

## Language Support Model

### Document 7



## DEVELOPMENT OF THE LANGUAGE SUPPORT MODEL:

### for Teachers

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## **DEVELOPMENT OF THE SUPPORT MODEL**

### **The Research Basis**

The Support Model as described was developed through three research projects. They were concerned with children aged 6 – 11 years attending mainstream schools who all had the same type of difficulty: a ‘primary’ language impairment that is not attributable to hearing, cognitive or environmental features, or to any other known causal factors. Around 6% of children overall have this sort of difficulty.

The first project, entitled *'A Randomised Controlled Trial and Economic Evaluation of Direct Versus Indirect and Individual Versus Group Modes of Speech and Language Therapy for Children with Primary Language Impairment'* was carried out between 2002 and 2005, was funded by the NHS National Co-ordinating Centre for Health Technology Assessment. This was a study of language intervention carried out by SLTs or assistant SLTs in schools. A lot of intervention was given, around 20 hours per child in total, carried out three times a week for up to 16 weeks. This was successful in significantly improving the expressive language (talking) of the children in the project as a group. (There is no publication as yet – this will be added.)

The second project, entitled *A Survey And Cohort Intervention Using Indirect Speech And Language Therapy For Children With Primary Language Impairment In Schools* was funded by the West of Scotland Research and Development (WoSRaD) Partnership and ran in 2003 – 2004. It again carried out language work, using the same language games and activities as the first project with the same sort of children. In this study however the language activities were carried out by education staff, including class teachers, assistants and learning support teachers. It did not show the same significant group changes in language as the first project, perhaps because the amount of time the children spent on language activities was very varied. But many teachers found the language work useful, and helpful for children. The results of this study can be obtained from Dr Mary Fraser (PhD), R&D Manager, Forth Valley Primary Care Operating Division, Red Lodge, Old Denny Road, Larbert, FK5 4SD, tel. 01324 574305; fax. 01324 562367; e-mail [mary.fraser@fvpc.scot.nhs.uk](mailto:mary.fraser@fvpc.scot.nhs.uk).

The third project entitled *The Development and Validation of Materials for Use by Classroom Teachers Working with Children with Primary Language Impairment* carried out in 2004 – 2005 was again funded by WoSRaD. It involved classroom teachers who had been involved in project two in revising the Support Model into a more ‘classroom friendly’ approach. This version explained the requirements for the resources, time and materials needed to carry out language support, and clarified the roles of the people involved. This was then presented to teachers who were new to the model, but who had experience of working with SLTS and

children with primary language impairment, who made further revisions. (The current project – no publication as yet.) The aim is to provide a useful resource for teachers working with SLTs to help children with language impairments in class.

### **Limits of the Language Support Model**

The support model has been developed for children with primary language impairment, and has not been tried out with children with other types of speech, language or communication difficulty. It is designed to be used by teachers and SLTs working in partnership. It deals only with the classroom intervention process – it does not consider the other levels at which SLT services and Education authorities interact to determine need or plan services. The documents are introductory and are intended to supplement discussion and consultation across professions, but are not intended to stand alone as intervention guides.

Because of NHS principles of confidentiality and ‘duty of care’, SLTs cannot advise on other children who have not been formally referred, nor act without parental agreement, nor involve a child in demonstrating activities to teachers or others who are not directly involved with the child.

The Language support Model assumes that language teaching may be undertaken by teachers in consultation with SLTs, but without further training. This is to meet the practical demands of ‘getting on with’ language teaching, and the logistical problems of organising training for the large numbers of people involved. Nonetheless any training opportunities on the use of the Support Model would be a useful addition, and services may want to organise these where possible.

### **LINKS WITH THE 5 - 14 CURRICULUM**

The Language Support Model fits into the Scottish 5 – 14 Listening and Talking Curriculum English Language Curriculum Strands,

Listening: each strand except ‘Genre’.

Talking: each strand except ‘Talking about Text’. Teachers would also have to adapt the Model to group work if ‘Talking in Groups’ is to be covered, and also ‘Audience Awareness’ (where Comprehension Monitoring can encourage clarification)‘.

The Model could also fit in with children's Personal Learning Plans (PLPs) in some cases, for example where a child chooses which aspects of the Comprehension Monitoring they wanted to concentrate on in a particular week, or which of their language targets (such as a new word) to learn.

## **THE ROLE OF PARENTS**

Parents needed **information** about the work going on in school, and some may want to **try things** out to reinforce language learning.

### **Information for Parents**

Parents will have agreed to their child being within the Support Model, and linking the reasons for the language activities to their aims for their child (such as talking in the playground or understanding in class) can be helpful.

Parents are formally contacted and given information three times around the Support Model:

**1** Parents will have had contact with the SLT before the Support Model starts, usually following a referral and will have agreed to an assessment. To follow NHS guidelines, parents will have to agree also that their child will take part in the Language Support Model. This contact gives a good opportunity to discuss how the model can provide an effective way of learning, as activities in class can fit into school work and how the SLT is involved in teamwork, although they will not see the child every week.

**2** After the target setting meeting (Meeting 2), a letter will go from the SLT service to parents. This can follow a template that says what targets have been set, what programme of activities is planned in class, what will happen next and when targets are to be reviewed. Parents can be invited to see a session if possible, and to contact the school or SLT if they have questions. Importantly, they should be encouraged to talk to their child about what activities they are doing, and how they should help.

**3** After the target review meeting (Meeting 3), a similar letter will be sent updating language targets and explaining progress.

## Trying - out Language Activities

Where a teacher feels it to be appropriate and parents would like it, language materials can be sent home for parents to practise with the child. Activities and worksheets that the child can already do and feels secure about should be sent, so that language practice is successful. This allows the child to display competence, and celebrate success.

## LIST OF PUBLISHED MATERIALS

Published materials that were available for research projects one and two are listed, with publishers' addresses and contacts. Many also have websites, and it is worth searching for an up to date version.

..... Black Sheep Press. **Concepts in Pictures 1 – 11.** Black Sheep Press, 67 Middleton, Cowling, Keighley, West Yorkshire, BD 22 0DQ. 01535 631346

..... Black Sheep Press. **Language in Pictures 1 – 11.** Black Sheep Press, 67 Middleton, Cowling, Keighley, West Yorkshire, BD 22 0DQ. 01535 631346

..... Black Sheep Press. **Pragmatics/Semantics 1 – 2.** Black Sheep Press, 67 Middleton, Cowling, Keighley, West Yorkshire, BD 22 0DQ. 01535 631346

..... Black Sheep Press. **Words in Pictures 1 – 5.** Black Sheep Press, 67 Middleton, Cowling, Keighley, West Yorkshire, BD 22 0DQ. 01535 631346

..... LinguiSystems. **100% Concepts.** LinguiSystems Inc, 3100 4<sup>th</sup> avenue, East Moline, IL 61244, US. 1-800-776-4332

..... Winslow Press. **Language Fun Decks.** Winslow Press, Goyt Side Road, Chesterfield, Derbyshire, S40 2PH. 0845 921 1777

..... Winslow Press. **Say and Do Vocabulary Game Boards.** Winslow Press, Goyt Side Road, Chesterfield, Derbyshire, S40 2PH. 0845 921 1777

Bigland, S., and Speake, J. **Semantic Links.** STASS Publications 44 North Road Ponteland Northumberland. 01661 822316

Bigland, S., Thomas, H. and Speake, J. **Cambridge Language Activity File.** STASS Publications 44 North Road Ponteland Northumberland. 01661 822316

Bracken, B. **Bracken Concept Development Program.** Harcourt Assessment, 32 Jamestown Road, London, NW1 7BY, 01865 888188

De Gaitano, J. **Developing Receptive and Expressive Language Skills in Young Learners.** Great Ideas for Teaching Inc., PO Box 444, Wrightsville Beach, NC 28480, US.

DeNinno, J. and Gill, K. **Say and Do Grammar Game Boards.** Winslow Press, Goyt Side Road, Chesterfield, Derbyshire, S40 2PH. 0845 921 1777

Hunt, L., Lewis, S. and Papier, T. **Mystifying Metaphors and Smiley Similes.** Bird Art, 3 Lansdowne Crescent Lane, Worcester, WR 3 8JG. 01905 20596

Jeffries, J. and Jeffries, R. **Auditory Processing Activities.** ECL Publications, PO Box 26, Youngtown, Arizona 85363, US. (623) 974-4560

Jeffries, J. and Jeffries, R. **Practical Language Activities.** ECL Publications, PO Box 26, Youngtown, Arizona 85363, US. (623) 974-4560

Lewis, S. and Papier, T. **Reversible Verbs.** Bird Art, 3 Lansdowne Crescent Lane, Worcester, WR 3 8JG. 01905 20596

Lewis, S. and Papier, T. **Talking Semantics.** Bird Art, 3 Lansdowne Crescent Lane, Worcester, WR 3 8JG. 01905 20596

Martin, L. **Think it, Say It.** Harcourt Assessment, 32 Jamestown Road, London, NW1 7BY, 01865 888188

Mulder, C. **Dotbot Sequencing Activities.** ECL Publications, PO Box 26, Youngtown, Arizona 85363, US. (623) 974-4560

Rhodes, A. **Rhodes to Language.** STASS Publications 44 North Road Ponteland Northumberland. 01661 822316

Semel, E. and Wiig, E. **Clinical Language Intervention Program: Morphology Worksheets.** The Psychological Corporation, Harcourt Assessment, 32 Jamestown Road, London, NW1 7BY, 01865 888188

Semel, E. and Wiig, E. **Clinical Language Intervention Program: Semantic Worksheets.** Harcourt Assessment, 32 Jamestown Road, London, NW1 7BY, 01865 888188

Semel, E. and Wiig, E. **Clinical Language Intervention Program: Syntax Worksheets,** Harcourt Assessment, 32 Jamestown Road, London, NW1 7BY, 01865 888188

Shanks, B. and Rippon, H. **Speaking and Listening Through Narrative.** Black Sheep Press, 67 Middleton, Cowling, Keighley, West Yorkshire, BD 22 0DQ. 01535 631346

Toomey, M. and Christy-Pallo, S. **From Sentence to Narrative.** Circuit Publications, PO Box 1201, Marblehead, Mass. 01949, US.

Toomey, M. and Christy-Pallo, S. **Talking in Sentences.** Circuit Publications, PO Box 1201, Marblehead, Mass. 01949, US.

**Published Language Games Available for Project.**

..... Big Leap Designs. **Names and Descriptions.** Big Leap Designs, PO Box 754, Canterbury, Kent, CT 2 7FY 01227 479883.

..... Pro-ed Inc. **How do you ...?** Pro-ed Inc., 8700 Shoal Creek Boulevard, Austin, Texas, 78757 (800) 897 3202. From: Winslow Press, Goyt Side Road, Chesterfield, Derbyshire, S40 2PH. 0845 921 1777

..... Pro-ed Inc. **Where do you ...?** Pro-ed Inc., 8700 Shoal Creek Boulevard, Austin, Texas, 78757 (800) 897 3202. From: Winslow Press, Goyt Side Road, Chesterfield, Derbyshire, S40 2PH. 0845 921 1777

..... Pro-ed Inc. **Where is it?** Pro-ed Inc., 8700 Shoal Creek Boulevard, Austin, Texas, 78757 (800) 897 3202. From: Winslow Press, Goyt Side Road, Chesterfield, Derbyshire, S40 2PH. 0845 921 1777

..... Pro-ed Inc. **Why do you ...?** Pro-ed Inc., 8700 Shoal Creek Boulevard, Austin, Texas, 78757 (800) 897 3202. From: Winslow Press, Goyt Side Road, Chesterfield, Derbyshire, S40 2PH. 0845 921 1777

..... Pro-ed Inc. **Who is it and What are they Doing?** Pro-ed Inc., 8700 Shoal Creek Boulevard, Austin, Texas, 78757 (800) 897 3202. From: Winslow Press, Goyt Side Road, Chesterfield, Derbyshire, S40 2PH. 0845 921 1777

Armstrong, S. **The Great Game Pack,** STASS Publications, 44 North Road, Ponteland, Northumberland. 01661 822316