


SPEECH SERVICES SYDNEY & COAST

Lina Williams
Speech Pathologist



Quakers Hill Public School

Parent Workshops Term 1,
2019
Session 2

What you NEED to know...

- What is a language difficulty?
- What is a speech difficulty?
- SO WHAT'S THE DIFFERENCE???

SPEECH vs LANGUAGE



LANGUAGE

- **Language** is the ability to communicate and convey meaning from one person to another.
- It involves:
 - **RECEPTIVE LANGUAGE** – what your child understands ('listening skills')
 - **EXPRESSIVE LANGUAGE** – What your child says/communicates ('speaking skills')

SESSION 2: RECEPTIVE LANGUAGE

RECEPTIVE LANGUAGE – what your child understands ('listening skills')



Listening skills

- **Listening skills** is when children are able to hear, process and interpret information they hear.
- Part of **Receptive language** and helps child in:
 - Following instructions
 - Comprehension
 - Understanding questions
 - Understanding concepts.




FOLLOWING INSTRUCTIONS

- Following single step instructions vs. multiple step instructions
- Language used in instructions – simplifying and structuring instructions (repeating, modelling and using gestures)

Understanding CONCEPTS

- Commonly used in instructions
- Spatial concepts: 'in the middle, next to, on top of, under, behind, in front of, beginning, end'
- Concepts of time: 'first, next, last, then, before, after, while, during'
- Inclusion/exclusion concepts: 'except, but, including, all but-1'




COMPREHENSION

- Understanding language used in visual and verbal information (e.g. written texts and spoken language)
- Includes recalling details, recalling sequences, identifying the main idea, predicting and inferring information


UNDERSTANDING QUESTIONS

- Answering basic 'yes/no' response questions
- Differentiating 'wh-' concepts: 'who, what, where, when, why'
- Answering concrete vs. abstract questions



AUDITORY MEMORY

- Is **NOT** hearing..
- It's listening, holding, and synthesising information.. How do you remember things??



Ages (years)	Listening skill Milestone
5-6	<ul style="list-style-type: none"> - Hear and repeat sounds in a sequence - Listen with interest to stories read aloud - Follow one and two step instructions/directions - Use pre-reading skills - Retell, re-enact or dramatize a story read to or by student - Make predictions and confirm after reading or listening to text - Can tell what is happening in a picture
6-7	<ul style="list-style-type: none"> - Listen attentively and ask questions for clarification and understanding - Give, restate, and follow simple two-step instructions/directions - Respond to questions designed to aid general comprehension - Inferences and interpretations - Respond to who, what when, where, why and how questions and discusses main idea of what is read - Can apply basic use of semantic and syntax cues
7-8	<ul style="list-style-type: none"> - Give, restate and follow simple two-and three step instructions/directions - Ask and respond to questions to aid comprehension about important elements of fiction and nonfiction - Make inferences about events, characters, and ideas in fictional texts by connecting knowledge and experience to story. - Produce oral or written summaries of text selections - Integrates the use of semantics and syntax cues to gain meaning from text


The iPOD Game

A FOLLOWING INSTRUCTIONS TASK/STRATEGY:

What does it target/work on?



i POD



Alert the students: Getting their attention to prepare them for the instruction

LISTEN



STUDENTS MUST BE SHOWING ALL SIGNS OF LISTENING; looking, ears on, no talking, sitting still.

PAUSE



STUDENTS MUST NOT CARRY OUT THE INSTRUCTION YET. THEY CAN REMIND THE PERSON NEXT TO THEM OF WHAT THEY HAVE TO DO.

PLAY



STUDENTS (SAY) THE INSTRUCTION AND CARRY IT OUT.

DRAW THE ALIEN



DRAW THE ALIEN



Barriers to understanding instructions

Physical Barrier

Child cannot hear – signal too soft or background noise

Communication barriers

Child is not aware they are being asked to do something or what information to attend to

Unfamiliar word/s

Confusing sentence structure

Sentence is too long

Sentence is said too fast

Find and Define; Using new words

Learning the meanings of unfamiliar words to 'use' in sentences!

Working in groups; **with** different roles; using a dictionary interpreting **the definition** and using the word meaningfully

**Find and Define;
Using new words**

Investigator (looks up word in the dictionary)

Scribe (writes down group's responses)

Assistant (helps to formulate responses)

Encourager x2 (also help to formulate responses and give positive feedback/reinforcement)

Reporter (verbally states group's responses)