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

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

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.

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

Susan Ebbels @SusanEbbels
Looking forward to this @wespeechies @larchiba6
SLPs/SLTs collaborating with teachers on #LLI_ and language goals in the classroom: Evidence and implementation

Lisa Archibald
@larchiba6

@osla_ontario @bcaslp @SAASLP @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

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

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...

2 YEARS AGO

Haley Tancredi
@HaleyTanc

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

2 YEARS AGO
@HaleyTanc Are your school based SPs in the classroom providing services?

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

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

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

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

I work in a specific context catholic ed in South East Qld. Consults empl by the system, schools employ own SPs in schools
@HaleyTanc Do roles of consultant or school-based differ though? Are there times when both SPS might be in the same school?

@HaleyTanc can be a challenge logistically to make it work between 2 SPS, but when it does it’s fab.

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

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)

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

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

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

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

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

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

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

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

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

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

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

.@Rooandjoey Yes, Cda too - prov responsible for educ so systems differ. Join in & tell us about SLP provisions in your state/prov/country
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
SLPs/SLTs collaborating with teachers on #LLI_ and language goals in the classroom: Evidence and implementation

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

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

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

@wespeechies @danismith @EmilyDawesSLP #equity #access

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

@wespeechies Sweet! Could you tell us more about what you mean by 'differentiation' here? twitter.com/lucynicoll1/st...
@wespeechies SLT & Teacher joint plan lesson. Take turns to teach while other sits with 1/group student/s to differentiate Lang/task for them.

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

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

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

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

2/2 Differentiating scaffolding challenging in class? Silliman et al. reported >99% directive scaffolding by educator bit.ly/1SRCora
SLPs/SLTs collaborating with teachers on #LLI_ and language goals in the classroom: Evidence and implementation

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

2 YEARS AGO

@wespeechies

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

@wespeechies

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

2 YEARS AGO

@wespeechies

.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
@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.

@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

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

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

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

Joint classroom working easy in special school @wespeechies. I hear diff in mainstream cos other children haven't consented to therapy #LLI_
How do @wespeechies get around issue of consent for other children in class who are not on SLT caseload?

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?

Didn't know Snow Burns Griffin 1998 was available as a free e-book. THX @wespeechies #ReadingRecovery #WritingOurBook

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

My understanding is that most common @wespeechies model is outside classroom, but in US most common is pull out but in UK indirect. Correct?
Although in UK, pull-out more common if SLT employed by school/privately, indirect more common if NHS? @wespeechies. Similar in Australia?

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

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

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

@SusanEbbels @wespeechies this explains model of service education.qld.gov.au/curriculum/frac...

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

Libby M
@Littlemisslibbs

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

Libby M
@Littlemisslibbs

@wespeechies e.g at the moment the children are doing mini beasts so my groups are related to this

Libby M
@Littlemisslibbs

@wespeechies sorry meant to say varying*** not baying

WeSpeechies
@wespeechies

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

Visser-Bochane
@Bochane

@SusanEbbels @wespeechies most frequent service delivery in the Netherlands: pull-out
Susan Ebbels @SusanEbbels

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

Visser-Bochane @Bochane

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

Susan Ebbels @SusanEbbels

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

Haley Tancredi @HaleyTanc

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

Haley Tancredi @HaleyTanc

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

Haley Tancredi @HaleyTanc

Classroom based SP = best likelihood of student transferring skills #equity #access
@wespeechies twitter.com/wespeechies/st...
@TherapyThread

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

2 YEARS AGO

@SusanEbbels  @wespeechies

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

2 YEARS AGO

@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

@SusanEbbels  @HaleyTanc  @wespeechies

yes Preteach skill 1-1 then practice in class improves confidence & participation

2 YEARS AGO

@wespeechies  @HaleyTanc  @wespeechies

SLP work with teachers essential to ensure appropriate differentiation

2 YEARS AGO

@wespeechies  @HaleyTanc  @TherapyThread

When is pull out really important? Speech vs lang? Severity?

2 YEARS AGO
SLPs/SLTs collaborating with teachers on #LLI_ and language goals in the classroom: Evidence and implementation

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

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

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

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

Vocabulary

@TImothyKittel Vocab instruction uber-important. I might w/draw indv or small gp to preteach b4 class @wespeechies @SusanEbbels @HaleyTanc @TherapyThread

@TImothyKittel Yes, altho compelling evid: Adv for collab coteaching over SLP indep in class & pullout for #LLI_ bit.ly/1SoBrzo
Tim Kittel
@TimothyKittel

'xactly @wespeechies! I think I'm describing the 15min pull-out component part of collab model described in this, esp 4 students > 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
@wespeechies @SusanEbbels @fernandez_vesna we tend to schedule Ax to be minimally disruptive but often it is pull out of class 😅

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

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

@wespeechies @SusanEbbels @fernandez_vesna plus standardised. Only time in life they may have oppor for detailed explanation of Lang profile

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

But the right assessment can make intervention more effective and efficient @wespeechies @HaleyTanc @fernandez_vesna
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
SLPs/SLTs collaborating with teachers on #LLI_ and language goals in the classroom: Evidence and implementation

@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😊

@wespeechies @SusanEbbels @osla_ontario Wow! What does a contract for follow up with teachers include / look like?

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

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

@wespeechies @SusanEbbels @osla_ontario Neat! All outside class or co-teaching too? Can you extend? So interested to hear if others have this

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

Working with Teachers in the Classroom

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

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

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

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

@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!

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

@wespeechies 8:00pm Monday 18 April Eastern Daylight time = 1:00am Tuesday 19 April British Summer Time (not GMT) = 8:00am Tuesday 19 AEST.
lucynicoll1 Joint lesson for me-20mins phonics,cued artic,speech sounds with me (SLT),20mins spellings/sentences with English teacher(ET).

@lucynicoll1 Station teaching in classroom each from own expertise? Do students rotate? All students or only #LLI? pic.twitter.com/nXysZO56x2

@lucynicoll1 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

@lucynicoll1 and vice versa-always using our edu/SLT expertise. Good to have both perspectives covered in planning and lessons.
@lucynicoll1 Nice! Small groups outside of the classroom? About 40 min total? How many in a day? How much planning time? #uk

@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!

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

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

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

@wespeechies children also receive 30-60mins SLT 1.1 weekly. Regular whole staff training etc keeps us all up to speed with specialist systems.
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 bfr thrpy is useful. Imprv in class=stay in? 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 1/2

2 YEARS AGO

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

2 YEARS AGO

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

2 YEARS AGO

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

2 YEARS AGO

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

2 YEARS AGO

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

2 YEARS AGO

Susan Ebbels 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
SLPs/SLTs collaborating with teachers on #LLI_ and language goals in the classroom: Evidence and implementation

Susan Ebbels
@SusanEbbels

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

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

WeSpeechies
@wespeechies

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

WeSpeechies
@wespeechies

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

Susan Ebbels
@SusanEbbels

Wasn’t aware of that paper. Thanks @wespeechies

WeSpeechies
@wespeechies

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

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 pic.twitter.com/dZWX6eoE2O

@lucynicoll1 good one! No one is in charge. All equal value.

Challenges of Differentiated Instruction
Is everyone talking about differentiated instruction in the classroom? youtube.com/watch?v=bDvKnY...

WeSpeechies @wespeechies · 2 YEARS AGO

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

IMPACT @IMPACTWALES · @wespeechies

When was the last time you explicitly taught your pupils how to listen? Use our #sketchnote to get started! pic.twitter.com/IhBugY7mXC

TherapyThread @TherapyThread

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

WeSpeechies @wespeechies

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

1/2 @TherapyThread @SusanEbbels @HaleyTanc Involvement of SLP imp. See McCartney et al. (2011) 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
When you're providing consultation to teacher only, does it make a difference? How do you know?

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

Additionally, 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 the appropriate intervention, they may not benefit from the consultation provided by SLTs (Dockrell and Lindsay, 2001).

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: consult.only model #CdnSLeeps? pic.twitter.com/FvHYR9ZWpd

WESPEECHIES @WESPEECHIES · 2 YEARS AGO

WESPEECHIES @WESPEECHIES · 2 YEARS AGO

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

2 YEARS AGO

@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
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...

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

@wespeechies a theme of my dissertation! Previous studies show that SLT coaching and feedback in class would increase confidence in Teachers

.@MeganHartSLT Do tell! Coaching/fdbk in class must be managed delicately! Keep it collegial, eh?

.@HaleyTanc Big problem is not having resources to provide 'enough' to reach change. 1 mtg will prob not result in lasting change in anyone

School staff have many other demands on their time. Running language programme with little support ?lower priority@HaleyTanc @wespeechies
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 report a #LLI_ case study Researcher intervened 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/tZkCSUoAjo

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

.@SHor1zon Yup, knowing someone understands you goes a long way to improving the problem on its own! #supportispowerful #inthisstogether

2 YEARS AGO

Shafaq
@SHor1zon

@wespeechies #inthisstogether #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
@aofelilyg1

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

2 YEARS AGO

Ehren
@vjoffe

bit.ly/1TXGZLU thinks critically abt role differentiation, expertise & shared responsibility pic.twitter.com/MtnmPoA555

WESPEECHIES @WESPEECHIES · 2 YEARS AGO

WeSpeechies
@wespeechies

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

2 YEARS AGO

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

2 YEARS AGO

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

2 YEARS AGO

Support in Identifying #LLI_

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

2 YEARS AGO

.@SueFoster50 @HaleyTanc @SusanEbbels @nhft Neat. Can you tell us about what you're doing?

2 YEARS AGO

@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

.@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
SLPs/SLTs collaborating with teachers on #LLI_ and language goals in the classroom: Evidence and implementation

Sue Foster
@suefoster50

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

WeSpeechies
@wespeechies

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

Communication Trust Resources

Sue Foster
@suefoster50

@wespeechies @SusanEbbels @nhft teaching staff love @Comm_nTrust resources for profiling communication #talkingsuccess

WeSpeechies
@wespeechies

.@SueFoster50 Thks! You can find out about the @Comm_nTrust progression tools here: thecommunicationtrust.org.uk/resources/reso...

Sue Foster
@suefoster50

@wespeechies @Comm_nTrust teachers and TAs love these tools as they can do the assessments themselves

Sue Foster
@suefoster50

@wespeechies @SusanEbbels @nhft encouraging @Comm_nTrust universally speaking, progression tools alongside local referral info

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

WeSpeechies @wespeechies
@SueFoster50 @SusanEbbels @nhft @Comm_nTrust Yes! Love the 'No pens Wednesday' idea. thecommunicationtrust.org.uk/projects/no-pe... Who's tried it?

Haley Tancredi @HaleyTanc
@wespeechies @SueFoster50 @SusanEbbels @nhft @Comm_nTrust we are having our first schools trial #NoPensDayWednesday on Wednesday this wk! 😊

WeSpeechies @wespeechies
.@HaleyTanc @SueFoster50 @SusanEbbels @nhft @Comm_nTrust Super! Full report later this week ;)

Jaedene @jaedene_g
@SueFoster50 @wespeechies @SusanEbbels @nhft @Comm_nTrust ❤CommTrust resources. Still finding gems! Need an Aust equivalent!
SLPs/SLTs collaborating with teachers on #LLI_ and language goals in the classroom: Evidence and implementation

@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
Duban 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 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...

WESPEECHIES @WESPEECHIES - 2 YEARS AGO

NAPLIC @NAPLIC

@wespeechies we have our annual conference on Saturday. Your curating about #li_ fits perfectly. naplic.org.uk

WESPEECHIES @WESPEECHIES - 2 YEARS AGO

GABBY MOLONEY @GabbyMoloney

@SpeechPathAus @ACUmedia @latrobe @MelbourneUnix @wespeechies

WESPEECHIES @WESPEECHIES - 2 YEARS AGO

Justice’s Read It Again! is available online
1/2 Have you seen Justice's Read It Again! Preschool program? ccecehe.osu.edu/practice/ccec-... Avail for free download. Research summary posted too

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

Services in 'Least Restrictive Environment'

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

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

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?

I judge family & supporter skills potential, parent power, school staff attitude, family involvement in community activities.
SLTs/SLTs collaborating with teachers on #LLI_ and language goals in the classroom: Evidence and implementation

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

2 YEARS AGO

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

2 YEARS AGO

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

2 YEARS AGO

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

2 YEARS AGO

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

2 YEARS AGO

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 ParticipationMore 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

---

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

---

SLP-Educator Collaboration Supporting Math

@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

---

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

---

.@wespeechies also about developing language skills to articulate useful strategies, reflect on mistakes & explain what could work next time
Super! Explicit strategies so important for #LLI who may miss some class content d/t LLI & need more exposures & explaining

@talkinged19 My colleague on Ont’s current direction for Math curr. So many parallels with literacy curr history! twitter.com/NumCog/status/...

@wespeechies @NumCog thanks for the link

Action Tasks with Teachers

@HaleyTanc Could you talk more about 'action tasks' - what they look like & how they work? Maybe make png pic of description to tweet?
SLPs/SLTs collaborating with teachers on #LLI_ and language goals in the classroom: Evidence and implementation

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 PhD about using colour coded prompt cards to support STUDENT to understand and learn specific maths concepts
- Discussion about what is language impairment (see some information at
  https://www.youtube.com/user/RuuxCampaign)
- 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 Edcureations App so STUDENT can view and review 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 give a useful PowerPoint that describes the tiers here
  kccGm8UcLANCl0oDEIIV8bA77GpfhaXKAA&usg=AM95712jsa.wcCs1GFdFjYho7Z5SsJ5A6k
  sp=shtml&sr=1&sq=removetier.png
- 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/experiences, and map it visually.
- Choose a few words per week/month (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 trialled, and get his input
2. TEACHER to trial recording some lecture/information for STUDENT to access (and other students)
3. TEACHER will look at upcoming content in Math 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

Haley Tancredi
@HaleyTanc
2 YEARS AGO

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

Haley Tancredi
@HaleyTanc
2 YEARS AGO

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

Haley Tancredi
@HaleyTanc
2 YEARS AGO

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

WeSpeechies
@wespeechies
2 YEARS AGO
SLPs/SLTs collaborating with teachers on #LLI_ and language goals in the classroom: Evidence and implementation

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

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

WeSpeechies
@wespeechies

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

Haley Tancredi
@HaleyTanc

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

Megan Hart
@MeganHartSLT

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

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
Linda J. Graham
@drindagraham

@HaleyTanc @wespeechies @languagegeekSLP @MeganHartSLT Good advice 😊

Jan Baerselman
@talkingoutcomes

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

WeSpeechies
@wespeechies

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

WeSpeechies
@wespeechies

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

AL Gallagher
@aoifelilyg1

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

WeSpeechies
@wespeechies

@aoifelilyg1 Yes! My own introspection tells me this is true ;) Knowledge translation is a challenge. Small explicit steps involving action
SLPs/SLTs collaborating with teachers on #LLI_ and language goals in the classroom: Evidence and implementation

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

Aydan Suphi
@AydanSuphi

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

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!

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?"

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 ;)

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

2 YEARS AGO

WeSpeechies  
@wespeechies

Nice! An effective quick summary note that can support an important conversation twitter.com/talkingoutcome...

2 YEARS AGO
SLPs/SLTs collaborating with teachers on #LLI_ and language goals in the classroom: Evidence and implementation

Haley Tancredi
@HaleyTanc

@wespeechies @talkingoutcomes @vjo @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
Impact of Consultative Services

@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 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 wrt 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
SLPs/SLTs collaborating with teachers on #LLI_, and language goals in the classroom: Evidence and implementation

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 engagmt 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 imptnt 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.

Jaedene
@jaedene_g
@wespeechies Possibly more powerful learning when teaching a student with #LLI_ was her thinking.

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?

SLTaccountabletherap
@wenetters
@vjoffe @ODonoghueMich @wespeechies here's an article challenging us to examine teacher-SLP relations tandfonline.com/doi/full/10.31...

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

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
Megan Hart
@MeganHartSLT

@jaedene_g @wespeechies I would live to carryout 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


2 YEARS AGO
SLPs/SLTs collaborating with teachers on #LLI_ and language goals in the classroom: Evidence and implementation

@wespeechies Also got an ev-based model for ‘implementing clinical guidelines’ generally but could be applied2collab. pic.twitter.com/f7ExSpdgRg

LUCY NICOLL @LUCYNICOLL1 · 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...

2 YEARS AGO

WeSpeechies @wespeechies

@camisonup @stormpetrel @aoifelilyg1 @cristina_mckean Yes, co-designing interventions with Ts 7 reviewing progress = important, effective

2 YEARS AGO
@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

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

2 YEARS AGO

@AnnaUpward @wespeechies Absolutely. Display put up by staff after my recent lesson (6-7yrs) on improving pair-work.

pic.twitter.com/6D4uvAFyIJ

2 YEARS AGO

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

2 YEARS AGO
SLPs/SLTs collaborating with teachers on #LLI_ and language goals in the classroom: Evidence and implementation

Raising Awareness

@wespeechies @vjoffe @TherapyThread @HaleyTanc #teacher customises board after SLTchat re supporting receptive Lang pic.twitter.com/wROn4RLpUd

JAN BAERSELMAN @TALKINGOUTCOMES - 2 YEARS AGO

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...
SLPs/SLTs collaborating with teachers on #LLI_ and language goals in the classroom: Evidence and implementation

NAPLIC
@NAPLIC

@wespeechies @jaedene_g @Comm_nTrust @RALLIcam @Afasic we still have a long way to go for raising awareness of language impairment #lli_

Sue Foster
@SueFoster50

@NAPLIC @wespeechies @jaedene_g @Comm_nTrust @RALLIcam @Afasic each SLT and dept need to consider how they can raise awareness

NAPLIC
@NAPLIC

@SueFoster50 @wespeechies @jaedene_g @Comm_nTrust @RALLIcam @Afasic the #lli_ world needs to learn from autism. Raise awareness!

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
@ccc1330

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

WeSpeechies
@wespeechies

.@ccc1330 @NAPLIC In Ont, teachers are being encouraged to use authentic assessments. Who's working with teachers on this?
@wespeechies @cc1330 not sure I know what an 'authentic assessment' is. Please elaborate

2 YEARS AGO

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

2 YEARS AGO

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

2 YEARS AGO

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

2 YEARS AGO

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

Also for children with SEN some creative use of video for child to present to professionals. Great confidence boost!

Yes & written work might be appropriate in later grades but perhaps other ways too. Maybe esp. for #LLI_ & SLPs could help?

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

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

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

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

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

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

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

@NAPLIC @JulesDaulby @cc1330 My students #WesternDLD2 read papers about it this year ;)) (1/2)

@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)
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!

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

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

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

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/

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/
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/

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

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

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

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

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

Lisa Archibald
@larchiba6

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

WeSpeechies
@wespeechies

Hope some of my colleagues from @TDSB_SLP will join our chat! twitter.com/TDSB_SLP/status...

Caroline Bowen
@speech_woman

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

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

2 YEARS AGO

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

WeSpeechies
@wespeechies

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

Caroline Bowen
@speech_woman

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

WeSpeechies
@wespeechies

.@speech_woman @larchiba6 Hi Caroline! Thanks for your support!

Sean Redmond
@s_redmondUofU

@wespeechies I am!

WeSpeechies
@s_redmondUofU

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

WeSpeechies
@wespeechies

.@nicolettebreeze @larchiba6 @westernu Ha-ha! Welcome Nicolette! Knew you would be here! Thks
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 @sdcomun
Hello This is Theresa Young SLP in Parry Sound Ontario @wespeechies

2 YEARS AGO

WeSpeechies @wespeechies
.
@sdcomun Hi Theresa. Welcome! Great to have young SLPs!

2 YEARS AGO

Caroline Bowen @speech_woman
Welcome to the #WeSpeechies chat, @sdcomun @wespeechies

2 YEARS AGO

Caroline Bowen @speech_woman
Happy you could join us, @abalilah7! #WeSpeechies 😊@wespeechies 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
Hi @wespeechies! We’re here to lurk and learn! #WeSpeechies pic.twitter.com/1DkEkKA21D

@WELURKERS · 2 YEARS AGO

WeSpeechies
@wespeechies

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

@WELURKERS · 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)

@WELURKERS · 2 YEARS AGO

WeSpeechies
@wespeechies

.@speech_woman A1 Yes, lessons from collaboration arise in many aspects of our lives!

@WELURKERS · 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 @talkinged10 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
SLPs/SLTs collaborating with teachers on #LLI_ and language goals in the classroom: Evidence and implementation

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

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 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.
SLPs/SLTs collaborating with teachers on #LLI_ and language goals in the classroom: Evidence and implementation

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

2 YEARS AGO

A1 We have good evidence for narrative language in the classroom with SLPs too bit.ly/1TaVwRX #wespeechies

2 YEARS AGO

A1 Spencer et al. bit.ly/1ShBc1e provide a youtube video of theirs bit.ly/21SiNdE #wespeechies

2 YEARS AGO

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

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

2 YEARS AGO

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

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

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 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...

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

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

#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

@speech_woman here are @larchiba6’s 14-DAY FREE ACCESS articles from @ASHAJournals speech-language-therapy.com/index.php?opti... #WeSpeechies #LLI_ #teachers
Here’s comes our last question of the chat. Don't forget #WeSpeechies in every tweet & use A4 to start your response to Q4

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

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

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

I’m only a student but based on my clinical placements I would say by understanding their overall goals for the classroom @wespeechies

@CharlaMCooper I agree, Charla! Listening & understanding Ts concern is so important #wespeechies
SLPs/SLTs collaborating with teachers on #LLI_ and language goals in the classroom: Evidence and implementation

Caroline Bowen
@speech_woman

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

Tim Kittel
@TimothyKittel

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

WeSpeechies
@wespeechies

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

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

Donna M
@slp32donna

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

WeSpeechies
@wespeechies

A4 For classroom work, find a place to start. An interested teacher, a certain topic...#wespeechies
A4 Ask teachers about the help they need & design something to meet that need. Better yet - design it jointly! #wespeechies

2 YEARS AGO

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

2 YEARS AGO

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

2 YEARS AGO

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

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

2 YEARS AGO

Teachers are struggling to meet needs of all in their class & to differentiate instruction bit.ly/1ShB7q #wespeechies

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

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

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!

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

@wespeechies I enjoyed the chat#wespeechies @wespeechies
SLPs/SLTs collaborating with teachers on #LLI_ and language goals in the classroom: Evidence and implementation

**The #WeSpeechies Influencers**

<table>
<thead>
<tr>
<th>Top 10 by Mentions</th>
<th>Top 10 by Tweets</th>
<th>Top 10 by Impressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>@wespeches 32</td>
<td>@wespeches 47</td>
<td>@wespeches 283,281</td>
</tr>
<tr>
<td>@timothyjittel</td>
<td>@speech_woman 23</td>
<td>@speech_woman 169,002</td>
</tr>
<tr>
<td>@slp32donna</td>
<td>@nicolesteebreeze 12</td>
<td>@talking19 116,061</td>
</tr>
<tr>
<td>@speech_woman 5</td>
<td>@talking19</td>
<td>@nicolesteebreeze 4,577</td>
</tr>
<tr>
<td>@talking19 6</td>
<td>@vocalisp 5</td>
<td>@vocalisp 4,088</td>
</tr>
<tr>
<td>@larchiba6 4</td>
<td>@slp32donna 5</td>
<td>@welurkers 706</td>
</tr>
<tr>
<td>@vocalisp 4</td>
<td>@shortzon 2</td>
<td>@shortzon 706</td>
</tr>
<tr>
<td>@ashaJournals 4</td>
<td>@welurkers 3</td>
<td>@talking19 505</td>
</tr>
<tr>
<td>@charlamooper 4</td>
<td>@shortzon 2</td>
<td>@shortzon 706</td>
</tr>
<tr>
<td>@shortzon 2</td>
<td>@charlamooper 2</td>
<td>@slp32donna 78</td>
</tr>
<tr>
<td></td>
<td>@welurkers 68</td>
<td></td>
</tr>
</tbody>
</table>

**The Numbers**

- 468,525 impressions
- 120 tweets
- 15 participants
- 17 followers
- 8 mentions

Super chat #WeSpeechies TRANSCRIPT embed.symplur.com/twitter/transcr... ANALYTICS symplur.com/healthcare-has... Nice job @larchiba6 pic.twitter.com/KPlWMxwmcy

CAROLINE BOWEN @SPEECH_WOMAN · 2 YEARS AGO

---

**Topic: SLPs/SLTs collaborating with teachers on #LLI_ and language goals in the classroom: Evidence and implementation**

**ADHA Journals**


.@wespeches 14day FREE ACCESS #WeSpeechies-#Teacher collab articles speech-language-therapy.com/index.php?opti... TQ @ASHAJournals #LLL_pic.twitter.com/0H28eWfzSI

CAROLINE BOWEN @SPEECH_WOMAN · 2 YEARS AGO
WeSpeechies @wespeechies

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

End of chat

WeSpeechies @wespeechies

You can catch up on the @wespeechies chat by reading the transcript embed.symplur.com/twitter/transcr...

2 YEARS AGO

We Lurkers @WeLurkers

Impact of a formally assessed online discussion on final student results.
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/ 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...

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...

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

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-... ...

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-...

2 YEARS AGO

WeSpeechies @wespeechies

.@ChrisChivers2 Thks! Reminds me of conversatinl scaffolding described in free access article for this wk: Silliman 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

WeSpeechies
@wespeechies

@ChrisChivers2 During busy chat last night, I was feeling the demands of trying to 'go with the 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/

WeSpeechies @wespeechies

@ChrisChivers2 Very reminiscent of my own work examining cognitive load on #LLI_ onlinelibrary.wiley.com/doi/10.1111/... 4/

Chris Chivers @ChrisChivers2

@wespeechies Thanks. Will read with interest.

Bronwyn Hemsley @BronwynHemsley

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

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?)

WeSpeechies @wespeechies

@DamsonEd @NAPLIC @cc1330 Related, but diff too, I think. Formative Ax lets T check on student learning & lets student ‘practice’ Ax 1/
@DamsonEd @JulesDaulby @NAPLIC @cc1330 Formative Ax has advantage of being 'low stakes' Ax. Main purpose= allows T to modify instruction 2/

2 YEARS AGO

@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

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

2 YEARS AGO

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

2 YEARS AGO

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

2 YEARS AGO

@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 succint one! Try this one from own institution - uwo.ca/tsc/resources/...
WeSpeechies
@wespeechies

@DamsonEd Here's quite a nice one although the word 'authentic' only occurs once! 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 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
@EMS Speecli Ont is focusing on Mental Hlth in schls edu.gov.on.ca/eng/document/r...@slp32donna 's grp has developed classroom prog to support that
2 YEARS AGO

WeSpeechies
@wespeechies
@EMS Speecli Of course, @PamelaSnow2 wrote about SLP role in mental health in 2004 tandfonline.com/doi/abs/10.108...
2 YEARS AGO

WeSpeechies
@wespeechies
@EMS Speecli 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 (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/
SLPs/SLTs collaborating with teachers on #LLI and language goals in the classroom: Evidence and implementation

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

Cirrin’s Systematic Review cautiously says best evidence is for vocabulary in classroom. See Throneburg’s study: bit.ly/1SoBrzo 4/

@wespeechies @ASHAWeb love a systematic lit review!

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

ARTICLE FOCUS: Brinton et al. (social language profile & #LLI)

ARTICLE FOCUS: Let’s talk soc profile & #LLI ! Free access by great social lang researchers Brinton Fujiki bit.ly/1NeHlw1/

B&F concerned that social profile of #LLI might independently contribute to challenges of LLI to work in cooperative grps 2/
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

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

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 togeth! 4/

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

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

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

@wespeechies makes sense 😊love their methodology

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

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

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

.@HaleyTanc Negotiation tsk: use poker chips to 'buy' something form a box, but no 1 child is given enough chips to buy anything 2//
SLPs/SLTs collaborating with teachers on #LLI and language goals in the classroom: Evidence and implementation

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... 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

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

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

Spencer also found change in story comprehension but not production after narrative intervention #openaccess ecr.sagepub.com/content/13/2/1... 7/

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

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

Just saw this thread. Could we at @wespeechies get a reference? Thanks! twitter.com/JacquelineGail...
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?ln=1/

WeSpeechies @wespeechies

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

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

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

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

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

Any thoughts on how we can increase opportunities for repetitions & productions of new vocabulary in the classroom for #LLI_ ? 8/
Wednesday, April 20

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

2 YEARS AGO

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...

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
- Collaboration leads to better basic concept knowledge and more generalization than regular education programs
- Collaboration has positive benefits for targeted grammatical forms, story telling skills, and formulating complete utterances


#Evidence Summary 1 Students benefit from SLP-Educator collaboration in the classroom! *=free access articles pic.twitter.com/mOvOEZWl9a
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\textsuperscript{1,2}, print knowledge\textsuperscript{2,3}, and writing skills\textsuperscript{4} 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\textsuperscript{5}
- 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\textsuperscript{2,5}


#Evidence Summary 2 Academic benefits from SLP-Educator collaboration in the classroom! *=free access articles [pic.twitter.com/X31hJw4hkL](https://storify.com/larchiba6/my-week-wespeechies.html)

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\textsuperscript{1}
- Collaboration facilitates smoother transition for children who move between Tiers\textsuperscript{2}
- Collaboration provides more opportunities for differentiated instruction\textsuperscript{3,4}


#Evidence Summary 3 SLP-Educator collaboration for tiered intervention #RTI *=free access articles [pic.twitter.com/mQirFOMgPe](https://storify.com/larchiba6/my-week-wespeechies.html)
SLPs/SLTs collaborating with teachers on #LLI and language goals in the classroom: Evidence and implementation

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...

WeSpeechies
@wespeechies

Really nice summaries. Thank you @larchiba6 @wespeechies twitter.com/wespeechies/st...

Susan Ebbels
@SusanEbbels

@wespeechies wonderful! Thank you.

VocalSLP
@VocalSLP

@wespeechies

ASHA Journals
@ASHAJournals

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

ASHA Journals
@ASHAJournals

@wespeechies Children With Language Impairment in Cooperative Work Groups: Pilot Study on.asha.org/1NBCEqZ

ASHA Journals
@ASHAJournals

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

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

ASHA Journals
@ASHAJournals

.@wespeechies Maintaining a Therapeutic Focus & Sharing Responsibility for Student Success on.asha.org/1NBD6pb #wespeechies

@ASHAJournals

2 YEARS AGO

ASHA Journals
@ASHAJournals

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

@ASHAJournals

2 YEARS AGO

ASHA Journals
@ASHAJournals

.@wespeechies Classroom-Based Narrative & Vocab Instruction: Early-Stage Nonrandomized Comparison Study 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 #wespeechies

@wespeechies · 2 YEARS AGO

ASHA Journals
@ASHAJournals

.@wespeechies Metapragmatic Awareness of Explanation Adequacy Developing Skills for Academic Success on.asha.org/1SvWT0O #wespeechies

2 YEARS AGO

ASHA Journals
@ASHAJournals

.@wespeechies Investigating Engagement of Students w/Learning Disabilities in Science Teaching on.asha.org/1NBDMe1 #wespeechies

@wespeechies · 2 YEARS AGO
SLPs/SLTs collaborating with teachers on #LLI_ and language goals in the classroom: Evidence and implementation

12/17/2017

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

ASHA Journals @ASHAJournals
@wespeechies Scaffolds for Learning to Read in an Inclusion Classroom 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 #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 #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...
@wespeechies · 2 YEARS AGO

WeSpeechies @wespeechies
Thanks to Mike, Kathleen and Jeremi from @ASHAJournals for free access to this week’s ASHA articles!
@wespeechies · 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/
@wespeechies · 2 YEARS AGO

WeSpeechies
@wespeechies

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

2 YEARS AGO

WeSpeechies
@wespeechies

Tiers in vocabulary intervention refers to word types. #wespeechies (1)
wappingerschools.org/site/default.a... (2) 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 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?

Stephen Parsons @WordAware

.@wespeechies an easily accessible summary of our work is: prezi.com/m/vfvpql50ucnx... Our tier 2 equivalent is Goldilocks. Not too easy, not..

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

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

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.

Stephen Parsons @WordAware

@edge_fiona @wespeechies good to hear it!
The implication of Justice was that SLT should target useful Tier 2 words. More opportunities for learning Tier 1 outside of SLT?

@WordAware
2 YEARS AGO

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

Stephen Parsons
@WordAware
2 YEARS AGO

In Highland, we encourage teachers to tier vocabulary and focus on tier 2 words in the classroom.

Rebecca Castelo
@castelo_rebecca
2 YEARS AGO

What about older children with severe #LLI_ who haven't yet learned tier 1 words?

Susan Ebbels
@SusanEbbels
2 YEARS AGO

I know, right? Seems like we still need to be watching for Tier 1 gaps???

WeSpeechies
@wespeechies
2 YEARS AGO

Need tier 1 words to explain tier 2 words....
Justice also implied we need to work on words other than nouns.

@castelo_rebecca @WordAware @wespeechies @MisstahCook

Justice also said good focus on semantics & phonology, but too little on syntax/morph.

@castelo_rebecca @WordAware @wespeechies @MisstahCook

I think this is an important point & worthy of some very careful consideration.

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

@WordAware @wespeechies

@SusanEbbels @castelo_rebecca @wespeechies @MisstahCook older child with severe #LLI_ may be in a specialist setting so 1/3

Goldilocks words are not a norm, but specific to that one class. 2/3
@SusanEbbels @castelo_rebecca @wespeechies @MisstahCook if big gap between child & peers then will need preteaching of tier 1 (anchor) 3/3

@WordAware @castelo_rebecca @wespeechies @MisstahCook so goldilocks words not necessarily = Tier 2 words?

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

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

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

@WordAware @castelo_rebecca @wespeechies @MisstahCook helpful clarification, thanks.
Stephen Parsons
@Word Aware
@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.... 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
SLPs/SLTs collaborating with teachers on #LLI and language goals in the classroom: Evidence and implementation

Stephen Parsons
@WordAware
@MisstahCook @SusanEbbels @castelo_rebecca @wespeechies I will be presenting @pipstjohn & our work at #naplic16 on Sat. Follow #naplic16

James Cook
@MisstahCook
@WordAware @SusanEbbels @castelo_rebecca @wespeechies @pipstjohn - Great. Thank you! I will keep an eye.

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

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

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

WeSpeechies
@wespeechies
@logopida Sounds like you’re taking a great individualized approach to helping kids learn words they need! @SusanEbbels @WordAware
I think support based on indiv need such as your approach is crucial. @wespeechies @logopida @WordAware

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

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

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

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

@SusanEbbels @WordAware @wespeechies @MisstahCook that’s really interesting work happening.
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
SLPs/SLTs collaborating with teachers on #LLI and language goals in the classroom: Evidence and implementation

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

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!

@HaleyTanc @Comm_nTrust Any news on 'No Pens Wednesday'? Who else has run one?

WeSpeechies @wespeechies

@HaleyTanc @Comm_nTrust we had a small number of schools participate, 1 that I visit. No details from them yet @jaedene_g any to add?

SLP in Education Stats / Service Delivery

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

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

@logopida Very few in Sweden. I would guess about 3-6% maybe. But steadily increasing! (Or what does @logopedforum say?)

@logopida @logopedforum Are SLPs funded elsewhere to work with kids? We also employ SLPs in preschool services & children treatment centres

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... ...

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

Stephen Parsons
@WordAware

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

WeSpeechies
@wespeechies

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

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

lucynicoll1
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!

WeSpeechies
@wespeechies

@WordAware Same. But not sure imposing uniformity across a province with huge population & geographic differences would work #challenging
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 in 1 SLT schools team of 4 across a region (good) but all prioritising / providing differently. #postcode lottery

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
Logopeder anställda inom skola och förskola i Skåne
Antal heltidstjänster, (antal kommuninvånare inom parentes)

@logopedforum @wespeechies Local stats from southern Sweden. Full time SLPs in schools and preschools (# of citizens) pic.twitter.com/PLpvQ7nGVS

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!

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...

logopedforum @logopedforum

And southern Sweden is one of the "best" regions when it comes to school SLPs... @wespeechies @logopida
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?option... pic.twitter.com/z8azNT5tzE

@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:

“...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 nothing at 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 all 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/H7m5cVSyx2

@WESPEECHIES · 2 YEARS AGO

Lots of potential to target oral & written language sentence combining activities with an effective SLP-Educator collaboration! #LLI_
Who has collaborated on sentence combining activities in the classroom? 
[Link](tandfonline.com/doi/abs/10.108...)

Classroom Collaboration Idea 2: Drawing for Comprehension & Retention

IDEA This page: [digest.bps.org.uk/2014/12/what-t...](digest.bps.org.uk/2014/12/what-t...) summarizes recent work showing a link between drawing & learning/retention #collaboration

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: gr8 learner-generated drawing while reading scientific text resulted in better comprehension #collaboration [pic.twitter.com/xBuS8S1SYO](https://twitter.com/xBuS8S1SYO)


From @talkinged19 (thks!): Sketchnotes fit idea of visualization through drawing supporting learning #collaboration [twitter.com/talkinged19/st...](twitter.com/talkinged19/st...)

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

@wespeechies I collab a lot on how to use visual support, such as drawing and pics. Some examples: pic.twitter.com/0faJNQt0Ts

2 YEARS AGO
It’s in swedish but the pictures can help your understanding :)
@wespeechies I try to show how you can use visual support in lots of different ways pic.twitter.com/E69FCplm01
@wespeechies You can use it both to support learning, for the students to show their knowledge and help structure pic.twitter.com/iDiSiWGSdl

WeSpeechies @wespeechies

@logopida Thanks for sharing your great visuals for supporting language learning!

Charlotte Forwood @talkinged19

@therft1 @karynmurray22 useful resource for future #strathyPLN chats along with info from @wespeechies chats twitter.com/mrkempnz/statu...

NAPLIC @NAPLIC

@wespeechies thank you for your amazing efforts this week. It has raised the profile of language impairment & the hashtag #LLI_
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 (Logan, Medford, & Hughes).

IDEA Zentall & Lee consider influence of poor motivation on reading success #collaboration speech-language-therapy.com/index.php?opti... pic.twitter.com/7n0fjbL5iv

2 YEARS AGO

WeSpeechies
@wespeechies

Zentall: Motivation intervention of positive feedback, labelling & performance goals saw benefit for fluency & comprehension #collaboration

2 YEARS AGO
SLPs/SLTs collaborating with teachers on #LLI_ and language goals in the classroom: Evidence and implementation

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 @accesseasyengl 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

.@accesseasyengl 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 #WesternDLD2 #collaboration 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
IDEA Paint chip vocabulary! Super SLP-Educator #collaboration potential! Love to hear your thoughts! teachingchannel.org/videos/build-s...

used paint strips are also good for organizing information in paragraphs especially if following #TEEL for essay writing

Nice! Can you tell some more about #TEEL?

TEEL = Topic sentence, Explanation, Evidence, Link - more info here englishworks.com.au/writing-better...

@talkinged19 @wespeechies and in Qld we use PEEL 😊(point your main idea, evidence, evaluation, link)

I wonder what some of the other variations are!
**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/JF5Joij7ZL

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
@wespeechies ah.. It's well described in the Beck text (Robust Vocab). Start with base word and build synonyms then step it out

@wespeechies eg walk... Strut, meander, plod, skedaddle, amble... Then put them in an "order". A great Tier 2 vocab task.

.@HaleyTanc Nice! Great graphics when I googled it. Didn't retain that term even though I've read the Beck text! #repetition #context

Classroom Collaboration Idea 6: I do, we do, you do!

IDEA I do, we do, you do! Super SLP-Educator #collaboration potential! Love to hear your thoughts! teachingchannel.org/videos/modelin...

Classroom Collaboration Idea 7: Academic Discussion

IDEA Academic discussion (with ELL here). Super SLP-Educator #collaboration potential! Love to hear your thoughts! teachingchannel.org/videos/improve...
"The ability to use spoken language effectively (oracy) has to be learned" #strathyPLN

hughes.cam.ac.uk/academic-life/... @wespeechies #includEDau

It's all about change this week #greatquotefriday #HACWEnergisingforChange @SLT_Worcs @collman_stephen @wespeechies pic.twitter.com/qYnMSRmQW1
12/17/2017

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


CAROLINE BOWEN
@SPEECH_WOMAN
2 YEARS AGO

❤️ these Language Learning Impairment #LLI_videos, @BeckyClark22! youtu.be/UnIFvaxhUGY
@RALLIcam @wespeechies 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...

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

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...

@wespeechies · 2 YEARS AGO

CoughDrop
@CoughDropAAC

Language learning takes repetition...but it doesn't have to be repetitious. Fun!
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

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 dice)
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/article... pic.twitter.com/oqRVSjmaNb

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 @larchiba6

20 Way for Teachers to Collaborate with SLPs/SLTs

@wespeechies

20 ways for classroom teacher #collaboration with #wespeechies #openaccess @larchiba6 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

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
@larchiba6

My effort. Views my own, though others give similar ideas. Full #collaboration can integrate these goals @larchiba6 pic.twitter.com/wHGmt6KBcl

Haley Tancredi
@HaleyTanc

@wespeechies @larchiba6 agreed on all fronts! Sometimes interested teacher = frustration about behaviour or social emotional concerns 1/

Haley Tancredi
@HaleyTanc

@wespeechies @larchiba6 I've had huge success starting by giving support 2 explain #LLI_ & behaviour interplay. Knowledge=empowerment for CT

Haley Tancredi
@HaleyTanc

@wespeechies @larchiba6 then teachers can put curriculum hat on and we can support curric. Child = empowered if they are understood too.
WeSpeechies
@wespeechies

@HaleyTanc @larchiba6 Yes! Great points! Important links between language & behaviour, for sure. We can help clarify those connections.

Haley Tancredi
@HaleyTanc

@wespeechies @larchiba6 and sometimes it's the only place to start 😞

NAPLIC
@NAPLIC

Hoping to have lots of international #wespeechies (&teachers) following as well. @wespeechies twitter.com/WordAware/stat...

WeSpeechies
@wespeechies

Sincere thanks to @BronwynHemsley & @speech_woman for spearheading the @wespeechies project. Amazing vision & dedication to our profession!

WeSpeechies
@wespeechies

I want to extend my personal thanks to @BronwynHemsley & @speech_woman for tireless support leading up to & during this week! So appreciated

Caroline Bowen
@speech_woman

.@wespeechies would be a total flop without our wonderful curators, active followers, and the knowledge that 90% are lurking & learning!
Thank you SO much 🇨🇦@larchiba6🇨🇦 for shining a #WeSpeechies light on classroom collaboration & children with #LLI_! pic.twitter.com/jFQj2e3kYP

Charlotte Forwood
@talkinged19

Thanks @larchiba6 for a great week of discussion as @wespeechies #RoCur look forward to keeping in touch

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).
Celebrating 2000th tweet #sketchnote impact of Twitter engagement #wespeechies #strathyPLN #aussieED #includEDau pic.twitter.com/vo1PIEtjeV

That's a wrap! Thanks for a great week, #wespeechies! Tweet you from @larchiba6!
pic.twitter.com/q6TWOaOc8U

Readings:
ASHA Journals


Open Access


Other references cited:


Lindsay, G., & Dockrell, J. (2002). Meeting the needs of children with speech language and communication needs: A critical perspective on inclusion and collaboration. CLTT, 18, 91-101.


