


by Lisa Archibald a few seconds ago

# SLPs/SLTs collaborating with teachers on #LLI\_ and language goals in the classroom: Evidence and implementation


@WeSpeechies curator @larchiba6 for April 16-23, 2016

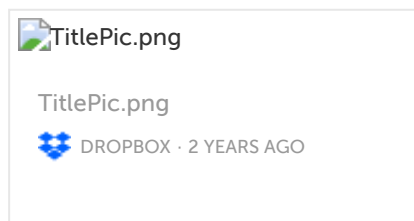
**@WeSpeechies**  
**#WeSpeechies**  
**#RoCur**  
**#EBP**  
**#LLI\_**




**Dr Lisa Archibald @larchiba6** is an Associate Professor in Communication Sciences and Disorders at Western University in Ontario, CA. After completing her Masters (Toronto, 1998), she worked as a clinical speech language pathologist in a variety of settings providing services to children and adults. From 2002 to 2006 Lisa undertook doctoral studies at Durham University in the UK, with Professor Susan Gathercole, an international expert in developmental working memory. In her research, Lisa examines the relationship between linguistic processing and working memory in children with and without impairments in language and/or working memory. In 2016, Lisa began teaching the Developmental Language Disorders 2 course for SLP trainees using a flipped classroom approach. She also incorporated service learning, in which her students carried out a vocabulary building program at a local boys' and girls' service club.

Lisa Archibald @larchiba6: #WeSpeechies & #teachers pursuing common language goals in #LLI\_ [speech-language-therapy.com/index.php?opti...](http://speech-language-therapy.com/index.php?opti...) [pic.twitter.com/EuTMWhNGcn](https://pic.twitter.com/EuTMWhNGcn)

 WESPEECHIES @WESPEECHIES · 2 YEARS AGO




A list of readings & references cited appears at the end of this story.



**Susan Ebbels**  
@SusanEbbels

Looking forward to this [@wespeechies](#) [@larchiba6](#)

 2 YEARS AGO



**Lisa Archibald**  
@larchiba6

.@osla\_ontario @bcaslpa @SASLPA @AQOA @SpeechHearingNS @SAC\_OAC plsRT & follow me @wespeechies this wk #CanadianSLP twitter.com/wespeechies/st...

2 YEARS AGO



**Caroline Bowen**  
@speech\_woman

We look forward to CONTENT tweets from the 🇪🇺🇬🇧🇨🇦🇺🇸 #LLI\_ cheer squad ✨!  
#NOTjustLIKESandRETWEETS! @SusanEbbels @wespeechies @larchiba6

2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

@speech\_woman @SusanEbbels @wespeechies is best content =comments or links or literature? Or all? #excited about this topic #nomorelurking 🤔

2 YEARS AGO



**Caroline Bowen**  
@speech\_woman

Best content = engagement/discussion around the topic at all those levels. Plus ❤️+RT (but not only) @HaleyTanc @SusanEbbels @wespeechies

2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

@speech\_woman @SusanEbbels @wespeechies excellent. Ta. Looking forward to it 😊

2 YEARS AGO

## Getting started



**Caroline Bowen**  
@speech\_woman

Welcome to the @wespeechies helm, @larchiba6 in London #Ontario. Looking forward to a HOT #LLI\_ week with lots of #teachers! @osla\_ontario

2 YEARS AGO

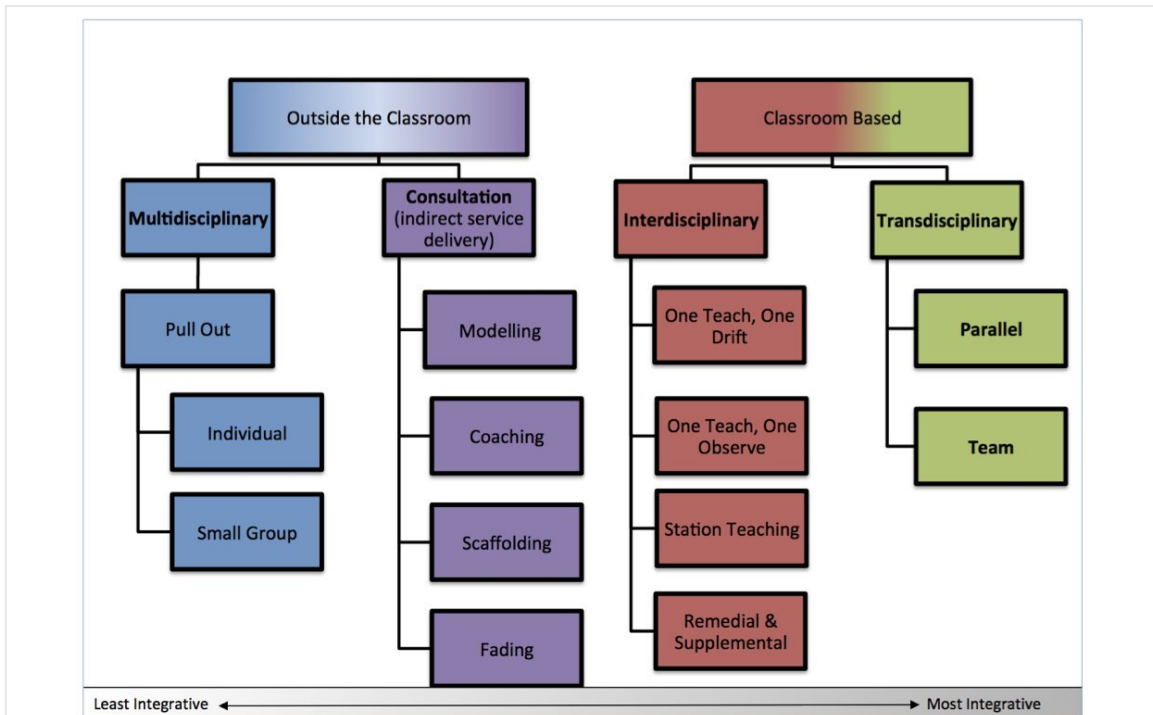


**WeSpeechies**  
@wespeechies

Hello @WeSpeechies ! Excited to be rotating curator this week on the important topic of SLPs in the classroom. Please join in!

2 YEARS AGO

### Service models



From: Suleman et al. (2013). CJSLPA, 37, 298-304. Used with permission. [Open access: <http://bit.ly/1XYc00v>]

Here's a model of school services by Sulemanetal #openaccess Fit your framework? Which of your services fit where? [pic.twitter.com/hXysZO56x2](http://pic.twitter.com/hXysZO56x2)

WESPEECHIES @WESPEECHIES · 2 YEARS AGO



**Caroline Bowen**  
@speech\_woman

Interesting @SAC\_OAC article, @wespeechies Collaboration: More than #teachers and #WeSpeechies "Working Together" [cjslpa.ca/files/2013\\_CJS...](http://cjslpa.ca/files/2013_CJS...)

2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

. @wespeechies in my team we have SP Consultants and SP school based

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@HaleyTanc Are your school based SPs in the classroom providing services?

2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

. @wespeechies divide Outside the classroom easily. Inside = negotiate based on Student/teacher needs

2 YEARS AGO



**WeSpeechies**  
@wespeechies

. @HaleyTanc Yes, establishing collaborative relationships with teachers a key to classroom provision. Hope to hear everyone's tips on this.

2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

School based = yes @wespeechies i work consultatively so my work in class is supporting T via PL, coaching, feedback, joint planning

2 YEARS AGO



**WeSpeechies**  
@wespeechies

. @HaleyTanc How do the roles of the SP consultants & SP school based differ? #Australia

2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

I work in a specific context @wespeechies catholic ed in South East Qld. Consults empl by the system, schools employ own SPs in schools

2 YEARS AGO



**WeSpeechies**  
@wespeechies

. @HaleyTanc Do roles of consultant or school-based differ though? Are there times when both SPs might be in the same school?

2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

@wespeechies can be a challenge logistically to make it work between 2 SPs, but when it does it's fab.

2 YEARS AGO



**WeSpeechies**  
@wespeechies

. @HaleyTanc Oh, do tell! In Ont, we have old legislation (1984) making speech a health & language a education service - can be confusing!

2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

Oh sorry, to clarify, yes @wespeechies if school employ SP then=both. Otherwise consult only (and no hands on intervention w chn, only T's)

2 YEARS AGO



**Dani Smith**  
@danismith

@wespeechies @HaleyTanc Both in my School-SLP me as head of Support, liaise with Ts & Ps, class obs, gp work, ILPs 1/2cont #wespeechies

2 YEARS AGO



**Dani Smith**  
@danismith

@wespeechies @HaleyTanc 2/2 & 1-1 follow up. Consult - Ax & wkly Tx. Ss w #LLI\_ & #dyslexia 2-4 contacts per wk for prgms #RTI #wespeechies

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@danismith @HaleyTanc Consult available to all schls (funded?), but schl-SLP only if school employs? #Australia

2 YEARS AGO



**Dani Smith**  
@danismith

@wespeechies @HaleyTanc Private Schl. SLP full time. Little or no funding so extra Consultant is private Ps pay. It works well, needs funds!

2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

@wespeechies @danismith in Bris this is the Cath Ed model. State Ed similar schools buy in additional hrs but get the same SP(just more hrs)

2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

@wespeechies @danismith independent schools tend to contract private practice SPs

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@danismith @HaleyTanc So a priv schl could have schl SLP & family paying for add consultant? If both, could they work with the same kid?

2 YEARS AGO



**Dani Smith**  
@danismith

@wespeechies @HaleyTanc yes we can both work same student - private 1x pwk, me up to 2/3 X pwk in small group or short 1-1 session #LLI\_

2 YEARS AGO

**WeSpeechies**

@wespeechies

@danismith @HaleyTanc Ont college has position statement on service by 2 members: [caslpo.com/sites/default/...](http://caslpo.com/sites/default/...) An issue in Australia?



2 YEARS AGO

**Haley Tancredi**

@HaleyTanc

@wespeechies @danismith yes this happens 2. I find we have 2 collaborate heavily 2 make it work or have diff goals/focus



2 YEARS AGO

**Haley Tancredi**

@HaleyTanc

@wespeechies @danismith eg I support Teacher, other SP does student targeted support



2 YEARS AGO

**Gaenor Dixon**

@Rooandjoey

@wespeechies Australia is federated states with states responsible for education cannot generalise. Also state and nonstate Schls differ.



2 YEARS AGO

**Gaenor Dixon**

@Rooandjoey

@wespeechies so Vic ed system different to Qld different to Tas etc.



2 YEARS AGO

**WeSpeechies**

@wespeechies

.@Rooandjoey Yes, Cda too - prov responsible for educ so systems differ. Join in & tell us about SLP provisions in your state/prov/country



2 YEARS AGO



**Gaenor Dixon**  
@Rooandjoey

[@wespeechies](#) in Qld state ed schl SLP. Schls do supplement dept provision with school purchase. Parent pay is tricky legislatively.

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.[@Rooandjoey](#) So in your system? Are SLPs consulting to teachers? Co-teaching in classrooms?

2 YEARS AGO



**Gaenor Dixon**  
@Rooandjoey

[@wespeechies](#) very school led provision. School w SLP determine how best meet needs. Use RTI tiers to support discussion

2 YEARS AGO



**Tim Kittel**  
@TImothyKittel

.[@Rooandjoey](#) Has QLD Ed sorted out who's the client? School/Student/Teacher? Perennial question here! [#wespeechies](#) [@wespeechies](#)

2 YEARS AGO



**Gaenor Dixon**  
@Rooandjoey

[@TImothyKittel](#) [@wespeechies](#) yup! But we support schl to provide reasonable adjustments- depends what schl wants.

2 YEARS AGO



**Emily Dawes**  
@EmilyDawesSLP

[@HaleyTanc](#) [@wespeechies](#) [@danismith](#) same in WA with independent schools

2 YEARS AGO





**Emily Dawes**  
@EmilyDawesSLP

@Rooandjoey @wespeechies yes & in WA we have Ed Dept run Language Devt Centres for young children with #\_LLI

2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

@TImothyKittel @Rooandjoey @wespeechies similar ongoing discussion within Bris Cath Ed. we learn towards school..Great discussion point tho!

2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

@TImothyKittel @Rooandjoey @wespeechies \*lean ... Oops

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@HaleyTanc @danismith @EmilyDawesSLP So, Schl-SLP liases with school staff? Programming suggestions, co-teaching? Dependent on the case?

2 YEARS AGO



**Emily Dawes**  
@EmilyDawesSLP

@wespeechies @HaleyTanc @danismith 1/2 I don't work for independent schools- I'm at at language devt centre (LDC) for chldn w/ #\_LLI

2 YEARS AGO



**Emily Dawes**  
@EmilyDawesSLP

@wespeechies @HaleyTanc @danismith 2/2 from my understanding service provision differs depending on SP, wants/needs of principal & school

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@EmilyDawesSLP @HaleyTanc @danismith Yes! This makes our profession so rich but also challenging to describe common approaches!

2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

@wespeechies @danismith @EmilyDawesSLP yes hard to describe "what we do" typic we get refs, obs, Ax, info gathering, build profile of Stud

2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

@wespeechies @danismith @EmilyDawesSLP 2/ feedback to team & plan with T's by matching profile 2 Aust Curric & comm demands of school env

2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

@wespeechies @danismith @EmilyDawesSLP #equity #access

2 YEARS AGO



**lucy nicoll**  
lucynicoll1

@wespeechies #wespeechies probably inter teach/drift but usually 1.1support instead of drift. Lots of team teaching/differentiation.Love it!

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@lucynicoll1 Sweet! Could you tell us more about what you mean by 'differentiation' here?  
[twitter.com/lucynicoll1/st...](https://twitter.com/lucynicoll1/st...)

2 YEARS AGO

**lucy nicoll**

lucynicoll1

@wespeechies SLT&Teacher joint plan lesson. Take turns to teach while other sits with 1/group student/s to differentiate Lang/task for them.

2 YEARS AGO

**lucy nicoll**

lucynicoll1

@wespeechies in a special school for LLI so students get 1.1 SLT, joint planning and SLT support in lessons. I ++enjoy classroom Collab.

2 YEARS AGO

**WeSpeechies**

@wespeechies

. @lucynicoll1 Super! Do you ever find it necessary to withdraw a child from class for service?

2 YEARS AGO

**lucy nicoll**

lucynicoll1

@wespeechies they get withdrawn and classroom support. It's an awesome place to work for that reason. Direct, classroom and joint planning.

2 YEARS AGO

**WeSpeechies**

@wespeechies

. @lucynicoll1 In the differentiation, you're providing scaffolding to assist student in accessing curriculum? 1/2 [bit.ly/1SRCora](http://bit.ly/1SRCora)

2 YEARS AGO

**WeSpeechies**

@wespeechies

2/2 Differentiating scaffolding challenging in class? Sillimanetal reported >99% directive scaffolding by educator [bit.ly/1SRCora](http://bit.ly/1SRCora)

2 YEARS AGO

**lucy nicoll**

lucynicoll1

@wespeechies @ASHAWeb yes, spot on. May be doing some vocab pre teaching or revision too- depends on lesson/language load.

2 YEARS AGO

**WeSpeechies**

@wespeechies

. @lucynicoll1 Awesome indeed. Can you compare withdr vs in class? Is it all a package, or is there something important to one or the other?

2 YEARS AGO

**lucy nicoll**

lucynicoll1

@wespeechies think both important. Class usually more naturalistic so maybe better for generalisation..? 1.1 good for new/deep explanations.

2 YEARS AGO

**WeSpeechies**

@wespeechies

. @SurreySLICEN Nice. Truly transdisciplinary where prof. share roles, or more interdisciplinary where teacher addresses educ & SLT lang?

2 YEARS AGO

**Rachel Bala**

@rachelbala\_aus

@HaleyTanc @jaedene\_g @Speechie\_Lauren @maiaiaia\_ @Shirlz87 @wespeechies @larchiba6 I'm definitely excited for this discussion!! 📖

2 YEARS AGO

**WeSpeechies**

@wespeechies

Language Classes - Do you have them? For what age? Admission criteria? How long do kids stay? Who teaches them? SLP provision?

2 YEARS AGO

**Carol-Anne Murphy**

@camisonup

@wespeechies 1/2 Y in Ireland, CHn w "SLI", excl & discrepancy criteria:-2.0 SDs from mean stand Lang Ax; non V IQ @least 90, others.



2 YEARS AGO

**Carol-Anne Murphy**

@camisonup

@wespeechies 2/2 majority for CHn 4-8 yrs,regions w >1 class class 4-8 & 8-12 or 4-7, 7-9. Most classes chn 4-8 years. CHn stay circa 2yrs



2 YEARS AGO

**Carol-Anne Murphy**

@camisonup

@wespeechies typical length of stay 2 years but can be shorter or longer; classes run by education, SLT provision from health;



2 YEARS AGO

**Carol-Anne Murphy**

@camisonup

@wespeechies SLT when 1st established many classes SLT 5 x ams week, some more. Now SLT provisin ranges from 2-3 sessions(sess=1/2 day)upward



2 YEARS AGO

**Carol-Anne Murphy**

@camisonup

@wespeechies in LCs ways SLT&teacher work vary;more intensive SLT provision than community,SLT & teacher Collab but can be geog distant 4CHn



2 YEARS AGO

**Susan Ebbels**

@SusanEbbels

Joint classroom working easy in special school @wespeechies. I hear diff in mainstream cos other children haven't consented to therapy #LLI\_



2 YEARS AGO



**Susan Ebbels**  
@SusanEbbels

How do @wespeechies get around issue of consent for other children in class who are not on SLT caseload?

2 YEARS AGO

Classroom-based services - Is there a need?

Second, it is nothing short of foolhardy to make enormous investments in remedial instruction and then return children to classroom instruction that will not serve to maintain the gains they made in the remedial program.

Does this quote from Snow et al. (1998) about lessons from RR apply to SLP services?  
[nap.edu/read/6023/chap...](http://nap.edu/read/6023/chap...) [pic.twitter.com/Z3HzAHACDG](https://pic.twitter.com/Z3HzAHACDG)

WESPEECHIES @WESPEECHIES · 2 YEARS AGO



**Making Sense**  
@txchoices

Didn't know Snow Burns Griffin 1998 was available as a free e-book [nap.edu/read/6023/chap...](http://nap.edu/read/6023/chap...)  
THX @wespeechies #ReadingRecovery #WritingOurBook

2 YEARS AGO



**WeSpeechies**  
@wespeechies

#LLI\_ barrier to equal access to education if curriculum materials challenging. Compel us to provide support in instead of out of classroom?

2 YEARS AGO



**Susan Ebbels**  
@SusanEbbels

My understanding is that most common @wespeechies model is outside classroom, but in US most common is pull out but in UK indirect. Correct?

2 YEARS AGO



**Susan Ebbels**  
@SusanEbbels

Although in UK, ?pull-out more common if SLT employed by school/private, indirect more common if NHS? @wespeechies. Similar in Australia?

2 YEARS AGO



**Susan Ebbels**  
@SusanEbbels

What about other countries? I've heard Ireland, Sweden, Norway less SLT work in schools and more pull-out than UK @wespeechies. Correct?

2 YEARS AGO



**Gaenor Dixon**  
@Rooandjoey

@SusanEbbels @wespeechies in Qld state ed schl direct employment rarely pull out - more tier 1 & 2 services focus. 1/2

2 YEARS AGO



**Gaenor Dixon**  
@Rooandjoey

@SusanEbbels @wespeechies in Qld state ed regional svces pull-out can be used but depend on schl priority can be in-class, indirect or mix

2 YEARS AGO



**Gaenor Dixon**  
@Rooandjoey

@SusanEbbels @wespeechies this explains model of service [education.qld.gov.au/curriculum/fra...](http://education.qld.gov.au/curriculum/fra...)


2 YEARS AGO




**Charlotte Forwood**  
@talkinged19


@SusanEbbels @wespeechies depends on state - mainly private SLP/Ts in NSW, in Vic depends on sector-public/private-all 3 tiers at my school

2 YEARS AGO


 **Libby M**  
@Littlemisslibbs


[@wespeechies](#) in my school we do talk boost for ks1 and ks2. I run similar groups for early years. "Time to talk" is good for younger ones

 2 YEARS AGO


 **Libby M**  
@Littlemisslibbs


[@wespeechies](#) nhs s&l are also doing groups in clinic but very new and waiting lists! Child assessed in clinic first then put in group

 2 YEARS AGO


 **WeSpeechies**  
@wespeechies


[.@Littlemisslibbs](#) Sorry, missed this ystrday. R these smll grps while kid in reg class, or separate classes? Time limited?

 2 YEARS AGO


 **Libby M**  
@Littlemisslibbs


[@wespeechies](#) I am predominantly in nursery. Small groups 5/6 max two/three times a week. Usually only 15 mins

 2 YEARS AGO


 **WeSpeechies**  
@wespeechies

[.@Littlemisslibbs](#) In class with curriculum? How do you communicate with teacher or facilitate carry over?


 2 YEARS AGO

 **Libby M**  
@Littlemisslibbs


[@wespeechies](#) based in nursery so close links with teacher and teaching assistants in there. Also generalise skills with them in nursery


 2 YEARS AGO




 **Libby M**  
@Littlemisslibbs


[@wespeechies](#) cont'd... As well as small groups in speech and language room just off nursery room

 2 YEARS AGO


 **Libby M**  
@Littlemisslibbs


[@wespeechies](#) groups are baying in 2-3 word level, attention & listening.. All linked to the learning in class

 2 YEARS AGO


 **Libby M**  
@Littlemisslibbs


[@wespeechies](#) e.g at the moment the children are doing mini beasts so my groups are related to this

 2 YEARS AGO


 **Libby M**  
@Littlemisslibbs


[@wespeechies](#) sorry meant to say varying\*\*\* not baying

 2 YEARS AGO


 **WeSpeechies**  
@wespeechies

.[@Littlemisslibbs](#) Love that connection. Sounds very fluid! Finding Least Restrictive Environment for the wrk that needs to be done! [#choices](#)

 2 YEARS AGO

 **Visser-Bochane**  
@Bochane

[@SusanEbbels](#) [@wespeechies](#) most frequent service delivery in the Netherlands: pull-out

 2 YEARS AGO



**Susan Ebbels**  
@SusanEbbels

Pull-out in school or to clinic? @Bochane @wespeechies

2 YEARS AGO



**Visser-Bochane**  
@Bochane

@SusanEbbels @wespeechies in private practices and sometimes in the school.

2 YEARS AGO



**Susan Ebbels**  
@SusanEbbels

@wespeechies @Bochane different strengths in different countries. We can learn from each other

2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

.@wespeechies definitely #equity #access =not missing class content. + curric relevant intervent = have biggest impact if implem in class.

2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

.@wespeechies logistically HARD though, I acknowledge. But #doable and it's about #mindset and #culture inc that of teachers

2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

Classroom based SP = best likelihood of student transferring skills #equity #access  
@wespeechies [twitter.com/wespeechies/st...](https://twitter.com/wespeechies/st...)

2 YEARS AGO



**TherapyThread**  
@TherapyThread

@SusanEbbels @wespeechies when I worked in New Zealand we never withdrew children. I withdraw less - more class. Always insist on TA in too

2 YEARS AGO



**Susan Ebbels**  
@SusanEbbels

Have to be either/or? Both have advantages. Pull-out 4 new difficult new skills? Within class 4 generalisation? @wespeechies

2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

.@SusanEbbels @wespeechies yes agree tho esp in high sch we try to keep everything in class & look at 1-1 during group wk or spare subjects

2 YEARS AGO



**Dani Smith**  
@danismith

@SusanEbbels @wespeechies @HaleyTanc yes Preteach skill 1-1 then practice in class improves confidence & participation #LLI\_ #wespeechies

2 YEARS AGO



**Dani Smith**  
@danismith

@wespeechies SLP work with teachers essential to ensure appropriate differentiation #equity #access #Wespeechies

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@SusanEbbels @HaleyTanc @TherapyThread When is pull out really important? Speech vs lang? Severity?

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@danismith @SusanEbbels @HaleyTanc Unpub thesis [thekeep.eiu.edu/theses/1537/](http://thekeep.eiu.edu/theses/1537/)  
Class=pullout for lang but class<pullout for speech models & prod

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@danismith Differentiation must be challenging in a large class. I think educators NEED help to implement. Yes?

2 YEARS AGO



**Dani Smith**  
@danismith

@wespeechies Teachers grateful for support & want to work together with SLP, they want the best outcomes for their students

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@danismith Nikki Nelson in her writing lab approach says teacher motivation to just 'have someone in the room' opens door for collab!

2 YEARS AGO

## Vocabulary



**Tim Kittel**  
@TimothyKittel

Vocab instruction uber-important. I might w/draw indiv or small gp to preteach b4 class  
[@wespeechies](#) [@SusanEbbels](#) [@HaleyTanc](#) [@TherapyThread](#)

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@TimothyKittel Yes, altho compelling evid: Adv for collab coteaching over SLP indep in class & pullout for #LLI\_ [bit.ly/1SoBrzo](http://bit.ly/1SoBrzo)

2 YEARS AGO

**Tim Kittel**

@TImothyKittel

'xactly @wespeechies! I think I'm describing the 15min pull-out component part of collab model described in this, esp 4students >2SD (1/2)

2 YEARS AGO

**Tim Kittel**

@TImothyKittel

(2/2) @wespeechies I once learnt more than i ever thought possible about parts of an earthworm, in collab w a classroom teacher #TMI

2 YEARS AGO

**WeSpeechies**

@wespeechies

.@TImothyKittel Yes, explicit individualized explanations can really help #LLI\_ kids whether it's in or out of the classroom!

2 YEARS AGO

Sunday, April 17

**WeSpeechies**

@wespeechies

Good Sun. morning from Ont, CA #SLPeeps Who's working with an educator in the classroom tomorrow? #Educators: Who's working with an SLP?

2 YEARS AGO

Assessment

**WeSpeechies**

@wespeechies

.@HaleyTanc @SusanEbbels How does Ax fit in? Do you consider time for full Ax vs intervention time in your system, or there's time for both?

2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

.@wespeechies @SusanEbbels we tend to schedule Ax to be minimally disruptive but often it is pull out of class 😞

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@HaleyTanc @SusanEbbels @fernandez\_vesna Are you doing problem-based Ax or full on Ax? Wonder if time saved with focused Ax or info lost?

2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

@wespeechies @SusanEbbels @fernandez\_vesna I tend to do a variety... Obs in class + informal Ax. Interview student re their insights 1/

2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

@wespeechies @SusanEbbels @fernandez\_vesna plus standardised. Only time in life they may have opport for detailed explanation of Lang profile

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@HaleyTanc @SusanEbbels @fernandez\_vesna It can sometimes feel like Ax is never done tho. Too much time in Ax = no time for intervention??

2 YEARS AGO



**Susan Ebbels**  
@SusanEbbels

But the right assessment can make intervention more effective and efficient @wespeechies @HaleyTanc @fernandez\_vesna

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@SusanEbbels Yes! Always a worry that if you don't assess just one more process, you won't understand the problem as well. #howtoknow ?

2 YEARS AGO



**Susan Ebbels**  
@SusanEbbels

But assessment can also be an ongoing part of intervention. Response to intervention tells you more about the child @wespeechies

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@SusanEbbels Great point! Dynamic Ax! A topic for another @wespeechies week?

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@HaleyTanc @SusanEbbels Starting point for Ax might be with teacher describing main classroom concerns & SLP finding best way to address

2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

@wespeechies @SusanEbbels it's a balance indeed. I find schools want Ax, less motivated for SP/T collaboration. Need to show them its power..

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@HaleyTanc @SusanEbbels Yes! So important! This is where taking the time for joint planning so important but #challenging to find time

2 YEARS AGO

## Assessment with Contract for Follow up with Teacher



**Haley Tancredi**  
@HaleyTanc

@wespeechies @SusanEbbels actually we won't do formal Ax unless we contract the follow up with Teacher/s as well, done at point of referral 😊



2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@HaleyTanc @SusanEbbels @osla\_ontario Wow! What does a contract for follow up with teachers include / look like?



2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

@wespeechies @SusanEbbels @osla\_ontario verbal agreement for ax followed by feedback & planning time with CTs..Negotiate number and frequency



2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

@wespeechies @SusanEbbels @osla\_ontario tho I'd say minimum teacher/SP collaboration sessions = 3-4. Do others require a commitment post Ax?



2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@HaleyTanc @SusanEbbels @osla\_ontario Neat! All outside class or co-teaching too? Can you extend? So interested to hear if others have this



2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

@wespeechies @SusanEbbels @osla\_ontario tend to meet outside of class a few times & wk together in class depending on what we want 2 achieve



2 YEARS AGO

## Working with Teachers in the Classroom





**WeSpeechies**  
@wespeechies

.@HaleyTanc Can't wait to hear people's favourite stories of in-class successes in our chat and over the week. Pls share yours!



2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

@wespeechies @SusanEbbels @osla\_ontario eg coaching & feedback or co-teach (1 lead 1 support). Takes buy in from T's & building relationships



2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@HaleyTanc Yes, so key. Start small? Start with teachers who are motivated...then success starts to speak for itself. #powerindoing



2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

@wespeechies absolutely. And get T's to share successes with their colleagues! I'm off to bed now 😊 looking forward to a week of tweeting!



2 YEARS AGO



**Susan Ebbels**  
@SusanEbbels

Working in class also helps @wespeechies identify functional language targets related to the curriculum @danismith @HaleyTanc



2 YEARS AGO



**Caroline Bowen**  
@speech\_woman

@wespeechies 8:00pm Monday 18 April Eastern Daylight time = 1:00am Tuesday 19 April British Summer Time (not GMT) = 8:00am Tuesday 19 AEST.

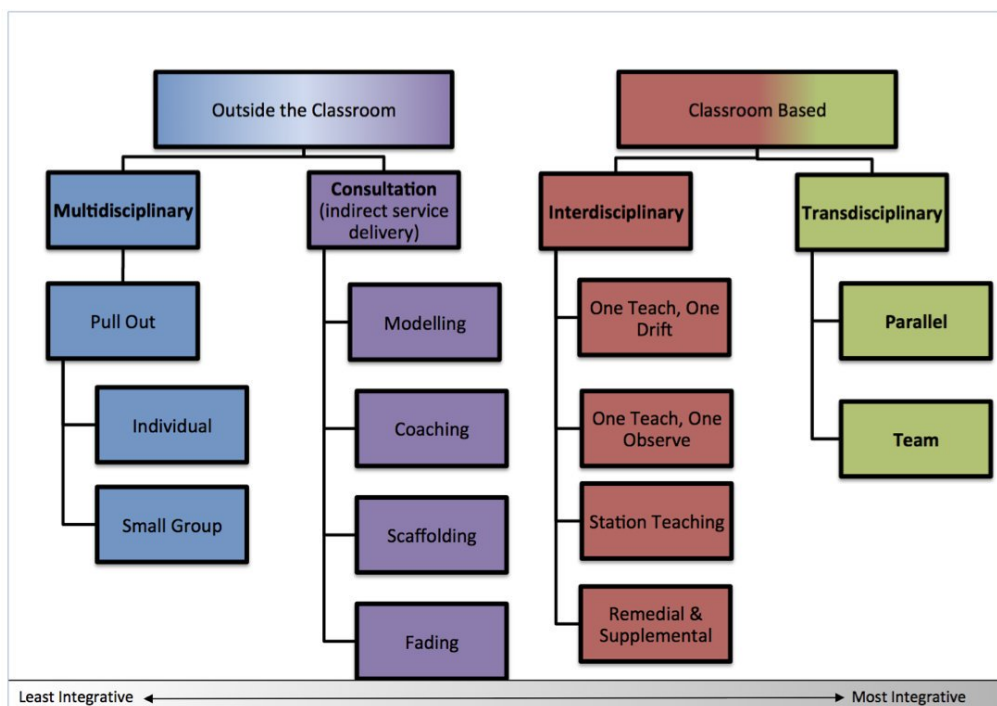


2 YEARS AGO

lucy nicoll  
lucynicoll1

@wespeechies Joint lesson for me-20mins phonics,cued artic,speech sounds with me (SLT),20mins spellings/sentences with English teacher(ET).

2 YEARS AGO



From: Suleman et al. (2013). CJSPLA, 37, 298-304. Used with permission. [Open access: <http://bit.ly/1XYc0Ov>]

.@lucynicoll1 Station teaching in classroom each from own expertise? Do students rotate? All students or only #LLI\_? [pic.twitter.com/hXysZO56x2](http://pic.twitter.com/hXysZO56x2)

WESPEECHIES @WESPEECHIES · 2 YEARS AGO

lucy nicoll  
lucynicoll1

@wespeechies all students have LLI. We don't do stations per se. While I'm doing the SLT part, the ET sits with students&keeps them on track

2 YEARS AGO

lucy nicoll  
lucynicoll1

@wespeechies and vice versa-always using our edu/SLT expertise. Good to have both perspectives covered in planning and lessons.

2 YEARS AGO

**WeSpeechies**

@wespeechies

.@lucynicoll1 Nice! Small groups outside of the classroom? About 40 min total? How many in a day? How much planning time? #uk

2 YEARS AGO

**lucy nicoll**

lucynicoll1

@wespeechies plan 30 mins per wk min., class groups of 8-12 in the classroom, 5 hours English per wk. Good Collab. Morale/attitude helps!

2 YEARS AGO

**WeSpeechies**

@wespeechies

.@lucynicoll1 Are you in a setting with non #LLI\_ kids too? What are they doing in the classroom during this time?

2 YEARS AGO

**lucy nicoll**

lucynicoll1

@wespeechies no, just LLI. It's a special school for children with LLI / language as a primary need.

2 YEARS AGO

**WeSpeechies**

@wespeechies

.@lucynicoll1 Ah, ok. Does this characterize all of your service, or something else too (e.g., pull out, coaching/consulting to teacher)?

2 YEARS AGO

**lucy nicoll**

lucynicoll1

@wespeechies children also receive 30-60 mins SLT 1.1 weekly. Regular whole staff training etc keeps us all up to speed with specialist systems

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@lucynicoll1 Whole staff training will create shared knowledge -so helpful! Are there teachers who are less keen on collab in your setting?



2 YEARS AGO



**lucy nicoll**  
lucynicoll1

@wespeechies Id say Collab takes time which is a premium in schools but all see the advantage and nobody negative about it in my experience.



2 YEARS AGO

### Tiered Intervention & Classroom-based services for children making progress in the classroom



**Nikki Botting**  
@NicolaBotting

@SusanEbbels @wespeechies also depends who for. Our nw ppr shows chnge bfre thry is useful. Imprv in class=stay in? [openaccess.city.ac.uk/13720/1/Waltha...](http://openaccess.city.ac.uk/13720/1/Waltha...)



2 YEARS AGO



**Susan Ebbels**  
@SusanEbbels

@NicolaBotting @wespeechies yes, if something is working, keep doing it!



2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@NicolaBotting Yes, your paper aligns nicely with Koutsoftas et al. (2009) with preschoolers [ncbi.nlm.nih.gov/pubmed/18952818](http://ncbi.nlm.nih.gov/pubmed/18952818) 1/2



2 YEARS AGO



**WeSpeechies**  
@wespeechies

2/2 @NicolaBotting Low scorers on a ph aw test in Jan after Tier 1 ph aw in fall involved in Tier 2 small grp int. Improvement in 71% of n



2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@NicolaBotting Are you talking about Tiered intervention in the #UK? Your natural change paper doesn't really go there??

2 YEARS AGO



**Susan Ebbels**  
@SusanEbbels

Tiered intervention is used in a very confusing manner here. Everyone understands details differently 1/2 @wespeechies @NicolaBotting

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@SusanEbbels @NicolaBotting Shared understanding tough to achieve! But there's something about Tiers that makes fundamental sense, I think?

2 YEARS AGO



**Susan Ebbels**  
@SusanEbbels

Basic idea makes sense. Question is what the SLT role should be in each tier @wespeechies @NicolaBotting

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@SusanEbbels @NicolaBotting Yes! Let's hear from folks on the role they play for each tier in RTI.

2 YEARS AGO



**Susan Ebbels**  
@SusanEbbels

Old National Literacy & Numeracy Strategy used to have Waves 1-3. New Code of Practice merges 1&2 less defined @wespeechies @NicolaBotting

2 YEARS AGO



**Susan Ebbels**  
@SusanEbbels

SLTs use universal, targeted, specialist, but recent meeting highlighted we have v dif understanding of these [@wespeechies](#) [@NicolaBotting](#)

2 YEARS AGO

## Pull-out Services



**Susan Ebbels**  
@SusanEbbels

I find speech & receptive lang therapy more effective with pull-out. Can work better on indiv diffs [@wespeechies](#) [@HaleyTanc](#) [@TherapyThread](#)

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.[@SusanEbbels](#) Valdez & Montgomery (1997) [cdq.sagepub.com/content/18/2/6...](http://cdq.sagepub.com/content/18/2/6...) reported no difference for in class vs pullout for CELF total & exp BUT 1/2

2 YEARS AGO



**WeSpeechies**  
@wespeechies

2/2 [@SusanEbbels](#) Advantage for pull out on receptive language score (preschool/Head Start)

2 YEARS AGO



**Susan Ebbels**  
@SusanEbbels

Wasn't aware of that paper. Thanks [@wespeechies](#)


2 YEARS AGO




**WeSpeechies**  
@wespeechies

[@SusanEbbels](#) Abstract includes no diff results. Read the paper to see the recep results. Stats not reported so not included in EBPreviews

2 YEARS AGO

 **WeSpeechies**  
@wespeechies


@SusanEbbels & with caution. Reporting standard differences since 1997 make the evidence provided by this paper a bit hard to judge...


 2 YEARS AGO

Collaboration = Partnership


**Language-Hearing Association, 1991b). The collaborative model assumes that no one person or profession has sufficient expertise to execute all of the functions associated with providing educational services to students. Rather,**

.@lucynicoll1 Love this quote from Hadley et al. (2000) [bit.ly/1S0CnU0](https://bit.ly/1S0CnU0)  
[pic.twitter.com/dZWX6eoE2O](https://pic.twitter.com/dZWX6eoE2O)

 WESPEECHIES @WESPEECHIES · 2 YEARS AGO

 **lucy nicoll**  
lucynicoll1

@wespeechies good one! No one is in charge. All equal value.

 2 YEARS AGO

Challenges of Differentiated Instruction

Is everyone talking about differentiated instruction in the classroom? [youtube.com/watch?v=bDvKnY...](https://www.youtube.com/watch?v=bDvKnY...)


 WESPEECHIES @WESPEECHIES · 2 YEARS AGO



**WeSpeechies**

@wespeechies

How do you manage, [#teachers](#), to provide differentiated instruction to all learners in your classroom? Do you need help?


 2 YEARS AGO



**WeSpeechies**

@wespeechies

1/3 Myhill & Warren on challenges of using conversational scaffolding in class of 30 children  
[#openaccess tandfonline.com/doi/full/10.10...](#)


 2 YEARS AGO



**WeSpeechies**

@wespeechies

2/3 [#teachers](#) might feel under pressure to cover the curriculum so focus on a teaching not learning agenda - miss scaffolding opportunities

 2 YEARS AGO





**WeSpeechies**  
@wespeechies

3/3 #wespeechies could help through 1 teach-1 drift/assist in the classroom. Tweet about a time that that worked well for you! #teamteaching

2 YEARS AGO

**LISTENING SKILLS**

We only remember **17-25%** of what we've heard  
Register free at [www.impact.wales](http://www.impact.wales) for practical classroom resources for listening

**IMPACT**  
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**55%** of our daily life is spent listening!

We listen at 125-250 words per minute  
We think at 1000-3000 words per minute

How do we find meaning?  
38% actual spoken words  
55% facial expressions

Less than **2%** of people have any formal listening training

**What is effective listening?**

- 1 Attending to nonverbal behaviours
- 2 Asking questions ???
- 3 Reflecting feelings ☺ ☹
- 4 Paraphrasing
- 5 Summarizing Long story Short story

HEAR IT → SAY IT → READ IT → WRITE IT

When was the last time you explicitly taught your pupils how to listen? Use our #sketchnote to get started! [pic.twitter.com/lhBugY7mXC](http://pic.twitter.com/lhBugY7mXC)

IMPACT @IMPACTWALES @wespeechies · 2 YEARS AGO



**TherapyThread**  
@TherapyThread

@SusanEbbels @wespeechies @HaleyTanc yes it works well to pull out if support to continue in between sessions. TAs are brilliant for that.

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@TherapyThread @SusanEbbels @HaleyTanc All goals or particular goals for pull out? Agree that planned carry over is imp. Challenging tho

2 YEARS AGO

**WeSpeechies**

@wespeechies

1/2 @TherapyThread @SusanEbbels @HaleyTanc Involvement of SLP imp. See McCartney et al. (2011) [onlinelibrary.wiley.com/doi/10.3109/13...](https://onlinelibrary.wiley.com/doi/10.3109/13...)



2 YEARS AGO

**WeSpeechies**

@wespeechies

2/2@TherapyThread @SusanEbbels @HaleyTanc Did not replicate their 2007/8 RCT for lang tx by SLTs in this study with school staff del only



2 YEARS AGO

**Haley Tancredi**

@HaleyTanc

@wespeechies I need to read these! I wonder if the consults had action tasks in between eg try x, keep notes & we'll debrief/expand next mtg



2 YEARS AGO

**Haley Tancredi**

@HaleyTanc

@wespeechies @SusanEbbels very interesting. The feedback on error/hierarchies we are trained to use is not always understood by T's or TAs



2 YEARS AGO

**WeSpeechies**

@wespeechies

Good morning, @HaleyTanc ! That's a great point. I think, too, the school staff in that study didn't/couldn't? keep to the planned schedule



2 YEARS AGO

**Haley Tancredi**

@HaleyTanc

@wespeechies morning! 😊 yes that makes sense too. Looking forward to another great discussion



2 YEARS AGO

## Consultation Services



**WeSpeechies**  
@wespeechies

When you're providing consultation to teacher only, does it make a difference? How do you know?

2 YEARS AGO

**group. Realistically, if there are not enough appropriately skilled LSAs in place it is unlikely that speech and language therapists will be able to function effectively in the educational context. If they are not able to rely on LSAs to implement**

Consultation...step too far [clt.sagepub.com/content/18/2/1...](http://clt.sagepub.com/content/18/2/1...) Law concerned that resources insuff for this model #CdnSLPeeps? [pic.twitter.com/FvHYR9ZWpd](https://pic.twitter.com/FvHYR9ZWpd)

WESPEECHIES @WESPEECHIES · 2 YEARS AGO

**Furthermore, there is evidence that consultation may not necessarily lead to a change in teachers' behaviour (Noell and Witt, 1999), and that teachers may not consider they benefit from the consultation provided by SLTs (Dockrell and Lindsay, 2001).**

Another critical perspective: [clt.sagepub.com/content/18/2/9...](http://clt.sagepub.com/content/18/2/9...) suggest teachers may not feel benefit from consult-only model [pic.twitter.com/hA4A3t130a](https://pic.twitter.com/hA4A3t130a)

WESPEECHIES @WESPEECHIES · 2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@Bochane @SusanEbbels Just saw this thread. Sorry. In Ont mostly consultative so moving to in class for greater impact.

2 YEARS AGO



**LondonSpeechTherapy**  
@SpeechTherapyUK

@wespeechies depends on experience of teacher / complexity of difficulties / who else is in the class

2 YEARS AGO



**WeSpeechies**  
@wespeechies

Might be a bit easier to choose new in class vs consult-only than new in class & less pull out? RE [twitter.com/wespeechies/st...](https://twitter.com/wespeechies/st...)

2 YEARS AGO



**WeSpeechies**  
@wespeechies

Educators have so much to do! Is it any wonder that they sometimes have trouble consistently implementing SLP suggestions?

2 YEARS AGO



**Megan Hart**  
@MeganHartSLT

[@wespeechies](https://twitter.com/wespeechies) a theme of my dissertation! Previous studies show that SLT coaching and feedback in class would increase confidence in Teachers

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.[@MeganHartSLT](https://twitter.com/MeganHartSLT) Do tell! Coaching/fdbk in class must be managed delicately! Keep it collegial, eh?

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.[@HaleyTanc](https://twitter.com/HaleyTanc) Big problem is not having resources to provide 'enough' to reach change. 1 mtg will prob not result in lasting change in anyone

2 YEARS AGO



**Susan Ebbels**  
@SusanEbbels

School staff have many other demands on their time. Running language programme with little support ?lower priority[@HaleyTanc](https://twitter.com/HaleyTanc) [@wespeechies](https://twitter.com/wespeechies)

2 YEARS AGO

**Haley Tancredi**

@HaleyTanc

@SusanEbbels @wespeechies agreed. I think weaving whole class goal, linked to curric, with individual student targets that r linked helps



2 YEARS AGO

**Anna Upward**

AnnaUpward

@wespeechies @HaleyTanc @SusanEbbels Taking inspiration from PalinPCI - drawing attn to +ives in teacher's comm and supporting to do more



2 YEARS AGO

**WeSpeechies**

@wespeechies

.@AnnaUpward @HaleyTanc @SusanEbbels Imp! Thks for adding! Applies so widely to our discussion for interactions with Ts & students!



2 YEARS AGO

**WeSpeechies**

@wespeechies

1/2 Palincsar et al [bit.ly/23NgStC](http://bit.ly/23NgStC) report a #LLI\_ case study Researcher intervned if child disengaged from small grp for 5min.



2 YEARS AGO

his contributions were ignored or rebuffed. In the complex classroom environment (Don had 27 classmates), it would be easy for the teacher to be oblivious to this phenomenon and ignorant of the events that might lead to “acting out” on the part of the identified student. A specialist shadowing Don in this instructional context, on the other hand, can note these often invisible aspects of classroom life. Furthermore, the specialist could assist a student like Don to identify strategies for effectively gaining entrée to the group activity. Finally, a specialist could assist the teacher to model for a class effective ways of engaging in small-group interaction (i.e., sharing turn-taking, using the materials, and finding a good match between the skills of the participants and the tasks to be done).

2/2 Here's what Palincsar et al. concluded: [pic.twitter.com/tZkCSUhAJO](https://pic.twitter.com/tZkCSUhAJO)


 WESPeeCHIES @WESPeeCHIES · 2 YEARS AGO

## Tips for Working with Teachers



**WeSpeechies**  
@wespeechies

.@languagegeekSLP @MeganHartSLT Fdbk to teachers must be managed delicately for partnership. Who has some tips on how to manage?

 2 YEARS AGO



**MarthaSLP**  
@languagegeekSLP


@wespeechies @MeganHartSLT I have seen change & increased confidence when giving video fdbk as part of a Hanen program.

 2 YEARS AGO



**MarthaSLP**  
@languagegeekSLP

@wespeechies @MeganHartSLT I first try to figure out if they pre-aware, aware, ready for action or resistant then I meet them where they are

 2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@languagegeekSLP @MeganHartSLT Nice! Could you tweet a series describing these a bit more? 1-4?



2 YEARS AGO



**MarthaSLP**  
@languagegeekSLP

@wespeechies @MeganHartSLT I learned this from my @TheHanenCentre training, and it has served me well.



2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@languagegeekSLP @MeganHartSLT @TheHanenCentre Yes being sensitive to how ready people are to change & trying to meet them there, right?



2 YEARS AGO



**Sue McCandlish**  
@SueMcCandlish

@wespeechies @languagegeekSLP @MeganHartSLT start small, lead in with "I'm wondering about..." as a seed to change are good launching spaces.



2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@SueMcCandlish @languagegeekSLP @MeganHartSLT Yes, really nice! Teacher will likely endorse & give you a shared place to start



2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@SueMcCandlish @languagegeekSLP @MeganHartSLT And if teacher doesn't endorse, you might get a better understanding of what's going on!



2 YEARS AGO

**SLTaccountabletherap**

@wenetters

@wespeechies @languagegeekSLP @MeganHartSLT Depends on stage of learning. 1Tell them what 2 do how 2 do. 2 Ask qs 2 build on knowledge.



2 YEARS AGO

**WeSpeechies**

@wespeechies

.@wenetters @languagegeekSLP @MeganHartSLT Using conversational format can help to check that you're both on track with 'what 2 do how 2 do'



2 YEARS AGO

**WeSpeechies**

@wespeechies

It's important to listen carefully to the teacher's concern & come back talking about THAT concern #LLI\_



2 YEARS AGO

**Shafaq**

@SHor1zon

@wespeechies absolutely! Repeating it shows you've actively listened. Luv our tutors for drilling that 😊



2 YEARS AGO

**WeSpeechies**

@wespeechies

.@SHorizon Yup, knowing someone understands you goes a long way to improving the problem on its own! #supportispowerful #inthistgether



2 YEARS AGO

**Shafaq**

@SHor1zon

@wespeechies #inthistgether #workinginharmony 😊



2 YEARS AGO





**Haley Tancredi**  
@HaleyTanc

@wespeechies yes! Seek first to understand... Then be understood. #lifelessons



2 YEARS AGO



**victoria joffe**  
@vjoffe

Lot of discourse around working in schools is about giving training, this isn't partnership  
@wespeechies @languagegeekSLP @MeganHartSLT 1/2



2 YEARS AGO



**victoria joffe**  
@vjoffe

Surely it is about sharing info & expertise both have to support child = real partnership  
@wespeechies @languagegeekSLP @MeganHartSLT 2/2.



2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@vjoffe You're meaning we need to move from an attitude of giving training to working together on problems of child?



2 YEARS AGO



**victoria joffe**  
@vjoffe

@wespeechies problems or even strengths of child. As we know, language so crucial, & we  
#slpeeps have much to learn from education staff.



2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@vjoffe Should we aim for a full transdisciplinary approach with professionals sharing roles & enlarge common core knowledge & competencies



2 YEARS AGO



**victoria joffe**  
@vjoffe

This may be best approach working in schools, but I am actually talking about something far more basic that can be missed @wespeechies 1/2

2 YEARS AGO



**victoria joffe**  
@vjoffe

It's about acknowledging that teachers have expertise that we don't & sharing what each partner knows/understands is essential @wespeechies

2 YEARS AGO



**MarthaSLP**  
@languagegeekSLP

@vjoffe @wespeechies @MeganHartSLT for sure. Learning is a two way street & I'm so grateful for the amazing teachers I partner with!

2 YEARS AGO



**AL Gallagher**  
@aoifelilyg1

@vjoffe @wespeechies @languagegeekSLP @MeganHartSLT completely agree- partnership =equality not one person as 'expert' , other as 'learner'

2 YEARS AGO

**teacher. Rather, speech-language pathologists recognize that their expertise is different—complementary to that of teachers, but with a different knowledge and skill base.**

.@vjoffe Ehren [bit.ly/1TXGZLU](https://bit.ly/1TXGZLU) thinks critically abt role differentiation, expertise & shared responsibility [pic.twitter.com/MtnmPoA555](https://pic.twitter.com/MtnmPoA555)

WESPEECHIES @WESPEECHIES · 2 YEARS AGO



**WeSpeechies**  
@wespeechies

1/3 Ehren [bit.ly/1TXGZLU](https://bit.ly/1TXGZLU) emphasized need to maintain therapeutic focus when #wespeechies in classroom not be 'teacher's aide'

2 YEARS AGO



**WeSpeechies**  
@wespeechies

2/3 See Table 2 for comparison of subtle diff between maintaining/not therapeutic focus in classroom [bit.ly/1TXGZLU](http://bit.ly/1TXGZLU) Let's discuss!

2 YEARS AGO



**WeSpeechies**  
@wespeechies

3/3 Table 2. I find these examples pretty challenging. The differences are subtle & worth thinking about.

2 YEARS AGO

### Support in Identifying #LLI\_



**Sue Foster**  
@SueFoster50

[@wespeechies](#) [@HaleyTanc](#) [@SusanEbbels](#) teachers need support in identifying children's difficulties, we're doing this [@nhft](#) [#talkingsuccess](#)

2 YEARS AGO



**WeSpeechies**  
@wespeechies

[.@SueFoster50](#) [@HaleyTanc](#) [@SusanEbbels](#) [@nhft](#) Neat. Can you tell us about what you're doing?

2 YEARS AGO



**Sue Foster**  
@SueFoster50

[@wespeechies](#) [@SusanEbbels](#) [@nhft](#) 6 days training for 3 staff in every school in county in identif and supporting lang -then ongoing network

2 YEARS AGO



**WeSpeechies**  
@wespeechies

[.@SueFoster50](#) [@SusanEbbels](#) [@nhft](#) Wow! Before schl yr starts? Ont Ts are SO busy with PD from Ministry that joint training time diff to find

2 YEARS AGO



**Sue Foster**  
@SueFoster50

@wespeechies @SusanEbbels our #talkingsuccess training's funded by county council and uptake has been excellent:SENCO, teachers, TAs @nhft

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@SueFoster50 @SusanEbbels @nhft Cool! Do you have a tool teacher's use to help identify children's difficulties?

2 YEARS AGO

## Communication Trust Resources



**Sue Foster**  
@SueFoster50

@wespeechies @SusanEbbels @nhft teaching staff love @Comm\_nTrust resources for profiling communication #talkingsuccess

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@SueFoster50 Thks! You can find out about the @Comm\_nTrust progression tools here:  
[thecommunicationtrust.org.uk/resources/reso...](http://thecommunicationtrust.org.uk/resources/reso...)

2 YEARS AGO



**Sue Foster**  
@SueFoster50

@wespeechies @Comm\_nTrust teachers and TAs love these tools as they can do the assessments themselves

2 YEARS AGO



**Sue Foster**  
@SueFoster50

@wespeechies @SusanEbbels @nhft encouraging @Comm\_nTrust universally speaking, progression tools alongside local referral info

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@SueFoster50 @SusanEbbels @nhft @Comm\_nTrust Yes! Love the 'No pens Wednesday' idea. [thecommunicationtrust.org.uk/projects/no-pe...](http://thecommunicationtrust.org.uk/projects/no-pe...) Who's tried it?

2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

@wespeechies @SueFoster50 @SusanEbbels @nhft @Comm\_nTrust we are having our first schools trial #NoPensDayWednesday on Wednesday this wk! 😊

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@HaleyTanc @SueFoster50 @SusanEbbels @nhft @Comm\_nTrust Super! Full report later this week ;)

2 YEARS AGO



**Jaedene**  
@jaedene\_g

@SueFoster50 @wespeechies @SusanEbbels @nhft @Comm\_nTrust ❤️ CommTrust resources. Still finding gems! Need an Aust equivalent!

2 YEARS AGO

## @WeSpeechies Chat on the #WeSpeechies hashtag

Monday 18 April 2016 8pm-9pm EDT (Eastern Daylight Time)

SLPs/SLTs collaborating with teachers on #LLI\_ and language goals in the classroom:  
Evidence and implementation

### MON 18 APRIL

Honolulu 2:00 pm

San Francisco 5:00 pm

London Ontario

8:00 pm EDT

Rio de Janeiro 9:00 pm

### TUE 19 APRIL

London 1:00 am

Durban 2:00 am

Mumbai 5:30 am

Perth 8:00 am

Tokyo 9:00 am

Sydney 10:00 am

Auckland 12:00 noon

### HERE ARE THE QUESTIONS FOR DISCUSSION

Q1 Do you go into the classroom when providing services for #LLI\_? What do you tend to do #WeSpeechies?

Q2 What barriers or enablers have you faced when working alongside teachers and focusing on mutual #LLI\_ goals in the classroom? #WeSpeechies

Q3 What impacts has working in the classroom had an on your students with #LLI\_ and your collaborative working relationship with teachers? #WeSpeechies

Q4 How can we make time to build effective collaborative relationships with teachers for #LLI\_ in the classroom? #WeSpeechies

@WeSpeechies Chat #86 with Lisa Archibald @larchiba6

Chat w/ @larchiba6 about #Teachers-#WeSpeechies teamwork/shared goals for students w/ #LLI\_ speech-language-therapy.com/index.php?opti... pic.twitter.com/nLXqzQyJlx

 WESPEECHIES @WESPEECHIES · 2 YEARS AGO



Nicolette Breeze

@nicolettebreeze

My supervisor is hosting a chat on the @wespeechies account tonight at 8pm EDT re: #teachers and #LLI\_ Come join! twitter.com/wespeechies/st...


 2 YEARS AGO



NAPLIC

@NAPLIC

@wespeechies we have our annual conference on Saturday. Your curating about #li\_ fits perfectly. [naplic.org.uk](http://naplic.org.uk)

 2 YEARS AGO



GABBY MOLONEY

@GabbyMoloney

@SpeechPathAus @ACUmedia @latrobe @MelbourneUnix @wespeechies

 2 YEARS AGO

Justice's Read It Again! is available online



**WeSpeechies**  
@wespeechies

1/2 Have you seen Justice's Read It Again! Preschool program?  
[ccec.ehe.osu.edu/practice/ccec-...](http://ccec.ehe.osu.edu/practice/ccec-...) Avail for free download. Research summary posted too

2 YEARS AGO



**WeSpeechies**  
@wespeechies

2/2 Read it Again! has lovely tips for differentiating when 'too easy' or 'too hard' with explicit scaffolding strategies & nice graphics

2 YEARS AGO

### Services in 'Least Restrictive Environment'



**WeSpeechies**  
@wespeechies

Least Restrictive Environment - student with disability should be educated with peers as much as possible. Is the classroom the LRE?

2 YEARS AGO



**SLTaccountabletherap**  
@wenetters

@wespeechies least restrictive #LR should b most enabling given specific child family community life stage @wenetters #WeSpeechies

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@wenetters Love to hear more! Schl age kids are in class much of their time but for other life stages, no. So, for schl age, class=LRE?

2 YEARS AGO



**SLTaccountabletherap**  
@wenetters

@wespeechies I judge family & supporter skills potential, parent power, school staff attitude, family involvement in community activities.

2 YEARS AGO



**SLTaccountabletherap**

@wenetters

@wespeechies Need to redefine 'education'- functional objectives not academic. Participation opportunities. Peer interaction. Learn scripts



2 YEARS AGO



**WeSpeechies**

@wespeechies

.@wenetters All important. Could you describe some situations where you made different decisions about LRE?



2 YEARS AGO



**SLTaccountabletherap**

@wenetters

@wespeechies Adolescent mainstream class. Demo & coaching on activities ( in pull out session with teacher, video record on smartfone.



2 YEARS AGO



**SLTaccountabletherap**

@wenetters

@wespeechies Use of tech is key to indirect service. Apps, youtube videos.



2 YEARS AGO



**WeSpeechies**

@wespeechies

.@wenetters Interesting. Are you thinking of the #LLI\_ population here? Won't some LLI kids have approp. academic goals?



2 YEARS AGO



**SLTaccountabletherap**

@wenetters

@wespeechies No kids with ID ASD. ModID, Dual diagnosis. Complex




2 YEARS AGO






**WeSpeechies**  
@wespeechies

@wenetters Yes, that makes sense. Was there agreement to focus on func/participat goals? #challenging for parents to more in this direction

 2 YEARS AGO


Missing tweet: [SLTaccountabletherap @wenetters Apr 18](#)


[@wespeechies](#) had conversation "What is most important goal 4 ur child?" No distress Participation More important than academic performance



**WeSpeechies**  
@wespeechies


.@wenetters Missed it! Prts agreed that v high (unrealistic?) expectations wld cause distress & that helped them focus on partic/func goals?

 2 YEARS AGO




**SLTaccountabletherap**  
@wenetters

@wespeechies Yes. Wellbeing above all other goals. Mental health is the key health risk for our kids and families. #LRE #WeSpeechies


 2 YEARS AGO


Monday, April 18



**WeSpeechies**  
@wespeechies


Good Mon. morning! For me our chat is later today (8pm EDT) & I'm so excited. If you're not avail, use the transcript to find tweets to f/up

 2 YEARS AGO



**WeSpeechies**  
@wespeechies

I have been visiting @JMinufa at Aalborg U, DK & attending the @COSTIS1406 mtg in Reykjavik for the past 2 weeks. 1/2

 2 YEARS AGO



Now pedalling off to Elborn at Western U to get myself sorted. Tweet you at the office! 2/2  
[pic.twitter.com/pUlhSHo2xZ](https://pic.twitter.com/pUlhSHo2xZ)


 WESPeeCHIES @WESPeeCHIES · 2 YEARS AGO



**WeSpeechies**

@wespeechies

...that moment when you walk in your office after 2 weeks away and see all the work you left for yourself on your desk...

 2 YEARS AGO


## SLP-Educator Collaboration Supporting Math



**Charlotte Forwood**

@talkinged19

.@wespeechies in class 2day with Ts & #LLI\_ & non-#LLI\_ modelling & explaining how to dev metacog lang 4 maths prob solving +ve fbk from Ts


 2 YEARS AGO



**WeSpeechies**

@wespeechies

.@talkinged19 Nice! We know there's language in math. In Ont, numeracy curr review is happening & #wespeechies need to be a part of it.


 2 YEARS AGO



**Charlotte Forwood**

@talkinged19

.@wespeechies also about developing language skills to articulate useful strategies, reflect on mistakes & explain what could work next time

 2 YEARS AGO

**WeSpeechies**

@wespeechies

.@talkinged19 Super! Explicit strategies so important for #LLI\_ who may miss some class content d/t LLI & need more exposures & explaining



2 YEARS AGO

**WeSpeechies**

@wespeechies

.@talkinged19 My colleague on Ont's current direction for Math curr. So many parallels with literacy curr history! [twitter.com/NumCog/status/...](https://twitter.com/NumCog/status/...)



2 YEARS AGO

**Charlotte Forwood**

@talkinged19

@wespeechies @NumCog thanks for the link



2 YEARS AGO

## Action Tasks with Teachers

**WeSpeechies**

@wespeechies

.@HaleyTanc Could you talk more about 'action tasks' - what they look like & how they work? Maybe make png pic of description to tweet?



2 YEARS AGO

Hi TEACHER and Learning Support Teacher

Many thanks for a highly productive discussion today. Below is a summary of our discussion:

- Discussed STUDENT's awareness of language issues, possible confidence issues
- TEACHER has had advice and support from his HOD about using colour coded prompt cards to support STUDENT to understand and learn specific maths concepts
- Discussion about what is language impairment (see more information at <https://www.youtube.com/user/RALLicampaign>)
- Discussed making "reasonable adjustments" and the Disability Standards for Education. Discussed the importance of student consultation, individualising adjustments and reflecting on their effectiveness
- Discussion about barriers to learning when language is impaired: Need for concrete, specific, concise and repeated language to be used.
- Discussed ways to adjust tasks: going back to the achievement standard and using that as a starting point. What do you want to see STUDENT demonstrate?
- Discussed recording lecture style information using PowerPoint Mix or Educreations App so STUDENT can view and re-view this at a later date (as well as making it available for all students)
- Discussed Vocabulary Tiers and added to info from previous PD: For refresher see a useful PowerPoint that describes the tiers here [https://www.google.com.au/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwjI6cbGm8XLAhXCKpQKXHR8zA7EQFggbMAA&url=https%3A%2F%2Fwww.aaa267.k12.ia.us%2Fsystem%2Fassets%2Fuploads%2Ffiles%2F76%2Fwhich\\_words\\_to\\_teach.pdf&usp=AFQJCNIG23tiWhhy1gaySpKks8281WBZjtA&sig2=WXRtMn-znldVXIRI453bzw&bvm=bv.116954456,d.dGo&cad=rja](https://www.google.com.au/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwjI6cbGm8XLAhXCKpQKXHR8zA7EQFggbMAA&url=https%3A%2F%2Fwww.aaa267.k12.ia.us%2Fsystem%2Fassets%2Fuploads%2Ffiles%2F76%2Fwhich_words_to_teach.pdf&usp=AFQJCNIG23tiWhhy1gaySpKks8281WBZjtA&sig2=WXRtMn-znldVXIRI453bzw&bvm=bv.116954456,d.dGo&cad=rja)
- Discusses explicit vocabulary instruction for maths terminology using the STAR strategy: Show what the words means (in a concrete, real life example or demonstration), Tell what it means (by creating a definition based on classroom student understanding, or use the Collins Cobuild English Learners Dictionary), and.. Relate the word to the student's prior knowledge/own experiences, and map it visually.
- Choose a few words per week/term (e.g. 2-3 per week) and *plan ahead* about how you could teach these. This will help all learners.

TEACHER noted that from this point, he aims to:

1. Discuss with STUDENT the strategies that are to be trialed, and get his input
2. TEACHER to trial recording some lectures/information for STUDENT to access (and other students)
3. TEACHER will look at upcoming content in Maths and choose words that will be the focus of direct teaching. The STAR strategy can be used as part of this.

Don't hesitate to email me if you'd like anything clarified or if you think of any questions.


.@wespeechies summary of Initial mtg with secondary maths T. 1/ [pic.twitter.com/TlqJ8aAuiG](https://pic.twitter.com/TlqJ8aAuiG)

 HALEY TANCREDI @HALEYTANC · 2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc


@wespeechies Knows Student well, limited understanding of #LLI\_ had heard about vocab tiers through other PD 2/

 2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc


@wespeechies T = highly motivated 2 trial ideas that we discussed. Aims=his self selected action learning tasks to trial b4 we meet again 3/

 2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@HaleyTanc Thks for sharing! Super summary & then coming to a focus on teacher-selected strategies to implement. Love it!

 2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

@wespeechies 🥰 a pleasure. This was a great first meeting. T made huge leaps in his underst. of the student & the possibilities for #access

2 YEARS AGO

## More Tips for Working with Teachers



**Haley Tancredi**  
@HaleyTanc

@wespeechies agreed. Also, a meeting is only as good as the minutes so I'm happy to send a summary if it means actions are followed up

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@HaleyTanc That's a great point. A few written bullet points to capture main points / plans can really help!

2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

@wespeechies @drlindagraham @languagegeekSLP @MeganHartSLT build relationships 1st. always start by listening. Their priorities = your 'in'

2 YEARS AGO



**Megan Hart**  
@MeganHartSLT

@HaleyTanc @wespeechies @drlindagraham @languagegeekSLP helps with setting realistic strategies that teacher will feel they can incorporate

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@MeganHartSLT Yes, & we need to know what will fit well with them so we need to know what's going on in the classroom / teacher's aims

2 YEARS AGO



**Linda J. Graham**  
@drlindagraham

@HaleyTanc @wespeechies @languagegeekSLP @MeganHartSLT Good advice 😊



2 YEARS AGO



**Jan Baerselman**  
@talkingoutcomes

@wespeechies Reframe "providing consultation to" to "working with" teachers. Equal partnerships = better outcomes.



2 YEARS AGO



**WeSpeechies**  
@wespeechies

@talkingoutcomes Thks, better: When you're working with teachers & not directly with students, does it make a difference? How do you know?



2 YEARS AGO



**WeSpeechies**  
@wespeechies

Collab has advantage of establishing single set of unified communic/education goals for students - easier for parents to understand/support



2 YEARS AGO



**AL Gallagher**  
@aoifelilyg1

@wespeechies we know that telling people how to change doesn't change their behaviour !



2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@aoifelilyg1 Yes! My own introspection tells me this is true ;) Knowledge translation is a challenge. Small explicit steps involving action



2 YEARS AGO



**Patricia Rosewell**  
@stormpetrel

@wespeechies @aoifelilyg1 When you say 'how to change' do you give them practical advice? Or is it really 'what to change'? #coachingtips

2 YEARS AGO



**Aydan Suphi**  
@AydanSuphi

Notion of SLTs as experts. Importance of truly listening, respecting & acknowledging each others' views & experiences 2/2 #wespeechies

2 YEARS AGO

Missing tweet: [Jan Baerselman @talkingoutcomes Apr 18](#)

Jan Baerselman Retweeted WeSpeechies

[#wespeechies](#) working with [#teachers](#) "shall we think up ideas to support X which require NO EXTRA WORK from you?"



**WeSpeechies**  
@wespeechies

.@talkingoutcomes Ah, an appealing goal! Give us an example, pls!

2 YEARS AGO



**Jan Baerselman**  
@talkingoutcomes

@wespeechies Recasting one of simplest & best evidence base. I role play over tea in staff room "so if he says X how might you respond?"

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@talkingoutcomes Nice! Practice is helpful! Once knew an SLP who asked her mom what to do with her newborn & mom advised - talk to her ;)

2 YEARS AGO



**Jan Baerselman**  
@talkingoutcomes

@vjoffe @TherapyThread @wespeechies All teachers have diff capacity & needs. Conversations generating ideas work. Advice sheets don't.

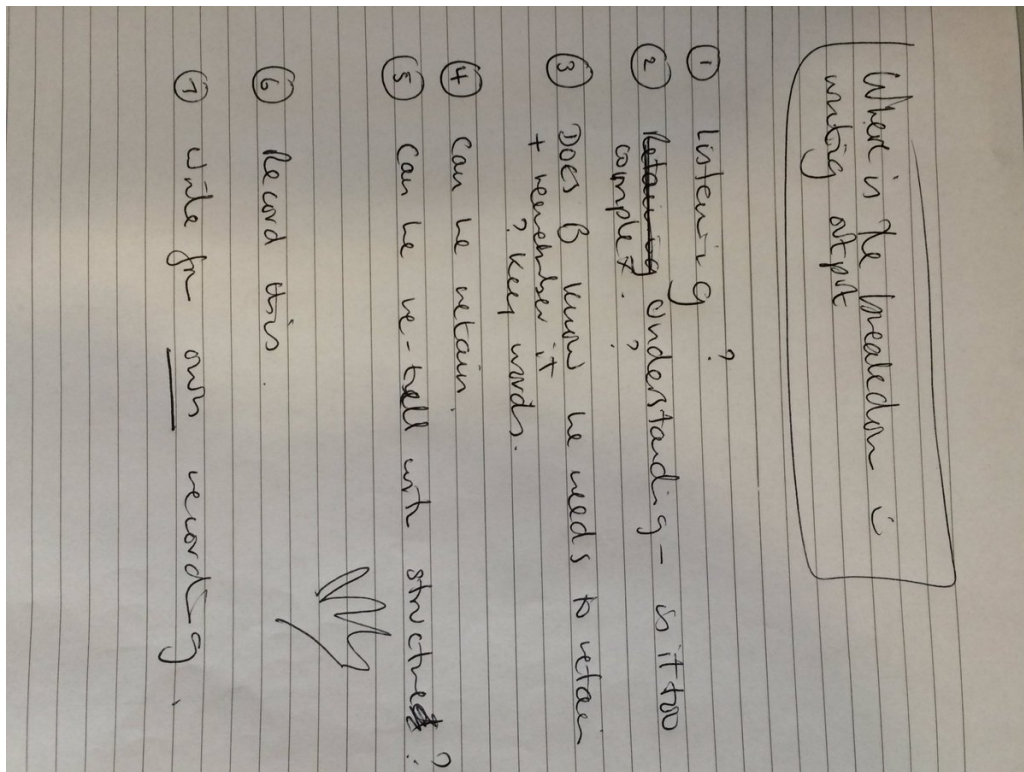
2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@talkingoutcomes @vjoffe @TherapyThread Some advice sheets are so dense & generic!  
@HaleyTanc recommended a few notes after a mtg. Gd idea!

2 YEARS AGO



@wespeechies @vjoffe @TherapyThread @HaleyTanc Agree, scribbled instant notes better than report in 2 wks -see below [pic.twitter.com/hKgPKLhlyv](https://pic.twitter.com/hKgPKLhlyv)

JAN BAERSELMAN @TALKINGOUTCOMES · 2 YEARS AGO



**WeSpeechies**  
@wespeechies

Nice! An effective quick summary note that can support an important conversation  
[twitter.com/talkingoutcome...](https://twitter.com/talkingoutcome...)

2 YEARS AGO





**Haley Tancredi**  
@HaleyTanc

@wespeechies @talkingoutcomes @vjoffe @TherapyThread yes totally agree! If notes don't happen that day or following day, the window is gone



2 YEARS AGO

## Classroom Observation as part of Consultation



**Charlotte Forwood**  
@talkinged19

.@wespeechies @aoifelilyg1 if consultation includes student observation, shared focus appears to increase T willingness to implement strat



2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@stormpetrel @aoifelilyg1 Mybe both depending on sit? Being there & doing it with T might be most eff. Might learn our strat wasn't best!



2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@talkinged19 @aoifelilyg1 Shared focus b/c you saw it? Maybe seeing it makes you come up with better strategies!!?? So better fit for T



2 YEARS AGO



**Patricia Rosewell**  
@stormpetrel

@wespeechies @aoifelilyg1 :) In #coaching generally: not enough to point to where #change needed. Must give practical exercises/paradigms :)



2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@stormpetrel @aoifelilyg1 Could you describe a specific example? How you might see this unfolding for an interaction with a teacher?



2 YEARS AGO



**Patricia Rosewell**

@stormpetrel

@wespeechies @aoifelilyg1 Instantaneous #feedback should be v effective. But few have resources for that in #peopletimemoney Good to try!



2 YEARS AGO



**WeSpeechies**

@wespeechies

.@stormpetrel @aoifelilyg1 If you're insitu in classroom, tho, might be easier & modelling might feel less corrective=better relationship?



2 YEARS AGO



**WeSpeechies**

@wespeechies

.@wespeechies @stormpetrel @aoifelilyg1 & you might learn from the teacher what works in the classroom env too! Experts on #classroommgmt



2 YEARS AGO



**Patricia Rosewell**

@stormpetrel

@wespeechies @aoifelilyg1 Agreed - much more natural :) More of a peer-support scenario so learning both ways . . .



2 YEARS AGO



**Patricia Rosewell**

@stormpetrel

@wespeechies @aoifelilyg1 I'd like to think so :)



2 YEARS AGO

## Impact of Consultative Services



**Jaedene**

@jaedene\_g

@wespeechies @stormpetrel @aoifelilyg1 How do people out there measure impact of consultative services?



2 YEARS AGO



**Patricia Rosewell**  
@stormpetrel

@jaedene\_g @wespeechies @aoifelilyg1 Now that \*is\* a good question! How can you ever know, in education? #posthocnotnecessarilypropterhoc :-/

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@jaedene\_g @stormpetrel @aoifelilyg1 There's a couple of studies that have done this. One of my favourites is: [bit.ly/1qwClbH](http://bit.ly/1qwClbH) 1/

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@jaedene\_g @stormpetrel @aoifelilyg1 Starling provided training to Sec Schl Ts for modifying lang of instruct. Ts motivated=requested it 2/

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@jaedene\_g @stormpetrel @aoifelilyg1 Used a 'Level of Use' interview with teacher's coding use of strategies & WIAT-III for #LLI\_ taught 3/

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@jaedene\_g @stormpetrel @aoifelilyg1 Results = greater use of strat in trained > untrained Ts & impr scr writ exp & list comp for #LLI\_ 4/

2 YEARS AGO



**Jaedene**  
@jaedene\_g

@wespeechies @stormpetrel @aoifelilyg1 Thanks! Have def seen this article. We trialed (in v small way) similar intrvw post PD series 2015

2 YEARS AGO

**WeSpeechies**

@wespeechies

.@jaedene\_g @stormpetrel @aoifelilyg1 What did you observe? Sec Schl Ts requesting input imp. But study used randomization=a strength



2 YEARS AGO

**Jaedene**

@jaedene\_g

@wespeechies @stormpetrel @aoifelilyg1 Always open to ideas re measr impact of 1:1 consult engagmnt that are timely+efficient. T=busy.



2 YEARS AGO

**Jean Blosser**

@jblosser23

@wespeechies Motivated by tonights topic. So much so that this is my first tweet. Looks like a good group. Thanks.



2 YEARS AGO

**WeSpeechies**

@wespeechies

@jblosser23 Wonderful! Welcome to twitter!



2 YEARS AGO

## More Tips for Working with Teachers

**Jaedene**

@jaedene\_g

@wespeechies @languagegeekSLP @MeganHartSLT @TheHanenCentre Agree! Understand T context, key L&T/curric docs & start c what impntnt to them



2 YEARS AGO

**Jaedene**

@jaedene\_g

@wespeechies #dailypractice 🙌



2 YEARS AGO



**Jaedene**  
@jaedene\_g

@wespeechies @stormpetrel @aoifelilyg1 Make it relevant, practical + interactive. We discuss just-in-time learning vs just-in-case learning

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@jaedene\_g @stormpetrel @aoifelilyg1 Oh boy! Tell us more about that and give us an example, pls!

2 YEARS AGO



**Jaedene**  
@jaedene\_g

@wespeechies @stormpetrel @aoifelilyg1 1/3 T engagmnt/change practice increase if info/training immed relevant to S+context (just-in-time)

2 YEARS AGO



**Jaedene**  
@jaedene\_g

@wespeechies @stormpetrel @aoifelilyg1 2/3 as opposed to (=quality) info/training that may be useful at some point in time (just-in-case)

2 YEARS AGO



**Jaedene**  
@jaedene\_g

@wespeechies @stormpetrel @aoifelilyg1 3/3 Result of convo c T colleague re incl of more OL info in undergrad ed quals. Has shaped our PD

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@jaedene\_g @stormpetrel @aoifelilyg1 Oh boy! Could you help me out with a few more words on this one? Can't quite follow.... :(

2 YEARS AGO



**Jaedene**  
@jaedene\_g

@wespeechies So sorry, sleep needed. Teaching colleague raised concept when talking about limited OL content in teacher training.

2 YEARS AGO



**Jaedene**  
@jaedene\_g

@wespeechies Possibly more powerful learning when teaching a student with #LLI\_ was her thinking.

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@jaedene\_g @stormpetrel @aoifelilyg1 So, just in time - is about the case & just in case is good training for whenever? Former=more eff?

2 YEARS AGO



**SLTaccountabletherap**  
@wenetters

@vjoffe @ODonoghueMich @wespeechies here's an article challenging us to examine teacher-SLP relations [tandfonline.com/doi/full/10.31...](http://tandfonline.com/doi/full/10.31...)

2 YEARS AGO



**Jaedene**  
@jaedene\_g

@MeganHartSLT @wespeechies Would love to hear more re dissertation!

2 YEARS AGO



**Megan Hart**  
@MeganHartSLT

@jaedene\_g @wespeechies it was a hypothetical study focusing on what support teachers need from SLTs to implement strategies in schools 1/2

2 YEARS AGO

**Megan Hart**

@MeganHartSLT

[@jaedene\\_g](#) [@wespeechies](#) I would love to carry out the project and do more investigating, perhaps finding a PhD 2/2



2 YEARS AGO

**lucy nicoll**

lucynicoll1

[@wespeechies](#) [@MeganHartSLT](#) 2/2 can't remember the reference but will look it up later and post. Other1 was regular feedback > termly training.



2 YEARS AGO

**lucy nicoll**

lucynicoll1

[@wespeechies](#) [@MeganHartSLT](#) I did a piece on this a while ago. Joint decision making/target setting was a good predictor of effective Collab.



2 YEARS AGO

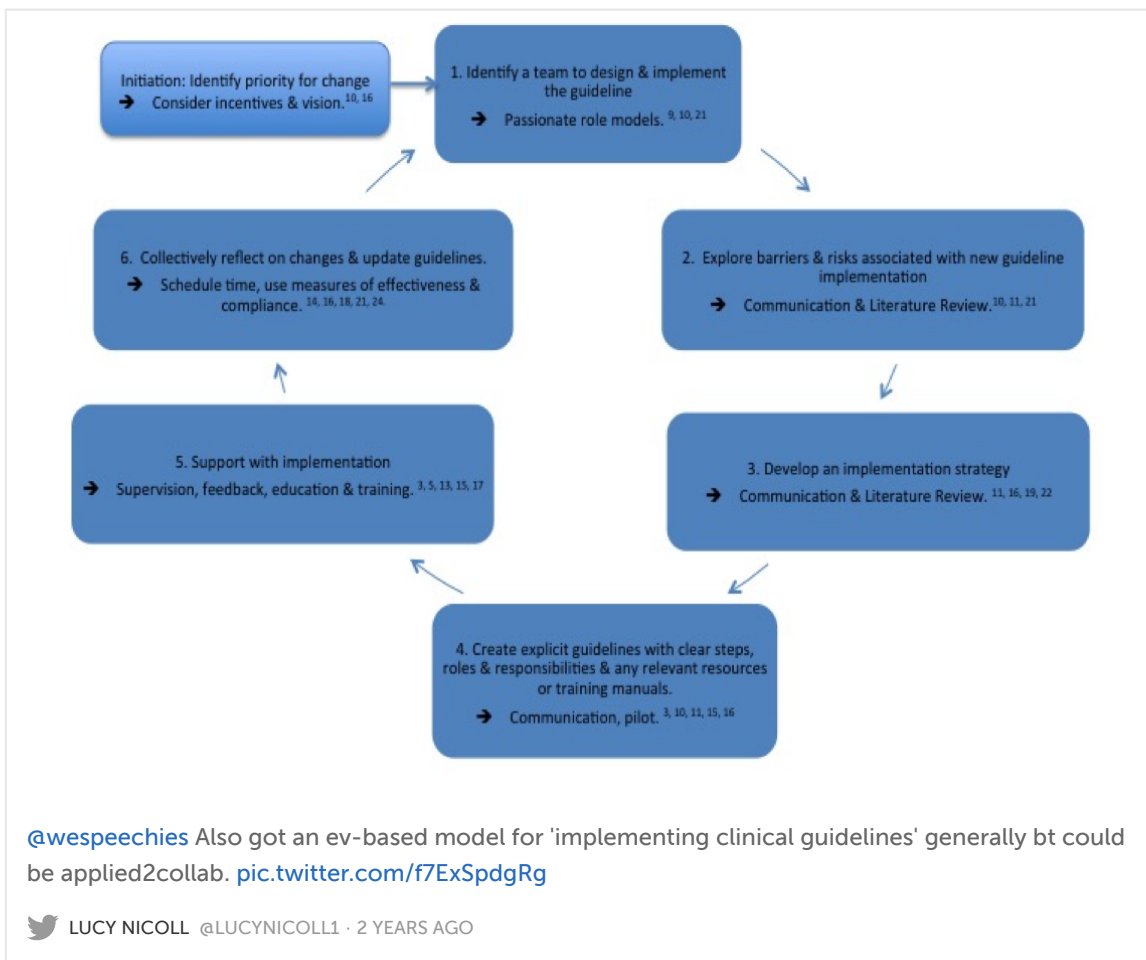
**lucy nicoll**

lucynicoll1

[@wespeechies](#) 1. Levy, Grossman & Rouse 2008. Effective Healthcare: getting ev into prac.  
2. McDonnell & Group 2006. Enhancing use of Clinical Guidelines



2 YEARS AGO



### Working Together with Teachers

**Carol-Anne Murphy**  
@camisonup

[@wespeechies](#) [@stormpetrel](#) [@aoifelilyg1](#) think this from [@cristina\\_mckean](#) v relevant too [twitter.com/cristina\\_mckea...](https://twitter.com/cristina_mckea...)


2 YEARS AGO

**WeSpeechies**  
@wespeechies


[.@camisonup](#) [@stormpetrel](#) [@aoifelilyg1](#) [@cristina\\_mckean](#) Yes, co-designing interventions with Ts 7 reviewing progress = important, effective


2 YEARS AGO




 **Anna Upward**  
 AnnaUpward @AnnaUpward

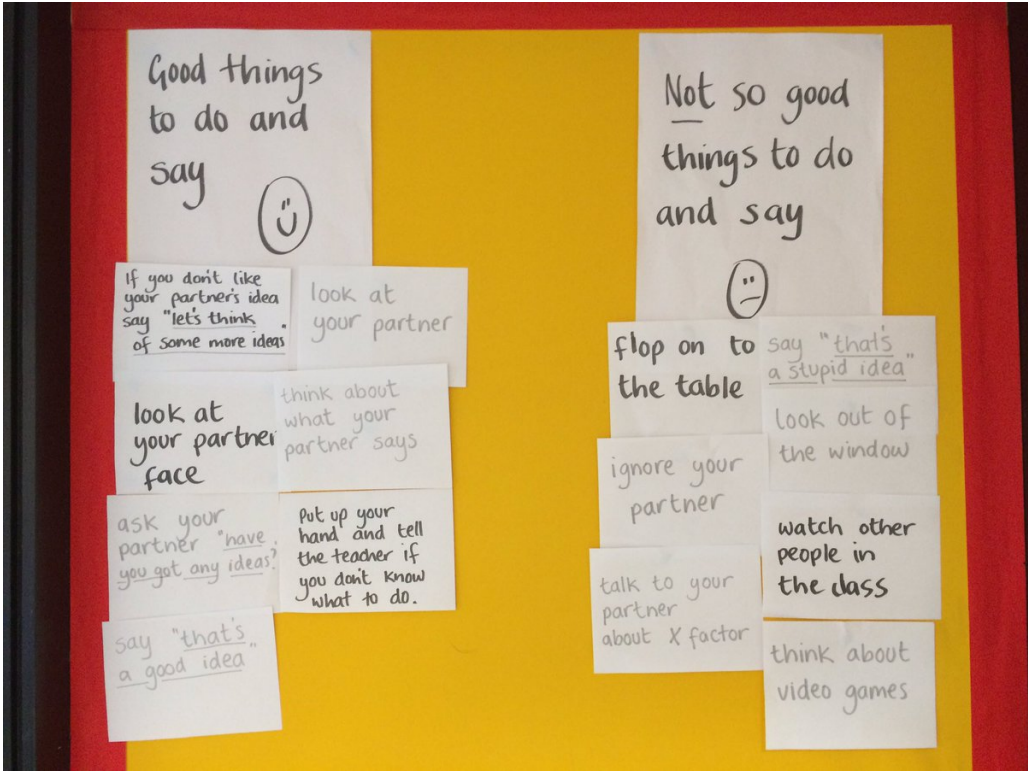
@wespeechies @talkingoutcomes & not asking teachers to do anything you wouldn't be prepared to do yourself; even if that=SLP taking a lesson!

 2 YEARS AGO

 **WeSpeechies**  
 @wespeechies

.@AnnaUpward @talkingoutcomes If you take a lesson, then the teacher can help you!

 2 YEARS AGO




**Good things to do and say** 😊


- If you don't like your partner's idea say "let's think of some more ideas"
- look at your partner
- look at your partner face
- think about what your partner says
- ask your partner "have you got any ideas?"
- put up your hand and tell the teacher if you don't know what to do.
- say "that's a good idea"

**Not so good things to do and say** ☹️


- flop on to the table
- say "that's a stupid idea"
- look out of the window
- ignore your partner
- watch other people in the class
- talk to your partner about X factor
- think about video games

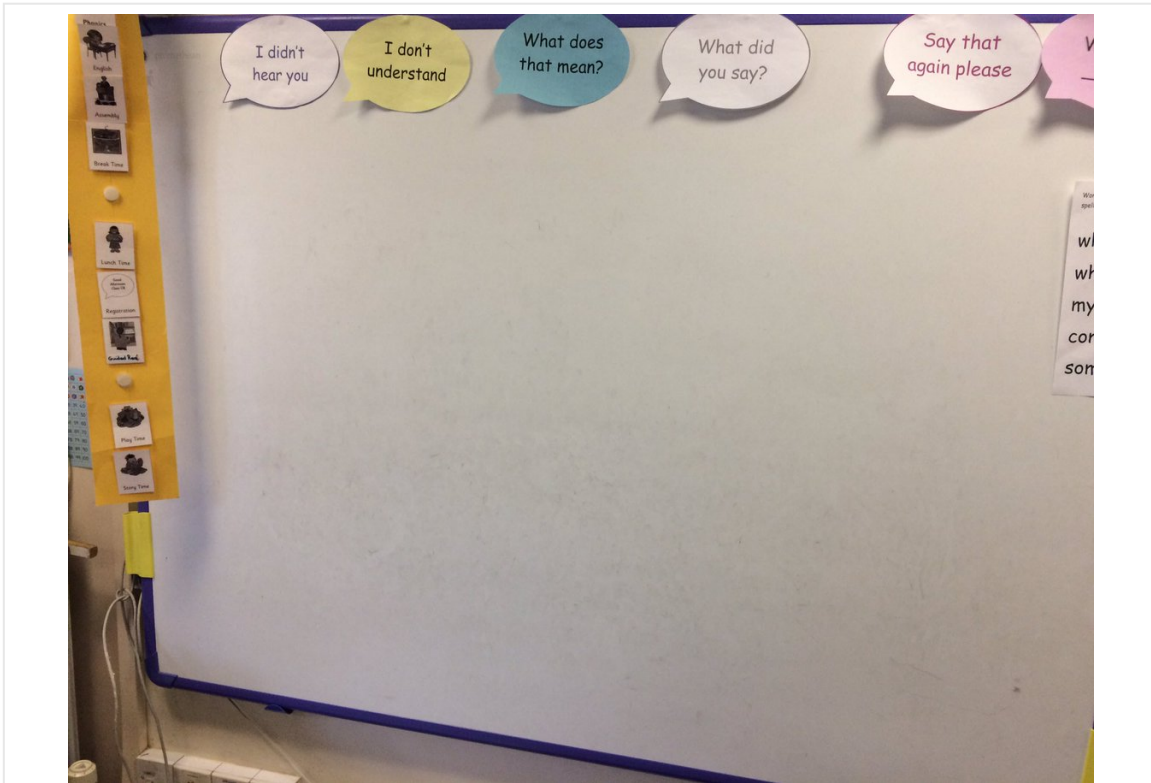
@AnnaUpward @wespeechies Absolutely. Display put up by staff after my recent lesson (6-7yrs) on improving pair-work. [pic.twitter.com/6D4uvAFyIJ](https://pic.twitter.com/6D4uvAFyIJ)

 JAN BAERSELMAN @TALKINGOUTCOMES · 2 YEARS AGO

 **WeSpeechies**  
 @wespeechies

.@talkingoutcomes @AnnaUpward Fun & effective & not time consuming! What a great collaboration! Show us your collab projects!


 2 YEARS AGO



[@wespeechies](#) [@vjoffe](#) [@TherapyThread](#) [@HaleyTanc](#) #teacher customises board after SLTchat re supporting receptive Lang [pic.twitter.com/wROn4RLpUd](https://pic.twitter.com/wROn4RLpUd)


JAN BAERSELMAN [@TALKINGOUTCOMES](#) · 2 YEARS AGO

### Raising Awareness

 **WeSpeechies**  
[@wespeechies](#)


.[@jaedene\\_g](#) [@Comm\\_nTrust](#) [@RALLIcam](#) [@Afasic](#) UK folks are really setting the bar for public awareness campaigns & #LLI\_ Tweet who I've missed

2 YEARS AGO

 **Jaedene**  
[@jaedene\\_g](#)

[@wespeechies](#) [@Comm\\_nTrust](#) [@RALLIcam](#) [@Afasic](#) Vital to foster this in Aust. More SP's working for #LLI\_ #healthpromotion #awarenessraising

2 YEARS AGO

 **WeSpeechies**  
[@wespeechies](#)

Canada too! Who's with me #CdnSLPs? [twitter.com/jaedene\\_g/stat...](https://twitter.com/jaedene_g/stat...)

2 YEARS AGO



**NAPLIC**  
@NAPLIC

.@wespeechies @jaedene\_g @Comm\_nTrust @RALLIcam @Afasic we still have a long way to go for raising awareness of language impairment #lli\_

2 YEARS AGO



**Sue Foster**  
@SueFoster50

@NAPLIC @wespeechies @jaedene\_g @Comm\_nTrust @RALLIcam @Afasic each SLT and dept need to consider how they can raise awareness

2 YEARS AGO



**NAPLIC**  
@NAPLIC

@SueFoster50 @wespeechies @jaedene\_g @Comm\_nTrust @RALLIcam @Afasic the #lli\_ world needs to learn from autism. Raise awareness!

2 YEARS AGO

## Authentic Assessment

Recall earlier tweet:

[WeSpeechies@wespeechies](#)

#LLI\_ barrier to equal access to education if curriculum materials challenging. Compel us to provide support in instead of out of classroom?



**C C**  
@cc1330

@wespeechies @NAPLIC Agreed! However, need to think about ways to set targets, track progress & measure outcomes when support is in class.

2 YEARS AGO




**WeSpeechies**  
@wespeechies

.@cc1330 @NAPLIC In Ont, teachers are being encouraged to use authentic assessments. Who's working with teachers on this?

2 YEARS AGO

 **NAPLIC**  
@NAPLIC

@wespeechies @cc1330 not sure I know what an 'authentic assessment' is. Please elaborate

 2 YEARS AGO


 **WeSpeechies**  
@wespeechies

.@NAPLIC @cc1330 Ax in 'real context' An authentic activity, exercise, problem, or challenge tht lets child show what they know & can do. 1/

 2 YEARS AGO

 **NAPLIC**  
@NAPLIC


@wespeechies @cc1330 that sounds reasonable if have time & training to put into practice. Better than a paper rock box assessment!

 2 YEARS AGO


 **WeSpeechies**  
@wespeechies

.@NAPLIC @cc1330 Yes, moving away from tests. Kindergarten Ts take ipad pics to document child's learning. Who can give us more examples? 2/

 2 YEARS AGO


 **WeSpeechies**  
@wespeechies

.@NAPLIC @cc1330 The teacher can use pics/videos to document the child's learning / knowledge without having to test. 3/

 2 YEARS AGO

 **NAPLIC**  
@NAPLIC

@wespeechies @cc1330 in the UK we have the same thing in Early Years, with teachers taking photos. Beyond that I think it is written samples

 2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@NAPLIC @cc1330 It's like an SLP observing in the classroom or looking at the child's school work to understand the child's skills.

2 YEARS AGO



**NAPLIC**  
@NAPLIC

@wespeechies @cc1330 also for children with SEN some creative use of video for child to present to professionals. Great confidence boost!

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@NAPLIC @cc1330 Yes & written work might be appropriate in later grades but perhaps other ways too. Maybe esp. for #LLI\_ & SLPs could help?

2 YEARS AGO

Missing tweet: [Jules @JulesDaulby Apr 18](#)

[@wespeechies @cc1330 @NAPLIC](#) is that the same as dynamic assessment?



**WeSpeechies**  
@wespeechies

.@JulesDaulby @cc1330 @NAPLIC Hmm, the concepts are a bit different, I think. Authentic Ax is coming out of education 1/

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@JulesDaulby @cc1330 @NAPLIC Auth. Ax is in response to 'testing' of children - that a 1x national test doesn't reflect child's learning 2/

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@JulesDaulby @cc1330 @NAPLIC The idea: assess the child in 'real contexts' that truly reflect learning. Wish a T would help me out here!

2 YEARS AGO

## Dynamic Assessment

**WeSpeechies**

@wespeechies

.@JulesDaulby @cc1330 @NAPLIC Dynamic Ax is coming from challenge of assessing Eng Lang Learners (ELL) who might not do well on Eng tst 4/

2 YEARS AGO

**WeSpeechies**

@wespeechies

.@JulesDaulby @cc1330 @NAPLIC For ELL, if we assess, then teach, then assess again & they don't have a #LLI\_ they should show learning 5/

2 YEARS AGO

**WeSpeechies**

@wespeechies

.@JulesDaulby @cc1330 @NAPLIC But, poor response to assess-teach-assess cycle might reflect prob. Who can help me out with this one too? 6/

2 YEARS AGO

**NAPLIC**

@NAPLIC

@wespeechies @JulesDaulby @cc1330 I think you summarised dynamic assessment incredibly well. How established is DA in Canadian SLP?

2 YEARS AGO

**WeSpeechies**

@wespeechies

.@NAPLIC @JulesDaulby @cc1330 My students #WesternDL2 read papers about it this year ;) (1/2)

2 YEARS AGO

**WeSpeechies**

@wespeechies

.@NAPLIC @JulesDaulby @cc1330 1 of my students talked to an SLP who described what she was doing & my student said 'that's Dynamic Ax' (2/2)

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@NAPLIC @JulesDaulby @cc1330 The SLP said 'is that what it's called!' Happening but not sure the term is in use yet. Sorry this is now 3/2!

2 YEARS AGO



**Carol-Anne Murphy**  
@camisonup

@wespeechies @JulesDaulby @cc1330 @NAPLIC I also like idea mediated learning experience form of DAX, find out what ch can do, what helps

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@camisonup @JulesDaulby @cc1330 @NAPLIC Yes, there are a few approaches. Definitely should consider as a theme for another @wespeechies wk

2 YEARS AGO



**Carol-Anne Murphy**  
@camisonup

@wespeechies @JulesDaulby @cc1330 @NAPLIC ?combined w authentic ax. give truer pic of ch than static standardised decontextualised ax only

2 YEARS AGO

## My SLP Course Partners [#SLP2B](#)



**WeSpeechies**  
@wespeechies

One thing we did in my class this year was to have a set of community SLP who acted as 'course partners'. 1/

2 YEARS AGO



**WeSpeechies**  
@wespeechies

My students called SLP for 30 min phone convs. during 4 of 5 course units. They asked how the class material worked in the SLPs context 2/

2 YEARS AGO

**WeSpeechies**

@wespeechies

SLPs had access to course materials & the students' learning was enriched. Lots of eg.s from these conv. came up in class from students 3/



2 YEARS AGO

**WeSpeechies**

@wespeechies

Maybe one of the course partners would tweet about it @CindySpeech ?



2 YEARS AGO

**Cindy Waite**

@CindySpeech

@wespeechies It was great to be able to help future SLPs see how their course material related to the "real world"



2 YEARS AGO

**VocalSLP**

@VocalSLP

My partner was from western Can & I'm out east. We had lots to chat about! #wespeechies



2 YEARS AGO

**VocalSLP**

@VocalSLP

Very different course from when I took it so was glad to participate and learn #wespeechies



2 YEARS AGO

**Kate Perry**

Kate Perry1990

What an amazing learning experience, for the students and SLPs @wespeechies



2 YEARS AGO






### Ten Tips for Participants in @WeSpeechies Chats

1. If you plan to Tweet a LOT, Tweet a "high volume warning" so your followers can mute your handle if they prefer.
2. Don't be shy! Chat moderators ♥LOVE♥ participants! Everyone was a first-time chatter (and a first-time Tweeter) once.
3. Include #WeSpeechies in EVERY chat Tweet.
4. Reply directly for one-to-one conversations.
5. Manners! Be courteous and positive.
6. Don't begin ANY of your Tweets with "@". Put a "." or word(s) before the first "@" in a Tweet.
7. Use Twitter handles in your Tweets, but know that you don't HAVE to include @WeSpeechies in chat Tweets, provided you remember the hashtag.
8. It is OK to dip in and out of a chat.
9. Avoid selling or promoting your practice or product.
10. Feel free to follow up with people after the chat, including the moderator and the administrators.


New to #WeSpeechies Chats? Read these 10 tips. Unlock your Twitter account if necessary, and bite the bullet! ^cb [pic.twitter.com/PGvpJcQdO7](http://pic.twitter.com/PGvpJcQdO7)


 WESPEECHIES @WESPEECHIES · 2 YEARS AGO



**Lisa Archibald**  
@larchiba6


@VocalSLP Thanks, and doing great. Have you followed @wespeechies? That's where I am right now!


 2 YEARS AGO



**WeSpeechies**  
@wespeechies


Hope some of my colleagues from @TDSB\_SLP will join our chat!  
[twitter.com/TDSB\\_SLP/statu...](https://twitter.com/TDSB_SLP/status...)

 2 YEARS AGO



**Caroline Bowen**  
@speech\_woman

QUESTION Will @wespeechies get its 6000th follower during the April 18 8pm Eastern Daylight Time #WeSpeechies chat!! [twitter.com/followers](https://twitter.com/followers)

 2 YEARS AGO



**Caroline Bowen**  
@speech\_woman


Spoke too soon, @wespeechies! 6,002!!! Let's see how many are following @wespeechies after the 4/18 chat! Looking forward to it #WeSpeechies

 2 YEARS AGO



**Charla-Maye Cooper**  
@CharlaMCooper


Looking forward to my first chat @wespeechies

 2 YEARS AGO



**WeSpeechies**  
@wespeechies

@CharlaMCooper Super! Thanks for joining! Only 10 minutes to go!

 2 YEARS AGO



If you plan to join the #WeSpeechies chat & have a locked account, UNLOCK NOW so all chatters can see your tweets. ^cb [pic.twitter.com/KAec1PHQfH](https://pic.twitter.com/KAec1PHQfH)


 WESPEECHIES @WESPEECHIES · 2 YEARS AGO

## The chat



**WeSpeechies**  
@wespeechies


Welcome to @wespeechies chat on SLP/SLT-Educator collaboration in the classroom! Use include #WeSpeechies in your tweets during the chat.

 2 YEARS AGO



**WeSpeechies**  
@wespeechies


Let's introduce ourselves. I'm Lisa Archibald. Who else is with me? #WeSpeechies

 2 YEARS AGO



**Charla-Maye Cooper**  
@CharlaMCooper


Hello Lisa, I am Charla, joining this chat from Toronto @wespeechies

 2 YEARS AGO



**WeSpeechies**  
@wespeechies


.@CharlaMCooper Hi Charla! Great to have a fellow Cdn!

 2 YEARS AGO



**Caroline Bowen**  
@speech\_woman


.@wespeechies Hi Lisa @larchiba6 Caroline here in Australia. #WeSpeechies

 2 YEARS AGO



**WeSpeechies**  
@wespeechies


.@speech\_woman @larchiba6 Hi Caroline! Thanks for your support!

 2 YEARS AGO



**Sean Redmond**  
@s\_redmondUofU

@wespeechies I am!

 2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@s\_redmondUofU Sean Redmond, everyone! Current language editor at JSLHR & a buddy of mine. Welcome Sean!

 2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@nicolettebreeze @larchiba6 @westernu Ha-ha! Welcome Nicolette! Knew you would be here! Thks

 2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@slp32donna Hi Donna. Welcome! From the Board in my own city ;) #wespeechies

2 YEARS AGO



**VocalSLP**  
@VocalSLP

School-based S-LP here from Nova Scotia, Canada. #wespeechies

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@VocalSLP Welcome!

2 YEARS AGO



**Theresa Young**  
@sdcoun

Hello This is Theresa Young SLP in Parry Sound Ontario @wespeechies

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@sdcoun Hi Theresa. Welcome! Great to have young SLPs!

2 YEARS AGO



**Caroline Bowen**  
@speech\_woman

Welcome to the #WeSpeechies chat, @sdcoun 😊@wespeechies

2 YEARS AGO



**Caroline Bowen**  
@speech\_woman

Happy you could join us, @abalilah7! #WeSpeechies 😊@wespeechies  
[twitter.com/abalilah7/stat...](https://twitter.com/abalilah7/stat...)

2 YEARS AGO



**Shafaq**  
@SHor1zon

@wespeechies ahh wish I could stay! Gnite from London folks, have a great session  
#wespeechies



2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@SHor1zon Check us out tomorrow Shafaq! The transcript will be available after the chat!  
#wespeechies



2 YEARS AGO



**Shafaq**  
@SHor1zon

.@wespeechies brilliant thanks! With you all in spirit :- ) #wespeechies



2 YEARS AGO




**WeSpeechies**  
@wespeechies

Our first question - Q1 - is coming up. Start your response to this question with A1, pls! It helps!  
#wespeechies




2 YEARS AGO



 **WeSpeechies**  
[@wespeechies](#)


Q1 Do you go into the classroom when providing services for [#LLI\\_](#)? What do you tend to do [#WeSpeechies](#)

2 YEARS AGO

 **Caroline Bowen**  
[@speech\\_woman](#)

I am interested to learn more about classroom collaboration & teamwork around [#LLI\\_](#) [@wespeechies](#) [#WeSpeechies](#) (no longer is a clinical role)

2 YEARS AGO

 **WeSpeechies**  
[@wespeechies](#)

[.@speech\\_woman](#) A1 Yes, lessons from collaboration arise in many aspects of our lives!

2 YEARS AGO

**Missing tweet: talkinged19**

[@speech\\_woman](#) sometimes classroom collab is about observing Ss together, with specific focus & follow up

discussion/planning [#wespeechies](#)

### speech\_woman


That makes perfect sense, [@talkinged19](#)! Observing students jointly and talking about observations together SLP-to-teacher. [#WeSpeechies](#)

### talkinged19

[@speech\\_woman](#) found this to be beneficial for Ts & Ss in my work with Secondary School Language Consultancy Program for [#LLI\\_](#) [#wespeechies](#)


### talkinged19

A1 work may include modelling; team teaching when presenting info e.g. recording key words & paraphrasing; targeted groups [#wespeechies](#)



**WeSpeechies**  
@wespeechies

[.@talkinged19](#) Working with groups as the teacher is teaching the full class?


 2 YEARS AGO

### talkinged19

A1 depends on the focus for the class e.g. literacy, numeracy, integrated work [#wespeechies](#)


### talkinged19

A1 small withdrawal groups beneficial for certain intervention foci & also depends on the classroom environment e.g. open plan [#wespeechies](#)



**WeSpeechies**  
@wespeechies

A1 [@talkinged19](#) Often SLPs are in class during literacy, but numeracy vocab support needed too! [#wespeechies](#)

 2 YEARS AGO

### talkinged19

A1 In my experience, SLP/Ts are sometimes a little 'frightened' of numeracy, can be based on own maths experiences! [#wespeechies](#)



**WeSpeechies**  
@wespeechies

[.@talkinged19](#) A1 might be right! Also, we might not know the math curriculum demands as well. Need to wrk with teachers on that [#wespeechies](#)

 2 YEARS AGO



**Donna M**  
@slp32donna

@wespeechies A1 we do go in the class - some shared teaching for vocabulary, describing words, oral language, Words Their Way support, apps

2 YEARS AGO

### slp32donna

A1 we are moving toward a more tiered approach - tier 1 in the class [#FDK](#) [#wespeechies](#)

### speech\_woman

What is [#FDK](#), [@slp32donna](#)? [#WeSpeechies](#) [#acronyms](#)



**WeSpeechies**  
@wespeechies

.@slp32donna [#wespeechies](#) What's your role in the classroom in a Full Day Kindergarten (FDK) class? [#wespeechies](#)

2 YEARS AGO

### [Donna M@slp32donna](#)

[@speech\\_woman](#) sorry full day kindergarten - we try to focus on primary [#wespeeches](#)

### vocalslp

My favourite times to be in the classroom: unstructured / "free" play time, centres, snack time [#wespeechies](#)

### sdcomun

[#wespeechies](#) A1 After repeated dialogic reads of book with LLI we do whole class dialogic read in JKSK1 class to model & show case child



**WeSpeechies**  
@wespeechies

.@sdcomun Love it. Child with [#LLI\\_](#) can shine! [#wespeechies](#)

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.A1 Some of the best evidence we have for in-class collaboration is around vocabulary development. [#wespeechies](#)


2 YEARS AGO

### talkinged19


A1 vocab development is definitely a key area for collaboration [#wespeechies](#) especially in secondary classrooms



- increases comp & attitude

 **WeSpeechies**  
@wespeechies

A1 Throneburg et al. [bit.ly/1SoBrzo](https://bit.ly/1SoBrzo) compared classroom collab. with SLP working independently in the clasrm & pull out [#wespeechies](#)

 2 YEARS AGO


 **WeSpeechies**  
@wespeechies

A1 Greater gains for all kids with classroom model & for [#LLI\\_](#) with collab classroom [#wespeechies](#)


 2 YEARS AGO

**timothykittel**

A1 & while I like this, I wonder if need both approaches for v sig language disorders. [#wespeechies](#), w pre-prep 4 vocabulary b4 collab wk.


 **WeSpeechies**  
@wespeechies

.@TimothyKittel Preprep for vocab prob very helpful. Could be small grp in classroom? [#wespeechies](#)


 2 YEARS AGO

**timothykittel**

Absolutely [#wespeechies](#)! All depends on cl'rm make up. W a small gp, more likely of teacher buy-in.

 **WeSpeechies**  
@wespeechies

.@TimothyKittel In the classroom also makes us visible! Power in transparency? [#wespeechies](#)

 2 YEARS AGO

**timothykittel**

Sure thing [#wespeechies](#). Much of my wk in adolescents. So it's imp to give them the spaces that they want, both in & out of class rm.



**WeSpeechies**  
@wespeechies

.@TimothyKittel Ah, I see. I can imagine adolescents might want some preteaching away from their peers... #wespeechies

2 YEARS AGO



**WeSpeechies**  
@wespeechies

A1 We have good evidence for narrative language in the classroom with SLPs too  
[bit.ly/1TaVwRX](http://bit.ly/1TaVwRX) #wespeechies

2 YEARS AGO



**WeSpeechies**  
@wespeechies

A1 Spencer et al. [bit.ly/1ShBc1e](http://bit.ly/1ShBc1e) provide a youtube video of theirs [bit.ly/21SiNdE](http://bit.ly/21SiNdE) #wespeechies

2 YEARS AGO



**WeSpeechies**  
@wespeechies

Get ready for Q2 coming in 1 minute! Keep using A1 or A2 to tell us which question your referring to... #WeSpeechies

2 YEARS AGO



**WeSpeechies**  
@wespeechies

Q2 What barriers or enablers have you faced when working alongside teachers & focusing on mutual #LLI\_ goals in the classroom? #wespeechies

2 YEARS AGO



**WeSpeechies**  
@wespeechies

Don't forget to use the #WeSpeechies hashtag on all tweets. Start your response with A1, A2 or A3 depending on the question you're answering

2 YEARS AGO

### speech\_woman

Do teachers have difficulty "making the time" [@talkinged19](#), while [#WeSpeechies](#) already have it factored-in to our schedules? [#expectations](#)



**WeSpeechies**  
@wespeechies

A2 @speech\_woman Time is definitely a potential barrier to collaboration. When can teachers meet with you? #wespeechies



2 YEARS AGO

**talkinged19**

@speech\_woman sometimes time is an issue although it can often be with #wespeechies rather than Ts



**WeSpeechies**  
@wespeechies

A2 Sometimes teachers might not know what to expect so unsure of having in the class. Could that be a barrier? #wespeechies



2 YEARS AGO



**We Lurkers**  
@WeLurkers

Are you lurking on the current #WeSpeechies chat? Just say "hi" so @wespeechies know you're there. We appreciate your presence!!



2 YEARS AGO



**emma\_dilemma**  
@emma\_dilemma

@WeLurkers @wespeechies I might be. Hi!



2 YEARS AGO



**WeSpeechies**  
@wespeechies

A2 Some teachers are naturally keen for your info. & your help. An enabler! And a good place to start with classroom work #wespeechies



2 YEARS AGO



**Donna M**  
@slp32donna

@wespeechies role depends on the teacher! Try to get in to model language strategies, vocab teaching, social emotional vocabulary lessons



2 YEARS AGO

**WeSpeechies**

@wespeechies

Nice! @slp32donna Is this joint teaching or teacher coaching? #wespeechies



2 YEARS AGO

**Donna M**

@slp32donna

@wespeechies some joint teaching for social emotional vocab lessons, but initiated by SLP - Otherwise SLP demonstration



2 YEARS AGO

**WeSpeechies**

@wespeechies

.@slp32donna Nice! Are you in the Kindergarten class for some time limited visits to help establish a language rich environment? #wespeechies



2 YEARS AGO

**Donna M**

@slp32donna

@wespeechies not as much as I would like - often still based on case load, but hoping to get carryover; soc/emotional lessons more specific



2 YEARS AGO

**WeSpeechies**

@wespeechies

A2 What about administrators? Are they encouraging collaboration? That can be an important facilitator #wespeechies



2 YEARS AGO

**WeSpeechies**

@wespeechies

Q3 What impact has working in the classroom had on your students with #LLI\_ & collaborative working relationship with teachers? #WeSpeechies



2 YEARS AGO



**Caroline Bowen**  
@speech\_woman

A3 Are there published studies around impact of working in classroom/w teachers on #LLI\_ outcomes, @wespeechies? Measured how? #WeSpeechies

2 YEARS AGO



**WeSpeechies**  
@wespeechies

A3 If you're in the classroom, maybe you're less of 'a speech lady' - might help with generalization! #wespeechies

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@speech\_woman One I like is by Starling [bit.ly/1qwClbH](http://bit.ly/1qwClbH) Training teachers to use modifications in the language of instruction. 1/

2 YEARS AGO



**WeSpeechies**  
@wespeechies

#wespeechies ! They measured teacher's use in a 'Levels of Use' tool involving self ratings & an interview [twitter.com/wespeechies/st...](https://twitter.com/wespeechies/st...)

2 YEARS AGO

### timothykittel

A3. 1 my coll's went in2 class of 14yo & broke down large assignment into chunks. 1 stud w ID managed an A. Prev D student. #wespeechies 1/2

### timothykittel

A3. What's interest'g is that she went on to be a B&C student. Diff self attitude to class work. 2/2. V powerful class delivery #WeSpeechies



**WeSpeechies**  
@wespeechies

.@TimothyKittel Love it! See the Starling paper for their ideas on modifications [bit.ly/1qwClbH](http://bit.ly/1qwClbH) #wespeechies

2 YEARS AGO



**Charla-Maye Cooper**  
@CharlaMCooper

Thanks for sharing this, it will be very useful upon graduation @wespeechies @TimothyKittel  
#wespeechies



2 YEARS AGO

### **Donna M@slp32donna**

A3 I like that all of the students get to know me better when I am in the class [#wespeeches](#) [#kindergartenfriends](#)

### **vocalslp**

A3 I certainly find myself in class more near end of school year - supporting generalization of both speech and language goals [#wespeechies](#)



**WeSpeechies**  
@wespeechies

.@VocalSLP So, you've done some out of class work first, and then in class for carryover?  
#wespeechies



2 YEARS AGO

### **vocalslp**

Exactly! Some students on consult/monitor have not worked with first, class support only. Still experimenting- 1 step @ a time [#wespeechies](#)



**WeSpeechies**  
@wespeechies

.@VocalSLP Are you joint planning material with teacher or assisting [#LLI\\_](#) as needed?  
#wespeechies



2 YEARS AGO

### **vocalslp**

No jt planning as of yet, striving 4 this but time 4 jt planning hard 2 come by! As needed 4 now, testing waters, learning [#wespeechies](#)



**WeSpeechies**  
@wespeechies

.@VocalSLP Yup, time is an issue. We're always trying to find time to trade off...efficiencies in Ax time, for example. [#wespeechies](#)



2 YEARS AGO

**WeSpeechies**

@wespeechies

A3 Teacher training for using modeling/recasting etc. might be most effective with hands on coaching #wespeechies



2 YEARS AGO

**WeSpeechies**

@wespeechies

A3 Certainly the Hanen Centre's work has shown that coaching is an important instrument of change #wespeechies



2 YEARS AGO

## #WeSpeechies hash tag reminder

@WeSpeechies chats are fast-paced, fun, informative and friendly. Part of their appeal is being able to review the transcript afterwards. Everyone forgets to tag sometimes, but if you remember to put the hash tag #WeSpeechies in ALL your Tweets during the chat, ALL your Tweets will appear in the transcript. If you don't include #WeSpeechies your wise/funny/instructive/etc. words will float off somewhere in cyberspace ☹️.

You don't need to put @WeSpeechies and #WeSpeechies, just the tag is perfect

## #WeSpeechies striving for hash tag perfection!

During the #WeSpeechies chat, put the hashtag (#WeSpeechies) in every tweet! ^cb  
[pic.twitter.com/AydovNQpG8](http://pic.twitter.com/AydovNQpG8)



WESPEECHIES @WESPEECHIES · 2 YEARS AGO

**Caroline Bowen**

@speech\_woman

@wespeechies here are @larchiba6's 14-DAY FREE ACCESS articles from @ASHAJournals [speech-language-therapy.com/index.php?opti...](http://speech-language-therapy.com/index.php?opti...) #WeSpeechies #LLI\_ #teachers



2 YEARS AGO



**WeSpeechies**  
@wespeechies

Here's comes our last question of the chat. Don't forget [#WeSpeechies](#) in every tweet & use A4 to start your response to Q4

2 YEARS AGO



**WeSpeechies**  
@wespeechies

Q4 How can we make time to build effective collaborative relationships with teachers for [#LLI\\_](#) in the classroom? [#WeSpeechies](#)

2 YEARS AGO



**WeSpeechies**  
@wespeechies

A4 Teachers might be available at lunch, or before school. You might be able to connect by email too

2 YEARS AGO



**WeSpeechies**  
@wespeechies

A4 Quick, shorter & more frequent encounters followed up by co-teaching might help for busy people [#wespeechies](#)

2 YEARS AGO



**Charla-Maye Cooper**  
@CharlaMCooper

I'm only a student but based on my clinical placements I would say by understanding their overall goals for the classroom [@wespeechies](#)

2 YEARS AGO



**WeSpeechies**  
@wespeechies

[.@CharlaMCooper](#) I agree, Charla! Listening & understanding Ts concern is so important [#wespeechies](#)

2 YEARS AGO





**Caroline Bowen**  
@speech\_woman

Not so much of the "ONLY" @CharlaMCooper-#SLP2B!! #WeSpeechies love to hear student voices here! Do come again 😊

2 YEARS AGO



**Tim Kittel**  
@TlmothyKittel

Absolutely @CharlaMCooper! You #SLP2B's are the future of our profession! Far from only - that's super power. #WeSpeechies

2 YEARS AGO



**WeSpeechies**  
@wespeechies

A4 Observing in the classroom can help you develop a shared understanding with T, which might cut down on mtg time! #wespeechies

2 YEARS AGO

### slp32donna

A4 Sometimes can join in on their collaborative networking meetings [#WeSpeechies](#)



**WeSpeechies**  
@wespeechies

.@slp32donna Nice! Piggyback on an existing mtg. Time efficient for everyone & builds the team. #wespeechies

2 YEARS AGO



**Donna M**  
@slp32donna

A4 sometimes starting with one interested teacher spills over to others #wespeechies

2 YEARS AGO



**WeSpeechies**  
@wespeechies

A4 For classroom work, find a place to start. An interested teacher, a certain topic...#wespeechies

2 YEARS AGO



**WeSpeechies**  
@wespeechies

A4 Ask teachers about the help they need & design something to meet that need. Better yet - design it jointly! #wespeechies

2 YEARS AGO



**VocalSLP**  
@VocalSLP

A4. This is how I'm starting! Gets easier each time. Chatting w T B4 2 ensure they're receptive helps. We chat after 2 share obs #wespeechies

2 YEARS AGO



**rwspeech**  
@rwspeakup

@wespeechies A4 we need to know the curriculum & expected grade outcomes to set goals collaboratively, and learn teacher jargon

2 YEARS AGO



**Charla-Maye Cooper**  
@CharlaMCooper

A4 We can also ask teachers about their with interactions with the child with LLI as it relates to how their comm. affects work #wespeechies

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@CharlaMCooper It relates to how the teacher works with the child, or how the child works?

2 YEARS AGO



**WeSpeechies**  
@wespeechies

Teachers are struggling to meet needs of all in their class & to differentiate instruction [bit.ly/1ShBK7q](http://bit.ly/1ShBK7q) #wespeechies

2 YEARS AGO

**WeSpeechies**

@wespeechies

Some will be happy for your help! Great case study presented by Palincsar [bit.ly/23NgStC](https://bit.ly/23NgStC) on classroom support [#wespeechies](#)



2 YEARS AGO

**WeSpeechies**

@wespeechies

Oh, right on, [@rwspeakup](#) ! Need to be a part of the educational team. Ts are the experts here & can help us understand demands



2 YEARS AGO

**WeSpeechies**

@wespeechies

Thanks everyone for a great chat! Keep the chat going. Use the [#WeSpeechies](#) tag if you want to. Check back for more responses later on!



2 YEARS AGO

**WeSpeechies**

@wespeechies

Wow! An hour has never gone by so fast. So glad to have some new [@wespeechies](#) participants tonight! [#wespeechies](#)



2 YEARS AGO

**Charla-Maye Cooper**

@CharlaMCooper











[@wespeechies](#) I enjoyed the chat#wespeechies [@wespeechies](#)













2 YEARS AGO

### The #WeSpeechies Influencers











#### Top 10 by Mentions

-  @wespeechies 32
-  @timothykittel 8
-  @slp32donna 6
-  @speech\_woman 5
-  @talkinged19 5
-  @larchiba6 4
-  @vocalslp 4
-  @ashajournals 4
-  @charlamcooper 4
-  @shor1zon 2

#### Top 10 by Tweets

-  @wespeechies 47
-  @speech\_woman 23
-  @nicolettebreeze 12
-  @talkinged19 11
-  @vocalslp 5
-  @slp32donna 5
-  @timothykittel 5
-  @welurkers 3
-  @shor1zon 2
-  @charlamcooper 2

#### Top 10 by Impressions

-  @wespeechies 282,281
-  @speech\_woman 169,832
-  @talkinged19 6,061
-  @nicolettebreeze 4,527
-  @vocalslp 4,088
-  @welurkers 796
-  @shor1zon 396
-  @timothykittel 395
-  @slp32donna 78
-  @mishwoz 68

### The Numbers

468,525

Impressions

120

Tweets

15

Participants

17


Avg Tweets/Hour

8

Avg Tweets/Participant

Tweet

Super chat [#WeSpeechies TRANSCRIPT embed.symplur.com/twitter/transc...](#) ANALYTICS [symplur.com/healthcare-has...](#) Nice job [@larchiba6 pic.twitter.com/KPIWMxwmcy](#)

 CAROLINE BOWEN @SPEECH\_WOMAN · 2 YEARS AGO

Topic: SLPs/SLTs collaborating with teachers on [#LLI\\_](#) and language goals in the classroom: Evidence and implementation

**ASHA Journals**

[Brinton, B., Fujiki, M., Montague, E.C., & Hanton, J. L. \(2000\).](#) Children with language impairment in cooperative work groups: A pilot study. *Language, Speech, & Hearing in Schools, 31*, 252-264.

[Cirrin, F. M., Schooling, T.L., Nelson, N.W., Diehl, S.F., Flynn, P.F., Staskowski, M., Torrey, T. Z., & Adamczyk, D.F. \(2010\).](#) Evidence-based systematic review: Effects of different service delivery models on communication outcomes for elementary school-age children. *Language, Speech, and Hearing Services in Schools, 41*, 233-64.

[Ehren, B.J. \(2000\).](#) Maintaining a therapeutic focus and sharing responsibility for student success: Keys to in-classroom speech-language services. *Language, Speech, and Hearing Services in Schools, 31*, 219-229.

[Flynn, P. \(2010\).](#) New service delivery models: Connecting SLPs with teachers and curriculum. *The Asha Leader, 15*, 22. doi:10.1044/leader.SCM1.15102010.22

[Gillam, S.L., Olszewski, A., Fargo, J., & Gillam, R.B. \(2014\).](#) Classroom-based narrative and vocabulary instruction: Results of an early-stage, nonrandomized comparison study. *Language, Speech and Hearing Services in Schools, 45*, 204-19.

[Hadley, P.A., Simmerman, A., Long, M., & Luna, M. \(2000\).](#) Facilitating language development for inner-city children: Experimental evaluation of a collaborative, classroom-based intervention. *Language, Speech, and Hearing Services in Schools, 31*, 280-295.

[Kaufman, S.S., Prelock, P.A., Weiler, E.M., Creaghead, N.A., & Donnelly, C.A. \(1994\).](#) Metapragmatic awareness of explanation adequacy: Developing skills for academic success from a collaborative communication skills unit. *Language, Speech, and Hearing Services in Schools, 25*, 174-180.


[Palincsar, A.S., Collins, K.M., Marano, N.L., & Magnusson, S.J. \(2000\).](#) Investigating the engagement and learning of students with learning disabilities in guided inquiry science teaching. *Language, Speech, & Hearing Services in Schools, 31*, 240-251.

[Silliman, E.R., Bahr, R., Beasman, J., & Wilkinson, L.C. \(2000\).](#) Scaffolds for learning to read in an inclusion classroom. *Language, Speech, and Hearing Services in Schools, 31*, 265-279.

[Starling, J., Munro, N., Togher, L., & Arciuli. \(2012\).](#) Training secondary school teachers in instructional language modification techniques to support adolescents with language impairment: A randomized controlled trial. *Language, Speech, and Hearing Services in Schools, 43*, 474-495.

[Throneburg, R.N., Calvert, L.K., Sturm, J.J., & Paramboukas, A.A. \(2000\).](#) A comparison of service delivery models: Effects on curricular vocabulary skills in the school setting. *American Journal of Speech and Language Pathology, 9*, 10-20.

[.@wespeechies 14day FREE ACCESS #WeSpeechies-#Teacher collab articles speech-language-therapy.com/index.php?opti...](#) TQ [@ASHAJournals #LLI\\_ pic.twitter.com/0H28eWFzSI](#)

 CAROLINE BOWEN @SPEECH\_WOMAN · 2 YEARS AGO

<https://storify.com/larchiba6/my-week-wespeechies.html>


92/152

 **WeSpeechies**  
@wespeechies


.@AydanSuphi @slp32donna Yes, administration support very important! Release time is a challenge #creativemtgimes !


 2 YEARS AGO

### End of chat


 **WeSpeechies**  
@wespeechies


You can catch up on the @wespeechies chat by reading the transcript [embed.simplur.com/twitter/transc...](https://embed.simplur.com/twitter/transc...)

 2 YEARS AGO


 **We Lurkers**  
@WeLurkers

Impact of a formally assessed online discussion on final student results. [dro.deakin.edu.au/view/DU:300178...](https://dro.deakin.edu.au/view/DU:300178...) reason to unlurk, #SLP2B CPD-@wespeechies?

 @wespeechies · 2 YEARS AGO


 **WeSpeechies**  
@wespeechies

.@WeLurkers @wespeechies Definitely benefits to online interactions for #SLP2B & #wespeechies too! Try a tweet!


 2 YEARS AGO

### Below is in response to this earlier tweet:vocalslp

My favourite times to be in the classroom: unstructured / "free" play time, centres, snack time [#wespeechies](#)

 **WeSpeechies**  
@wespeechies

.@VocalSLP Sorry, I missed this during the chat. So many opportunities for modelling/recasting during 'free' play time

 2 YEARS AGO

**WeSpeechies**

@wespeechies

.@VocalSLP Unpublished thesis by Benfiel [thekeep.eiu.edu/theses/1537/](http://thekeep.eiu.edu/theses/1537/) reports classroom=pullout for SLP opportunities to cue lang



2 YEARS AGO

**WeSpeechies**

@wespeechies

Sorry to miss this during the chat, but such a great point: Worth retweeting! Thanks for joining! Come again! [twitter.com/slp32donna/sta...](https://twitter.com/slp32donna/status...)



2 YEARS AGO

Tuesday, April 19

**WeSpeechies**

@wespeechies

Good Ont. Tues. morning #wespeechies ! Thanks for f/u tweets to the chat while I've been sleeping! I'll check them out this morning!



2 YEARS AGO

**WeSpeechies**

@wespeechies

Be sure to check out this week's articles on collab. Thanks to @ASHAJournals for providing free access for 14 days! [speech-language-therapy.com/index.php?opti...](http://speech-language-therapy.com/index.php?opti...)



2 YEARS AGO

Differentiated Instruction


In response to: [WeSpeechies @wespeechies Apr 18](#)Teachers are struggling to meet needs of all in their class & to differentiate instruction [bit.ly/1ShBK7q](http://bit.ly/1ShBK7q)**Eleanor Monk**

@EMSpeech


@wespeechies Agreed! Anyone formally used principles of Universal Design to help diff' instruc'n? #wespeechies ie. one activity for +/-LLI?



2 YEARS AGO

 **Cathy Basterfield**  
@accesseasyengli


@EMSpeech @wespeechies can you explain what you mean in this context pls?

 2 YEARS AGO


 **Eleanor Monk**  
@EMSpeech

@accesseasyengli @wespeechies E.g., a story that is communicated via audiobook, in big text, and with pictures.

 2 YEARS AGO

 **WeSpeechies**  
@wespeechies

.@EMSpeech @accesseasyengli We need to think explicitly abt differentiation rather than leaving it to chance b/c it's hard to do on the fly!

 2 YEARS AGO

 **WeSpeechies**  
@wespeechies


.@EMSpeech @accesseasyengli Justice's Read It Again! materials make differentiation explicit: [ccec.ehe.osu.edu/practice/ccec-...](http://ccec.ehe.osu.edu/practice/ccec-...)

 2 YEARS AGO

 **Chris Chivers**  
@ChrisChivers2

@DamsonEd @JulesDaulby @NAPLIC @wespeechies @cc1330 Differentiation as informed dialogue? How to talk with children? [chrischiversthinks.weebly.com/blog-thinking-...](http://chrischiversthinks.weebly.com/blog-thinking-...)

 2 YEARS AGO

 **WeSpeechies**  
@wespeechies

.@ChrisChivers2 Thks! Reminds me of conversatinl scaffolding described in free access article for this wk: Silliman [bit.ly/1SRCora](http://bit.ly/1SRCora)

 2 YEARS AGO



**Chris Chivers**  
@ChrisChivers2

@wespeechies @ASHAWeb Thanks for the link.

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@ChrisChivers2 Be interested to hear your views on the challenge of implementing individualized conv. scaffolding in a busy class!

2 YEARS AGO



**Chris Chivers**  
@ChrisChivers2

@wespeechies Starts from the premise of knowing the children well; perhaps easier with Primary than Secondary. Naturalistic discourse...

2 YEARS AGO



**Chris Chivers**  
@ChrisChivers2

@wespeechies Effectively "going with the flow" within the context of the lesson and planned learning tasks.

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@ChrisChivers2 During busy chat last night, I was feeling the demands of trying to 'go with flow' using still developing (tweet) skills 1/

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@ChrisChivers2 Maybe we need to develop a 'well-honed' toolbox of differentiation skills so we can manage 'in the moment' in class? 2/

2 YEARS AGO





**WeSpeechies**  
@wespeechies

.@ChrisChivers2 When skills & context are well known, we might have processing resources to think about implementation!? 3/

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@ChrisChivers2 Very reminiscent of my own work examining cognitive load on [#LLI\\_ onlinelibrary.wiley.com/doi/10.1111/14...](https://onlinelibrary.wiley.com/doi/10.1111/14...) 4//

2 YEARS AGO



**Chris Chivers**  
@ChrisChivers2

@wespeechies Thanks. Will read with interest.

2 YEARS AGO



**Bronwyn Hemsley**  
@BronwynHemsley

Teachers interested in collabs w speechies you really must join with Lisa @larchiba6 on @wespeechies this week she's driving discussion ++

2 YEARS AGO

### Formative / Summative Assessment (compared to Authentic Assessment)



**Megan Dixon**  
@DamsonEd

@JulesDaulby @NAPLIC @wespeechies @cc1330 do we call that formative assessment in school? As opposed to summative assessment (standardised?)

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@DamsonEd @NAPLIC @cc1330 Related, but diff too, I think. Formative Ax lets T check on student learning & lets student 'practice' Ax 1/

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@DamsonEd @JulesDaulby @NAPLIC @cc1330 Formative Ax has advantage of being 'low stakes' Ax. Main purpose= allows T to modify instruction 2/

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@DamsonEd @JulesDaulby @NAPLIC @cc1330 Summative Ax could be 'high stakes' You could do poorly on this 1 time Ax & look like not learned 3/

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@DamsonEd @JulesDaulby @NAPLIC @cc1330 Staunch authentic Ax advocates wld do away with these 'high stakes' Ax - show learning in context 4/

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@DamsonEd @JulesDaulby @NAPLIC @cc1330 Imagine a parent at the grocery store & seeing his/her child add & subtract numbers easily 5/

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@DamsonEd @JulesDaulby @NAPLIC @cc1330 Then, child fails a math test & parent is told the child is struggling with adding & subtracting! 6/

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@DamsonEd @JulesDaulby @NAPLIC @cc1330 That parent will say 'well, that test is wrong'. Authentic Ax wld say we don't need the test 7/

2 YEARS AGO

**WeSpeechies**

@wespeechies

.@DamsonEd @JulesDaulby @NAPLIC @cc1330 Auth Ax wld say we only need to demonstrate child has learned the material in useful contexts 8/end

2 YEARS AGO

**NAPLIC**

@NAPLIC

@wespeechies @DamsonEd @JulesDaulby @cc1330 thank you for the summary!

2 YEARS AGO

**Megan Dixon**

@DamsonEd

@NAPLIC @wespeechies @JulesDaulby @cc1330 yes, thanks! Very interesting. I think there are many who would prefer Authentic Ax. 1/2

2 YEARS AGO

**Megan Dixon**

@DamsonEd

@NAPLIC @wespeechies @JulesDaulby @cc1330 2/2- a little more like the EYFS Ax ? But, that is moving towards high stakes summative now, too

2 YEARS AGO

**Megan Dixon**

@DamsonEd

@NAPLIC @wespeechies @JulesDaulby @cc1330 have you got any links to read about Authentic Ax, please? 😊

2 YEARS AGO

**WeSpeechies**

@wespeechies

.@DamsonEd Auth Ax resources: Often tough to find a nice succinct one! Try this one from own institution - [uwo.ca/tsc/resources/...](http://uwo.ca/tsc/resources/)

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@DamsonEd Here's quite a nice one although the word 'authentic' only occurs once!  
[ed.gov.nl.ca/edu/k12/curric...](http://ed.gov.nl.ca/edu/k12/curric...)



2 YEARS AGO



**Megan Dixon**  
@DamsonEd

@wespeechies Thanks, yes, I see- that is exactly EYFS Ax, or was...not statutory any more from Sept. And DFE would like standardised Ax



2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@DamsonEd What's EYFS Ax?



2 YEARS AGO



**Megan Dixon**  
@DamsonEd

@wespeechies Early Years Foundation Stage (nursery and Rec) for us



2 YEARS AGO

## Canada's JUMP Math program



**WeSpeechies**  
@wespeechies

.@talkinged19 Do you know Cda's [jumpmath.org](http://jumpmath.org) program? I like the emphasis on training & enjoyment



2 YEARS AGO



**Charlotte Forwood**  
@talkinged19

@wespeechies thanks for the link - I will have a look



2 YEARS AGO

## Social / emotional lessons; Mental Health



**Eleanor Monk**  
@EMSpeech

@slp32donna @wespeechies What type of soc/emotional lessons do you do?



2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@EMSpeech Ont is focusing on Mental Hlth in schls [edu.gov.on.ca/eng/document/r...](http://edu.gov.on.ca/eng/document/r...)  
@slp32donna 's grp has developed classroom prog to support that



2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@EMSpeech @slp32donna Of course, @PamelaSnow2 wrote about SLP role in mental health in 2004 [tandfonline.com/doi/abs/10.108...](http://tandfonline.com/doi/abs/10.108...)



2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@EMSpeech I \*think\* @slp32donna 's grp has developed a 3 wk session they provide in kindergarten...but I hope she'll join us & tell more



2 YEARS AGO

#### ARTICLE FOCUS: Cirrin et al. (systematic review)



**WeSpeechies**  
@wespeechies

ARTICLE FOCUS: Cirrin [bit.ly/1W6uo9c](http://bit.ly/1W6uo9c) (free access) provides a systematic rev. of service del. models 5 studies met incl criteria 1/



2 YEARS AGO



**WeSpeechies**  
@wespeechies

5 articles in system. rev of service del. shows how tough it is to do this research! Pls partner with a researcher to help grow evid base 2/



2 YEARS AGO



**WeSpeechies**  
@wespeechies

Cirrin's Systematic Rev can't draw conclusions d/t lack of evidence. Encourages practice-based / reason-based evidence. 3/

2 YEARS AGO



**WeSpeechies**  
@wespeechies

Cirrin's Systematic Review cautiously says best evidence is for vocabulary in classroom. See Throneburg's study: [bit.ly/1SoBrzo](http://bit.ly/1SoBrzo) 4//

2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

@wespeechies @ASHAWeb love a systematic lit review!

2 YEARS AGO



**NAPLIC**  
@NAPLIC

.@wespeechies models of service delivery is an area that definitely needs more research. So important!

2 YEARS AGO

ARTICLE FOCUS: Brinton et al. (social language profile & [#LLI\\_](#))



**WeSpeechies**  
@wespeechies

ARTICLE FOCUS: Let's talk abt soc profile & [#LLI\\_](#) ! Free access by great social lang researchers Brinton Fujiki [bit.ly/1NeHlwc](http://bit.ly/1NeHlwc) 1/

2 YEARS AGO



**WeSpeechies**  
@wespeechies

B&F concerned that social profile of [#LLI\\_](#) might independently contribute to challenges of LLI to work in cooperative grps 2/

2 YEARS AGO



WeSpeechies  
@wespeechies

B&F observed 6 #LLI\_ BUT 2 had aggressive, 2 withdrawn, 2 typical social profile (i.e., all LLI but diff profiles) in coop grp with peers /2

2 YEARS AGO



WeSpeechies  
@wespeechies

B&F: kids tasked with making a craft etc. Kind of like the new pragmatic activities on the CELF-5. Who's tried them? /3

2 YEARS AGO



WeSpeechies  
@wespeechies

B&F coded cooperation every 15 sec as good, fair, or poor. Overall, just putting kids together in grp didn't result in them wrking together! 4/

2 YEARS AGO



WeSpeechies  
@wespeechies

B&F: Soc prof WAS associated with behaviour in coop grp. So, even tho' all kids #LLI\_, ability to wrk in group differed 5/

2 YEARS AGO



WeSpeechies  
@wespeechies

B&F: Aggressive social prof - critical of partners, argumentative, target of vrbal criticism, often worked on something separate from grp 6/

2 YEARS AGO



WeSpeechies  
@wespeechies

B&F: Withdrawn social prof - participation depended on partners; little vrbal participation. Typical - showed interest in partners' work 7/

2 YEARS AGO

**WeSpeechies**

@wespeechies

B&F concluded putting child in grp doesn't mean child will be part of grp! Designing grps for #LLI\_ might be challenging require coaching8//

2 YEARS AGO

**Haley Tancredi**

@HaleyTanc

@wespeechies makes sense 😊 love their methodology

2 YEARS AGO

**Haley Tancredi**

@HaleyTanc

@wespeechies similar to some of Conti-Ramsden & Durkin's work  
[ncbi.nlm.nih.gov/pmc/articles/P...](http://ncbi.nlm.nih.gov/pmc/articles/P...) pro social skills=increased attention and conduct

2 YEARS AGO

**WeSpeechies**

@wespeechies

.@HaleyTanc Yup, love their work. They have some lovely cooperative tasks to observe social functioning in triads of 2 typical & 1 #LLI\_

2 YEARS AGO

**WeSpeechies**

@wespeechies

.@HaleyTanc Selection task: pick item from a catalogue best for their age grp; Collab task: see finished craft & use materials to make it 1/

2 YEARS AGO

**WeSpeechies**

@wespeechies

.@HaleyTanc Negotiation tsk: use poker chips to 'buy' something form a box, but no 1 child is given enough chips to buy anything 2//

2 YEARS AGO





**Aydan Suphi**  
@AydanSuphi

@wespeechies great timing of chat. Gave lecture to 2nd yr slt2bs today on collaborator working in sch. Importnt to abandon 1/2 #wespeechies

2 YEARS AGO

#### ARTICLE FOCUS: Smith-Lock et al. (expressive grammar targets in the classroom)



**WeSpeechies**  
@wespeechies

ARTICLE FOCUS: Smith-Lock et al. investigated classroom intervention for expressive grammar #openaccess [speech-language-therapy.com/index.php?opti...](http://speech-language-therapy.com/index.php?opti...) 1/

2 YEARS AGO



**WeSpeechies**  
@wespeechies

Smith-Lock: #LLI\_ (5 yrs) attending Language Development Centres completed Grammar Screening pre & post intervention (see appendix) 2/

2 YEARS AGO



**WeSpeechies**  
@wespeechies

Smith-Lock: n=22 received expressive language intervention & n=18 control focusing on following directions & prepositions 3/

2 YEARS AGO



**WeSpeechies**  
@wespeechies

Smith-Lock: SLP in class with whole group session & then rotating small groups with SLP, teacher, assistant 1 time / week for 8 weeks 4/

2 YEARS AGO



**WeSpeechies**  
@wespeechies

Smith-Lock: Expressive grammar group focused on 3 targets using focused stimulation & play; testers for outcome blinded to child's group 5/

2 YEARS AGO



**WeSpeechies**  
@wespeechies

Smith-Lock: Results - Greater gain for targeted but not untargeted grammatical structures for expressive grammar than control groups. 6/

2 YEARS AGO



**WeSpeechies**  
@wespeechies

Smith-Lock: Results suggested that expressive grammar must be specifically targeted for change to occur with classroom services. 7/

2 YEARS AGO



**WeSpeechies**  
@wespeechies

Spencer also found change in story comprehension but not production after narrative intervention [#openaccess eur.sagepub.com/content/13/2/1...](https://openaccess.eur.sagepub.com/content/13/2/1...) 7/

2 YEARS AGO



**WeSpeechies**  
@wespeechies

And a German study reported improvement but not mastery of expressive targets after 6 week classroom intervention [ncbi.nlm.nih.gov/pubmed/18608609](https://ncbi.nlm.nih.gov/pubmed/18608609) 8/

2 YEARS AGO



**WeSpeechies**  
@wespeechies

Challenging to provide sufficient stimulation for grammatical targets in classroom so positive changes fall short of automaticity? 9//

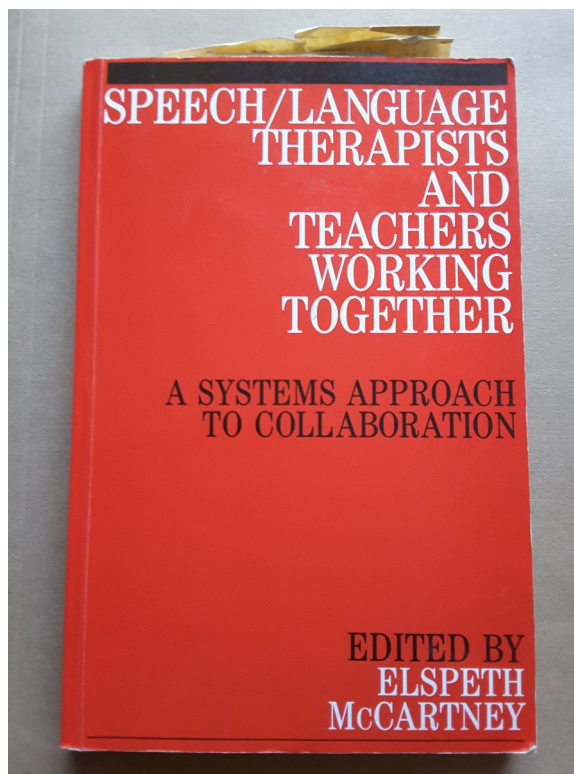
2 YEARS AGO



**WeSpeechies**  
@wespeechies

Just saw this thread. Could we at [@wespeechies](https://twitter.com/wespeechies) get a reference? Thanks!  
[twitter.com/JacquelineGail...](https://twitter.com/JacquelineGail...)

2 YEARS AGO



@wespeechies @EMcCartney2 This book made my team more effective partners with teachers [bookdepository.com/Speech-Languag...](http://bookdepository.com/Speech-Languag...) [pic.twitter.com/ejAQlj5You](https://pic.twitter.com/ejAQlj5You)


 JACQUELINE GAILE @JACQUELINEGAILE  @wespeechies · 2 YEARS AGO

ARTICLE FOCUS: Gillam et al. (narrative language in the classroom)



**WeSpeechies**  
@wespeechies


ARTICLE FOCUS: Gillam et al studied narrative language intervention in gr. 1 high/low risk children [lshss.pubs.asha.org/article.aspx?a...](http://lshss.pubs.asha.org/article.aspx?a...) 1/

 2 YEARS AGO



**WeSpeechies**  
@wespeechies

Gillam: High/low risk based on cutoff score on Test of Narrative Language. Pre/post measures of narrative skills & targeted vocabulary 2/

 2 YEARS AGO



**WeSpeechies**  
@wespeechies

Narrative Intervention: SLP in class 30 min, 3x/wk for 6 wks. Control: business-as-usual, SLP student in class on same schedule to help T 3/

2 YEARS AGO



**WeSpeechies**  
@wespeechies

Gillam: Results - high/low risk control group no sig. gains. Narrative group: high/low improved but high risk group significant change 4/

2 YEARS AGO



**WeSpeechies**  
@wespeechies

Gillam: Narrative intervention scores were equivalent for high vs low risk group at end. No gap. Authors suggested catch up?? 5/

2 YEARS AGO



**WeSpeechies**  
@wespeechies

Gillam: On vocabulary measure, both made sig. gain after narrative intervention, but low risk group gain much larger. 6/

2 YEARS AGO



**WeSpeechies**  
@wespeechies

Gillam: Authors wondered if the exposure rate for vocabulary was insufficient for high risk group (lowest skills) to master. 7/

2 YEARS AGO



**WeSpeechies**  
@wespeechies


Any thoughts on how we can increase opportunities for repetitions & productions of new vocabulary in the classroom for #LLI\_ ? 8//

2 YEARS AGO



**Elaine Hirst**  
@TheElaineHirst

@wespeechies I'm sure @WordAware have plenty of ideas...


 2 YEARS AGO

Wednesday, April 20



**WeSpeechies**  
@wespeechies


Good Wed. morning from Ont! Wed. is almost over for my AUS friends & the work day is well underway for my UK friends! #smallworld

 2 YEARS AGO



**Bronwyn Hemsley**  
@BronwynHemsley


@wespeechies [twitter.com/online\\_academi...](https://twitter.com/online_academi...)

 2 YEARS AGO



**WeSpeechies**  
@wespeechies


Like to compile 'Top 10 Tips' list for #SLPeeps getting into the classroom for Friday. Tweet me yours, or send direct message to @larchiba6

 2 YEARS AGO



**WeSpeechies**  
@wespeechies

Today, I'll share 3 #evidence summaries & a link to 1-page handout to share with administrators, teachers RT so your friends can follow too!

 2 YEARS AGO

**QUESTION: Do students benefit from SLP-Educator collaboration in the classroom?****✓ Yes, speech language pathologists (SLP) working hand-in-hand with educators in classrooms can lead to language & communication gains**

- Collaboration is more effective than: pullout delivery or SLP-educator working independently in the classroom for gains in curricular vocabulary<sup>1</sup>
- Collaboration leads to better basic concept knowledge<sup>2,3,4</sup> and more generalization<sup>4</sup> than regular education programs
- Collaboration has positive benefits for targeted grammatical forms<sup>5</sup>, story telling skills<sup>6,7</sup>, and formulating complete utterances<sup>8</sup>

\*1 Throneberg, R.N., Calvert, L.K., Sturm, J.J., Paramboulas, A.A., & Paul, P.J. (2000). A Comparison of Service Delivery Models Effects on Curricular Vocabulary Skills in the School Setting. *American Journal of Speech Language Pathology & Audiology (AJSLPA)*, 9, 10-20.

<sup>2</sup>Farber, J.G., & Klein, E.R. (1999). Classroom-based assessment of a collaborative intervention program with kindergarten and first grade students. *Language, Speech & Hearing in Schools (LSHS)*, 30, 83-91.

<sup>3</sup>Ellis, L., Schlaudecker, C., & Regimbal, C. (1995). Effectiveness of a collaborative consultation approach to basic concept instruction with kindergarten Children, *LSHS*, 26, 69-74.

<sup>4</sup>Wilcox, M.J., Kouri, T.A., & Caswell, S.B. (1991). Early language intervention: A comparison of classroom and individual treatment. *AJSLPA*, 1, 49-60.

<sup>5</sup>Smith-Lock, K.M., Leitao, S., Lambert, L., & Nickels, L. (2013). Effective intervention for expressive grammar in children with specific language impairment. *International Journal of Language & Communication Disorders*, 48, 265-282.

<sup>6</sup>Gillam, S.L., Olszewski, A., Fargo, J., & Gillam, R.B. (2014). Classroom-based narrative & vocabulary instruction: Results of an early-stage, nonrandomized comparison study. *AJSLPA*, 45, 204-219.

<sup>7</sup>Spencer, T.D., Peterson, D.B., Slocum, T.A., & Allen, M.M. (2015). Large group narrative intervention in Head Start preschools: Implications for response to intervention. *Journal of Early Childhood Research*, 13, 196-217.

<sup>8</sup>Bland, L.E., & Prelock, P.A. (1996). Effects of collaboration on language performance. *Journal of Children's Communication Development*, 17, 31-37.

**#Evidence** Summary 1 Students benefit from SLP-Educator collaboration in the classroom! \*=free access articles [pic.twitter.com/mOvOEZW19a](https://pic.twitter.com/mOvOEZW19a)

 WESPeeCHIES @WESPeeCHIES · 2 YEARS AGO

**QUESTION: Do students benefit from SLP-Educator collaboration in the classroom?****✓ Yes, SLP-educator classroom collaboration or co-teaching results in enriched academic outcomes**

- Collaboration leads to improved phonological awareness<sup>1,2</sup>, print knowledge<sup>2,3</sup>, and writing skills<sup>4</sup> in early elementary grades
- Partnerships to facilitate the use of modified instructional language in the classroom for adolescents with language impairment results in better listening skills, and written expression<sup>5</sup>
- Collaboration promotes exchange of ideas between SLP and educator, carryover by teachers, teacher input about curriculum-relevant communication goals, and SLP input about communication strategies and needs<sup>1,2</sup>

<sup>1</sup>Hadley, P.A., Simmerman, A., Long, M., & Luna, M. (2000). Facilitating language development for inner-city children: Experimental evaluation of a collaborative, classroom-based intervention. *LSHSS*, 31, 280-295.

<sup>2</sup>Justice, L.M., McGinty, A.S., Cabell, S.Q., Kilday, C.R., Knighton, K., & Huffman, G. (2010). Language & literacy curriculum supplement for preschoolers who are academically at risk: A feasibility study. *LSHSS*, 41, 161-178.

<sup>3</sup>Girolametto, L., Weitzman, E., & Greenberg, J. (2012). Facilitating emergent literacy: Efficacy of a model that partners speech-language pathologists & educators. *AJSLPA*, 21, 47-63.

<sup>4</sup>Ellis, L., Schlaudecker, C., & Regimbal, C. (1995). Effectiveness of a collaborative consultation approach to basic concept instruction with kindergarten Children, *LSHSS*, 26, 69-74.

<sup>5</sup>Starling, J., Munro, N., Togher, L., & Arciuli, J. (2012). Training secondary school teachers in instructional language modification techniques to support adolescents with language impairment: A randomized controlled trial. *LSHSS*, 43, 474-495.

[#Evidence](#) Summary 2 Academic benefits from SLP-Educator collaboration in the classroom! \*=free access articles [pic.twitter.com/X31hJw4hkl](http://pic.twitter.com/X31hJw4hkl)

 WESPEECHIES @WESPEECHIES · 2 YEARS AGO

**QUESTION: Do students benefit from SLP-Educator collaboration in the classroom?****✓ Yes, educational SLPs collaborating with educators can assist with the delivery of differentiated instruction through a tiered service delivery model**

- Collaboration increases effectiveness of Tier 1 intervention<sup>1</sup>
- Collaboration facilitates smoother transition for children who move between Tiers<sup>2</sup>
- Collaboration provides more opportunities for differentiated instruction<sup>2,3</sup>

<sup>1</sup>Ellis, L., Schlaudecker, C., & Regimbal, C. (1995). Effectiveness of a collaborative consultation approach to basic concept instruction with kindergarten Children, *LSHSS*, 26, 69-74.

<sup>2</sup>Wilcox, M.J., Kouri, T.A., & Caswell, S.B. (1991). Early language intervention: A comparison of classroom and individual treatment. *AJSLPA*, 1, 49-60.

<sup>3</sup>Girolametto, L., Weitzman, E., & Greenberg, J. (2012). Facilitating emergent literacy: Efficacy of a model that partners speech-language pathologists & educators. *AJSLPA*, 21, 47-63.

[#Evidence](#) Summary 3 SLP-Educator collaboration for tiered intervention [#RTI](#) \*=free access articles [pic.twitter.com/mQirFOMgPe](http://pic.twitter.com/mQirFOMgPe)

 WESPEECHIES @WESPEECHIES · 2 YEARS AGO

**WeSpeechies**

@wespeechies



Here's the link to a 1-page handout with today's evidence summaries for sharing with colleagues [#wespeechies dl.dropboxusercontent.com/u/16052631/Col...](https://www.dropboxusercontent.com/u/16052631/Col...)



2 YEARS AGO

**Susan Ebbels**

@SusanEbbels

Really nice summaries. Thank you [@larchiba6](#) [@wespeechies](#) [twitter.com/wespeechies/st...](https://twitter.com/wespeechies/st...)



2 YEARS AGO

**VocalSLP**

@VocalSLP

[@wespeechies](#) wonderful! Thank you.



2 YEARS AGO

**ASHA Journals**

@ASHAJournals

[.@wespeechies](#) SLPs/SLTs collaborating with teachers on [#LLI](#) & language goals in classroom: Evidence, implementation [on.asha.org/21rqwRH](https://on.asha.org/21rqwRH)



2 YEARS AGO

**ASHA Journals**

@ASHAJournals

[.@wespeechies](#) Children With Language Impairment in Cooperative Work Groups: Pilot Study [on.asha.org/1NBCEqZ](https://on.asha.org/1NBCEqZ)



2 YEARS AGO

**ASHA Journals**

@ASHAJournals

[.@wespeechies](#) EBSR: Effects of Different Service Delivery Models on Commun. Outcomes for School–Age Children [on.asha.org/1lkUiA6](https://on.asha.org/1lkUiA6)



2 YEARS AGO





ASHA Journals  
@ASHAJournals

.@wespeechies Maintaining a Therapeutic Focus & Sharing Responsibility for Student Success  
[on.asha.org/1NBD6pb](https://on.asha.org/1NBD6pb) #wespeechies

2 YEARS AGO



ASHA Journals  
@ASHAJournals

.@wespeechies New Service Delivery Models: Connecting SLPs With Teachers & Curriculum  
[on.asha.org/1NBDfcf](https://on.asha.org/1NBDfcf) #wespeechies

2 YEARS AGO



ASHA Journals  
@ASHAJournals

.@wespeechies Classroom-Based Narrative & Vocab Instruction: Early-Stage Nonrandomized  
Comparison Study [on.asha.org/1SvWtrc](https://on.asha.org/1SvWtrc) #wespeechies

@wespeechies · 2 YEARS AGO



ASHA Journals  
@ASHAJournals

.@wespeechies Facilitating Language Development for Inner-City Children: Collab. Classroom  
Intervention [on.asha.org/1SvWA6f](https://on.asha.org/1SvWA6f) #wespeechies

@wespeechies · 2 YEARS AGO



ASHA Journals  
@ASHAJournals

.@wespeechies Metapragmatic Awareness of Explanation Adequacy Developing Skills for  
Academic Success [on.asha.org/1SvWTOO](https://on.asha.org/1SvWTOO) #wespeechies

2 YEARS AGO



ASHA Journals  
@ASHAJournals

.@wespeechies Investigating Engagement of Students w/Learning Disabilities in Science  
Teaching [on.asha.org/1NBDMel](https://on.asha.org/1NBDMel) #wespeechies


@wespeechies · 2 YEARS AGO



**ASHA Journals**  
@ASHAJournals


.@wespeechies Scaffolds for Learning to Read in an Inclusion Classroom [on.asha.org/1SvXcZq](https://on.asha.org/1SvXcZq)  
#wespeechies


 @wespeechies · 2 YEARS AGO



**ASHA Journals**  
@ASHAJournals


.@wespeechies Training Teachers in Instructional Language Modif. Techniques for Adolescents  
w/ #LLI [on.asha.org/1Ky9Sty](https://on.asha.org/1Ky9Sty) #wespeechies


 @wespeechies · 2 YEARS AGO



**ASHA Journals**  
@ASHAJournals


.@wespeechies Comparison of Service Delivery Models: Effects on Curricular Vocab Skills in  
Schools [on.asha.org/1GnusHC](https://on.asha.org/1GnusHC) #wespeechies

 2 YEARS AGO



**WeSpeechies**  
@wespeechies

Thank you for all of your tweets @ASHAJournals and freeing up these articles for 2 weeks for  
#wespeechies ^bh [twitter.com/ashajournals/s...](https://twitter.com/ashajournals/s...)

 2 YEARS AGO




**WeSpeechies**  
@wespeechies

Thanks to Mike, Kathleen and Jeremi from @ASHAJournals for free access to this week's ASHA  
articles!


 2 YEARS AGO

Beware of Tier Confusion: Tiers are used in vocabulary & intervention work!



**WeSpeechies**  
@wespeechies

Be careful, #wespeechies, of the unfortunate overlap in the use of Tier language! It's used for  
intervention & vocabulary approaches 1/

 2 YEARS AGO



**WeSpeechies**  
@wespeechies

Tiers as part of Response to Intervention (RTI) refers to levels of intervention [#wespeechies](#)  
[rtinetwork.org/learn/what/wha...](http://rtinetwork.org/learn/what/wha...)



2 YEARS AGO



**WeSpeechies**  
@wespeechies

Tiers in vocabulary intervention refers to word types. [#wespeechies](#) (1)  
[wappingersschools.org/site/default.a...](http://wappingersschools.org/site/default.a...) (2) [readingrockets.org/article/choosi...](http://readingrockets.org/article/choosi...)



2 YEARS AGO



**Susan Ebbels**  
@SusanEbbels

I've found confusion between Tiers of service delivery & Tiers of vocabulary (in a paper I reviewed). Need different labels [@wespeechies](#)



2 YEARS AGO

## Classroom Vocabulary



**Stephen Parsons**  
@WordAware

[.@wespeechies](#) lots of ideas for classroom vocabulary on [pinterest.com/wordaware](http://pinterest.com/wordaware) or in our book. Parsons & Branagan from [@SpeechmarkPub](#)



2 YEARS AGO



**WeSpeechies**  
@wespeechies

[.@WordAware](#) Are folks you know talking about Tier 1-3 Vocabulary with Tier 2 being 'useful words' from Beck et al's Bringing Words to Life ?



2 YEARS AGO



**Stephen Parsons**  
@WordAware

[@wespeechies](#) Tiers not widely used in UK. We amalgamated Beck et al with Stahl & Nagy so that definitions also applicable to academic words



2 YEARS AGO

**WeSpeechies**

@wespeechies

@WordAware Nice! Are your working definitions available? In your book?



2 YEARS AGO

**Stephen Parsons**

@WordAware

.@wespeechies an easily accessible summary of our work is: [prezi.com/m/vfvpq150ucnx...](https://prezi.com/m/vfvpq150ucnx...) Our tier 2 equivalent is Goldilocks. Not too easy, not..



2 YEARS AGO

**WeSpeechies**

@wespeechies

.@WordAware Justice suggests Tier 1 not 2 are usually targeted in speech therapy. Interested in your thoughts?[ncbi.nlm.nih.gov/pubmed/24299516](https://ncbi.nlm.nih.gov/pubmed/24299516)



2 YEARS AGO

**Stephen Parsons**

@WordAware

.@wespeechies I think that is true in UK. SaLT work on basic vocab, class teachers on topic specific. Tiered model = collaboration tool



2 YEARS AGO

**Fiona Edge**

@edge\_fiona

@wespeechies @WordAware ELKLAN training teaches tier 1,2,3 words. Our team work on tier 2 in therapy and goldilocks words.



2 YEARS AGO

**Stephen Parsons**

@WordAware

@edge\_fiona @wespeechies good to hear it!



2 YEARS AGO



**WeSpeechies**  
@wespeechies

@WordAware The implication of Justice was that SLT should target useful Tier 2 words. More opportunities for learning Tier 1 outside of SLT?



2 YEARS AGO



**Stephen Parsons**  
@WordAware

@wespeechies totally agree. If SaLT work on tier 1 words in isolation they will be forgotten. Teach useful words & they will learn them



2 YEARS AGO



**Rebecca Castelo**  
@castelo\_rebecca

@WordAware @wespeechies in Highland, we encourage teachers to tier vocabulary and focus on tier 2 words in the classroom @MisstahCook



2 YEARS AGO



**Susan Ebbels**  
@SusanEbbels

What about older children with severe #LLI\_ who haven't yet learned tier 1 words?  
@castelo\_rebecca @WordAware @wespeechies @MisstahCook



2 YEARS AGO



**WeSpeechies**  
@wespeechies

@SusanEbbels @castelo\_rebecca @WordAware @MisstahCook I know, right? Seems like we still need to be watching for Tier 1 gaps???



2 YEARS AGO



**Susan Ebbels**  
@SusanEbbels

Need tier 1 words to explain tier 2 words.... @castelo\_rebecca @WordAware @wespeechies @MisstahCook



2 YEARS AGO



**Susan Ebbels**  
@SusanEbbels

Justice also implied we need to work on words other than nouns @castelo\_rebecca @WordAware @wespeechies @MisstahCook

2 YEARS AGO



**Susan Ebbels**  
@SusanEbbels

Justice also said good focus on semantics & phonology, but too little on syntax/morph @castelo\_rebecca @WordAware @wespeechies @MisstahCook

2 YEARS AGO



**WeSpeechies**  
@wespeechies

@SusanEbbels @castelo\_rebecca @WordAware @MisstahCook I think this is an important point & worthy of some very careful consideration.

2 YEARS AGO



**Susan Ebbels**  
@SusanEbbels

A goldilocks word for a child with a severe impairment may be a tier 1 word though? @WordAware @wespeechies

2 YEARS AGO



**Stephen Parsons**  
@WordAware

@SusanEbbels @castelo\_rebecca @wespeechies @MisstahCook older child with severe #lli\_ may be in a specialist setting so 1/3

2 YEARS AGO



**Stephen Parsons**  
@WordAware

@SusanEbbels @castelo\_rebecca @wespeechies @MisstahCook Goldilocks words are not a norm, but specific to that one class. 2/3

2 YEARS AGO



**Stephen Parsons**  
@WordAware

@SusanEbbels @castelo\_rebecca @wespeechies @MisstahCook if big gap between child & peers then will need preteaching of tier 1 (anchor) 3/3



2 YEARS AGO



**Susan Ebbels**  
@SusanEbbels

@WordAware @castelo\_rebecca @wespeechies @MisstahCook so goldilocks words not necessarily = Tier 2 words?



2 YEARS AGO



**Stephen Parsons**  
@WordAware

@SusanEbbels @wespeechies on our approach Goldilocks words are for the class. Been surprised bore few children need extra for tier 1.



2 YEARS AGO



**Stephen Parsons**  
@WordAware

@SusanEbbels @castelo\_rebecca @wespeechies @MisstahCook not a straight match. That's why we change the term. Not just being precious! 1/2



2 YEARS AGO



**Susan Ebbels**  
@SusanEbbels

@WordAware @wespeechies ah, whereas vocab Tiers depend on nature of word, goldilock words depend on level of class (but not individual)?



2 YEARS AGO



**Susan Ebbels**  
@SusanEbbels

@WordAware @castelo\_rebecca @wespeechies @MisstahCook helpful clarification, thanks.



2 YEARS AGO



**Stephen Parsons**  
@WordAware

@SusanEbbels @castelo\_rebecca @wespeechies @MisstahCook Goldilocks are words across the curriculum that are dev appropriate for class 2/2

2 YEARS AGO



**Stephen Parsons**  
@WordAware

@SusanEbbels @wespeechies Goldilocks adapts to the level of class. If child does not have tier 1 (we call anchor), these need ind teaching

2 YEARS AGO



**Susan Ebbels**  
@SusanEbbels

@WordAware @wespeechies what do you call simpler words which may be "just right" for a few individuals with more difficulties than class?

2 YEARS AGO



**James Cook**  
@MisstahCook

@WordAware @SusanEbbels @castelo\_rebecca @wespeechies - Each child to be treated as individual #GIRFEC Teachers to tier and prioritise 1&2

2 YEARS AGO



**James Cook**  
@MisstahCook

@WordAware @SusanEbbels @castelo\_rebecca @wespeechies - [highlandliteracy.com/emerging-liter...](http://highlandliteracy.com/emerging-liter...) Check out Oral Language for Universal Guidance.

2 YEARS AGO



**Stephen Parsons**  
@WordAware

.@SusanEbbels @wespeechies term for words that underpin Goldilocks is 'anchor' words. Goldilocks term from Stahl & Nagy, 'anchor' from us

2 YEARS AGO





**Stephen Parsons**  
@WordAware

@MisstahCook @SusanEbbels @castelo\_rebecca @wespeechies I will be presenting @pipstjohn & our work at #naplic16 on Sat. Follow #naplic16

2 YEARS AGO



**James Cook**  
@MisstahCook

@WordAware @SusanEbbels @castelo\_rebecca @wespeechies @pipstjohn - Great. Thank you! I will keep an eye.

2 YEARS AGO



**Logoped Ida**  
@logopida

@SusanEbbels @WordAware @wespeechies I tend to work more on Tier 1 w the younger students but start to focus more on Tier2 as they get older

2 YEARS AGO



**Logoped Ida**  
@logopida

@SusanEbbels @WordAware @wespeechies > Tier 3 usually adressed by the teacher but sometimes I work on it too. BUT some stud w severe imp

2 YEARS AGO



**Logoped Ida**  
@logopida

@SusanEbbels @WordAware @wespeechies > will need to continue to work on very basic Tier 1 even in adolescence in my experience.

2 YEARS AGO



**WeSpeechies**  
@wespeechies

@logopida Sounds like you're taking a great individualized approach to helping kids learn words they need! @SusanEbbels @WordAware

2 YEARS AGO



**Susan Ebbels**  
@SusanEbbels

I think support based on indiv need such as your approach is crucial. [@wespeechies](#) [@logopida](#) [@WordAware](#)

2 YEARS AGO



**Logoped Ida**  
@logopida

[@SusanEbbels](#) [@wespeechies](#) [@WordAware](#) Working with vocab is def the most challenging part about being school-based. What/how/when to target?

2 YEARS AGO



**Stephen Parsons**  
@WordAware

[@logopida](#) [@SusanEbbels](#) [@wespeechies](#) vocab always a challenge as it is vast. Joined up working is really the way forward.

2 YEARS AGO



**WeSpeechies**  
@wespeechies

[@WordAware](#) [@logopida](#) [@SusanEbbels](#) Agreed. Systems to help think about & select target words can help us get started. Thanks for your work!

2 YEARS AGO



**Rebecca Castelo**  
@castelo\_rebecca

[@WordAware](#) [@SusanEbbels](#) [@wespeechies](#) for children with LLI joined up working thinking about all tiers and who covers what is crucial

2 YEARS AGO



**Rebecca Castelo**  
@castelo\_rebecca

[@SusanEbbels](#) [@WordAware](#) [@wespeechies](#) [@MisstahCook](#) that's really interesting work happening.

2 YEARS AGO

**Rebecca Castelo**

@castelo\_rebecca

@SusanEbbels @WordAware @wespeechies @MisstahCook yes you sure do. Tier 1 words are important and often targeted by SLT for CYP with LLI



2 YEARS AGO

**Rebecca Castelo**

@castelo\_rebecca

@SusanEbbels @WordAware @wespeechies @MisstahCook I agree! Nouns are the more straightforward option to teach, don't you think?



2 YEARS AGO

**WeSpeechies**

@wespeechies

@castelo\_rebecca @SusanEbbels @WordAware @MisstahCook Yup the opaque words really cause trouble for #LLI\_ so important to address explicitly



2 YEARS AGO

**Susan Ebbels**

@SusanEbbels

@wespeechies @castelo\_rebecca @WordAware @MisstahCook teachers are also very good at teaching nouns. Other words harder, we should help



2 YEARS AGO

**Stephen Parsons**

@WordAware

@JulesDaulby @wespeechies the original source, & I believe learning spy's was Beck, McKeown & Kucan. it is the inspiration for many



2 YEARS AGO

## HENRIETTE W. LANGDON, EDD



Henriette W. Langdon, EdD, FASHA, CCC-SLP, is an ASHA-certified speech-language pathologist, ASHA Fellow, and professor of communicative disorders and sciences at San José State University in San Jose, California. She has forty years of experience working with bilingual students who have a variety of speech, language, communication, and learning challenges, and she has lectured and presented workshops locally, nationally, and internationally on this topic using English, Spanish, and/or Polish. Dr. Langdon has published numerous articles, book chapters, and books related to bilingual assessment and intervention, including how to collaborate with interpreters and translators in the fields of communication disorders and special education. Being fluent in Spanish, French, and Polish, she has also provided professional services to students and their families in those languages.

## BOOKS BY AUTHOR

- [Working with Interpreters and Translators, A Guide for Speech-Language Pathologists and Audiologists](#)

[.@wespeechies](#) & [@WeAudiologists](#): Working with Interpreters & Translators  
[pluralpublishing.com/publication\\_wi...](http://pluralpublishing.com/publication_wi...) [@SunflowerTherRC](#) [pic.twitter.com/aOdnFBYe3g](https://pic.twitter.com/aOdnFBYe3g)

CAROLINE BOWEN @SPEECH\_WOMAN · 2 YEARS AGO

Thursday, April 21



**WeSpeechies**  
@wespeechies

Good Ont Thurs morning #wespeechies! Today, I'll highlight IDEAS in papers/other with great SLP-Educator collaboration potential Stay tuned!

2 YEARS AGO



**WeSpeechies**  
@wespeechies

[.@HaleyTanc](#) [@Comm\\_nTrust](#) Any news on 'No Pens Wednesday'? Who else has run one?

2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

[.@wespeechies](#) [@Comm\\_nTrust](#) we had a small number of schools participate, 1 that I visit. No details from them yet [@jaedene\\_g](#) any to add?

2 YEARS AGO

SLP in Education Stats / Service Delivery

**Main Sectors of Employment** for SLPs from [http://www.servicecanada.gc.ca/eng/qc/job\\_futures/statistics/3141.shtml](http://www.servicecanada.gc.ca/eng/qc/job_futures/statistics/3141.shtml)

The data of the following table were prepared by economists from Service Canada, Quebec region. The data source is Statistics Canada's 2011 National Household Survey (NHS).

Sector	Unit Group 3141
<b>Health Care and Social assistance</b>	68.4%
- Ambulatory Health Care Services (Offices of Speech Therapists and Audiologists and CLSC included)	24.0%
- Hospitals	21.5%
- Nursing and Residential Care Facilities (CHSLD included)	13.3%
- Social assistance	9.5%
<b>Elementary and Secondary Schools</b>	29.3%

Interesting statistic: Statistics Canada 2011 data indicate that 29% of SLPs work in Education.  
[pic.twitter.com/BQW8bfwmkz](https://twitter.com/BQW8bfwmkz)

WESPEECHIES @WESPEECHIES · 2 YEARS AGO

**Work Environment** [About this section] [To Top]

Speech-language pathologists held about 134,100 jobs in 2012. Almost half of all speech-language pathologists work in schools. Most others work in healthcare facilities, such as hospitals. Some work in patients' homes.

The industries that employed the most speech-language pathologists in 2012 were as follows:

Elementary and secondary schools; state, local, and private	41%
Offices of physical, occupational and speech therapists, and audiologists	17
Hospitals; state, local, and private	13
Nursing and residential care facilities	5

2012 U.S. Data from <https://collegegrad.com/careers/speech-language-pathologists> source listed as Bureau of Labor Statistics, U.S. Dept. of Labor

Interesting statistic: U.S. Data from 2012 indicate that 41% of SLPs work in Education. How about in your country? [pic.twitter.com/1YsAqJpTbf](https://twitter.com/1YsAqJpTbf)

WESPEECHIES @WESPEECHIES · 2 YEARS AGO

**Logoped Ida**  
@logopida

[@wespeechies](https://twitter.com/wespeechies) Very few in Sweden. I would guess about 3-6% maybe. But steadily increasing! (Or what does [@logopedforum](https://twitter.com/logopedforum) say?)

2 YEARS AGO

**WeSpeechies**  
@wespeechies

[@logopida](https://twitter.com/logopida) [@logopedforum](https://twitter.com/logopedforum) Are SLPs funded elsewhere to work with kids? We also employ SLPs in preschool services & children treatment centres

2 YEARS AGO

**[Stephen Parsons @WordAware Apr 21](#)**

This document says how much schools get in Pupil Premium funding. Make sure some goes to language interventions! [gov.uk/government/publicati...](http://gov.uk/government/publicati...) ...



**WeSpeechies**  
@wespeechies

@WordAware In Ont, each school board decides how to allocate their funding package & so decides how much/if to put resources towards SLPs

2 YEARS AGO



**Stephen Parsons**  
@WordAware

@wespeechies similar funding arrangements here for students with SEN. The pupil premium is £ for poor children to close the achievement gap

2 YEARS AGO



**WeSpeechies**  
@wespeechies

@WordAware There is the advantage of allowing local flexibility & solutions but creates discrepancies in services across province

2 YEARS AGO



**Stephen Parsons**  
@WordAware

@wespeechies really depends how strong the local service is & how empowered & informed parents are. If no to both of those = poor provision

2 YEARS AGO



**lucy nicoll**  
lucynicoll1

@WordAware @wespeechies yes, such a shame parents must push. Esp. When genetic links in language impairment. It's tough for parents...&kids!

2 YEARS AGO



**WeSpeechies**  
@wespeechies

@WordAware Same. But not sure imposing uniformity across a province with huge population & geographic differences would work #challenging

2 YEARS AGO

**Stephen Parsons**

@WordAware

@wespeechies I agree that too much uniformity could be a bad thing, but in UK there are massive differences bw SaLT provision.



2 YEARS AGO

**lucy nicoll**

lucynicoll1

@WordAware @wespeechies Yes,I workd in1SLTschools team of4across a region(good)but all prioritising/providing differently. #postcodelottery



2 YEARS AGO

**WeSpeechies**

@wespeechies

@WordAware Same for Canada. It's worrisome. #thinktank needed!



2 YEARS AGO

**logopedforum**

@logopedforum

Can't get exakt numbers, but approximately 7 % work in municipalities and not in health care @logopida @wespeechies



2 YEARS AGO

**logopedforum**

@logopedforum

We're just about to get fresh numbers (or at least for 2015) @logopida @wespeechies



2 YEARS AGO

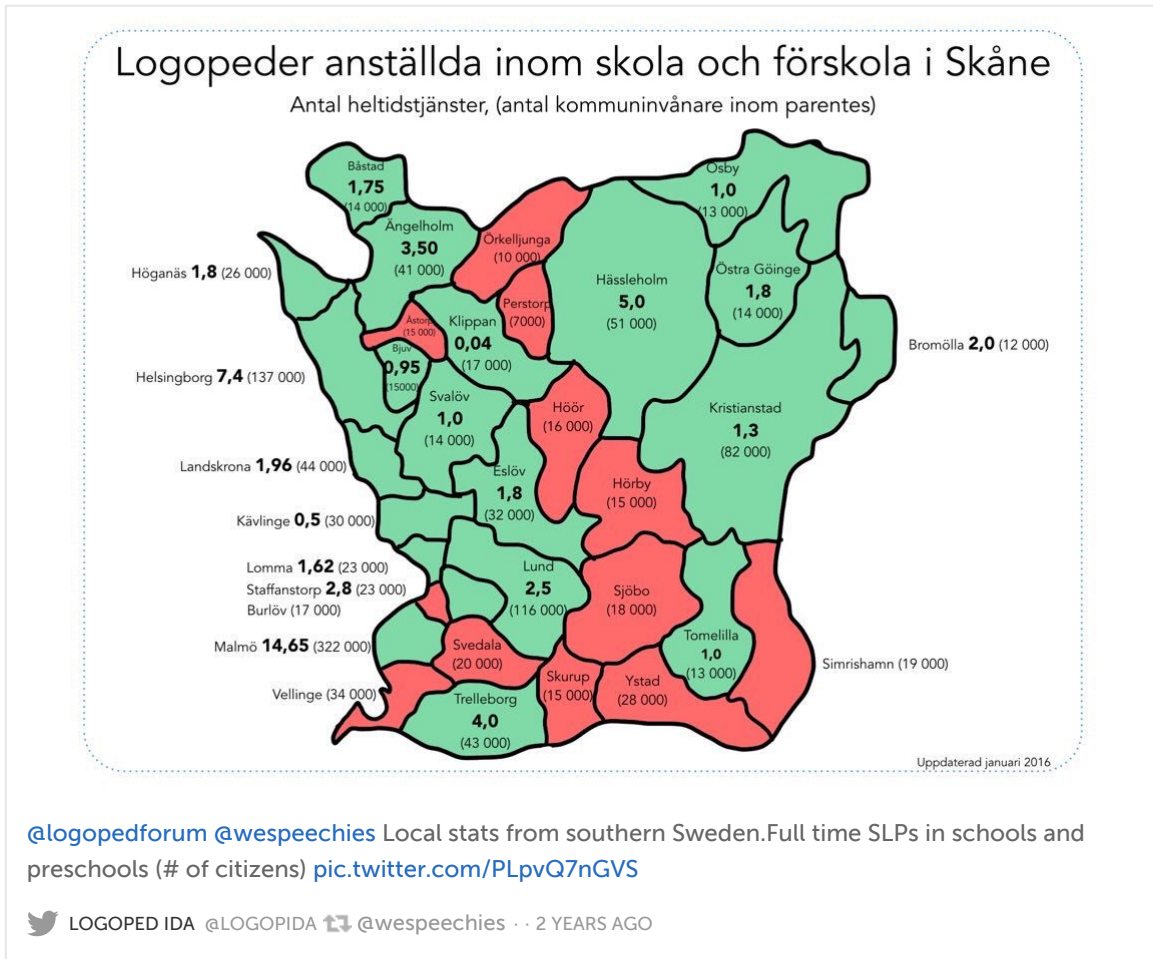
**logopedforum**

@logopedforum

@logopida @wespeechies the vast majority in education. Very low actual numbers (~2100 SLPs in Sweden) so difficult to get good stats.



2 YEARS AGO



**WeSpeechies**  
[@wespeechies](#)

[@logopida](#) [@logopedforum](#) Wow x 2! (1) Wow that you can produce a map like that! (1) Wow, you're right, there aren't very many!

2 YEARS AGO

**Logoped Ida**  
[@logopida](#)

[@wespeechies](#) [@logopedforum](#) Since there are so few of us school/preschool-based SLPs I personally know pretty much all of these people...

2 YEARS AGO

**logopedforum**  
[@logopedforum](#)

And southern Sweden is one of the "best" regions when it comes to school SLPs... [@wespeechies](#) [@logopida](#)

2 YEARS AGO



**WeSpeechies**

@wespeechies

@logopedforum @logopida Keep on keeping on! 🍊



2 YEARS AGO

**lucy nicoll**

lucynicoll1

@logopida @logopedforum @wespeechies @RCSLT do we have a map like this for UK SLTs across different settings? think we'd be much higher in no.



2 YEARS AGO

**RCSLT**

@RCSLT

@lucynicoll1 @logopida @logopedforum @wespeechies Sorry, no we don't! @RCSLT



2 YEARS AGO

**Logoped Ida**

@logopida

@RCSLT @lucynicoll1 @logopedforum @wespeechies The map is just made by me and my ipad :) Nothing advanced. Combo of Adobe draw and Keynote



2 YEARS AGO

**logopedforum**

@logopedforum

The Swedish SaLT Association LOVE members such as @logopida ! @RCSLT @lucynicoll1 @wespeechies



2 YEARS AGO

## Classroom Collaboration Idea 1: Sentence Combining

## Two Forms of Sentence Combining: Open-ended and Cued Sentence

Sentence combining occurs in two different ways: Open-ended and cued. (See examples in text.)

With open-ended sentence work, students are given a set of short, simple sentences (often called kernel sentences) which they are asked to combine in any way they can.

Open-ended combining offers the opportunity for students to find a variety of ways to combine ideas, leading them to discover that differing combinations encourage different interpretations. On the other hand, students are also limited to what they already know how

to do with sentences.

Cued sentence combining provides cues to the writer to suggest a specific number of ways to combine the kernel sentences. With cues, students have fewer options for combining than they have with open-ended SC, but they are given the opportunity to learn new sentence structures they might not otherwise have considered using.

The best approach is a combination of these two, methods moving back and forth between open-ended and cued.

IDEA Dean describes sentence combining to target written structure & punctuation [#openaccess speech-language-therapy.com/index.php?opti...](#) [pic.twitter.com/z8azNT5tzE](#)

 WESPEECHIES @WESPEECHIES · 2 YEARS AGO

- Draw students' attention to the target structure in sentences in the reading.
- Explain what the structure is and discuss how it functions.
- Create sentence-combining activities that help students practice writing the targeted structure, first as a class, and then individually.
- Finally, ask students to write their own sentences or paragraphs using the structure.

Here's an example of how this worked for me. In reading *Twelve Angry Men*, I realized that the script had several sentences containing relative clauses. Two such examples are:

"You come in here and you vote guilty and then this slick preacher starts to tear your heart out with stories about a poor little kid who just couldn't help being a murderer."

"Switch-knives came with the neighborhood where I lived."

I thought that practicing with relative clauses would help students improve their writing, so I created sentence sets from sentences in the play. Here are several examples:

### Sentence Set

"This is a quiet, frightened, insignificant man who has been nothing all his life, who has never had recognition—his name in the newspapers."

This is a quiet man.

This is a frightened man.

This is an insignificant man.

He has been nothing his whole life.

He has never had recognition.

He has never had his name in the newspapers.

Dean gives examples of using sentence combining to target sentence structure [#LLI\\_ ncte.org/library/NCTEFi...](#) [pic.twitter.com/H7m5cV5yx2](#)

 WESPEECHIES @WESPEECHIES · 2 YEARS AGO



**WeSpeechies**  
@wespeechies

Lots of potential to target oral & written language sentence combining activities with an effective SLP-Educator collaboration! [#LLI\\_](#)

 2 YEARS AGO



**WeSpeechies**  
@wespeechies

Who has collaborated on sentence combining activities in the classroom?  
[tandfonline.com/doi/abs/10.108...](http://tandfonline.com/doi/abs/10.108...)

2 YEARS AGO

## Classroom Collaboration Idea 2: Drawing for Comprehension & Retention



**WeSpeechies**  
@wespeechies

IDEA This page: [digest.bps.org.uk/2014/12/what-t...](http://digest.bps.org.uk/2014/12/what-t...) summarizes recent work showing a link between drawing & learning/retention #collaboration

2 YEARS AGO

Drawing can be seen as a learning strategy intended to influence how learners process information during learning (Pashler et al., 2007; Weinstein & Mayer, 1986). By drawing, learners are no longer passive consumers of information and knowledge; they are actively involved in the cognitive processes of selecting, organizing and integrating the information to be learned. Thus, learner-generated drawing is a cognitive learning strategy that is aimed to foster learning from text, and if used adequately drawing can increase learning outcomes (Ainsworth, Prain, & Tytler, 2011; Alesandrini, 1984; van Meter & Garner, 2005).

Schmeck, A., Mayer, R., Opfermann, M., Pfeiffer, V., & Leutner, D. (2014). Drawing pictures during learning from scientific text: testing the generative drawing effect and the prognostic drawing effect *Contemporary Educational Psychology*, 39 (4), 275-286 DOI: [10.1016/j.cedpsych.2014.07.003](https://doi.org/10.1016/j.cedpsych.2014.07.003)

Schmeck: gr8 learner-generated drawing while reading scientific text resulted in better comprehension #collaboration [pic.twitter.com/xBuS8S1SYO](https://pic.twitter.com/xBuS8S1SYO)

WESPEECHIES @WESPEECHIES · 2 YEARS AGO



**WeSpeechies**  
@wespeechies

Ukrainetz talked about stick (figure) writing for stories in 1998 #collaboration  
[lshss.pubs.asha.org/article.aspx?a...](http://lshss.pubs.asha.org/article.aspx?a...)

2 YEARS AGO



**WeSpeechies**  
@wespeechies

From @talkinged19 (thks!): Sketchnotes fit idea of visualization through drawing supporting learning #collaboration [twitter.com/talkinged19/st...](https://twitter.com/talkinged19/st...)

2 YEARS AGO



**WeSpeechies**  
@wespeechies

Lots of potential for a great SLP-Educator #collaboration team to use drawing in class to support learning #LLI\_ Tweet if you've done it!

2 YEARS AGO

Hur fungerar vattnets kretslopp?

Jorden består av samma mängd vatten idag som för miljontals år sedan.

Vattnets kretslopp beskriver hur jordens vatten cirkulerar.

Så här går det till:

Solen värmer vattnet i hav, sjöar och åar.

På grund av värmen avdunstar en del av vattnet och bildar ånga. Den varma luften stiger uppåt.

Temperaturen sjunker ju högre upp i atmosfären man kommer, därför kondenseras ångan och blir till vattendroppar som bildar moln.

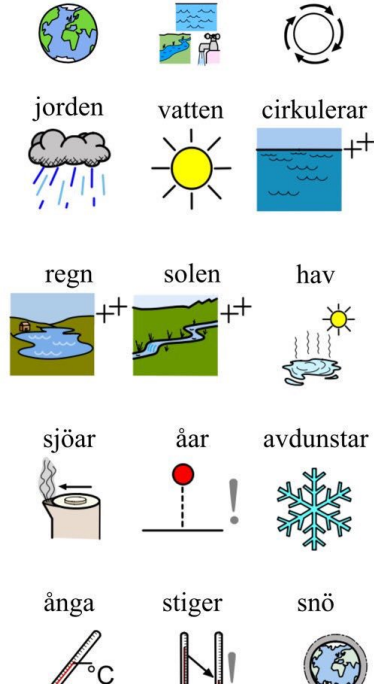
När många vattendroppar samlats i molnet blir molnet för tungt och en del vatten faller ner som nederbörd. Om det är varmt faller nederbörden

@wespeechies I collab a lot on how to use visual support, such as drawing and pics. Some examples: [pic.twitter.com/0faJNQt0Ts](https://pic.twitter.com/0faJNQt0Ts)

LOGOPED IDA @LOGOPIDA · 2 YEARS AGO

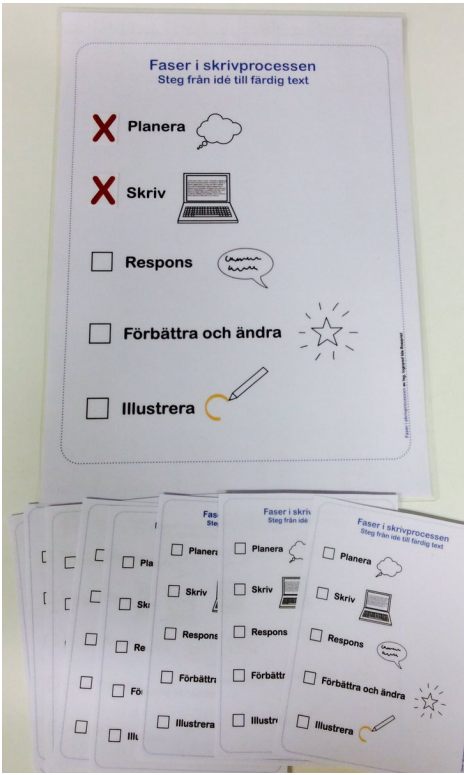
Förklara vattnets kretslopp med hjälp av bild och expertord. (Ord att klippa ut och laminera)

### Hur fungerar vattnets kretslopp?








@wespeechies It's in Swedish but the pictures can help your understanding :)  
[pic.twitter.com/W1at5qFGmf](https://pic.twitter.com/W1at5qFGmf)


 LOGOPED IDA @LOGOPIDA · 2 YEARS AGO



Faser i skrivprocessen  
Steg från ide till färdig text

- Planera 
- Skriv 
- Respons 
- Förbättra och ändra 
- Illustrera 

@wespeechies I try to show how you can use visual support in lots of different ways  
[pic.twitter.com/E69FCplm01](https://pic.twitter.com/E69FCplm01)

 LOGOPED IDA @LOGOPIDA · 2 YEARS AGO



[@wespeechies](#) You can use it both to support learning, for the students to show their knowledge and help structure [pic.twitter.com/liDSiWGSdl](https://pic.twitter.com/liDSiWGSdl)

LOGOPED IDA [@LOGOPIDA](#) · 2 YEARS AGO



**WeSpeechies**  
[@wespeechies](#)

.[@logopida](#) Thanks for sharing your great visuals for supporting language learning!

2 YEARS AGO



**Charlotte Forwood**  
[@talkinged19](#)

.[@therft1](#) [@karynmurray22](#) useful resource for future [#strathyPLN](#) chats along with info from [@wespeechies](#) chats [twitter.com/mrkempnz/status...](https://twitter.com/mrkempnz/status...)

2 YEARS AGO



**NAPLIC**  
[@NAPLIC](#)

[@wespeechies](#) thank you for your amazing efforts this week. It has raised the profile of language impairment & the hashtag [#LLI\\_](#)

2 YEARS AGO



NAPLIC  
@NAPLIC

@wespeechies follow #naplic16 on Saturday to keep the #lli\_ momentum going.

2 YEARS AGO



Rebecca Castelo  
@castelo\_rebecca

@WordAware @MisstahCook @SusanEbbels @wespeechies @pipstjohn sounds great, I'll watch out for more info from Saturday

2 YEARS AGO

### Classroom Collaboration Idea 3: Reading Motivation / Motivation for Learning

Unfortunately, there has been little motivational intervention research with atypical populations, who have greater than normal needs for **inoculations against failure** (Sideridis, Mouzaki, Simons, & Protopapas, 2006). Most research conducted with atypical populations has (a) examined response to immediate failure, (b) selected only one population with a disability to compare with typical children, or (c) reported descriptive findings of differences in motivation (for reviews, see Lee & Zentall, 2012; S. S. Zentall & Beike, 2012). That is, **motivation has not been recognized for its potential to interrupt the spreading of negative effects, although recent evidence suggests that motivation may be even more important in producing instructional gains for children with poor reading skills than for children with good reading abilities** (Lee, Medford, & Hughes

IDEA Zentall & Lee consider influence of poor motivation on reading success #collaboration  
[speech-language-therapy.com/index.php?opti...](http://speech-language-therapy.com/index.php?opti...) [pic.twitter.com/7n0fjL5iv](https://pic.twitter.com/7n0fjL5iv)

WESPEECHIES @WESPEECHIES · 2 YEARS AGO



WeSpeechies  
@wespeechies

Zentall: Motivation intervention of positive feedback, labelling & performance goals saw benefit for fluency & comprehension #collaboration

2 YEARS AGO





**WeSpeechies**  
@wespeechies

Lots of potential for SLP-Educator [#collaboration](#) to address reading motivation & so important for reading success! Who's got ideas?

2 YEARS AGO

### [Cathy Basterfield @accesseasyengli Apr 22](#)

Cathy Basterfield Retweeted WeSpeechies

Modelling passion for reading. Teachers, parents, anyone in environment. Adults turn off computers and open a book



**WeSpeechies**  
@wespeechies

.@accesseasyengli Yes, all great ideas for showing through action that reading is a pleasure.

2 YEARS AGO



**WeSpeechies**  
@wespeechies

Thanks to [#LLI\\_](#) researcher Shelley Gray for finding teachingchannel videos with [#collaboration](#) potential & helping with my new course format

2 YEARS AGO

### Classroom Collaboration Idea 4: Talking Moves!



**WeSpeechies**  
@wespeechies

IDEA Talking moves! LOVE it! We used the 'I agree' gesture in my class this year [#WesternDL2](#) [#collaboration](#) [teachingchannel.org/videos/student...](https://teachingchannel.org/videos/student...)

2 YEARS AGO



**WeSpeechies**  
@wespeechies

Talking Moves would be a great SLP-Educator [#collaboration](#) Who's done something like this? Or seen it working?

2 YEARS AGO

### Classroom Collaboration Idea 5: Paint Chip Vocabulary



**WeSpeechies**  
@wespeechies

IDEA Paint chip vocabulary! Super SLP-Educator [#collaboration](#) potential! Love to hear your thoughts! [teachingchannel.org/videos/build-s...](http://teachingchannel.org/videos/build-s...)

2 YEARS AGO



**Charlotte Forwood**  
@talkinged19

.@wespeechies these paint strips are also good for organising information in paragraphs especially if following [#TEEL](#) for essay writing

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@talkinged19 Nice! Can you tell some more about [#TEEL](#) ?

2 YEARS AGO



**Charlotte Forwood**  
@talkinged19

.@wespeechies TEEL = Topic sentence, Explanation, Evidence, Link - more info here [englishworks.com.au/writing-better...](http://englishworks.com.au/writing-better...)

2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

@talkinged19 @wespeechies and in Qld we use PEEL 😊(point your main idea, evidence, evaluation, link)

2 YEARS AGO



**Charlotte Forwood**  
@talkinged19

@HaleyTanc @wespeechies I wonder what some of the other variations are!

2 YEARS AGO

**Story mnemonics**

STORY – setting, talking characters, oops! A problem!, attempts to resolve the problem, yes, the problem is solved! (Naughton, 2008)

SPACE – setting, purpose, actions, conclusion, emotions (Harris et al., 2008)

**Expository writing mnemonics**

POW – pick my idea, organize my ideas, write and say more (Harris et al., 2008)

POWER – plan, organize, write, edit, rewrite, revise (Englert, 1992)

TREE (opinion essays) – topic, reasons to support topic, examine each reason, ending (Harris et al., 2008)

DARE (argumentative essay) – develop topic sentence, add supporting ideas, reject possible arguments for other side, end with a conclusion (Harris et al., 2008)

.@talkinged19 @HaleyTanc Some I collected for my #WesternDLD2 course...  
pic.twitter.com/JF5Joi7ZL


 WESPEECHIES @WESPEECHIES · 2 YEARS AGO



**Haley Tancredi**

@HaleyTanc

@talkinged19 @wespeechies I thought the same thing! I use visual analogy of an orange to explain working through the "layers" like an orange


 2 YEARS AGO



**Haley Tancredi**

@HaleyTanc

@wespeechies great way to record a word cline


 2 YEARS AGO



**WeSpeechies**

@wespeechies

.@HaleyTanc Had to google the term word cline! 🙄 Do tell us more!

 2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

@wespeechies ah.. It's well described in the Beck text (Robust Vocab). Start with base word and build synonyms then step it out

2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

@wespeechies eg walk... Strut, meander, plod, skedaddle, amble... Then put them in an "order". A great Tier 2 vocab task.

2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@HaleyTanc Nice! Great graphics when I googled it. Didn't retain that term even though I've read the Beck text! #repetition #context

2 YEARS AGO

#### Classroom Collaboration Idea 6: I do, we do, you do!



**WeSpeechies**  
@wespeechies

IDEA I do, we do, you do! Super SLP-Educator #collaboration potential! Love to hear your thoughts! [teachingchannel.org/videos/modelin...](http://teachingchannel.org/videos/modelin...)

2 YEARS AGO

#### Classroom Collaboration Idea 7: Academic Discussion



**WeSpeechies**  
@wespeechies

IDEA Academic discussion (with ELL here). Super SLP-Educator #collaboration potential! Love to hear your thoughts! [teachingchannel.org/videos/improve...](http://teachingchannel.org/videos/improve...)

2 YEARS AGO



**Charlotte Forwood**  
@talkinged19

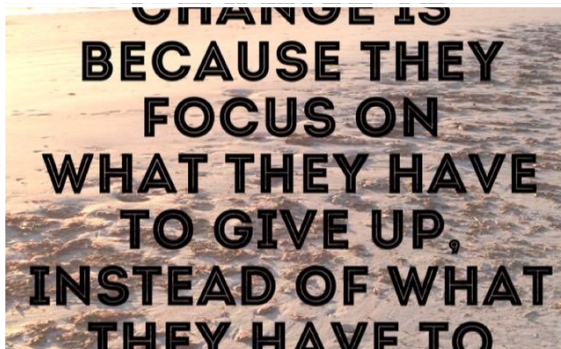
'The ability to use spoken language effectively (oracy) has to be learned' #strathyPLN  
[hughes.cam.ac.uk/academic-life/...](http://hughes.cam.ac.uk/academic-life/) @wespeechies #includEDau

2 YEARS AGO

**Great things  
never came  
from comfort  
zones.**



IF YOU WANT TO  
**CHANGE**  
YOU HAVE TO BE  
**WILLING**  
TO BE  
**UNCOMFORTABLE**



It's all about change this week #greatquoteFriday #HACWEnergisingforChange @SLT\_Worcs  
[@collman\\_stephen](https://twitter.com/collman_stephen) [@wespeechies](https://twitter.com/wespeechies) [pic.twitter.com/qYnMSRmQW1](https://pic.twitter.com/qYnMSRmQW1)

VICKI DAWSON @VIXTHESPEECHIE · 2 YEARS AGO

♥ these Language Learning Impairment #LLI\_ videos, @BeckyClark22! [youtu.be/UllFvaxhUGY](https://youtu.be/UllFvaxhUGY)  
@RALLIcam @wespeechies [twitter.com/BeckyClark22/s...](https://twitter.com/BeckyClark22/s...)

 CAROLINE BOWEN @SPEECH\_WOMAN · 2 YEARS AGO



**Caroline Bowen**  
@speech\_woman

So germane to our @wespeechies current #LLI\_ topic @larchiba6 Criteria for Language Learning Disability #WeSpeechies [twitter.com/deevybee/status...](https://twitter.com/deevybee/status...)


 2 YEARS AGO

Friday, April 22



**WeSpeechies**  
@wespeechies


Good Fri. morning from Ont., friends! For #ff - follow friday, you might consider following me at my usual handle, @larchiba6 ! Thanks!

 2 YEARS AGO



**WeSpeechies**  
@wespeechies

Today is my last day as @wespeechies curator for the week and I'm just going to post some random thoughts. You're welcome to too!

 2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

@wespeechies #sad it's almost over! Thank you for a fantastic week! Even if I've been lurking > than tweeting as the weeks become busier 😞

2 YEARS AGO



**WeSpeechies**  
@wespeechies

@HaleyTanc Thanks! Good to start & end my week with you! I think there was a suggestion of you being curator 1 day.... 😊

2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

@wespeechies 😊 yes I've enjoyed chatting very much.. And hope the convos continue 😊

2 YEARS AGO



**Susan Rvachew**  
@ProfRvach

"all truly effective practice techniques work in essentially the same way" #slpeeps  
[twitter.com/vaughanbell/st...](https://twitter.com/vaughanbell/st...)

@wespeechies · 2 YEARS AGO



**CoughDrop**  
@CoughDropAAC

Language learning takes repetition...but it doesn't have to be repetitious. Fun!  
[twitter.com/WordAware/stat...](https://twitter.com/WordAware/stat...)

@wespeechies · 2 YEARS AGO



**Susan Rvachew**  
@ProfRvach

@wespeechies Great week, not my area but very interesting evidence presented.

2 YEARS AGO

## Language & Numeracy Rich Homes



WeSpeechies  
@wespeechies

We've talked about language/literacy rich homes for ages. Numeracy folks are just starting to stress need for numeracy rich homes @larchiba6



2 YEARS AGO

#### Appendix A. Parent-child numeracy activities

**Question.** How often did you and your child engage in the following activities? Circle 1 if the activity did not occur, circle 2 if it occurred on a monthly base, circle 3 if it occurred on a weekly base, circle 4 if it occurred on a daily base, and circle 5 if it occurred a few times a day.

1. Making arithmetic puzzles (e.g., connect-the-dot activities).
2. Doing counting activities (e.g., playing with child cash register; playing with number wall; playing with die)
3. Talking about money when shopping.
4. Playing counting games, using child computer or arithmetic software (e.g., playing with 'My first computer' (to practice arithmetic and counting skills), playing Disney preschool).
5. Practicing numerical conceptual knowledge (e.g., ordering objects by size, shape, colour; arranging objects by size, height; mass, number; what is more/less).
6. Rehearsing counting rhymes.

#LLI\_ do fewer number activities Let's encourage numeracy & literacy rich homes! @larchiba6  
[sciencedirect.com/science/articl...](https://www.sciencedirect.com/science/article/pii/S0014013915000000) [pic.twitter.com/oqRVsjmaNb](https://pic.twitter.com/oqRVsjmaNb)




WESPEECHIES @WESPEECHIES · 2 YEARS AGO


## Self-Regulation in Education




Self-Regulation and Kindergarten: It's a big topic of discussion here. Who else is talking about it?  
[youtu.be/wJRtbcChy0Y](https://youtu.be/wJRtbcChy0Y) @larchiba6

 WESPeeCHIES @WESPeeCHIES · 2 YEARS AGO

### 20 Way for Teachers to Collaborate with SLPs/SLTs

 **WeSpeechies**  
@wespeechies

20 ways for classroom teacher #collaboration with #wespeechies #openaccess @larchiba6  
[isc.sagepub.com/content/45/5/3...](https://isc.sagepub.com/content/45/5/3...)

 2 YEARS AGO

### SLP-Educator Collaboration: Benefits & Barriers

# Why Classroom-based Services

## Potential benefits

- Increase SLP knowledge of curriculum
- Increase teacher's strategies with children with communication disorders
- Improve generalization
- Serve larger population ('at-risk')
- Children don't miss instructional time

## Barriers

- Must maintain role differentiation ('added value' NOT teacher's aide)
- Must maintain therapeutic focus & well-articulated goals
  - 'going with the flow' problematic
- Time, scheduling, planning challenges
- Lack of understanding of each other's expertise

Throneburg et al., 2000; Wilcox et al., 1991; Ehren, 2000



From a talk by Lisa Archibald (larchiba@uwo.ca; @larchiba6) presented at the OSLA School Services Symposium 2016

Ehren (free access) identifies benefits & barriers to SLP-Educator [#collaboration @larchiba6 speech-language-therapy.com/index.php?opti...](#) [pic.twitter.com/zcD6YL7Hvh](#)

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## Tips for Establishing Partnerships

Speech Language Pathologist/Therapist  
Tips for Establishing Partnerships with Teachers

- Start with an interested teacher
- For communication goals
  - Find out what communication skills the teacher wants to target in the classroom
  - Find a few minutes to talk with the teacher about your ideas for a classroom activity to address the target skill
  - Ask the teacher for tips on how to manage the class during the activity
  - Plan roles for you & the teacher, either through co-planning or you preparing materials
- For curriculum goals
  - Exchange knowledge with teachers about language-related academic goals such as reading & writing, but also social science, science & even math!
  - Identify specific curriculum-related skills & knowledge to which you can contribute – there will be many!
- Talk with the teacher about how to best include children with #LLI\_
- No matter what, try it again!

Lisa Archibald  
[larchiba@uwo.ca](mailto:larchiba@uwo.ca)  
@larchiba6


My effort. Views my own, though others give similar ideas. Full #collaboration can integrate these goals [@larchiba6](https://twitter.com/larchiba6) [pic.twitter.com/wHGmt6KBcl](https://twitter.com/wHGmt6KBcl)

 WESPEECHIES @WESPEECHIES · 2 YEARS AGO



Haley Tancredi  
@HaleyTanc


[@wespeechies](https://twitter.com/wespeechies) [@larchiba6](https://twitter.com/larchiba6) agreed on all fronts! Sometimes interested teacher = frustration about behaviour or social emotional concerns 1/

 2 YEARS AGO



Haley Tancredi  
@HaleyTanc


[@wespeechies](https://twitter.com/wespeechies) [@larchiba6](https://twitter.com/larchiba6) I've had huge success starting by giving support 2 explain #LLI\_ & behaviour interplay. Knowledge=empowerment for CT

 2 YEARS AGO



Haley Tancredi  
@HaleyTanc

[@wespeechies](https://twitter.com/wespeechies) [@larchiba6](https://twitter.com/larchiba6) then teachers can put curriculum hat on and we can support curric. Child = empowered if they are understood too.

 2 YEARS AGO



**WeSpeechies**  
@wespeechies

.@HaleyTanc @larchiba6 Yes! Great points! Important links between language & behaviour, for sure. We can help clarify those connections.



2 YEARS AGO



**Haley Tancredi**  
@HaleyTanc

@wespeechies @larchiba6 and sometimes it's the only place to start 🙌



2 YEARS AGO



**NAPLIC**  
@NAPLIC

Hoping to have lots of international #wespeechies (&teachers) following as well. @wespeechies [twitter.com/WordAware/stat...](https://twitter.com/WordAware/stat...)



2 YEARS AGO



**WeSpeechies**  
@wespeechies

Sincere thanks to @BronwynHemsley & @speech\_woman for spearheading the @wespeechies project. Amazing vision & dedication to our profession!



2 YEARS AGO



**WeSpeechies**  
@wespeechies

I want to extend my personal thanks to @BronwynHemsley & @speech\_woman for tireless support leading up to & during this week! So appreciated



2 YEARS AGO



**Caroline Bowen**  
@speech\_woman

.@wespeechies would be a total flop without our wonderful curators, active followers, and the knowledge that 90% are lurking & learning!



2 YEARS AGO



**Lisa Archibald @larchiba6**

YOU WERE ON FIRE

CURATING @WeSpeechies April 17 - 23 2016

**THANK YOU**

for an interesting, informative and engaging week on  
teacher-SLP/SLT collaboration in the classroom and  
children with Language Learning Impairment #LLI\_

**PLEASE DO IT AGAIN SOME TIME!**

#WeSpeechies

Thank you SO much 🇨🇦@larchiba6🇨🇦 for shining a #WeSpeechies light on classroom collaboration & children with #LLI\_! [pic.twitter.com/jFQj2e3kYP](http://pic.twitter.com/jFQj2e3kYP)

🐦 WESPEECHIES @WESPEECHIES · 2 YEARS AGO



**Charlotte Forwood**

@talkinged19

Thanks @larchiba6 for a great week of discussion as @wespeechies #RoCur look forward to keeping in touch

🐦 2 YEARS AGO

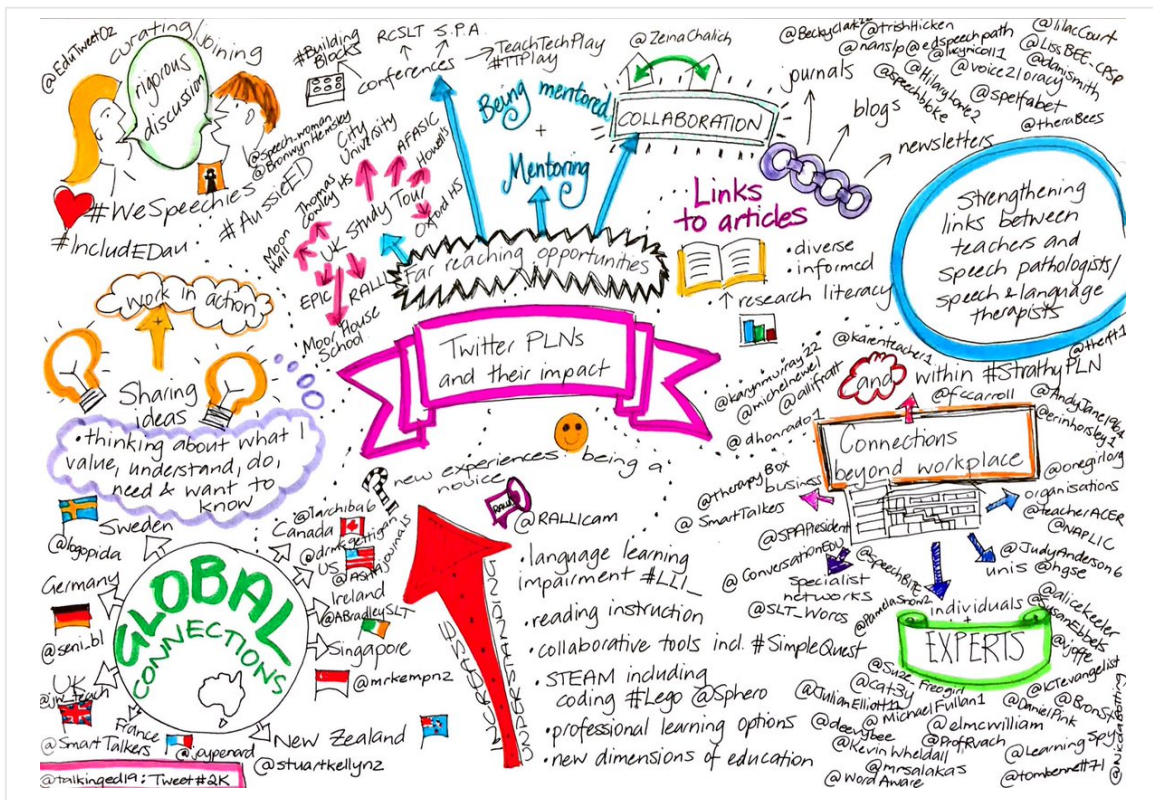


**Caroline Bowen**

@speech\_woman

Yes, @talkinged19! Hasn't @larchiba6 been terrific! Stick around Apr 24-30 for another @wespeechies week on #LLI\_ (hint Moor House School).

🐦 2 YEARS AGO



Celebrating 2000th tweet #sketchnote impact of Twitter engagement #wespeechies #strathyPLN #aussieED #includEDau pic.twitter.com/vo1PIEteV

CHARLOTTE FORWOOD @TALKINGED19 @wespeechies · 2 YEARS AGO



That's a wrap! Thanks for a great week, #wespeechies ! Tweet you from @larchiba6 ! pic.twitter.com/q6TWOaOc8U

WESPEECHIES @WESPEECHIES · 2 YEARS AGO

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ASHA Journals

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