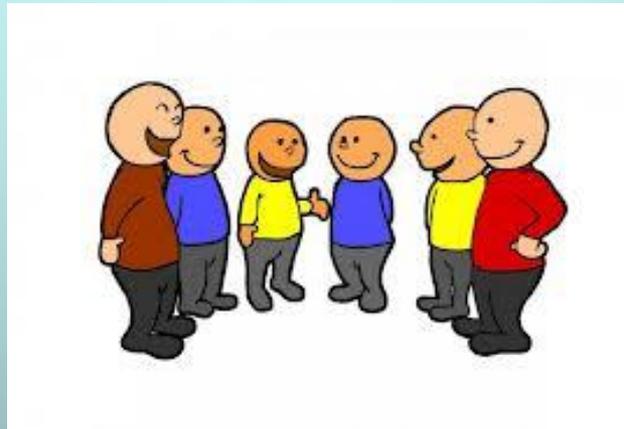


Rethinking Oral Language In The Classroom



Covering:

- 9-9:30 Registration and Welcome
- 9:30-10:00 Mahogany Rise Primary School – Why do we need whole class language programs? AEDI results and risk factors
- 10:00-10:30 History and results of the language program at MRPS
- 10:30-11:30 Content of the program
 - Assessment
 - Class structure
 - Areas covered
 - Resources
- 11:30 Morning tea
- 12:00 Observation in the classrooms
- 1:00 Debrief
- 1:30 Lunch
- 2:15-3:00 Provision of resources and workshop in using the resources. Reflections with Q and A.

AEDI and risk factors:

- [Risk factors link](#)
- [AEDI data link](#)

History of the Program

- In discussions with teachers it was revealed that many students:
 - Could not follow simple directions
 - Had difficulty expressing their needs verbally
 - Couldn't give a basic retell
 - There were too many students with language difficulties to break into small groups for treatment.
 - Difficulty with follow up.

History of the Program

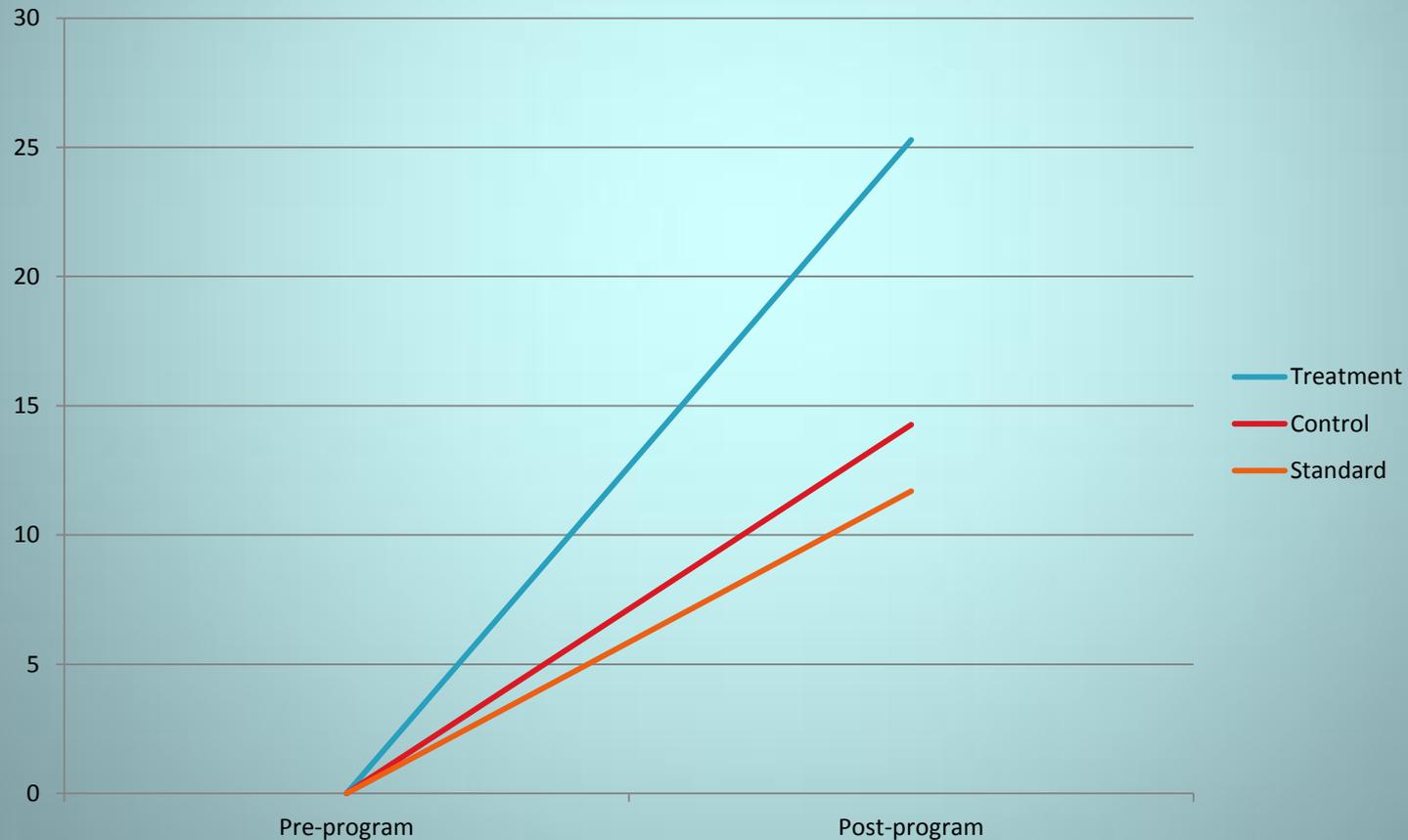
- Collaboratively it was determined that a whole class language program can:
 - Provide hands-on professional development for the teachers
 - Target many children's language skills at one time
 - Provide whole class, user friendly language resources
 - Eliminate issues with lack of follow-up, as teachers integrate these programs into the children's everyday routines and literacy sessions.

2009-2010

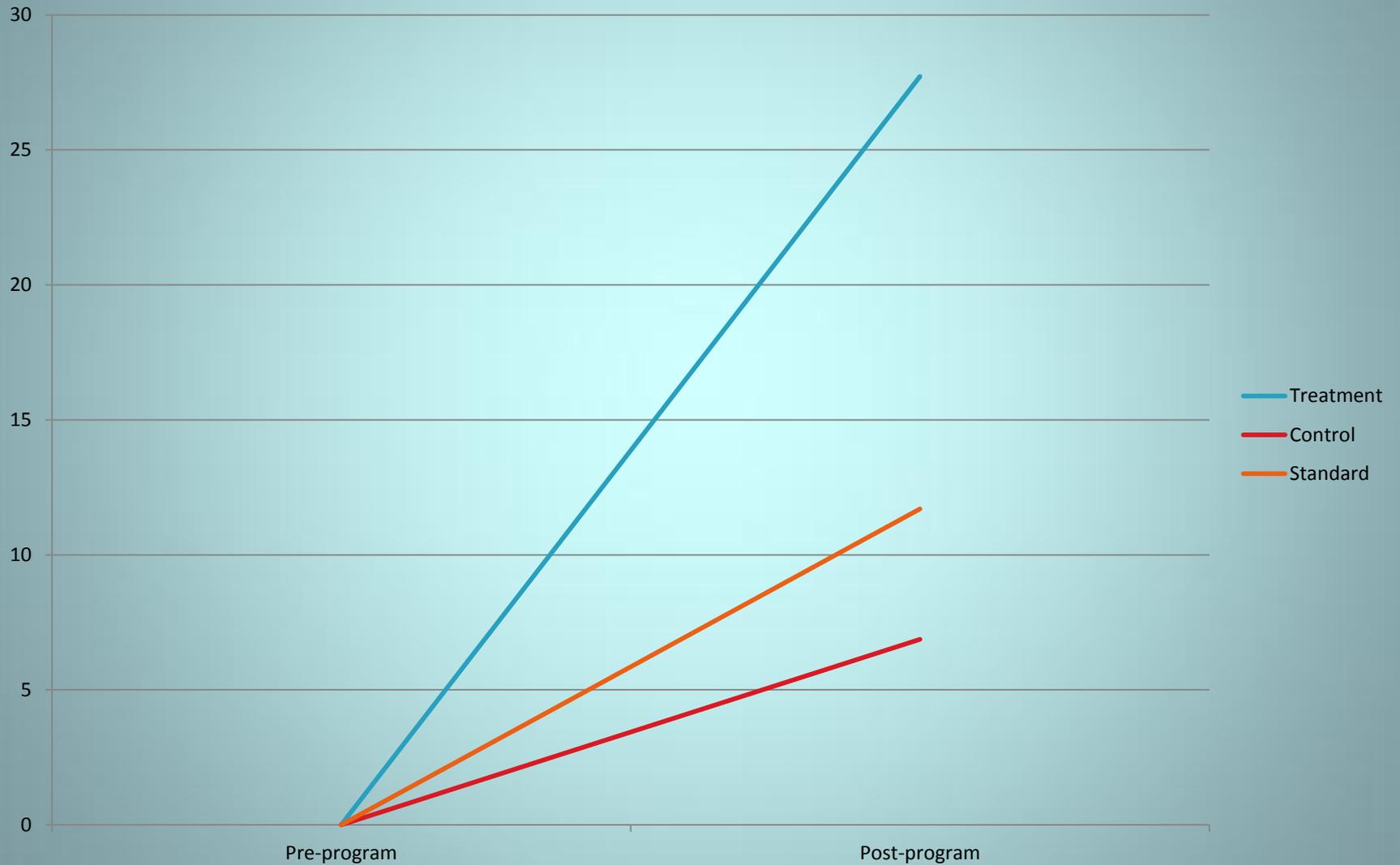
- Introduced whole language programs in the prep/1 classes, run by the speech pathologist.
- Tested the prep students against a control group in another school.
- Tests used were RAPTr, Bus story and Bureau
- Students with SLD were provided with weekly additional therapy and were assessed every 2 years using the CELF4
- Produced a CD/songbook and a number of resources to accompany the language program.
- Developed a scope and sequence of goals to accompany the resources.

Results 2009-2010 Prep program

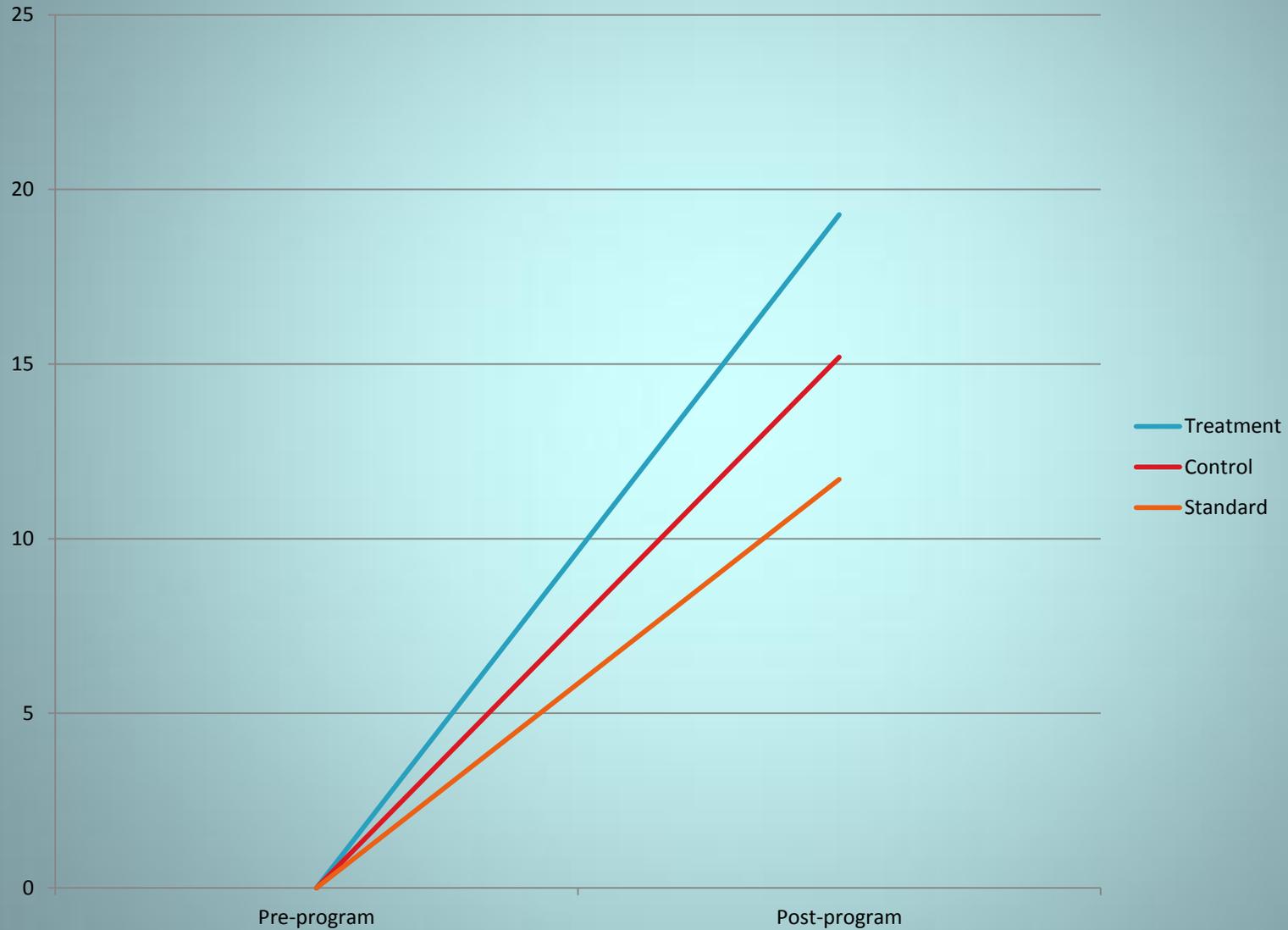
Expressive Information- average improvement in months(RAPT)



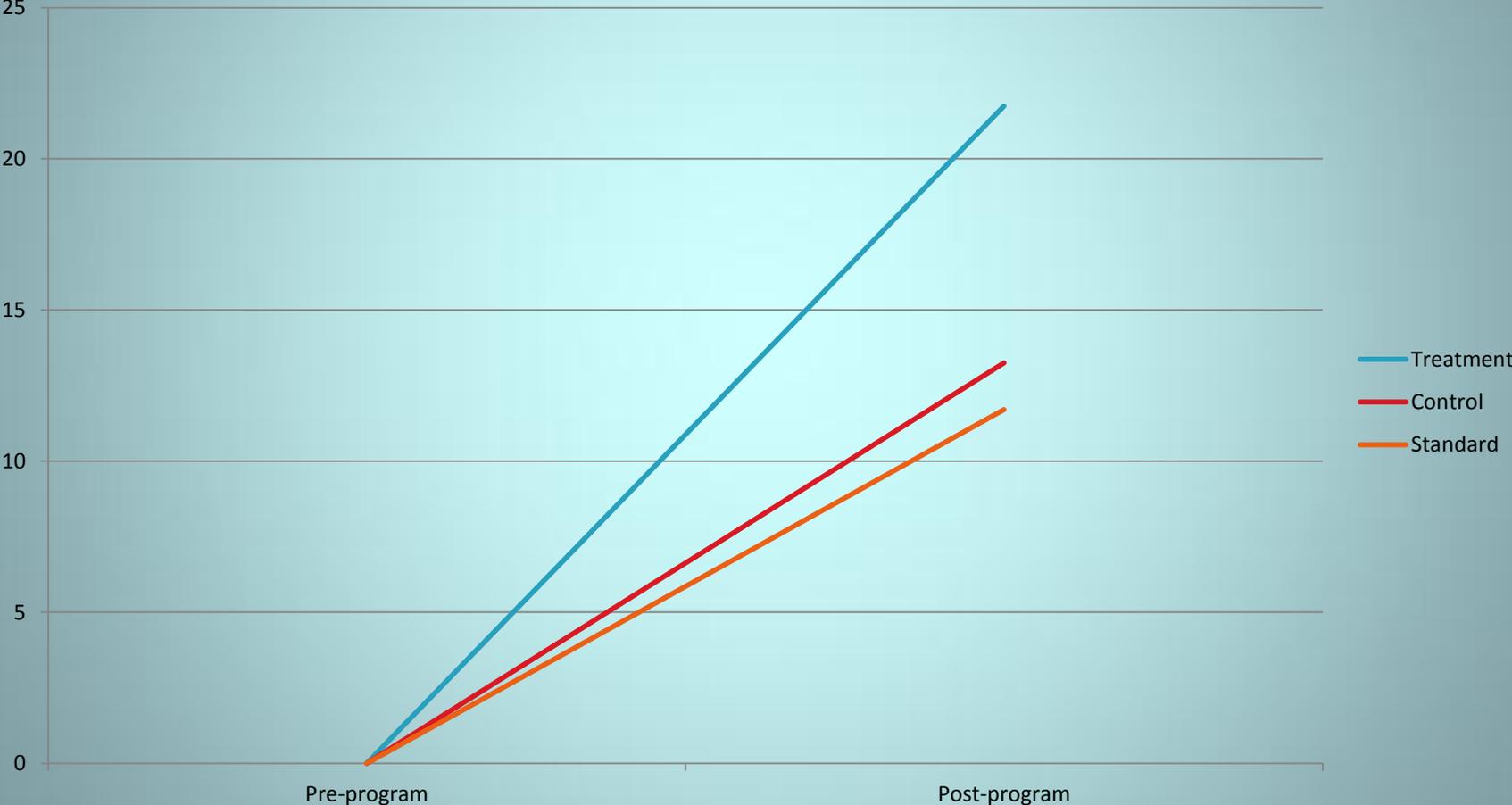
Expressive grammar- average improvement in months(RAPT)



Receptive language- average improvement in months (Bureau)



Narrative- average improvement in months (Renfrew Bus Story)



Sally starts school

- Began school in prep with standard language scores in the 40s (more than 3 standard deviations below the mean)
- From an English speaking background
- Spoke in single word sentences, using a few limited nouns and verbs
- Did not know any of her body parts
- Did not understand simple directions
- Cried a lot because she could not express her needs in other ways
- (Was later diagnosed with an auditory processing disorder)
- Normal performance IQ

Sally's prognosis

What would you expect to see for Sally in grade 2 in terms of:

- Confidence _____
- Language scores _____
- Friendships _____
- Academic ability _____

Grade 4:

- Confidence _____
- Language scores _____
- Friendships _____
- Academic ability _____

Sally's outcomes

Grade 2

- Confidence - confident in play and maths, but not in conflict resolution or reading and writing
- Language scores – mild to moderate range
- Friendships - often chooses to play alone
- Academic ability – good at maths, difficulty reading and writing due to poor PA, but great with sight words

Grade 4:

- Confidence – confident in all aspects of learning and friendships
- Language scores – within the normal range except mild PA difficulties
- Friendships – plays with peers in imaginative, vocal games
- Academic ability – reading at level 28, can produce appropriate written pieces quickly with some spelling and grammatical errors

2011

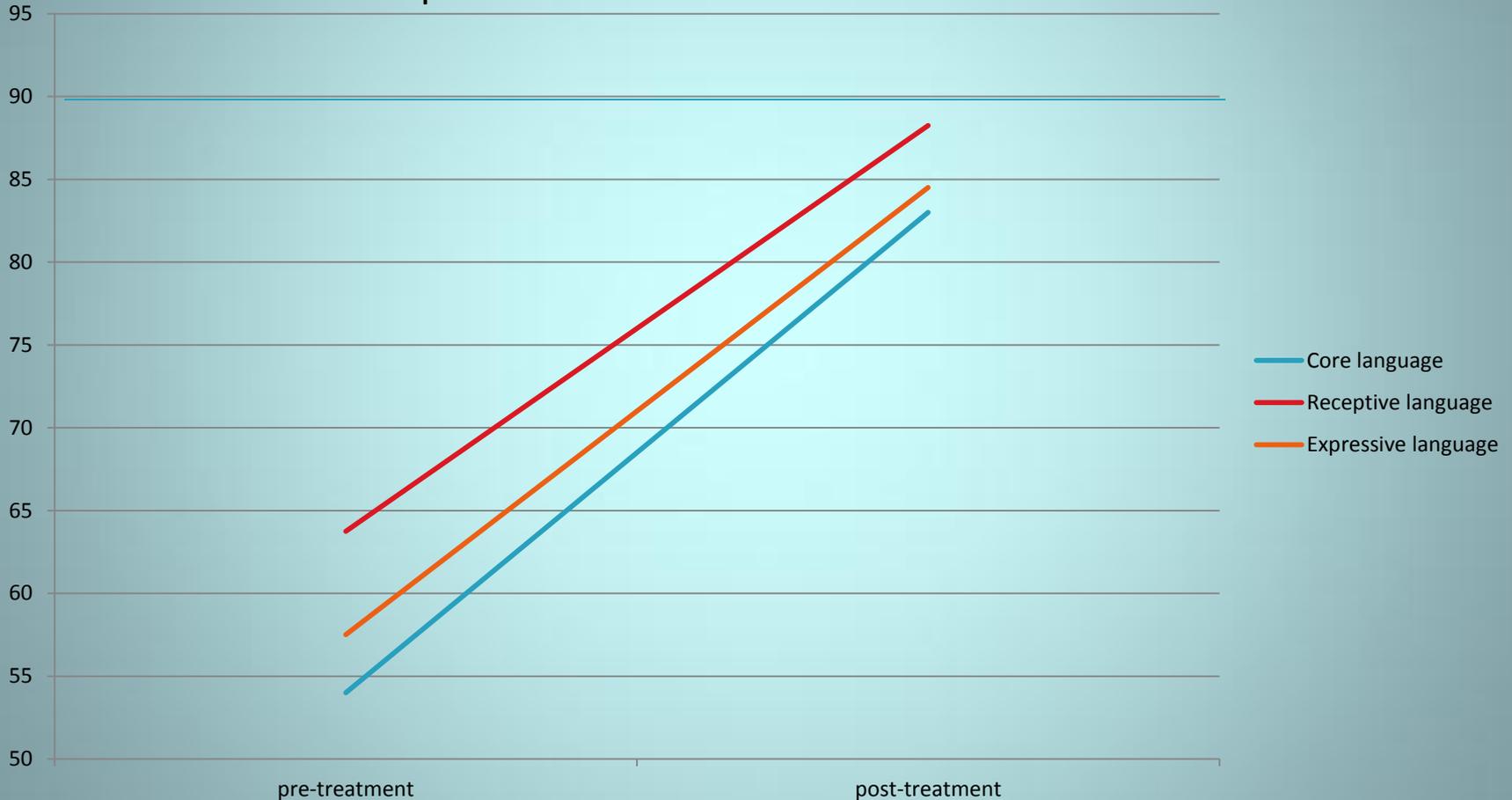
- Continued with prep/1 program
- Through discussion with staff, decided the language program was needed throughout the school. Discussed main needs of each year level. Through this discussion the following was started:
 - Grade 5/6 narrative program
 - Grade 2/3 phonemic awareness and comprehension program. (The grade 3 program was disjointed due to changes in classroom structure and teachers)

Improvement of 4 students with SLD in standard score on the CELF4 over the 2 year period.

90-110 = normal range

70-90 = moderate/mild impairment

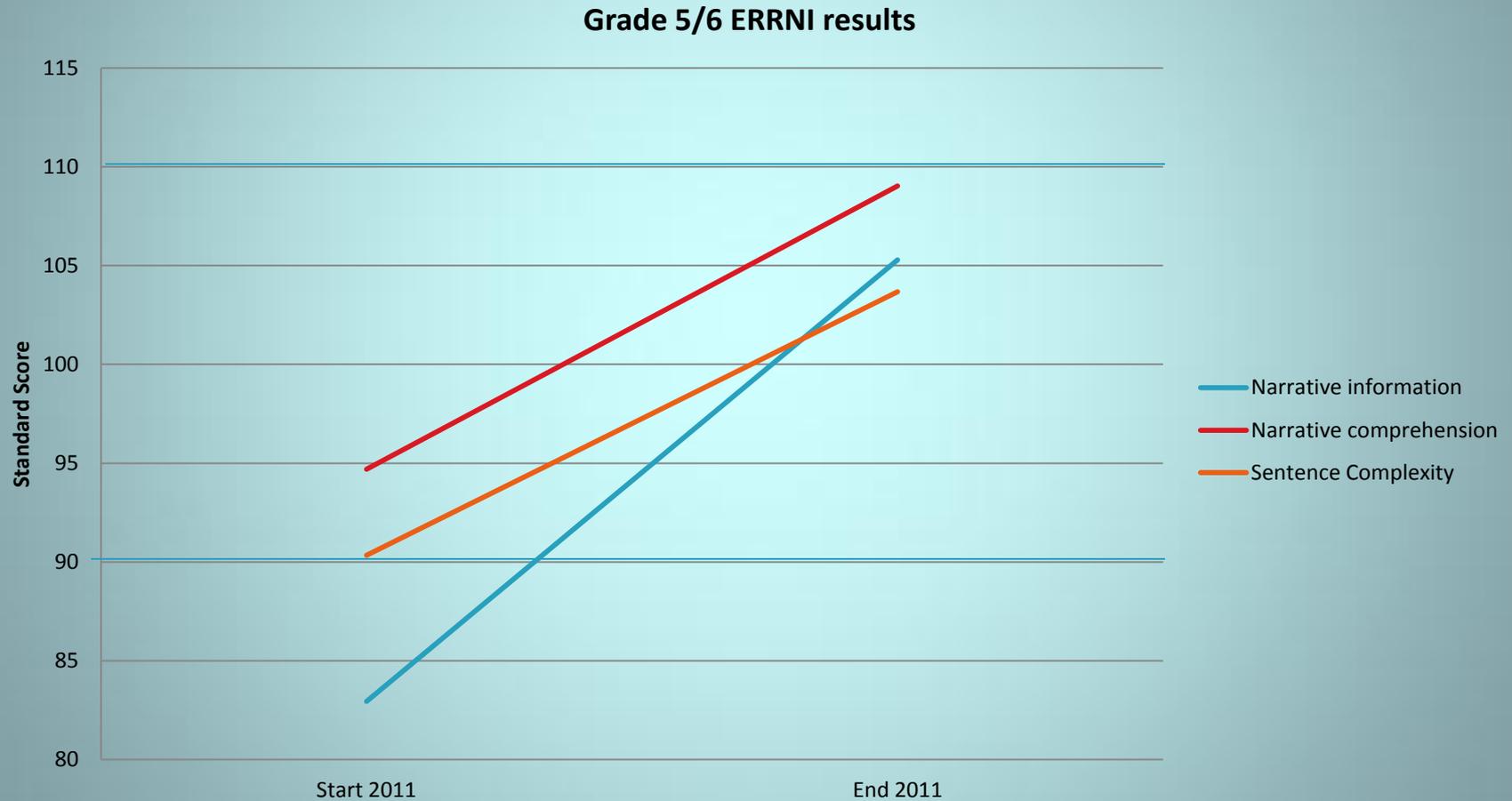
Under 70 = severe impairment



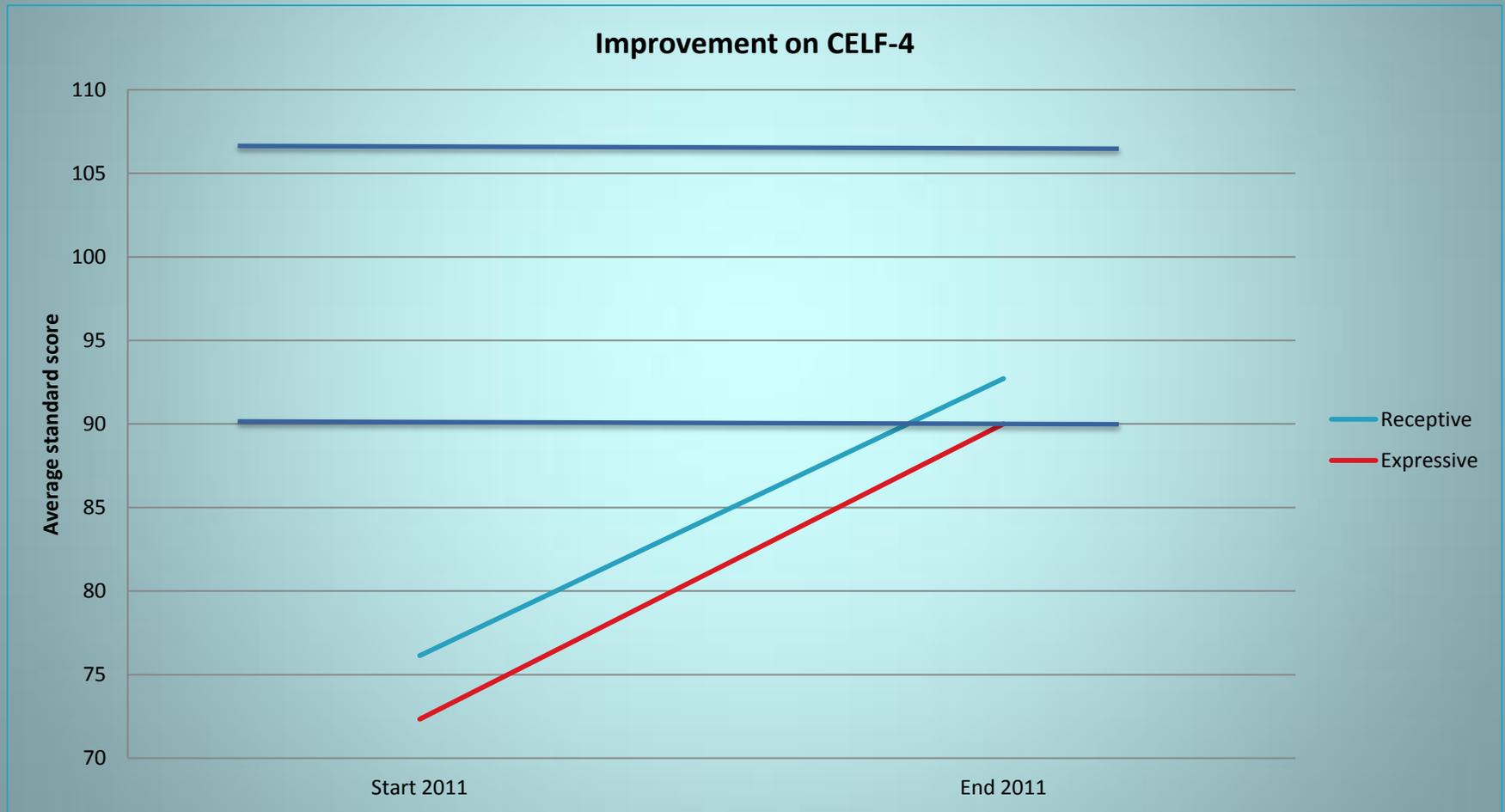
Grade 5/6 narrative programs

- All grade 5 students were assessed using the EERNI. This assessment tool measured ability to provide relevant information to tell a story, memory of the story, story comprehension and MLU (indicator of grammar complexity)
- All students participated in a whole class narrative program
- Students flagged as having severe difficulties on the EERNI were assessed on the CELF4. If they performed poorly on the CELF4 they were provided with small group therapy with a trained volunteer (ardocho)

Results for grade 5/6 narrative program



Improvement of 11 students in grade 5/6 flagged as needing extra support for language.



Phonemic awareness and comprehension program 2011

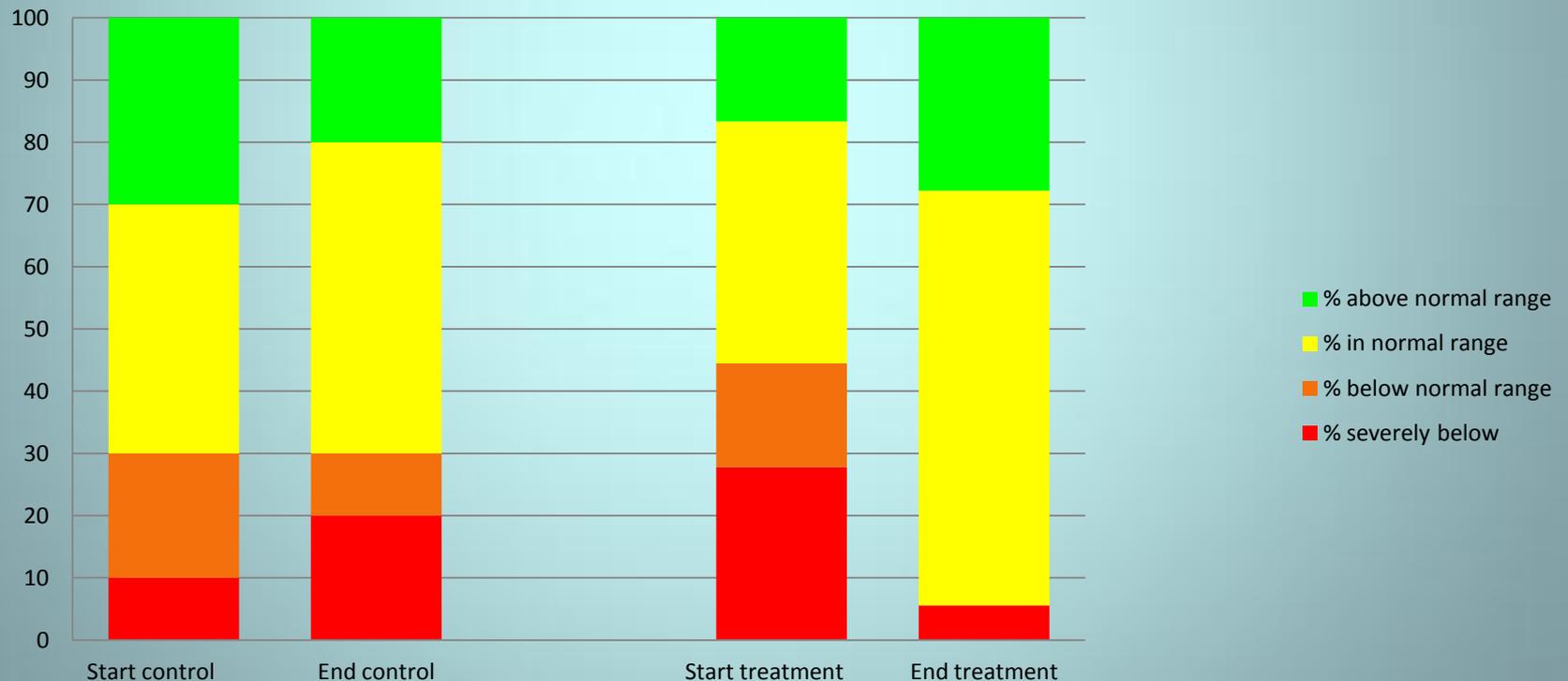
- All grade 2/3/4 students were assessed using the SPAT and reading levels at the beginning and end of the year.
- The grade 2 program ran consistently over the year. It included:
 - Phonemic awareness games mostly requiring segmenting sounds of nonsense words
 - Use of the KEYS into listening to improve understanding of paragraphs.
- The grade 3 and 4 program began, but was stopped due to classroom and teacher changes. The grade 3 class was provided with some further sessions, but they were not consistent.

Phonemic awareness results grade 2 results 2011

Control group – 2011 grade 4 students. They were assessed ready to participate in program before the classes were changed last year. They began the program, but it was stopped very early on before it got going. Their results were worse at the end of the year.

Treatment group – 2011 grade 2 students. The class participated in the phonemic awareness program for 3 terms and the activities were followed up in class.

Percentages for SPAT scores

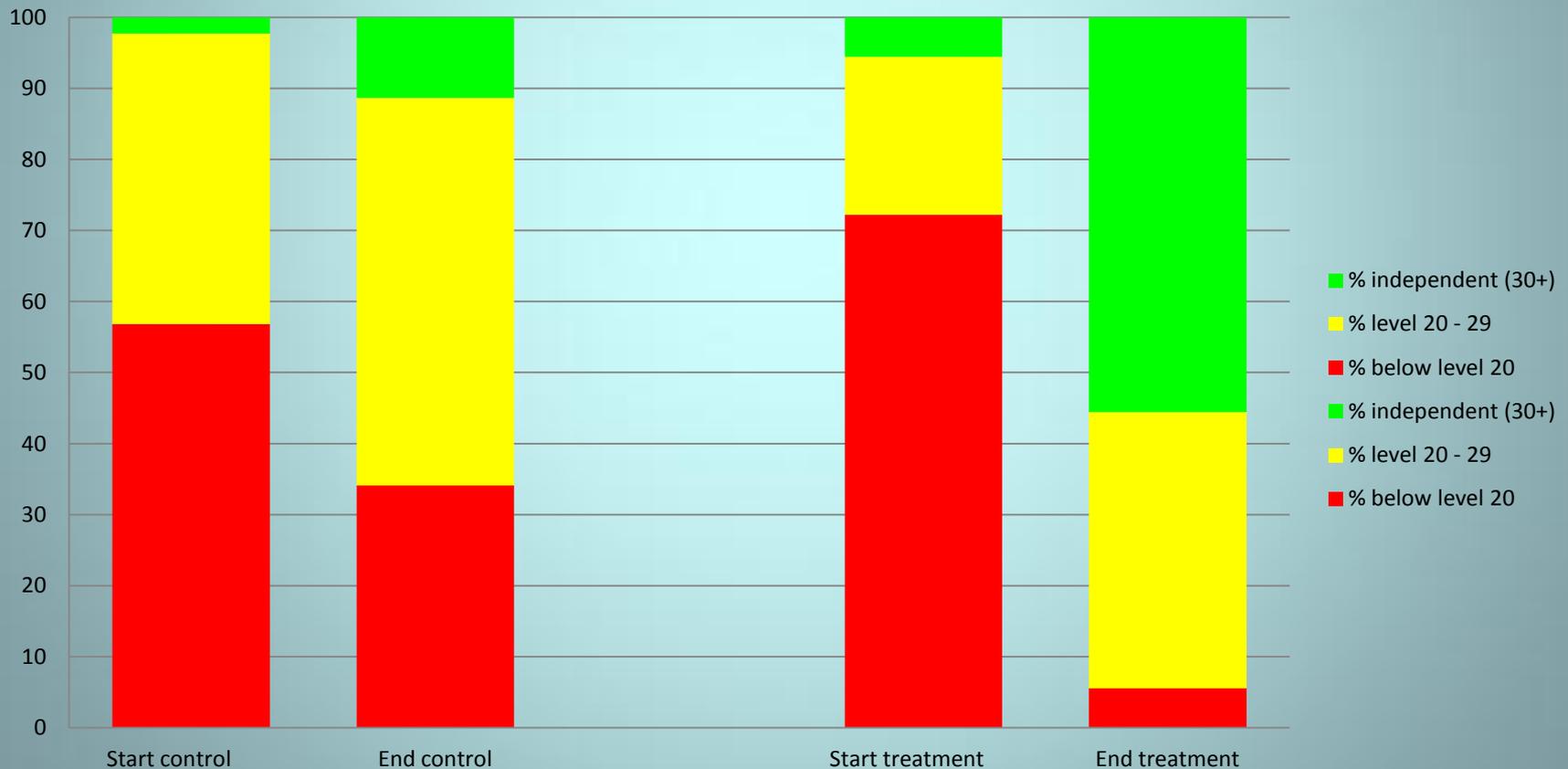


Reading results grade 2 2011

Control group – 2010 grade 2 students.

Treatment group – 2011 grade 2 students.

Percentages for reading levels



2012-2014 Whole school program

- All students have been assessed in 5 areas once a year (usually term 4 – new students are assessed when they arrive at the school)
- All students have participated in a whole class language program for an hour a week
- Students in prep/1 have also received an extra ½ hour weekly class session on phonemic awareness run by speech pathologist (Yun)
- During the second half of 2012 programs began to be transitioned to the teachers to run, so that they could have greater ownership.
- Students that are flagged as needing further assistance have been seen by a speech a pathologist in small groups or individual sessions.

Assessments

The following assessments were chosen because:

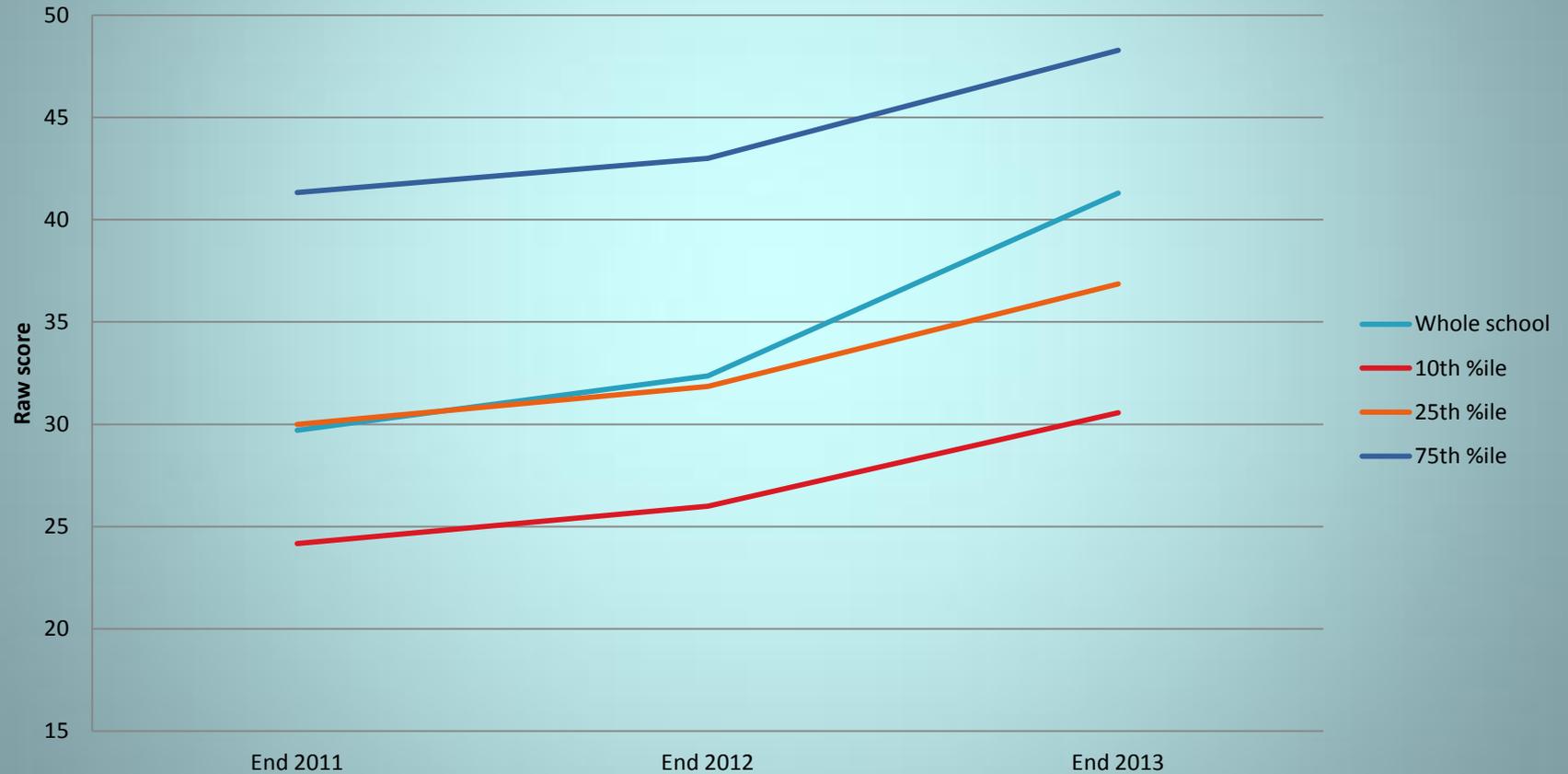
- They provide normed data that can track a child through the primary school years
- They cover the range of language skills we deemed as most critical for the students of this school
- They were easy for us to access (not too expensive or we already had them) and could be completed in 45min (with a highly experienced assessor)

Assessments

- EERNI – we only use the information part of this assessment. Used to test whether a child can provide all relevant information for a narrative.
- CELF4
 - CFD –following directions and understanding language concepts
 - FS –produce grammatically correct sentences
 - UP – answer comprehension questions about a paragraph that has been provided verbally
- SPAT – phonemic awareness

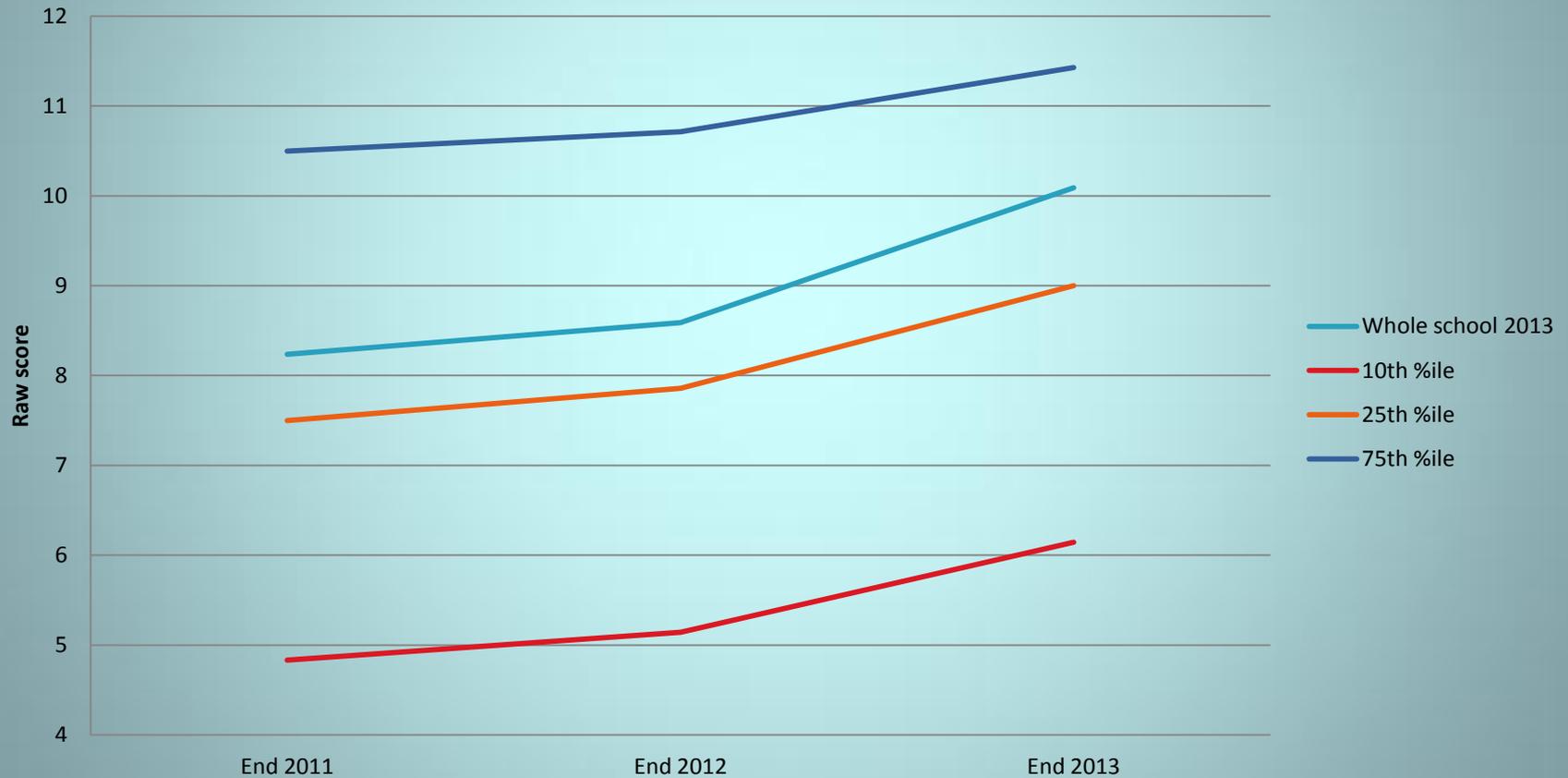
Results for 2012 and 2013

Phonemic Awareness



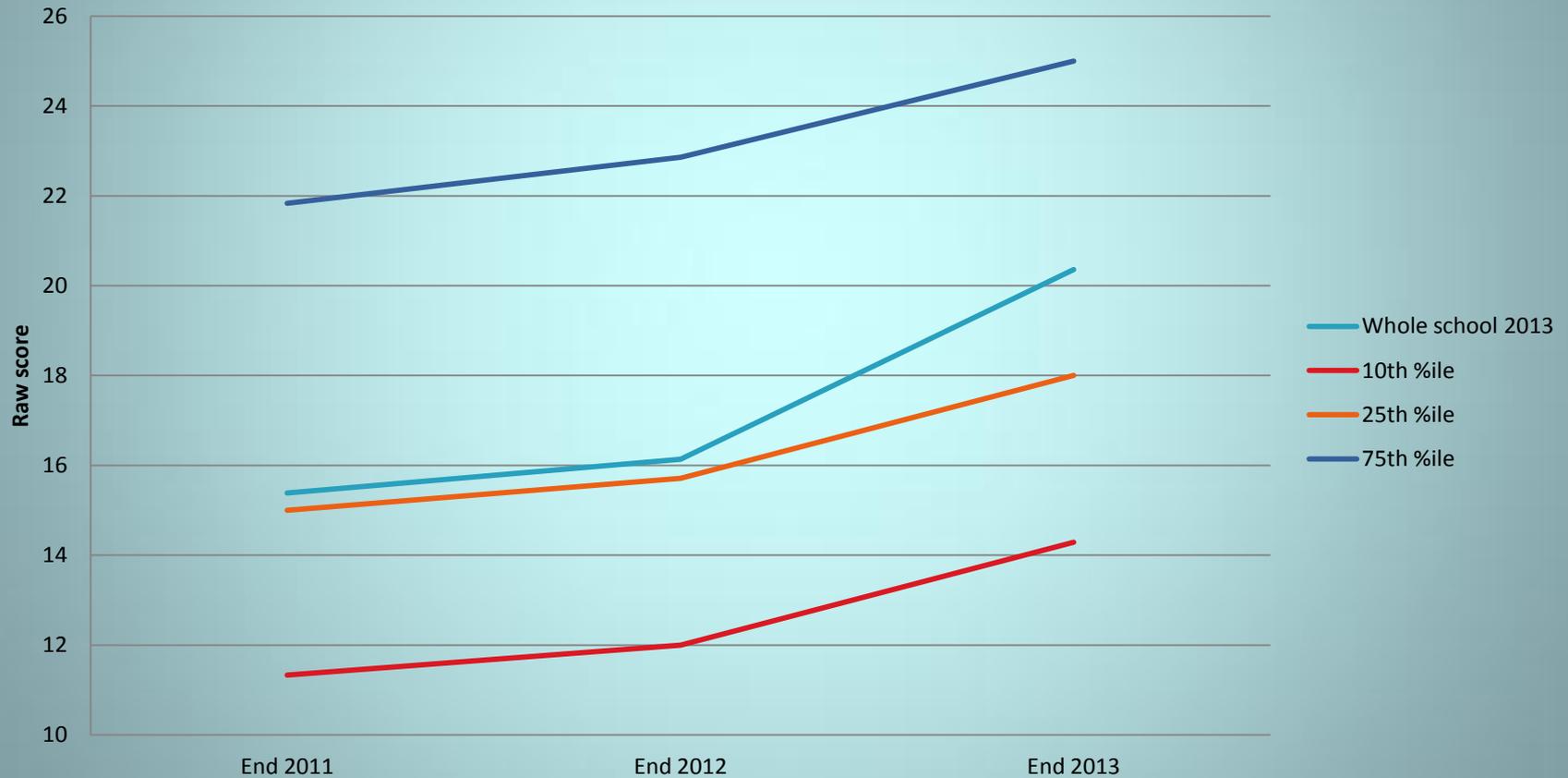
Results for 2012 and 2013 cont.

Average raw score of whole school 2013 understanding paragraphs



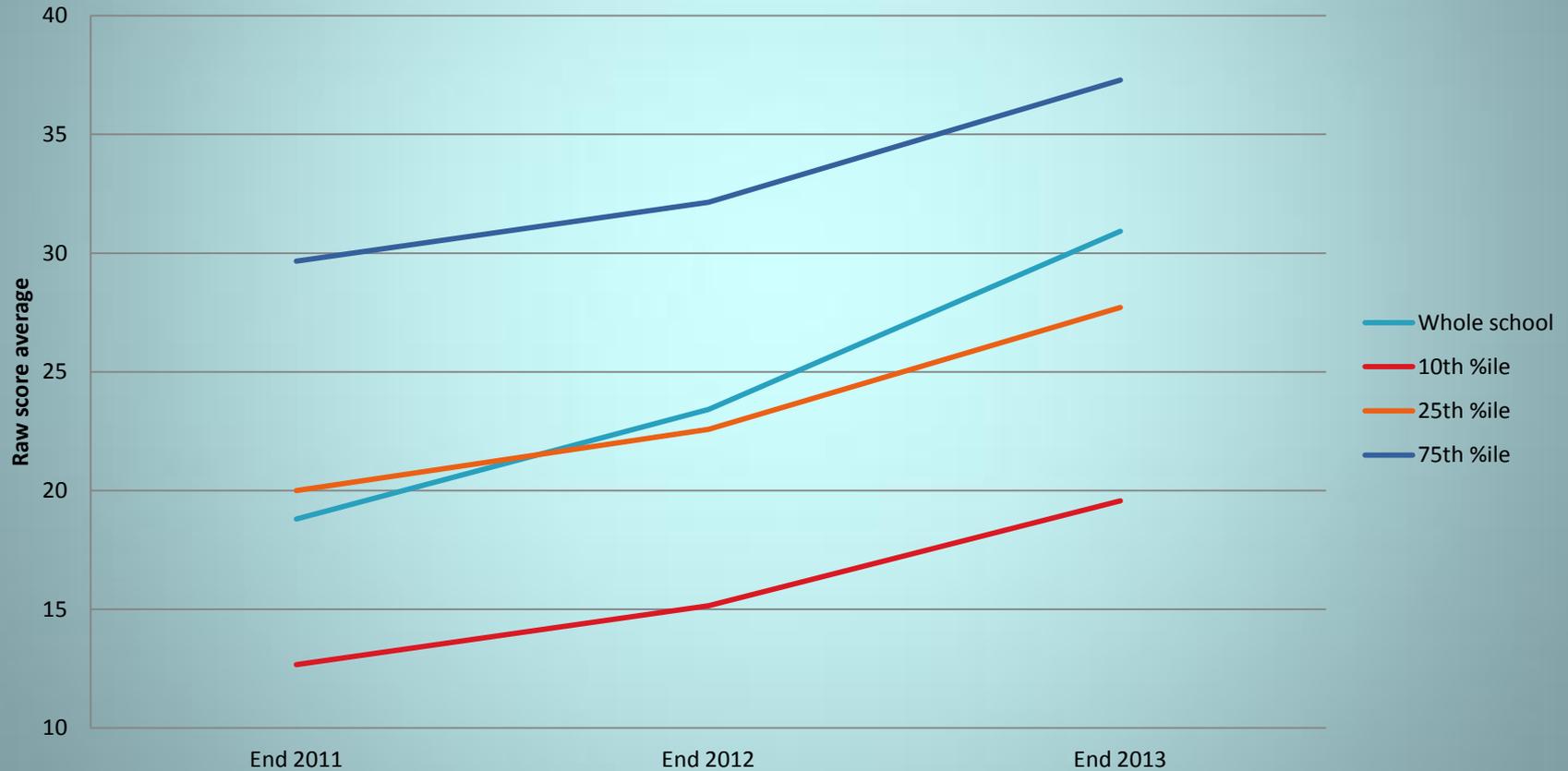
Results for 2012 and 2013 cont.

Average raw score of whole school 2013 narrative productions



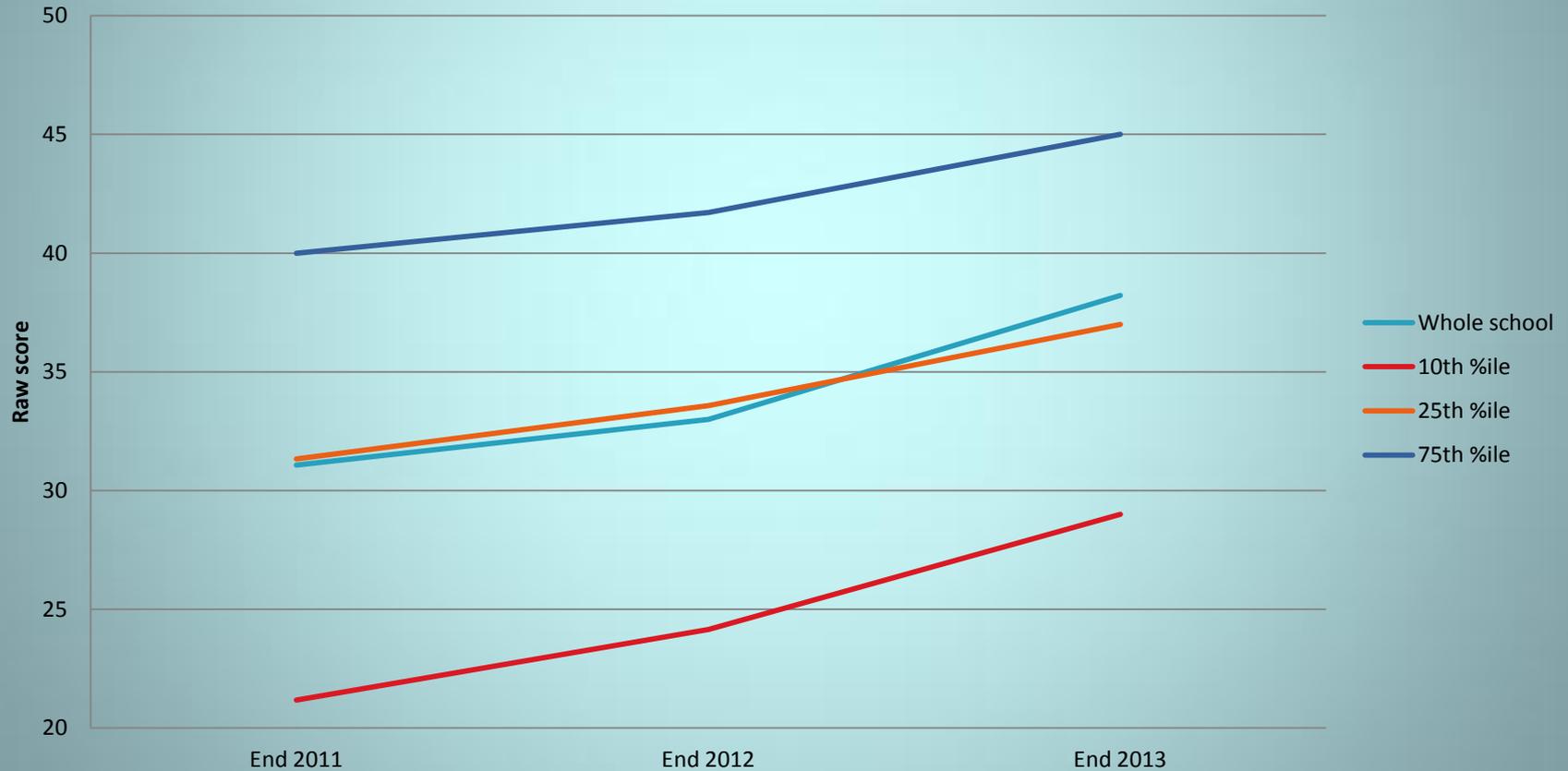
Results for 2012 and 2013 cont.

Formulating sentences



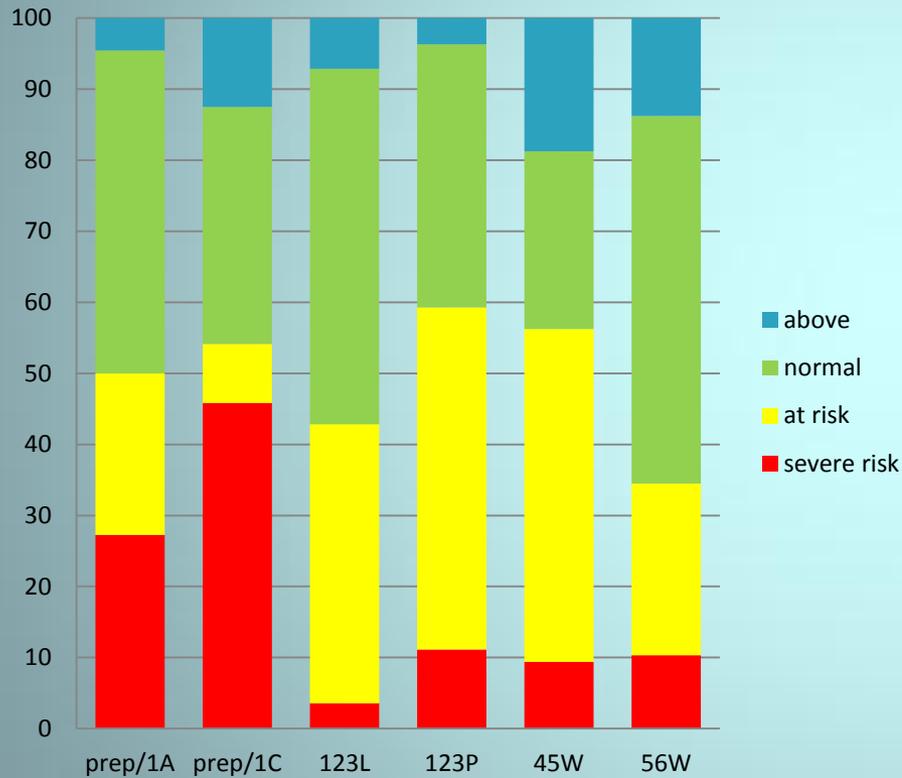
Results for 2012 and 2013 cont.

Concepts and following directions

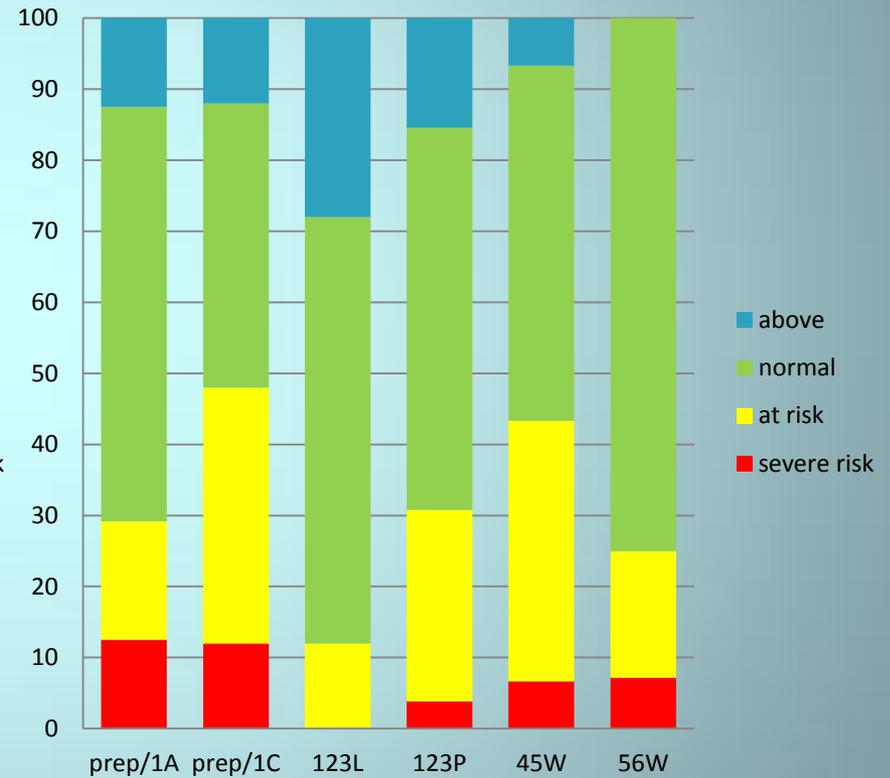


Concepts and Following Directions by class

Percentages concepts and following directions 2012



Percentage Concepts and Following Directions 2013



Analyzing results

- What worked the best?
 - Classes that had followed the mini-lesson, activity, share structure and had involved lots of discussion involving all students.
 - Grouping of students into ability to work on concepts appropriate for their level.
 - Using the same concepts in expressive language to produce language using the receptive structures being taught or students being given the chance to make up directions using the concepts being taught.
- What didn't work so well?
 - Doing practice activities with no discussion.
 - The whole class working on the same concepts only helped students of the same ability (eg. The bottom level or middle level students

Example class results

- [Results on excel](#)

Assessments

- All students assessed once a year
- All students below the 10th %ile assessed once a term
- All students below the 25th %ile assessed once a semester

Who: speech pathologist, trained aides, trained volunteers, trained speech pathology students.

Data collection

Carefully consider how you will collect and store your data so that:

- You can easily report on effects of your program with clear displays/graphs
- You can add results yearly
- You respect privacy
- You don't have to enter information twice

When is too late?

Jason – entered MRPS half way through grade 6

- Reading at level 9 (mid grade 1)
- No decoding skills
- Knew only basic consonants (no diphthongs) and no vowels in phonics
- Global, severe language delay.
- Severe behaviour difficulties were reported by his previous school (where he had been since prep).

Jason now

- Has chosen to repeat grade 6 because he wants to improve his literacy
- Is reading confidently at level 19 (end of grade 2)
- Is now above the normal range for narrative and understanding paragraphs, is within the normal range for CFD and is just below the norm for formulating sentences and SPAT
- Is positive and interested in school

Where to start?

- Make sure leadership in the school is supportive and understanding of the need for whole class language programs
- Discuss the students needs with the staff that will be involved in the program
- Come up with a plan based on the students needs that includes:
 - Assessment plan
 - Areas to be covered in the language program
 - How often/how long
 - Roles in the classroom (eg. The teacher is in charge of classroom behaviour, the speech pathologist will provide resources, the teacher will follow up on language session during the week, any aides will participate in the class and help run groups etc.)

Most successful structure for a whole class program

1. Mini lesson with explicit teaching of goals, strategies and modeling of activity. This includes:
 - Clearly explaining the goals of the session
 - Discussing strategies the students can use for the skill being taught
 - Modeling the activity and how to use the strategies
2. Practicing activities in groups or pairs of ability with discussion amongst students.
3. Sharing as a class on learning and strategies used
4. Students teaching one another how to use the strategies (form of assessment)

Visualising and verbalising

Goals:

1. I will describe a picture with all relevant detail.
2. I will demonstrate appropriate listening skills
3. I will remember a description given by someone else

Strategies:

1. Use the picture prompts to ensure I have provided all relevant detail. Use full sentences so that people know what I am talking about.
2. Use the 5L chart to remind me how to listen.
3. Make a picture in my head to help me remember the information I am hearing (picturing penguin/visualisation). Put my hand up and ask for clarification if I don't understand, need more information or I can't hear the person talking.

Improvement focus

- Receptive language and auditory processing/memory
 - Following directions
 - Understanding specific vocabulary: prepositions, synonyms, multiple meanings, adverbs, adjectives, conjunctions, topic specific language etc.
 - Use of strategies to improve auditory memory: visualising, categorisation, relating to own experiences
- Expressive language
 - Grammar - using sentences with correct past tense, conjunctions, pronouns, adverbs etc.
 - Narrative production - retell, sequencing, problem solving, exploration of cause and effect, exploration of intentions, motivations and emotions of characters, prediction and use of specific vocabulary.
 - Use of vocabulary - prepositions, synonyms, multiple meanings, adverbs, adjectives, conjunctions, topic specific language etc.
- Phonemic awareness
 - Remembering sound to letter rules through multi-modes
 - Blending and segmenting

Receptive language and auditory processing program activities

Following directions

- *bingo,
- simon says,
- *Brain Break using preposition cards,
- leading the blind,
- barrier games,
- *directional drawings,
- creating sentences with concept words,
- interactive writing with concept words,
- *creating preposition books

Receptive language and auditory processing program activities cont.

Understanding specific vocabulary:

- KEYS with focus on vocab strategies (using context and schema, looking it up, asking a friend or teacher)
- creating synonym posters,
- multiple meanings games and *work sheets,
- provision of glossary for each new topic
- group discussion of the word meanings on
 - *adverbs lists,
 - *adjectives template,
 - *conjunctions/connectives pyramid.

Receptive language and auditory processing program activities cont.

Use of strategies to improve auditory memory:

- *visualising,
- *categorisation,
- KEYS (or other comprehension activities) with a focus on
 - Relating new information to information we already know (schema)
 - Visualising
 - Key words

Expressive language program activities

Grammar

- Describing pictures using sentences focusing on a particular grammatical construct. Pictures can be downloaded from google or you can take your own.
- Interactive writing
- Mixed groups with contingencies up to provide good modeling (eg. Students focus on using past tense, but are encouraged to also add a conjunction and an adverb)
- Creating sentences with a range of conjunctions using the conjunctions/connectives pyramid
- *Worksheets for practice at editing

Expressive language program activities cont.

Narrative production

- Use *narrative templates to create stories
- Use *story maker to create stories or story starters to expand
- Create stories from *openers, character descriptions, setting descriptions
- Make plays from given scenarios
- Create stories and plays from scratch using *templates
- Group discussion of events
- Use narrative structure for retell of holidays and weekends (not as common here due to trauma)
- Sequence pictures – can be photos taken of the children doing a sequenced activity or pictures from a book
- Include lots of exploration of cause and effect and exploration of intentions, motivations and emotions of characters.
- What will happen next games

Expressive language program activities cont.

Use of vocabulary

- using synonym posters,
- multiple meanings games and work sheets,
- using a glossary of each new topic to put topic specific words into sentences
- using the following to create more interesting sentences
 - *adverbs lists,
 - *adjectives template,
 - *conjunctions/connectives pyramid.

Phonological Awareness and Phonics program activities

Remembering sound to letter rules through multi-modes

- *Consonant and vowel posters based on LIPS
- Cued articulation
- Letterland
- *Vowel spelling check
- *Vowel spelling lists

Syllables, rhyming, blending and segmenting

- *LIPS game
- Word of the day

Resources

- [Language goals link](#)
- [Resources links](#)

Prep/1P

The class: 20 children – 10 prep, 10 grade 1.

- 17 have language below the norm in one or more area
- 10 have severe language difficulties
- 2 have autism – 1 is non-verbal
- 1 has dyspraxia and a severe language disorder
- 1 has severe behavioral difficulties
- 6 require treatment for articulation errors (not including lisps or age appropriate errors)

Prep/1P

Today's Lesson:

Goal: To improve ability to follow directions, with a focus on before

Strategies:

- using listening skills – eye contact, lips closed (one person speaks at a time), crossed legs, hands in lap, ears switched on.
- Exploring directions by acting them out and talking about them.

Groups:

1. Working to identify objects and follow direction with “on”
2. Following and creating directions with a preposition and an object
- 3 and 4. Following and describing 2 directions with the time connective before

4/5P

The class: 26 children – 11 grade 4, 15 grade 5.

- 15 have been here since prep. 4 are new this year.

Of the 15 who began in prep:

- 12 had severe difficulties with language in prep.
- 1 has ID and continues to have severe difficulties with phonemic awareness.
- 1 has autism (began in prep with a severe language disorder, but is now within the norm in all areas)
- 1 has an auditory memory problem and continues to have difficulty remembering paragraphs.
- 1 has been treated for voice issues (slow speech and vowel distortion)
- 1 is only attending school for 1 hr a day due to anxiety issues and has phonemic awareness and language difficulties
- 2 continue to have mild language difficulties

Of the 11 that have started in the last few years

- 1 has a severe behavioral disorder and ADHD. Very dependent on aide. Phonemic awareness and grammar difficulties.
- 1 has a brainstem glioma and has severe working memory and language difficulties
- 9/11 have language difficulties

4/5P

Today's Lesson:

Goals:

- To improve understanding of the time connective before
- To produce grammatically correct phrases use “caught”
- To produce grammatically correct, logical sentences using the time connective “before”

Strategies:

- Using listening skills.
- Talk through sentences with a friend to ensure they make sense.
- Check sentences with an adult for editing.
- Identify target words in others sentences to improve recognition and understanding.

Groups:

- Students work in pairs. As this is an expressive language activity, students do not need to be grouped in like needs. They can make the sentences simple or complex.

Sharing:

- Take turns to retell sentences and find target words in circle time

Debrief

Comments and questions regarding the class:

- What worked well?
- What could have been done differently?
- What would work well in classrooms in your school?
- What challenges would you face running a class like this in your school?

In groups

Create a brief session plan including:

- Mini-lesson with goals and strategies for the whole class
- Group activities (who do you have to run these? Can some groups be independent?)
- Whole class sharing time to review learning

Discussion time

