Moreton Bay College Presentation

Presentation to Primary Parents 19-05-15
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Speechcare

- Clinic located in Carina
- Provides clinic and school based services
- Jess Watson provides sessions at MBC on Tuesdays and Wednesdays
- Prep screening programme
What Is a Speech Pathologist?

- Speech Pathologists are trained to assess and treat people who have a communication or swallowing disability.

- Speech pathologists are able to diagnose each person’s specific problem using assessment tools and devise a treatment plan that best suits their needs.
Communication

The process of being able to understand and be understood.

Five areas of communication:

- **Speech** - the physical production of sounds
- **Language** - understanding what words mean, putting sentences together, writing clearly, understanding written language
- **Pragmatics** - the social conventions for how we interact with each other
- **Fluency** - the smooth rhythm and pattern of talking
- **Voice** - the production of sound by vibrating the vocal cords
Speech Pathologist’s role within a school setting:

- Assess children’s speech, language, phonological awareness, literacy and fluency skills.
- Devise treatment programmes
- Liaise with learning enhancement and classroom teachers and collaborate regarding classroom or curriculum modifications if necessary including a role in the development of individual adjustment programmes.
- Involvement in the verification process for Speech Language Impairment
Learning to Talk → Talking to Learn (once at School)
Talking to Learn: Using language to think and learn about the world.

As children become more skilled in conversation they:

• Go beyond the here and now. They talk about what happened in the past and what will or might happen in the future.

• Go beyond their own personal experience. They use language to project themselves into situations they have not experienced (eg what would it be like to live in the desert.)

• Go beyond the real world into the imagined world. They can pretend and act out imaginary situations.
What is Language?

Language development covers a child’s ability to understand AND express words, sentences and conversation.

- vocabulary, grammar, word order, making sense, using appropriate topics and amounts of language
What to Expect:
Prep/ year 1

Listening:
• Listens to and understands age appropriate stories read aloud
• Follows 1-2 step directions in sequence (Prep)
• Follows 2-3 step directions in sequence (year 1)
• Remembers information

Speaking:
• Can be easily understood
• Answers a range of question types including Yes/no; open ended (eg What did you have for lunch today?)
• Asks Wh questions (who, what where when why)
• Stays on topic and take turns in conversation
• Expresses ideas with a variety of complete sentences
• Retells a story
What to Expect: Years 2-3

Listening:
• Understands direction words (e.g., location, space, and time words)
• Follows 3-4 step directions in sequence
• Listens attentively in group situations

Speaking:
• Speaks clearly and fluently with an appropriate voice
• Participates in conversations and group discussions
• Uses increasingly complex sentence structures
• Explains what has been learned
• Uses oral language to inform, persuade, and to entertain
• Clarifies and explains words and ideas.
What to Expect: Years 4-6

Listening:
- Forms opinions based on evidence
- Listens for a specific purpose

Speaking:
- Maintains eye contact and uses gestures, facial expression and appropriate voice during group presentations
- Participates in class discussions across subject areas
- Reports about information gathered in group activities
- Gives accurate directions to others
- Starts to understand figurative language
- Uses language effectively for a variety of purposes
Presenting Difficulties- Language Comprehension

- May frequently not understand jokes, riddles or sarcasm
- May not understand concepts of cause and effect
- May not understand double meaning of words
- May ask and re-ask questions that have already been answered
- May not grasp the main idea or inferences from television shows, movies or stories, although they may get a few details
- May have difficulty drawing conclusions and predicting outcomes
- May lose attention quickly in conversation or class
- May have weakness in auditory memory and following directions
Presenting Difficulties- Language Expression

- Persistent grammatical immaturities: It’s him ball; her did it; The cat caught two mouses
- Speaks in short sentences
- Has difficulty giving instructions for games
- Stories are disjointed, missing important details about characters and events
- Initiates conversation less often than peers
- Uses non-specific vocabulary eg sort of, thing, stuff
- Has difficulty asking questions
- May use gesture to assist communication
- Vocabulary may lack variety
- May be tangential in conversation
- May show frustration
How to help your child with language

In early Primary - Prep to year 3

- Have frequent conversations with your child
- Read a variety of books, read often and talk with you child about the story (use E’s and P’s)
- Help your child focus on sound patterns of words such as those found in rhyming games
- Have your child retell stories and talk about the events of the day
- Talk with your child during daily activities, give directions for your child to follow (eg cooking together) and then swap and ask your child to give you directions
- Talk about how things are alike and different
Book Reading

• Opportunity to explore language for thinking and learning

• Read in the lines – literal comprehension

• Read between and beyond the lines – beyond the literal meaning
Benefits of book reading

• Creates a feeling of closeness
• Connects your child to the world
• Helps your child talk about things that don’t happen every day
• Extends your child’s thinking
• Can be looked at again and again
• Portable – can bring it along
• Provides a foundation for learning to read and write
E’s and P’s: an easy way to promote language for thinking and learning.
From *ABC and Beyond*. Hanen

**Explain**: I think that’s because... Why did they...?

**Experiences**: I remember when... Have you ever...?

**Emotions**: I feel... How do you feel...?

**Evaluate**: I think it would be better if... What do you think...?

**Predict**: I wonder what he/she will do?

**Problem-solve**: I think the best thing to do would be...

**Project**: If I were (Goldilocks) I would... How would you feel if...?

**Pretend**: Let’s pretend that we...
Putting the E’s and P’s into practice with “The Paper Bag Princess”

Experiences
Have you ever wanted to do something that you weren’t supposed to do, just like the dragon did?

Emotions
How do you think the princess felt when the prince criticized her clothes?

Explain
The dragon wants to eat the princess because he is very hungry.

Evaluate
Was it a good idea for the princess to go to the dragon’s cave?

Predict
I think the dragon is going to be very surprised when he comes back the next time.

Pretend
Let’s pretend to be the dragon and the princess and act out the story.

Project
If I saw a dragon sticking his head in my window, I think I would just run away as fast as I could.

Problem-solve
This dragon has kidnapped the prince. How could the princess get him back?


From “ABC and Beyond” E Weitzmann & J Greenberg
How to help your child with language

In Later Primary - Years 4 to 6

- Encourage more detailed conversations using higher level vocabulary eg You’re having another bowl of cereal …you must be *ravenous*!
- Encourage your child to form opinions from what she hears or reads
- Help your child understand and solve problems encountered in reading material; relate what is read to your child’s experiences
- Encourage your child to write letters, keep a diary or write stories.
# 3 Levels of Vocabulary

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Everyday words that don’t usually need to be taught. These are words that a child hears and uses often. Eg: bus, sleep, pretty, wet, fast</th>
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</thead>
<tbody>
<tr>
<td>Tier 2</td>
<td>Words of books Extended vocabulary for ‘rich’ descriptions, important for school language, part of capable language users’ vocabulary. Eg: enormous, melancholy, comical</td>
</tr>
<tr>
<td>Tier 3</td>
<td>Specialist Vocabulary that applies to a specific topic or context; low frequency. Usually taught in subject areas at school. Eg: isotope, photosynthesis, habitat</td>
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Hints for Vocabulary Learning

- When reading, select a Tier 1 word and then think of a Tier 2 word that gives a more specific meaning eg “The glass fell to the floor and broke” could become “The glass fell to the floor and shattered”
- Think of Tier 2 words to describe illustrations eg a facial expression could be delighted, dejected, excited; an object could be described as magnificent, gigantic
- Explain the meaning of new words and where possible show your child the meaning of the word eg “flatten” Use playdough to demonstrate
- Relate the word to your child’s personal experiences and knowledge as well as to other words and situations.
Do speech-language disorders affect learning?

- Speech and language skills are essential to academic success and learning. Children who are competent oral language users and who have larger vocabularies when they start school become more proficient readers.

- Reading, writing, gesturing, listening and speaking are all forms of language.

- Most reading and writing problems are language based.
Reading and Writing Problems

Most are language based:

50 to 60% of children with early speech and language problems have reading problems in the first and second grades.
Key elements of Reading and Writing Success

Print Meaning

• Oral language
• Language comprehension
• Reasoning
• Problem solving
• Story structure (narrative)

Print form

• Print awareness
• Alphabet

Speech sound awareness- Phonological awareness
Phonological Awareness Skills:

Awareness that language is made up of words, syllables and sounds and that these can be manipulated.

As children develop phonological awareness they shift from focusing only on the meaning of a word to focusing on how a word sounds.

Phonological awareness is the strongest predictor of a child’s future reading and spelling ability.
Supporting sound awareness

- Simple songs, books and nursery rhymes.
- Silly nursery rhymes: Humpty Dumpty sat on the floor, Humpty Dumpty ……
- Rhyme names: Sam, ham, bam: Jenny, penny, henny
- Rhyming books eg Dr Seus

- Sounds and names of letters

- Clap out long or difficult to pronounce words into their beats (syllables).
Presenting Difficulties: Phonological Awareness

- Confusion about the difference between letters and sounds
- Difficulty in recognition of the same letters/sounds in different words
- Tends to have difficulty with sound-symbol correspondence, especially vowels and double vowels
- Very slow at sounding out, often forgetting the sounds before getting to the end of the word
- May have difficulty blending sounds together to produce fluent words and may alter the sequence of sounds or syllables. e.g. clamp becomes “camalp”; experiment becomes “exiperment”
Presenting Difficulties: Spelling

- May omit syllables e.g. paradise > perdis
- May omit sounds from consonants clusters, or even add extraneous letters
e.g. stamp > stap    cold > clold
- May omit or substitute vowels from multisyllabic words
e.g. beneath > bnith    orchestra > ochstca
Reading Comprehension

Once children have learnt to read they then read to learn. Good reading comprehension is dependent on good language skills:

- **Lower level Language skills**
  - Vocabulary
    - Depth and breadth
    - Connections
  - Grammar
    - Morphology
    - Syntax

- **Higher Level Language skills**
  - Inferencing
    - Filling in the gaps in text
    - Background knowledge
  - Comprehension monitoring
  - Text Structure knowledge
    - Narratives
    - Informational texts
Conclusion

Reading is a highly complex cognitive process. Many children will learn to read whatever method is used, however, research into effective reading instruction indicates that children benefit from systematic and explicit teaching of each of the following:

1. Oral Language
2. Phonological Awareness
3. Phonics
4. Vocabulary
5. Fluency
6. Comprehension
Referral Procedure

Referral forms are available from the school office and from Tracy Heazlett the learning support teacher.

Once the referral is received at Speechcare our administrative staff forward case history forms to the family organise an initial assessment appointment.