Elklan CIC in conjunction with The Communication Trust, Open College Network and AFASIC

Building a communication friendly school

Abstract:

Background:
Schools are reporting more children with speech, language and communication need (SLCN) and less specialist support readily available to meet that need. Training staff already working in the school has to be part of the solution and building schools which are communication friendly is a priority.

Aim:
To devise, pilot and evaluate a five step model to enable whole schools to receive Communication Friendly Status.

Methods and procedures:
Schools were grouped together based on locality and Elklan tutors (who are speech and language therapists) delivered two training courses, a) Speech and Language Support in the Classroom to two teaching assistants from each school and b) 'Speech and Language Support for Communication Friendly Schools' to the Special Educational Needs Coordinator (SENCO) and a teacher from each school. The teacher and SENCO cascaded a short training programme, 'Communication Counts' to all the staff in their school including dinner supervisors, admin staff etc. The SENCO and teacher completed an audit of their school. Peer review ensures that the school are implementing the strategies and policies as outlined in their audit. The Elklan tutor spot checks these peer audits. Open College Network accreditation is then awarded to successful schools and reviewed every three years.

Outcomes and results:
78 schools across the UK have a resource of trained staff both at teaching assistant and teacher level in SLCN.
141 teaching assistants in 78 schools have achieved a level 3 qualification, 2 have achieved at level 2.
156 SENCO's/teachers have achieved OCN accreditation at level 4.
1154 education and ancillary staff in the 78 schools have received information via Elklan's 'Communication Counts' course.
Pre and post confidence measures of the teachers and the teaching assistants were taken.
58% of teaching assistants rated themselves as being extremely confident in supporting children with SLCN post-training compared to 2% pre training.
91% of SENCO's/teachers now rate themselves as confident or very confident in training and supporting staff in the school to implement key strategies to support children's speech, language and communication.
74% of teaching assistants, after using the strategies taught with children and recording their response, rated all of them as either effective or very effective.

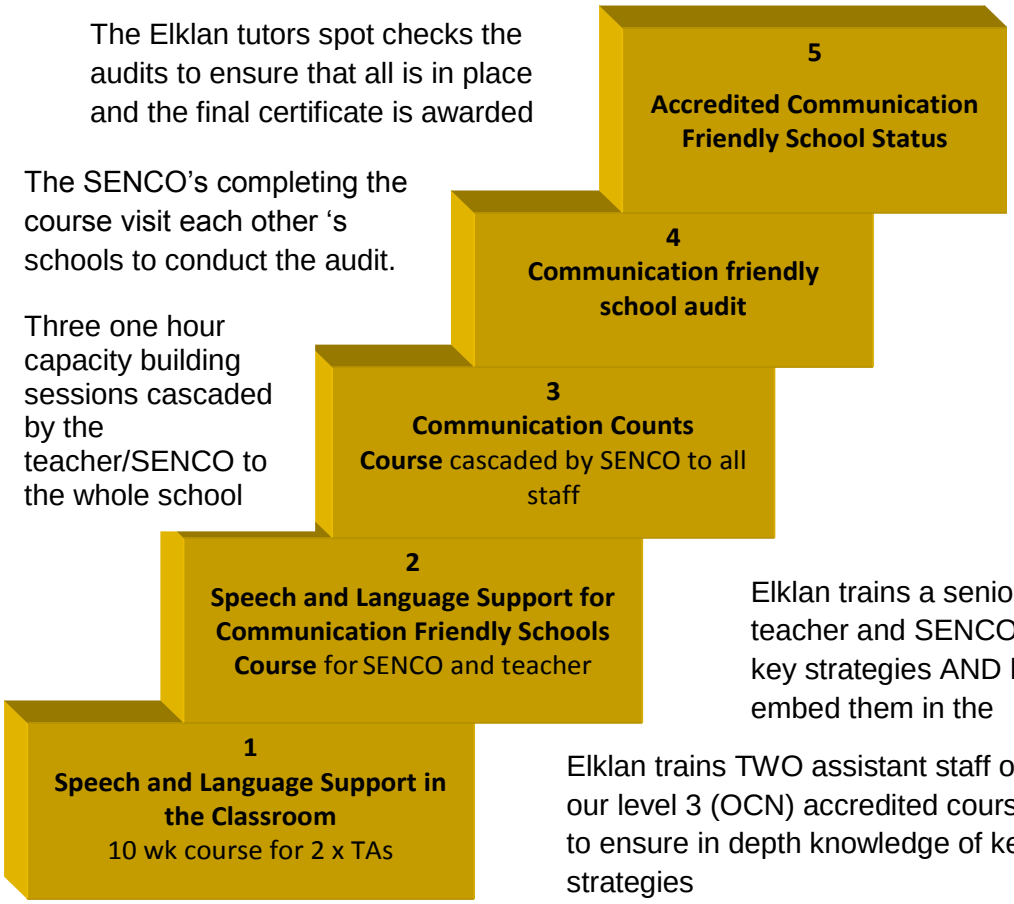
The detail of these ratings is contained in the body of the report.

The Model:

The Elklan tutors spot checks the audits to ensure that all is in place and the final certificate is awarded

The SENCO's completing the course visit each other 's schools to conduct the audit.

Three one hour capacity building sessions cascaded by the teacher/SENCO to the whole school



Elklan trains a senior teacher and SENCO in key strategies AND how embed them in the

Elklan trains TWO assistant staff on our level 3 (OCN) accredited course to ensure in depth knowledge of key strategies

Step 1 Content

- What is communication?
- Understanding non-verbal communication, listening, attention and using visual strategies
- Developing memory skills
- Modifying adult's speech to help a child understand language
- Understanding beyond simple sentences.
- Encouraging expressive language
- Promoting effective communication & social skills
- Supporting children with unclear speech
- Linking speech with language and literacy
- Management of stammering and application of strategies learnt.

Step 2 Content

- Covers key information taught to assistants AND includes how to embed practice
- 5 **ITEMS** are covered
    1. **I**nteraction
    2. **T**hinking about questions
    3. **E**mbedding vocabulary
    4. **M**ake it visual – including narrative and story grid
    5. **S**peak Out

Step 3 Content

- Key strategies from the 5 ITEMS in step 2.

1. Why did we undertake the project?

National picture.

In John Bercow's review of services for children and young people with speech, language and communication needs published in July 2008 the following recommendations were made:

- That the Government ensures good quality training such as that provided through the IDP is available to everyone in the children's workforce, including health and education professionals, to develop their skills in relation to SLCN.
- That more and better joint working is promoted between services.

ICAN's report 'The Cost to the Nation of Children's Poor Communication'[i] states that upwards of 50% of children are starting school with poor language skill. This means that in some areas of social deprivation over 15 students in every classroom. The incidence of children with a long term, persistent speech, language and communication need is 10% of the school population. This means one in ten children has severe speech and language difficulties and needs long term support.[ii] 2.7 million children are affected by speech, language and communication needs.

Research by Bird, Bishop and Freeman (1998) has demonstrated that a child who has persistent speech and language difficulties beyond the age of 5 ½ years then is at risk of developing additional literacy problems.[iii]

These drivers have been part of the reason why Elklan CIC decided to develop the accredited communication friendly schools status in conjunction with Elklan, AFASIC and the Open College Network, South West Region (OCNSWR) with funding to pilot the model from the Government via The Communications Trust .

Elklan along with Elklan CIC and in partnership with OCN has been working in the field of delivering accredited training via local speech and language therapy services for the past 12 years. We have seen an increasing demand for robust training to enable staff to support children at waves 1, 2 & 3 with effective and practical strategies as the support from outside agencies has diminished.

The Elklan CIC project was therefore undertaken to ensure the following outcomes

- To increase the knowledge and competence of teaching assistants in developing children with SLCN. This will be achieved by using the OCN accredited Elklan 'Speech and Language Support in the Classroom' course.
- To enable SENCOs and teachers to understand the challenges facing children with SLCN and to learn new strategies for managing them in their school. They will by completing the OCN level 4 accredited course 'Speech and Language Support for Communication Friendly Schools'.
- To give the SENCO and teacher training materials and support to cascade key principles and strategies to all school staff to enable them to support children with

- SLCN more effectively. This will be achieved through providing them with the Elklan training course 'Communication Counts'. This is not accredited.
- To raise the profile of speech and language issues within the school and have them targeted on the school's delivery and action plans. This cannot be reported on until all the audits are complete in September 2012.
- To raise the profile of speech and language issues within the school.
- To produce, in consultation with AFASIC, an effective audit tool. This will be reported on in September 2012.
- To award successful schools with a Communication Friendly School certificate and a Communication Friendly School logo. (September 2012)
- Taward Open College Network South West accreditation to all successful participants including accreditation of each setting/school.

2. What were the main activities undertaken?

The main activities undertaken were:

1. Recruitment of existing Elklan tutors to run the project. The timescale for this was very short with the money not being released until April 2011. The Elklan tutors were all recruited by the middle of May 2011. The project areas were across the UK from Cornwall to Bolton.

2. The Elklan tutors then recruited primary schools from a local cluster with a target of recruiting 8 schools in each of the 11 project areas. Because of the very short time frame the total number of schools recruited was 78.

3. Delivering Elklan level 3 accredited training course, 'Speech and Language Support in the Classroom' in each project area to 2 teaching assistants from each school. This ran for two hours a week over 10 weeks.

4. Delivering Elklan level 4 accredited training course 'Speech and Language Support for Communication Friendly Schools' to one teacher and the SENCO from each school. This ran over 3 ½ days in the Autumn and Spring terms.

5. Providing training and support materials to the teacher and SENCO to equip them to deliver the 'Communication Counts' course to the whole school including support and ancillary staff. This ran over 3 x 1 hour staff meetings.

6. Evaluation of the project.

3. What evidence is there of the impact on parents and their families?

This was not a target of the project and was therefore not the qualitative data references parents noting a change in the children as a direct result of applying the strategies.

'One member of staff has used the Word Wise Whizz and parents recently commented on how they were surprised at the vocabulary their child was using.' Debbie Neale and Patricia Hazell, Essex

4. What evidence is there of the impact on the workforce?

Outputs of the whole project.

- 78 schools across the UK have a resource of trained staff both at assistant and a teacher level who can continue to offer support and advice in the future.
- 141 teaching assistants in 78 schools have achieved a level 3 qualification on the Elklan Open College Network South West Region (OCNSWR) 'Speech and Language Support in the Classroom' course. A further 2 assistants have achieved at level 2 on the same programme.
- 156 SENCO's/teachers have achieved OCN accreditation at level 4 through successfully completing Elklan's, 'Speech and Language Support for Communication Friendly schools' course. This comprised five of the core elements or ITEMS of the course taught to the teaching assistants namely:

    - **I**nteraction
    - **T**hinking about questions
    - **E**xtending vocabulary
    - **M**ake it visual
    - **S**peak out

- The training was held over 3 ½ days and focused on presenting the material and feedback from the staff regarding the implementation of the ITEMS in their setting.
- 1154 education and ancillary staff in the 78 schools have received information via Elklan's 'Communication Counts' course. This training programme was delivered by the teacher and SENCO in the autumn and spring terms in their school. This takes the most important information from the full course programme and gives them all they need via PowerPoint, written information and posters to cascade the training to ALL staff, teaching, ancillary and support in the whole school.
- We now have a route into a cluster of schools to enable more training programmes to be promoted and delivered in the future.
- We have raised the profile of communication as an issue within the school through the 'Communication Friendly School audit' which is part of the teacher and SENCO level 4 portfolio of evidence. The audit is comprised of:
    a) **The schools communication policy** which all staff need to sign to ensure compliance. This includes essential training in communication for existing and new staff, referral routes for speech and language therapy and an on-going record of evidence to ensure continue implementation of the policy.
    b) **School support for communication** ensuring the communication needs of the children are known at school entry through liaison with the parents/carers. Once in school children with SLCN are identified and smooth transition occurs through maintaining and exchanging up to date and accurate records. Visual support systems are used throughout the school to assist children with SLCN.

c) **Teacher support for communication.** Staff are able to differentiate tasks for children with SLCN and are equipped with strategies to do this effectively. This is measured through completion of an observation schedule undertaken by a visiting SENCO, from the group of schools who are part of the project, who assesses the use of key strategies in two classrooms in the school.

2. We have produced an established an evidenced product, 'Elklan Communication Friendly Schools status' which can be marketed via our extensive network of Elklan tutors to other schools and local authorities.

Outcomes

The outcomes from the first three parts of the project are reported on here, the final steps of completion of the the school audit and schools receiving OCN accreditation will be reported on in September 2012 as all the evidence for this will not be available until the end of next term.

A) Outcomes for the teaching assistant training (Step1)

The participants all completed the Elklan (OCNSWR) level 3 course, 'Speech and Language Support in the Classroom'. Before the training commenced they each completed a questionnaire which measured their confidence levels in supporting children with a range of different communication difficulties. They then rated their confidence levels again following completion of the training programme.

The results show that the TA's reported increased confidence in all the parameters measured namely:

- Identifying speech, language and communication need
- Identifying non-verbal communication skills
- Identifying children who have difficulties with their speech, language or communication.
- Supporting children's attention to a task.
- Helping children to work independently
- Helping children name new vocabulary
- Helping children understand instructions and conversations.
- Differentiating the language they use with children with SLCN.
- Develop children's taking skills
- Develop language in a socially skilful way
- Supporting a child with unclear speech

Participants were taught skills to develop all these aspects in the training programme and so an increased confidence is as a result of the TA's now having the practical skills and knowledge to support the children.

The knowledge and skills TA's have acquired as a result of completing the programme are:

- An understanding of the nature of speech, language and communication difficulties and how to identify these in children.
- An understanding of how attention and listening skills develop and strategies to support children with attention and listening difficulties.

- An understanding of the nature of receptive language difficulties and specific strategies used to develop this, namely:
    -

    - Using Information Carrying Words (ICW's from the Derbyshire language Scheme).
    - Using the Language for Learning Model (Blank).
    - Using non-verbal communication to support understanding
    - Using a linguistic concept checklist and knowing how to generalise the learning of a concept.
- Knowing how to support the development of memory and vocabulary through using:
    - Mind maps™
    - Semantic networks.
    - Attribute webs.
    - Spidergrammes.
- Knowing how to support children's narrative development through using story grids.
- Why it is important to provide a good model of expressive language for children to copy and how to model effectively.
- Knowing the principles of good interaction and the strategy of waiting for children to respond before asking another question. Participants have been taught skills enabling them to implement the good interaction strategies.
- Knowing how to use peer interaction to support children with social communication need.
- How to support a child who stammers in the classroom.
- An ability to deconstruct an activity and asses the different language skills needed to complete the task and to then know which support strategies learned will help the child with the different aspects of the activity.

The evidence for the application of some of these skills is included in the impact on the children because the evidence to demonstrate increased skill level was measured by looking at how the children responded to the new strategies participants had learned.

Summary

The before and after measures show increased confidence in all the parameters assessed many rating themselves as confident or extremely confident on these post training. Participants acquired a range of skills and increased knowledge in strategies to support children with SLCN all of which were proved to be effective by measuring impact on the children. See pages 25-36.

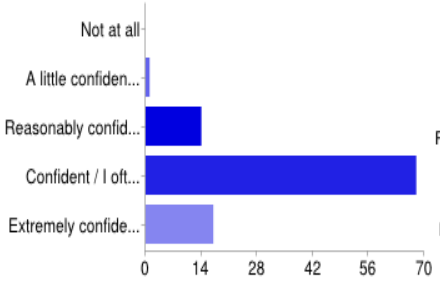
Teaching assistants pre and post measures

A questionnaire devised by Sandwell SLT Dept, Evaluating the change in confidence levels following completion of the training course was used with the learners before they began the training and afterwards. The results on all the parameters assessed are detailed here:

1. **Confidence in describing the difference between speech, language and communication.**

84% of participants are more confident in describing the difference between the terms 'speech', 'language' and 'communication' post training compared to only 10% pre course. Increased insight into the condition will mean staff will find it easier to identify children with SLCN and plan effective strategies to support them.

Pre-course



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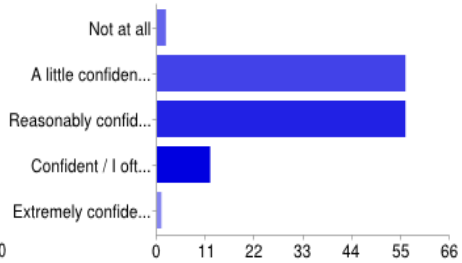


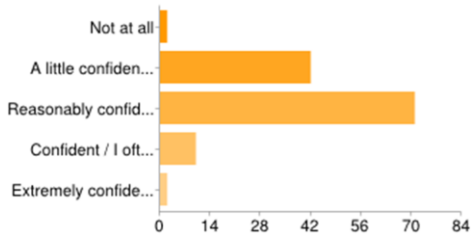
Confidence levels	No of respondents	%
Not at all	**2**	2
A little confidence	**56**	43
Reasonable confident	**56**	43
Confident	**12**	9
Extremely confident	**1**	1

Confidence levels	No of respondents	%
Not at all	**0**	0
A little confidence	**1**	1
Reasonable confident	**14**	14
Confident	**68**	67
Extremely confident	**17**	17

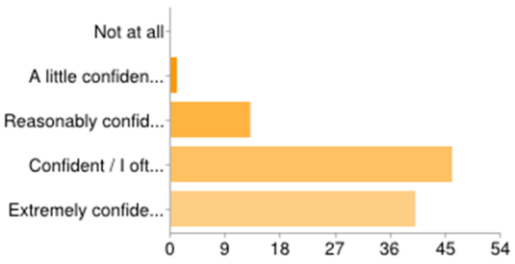
2. **Confidence in identifying a child's non-verbal communication skills**

86% of participants are now confident/extremely confident in identifying children's non-verbal communication skills post training compared to only 10% being this confident pre training.

Pre-course:



Post course



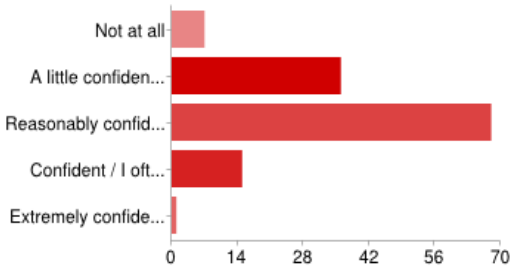
Confidence levels	No of respondents	%
Not at all	**2**	2
A little confidence	**42**	32
Reasonable confident	**71**	55
Confident	**10**	8
Extremely confident	**2**	2

Confidence levels	No of respondents	%
Not at all	**0**	0
A little confidence	**1**	1
Reasonable confident	**13**	13
Confident	**46**	46
Extremely confident	**40**	40

3. Confidence in identifying children who have difficulties with their speech, language or communication.

81% of participants are now confident/extremely confident in identifying children who have difficulties with their speech post training compared to only 10% being this confident pre course.

Pre course



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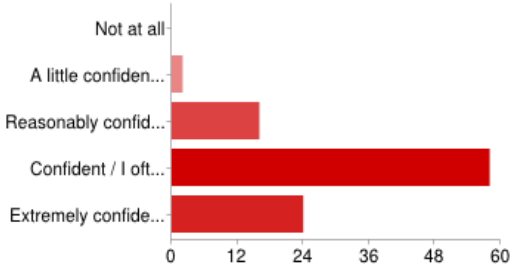


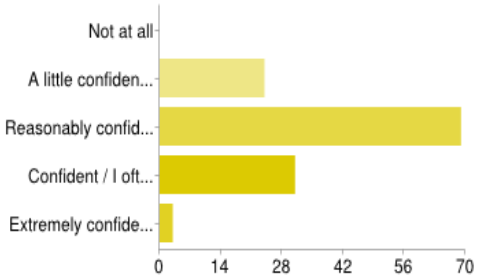
Confidence levels	No of respondents	%
Not at all	**7**	5
A little confidence	**36**	28
Reasonable confident	**68**	52
Confident	**15**	12
Extremely confident	**1**	1

Confidence levels	No of respondents	%
Not at all	**0**	0
A little confidence	**2**	2
Reasonable confident	**16**	16
Confident	**58**	57
Extremely confident	**24**	24

4. Confidence in supporting children's attention to a task.

91% of participants are now confident/extremely confident in supporting children's attention to a task post training compared to only 26% being this confident pre course

Pre course



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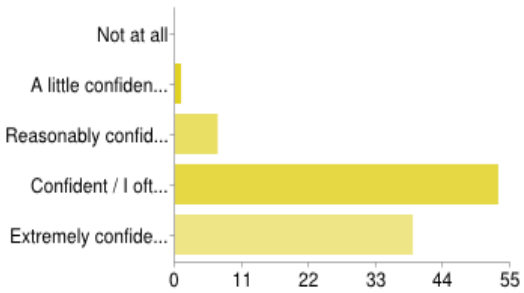


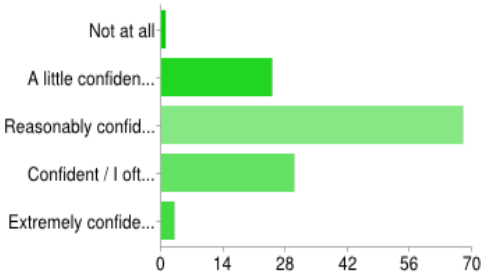
Confidence levels	No of respondents	%
Not at all	**0**	0
A little confidence	**24**	18
Reasonable confident	**69**	53
Confident	**31**	24
Extremely confident	**3**	2

Confidence levels	No of respondents	%
Not at all	**0**	0
A little confidence	**1**	1
Reasonable confident	**7**	7
Confident	**53**	52
Extremely confident	**39**	39

5. Confidence in supporting children's ability to work independently.

91% of students are confident/extremely confident in supporting children's ability to work independently post training compared to only 25% being this confident pre course

Pre-course



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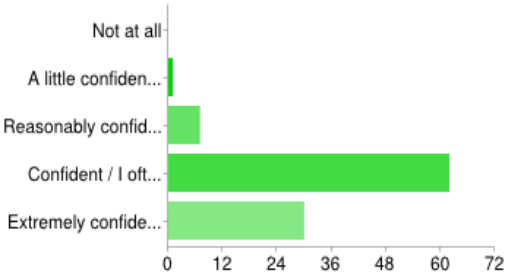


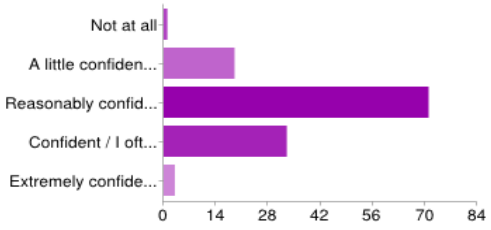
Confidence levels	No of respondents	%
Not at all	**1**	1
A little confidence	**25**	19
Reasonable confident	**68**	52
Confident	**30**	23
Extremely confident	**3**	2

Confidence levels	No of respondents	%
Not at all	**0**	0
A little confidence	**1**	1
Reasonable confident	**7**	7
Confident	**62**	61
Extremely confident	**30**	30

6. Confidence in supporting children's ability to remember tasks and instructions.

89% of TA's are confident/extremely confident in supporting children's ability to remember tasks and instructions post training compared to only 27% being this confident pre course

Pre course



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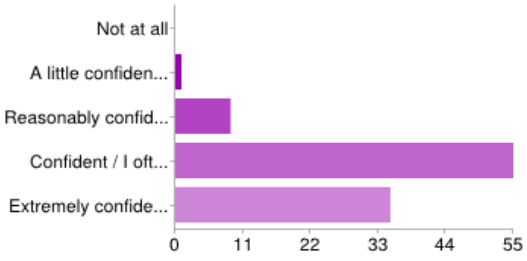


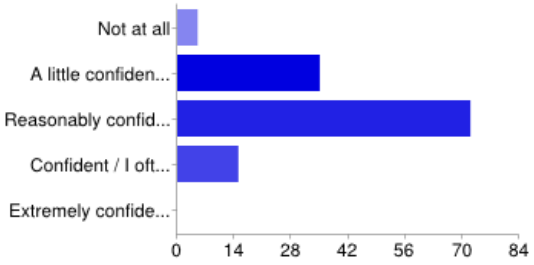
Confidence levels	No of respondents	%
Not at all	**1**	1
A little confidence	**19**	15
Reasonable confident	**71**	55
Confident	**33**	25
Extremely confident	**3**	2

Confidence levels	No of respondents	%
Not at all	**0**	0
A little confidence	**1**	1
Reasonable confident	**9**	9
Confident	**55**	54
Extremely confident	**35**	35

7. Confidence in helping children understand and name new vocabulary.

82% of TA's are confident/extremely confident in helping children understand and name new vocabulary post training compared to only 12% being this confident pre course

Pre course



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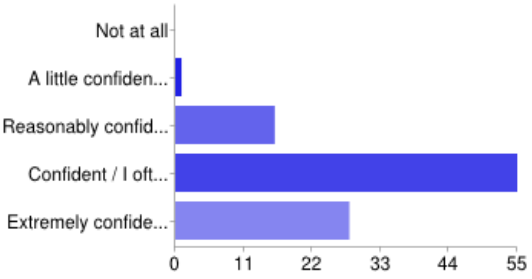


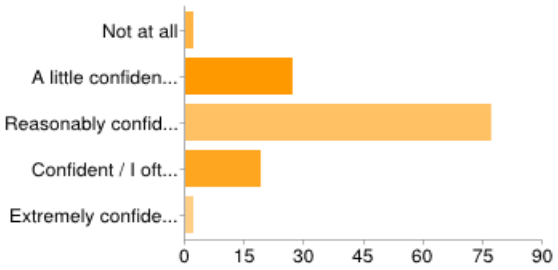
Confidence levels	No of respondents	%
Not at all	**5**	4
A little confidence	**35**	27
Reasonable confident	**72**	55
Confident	**15**	12
Extremely confident	**0**	0

Confidence levels	No of respondents	%
Not at all	**0**	0
A little confidence	**1**	1
Reasonable confident	**16**	16
Confident	**55**	54
Extremely confident	**28**	28

8. Confidence in helping children understand instructions and conversations

82% of TA's are confident/extremely confident in helping children understand instructions and conversations post training compared to only 17% being this confident pre course

Pre course



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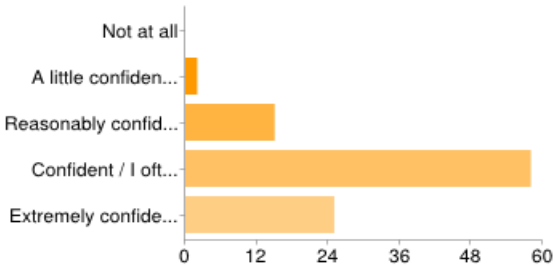


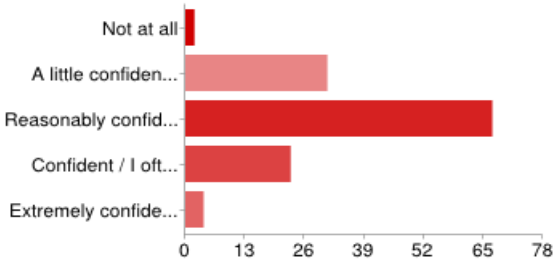
Confidence levels	No of respondents	%
Not at all	**2**	2
A little confidence	**27**	21
Reasonable confident	**77**	59
Confident	**19**	15
Extremely confident	**2**	2

Confidence levels	No of respondents	%
Not at all	**0**	0
A little confidence	**2**	2
Reasonable confident	**15**	15
Confident	**58**	57
Extremely confident	**25**	25

9. Confidence in differentiating the language used to different children.

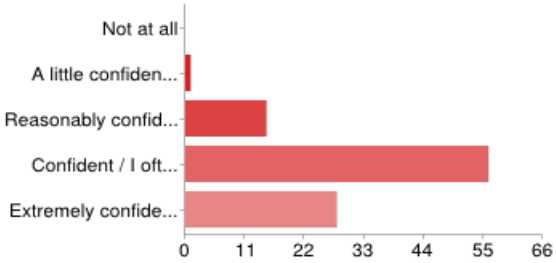
83% of TA's are confident/extremely confident in in differentiating the language you use to different children post training compared to only 21% being this confident pre course.

Pre course



Confidence levels	No of respondents	%
Not at all	**2**	2
A little confidence	**31**	24
Reasonable confident	**67**	52
Confident	**23**	18
Extremely confident	**4**	3

Post course

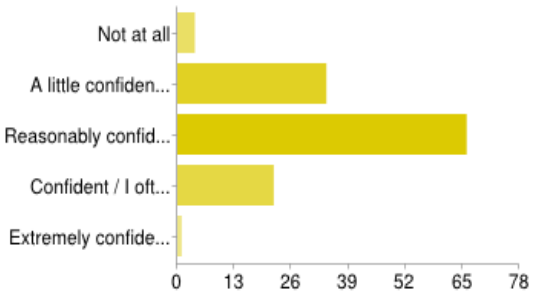


Confidence levels	No of respondents	%
Not at all	**0**	0
A little confidence	**1**	1
Reasonable confident	**15**	15
Confident	**56**	55
Extremely confident	**28**	28

10. Confidence in helping children to develop their talking skills.

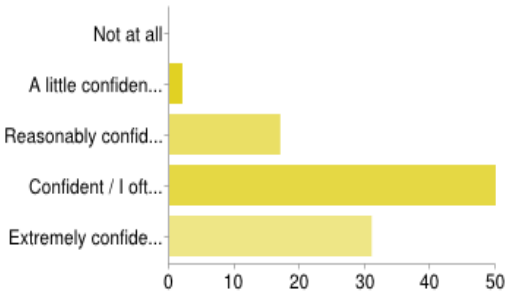
81% of participants are confident/extremely confident in helping children to develop their talking skills post training compared to only 18% being this confident pre course.

Pre course



Confidence levels	No of respondents	%
Not at all	**4**	3
A little confidence	**34**	26
Reasonable confident	**66**	51
Confident	**22**	17
Extremely confident	**1**	1

Post course

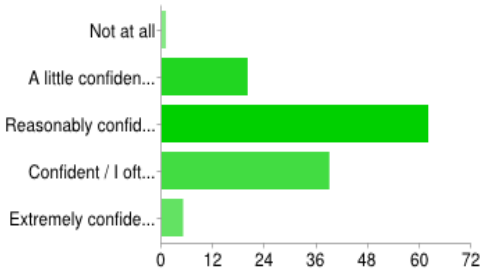


Confidence levels	No of respondents	%
Not at all	**0**	0
A little confidence	**2**	2
Reasonable confident	**17**	17
Confident	**50**	50
Extremely confident	**31**	31

11. Confidence in helping children to communicate in socially skilful way.

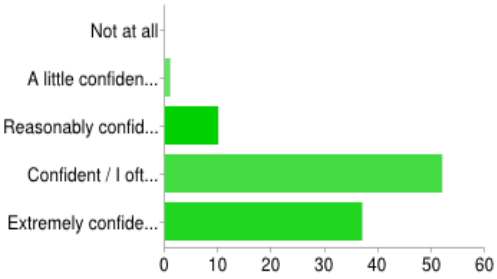
88% of TA's are confident/extremely confident in helping children to communicate in a socially skilful way post training compared to only 34% being this confident pre course.

Pre course



Confidence levels	No of respondents	%
Not at all	**1**	1
A little confidence	**20**	15
Reasonable confident	**62**	48
Confident	**39**	30
Extremely confident	**5**	4

Post course

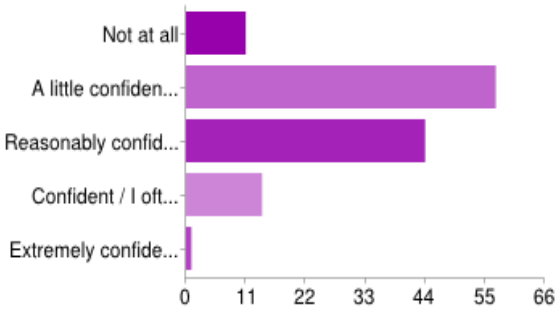


Confidence levels	No of respondents	%
Not at all	**0**	0
A little confidence	**1**	1
Reasonable confident	**10**	10
Confident	**52**	51
Extremely confident	**37**	37

12. Confidence I helping children who have speech sound difficulties.

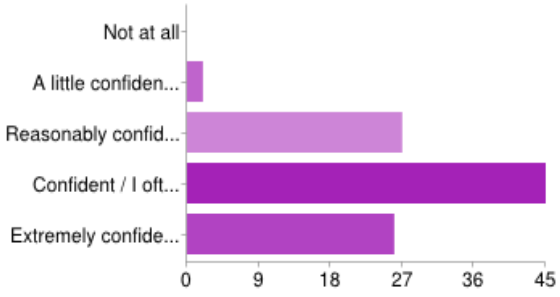
88% of TA's are confident/extremely confident in helping children to communicate in a socially skilful way post training compared to only 34% being this confident pre course.

Pre course



Confidence levels	No of respondents	%
Not at all	**11**	8
A little confidence	**57**	44
Reasonable confident	**44**	34
Confident	**14**	11
Extremely confident	**1**	1

Post course



Confidence levels	No of respondents	%
Not at all	**0**	0
A little confidence	**2**	2
Reasonable confident	**27**	27
Confident	**45**	45
Extremely confident	**26**	26

Summary

Participants rated increased confidence in all the parameters as a result of completing the training course. This increased confidence is supported by impact on the children as evidenced later in the report. See pages 25-36.

B. SENCOs/Teachers

The SENCO's and teachers all completed the Elklan (OCNSWR) level 4 course, 'Speech and Language Support for Communication Friendly Schools.' This involved them in writing a level 4 portfolio which enabled them to embed the learning in the school and provided a vehicle to measure the effectiveness of the five ITEMS that were taught:

a. **I**nteraction
b. **T**hinking about questions
c. **E**xtending vocabulary
d. **M**ake it visual
e. **S**peak out.

The SENCOs and the teachers taught the rest of the staff in the school (including dinner supervisors, administrative staff) using the Elklan 'Communication Counts' course. This is a three x 1 hour training programme run by the SENCO and teacher with materials taught to them on their level 4 course.

The impact of the level 4 SENCO and teacher course is measured through:

- The SENCO & teacher confidence levels in their ability to help colleagues develop the communication skills of all children but especially those with SLCN.
- The impact in the school of the Communication Counts training.

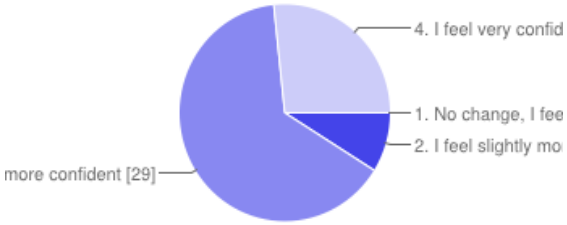
Outcomes for the SENCO & teacher training (Step 2):

We measured the SENCO and teacher's confidence in supporting the rest of the staff team with the 5 ITEMS, as this will be essential to their role in enabling the school to continue to maintain Communication Friendly School status. We measured the confidence of the SENCO and teacher in supporting other staff in the school with the 5 ITEMS as this ability is essential to the CFS model as these staff members are responsible for cascading the training and continued implementation of the strategies within the school.

Confidence measures post training are recorded here.

Supporting others.

91% of SENCO and teachers found they are much more confident now in supporting other staff with children's speech, language and communication than they were pre training, with 27% rating themselves as very confident. This is an essential role for the school to maintain Communication Friendly School status (CFS).

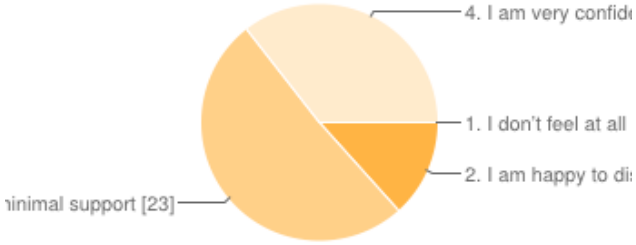


Confidence levels	No of respondents	%
No change	**0**	0
Slightly more confident	**4**	9
Much more confident	**29**	64
Very confident	**12**	27

Confidence in informing others about Language for Learning Model (Blank).

The Language for Learning model (Blank) has been very effective in helping all staff monitor the language they use with children so that they can understand information more easily. See results in the impact on the children. Part of the SENCO role in the CFS programme is to train new staff and support those who already know the model. Confidence in using and training the model is therefore essential.

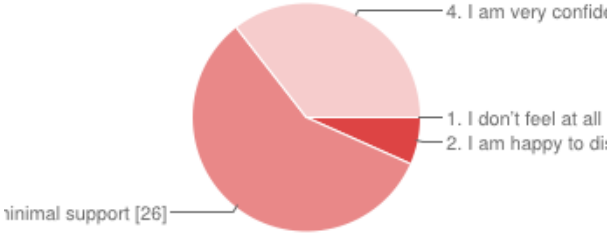
87% of SENCO and teachers found they were much more/very confident in informing others about Blank post training.



Confidence levels	No of respondents	%
No confidence	**0**	0
Need more support	**6**	13
Confident	**23**	51
Very confident	**16**	36

Confidence in informing others about appropriate interaction strategies.

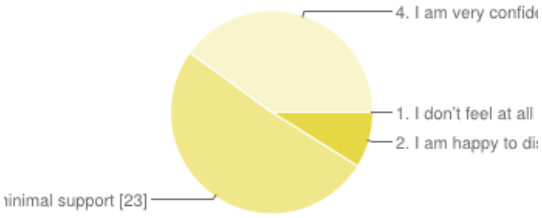
94% of SENCO and teachers found they were much more/very confident in informing others about appropriate interaction strategies post training with 36% of these being very confident.



Confidence levels	No of respondents	%
No confidence	**0**	0
Need more support	**3**	7
Confident	**26**	58
Very confident	**16**	36

Confidence in informing others about appropriate strategies to develop vocabulary

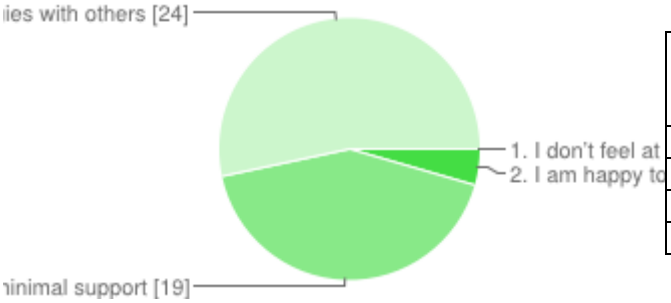
91% of SENCO and teachers found they were much more/very confident in informing others about appropriate strategies to develop vocabulary post training, with 40% being very confident.



Confidence levels	No of respondents	%
No confidence	**0**	0
Need more support	**4**	9
Confident	**23**	51
Very confident	**18**	40

Confidence in informing others about appropriate visual support strategies

95% of SENCO and teachers found they were much more/very confident in informing others about appropriate visual support strategies post training with 53% being very confident.



Confidence levels	No of respondents	%
No confidence	**0**	0
Need more support	**2**	4
Confident	**19**	42
Very confident	**24**	53

Summary

As a result of completing the Level 4 training programme SENCO's and teachers rated themselves as confident and well equipped to train other staff members on the Communication Counts course and to support staff in implementing the strategies taught within the school.

C. The whole school

Outcomes of the Communication Counts course in the school.

The SENCO and teacher cascaded the three x 1 hour 'Communication Counts' to their school staff following their level 4 training. This happened once every 6 weeks and evaluated the impact on the workforce via their portfolio of evidence.

As a result of competing the Communication Counts course ALL the staff in the school have increased skills and knowledge in:

- Using the interaction strategy, stop, wait and respond.
- Using the Blank language scheme.
- Strategies that can be used in the classroom to extend vocabulary namely understanding the different types of words used, Spidergrammes, and Mind maps™,
- Using visual timetables, planning and investigation frameworks, story frameworks including Colourful stories and sequencing.
- Speak out – giving pupils voice.

All the school staff were asked to rate the effectiveness of each aspect of the Communication Counts training. Interim results form 43 schools are recorded below, full results will be available in June 2012 once all the teachers level 4 portfolios have been completed where the evidence will be captured.

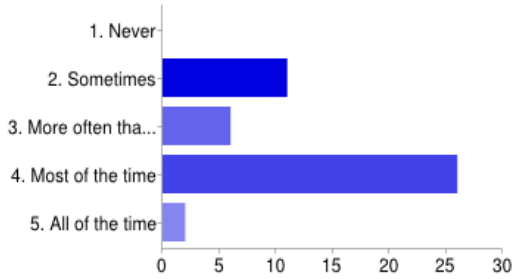
Interaction.

The interaction strategies are taught in all the three training programmes. The skills taught are:

- Wait for the child to talk?
- Follow what the child wanted to talk about?
- Listen to what the child said?
- Allow thinking time?
- Repeat what the child said so he heard good examples? (This will reinforce appropriate sentence structures)
- Add a short, simple idea? (This will expand vocabulary and knowledge)
- Make your voice sound interesting?
- Limit the number of questions asked?
- Give lots of focused praise?

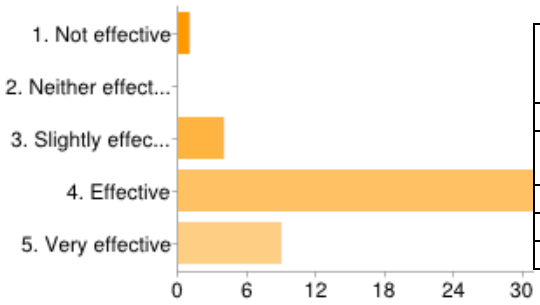
A specific result from each strategy is not given but the usage effectiveness and benefit in the of applying the stop, wait and respond system is given on page 17. These scores are recorded by the SENCO in the school.

Usage:
62% of the SENCO's state that the school staff have changed their interaction by implementing the stop, wait and respond strategy most or nearly all of the time.



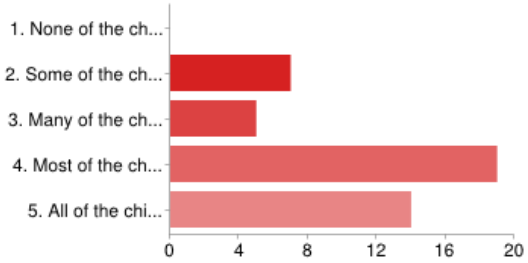
Use of strategy	No of respondents	%
Never	0	**0**
Sometimes	11	**24**
More often than not	6	**13**
Most of the time	26	**58**
All of the time	2	**4**

Effectiveness:
91% of the SENCO's state that the school staff consider the strategy to be effective with 20% of them stating it is very effective.



Impact of strategy	No of respondents	%
Not effective	1	**2**
Neither effective nor not effective	0	**0**
Slightly effective	4	**9**
Effective	31	**69**
Very effective	9	**20**

Benefit to the children:
73% of the SENCO's state that the school staff consider the strategy to benefit most or all of the children in the school.



Benefits of strategy	No of respondents	%
None of the children	0	**0**
Some of the children	7	**16**
Many of the children	5	**11**
Most of the children	19	**42**
All of the children	14	**31**

Qualitative data - Evaluation of the interaction strategy, Stop, look, respond -

Impact on the children
A five year old child self assessed that she struggled with verbal tables tasks – she scored 4/12. When she was given 10 seconds thinking time her score rose to 10/12. Knowing she would have a set time to think stopped her panicking and gave her confidence to write her answer. Tracey King, Launceston.

'Children are beginning to extend their own explanations and commentary without prompts. This has been very noticeable within our EAL cohort.' Lisa Farmer, Derbyshire.

'*Children giving longer answers as time has allowed them to organise their ideas. The children are also less frustrated as they can think about what they want to say and have time to put their ideas together.' Gemma Hans, Salford.*

'Staff are now using, Thinking Time - so the child is aware that they will answer and give them the confidence to know that it is ok to have a few seconds to collect their thoughts before they speak.' Louise Ayre, Salford.

'The children offered more ideas during discussions, their confidence increased and their answers to questions were more thoughtful and in depth.' Gill Bostock, Essex

'Increased confidence of pupils when 1:1 reading with staff has been seen. Pupils are more likely to participate in discussion, especially those with EAL issues.' Lesley Cooper, Bolton

'Children throughout school are allocated more thinking time which has impacted on the positive responses received from children towards their learning.' *Paula Baines- Chambers, Derby.*

'The children are less frustrated and therefore a lot calmer in the classroom enabling learning to progress.' Carol Bolus, Blackpool.

'One of the SLCN statemented pupils' stammer had, since September, consistently worsened prior to the training, however now she is starting to make progress as a result of implementation of the interaction strategies, and with support she is much more able and willing to give her ideas and answer questions.' Kathryn Miller, Essex

'The children have developed in confidence which has been great to see and has made the children more enthusiastic in their learning as they are able to access their learning more.' Kathryn Kobryn, Lancashire

The year 3 cohort has been viewed as challenging as they are quite vocal. Using strategies encouraging the children to work cooperatively and value what others are contributing has resulted in the atmosphere in the class as a whole being much more positive. Children will listen to others, are taking turns and responding to the traffic lights (the interaction strategy stop, wait, respond). Anne Murphy, Bolton.

'Following the introduction of the chat challenge and the rules of interaction one of our year 4 teachers has improved the way in which she allows pupils to communicate. She has three pupils with SLCN in her class, and two are statemented. Prior to undertaking the communication counts training she rarely gave the pupils in her class thinking time, and even provided one child with a card to show for dinners or sandwiches so that she would not have to wait for her to answer the register.

The teacher concerned realised the effect that the above could be having on the pupils self esteem and confidence, and she now ensures that most of the time she gives thinking time appropriate for these pupils, and supports them where necessary to formulate their ideas.' Kathryn Miller, Essex

Impact on the staff

'Staff are better at waiting for the responses of the children. I think as teachers we like to fill the silence - using this model has become normal classroom practice so "thinking time" is what we do!' Diane Nixon, Blackpool.

'My year 2 colleague changed her interaction by not asking as many questions. After an observation and completion of the chat challenge my colleague observed me reading with a child to demonstrate modelling language without asking questions. As a result she reduced the number of questions asked by 75%. Since we have been using the interaction strategies within the class this child has become much more communicative and a big difference for

the better has been observed in his willingness to answer questions thus moving his learning forward' Susan Micallef, Derby

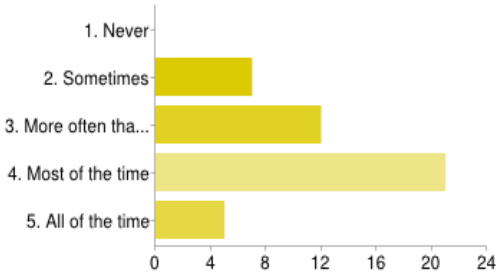
Before the course I knew nothing of the Blank language scheme, now I realise why there were times I asked a child 'How' or 'Why' something had happened and had shrugged his shoulders and given no response. But now I can use the language scheme to assess what level a child is at and ask the appropriate questions. Angela Conley Southend.

The interaction- chat challenge was an eye opener to the staff and has made them think more about their questioning techniques. Lisa Mackey, Essex

Thinking about questions, using the Blank Model.

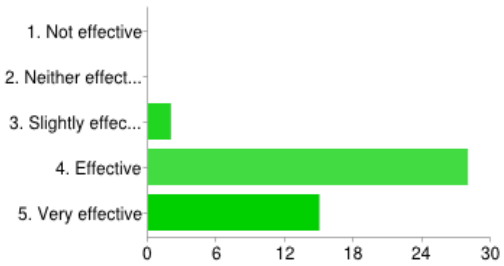
The Blank model is taught in all three courses in the CFS programme, its effectiveness and value to the teachers is indicated in the results both qualitative and quantative.

Usage:
58% of the SENCO's state that the school staff are changing the way in which they question children to ensure maximum understanding most or nearly all of the time.



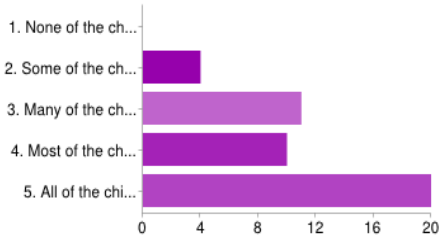
Use of strategy	No of respondents	%
Never	0	**0**
Sometimes	7	**15**
More often than not	12	**27**
Most of the time	21	**47**
All of the time	5	**11**

Effectiveness:
95% of the SENCO's state that the school staff consider the impact of the strategy to be effective with **33%** of them stating it is very effective.



Impact of strategy	No of respondents	%
Not effective	0	**0**
Neither effective nor not effective	0	**0**
Slightly effective	2	**4**
Effective	28	**62**
Very effective	15	**33**

Benefit to the children:
66% of the SENCO's state that the school staff consider the model benefits most or all of the children in the school, with 44% stating it benefits all the children.



Benefits of strategy	No of respondents	%
None of the children	0	**0**
Some of the children	4	**9**
Many of the children	11	**24**
Most of the children	10	**22**
All of the children	20	**44**

Evaluation of 'Thinking about questions/the Blank Model - Qualitative data .

Overwhelmingly all the schools in the project have found the 'Blank' Language Scheme powerful for supporting the language development of all children but especially those with SLCN.

Many learners have reported excellent results when using the model.

'Children are more responsive and can answer questions as the questions they are asked are at their developmental level. This means that children have progressed in their learning and also their understanding of 'Blank' level questions'. Rhian Glover, Bolton

'All staff, teaching and support, have a 'Blank Levels of Questioning bookmark' as a reminder when reading with or working with all children so that they are able to pitch questions at the appropriate level.' Stephanie Smith, SENCO, Essex

Impact on behaviour management in the playground and the classroom.

Behaviour has been managed more appropriately by staff and dinner supervisors.

'A midday member of staff is using lower level questioning to sort out playtime issues and has found it more effective in gaining information - even if the children are at a higher level!'

'Midday supervisors now are more aware of the questions they ask and how they approach problems and interactions with children.' Gill Kidman, Reemer Street, Crewe

'We have made small versions of the Blank cards and put them on a lanyard. This has enabled middays to take them onto the yard to interact with children of all ages and linguistic abilities in an appropriate manner.' Kelly Gallimore, Dale Community School

'This has been implemented alongside Restorative Practise following a behaviour incident.' Janet Smajil, St Pauls Peel PS, Manchester.

'One child with SEBD has now started to respond better to questioning.' Ann Sinar, Blackpool

Impact on discussion and questioning in the classroom.

'A member of staff has names on lollipop sticks and a colour which corresponds to a blank level and helps the teacher direct appropriate questions to the children.' Tania Waller, Boulto PS, Derby

In Reception we now have levelled questions in each of the areas for adults to use when interacting with children. Also, on children's IEP's there is now levelled question targets for parents to ask a child when reading or for adults in school to use. Stephanie Done, Sunnyhill PS, Bolton

Impact on developing literacy skills

'The staff member has seen that having more specific questions based on the children's Blank levels had allowed Guided Reading Sessions to be more beneficial as children are able to join more.' Tom Nadin, Wharton PS.

'Through Guided Reading groups, in selecting children of the same level and working with them in small groups for more effective and targeted questioning opportunities as well as encouraging talk.' Sue Hawkey, Boundary PS, Blackpool

Impact on the children

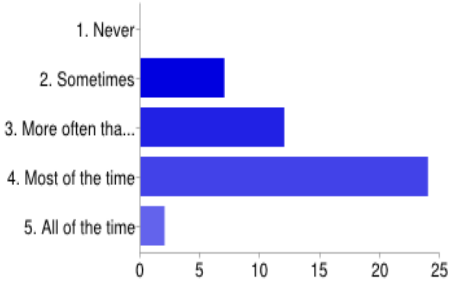
'Communication between a member of staff and a particular child has who is at Blank level 1 has been extremely successful due the awareness raised from the course. The child is less stressed and therefore participates more during whole class discussions.' Carol Bolus, Unity College, Blackpool

Extending vocabulary

A range of vocabulary strategies are taught on the training programmes.

Usage:

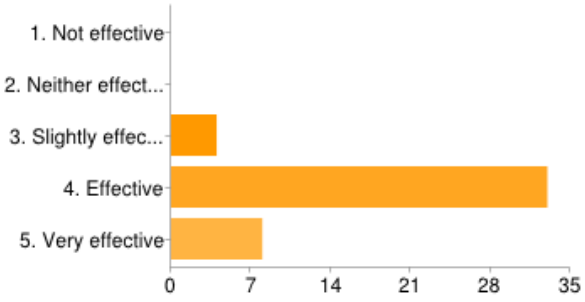
57% of the SENCO's state that the school staff use the vocabulary strategies from Elklan.



Use of strategy	No of respondents	%
Never	0	**0**
Sometimes	7	**15**
More often than not	12	**27**
Most of the time	24	**53**
All of the time	2	**4**

Effectiveness

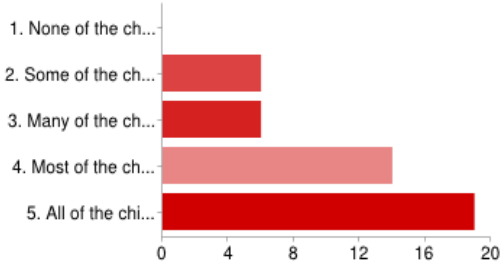
91% of the SENCO's state that the school staff consider the impact of the strategies to be effective/very effective.



Impact of strategy	No of respondents	%
Not effective	0	**0**
Neither effective nor not effective	0	**0**
Slightly effective	4	**9**
Effective	33	**73**
Very effective	8	**18**

Benefit to the children

95% of the SENCO's state that the school staff consider the strategy benefits most or all of the children in the school with **46%** stating it was beneficial for **ALL** children.



Benefits of strategy	No of respondents	%
None of the children	0	**0**
Some of the children	6	**13**
Many of the children	6	**13**
Most of the children	14	**31**
All of the children	29	**64**

Evaluation of the vocabulary strategies - Qualitative data.

Impact in the classroom

'*A working wall idea was developed, mind maps, a display, word searches and key words lists.' Janet Smajli, Salford*

'The children have remembered what the word means and used the new words in their written topic work. The strategy made the learning accessible to all children.' Charlotte Wells, Essex

'Training for all staff has had a very positive effect. This has been most remarkable for TAs, in particular those supporting pupils with speech and language plans. Initially the lady in question was asked to work on mind maps and word maps to encourage vocabulary acquisition and develop understanding before the topic was introduced to the rest of the class. She produced maps for the pupil without his input and the quality of discussion was poor. Since training, the TA has had greater understanding and confidence and is now working correctly with mind maps and this is beginning to have a positive effect on the engagement of the pupil in lessons.' Lesley Cooper, Bolton.

'Across school we use mindmaps at the start of the topic and add what is learnt as the topic is studied. In KS1 on a class display which everyone contributes to and in KS2 individually in topic books.' Kathryn Kobryn, Lancs.

'The year 3 teacher used the chart for learning new words in a Maths lesson on angles - the children were familiar with right angle - but not sure of the meaning of angle - other words

were obtuse/acute/turn/clockwise. This was also a very practical lesson using lots of visual clues - the combination worked very well.' Year 1 staff use word whizz regularly as it has slotted in well with current practice and is quick and easy to organise. Anne Murphy, Bolton

Impact on a child

'As a direct result of vocabulary work a child has now developed specific vocabulary related to clothing. e.g. top, t- shit, shirt, blouse.' Stephanie Done, Bolton

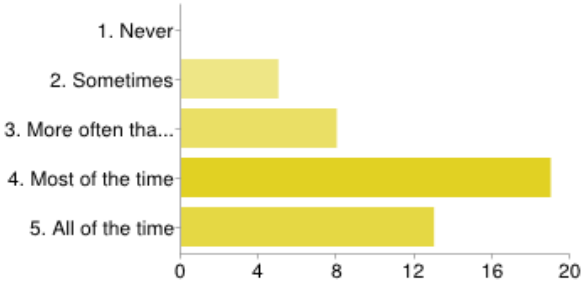
'One member of staff has used the Word Wise Whizz and parents recently commented on how they were surprised at the vocabulary their child was using.' Debbie Neale and Patricia Hazell, Essex

Making information and directions visual

A range of visual strategies are taught on the training programmes, see page …For a detailed breakdown of which strategies proved to be most effective see page..

Usage:

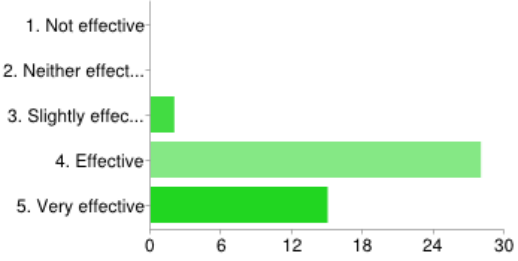
71% of the SENCO's state that the school staff in the schools in the study use the strategies in making information and directions visual most or nearly all of the time.



Use of strategy	No of respondents	%
Never	0	
Sometimes	5	**11**
More often than not	8	**18**
Most of the time	19	**42**
All of the time	13	**29**

Effectiveness:

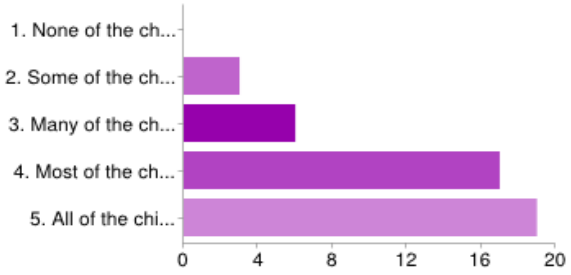
95% of the SENCO's state that the school staff consider the impact of the strategies to be effective/very effective.



Impact of strategy	No of respondents	%
Not effective	0	**0**
Neither effective nor not effective	0	**0**
Slightly effective	2	**4**
Effective	28	**62**
Very effective	15	**33**

Benefit to the children

80% of the SENCO's state that the school staff consider the strategies benefit most or all of the children in the school, with 40% of those rating it as very effective.



Benefits of strategy	No of respondents	%
None of the children	0	0
Some of the children	3	7
Many of the children	6	13
Most of the children	17	38
All of the children	19	42

Evaluation of the making information and directions visual - Qualitative data .

Impact on literacy development

'By breaking a story down into small sections and using images to tell the story, the children have been more confident when it comes to writing the story as they already know what they are writing. This then allows the children to think more about the vocabulary that they can put into their writing.' Tom Nadine, Salford.

Impact on independence

'Using symbols and visual information has allowed children to work faster rather than being caught up reading instructions. It also allows new arrivals and SEN to access the lesson more easily.' Alison Johnson, Derbyshire

'The children could understand the activity without a member of staff having to sit by their side.' Kelly Gallimore, Derbyshire.

The visual strategy has made the children more independent and allowed less able children to present their thoughts and ideas. Staff have been able to use mind maps for assessment. Gill Kidman, Crewe

'A child who is EAL can now understand more what is happening next just by looking at the visual timetable and seems more confident tin going to their next activity instead of another child having to show them where to go.' Mandy Smalley, Derby

Impact on behaviour

'Fingers crossed he has become more compliant and his almost ritualistic challenges to the expectation that he will begin a task have reduced.' Denise Roberts, Blackpool

'The YR pupil has become more settled and confident as she can predict the next activity and understands when the rest of the class tidy up and move on. This has a positive effect on her self esteem and thus her learning. She has a greater sense of belonging with her peers and is becoming more sociably adept.

The pupil in Y3 has only recently had the weekly timetable introduced but is responding positively when the staff use it to redirect her to an appropriate task. There is hope that as she works with the timetable on a regular basis, she will show more engagement in whole class inputs and understand when individual work is required.' Lesley Cooper, Bolton.

Impact on the children

In the school now one class uses visual time tables in classrooms, colourful stories with groups, task plans are being used for science and topic work. Task plans enable groups of children to identify resources need and what is being asked of them, also what is available for them when they have completed the activity without having to clarify this with an adult. Colourful stories provide the scaffolding need for children with little imagination and the visual time tables serve as a reminder for the children and what they may need for the next lesson.' Carol Bolus, Blackpool.

'The vocabulary games and tools have been very useful in my own classroom especially as we have a high majority of children with EAL, so I was confident in sharing the strategies at an Elklan twilight.' Kathryn Kobryn, Bolton

5. What evidence is there of impact on the children?

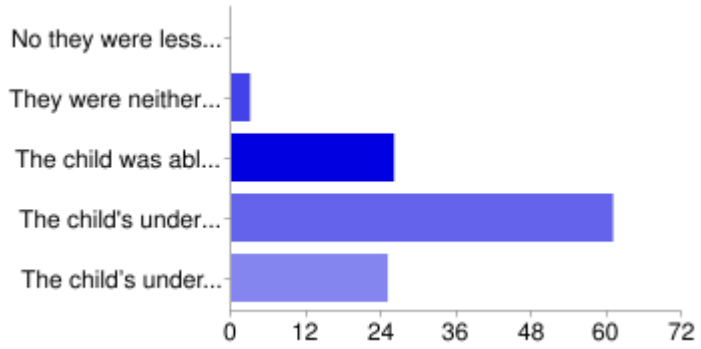
Outputs for the teaching assistant training 'Speech and Language Support in the Classroom.'

Impact on the children on 7 parameters was measured through the level 3 portfolio of evidence completed by the teaching assistant.

Outcomes:

Measuring the effectiveness of strategies to support understanding.

Prior to receiving the training session on understanding participants were asked to conduct an activity which involved understanding of language and to note the child's response. A number of different strategies were taught during the training session and participants were asked to implement one during an activity with a child or group of children. They observed how the children responded and noted that the strategy worked because the change enabled them to complete the task more easily. The full list of strategies used and their effectiveness is listed.



Rating	No of respondents	%
1 No they were less effective as those used before	**0**	**0**
2 - They were neither more nor less effective than previous strategies employed because the child's response was the same	**3**	**3**
3 -The child was able to understand a little more of what was said and so it was slightly more effective	**27**	**23**
4 - The child's understanding was better and so it was effective	**64**	**53**
5 - The child's understanding of spoken language was significantly better and so it was very effective	**26**	**26**

A total of 115 people submitted the data, 84% stated that the strategies were either effective or very effective in helping to develop a child's understanding of language. From this data the support strategies used have been analysed and ranked in order of popularity and rated individually in terms of effectiveness. To date some have rated the effectiveness of the strategy but we don't have the detailed information as to which strategy was used.

Strategy	1	2	3	4	5	Total
Use of visual cues (Pictures, symbols, visual timetables)	0		3	17	3	23
Keep the language used simple	0	0	0	16	7	23
The adult repeats the instruction to the child	0	1	4	3	5	13
Pause between instructions to allow processing time	0	0	1	6	3	10
The child repeats the instruction	0	0	1	2	1	4
Emphasise key words	0	0	4	0	0	4
Give one instruction at a time	0	0	0	4	0	4
Using non-verbal communication	0	0	3	4	0	7
Using a multi-sensory approach	0	0	0	6	0	6
The child tells the adult he hasn't understood	0	0	0	1	0	1

These results indicate that all the new strategies used were more effective than strategies participants would have used prior to attending the Elklan training bar one.

Significantly use of visual supports, keeping the language simple and pausing between instructions to allow processing times are the most popular and the most effective.

The strategies were all used with the children and were effective as a change children's understanding following application of them was noted as detailed below.

Many more reports like these are available.

Qualitative data - Evaluation of strategies to support understanding.

Repeating the instructions slowly and using pause:

'The child understood the instructions far better when they were repeated back to him slowly and he went through them himself. The additional strategies were effective and allowed the child to understand spoken language a lot quicker. I will definitely use this strategy again.' Josie Wylie, Salford

Use of visual supports:

'The child responded well to the cue cards and was able to follow the instructions given accurately and ended up in the correct place with the correct equipment!...He no longer relied on the other children telling him what to do …or on copying them. He was able to follow the instructions independently.' *Alison Giblin. Crewe.*

'By using visual clues children remembered more of the trip. Lots of conversation was generated form these additions.' Janet Johnson, Crewe.

'B began putting the equipment away, he looked at the pictures and then found his work and took it to the teachers table. He looked again at the pictures and went over to the carpet = Result!' Anne Ganley, Wigan

Keeping the language simple:

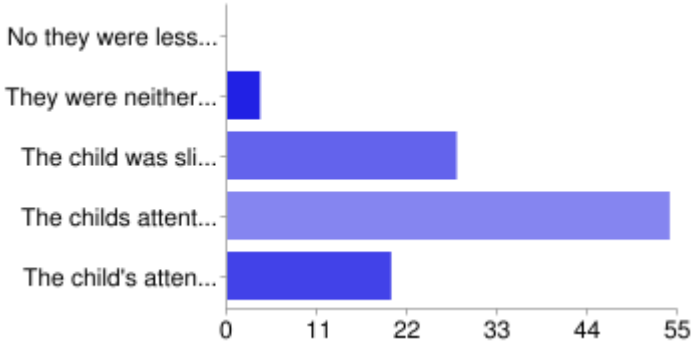
'I feel that being aware of the amount of information that you expect a child to listen to, remember and understand is very important and this varies depending on the child's ability and age. I will definitely use this technique in my everyday practice in future.' Helen Byram, Salford

Summary

Through the use of simple but effective strategies, which can be applied across the curriculum and across settings in schools, it has been demonstrated that the changes TA's have made to the work they carry out daily with children has been significant in improving their understanding of language.

Measuring the effectiveness of strategies to support listening and attention

Prior to receiving the training session on listening and attention participants were asked to conduct an activity which involved the child having to listen and attend to an adult and to note the child's response. A number of different strategies were taught during the training session and participants were asked to implement one during an activity with a child or group of children. They observed how the children responded and noted that the strategy worked because the change enabled them to complete the task more easily. The full list of strategies used and their effectiveness is listed.



Rating	No of respondents	%
1 No they were less effective as those used before	**0**	**0%**
2 - They were neither more nor less effective than previous strategies employed because the child's response was the same	**4**	**3%**
3 -The child was slightly more focused and so they were slightly more effective	**29**	**25%**
4 - The child's attention was better and so it was effective	**57**	**48%**
5 - The child's attention was significantly better and so they were very effective	**20**	**17%**

A total of 115 people submitted the data, 90% stated that the strategies were more effective than those they had used previously with 17% of these stating children had made significant progress and so the strategies were very effective.

From this data the support strategies used have been analysed and ranked in order of [popularity and rated individually in terms of effectiveness. To date some have rated the effectiveness of the strategy but we don't have the information as to which strategy was used.

Strategy	1	2	3	4	5	Total
Reducing distractions	0	0	10	10	5	25
Use of visual supports (Picture cards)	0	0	16	10	2	28
Use of non- verbal communication and visual supports	0	0	1	8	2	11
Non - verbal communication	0	0	3	2	3	8
Good listener rules	0	0	0	4	1	5
Keeping the language simple	0	0	0	4	1	5
Eye contact	0	2	0	1	0	3
Focusing child's attention	0	0	1	1	1	3
Use of timer	0	0	2	1	0	3
Position of the child	0	0	1	2	0	3
Repeating back instructions	0	0	2	1	0	3
Following the child's interest	0	0	0	1	1	2
Explain the task	0	0	0	1	0	2

These results indicate that all the new strategies used were universally effective, only using eye contact on its own was no more or less effective than other strategies that had been used before.

The strategies were effective because there was a change noted in the child's listening and attention following application of them as detailed below. Many more reports like these are available.

Qualitative data - Effectiveness of strategies to support listening and attention.

Reducing distractions:

'I would definitely use the Elklan strategies again of reducing distractions because they were a lot more successful than those I used previously. After working with the child for four weeks this was the longest time he had focused on an activity and written the necessary information down'. Josephine Wylie, Salford

Reducing distractions meant that the child stayed focused for almost the full duration of the task, approximately 2 minutes. He listened to the instructions, maintained eye contact and I only needed to refocus his attention once, by using his name, to keep him on task. It was evident that he additional strategies had improved the child's ability to concentrate." Angela Conley, Southend

'*There were no distractions this time, I was confident she had understood the instruction….This strategy was very effective in improving her understanding and she was pleased with herself when I praised her for doing exactly what was asked'. Sharon Piercy, Salford.*

Keeping the language simple

"JE responded in a very positive way to the extra strategies he was more focused on task and using the simpler language he was able to carry out the task of remembering 3 things about the story and able to write them down. I never had to repeat the instructions, I just got JE to repeat back to me what he had to do after he completed each part of his task. He stayed focused and on task for the whole of the 15 min sessions." Leanne Kerr, Bristol

Using visual supports

"When we repeated the activity using the visual aid, he stayed on task much longer, about eighteen minutes. He understood what was being asked of him much better because he kept pointing to the pictures. I found it easier to give instructions because I pointed to the pictures too. The visual aid prompted questions also. I didn't feel that I needed to repeat the instructions because I noticed that he kept looking at the pictures for a prompt. The child

stayed on task, and the background noise didn't seem to bother him. He didn't look at the whiteboard once." Lesley Gillbrand, Blackpool

"When I used visual supports the child stayed on task for 8 minutes, focused throughout the activity, the child listened really well, only needed sound repeated when unsure of letter. The pace of the lesson was much quicker, the child was able to apply her knowledge better,

She offered lots more eye contact with me rather than looking round the room and becoming distracted." Michelle Higgs, Bristol

'The child remained on task for the full session and was a lot more confident in his approach. He was eager to participate and show new words. He was smiling and looked very proud of himself, he followed instructions well and wasn't hesitant at having a go. Beverley Pasquil Wigan

"The child's response was very positive, the introduction of using the tactile 3D letter shapes reinforced the sound of the letter and made the activity fun. Angela Conley, Southend

Summary.

Through the use of simple but effective strategies which can be applied across the curriculum and across settings in schools, it has been demonstrated that the changes TAs have made to the work they carry out daily with children has been significant in improving children's listening and attention.

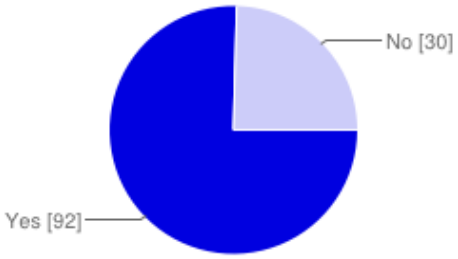
Measuring the effectiveness of mind mapping

Participants were taught how to draw a mind map™ and then asked to work with a child and list the number of words they could remember that were associated with a specific topic. The practitioner and child could choose the topic.

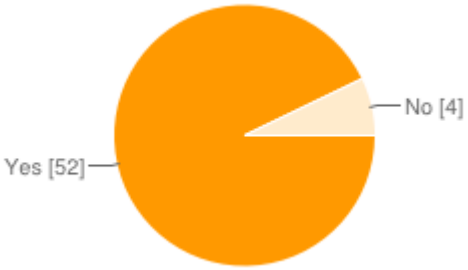
A mind map was drawn by the child supported by the TA. The TA used the mind map during the week to support the child's vocabulary development. After 1 week the child was asked to list the words again. The effectiveness of the strategy was measured in relation to the word count and how the words were recalled i.e. whether in a more organised fashion as grouped on the map.

Results from mind mapping study™

1. **Word recall**
   Over 75% of students found that by using Mind Mapping techniques the child remembered more words the second time.



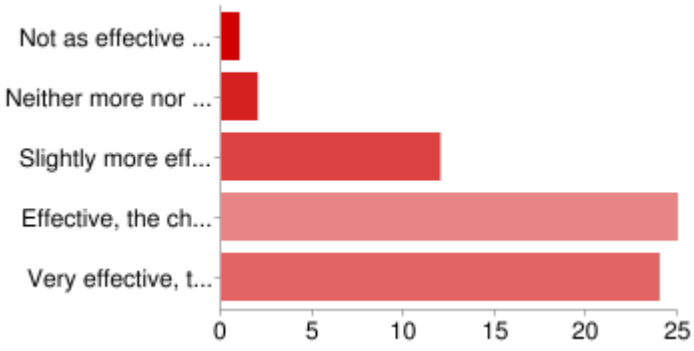
2. **Classification of vocabulary**
   We then asked staff to measure whether the children recalled the words in a more ordered fashion following completion of the mind map.
   Not all respondents answered this question but of those that did over **90%** of them found that the strategy supported more organised recall of vocabulary.



3. **Effectiveness of mind mapping**

Participants rated the overall effectiveness of mind mapping.

69% of participants felt that Mind Mapping was a more effective strategy than other approaches they have used to help a child to explore a topic and learn and remember vocabulary. 27% of these felt it was very effective.



Rating	No of respondents	%
Not as effective as other methods used to learn and remember vocabulary	1	1%
Neither more nor less effective because the child's response was the same	3	2%
Slightly more effective, the child remembered a few more words or they were slightly better organised	18	13%
Effective, the child remembered a few more words and/or they were better organised	37	27%
Very effective, the child remembered a lot more words and/or they were much better organised.	37	27%

Qualitative data - Effectiveness of mind mapping™

All participants used the mind map™ technique with the children, the data reinforces the impact of the strategy for children with speech and language difficulties.

"Mind mapping worked for this child because he could 'see' the topic. He is a visual learner and enjoys looking or watching. Using mind mapping was like switching on a light, he suddenly realised how he could recall memories from his Visual Memory. He struggles with word finding and having a Mind Map stimulated his visual memory enabling him to explore the topic in more depth." Sarah Cripps, Southend

"He was very interested in exploring this new topic, listened and attended well, and was fascinated by some of the ideas and concepts we discussed e.g. the idea that batteries stored electricity, and thinking about where electricity comes from. He was absorbing the new information like a sponge! I think the mind map was particularly effective in helping the child group and store the words together in categories and to retrieve a tremendous amount of new vocabulary quickly and effectively." Lesley Gillibrand. Salford

There was an obvious difference after using the mind map™, the child came up with many more words and the order of the words was linked to the groups the words had been sorted into. Sally Scott, Crewe

The pictures were great! They helped him and the other children to remember other things we talked about as he drew the pictures. The next day when we made another list he was able to tell me more because he remembered his picture. Elaine Ratcliffe, Derby

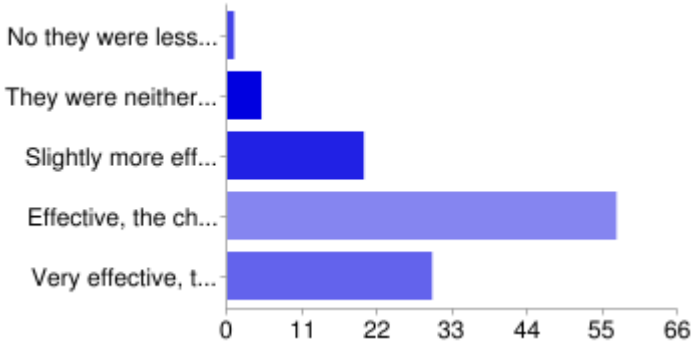
Summary:

Mind mapping™ is a very effective strategy to help children remember and learn new words and to effectively classify them.

Measuring the effectiveness of strategies to support sequencing and storytelling.

Participants were taught new strategies within the session to support children's sequencing and storytelling skills, they used them in the classroom and rated their effectiveness on the children they worked with.

75% of participants felt the new strategies to support sequencing and storytelling were effective or very effective with 26% finding them very effective**.**



Rating	No of respondents	%
1 - Not as effective as other methods used to support storytelling and sequencing	1	1
2 - They were neither more nor less effective than previous strategies employed because the child's response was the same	6	5
3 - Slightly more effective. The child found it slightly easier to complete the activity.	23	18
4 - Effective, the child found it easier to complete the activity.	63	49
5 - Very effective, the child found it much easier to complete the activity	33	26

Strategy	1	2	3	4	5	Total
Sequencing pictures/photos and using the language of sequencing	0	1	10	15	10	37
Story grid	0	2	7	15	2	26
Using visual prompts and multisensory learning	0	0	2	9	7	18
The language of sequencing, first, next and then.	0	0	2	2	4	8
Role play	0	0	1	2	0	3
Retelling stories	1	0	0	2	1	4
Modelling the story	0	0	1	1	0	2
Using the Language for Learning levels	0	0	1	1	0	2

All participants were taught a variety of different strategies to support sequencing and storytelling, all were more effective than strategies they had used previously with the children bar one, the data reinforces the benefit of the strategies for children with speech and language difficulties.

Qualitative data - Measuring the effectiveness of strategies to support sequencing and storytelling -:

"When the child was given the additional strategies she was able to look at the sequenced pictures and even though the written words were challenging to read the pictures were able to give her the clues she needed. She was delighted to have her own card to look at and she laughed at the pictures. Her response was really positive she took the time to look at each picture and then was able to complete the activity without me reminding/repeating to her what she needed to do. She was also able to tell the children what to do in what order. She was able to say "first" and 'then' and 'then' (next and finally were a bit of a challenge)." H Laudat Southend.

The children were able to be more independent when changing by following the visual sequence prompts. They did not need to wait for the verbal instruction before moving to the next step. The children were able to repeat the sequence after modelling of expressive language. Julie Basher. Essex

The child responded positively to the attribute web and word map. He was able to take ownership of these as he chose which pictures to use for the attribute web and was able to complete the word map himself. When the child had the attribute web and word map in front of him he was able to retell the story by saying "when they went through the tunnel they saw a fox who was asleep. Suddenly he woke up and chased them because he wanted to eat them." The child told the story in the correct sequence which he wasn't able to do before.. Rebecca Symons, Bristol.

The child was able to make the sandwich unsupported using the visual sequencing pictures. He gained confidence in his own ability to work alone. Sharon Anderson, Wigan

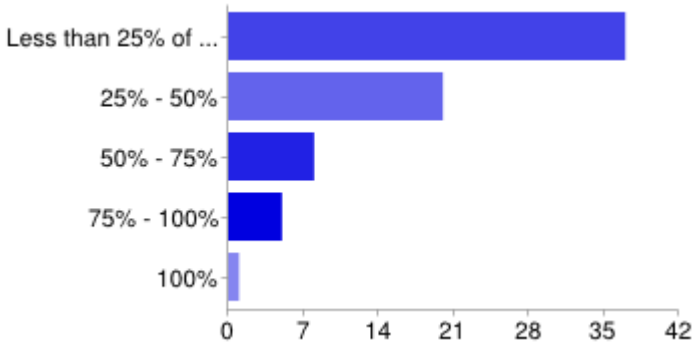
Measuring the effectiveness of modelling sentences

TA's were taught how to model back expressive language effectively on the training programme and to know how to manage potential outfalls such as modelling back personal pronouns. Participants were then asked to work with a child and identify a grammatical error made. They then were asked to model back the sentence or phrase using correct structures and to record how frequently the child spontaneously used the NEW structure and to record the response.

The evidence was collected during the training in November, again in February 2012 and again in May 2012. The evidence that will be collected in May cannot be included in this report and the February data has been slow to be returned.

Outcomes from the autumn term submissions, Dec 2012.

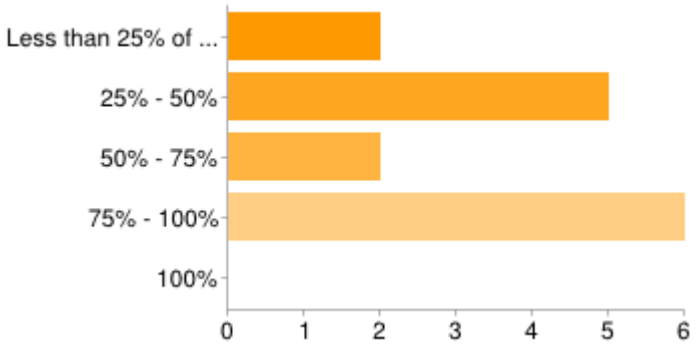
The participants had only just started to use the modelling technique with the child and so the results were to be expected. 52% or participants said that the children failed to use the new grammatical structure and only 7% were using it 75-100% of the time.



Rating	No of respondents	%
1 – The child is using the new grammatical structure less than 25% of the time	27	52
2 - The child is using the new grammatical structure less between 25%-50% of the time	20	28
3 - The child is using the new grammatical structure less between 50% - 75% of the time	8	11
4 - The child is using the new grammatical structure less between 75%-100% of the time	5	7
5 - Very effective, the child found it much easier to complete the activity	1	1

Outcomes from February submissions:

Following the use of modelling over a period of less than two months, only 13% said the children failed to use the structure whereas 53% of the children were using the new language structures 75 – 100% of the time.



Rating	No of respondents	%
1 – The child is using the new grammatical structure less than 25% of the time	2	13
2 - The child is using the new grammatical structure less between 25%-50% of the time	5	33
3 - The child is using the new grammatical structure less between 50% - 75% of the time	2	13
4 - The child is using the new grammatical structure less between 75%-100% of the time	8	53
5 - Very effective, the child found it much easier to complete the activity	0	0

Whilst our sample size at present is very small it is significant that after only a relatively short amount of time the use of modelling has enabled 46% of children to be more accurate with the expressive language they are using.

Qualitative data from learners.

Child's immature sentence:

"That boy 'felled' over. I 'goed' up the shop."

When I ask the child 'how do we say that sentence?'

He replied "That boy fell over. I went to the shop." Sarah Cripps, Bristol

The child said, "He felled over', now says 'He /she fell over'. 'The tiger runned off', now says "the tiger ran off" 'I goed to the shops', now says " I went to the shops".

Summary

74% of teaching assistants, after using the strategies taught with children and recording their response, rated all of them as either effective or very effective.

46 teaching assistants rated the most effective strategies in supporting children's understanding to be use of visual cues (Pictures, symbols, visual timetables and Keeping the language used simple.

53 teaching assistants rated the most effective strategies to support listening and attention to be use of visual supports, (pictures, timetables) and reducing distractions.

60 teaching assistants rated the most effective strategies to support sequencing and storytelling as sequencing cards and using the language of sequencing, first, next, last and the story grids taught on the Elklan training programme.

6. What lessons have we learnt?

1. We have learnt that to expect Elklan tutors to be informed about a project in April who then need to go and 'sell' a totally new concept to schools who have to buy into it is a huge undertaking and we are immensely grateful to all the schools and Elklan tutors who have worked with us and have achieved such fantastic results.

2. That schools need time to assimilate the information and to plan for this large piece of work at least 6 months before the start date so that the targets are written into the schools' development plan.

3. That the amount of time we needed to spend in planning, preparing materials and supporting our tutors was far greater than we had budgeted for.

4. That the use of technology to support the Elklan tutors from different parts of the country via monthly web based conferences was effective but at times frustrating.

5. That we need to promote the training to Elklan tutors now for September 2012 so that we have time to explain the project to participating schools and they know the commitment involved.

6. That the schools need the information as soon as possible so that schools have time to plan and prepare for roll out in September 2012.

7. What is the sustainability and future potential of the project?

The project is very sustainable as Elklan and Elklan CIC have enviable reputations in the training in this field. Schools are already buying in Elklan training courses in many areas and so had no difficulty accepting that a small fee was payable. As a result of the income generated through charging the schools £100 per person (a third off the current price) Elklan CIC has generated a revenue of £31,100 some of which we plan to use to subsidise more training programmes in the next financial year.

The additional £20,000 grant for 2012/13 will subsidise more schools and allow Elklan to conduct more detailed research into effectiveness.

The future potential of the project is a projected reach to 3,285 staff by the end of 2013. Given a total grant of £64,990 + £20,000 next year = £84,990 the cost of training per head to the D of E will be £26.

The Communication Trust has a target of enabling schools to become 'Communication Friendly'. We see the Elklan CIC project as a way the schools can go on to explore this area in more depth and achieve external accreditation from Open College Network (OCN), AFASIC and Elklan. Therefore as the Trust promotes Communication Friendly Schools so this programme of work can be given as an example of one model of identifying and extending good practice.

8. Evaluation of the whole project - Qualitative data

The training is having an impact on my practice every day. I have dealt with situations using my Elklan knowledge in a more efficient and valuable way. Dawn Duncan Bolton, Teaching assistant.

'*It has been really good that our deputy head and one of the class teachers also attended the course, who in turn have had meetings with all the LSA's and teachers and the Elklan poster are clearly displayed throughout the school. Teachers have taken note of impact strategies such as mind maps™ and have had on the children's writing and they have incorporated them into their weekly planning. Dianne Dastow, Southend Teaching assistant*

The Elklan course has really made an impact on how I teach on a daily basis. I now find myself naturally using these new strategies and skills which is fantastic. I and others have already noticed a definite improvement in one particular child's development using these new found skills which is very rewarding. I also believe I have developed a better understanding of why some children behave disruptively and have poor social skills which may be due to the fact they have limited language and communication skills. Having a better knowledge of speech and language difficulties has helped me spot other children who may potentially need extra help or support with their language and communication skills. Cheryl Pettier, Southend. Teaching assistant.

'The effect of the training has been evident across the whole school, from the head's office to the playground & dinner hall. Again, it is easier to raise certain issues when staff need extra support in dealing with individual children.' P. Patton, Bristol, Teacher

BLANK made a lot of sense to all the staff. Staff found the learning easy to apply to practice. Staff are targeting questions to different children and are modelling to children much more. Lisa Farmer, Derby. Teacher

'We have absolutely loved being a part of this course - thank you so much for involving us. We have used the training with TA's, governors and preschool. It has given us a lot of new and excellent ways to support our children and really made us evaluate our practice.' Debra Carr, Bolton. Teacher

'I have found the course extremely useful and thought provoking. I especially benefited from the opportunity to engage with others in professional dialogue, and to share in presentations from different schools and therefore different perspectives. Also useful was the time spent

practising the strategies with colleagues. With the support of the course leaders and peers, it was very beneficial to practise the skills ourselves. I struggle to add any suggestions to make the course more effective.' Lesley Cooper, Bolton

Our grateful thanks to ALL the schools and Elklan tutors who have been part of this journey with us, we are grateful to them for all their hard work and energy in making it happen.

Conclusion

As a result of completing the training Teaching assistants and teachers have grown in confidence in supporting children with SLCN in their school.

78 schools now have trained and externally accredited members of staff, and all the schools trained in key strategies which schools report benefit all children but especially those with SLCN. They are working towards Communication Friendly School status following successful completion of the audit and inspection visits.

Speech and language therapy services involved:

Helen Hindle & Julie Hoodless, Speech & Lang Therapy Services, Wigan
Joanne Steenkamp, Independent SLT, Holmes Chapel, Crewe
Isobel Wratislaw, Paediatric Speech & Language Therapy Services, Southend, Essex
Fiona Taylor, Paediatric Speech & Language Therapy Services, Salford
Ashley Mason and Heather Scott, Paediatric Speech & Language Therapy Services, Bolton
Jessica Allen, Allen Speech and Language Therapy Services, Essex
Laura Pierce (nee Wren) Paediatric Speech & Language Therapy Services, Bristol
Sara Honey & Claire Watson Shine Therapy Services Preston
Claire Moseley & Kathy Burkmar, Unsworth P. S., Bury
Bibiana Wigley, Derbyshire Community Health Services NHS Trust
Henrietta McLachlan Elklan, Cornwall

Liz Elks & Henrietta McLachlan
Elklan CIC
28/3/12

i I CAN Talk The Cost to the Nation of Children's Poor Communication Issue 2, *Author: Mary Hartshorne Contributors: Kate Freeman and John* Parrott, © I CAN 2006: Reprinted 2009

ii Law et al (2000) Provision for children's speech and language needs in England and Wales: facilitating communication between education and health services DfES research report 239

iii Bird, Bishop and Freeman (1995)
(1998) Language Impaired Pre-Schoolers: a follow up into adolescence JSLHR 41