Moreton Bay College Presentation

Staff Meeting 19-05-15
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Clinic located in Carina
Provides clinic and school based services
Jess Watson provides sessions at MBC on Tuesdays and Wednesdays
Prep screening programme
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.

- Involvement in the verification process for Speech Language Impairment
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
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.

Logic will get you from A to B. Imagination will take you everywhere.

Albert Einstein
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**
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.

Not to be confused with:

**Phonemic Awareness** which is a subset of phonological awareness and is the ability to focus on the separate individual sounds in words, the phonemes.

or

**Phonics** which refers to the relationship between individual sounds (phonemes) and the letters that represent them (graphemes).
Phonological Awareness

• Is the most stable and robust predictor of early reading achievement (Lonigan, Burgess & Anthony 2000; Ehri et al. 2001; Catts et al. 2001)

• Is needed in early literacy instruction so that children can ‘tune into’ sounds and link them with letters

• Develops according to a continuum or hierarchy
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 > perdise
- 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
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
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
### 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>
</table>
| **Tier 2**              | Words of books
                         | Extended vocabulary for ‘rich’ descriptions, important for school language, part of capable language users’ vocabulary
                         | Eg: enormous, melancholy, comical |
| **Tier 3**              | Specialist Vocabulary that applies to a specific topic or context; low frequency.
                         | Usually taught in subject areas at school
                         | Eg: isotope, photosynthesis, habitat |
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 the children the meaning of the word eg Use playdough to demonstrate the word “flatten”.

- Relate the word to the child’s personal experiences and knowledge as well as to other words and situations.
Visualising and Verbalising

Bell, Nanci, “Visualising and Verbalising for Language Comprehension and Thinking”
Academy of Reading Publications CA 1986

A programme that assists
• Reading and oral comprehension
• Expressive language skills
• Descriptive skills
• Narrative and written expression
• Critical thinking

Most useful with students from year 4 onwards and those who are accurate readers with low reading comprehension skills.

“It is impossible even to think without a mental picture”
Aristotle 348 B.C.
You know how sometimes we listen to something the teacher says or reads and we can’t remember it well. Has that ever happened to you? This is what happens, the words go in one ear and out the other!

But if you make a picture of the words in your brain, an image, then the words will stay in your head like pictures. This will help you remember what you read or hear. So you will picture, or visualise, and then you will talk about or verbalise those pictures in your head.
Structure Words

What

Size

Colour

Number

Shape

Where
Structure Words - continued

Movement

Mood

Background

Perspective

When

Sound
Some Visualising /Verbalising activities

*Picture to Picture Imaging*

**Objective:** The student will be able to give a detailed verbal description of a simple picture.

**Steps**
1. The student verbally describes a simple, coloured picture that the teacher/parent can’t see. The teacher/parent questions with choice and contrast to develop and refine verbalising e.g. Was it a big boat or a little boat? Was it a ship or a row boat?
2. The student checks through the structure words, quickly reverbalising what they saw for each one
Visualising / Verbalising activities continued

3. The teacher/parent summarises, saying, “Your words made me picture…….” (Keep the summary positive!)

4. The teacher sees the picture and discusses it with the student. For elements that the student has not described the teacher says “I did not see the………” or “I didn’t picture that the girl had curly hair” not “You didn’t tell me that the girl had curly hair”
Word Imaging
Objective: The student will be able to visualise and verbalise, with detail, a single word
1. Give a word to the student that is a noun which is familiar and high in imagery. The student is to describe the word using the visualising and verbalising structure words.
2. The teacher/parent questions specifically with choice and contrast to develop detailed imagery e.g. Is it a skinny cat or a fat cat?
3. The teacher/parent summarises by saying “Your words made me picture…”
Visualising /Verbalising activities continued

Fantasy Imaging
1. Begin with a known noun image and interact to create a fanciful humorous image e.g. Say, “I see the elephant wearing a top hat with a yellow daisy sticking out of it”
2. Encourage students to create their own fantasy images

For students who have difficulty imaging...
1. Get the student to look at an object, close their eyes and then recall and describe the image OR
2. Get the student to recall, image and describe something personal but simple e.g. a pet, toy
3. The teacher/parent gives a verbal summary using the phrase “Your words made me picture…….”
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
Useful treatment approaches

• ELF
• UQ PAL
• Lindamood
  Lindamood Phonemic Sequencing
  Visualising and verbalising
• Reading Doctor
Useful Websites

www.loveandreilly.com.au
www.phonologicalawareness.org
www.decd.sa.gov.au
www.fcrr.org/for-educators
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.