the use of all the senses, to name but a few strategies."

Tracey, TA; Barking & Dagenham

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Perspectives from LEA representatives

"The impact of ELCISS has been **far reaching** with large numbers of TA's trained to deliver SLT programmes. There will be **a huge knock on effect** for us as the confidence of our TA's has increased to such an extent that we will be able to develop their skills of delivery even further and pass their knowledge and experience onto other members of staff. It has raised the profile of SLCNs in schools not only with the TA's but also with whole school staff, which will have an effect on the perception of SLCNs as a whole school issue".

Mandy, Redbridge LEA

" It has had a positive impact in **raising the profile of speech language and communication skills** in secondary school for children and young people whose needs have long been neglected or unidentified. It has had a noticeable impact on staff skill, knowledge and confidence. Pupils have responded positively to the materials and are using the strategies and skills taught in the wider context. Parents report positive progress in communication and confidence. It has highlighted the SLCNs of pupils previously identified as having behavioural or literacy difficulties. It has created an interest that will **accelerate the process of change**…" enhancing their life opportunities."

Karen, Barking & Dagenham LEA

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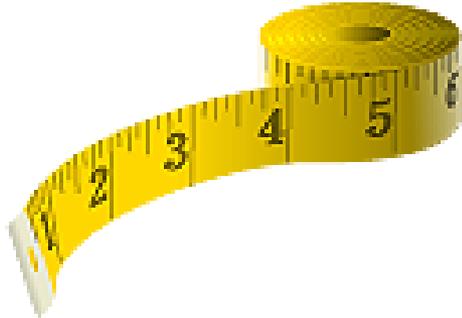
MEASUREMENT

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"Measurement is the first step that leads to **control** and eventually **improvement**. If you can't measure something, you can't understand it. If you can't understand it, you can't control it. If you can't control it, you can't improve it."

H. James Harrington

Profiling Outcomes Across Time (POAT)

(with Nabiah Sohail & Annabelle Burns)

Very poor   **Excellent**

| LANGUAGE & COMMUNICATION (including speech, fluency & voice) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| SOCIAL SKILLS | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| EMOTIONAL WELLBEING | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| BEHAVIOUR | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| EATING & DRINKING | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

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LANGUAGE & COMMUNICATION

Never   **Always**

Attends & listens — 1	2	3	4	5	6	7	8	9	10
Talks in single words or short phrases — 1	2	3	4	5	6	7	8	9	10
Talks in longer sentences — 1	2	3	4	5	6	7	8	9	10
Understands single words or short phrases — 1	2	3	4	5	6	7	8	9	10
Understands longer sentences — 1	2	3	4	5	6	7	8	9	10
Understands & uses a wide range of vocabulary — 1	2	3	4	5	6	7	8	9	10
Understands figurative or idiomatic language — 1	2	3	4	5	6	7	8	9	10
Communicates appropriately in social situations — 1	2	3	4	5	6	7	8	9	10

Always   **Never**

Shows frustration when not understood — 1	2	3	4	5	6	7	8	9	10

EMOTIONAL WELL-BEING

Never | **Always**

	1	2	3	4	5	6	7	8	9	10
Expresses feelings appropriately	1	2	3	4	5	6	7	8	9	10
Shows a well developed self esteem	1	2	3	4	5	6	7	8	9	10
Shows appropriate levels of confidence	1	2	3	4	5	6	7	8	9	10
Participates/engages in class	1	2	3	4	5	6	7	8	9	10
Actively joins in & participates in the playground	1	2	3	4	5	6	7	8	9	10
Participates in extra-curricular activities	1	2	3	4	5	6	7	8	9	10
Shows an interest in a variety of hobbies	1	2	3	4	5	6	7	8	9	10
Shows an awareness of events around them	1	2	3	4	5	6	7	8	9	10
Enjoys a range of social relationships	1	2	3	4	5	6	7	8	9	10
Appears happy	1	2	3	4	5	6	7	8	9	10
Aware & responsive to people's feelings	1	2	3	4	5	6	7	8	9	10

Always | **Never**

	1	2	3	4	5	6	7	8	9	10
Bullies others	1	2	3	4	5	6	7	8	9	10
Is being bullied	1	2	3	4	5	6	7	8	9	10

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BEHAVIOUR

	Never									**Always**
Understands boundaries set	1	2	3	4	5	6	7	8	9	10
Follows rules	1	2	3	4	5	6	7	8	9	10
Controls anger appropriately	1	2	3	4	5	6	7	8	9	10
Deals with conflict appropriately	1	2	3	4	5	6	7	8	9	10
Is kind & considerate to others	1	2	3	4	5	6	7	8	9	10
Deals appropriately with consequences of actions	1	2	3	4	5	6	7	8	9	10
Is able to monitor behaviour	1	2	3	4	5	6	7	8	9	10

	Always									**Never**
Shows inappropriate levels of aggression	1	2	3	4	5	6	7	8	9	10
Is disruptive	1	2	3	4	5	6	7	8	9	10
Gets into trouble frequently	1	2	3	4	5	6	7	8	9	10
Appears Isolated	1	2	3	4	5	6	7	8	9	10
Is distractible	1	2	3	4	5	6	7	8	9	10

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THANK YOU

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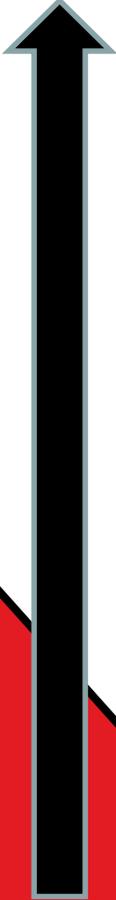
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תודה

Ευχαριστώ

Teşekkürler

Obrigado!

Grazie

Hvala

شكراً

Merci

Díky

Vielen Dank

Köszönettel

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- ❑ And their families

THANKS!

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TAK!!