Developmental Language Disorder Project 2018-2019

Making the language for learning accessible to ALL learners

How language difficulties impact on learning

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ACKNOWLEDGMENT OF COUNTRY
What’s the problem?

- **Speech Pathology service disparity** in primary & secondary schools
- Many learners with **language difficulties go undetected** &/or unsupported
- **Inadequate reading & writing skills** to engage in secondary curriculum
- ↑ **risk** of negative school, social & life outcomes

Potential solution?

- Recruit educators to **assist with detection** of language difficulties
- **Modify teachers’ instructional language** to create access to language for learning

Potential outcomes?

- **All** students able to **access the language for learning**
- Students with language difficulties given opportunity to demonstrate achievement standard
- Learners without difficulties will go on/can be encouraged to extend their learning
Let’s try again
Speech & Language

So what’s the difference??

Language vs. Speech

**Language** is made up of socially shared rules that include:
- What words mean
- How to make new words
- How to put words together
- What word combinations are best in what situations

**Speech**: The actual act of producing the sounds p-b-m-k-s  c-a-t  t-a-t
Typical Language Development

1st Spoken Language

Then Written Language

Understanding & Expression Using...

Vocabulary

Grammar

Social Communication

Inferencing & Problem Solving

Discourse
Learning to Read is a Language Based Task

ORAL LANGUAGE & TRANSITION to LITERACY

Learning to Understand & Talk

Learning to Read

Reading to learn

Emergent literacy skills are the basic building blocks for learning to read and write

Emergent literacy skills are the basic building blocks for learning to read and write

Oral language provides the foundation for learning to read, & related to overall reading achievement throughout primary and secondary schooling (Snow et al, 1998; Wise et al, 2007)
Impact of language difficulties on literacy

Literacy Wall from the Talking Literacy Project

Still learning to talk & understand

Still learning to read!!
Language for ‘accessing’ the curriculum

Language of Conversation
informal language of everyday home & community experiences

Language of Literacy
Oral & Written Language Skills
formal, expert, technical, abstract language

Oral to Written Language Continuum

Defining Language Difficulties

Can be misdiagnosed or misinterpreted as poor behaviour, poor listening or inattention

Learning is mainly through language

Affects reading & writing

DLD
Developmental Language Disorder
1 2 3

Associated with behavioural and/or mental health problems, unemployment & economic disadvantage

https://www.youtube.com/watch?v=tQ-s02HWLb0
Relationship between Language & Reading Difficulties


Dorothy Bishop & Maggie Snowling, 2004
Professor Maggie Snowling is President of St. John's College at the University of Oxford.
The language diversity our learners bring to school

Language Difficulties Vs Language Difference
Language Difficulties are hidden...

You can’t see them...

or can you???
Use the **post-it-notes** on your table to list:

- **List when &/or where** you’ve seen evidence of language difficulties (e.g. classroom, transitions, break times)

- **Describe the type of language or communication difficulties** you’ve observed
Learners with Language Difficulties

- understanding more complex vocabulary & instructions
- understanding sarcasm and implied language
- answering questions & participating in class discussions
- **sequencing & organising** information when talking & answering questions
- engaging in narrative-style conversations
- navigating social situations & peer interactions
- can be verbally aggressive, abusive or shutdown if anxious or pressured
Student perspective on DLD
Teacher perspective on DLD
Consider this.....

…by the time students get to secondary school, 80-90% of the secondary curriculum is delivered via teachers’ spoken and written language.

(Patchell & Treloar, 1997)

The LANGUAGE demands of the curriculum increase over time
Impact of LD on Behaviour

Behaviour is Communication
I don't understand.

FORGETFUL
“I can’t REMEMBER what I hear OR read”

LATE & UNPREPARED
“I’m forgetful & disorganised”

Emotional & anxious
“I feel overwhelmed, I want to understand”

DISRUPTIVE & DISENGAGED
“I can’t do the work, I’m bored”

AVOIDS TALKING & GROUPS
“Talking is really hard for me”

WORK AVOIDANCE
“I don’t know how to start”

SUSPENSION & EXCLUSION
“I need inclusion not exclusion”

Developed by Christine D’Arcy, Senior Speech Pathologist, Secondary Learners Directorate, Learning Improvement Division, DECD - 2018
Student voice on DLD & behaviour
Behaviour & Language Difficulties …a reciprocal relationship

- Students referred had prior speech pathology involvement
- Suggests consistent problem across regions
- Suggests large amount of unidentified need in secondary school students

[*Southern Adelaide Region + Murray Mallee, 2013]
High correlation between Severe DLD & violent crime vs property based crime

Putnins (1999) “Literacy, Numeracy and non-verbal reasoning skills of South Australian Young Offenders”
46 in 100 incarcerated VIC young offenders [mean age 19yrs] administered the CELF-4 and TLC-E & found:

46% scored at or below 2nd percentile [severe range of LD]

Snow and Powell (2011) “Oral language competence in incarcerated young offenders: links with offending severity”
DLD & Aboriginal Young People

• Of 1000 children, **50%** history of *otitis media*
• + challenge of *English* as an *additional* language; *standard vs school* English
• Over-representation in Youth Justice System
• **44** per 1000 Aboriginal youth *vs* **03** per 1000 non-Aboriginal youth

2008 Human Rights Commission
The potential school experience for learners with undetected DLD

0-2
Dylan is bright & sociable, but doesn’t have many words

3-5
He’s putting words together but they’re very unclear
1:1 with adults he’s interactive & well behaved
At preschool he bites & kicks the other children

6-11
Dylan’s really struggling with all aspects of school work.
He’s always in trouble. His mum finds it hard to get him to school...
Mondays are a nightmare!

11-14
Dylan avoids School. He stays in his local area. His speech is clear but his vocab is limited & his language poor. He struggles to read & write & in class he misbehaves until sent out.
At school he’s known as ‘difficult’

14-16
Dylan spent a night in a SAPOL cell, not sure why him & not the others he was with.
At school, no-one messes with him but he has no friends. Teachers say he’s not trying. Everything is very hard for him

Leaving School
Dylan knows he won’t get a job...he loves motorbikes but apprenticeships go to the smarter kids
He spends most of his days sleeping, gaming, & nights out in his local area
Table Talk

How many of your students present with behaviour that could be communicating language difficulties? ...& in what year levels?
How can we improve our ability to find and support students with language-based learning difficulties?
Developmental Language Disorder Project 2018-2019

Whole School Approach to DLD

- **Coaching in Language Modification Strategies**
  - Making the language of learning more accessible to all students

- **Building teachers capacity to SUPPORT language difficulties**

- **Building teachers capacity to IDENTIFY language difficulties**

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**STUDENT SUPPORT SERVICES 3 WAVES OF INTERVENTION**

- **Wave 3 Intensive**
  - The child’s needs met by the site through the implementation of complex interventions and highly specialised support at an individual, classroom and site level.

- **Wave 2 Targeted**
  - Child’s needs met by the school/site with some targeted additional specialised input.

- **Wave 1 Proactive**
  - Child’s needs are met by strong site culture of inclusion through effective educator differentiation practice and pedagogy.

**CELF-5 Language Screening Test**
- Training delivered by SP

**Developmental Language Disorder Project 2018-2019**

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**CELF-5 Language Screening Test**
- Training delivered by SP
Are the student’s language abilities adequate for age?

Should this student be referred to SLP for formal language assessment?

90% of students diagnosed by SLP with DLD were identified for referral from CELF-5 A&NZ Screener

Cannot diagnose Developmental Language Disorder -DLD-

Only Speech Pathologists can diagnose DLD Type, severity, impact on academic performance
### Schools with *CELF-4 or CELF-5 Screener*

*Clinical Evaluation of Language Fundamentals – 4th or 5th Edition*

#### ADELAIDE METRO

<table>
<thead>
<tr>
<th>Primary</th>
<th>Primary Cont'd</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aldinga Beach R-7</td>
<td>Moana PS</td>
<td>Aberfoyle HS</td>
</tr>
<tr>
<td>Ascot Park PS</td>
<td>Myponga PS</td>
<td>Adelaide HS</td>
</tr>
<tr>
<td>Belair PS</td>
<td>Noarlunga Downs PS</td>
<td>Blackwood HS</td>
</tr>
<tr>
<td>Braeview PS</td>
<td>Port Elliott PS</td>
<td>Bowden Brompton Community</td>
</tr>
<tr>
<td>Christies Beach PS</td>
<td>Port Noarlunga PS</td>
<td>School (Torrens Rd Campus)</td>
</tr>
<tr>
<td>Christie Downs PS</td>
<td>Reynella PS</td>
<td>Brighton Secondary School</td>
</tr>
<tr>
<td>Clarendon PS</td>
<td>Reynella South PS</td>
<td>Christies Beach HS</td>
</tr>
<tr>
<td>Coromandel Valley PS</td>
<td>Seaford K-7</td>
<td>Eastern Fleurieu 7-12</td>
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<tr>
<td>Craigburn PS</td>
<td>Seaford Rise PS</td>
<td>Findon HS</td>
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<tr>
<td>Flagstaff Hill R-7</td>
<td>Seacliff PS</td>
<td>Reynella East College</td>
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<tr>
<td>Flaxmill PS</td>
<td>Thiele PS</td>
<td>Seaford Secondary College</td>
</tr>
<tr>
<td>Forbes PS</td>
<td>Pimpala PS</td>
<td>Unley HS</td>
</tr>
<tr>
<td>Goolwa PS</td>
<td>Willunga PS</td>
<td>Urbrae HS</td>
</tr>
<tr>
<td>Hackham West PS</td>
<td>Woodcroft PS</td>
<td>Willunga HS</td>
</tr>
<tr>
<td>Hallett Cove South PS</td>
<td>Yankalilla AS (39)</td>
<td>Woodville HS (14)</td>
</tr>
<tr>
<td>Huntfield Heights PS</td>
<td></td>
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<tr>
<td>Kangarilla PS</td>
<td></td>
<td></td>
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<tr>
<td>Lonsdale Heights PS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Old Noarlunga PS</td>
<td></td>
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<tr>
<td>O’Sullivan Beach PS</td>
<td></td>
<td></td>
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<tr>
<td>McLaren Flat PS</td>
<td></td>
<td></td>
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<tr>
<td>McLaren Vale PS</td>
<td></td>
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<tr>
<td>Marion PS</td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td>Area Schools</td>
<td>Mount Compass AS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yankalilla AS (2)</td>
<td></td>
</tr>
</tbody>
</table>

#### RURAL & REMOTE

Primary, Secondary & Area Schools

- Ardrossan Area School
- Blanchetown PS
- Cadell PS
- Central Yorke School Clare Annex
- Curramulka PS
- Eyre HS
- Glossop PS
- Glossop HS
- McDonald Park PS (Mt Gambier)
- Minlaton District School
- Morgan PS
- Port Lincoln Junior PS
- Ramco PS
- Stansbury PS
- Swan Reach PS
- Waikerie HS
- Warriappendi
- Waikerie PS
- Warooka PS
- Whyalla HS
- Yorketown Area School (20)

Compiled by Christine D’Arcy, Senior Speech Pathologist, Learning Improvement, Department for Education, 2019
DLD PROJECT 2017

CELF-5 A&NZ Language Screening
N=121 Screenings
Primary, Secondary & FLO
77% did not meet criterion

- 77% (n=93) % Passed
- % Failed

SLP Assessment by DLD Diagnosis
N=44 Assessments
39/44 89% Diagnosed DLD
19/39 - 49% - Severe DLD

42 Teachers Trained
23 Secondary Teachers
19 Primary Teachers

DLD PROJECT 2018

CELF-5 A&NZ Language Screening
N=212 Screenings
Year 7, 8, 10 & FLO
70% did not meet criterion

- 70% (n=148) % Passed
- % Failed

SLP Assessment by DLD Diagnosis
N=12 Assessments
11/12 90% Diagnosed DLD
9/12 - 75% - Severe DLD

59 Teachers Trained
42 Secondary teachers trained
17 Behaviour Support Coaches

Christine D’Arcy, Senior Speech Pathologist, Learning Improvement, Department for Education, 2019
How can we make the language of learning ‘accessible’ to ALL learners?
Developmental Language Disorder Project 2018-2019

Whole School Approach to DLD

**STUDENT SUPPORT SERVICES 3 WAVES OF INTERVENTION**

**Wave 1: Proactive**
- Child's needs are met by strong site culture of inclusion through effective educator differentiation practice and pedagogy

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**Coaching in Language Modification Strategies**
- Making the language of learning more accessible to all students

**Building teachers capacity to IDENTIFY language difficulties**
- CELF-5 Language Screening Test Training delivered by SP

**Building teachers capacity to SUPPORT language difficulties**
Aim to modify the language of instruction to facilitate understanding of the content.

Learning Environment

Supporting Students’ Written Language

Target writing for academic purposes

Support reading for learning

Teachers Oral & Written Instructional Language

Build focus ORAL LANGUAGE for academic purposes

Explicit Vocabulary Instruction

NB: Alignment with Education Department’s School Improvement Model Focus Strategies
How **Language Modification** aligns with...

Teaching and learning cycle

Adapted by Derewianka from original designer of the cycle, Rothery (1994).
How **Language Modification** aligns with LDAM, TfEL, AITSL & Dylan William

- **KNOWING** what **ALL** students **bring** to the classroom

- Clarifying, sharing & understanding learning intentions and success criteria in ways that **ALL** students can understand.

- Differentiate **PEDAGOGY** to create multiple entry points to learning and communicate this to students

- Gives **ALL** students the **opportunity** to be **OWNERS** of their learning

*Developed by Department for Education, Learning Improvement team members, Shelly Brown, Secondary Learners Project Officer and Christine D’Arcy, Senior Speech Pathologist, May 2019*
DLD Project 2018
Teacher & Student Outcome Measures
**Pre-Topic Vocabulary Knowledge**

**Teacher:** Patrick Conn

**Class:** BA

**Date:** 25/6/18

Please read these instructions to each student:

1. I have a list of 10 words your teacher (Mr/Ms see above) will be teaching in class next term.
2. Today I'm going to ask you to tell me what you think each word means.
3. I'll type what you tell me.
4. Okay, let's start.
5. The word is...tell me what you think it means.

<table>
<thead>
<tr>
<th>WORD or TERM</th>
<th>WHAT YOU THINK IT MEANS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Energy</td>
<td>It's power</td>
</tr>
<tr>
<td>Transfer</td>
<td>Putting something into something else</td>
</tr>
<tr>
<td>Transform</td>
<td>Your turning something into something else</td>
</tr>
<tr>
<td>Convection</td>
<td>No</td>
</tr>
<tr>
<td>Conduction</td>
<td>Transmitting power through metal and stuff</td>
</tr>
<tr>
<td>Radiation</td>
<td>Where you get a chemical that can kill you or get/grow extra arms and legs</td>
</tr>
<tr>
<td>Kinetic</td>
<td>No idea</td>
</tr>
<tr>
<td>Elastic</td>
<td>Part of rubber</td>
</tr>
<tr>
<td>Thermal</td>
<td>An element like water getting boiled up</td>
</tr>
<tr>
<td>Gravitational</td>
<td>Gravity that's...pulling you down grav...</td>
</tr>
</tbody>
</table>

0= No response or response bears no relationship to target description
1= response is 'on the right track' but not key words used
2= Good response. May be incomplete sentence but uses at least 1 key word
3= Complete, well constructed response that includes all key words

Total Score: 5/30
DLD Project 2018
Year 8 Students Outcome Measure
Summary of Vocabulary Test Results at Time 2

% of students that improved their vocabulary test score at Time 2
Scoring CELF-5
Structured Writing

Completeness Score
Complete sentence, a complete thought or idea, logical content

Structure Score
No. of grammatical errors in sentence

Organisation
Overall cohesion and logical flow of response

Writing Mechanics
No. spelling, capitalisation, punctuation errors

Yr8 students’ Written Language Narrative Sample

Ages 13–21: Complete the sentence and write FOUR more sentences.

Mystery on the Highway
When an odd-looking flying craft landed in the fields off the highway traffic backed up for kilometers in both directions as people gathered at the site. Police were dispatched to direct traffic while national and local aviation investigators studied the strange craft when a bunch of black umbrellas showed up. They took the report and started investigating. The next day, the UFO took the road as they were directed by a blue spacecraft.

For them, suddenly a bigger monster was there.
DLD Project

CELF-5 Structured Writing Test Results
Year 8s - Intervention Period 7-8 weeks

Yr8 students’ Written Language Narrative Sample
A teacher’s voice on modifying her instructional language
What next in 2019?
Hidden Problem

High Prevalence

Life-long Consequences

Behaviour IS Communication

Disengagement for a Reason

Identify & Support rather than Suspension & Detention

Reduce teacher time spent on suspension & exclusion process

Decrease referrals to outside agencies

IMPROVE OUTCOMES FOR STUDENTS

Let’s respond to the challenge...together!
The impact of language difficulties on students' learning & outcomes beyond school

Explicit Vocabulary Instruction for Academic Learning

Modifying Teachers’ Oral Instructional Language

Modifying Teachers’ Written Instructional Language

Supporting Students’ Written Language for Academic Learning

DLD Project
Professional Learning Program
Making the Language of Secondary Learning ‘Accessible’ to ALL Students
https://www.surveymonkey.com/xxxx

School