

## Language Support Model



### Introduction

#### PLEASE READ THIS FIRST

#### THE ORIGINS OF THIS RESOURCE PACK

There are seven documents that comprise this resource pack. They were written for teachers who are working with speech and language therapists (SLTs) to support children in mainstream primary schools who have language difficulties with no known cause (primary language impairment).

The materials were developed as a result of two research studies:

- McCartney, E., Boyle, J., Ellis, S., Turnbull, M. and Bannatyne, S. (2004). *A survey and cohort intervention using indirect speech and language therapy for children with primary language impairment in schools*. Final Report to the West of Scotland Research and Development Consortium. July, 2004. Available from Elspeth McCartney, Speech and Language Therapy Division, Educational and Professional Studies Department, University of Strathclyde, Glasgow, G13 1PP

and

- McCartney, E., Ellis, S., Boyle, J., Turnbull, M. and Kerr, J. (2005). *The development and validation of materials for use by classroom teachers working with children with primary language impairment*. Final Report to the West of Scotland Research and Development Consortium. November, 2005. Available from Elspeth McCartney, Speech and Language Therapy Division, Educational and Professional Studies Department, University of Strathclyde, Glasgow, G13 1PP.

Both research studies were funded by the Chief Scientist Office Priorities and Needs Programme, the first via the West of Scotland Research and Development (WoSRaD) Consortium, carried out by the University of Strathclyde and Forth Valley Primary Care Trust; and the second via the Ayrshire & Arran - Forth Valley Primary Care Trusts Partnership, carried out by the University of Strathclyde, Forth Valley PCT and Ayrshire & Arran PCT. The opinions and conclusions expressed here and in these reports are those of the authors and do not necessarily reflect those of the funding bodies.

## **THE AIMS OF THIS RESOURCE PACK**

This resource pack aims to support teachers and other education staff who are carrying out language activities in the classroom with children with primary language impairment, and who are working in partnership with an SLT. It gives information in principle, and supports SLT-classroom teams in planning what language activities are to take place and in monitoring that they do take place.

An extensive list of potentially useful language activities can be accessed by following the same pathway as led to this site, and accessing [The Therapy Manual](#). Some language activities listed can be carried out using equipment readily available in the classroom, others use published materials that can be freely photocopied and can be maintained by a school or school library service. A list of such materials and the relevant publishers appears in [The Therapy Manual](#).

There are no suggestions within this resource pack about the assessment of a child's strengths and difficulties, or about how to set language targets, or when to move on to new targets. These are decisions that require the relevant expertise of the professional team, and particularly the SLT. The pack aims to be useful after a decision has been taken that language activities are to be carried out by classroom staff, and about the areas language that are to be covered.

## **THE RESOURCE PACK DOCUMENTS**

The seven documents that comprise this resource pack are:

### **Document One: Introduction to the Language Support Model.**

This document details the meetings and information exchange that need to take place in order to plan language support and monitor that language learning activities are taking place. This document should be read first.

### **Document Two: Creating a Communication Friendly Classroom.**

This document gives information on ways of communicating that are thought to help children with language disorders within their classrooms. Factors relevant to an individual child are to be highlighted by the SLT, but this information should also be useful for many children who do not have language disorders.

### **Document Three: Monitoring Comprehension**

This document gives information on how children can monitor their own comprehension of language, and decide whether they think they have understood or require further clarification. This information should also be useful for many children who do not have language disorders.

#### **Document Four: Principles of Vocabulary Development**

This document is designed for classroom staff working with children who have a current language target concerning the learning of new words. The information may also be of general use with other children.

#### **Document Five: Principles of Grammar**

This document is designed for classroom staff working with children who have a current language target concerning the use of sentences and grammar markers. The information may also be of general use with other children.

#### **Document Six: Principles of Oral Narrative Development**

This document is designed for classroom staff working with children who have a current language target concerning the development of spoken story telling. The information may also be of general use with other children.

#### **Document Seven: Development of the Language Support Model**

This document gives further information on the research studies that led to the development of this language support model, for the general interest of all staff.

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