SPELD Victoria
Dyslexia and other Learning Disabilities Support

THE IMPORTANCE OF ORAL LANGUAGE

27TH MAY, 2019

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Speech & Language Pathologist
MAppSci, BSpPath, MSPAA, CPSP

WELCOME

Welcome to The Importance of Oral Language for Lifelong Success

Presenter: Melinda Schambre, MAppSci (SpPath) MSPAA CPSP

SPELD Victoria Speech Pathologist

Facilitator: Nor Ashraf Samsudin BSc, MEd

SPELD Victoria Specialist Education Consultant

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House Keeping

- Ask a question - Please type out questions to be answered during or after the presentation
- Download slides
- Open chat – talk to other people
- Complete the survey at the end
- Upcoming events - www.speldvic.org.au/events/

SPELD VICTORIA

SPELD Victoria (Specific Learning Difficulties Victoria) is the peak body for Specific Learning Difficulties (SLD) in Victoria.

Now in our 50th Anniversary Year, we work to serve the estimated 10-15% of Victorians with Specific Learning Difficulties (like Dyslexia, Dyscalculia and Dysgraphia). Our vision is that Victoria is a place where SLD like Dyslexia are widely understood and are no longer a barrier to individuals achieving their full learning potential. We work with our members, government, schools and the community to make this vision a reality for all Victorians with SLDs.

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TONIGHT'S PLAN

- What is Language?
- How common is language disorder
- Speech, Language, Literacy Continuum
- How do oral language skills support the development of literacy skills?
- The role of the SP in supporting children with language difficulties
- How to develop oral language skills at home and in the classroom

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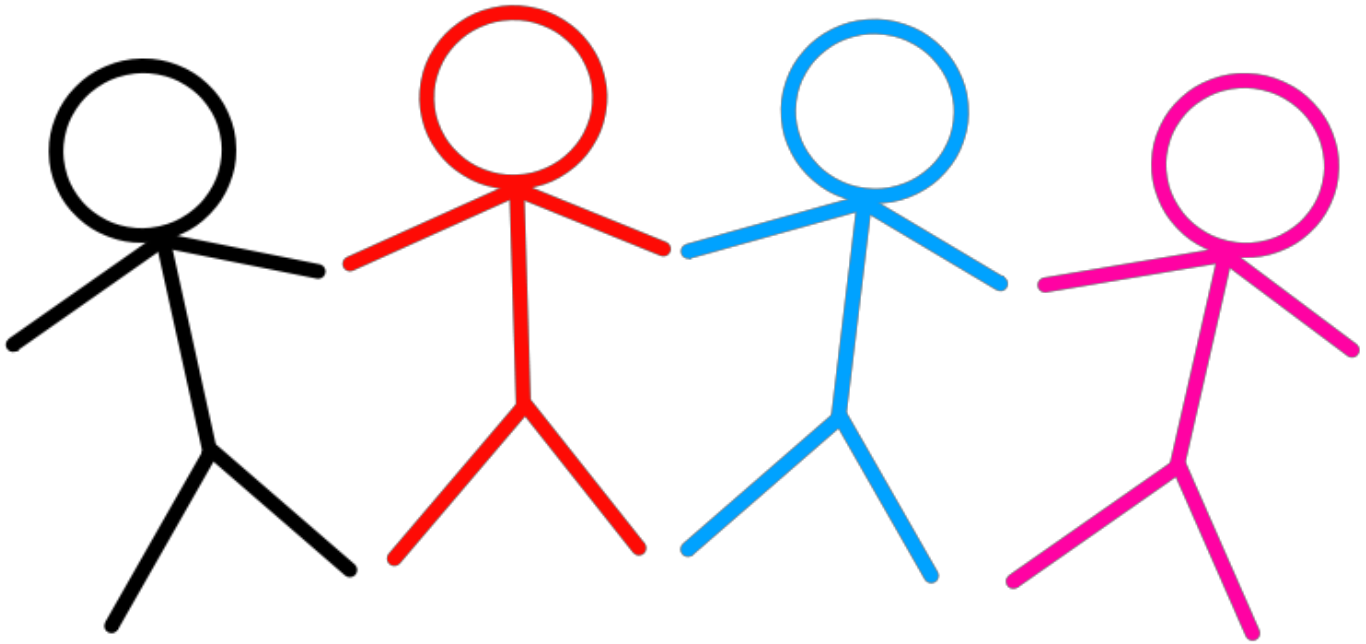
Who are you?

Who am I?



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Who we are:

SPELD Victoria is a membership based registered not-for-profit charity that was founded in August 1969. It is Victoria's peak body for Specific Learning Difficulties (SLD) including Dyslexia.

Our Vision

Victoria is a place where Specific Learning Difficulties including Dyslexia are widely understood and are no longer a barrier to individuals achieving their full learning potential.

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THE PETER EFFECT

"One cannot give what one does not have"

Snow, P. (2016)

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LANGUAGE ACROSS THE LIFESPAN

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What is Language?

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What is Language?

- Language is a code, or system of rules, enabling humans to transmit ideas and express their needs & wants

  (Bowen, 1998).

- A vital tool in social interaction, enabling the experience of communication.

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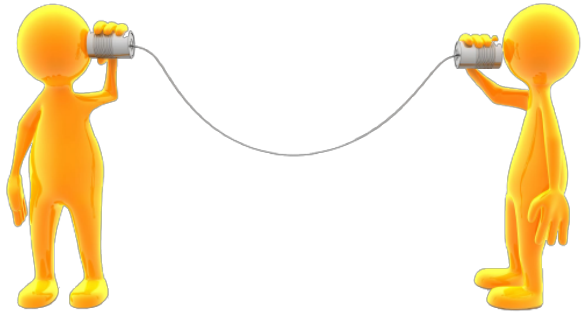

THE 2 SIDES OF LANGUAGE:

Receptive/Comprehension – gaining meaning, understanding and decoding

Expressive/Oral – production, spoken output and encoding

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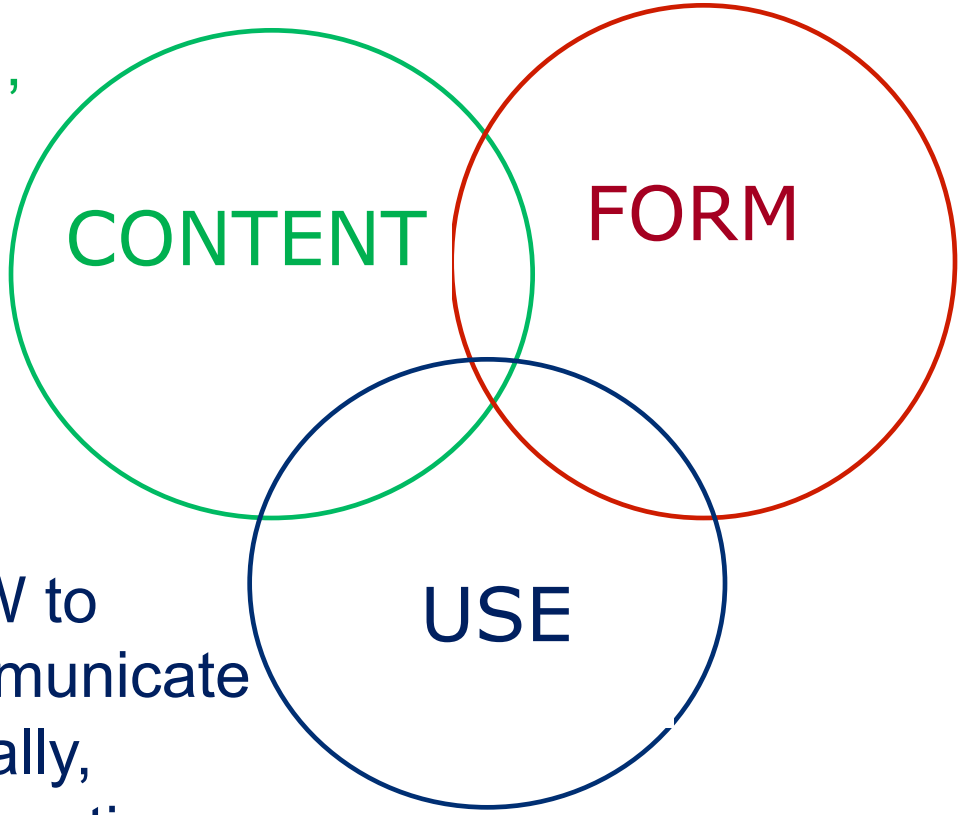
LANGUAGE COMPONENTS: 3 INTERCONNECTED PARTS

Vocabulary , word meanings, concepts



STRUCTURE of language: sounds, words, sentences, writing

HOW to communicate socially, pragmatics

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Speech and Language

- Not the same thing!
- Speech = sounds of spoken language
- Language = comprehension and use of words, sentences, vocabulary, concepts used to express meaning. Oral and written language.

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Speech - Assessment

- Speech = Articulation, Phonology
- Look at speech sounds at a single word level and a conversational level
- Look at speech sounds in different positions in words
- Look at overall intelligibility
- Look at type of errors, consistency of errors, patterns within errors
- Look at age appropriateness of errors

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SPEECH → LANGUAGE

Children who have difficulty producing speech sounds can also have difficulty:

- Hearing the differences between sounds
- Saying long, multi-syllabic words
- Spelling
- Developing literacy skills
- Following instructions
- Writing &
- Comprehending written information/stories.

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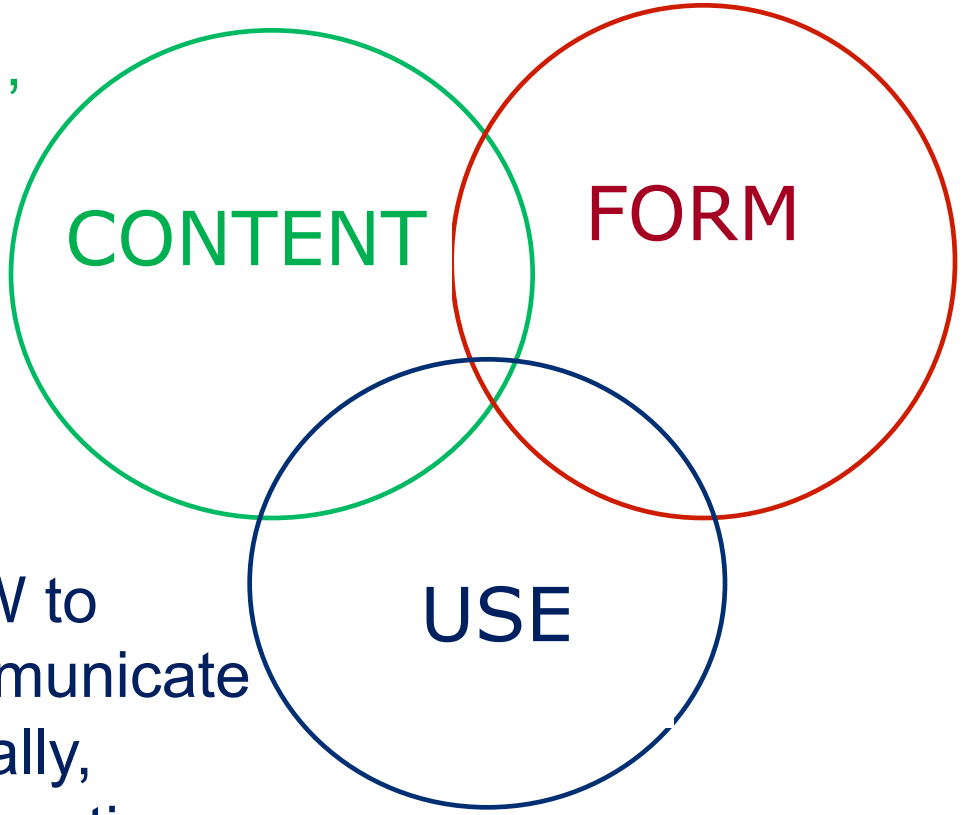
LANGUAGE COMPONENTS: 3 INTERCONNECTED PARTS

Vocabulary , word meanings, concepts



STRUCTURE of language: sounds, words, sentences, writing. **speech**

HOW to communicate socially, pragmatics

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LANGUAGE STRUCTURE/FORM

- **Articulation** – the production of speech sounds
  - i.e. /s, r, th/ later developing sounds
- **Phonology –** sound patterns within words
  - Rhyme, syllables, sounds in words
- **Morphology** – word level grammar
  - i.e. cat → cats; ride → riding, rider, rode; big → bigger, biggest
- **Sentence Structure** – sentence level grammar
  - i.e. you will win the race; will you win the race?; the race was won by you; you are the winner of the race.

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LANGUAGE STRUCTURE/FORM

- supports listening & reading comprehension
- supports written expression
- supports language memory and the recall of instructions, stories etc
- Is the basis for building literacy skills.

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LANGUAGE CONTENT

- Vocabulary & meaning of words
- Words in categories; antonyms; synonyms
- expose children to rare and unusual vocabulary: not just nouns but verbs, adjectives, adverbs, prepositions
- **Supports later reading comprehension**
- Provides background knowledge for new learning in science, maths, geography, history etc
- Children learn rare and interesting vocabulary from conversations with adults.

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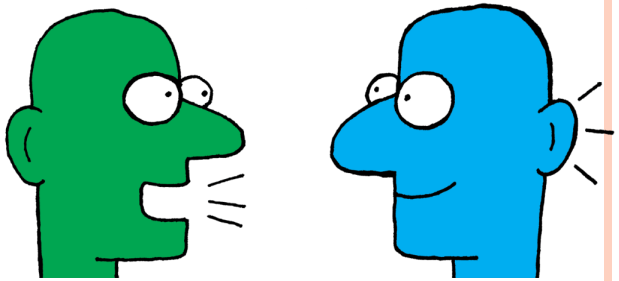
LANGUAGE USE



- Eye contact
- Turn taking
- Sharing
- Waiting and listening
- Asking appropriate questions
- Using language appropriate to audience/ communication partner
- Recognising feelings in others
- Using appropriate feeling words
- Parallel play → interactive play

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WHAT WE KNOW ABOUT LANGUAGE DEVELOPMENT

- Language learning is effortless for most children.
- All children have a biological predisposition to learn language
- Language learning pathways are similar across languages
- Language & literacy development is interrelated
- Language development between 2-4 yrs is variable

(P. Eadie, 2014)

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INTERNATIONAL STUDIES: AGREED FINDINGS AT 4, 5, 8 YEARS OF AGE

- Many late talkers do not present with language difficulties at school entry
- Poor early comprehension skills are a strong & consistent predictor of ongoing problems
- Family history of speech, language & literacy difficulties is important
- **Importance of quality early/preschool education for all & its role in supporting language development**

(P. Eadie, 2014)

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PATHWAYS FOR CHILDREN WITH LANGUAGE DISORDER

- Highly variable language growth from birth-4 yrs
- Stable pathways from 4yo
- A pre-schooler's language is characterised by periods of accelerated development, slow development and catch up growth.
- Key risk factors are crucial to determining which children are more at risk of having persistent DLD.
  - Gender
  - Family history
  - Language comprehension
  - Memory
  - Socio-economic disadvantage

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DEVELOPMENTAL LANGUAGE DISORDER (DLD)

- " A significant deficit in learning to talk, understand or use any aspect of language appropriately (spoken or written), relative to their environmental and cognitive expectations." (Paul, 1995)
- A disorder recognised by the World Health Organisation (WHO) An underlying problem processing language
- severity ranges from mild to severe and may affect all aspects of language
- May affect expressive and/or receptive language
- The disorder may involve any of the 3 components of language (form, content, use)

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LANGUAGE DISORDER- PREVALENCE

- 1 in 20 Victorian children under the age of 14 (5%)
- 1 in 5 four year olds (20%)
- 50,000 Victorian children with DLD
- Equal to the number of children with childhood obesity!
- 220,000 Australian children with DLD
- DLD receives 1/5th of the funding of Childhood Obesity!

CRE, Murdoch Children's Research Institute (2014)

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“the rich get richer and the poor get poorer”

The Matthew Effect

(Stanovich, 1986)

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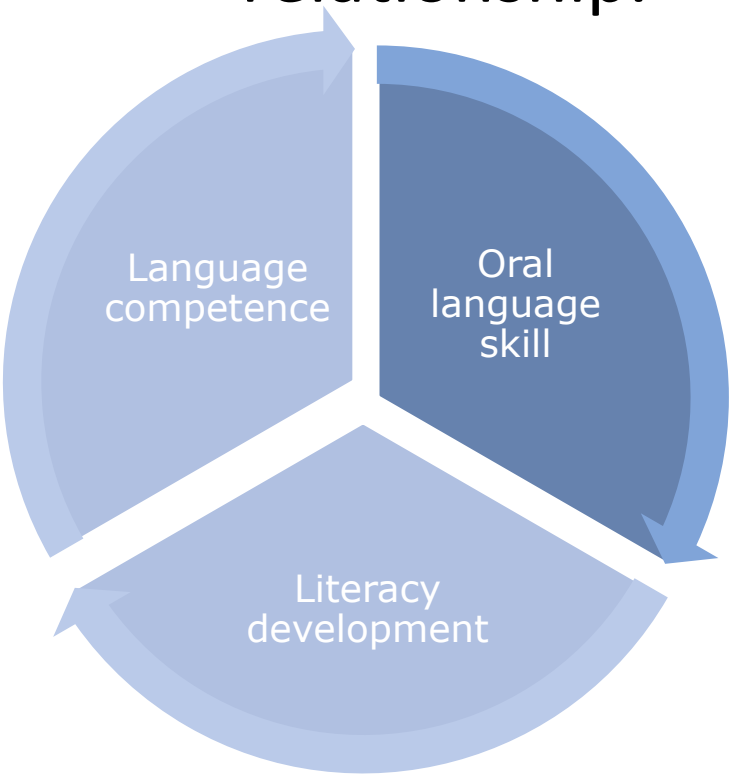
THE RELATIONSHIP BETWEEN ORAL & WRITTEN LANGUAGE

Oral language competency and literacy skills have a reciprocal and cyclical relationship.



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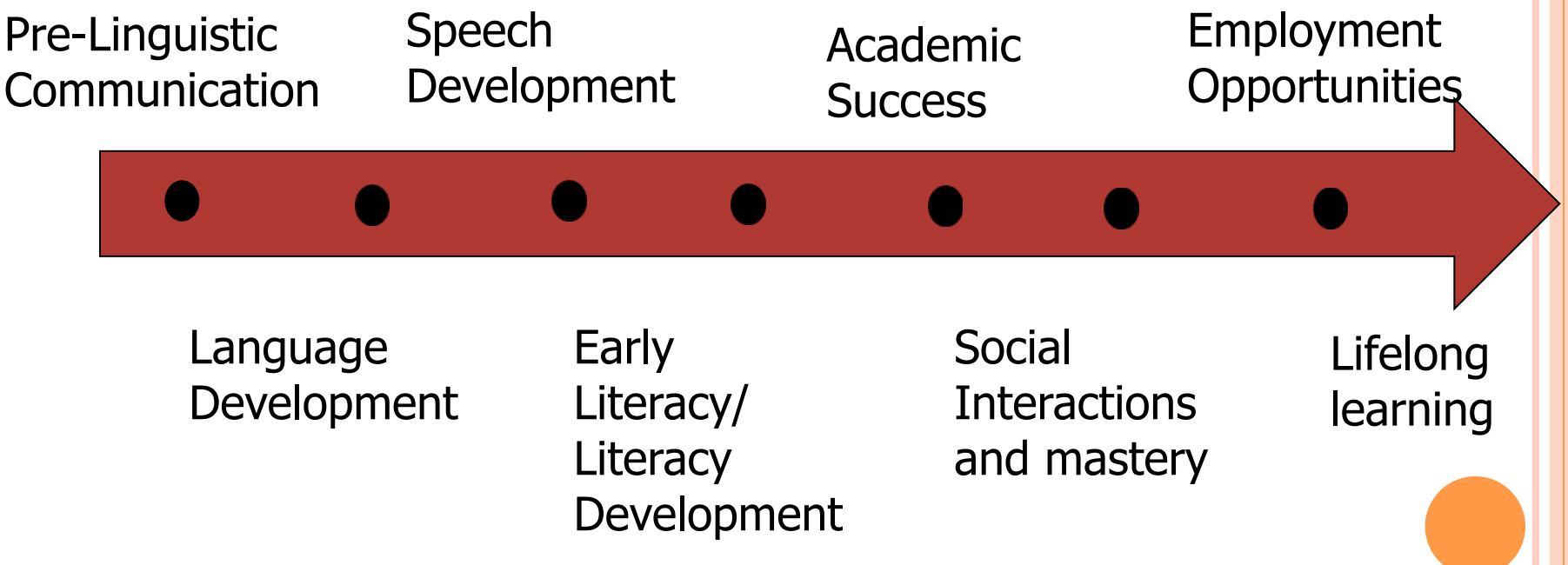
THE SPEECH LANGUAGE LITERACY CONTINUUM

SPs are often first professionals to identify the continuum and links



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ORAL LANGUAGE VS WRITTEN LANGUAGE

- Lots of research evidence linking language delay & literacy difficulties
- Oral Language is an innate skill
- Written Language must be learnt
- Oral language precedes written language – it is a developmental sequence
- Language delay & poor academic performance as risk factors in the early years of schooling
- Strong written language supports the ongoing growth of complex language

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Oral Language & Reading

- **The Simple View of Reading** has much empirical support and states:

Reading Comprehension = Word Recognition × Language Comprehension

(Castles, Coltheart, Wilson, Valpied, & Wedgwood, 2009; Catts, Adlof, & Weismer, 2005; Ebert & Scott, 2016; Hempenstall, 2016)

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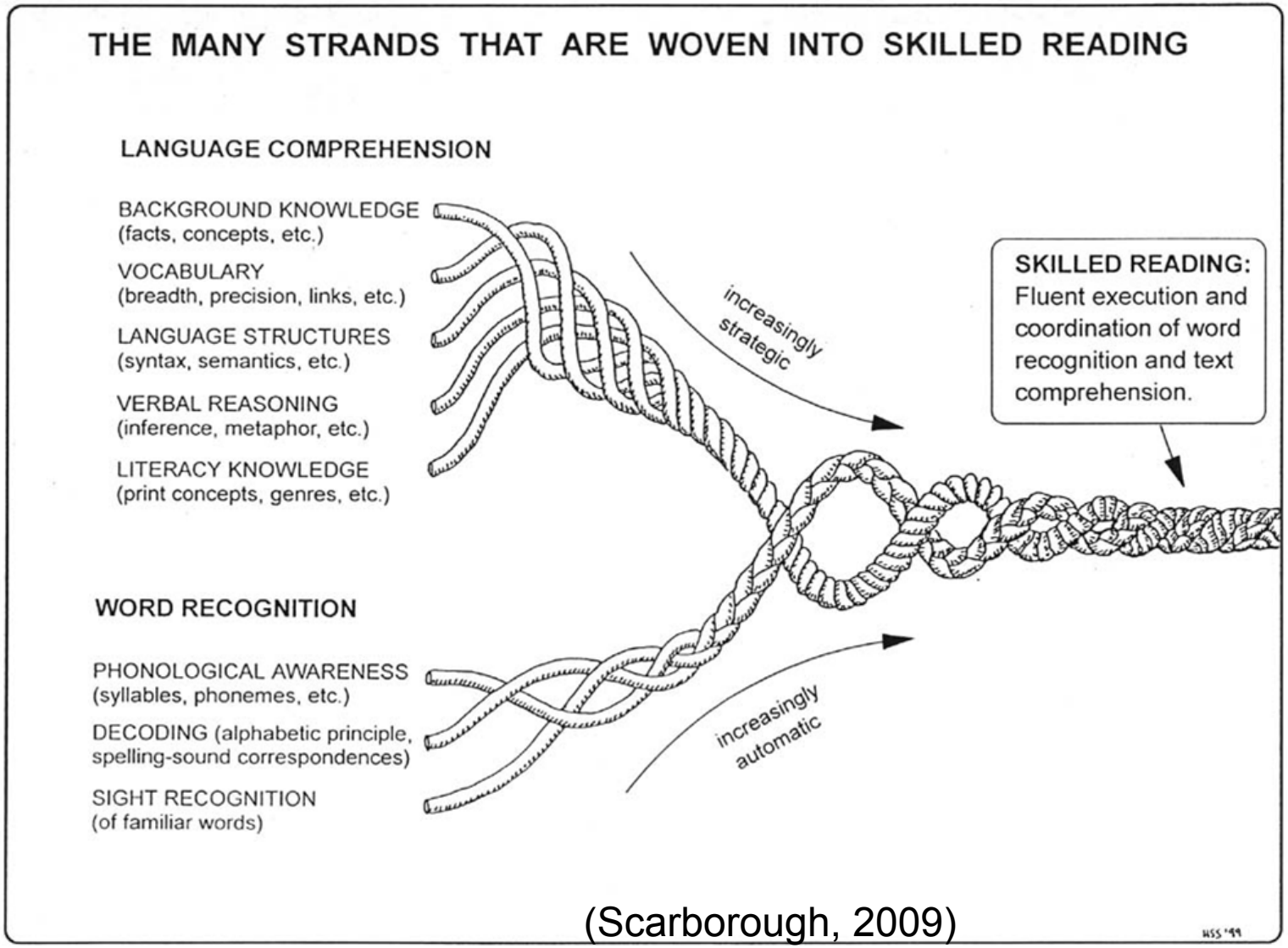
LANGUAGE & READING: THE READING ROPE



(Scarborough, 2009)

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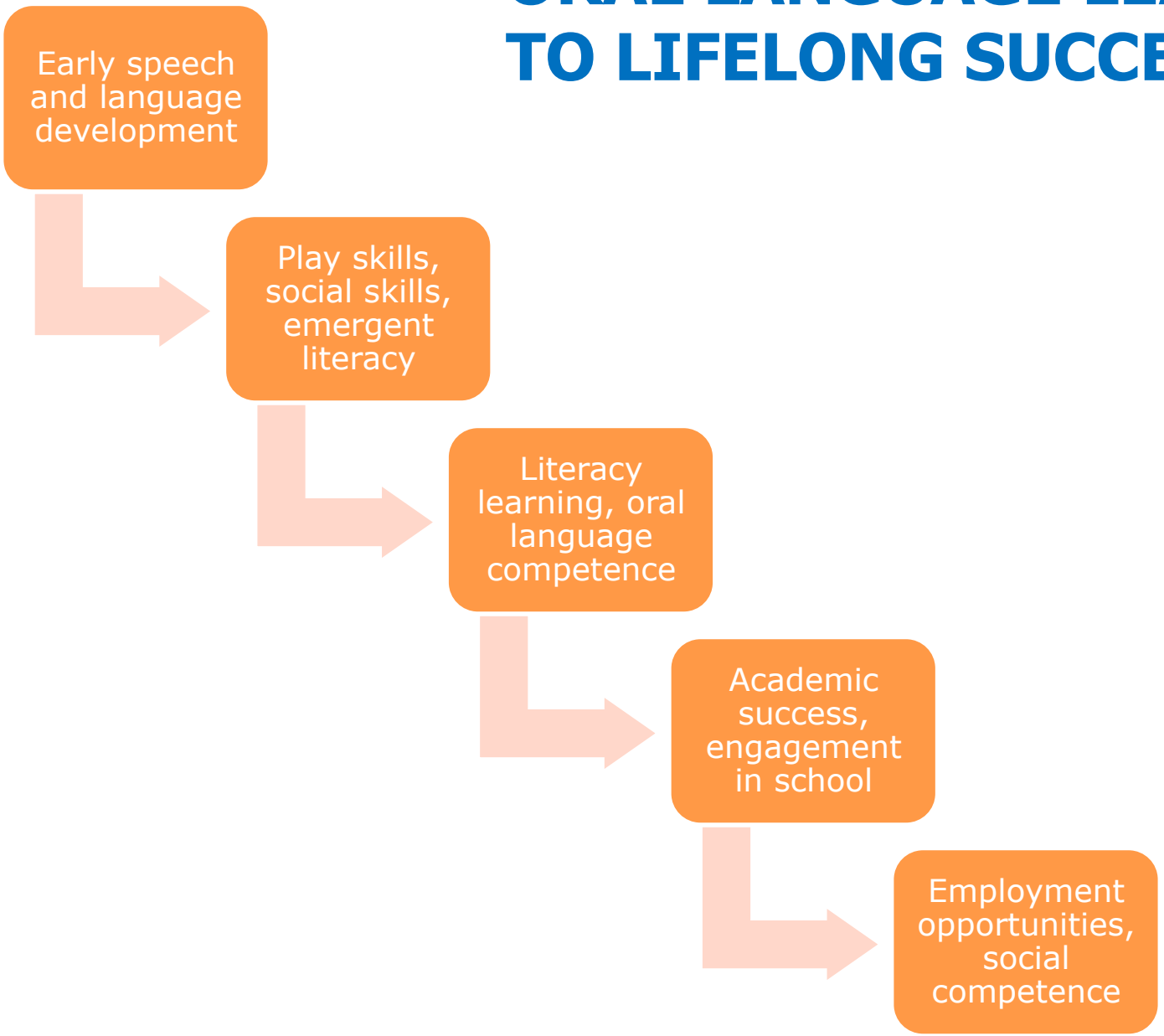
ORAL LANGUAGE LEADS TO LIFELONG SUCCESS



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PROMOTING ORAL LANGUAGE SKILLS

Proactive promotion of oral language skills will benefit all children regardless of risk for later literacy difficulties.

Speech pathologists should promote the importance of children's oral language development

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THE ROLE OF THE SPEECH PATHOLOGIST

- Reading is a language based skill & SPs possess expert knowledge on oral language & meta linguistics.

- It therefore follows that Dyslexia or a specific learning difficulty can be treated by a Speech Pathologist.

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THINGS YOU CAN DO AT HOME!

- Talk to children about what they are playing, reading, learning, watching on TV
- Elaborate on a topic, don't just ask yes/no questions but 'why do you think that?', 'what happened after that?', 'which bit did you like the best?'
- Discuss new, unfamiliar words & provide meaningful opportunities to practice new vocabulary
- Discuss metalinguistic language devices (i.e. jokes, idioms, metaphor, alliteration)
- Talk about what topics they are discussing at school. Use these new words at home. Ask the teacher for a list of the words they are talking about (i.e. life cycles)

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THINGS YOU CAN DO AT HOME!

- Model correct grammar and sentence structure if your child is still learning these
- Use accurate, complex language forms (don't simplify your language so it doesn't make sense)
- Engage in shared reading activities
- Read regularly to children even when they can read to themselves
- For older children who may not want to engage in shared book reading, utilise audio books, access speech-to-print software as well as parents reading novels to children
- See a Speech Pathologist if necessary.

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SUPPORTING LISTENING SKILLS

- Vocabulary: use varied words, explain the meaning of new words
- Use longer sentences and progressively add more detail (i.e. remembering a shopping list)
- Use concepts such as ‘before, after, next, then’
- Encourage their ability to sustain attention (“let’s finish this and then we can…”)
- Give context & background knowledge (WILT, WILF)
- Support your child’s ability to make inferences (i.e. “how do you know you need a jacket?")
- Recognition of syllables, rhyme and sounds in

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PHONOLOGICAL AWARENESS

- **Phonological Awareness**
  - The ability to recognise syllables, rhyme and individual phonemes within words
  - A conscious awareness of & ability to reflect on the sounds of language

- **Phonemic Awareness**
  - The ability to **auditorily** recognise and manipulate individual phonemes in words
  - Significant and possibly causal relationship between reading and phonemic awareness

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SUPPORTING PHONOLOGICAL AWARENESS

- *Rhyming:* matching, selecting the odd one out, recognition, generation of rhyming words
- *Alliteration*: recognising/providing words starting with the same sound
- *Isolation*: identifying a particular sound when it occurs in different word positions
- *Segmentation*: spoken sentences can be segmented in words, words into syllables & sounds
- *Blending*: linking sounds to form words
- *Exchange:* replacing, deleting or adding sounds

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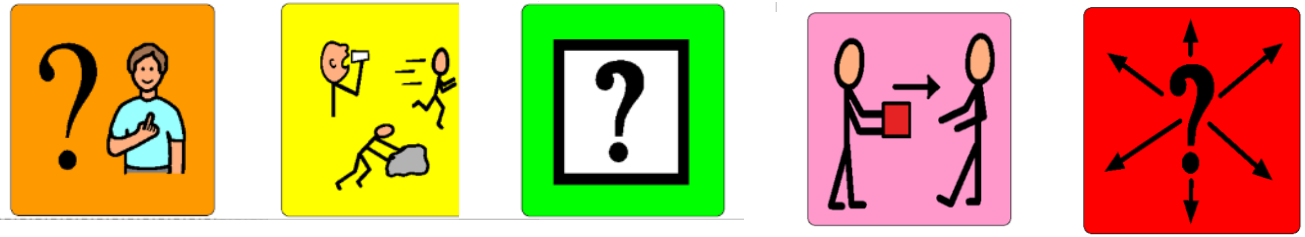
SUPPORTING LANGUAGE STRUCTURE

- WHO + WHAT DOING
- WHO + WHAT DOING + WHAT
- WHO + WHAT DOING + WHAT + WHO TO
- WHO + WHAT DOING + WHAT + WHEN
- WHO + WHAT DOING + WHAT + WHERE + WHEN



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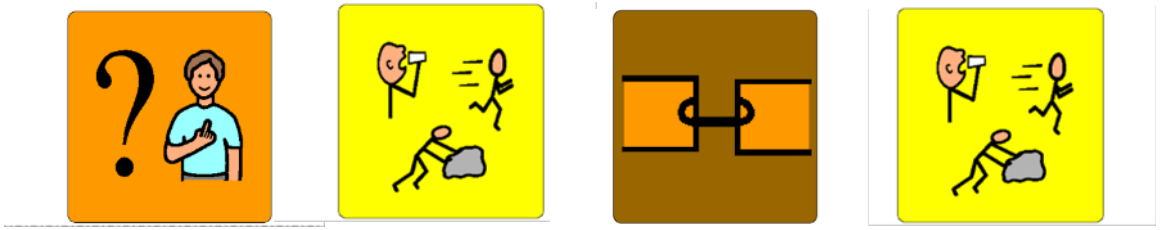
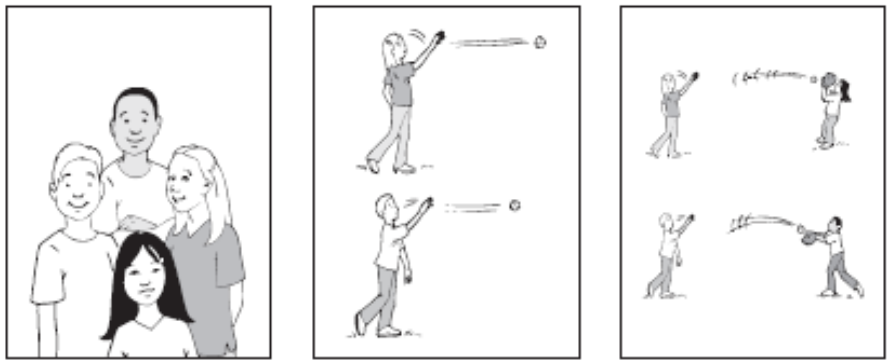
CREATING COMPLEX SENTENCES





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PICK 6 MODEL

PICK 6: WORD MAP BOX

Word: colony	**Definition:** a group of people who live together in another country	**Word Derivatives:** Colonization, colonies, colonial **Synonym:** settlement
Original sentence from the text: When one country sends people to live in another country, the place where they settle is called a colony.	**Picture, visual, example to help remember the word** A colony of penguins moved to Phillip Island 	**Use the word in your own sentence:** The British convicts came to Australia and lived in a colony.

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DO I KNOW THE WORD?

I can use the word quickly

I can use the word a lot

I know more than one meaning of the word

I can explain the overall meaning of the word

I know what the word means

I have heard the word but I don't know what it means

I don't know the word.

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name _____

hamburger writing

Introduction

1.

2.

3.

Conclusion

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Technology & Impact on Language

Positive and Negative Impacts: our challenge

- Isolation: i.e. Minecraft; Simms; Call to Duty, Fortnite
- Reality vs fantasy
- Lack of opportunity to practice interactions/ turn taking
- Misunderstanding of prosodic features of speech and language i.e. email/social media (Durkin et.al., 2011)
- Impact on language and social skill learning
- Low parent and peer attachment (Richards et.al., 2010).
- Causal link between screen-based media, sedentary behaviours (SBM), social health, physicality, substance abuse, life satisfaction

(Iannotti et. al., 2009).

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WEBSITES

- www.fivefromfive.org.au
- www://raisingchildren.net.au
- www.loveandreilly.com.au.
- www://www.pelicantalk.com/FREE-STUFF.php
- www://www.superteacherworksheets.com/
- www://www.home-speech-home.com
- www://mommyspeechtherapy.com
- www://twinkle.co.uk

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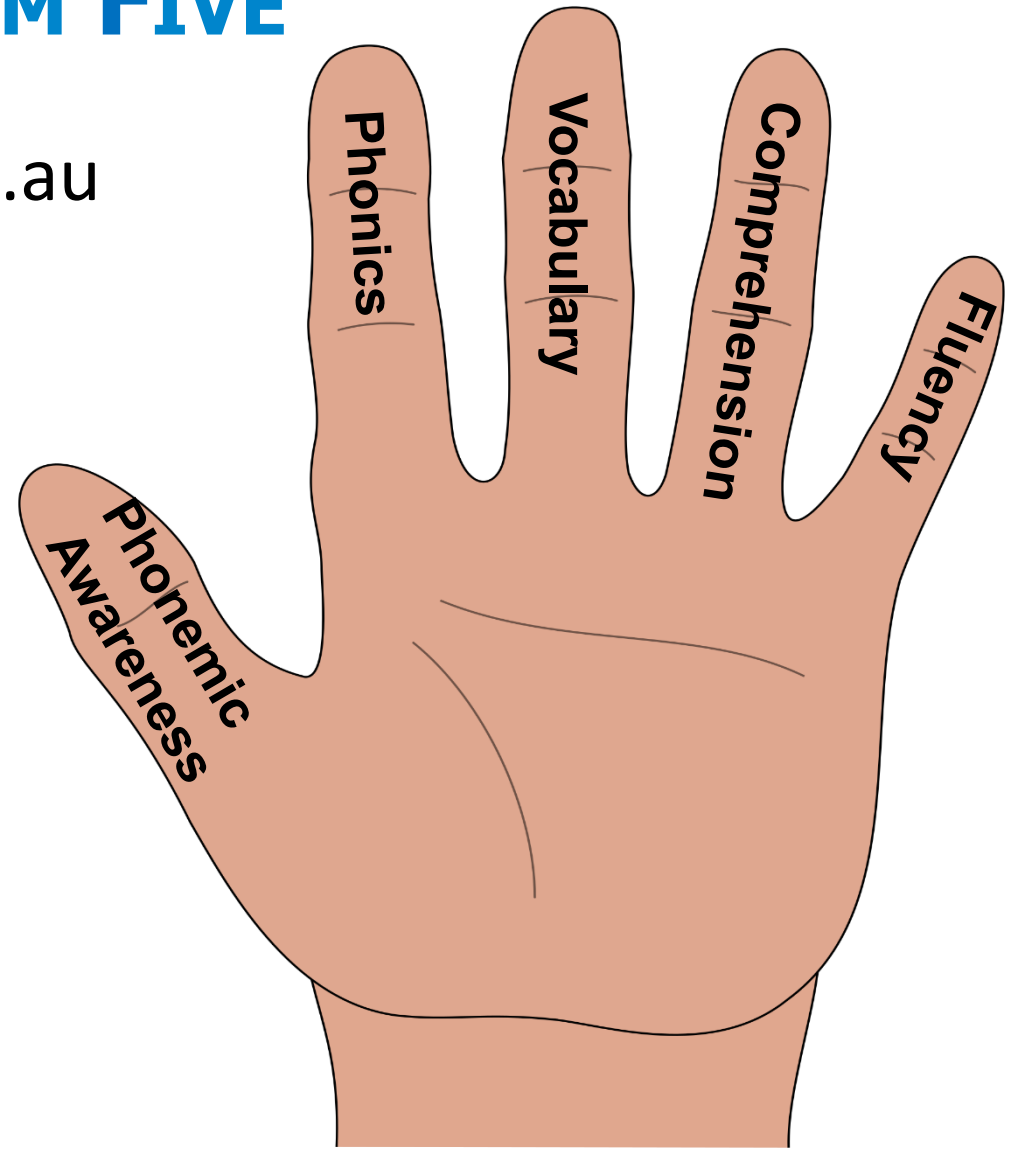
Five from Five

- Fivefromfive.com.au
- 5 Big Ideas



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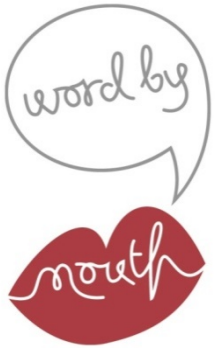
QUESTIONS?

- SPELD VIC
- +61 (0) 3 9480 4422
- Speldvic.org.au
- donkey wheel house, 673 Bourke St, Melbourne VIC 3000

- admin@speldvic.org.au
- melinda@speldvic.org.au



THANK YOU

- Thank you for joining us this evening.
- Stay up to date with our latest events
- www.speldvic.org.au/events/
- Geelong Parents Guide to Effective School Communication - Thursday 30 May 2019
- Demystifying Dyslexia: What it is and strategies to help your child - Thursday 11 July 2019