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Research to Practice Series

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The Reading Centre presents

Research to Practice Series

bringing together speech pathology researchers and practitioners to help bridge the gap between science and clinical practice with a focus on reading and writing

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Program

- Welcome and introductions

- Presentation - *Student consultation*
  Haley Tancredi, Queensland University of Technology

- Presentation - *Supporting students with reading disorders to find their voice*
  Jennifer Peach, Queensland Department of Education

- Q&A

- Close

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Haley Tancredi

Meeting obligations to consult students with disability

Coordinator, QUT The Centre for Inclusive Education
PhD candidate and sessional academic

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Meeting obligations to consult students with disability

Acknowledgements

- Participating school, teachers and student participants

- Professor Linda Graham & Associate Professor Sonia White

- QUT Centre for Inclusive Education

EDITED BY LINDA J. GRAHAM

INCLUSIVE EDUCATION
FOR THE 21ST CENTURY

THEORY, POLICY AND PRACTICE

Check for updates

Meeting obligations to consult students with disability: methodological considerations and successful elements for consultation

Haley Tancredi[1]

Abstract
Australian legislation requires teachers to make reasonable adjustments for students with disability, including those with Developmental Language Disorder. The Standards underpinning this legislation stipulate that students must be *consulted* about adjustments that are made. This is not common practice in Australian schools and there is limited practical guidance available for professionals to help them enact these obligations, particularly when consulting students with communication difficulties. This paper presents findings from a research project that used a sequential phase mixed-method design to investigate what students with language difficulties say helps them to learn when they engaged in a communication accessible consultation process. The barriers that students say they experienced in accessing the curriculum, teacher instruction and demonstrating their learning are discussed, as well as the adjustments suggested by students. This article concludes with a discussion of successful elements for consulting students with disability, which can be utilised by teachers and researchers alike.

Keywords Developmental Language Disorder · Student consultation · Student voice · Reasonable adjustments

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Haley Tancredi

Ask a child 'what works'. How classroom teachers can consult children with communication difficulties

December 3, 2018   Consulting students with disability, Developmental Language Disorder, DLD, reasonable adjustments   consulting students with disability, Developmental language disorder, Haley Tancredi

In Australia children with disabilities have the right to be consulted about what can be done to help them participate fully in school life. The Australian Disability Standards for Education specifically directs teachers to "consult the student" about what adjustments they could reasonably make within their classrooms to help students with disabilities 'participate in education on the same basis as a student without a disability'. An adjustment is reasonable if it balances the interests of all parties affected.

ROADMAP

- Framing consultation within a rights-based approach

- Obligation to consult: two big questions

- Accessible consultation

- My research and what students told me

- Successful elements for consulting students with disability

- Practice implications

FRAMING WITHIN A RIGHTS-BASED APPROACH

Education is a Human Right

(Universal Declaration of Human Rights, 1948)

Right to an Inclusive Education

(General Comment No. 4 on UNCRPD, 2016)

Children's right to Expression and Opinion about actions affecting them

(Article 12: UN Convention on the Rights of the Child, 1989)

DISABILITY STANDARDS FOR EDUCATION 2005

Key obligations:

- Reasonable adjustments

- Eliminate harassment and victimisation

- Consult the student (or their associate) to determine if adjustments are reasonable

*and this is to be done **before** the adjustment is made*

WHAT DOES CONSULTATION MEAN?

HOW CAN WE UPHOLD THE OBLIGATION TO CONSULT?

Consultation is the process of inviting someone to communicate their thoughts and feelings about a situation, or event that is important to them, to someone who can help change that situation or event

(Tancredi, 2018).

It is not...

- Letting a parent know about a decision that has been made
- Getting an individual learning plan signed off
- Reactive, an afterthought or ad-hockery

Consultation is

- A communicative act

- Central to inclusive education, where students become active participants in their learning (Ainscow, 2004)

*When students have opportunities to be **consulted**, they engage as **agents** who can contribute to pedagogical refinements.*

AGENCY FREEDOM

- Capabilities: the real opportunities and freedoms people have to achieve functionings, such as being nourished, communicating and receiving education.

- The journey and decision-making that takes place, reflected in a **person's freedom to choose** or be supported to choose from possible livings (Sen, 1992).

- Agency is more than the ability to choose.

  - Improving the options that are available

Free, agentive choice

Passive, reactive choice

(Graham, 2007)

# THE 2015 REVIEW OF THE DISABILITY STANDARDS FOR EDUCATION 2005

2015 Review of the
Disability Standards for Education 2005

Final report
17 July 2015

urbis

5 years ago ☹

Recommendation 7: That the Australian Government work with State and Territory governments to improve consultation practices with students or their associates, including development of policies or procedures on personalised planning for students with disability which outlining the type of consultation required, the frequency of consultation and how consultations are to be documented.

WHO IS AT RISK OF NOT FULLY PARTICIPATING IN CONSULTATION?

- **Need to consider students:**
  - Who speak English as an additional language or dialect
  - Who have sensory impairments (e.g. hearing loss)
  - Who have disabilities that impact communication (e.g. Autism, intellectual disability)
  - Students with working memory or information processing difficulties
- **Students with disability specific to communication:**
  - Speech sound disorder
  - Social communication disorder
  - Developmental Language Disorder
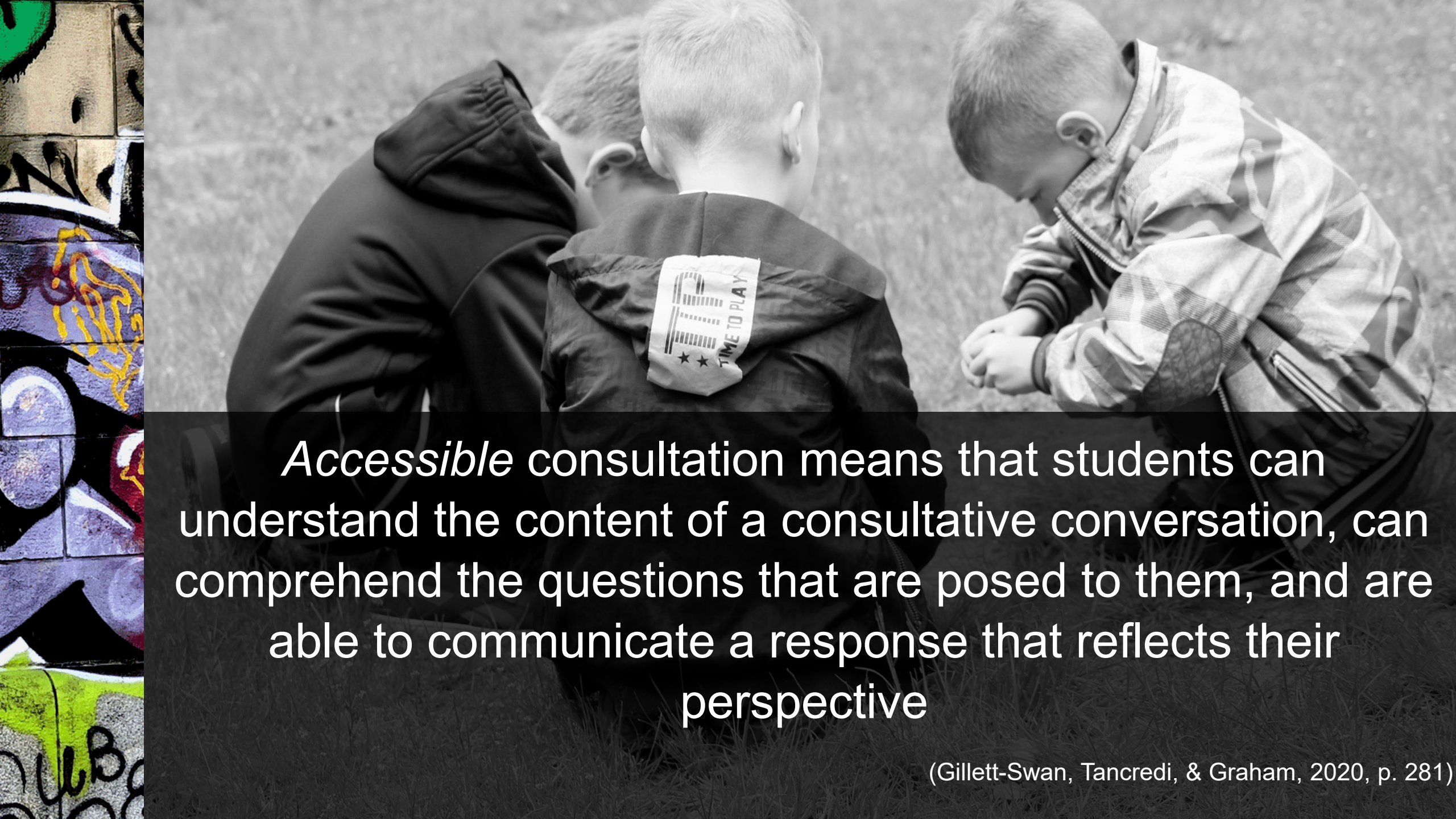
Accessible consultation means that students can understand the content of a consultative conversation, can comprehend the questions that are posed to them, and are able to communicate a response that reflects their perspective

(Gillett-Swan, Tancredi, & Graham, 2020, p. 281)

PREVIOUS RESEARCH HAS DEMONSTRATED…

- Students with communication disorders are able to reflect on their communication difficulties and the support they have received
(McCormack et al., 2020; Merrick & Roulstone, 2011; Palikara et al., 2009; Roulstone et al., 2016; Roulstone & McLeod, 2011; Spencer et al., 2010).

- We need to set consultation up to be effective
(Graham et al, 2016; Roulstone et al., 2016; Woolfston et al., 2006)

- Students insights can be investigated through interviews, focus groups and narrative inquiry (Gillett-Swan et al., 2020)
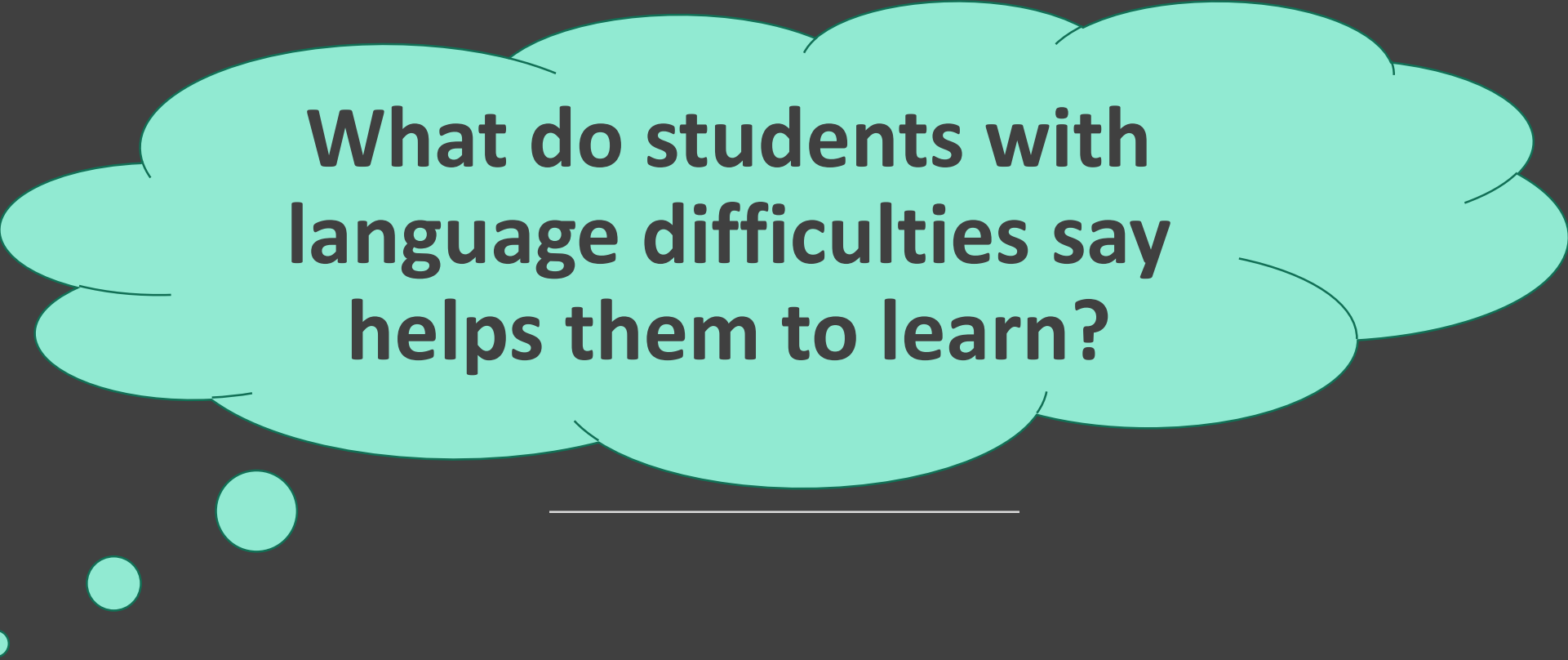
THE PROBLEM

No known research
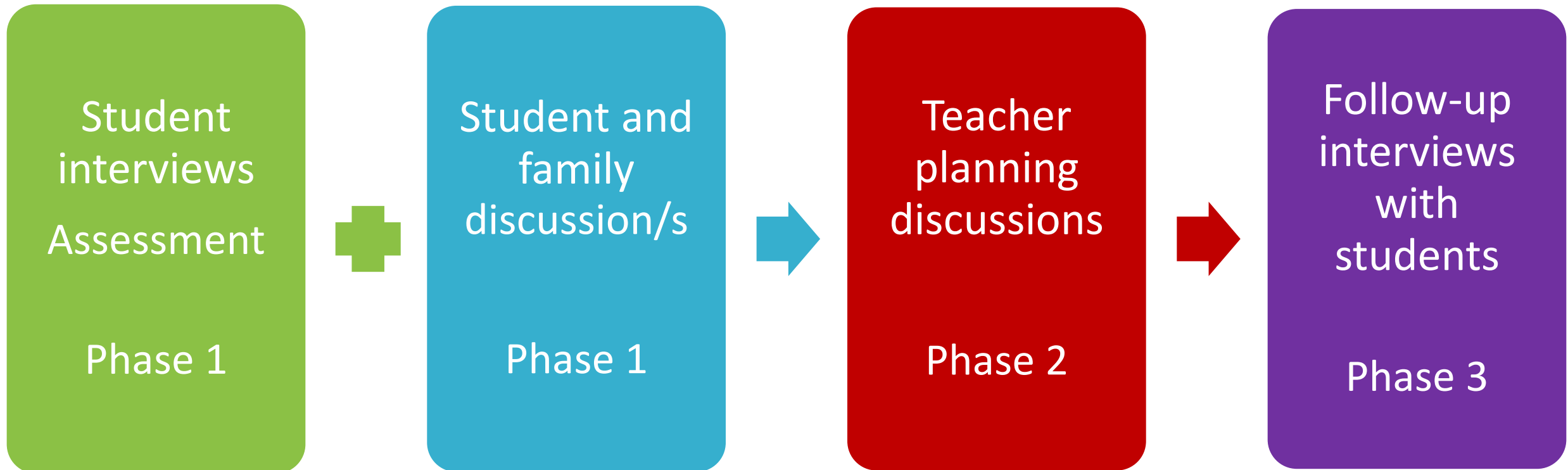
Students with language difficulties are consulted

Students insights are used as the foundation for reasonable adjustments

RESEARCH DESIGN: SEQUENTIAL-PHASE MIXED-METHODS (Tashakkori & Teddlie, 2010)

Student interviews
Assessment

Phase 1

Student and family discussion/s

Phase 1

Teacher planning discussions

Phase 2

Follow-up interviews with students

Phase 3

FACILITATING COMMUNICATION ACCESSIBLE CONSULTATION

- Rapport is established

- strategies to support participation in the interview process:
  - ✓ Careful wording of interview questions
  - ✓ Multiple interviews
  - ✓ Visual aids
  - ✓ Audio and video recording of interviews, transcription between interviews
  - ✓ Bringing student insights back to them to further develop their ideas

QUESTIONS SUCH AS...

- How can teachers help you understand instructions?

- How can teachers help you learn new words?

- How can teachers help you show what you've learned?

- What could all of your teachers do that would help you learn?

- Can you remember any teachers that you found it easy to learn from? What made their classes easy to learn in?

- Is there anything that you wish your teachers knew about you and how you learn?

MENU OF ADJUSTMENTS

LESSON AND SUBJECT CONTENT........

- [ ] Show me how the content fits with other things we've learnt / things I already know
- [ ] Help understanding what new words mean
- [ ] Help putting new words into my work
- [ ] Be involved in choosing texts / sources
- [ ] Be involved in choosing how to show what I've learnt

HOW TEACHERS TALK TO ME

- [ ] Say it slow / medium / fast
- [ ] Say it louder
- [ ] Give thinking / listening time
- [ ] I like whole class / small group / one on one inst...
- [ ] Get my attentio...

HOW TEACHERS GIVE INSTRUCTIONS (WRITTEN/SPOKEN)

- [ ] Give clear instructions
- [ ] Repeat using the same words
- [ ] Explain using different words
- [ ] Use less words / more words
- [ ] Break down instructions
- [ ] Show me with pictures / video / by doing

CHANGING THE ENVIRONMENT

- [ ] I want to sit ...
- [ ] More time to revise things we learn
- [ ] More time in exams / assignments
- [ ] Have someone take notes for me
- [ ] Record lessons and instructions

MAPPING MICHAEL'S INSIGHTS

MICHAEL

Barrier identified	Suggested adjustment
Understanding what teachers say (complexity and quantity of instruction)	Giving instruction both verbally and using visual aids (for example, pictures and video)
Becoming overloaded by verbal information	Teachers using a reduced pace, reduced quantity and increased structure in their instruction
Modes of assessment that result in barriers to demonstration of knowledge	Student choice in assessment modes

MAPPING ANNA'S INSIGHTS

ANNA

Barrier identified	Suggested adjustment
Understanding what teachers say (providing repetition of instruction)	Provision of whole-class and individual instruction
Difficulty learning new words	Teachers pairing verbal instruction with pictures, artefacts or accessible videos
Difficulty expressing her learning or knowledge	Teachers helping her to scaffold her language
Reading comprehension difficulties and fatigue	Audiobooks

PRACTICE IMPLICATIONS

Speech-language pathologists:

Specialist skills in communication that can:

i) Support teachers in the consultation **process**

ii) Possible role as a **broker** of information

iii) Conduct consultation as **part** of SLP services

Teachers:

Impetus for teachers to do at least two things:

i) **Ask** students what barriers exist in their learning, and what helps them learn, and

ii) **Use** that information to proactively design *accessible curriculum and assessment*

SUCCESSFUL ELEMENTS FOR CONSULTATION

Element 1: Asking concrete questions, based on students' experiences.

Element 2: Using multiple interviews.

Element 3: Using visual supports and dynamic activities.

REINFORCES PREVIOUS RESEARCH WITH YOUNGER CHILDREN &/OR CHILDREN WITH COMPLEX COMMUNICATION PROFILES

Children's views of communication and speech-language pathology

ROSALIND MERRICK & SUE ROULSTONE

University of the West of England, Bristol, UK

Children have the right to express their views and influence decisions in matters that affect them. Yet decisions regarding speech-language pathology are often made on their behalf, and research into the perspectives of children who receive speech-language pathology intervention is currently limited. This paper reports a qualitative study which explored experiences of communication and of speech-language pathology from the perspectives of children with speech, language, and communication needs (SLCN). The aim was to explore their perspectives of communication, communication impairment, and assistance. Eleven school-children participated in the study, aged between 7–10 years. They were recruited through a speech-language pathology service in south west England, to include a range of ages and severity of difficulties. The study used open-end~~~~~~ compiling a scrapbook wer~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ principles of grounded theo~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ learning, and behaviour. Fir~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ tion is talked about has imp~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

INT. J. LANG. COMM. DIS., 2001, VOL. 36, NO. 1, 107–115

Notes and Discussion

Views of young people using augmentative and alternative communication systems

Mike Clarke†*, Helen McConachie‡, Katie Price§ and Pam Wood†

†Institute of Child Health, The Wolfson Centre, Mecklenburgh Square, London, UK
‡Child and Adolescent Mental Health, The Fleming Nuffield Unit, Newcastle upon Tyne, UK
§Neurodisability Service, Great Ormond Street Hospital for Children NHS Trust, London, UK

(Received November 1999; accepted May 2000)

Abstract

Children with physical impairments who cannot use intelligible speech are often recommended augmentative and alternative communication (AAC) systems. In

Children's views of speech and language therapy in school: consulting children with communication difficulties

Rosalind Owen and Lucy Hayett
Speech and Language Therapy Department, United Bristol Healthcare NHS Trust, Bristol, UK

and

Sue Roulstone
Speech and Language Therapy Research Unit, Frenchay Hospital, Bristol, UK

Abstract

Children have the right to express their views and to participate actively decisions that concern them. Implementing this principle in clinical practi poses a methodological challenge to therapists working with children wi communication difficulties. In a pilot study, therapists working in mainstrea primary schools conducted semi-structured interviews with 12 clients, ag 6–11 years with communication difficulties. The interviews elicited valuab information about these children's experience of speech and language thera and about their general communication at school and at home. Methods interviewing were evaluated and recommendations made for ways of increa

Picture Me

Children's views of speech, language and communication needs

Rosalind Merrick

Listening to Children and Young People with Speech, Language and Communication Needs

Sue Roulstone and Sharynne McLeod (Editors)

ACTIVITIES and ADDITIONAL EXAMPLES FOR CONUSLTING

- Description of children giving the researcher a tour
- Taking photos on a disposable camera
- Toys
- Puppets
- Interviewer drawings to support what child is saying
- Creating a scrapbook

CONCLUSION

- Adjustments to the consultation process are critical

- Consultation is a student's right, it facilitates agency, and has practical benefits for all

- There is a risk that by not consulting students, we will design and implement adjustments that are less effective in addressing barrier to participation and access

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Thank you!

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Supporting students with reading disorders to find their voice

Principal Speech Language Advisor
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Reading disorders

- Difficulty at one or more levels of the linguistic system is very often at the core of reading, spelling and writing difficulty.

Bishop and Adams 1990; Catts et al 2005; Nation and Snowling 2004; Serry et al 2015

- Students with reading disorders including dyslexia are at risk for long-term educational and social-emotional consequences, including poor self-esteem and poor self-perception of social and academic competence.

Snowling, Muter and Carroll 2007

- Eighty-five percent of adults with dyslexia who had accommodations in school did not disclose their dyslexia to their employers because they were afraid of discrimination or of losing their job.

Gerber and Price 2008; Saletta 2018

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A case management approach

- The student is the central focus of the process.

- Everyone involved in any part of the student's education is an advocate.

- Inclusive teaching of reading requires input from a multidisciplinary team and at all levels within a whole school approach.

- Transitions are critical junctures for students with reading difficulties.

Self-determination

- is the ability to identify and achieve goals based on a foundation of self-knowing and valuing

- is the combination of skills, knowledge and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behaviour
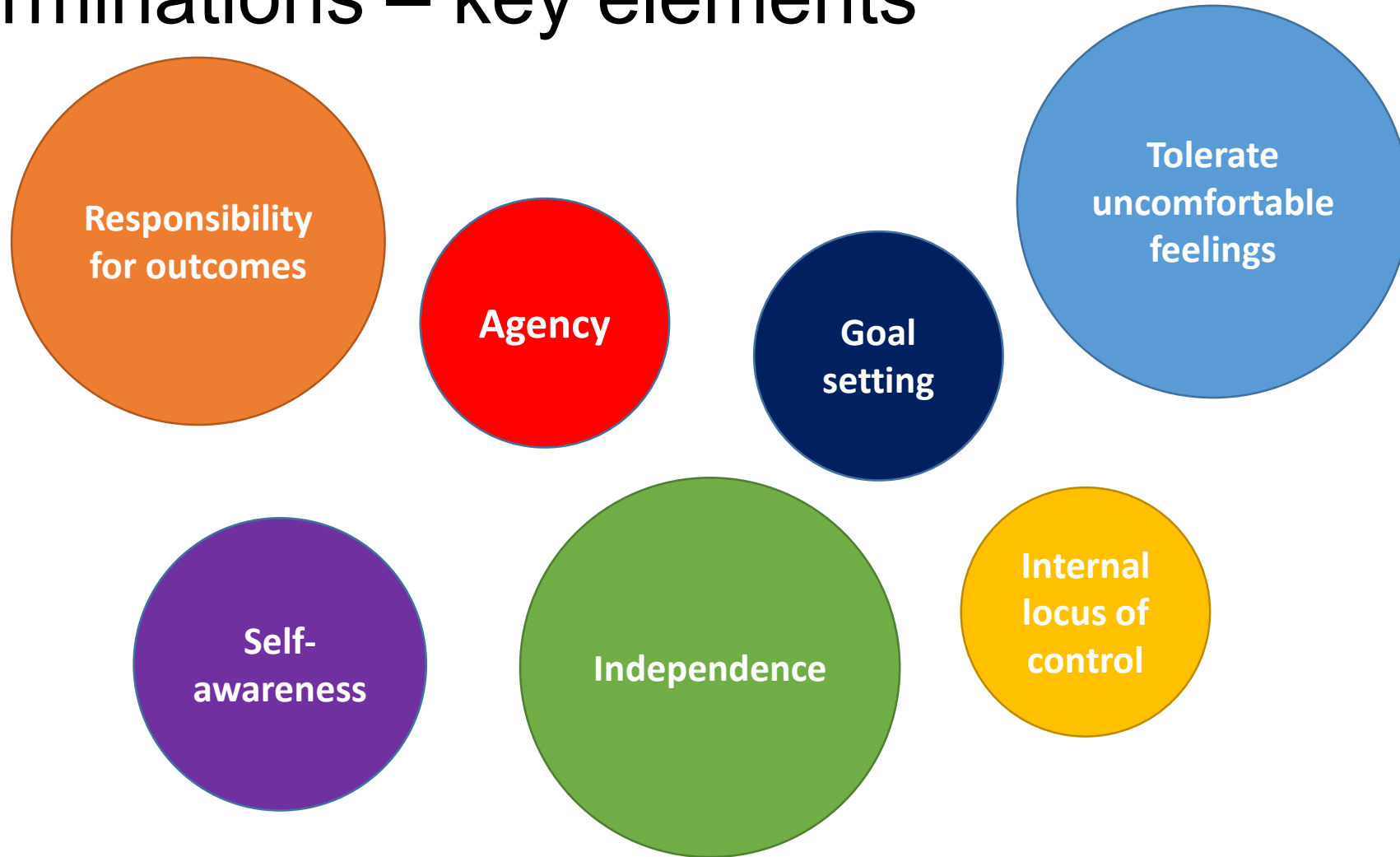
Field, Martin, Miller, Ward and Wehmeyer 1998

- helps students find a voice with which to represent themselves and their self interests

- supports students with the language that narrates various aspects of their lives.
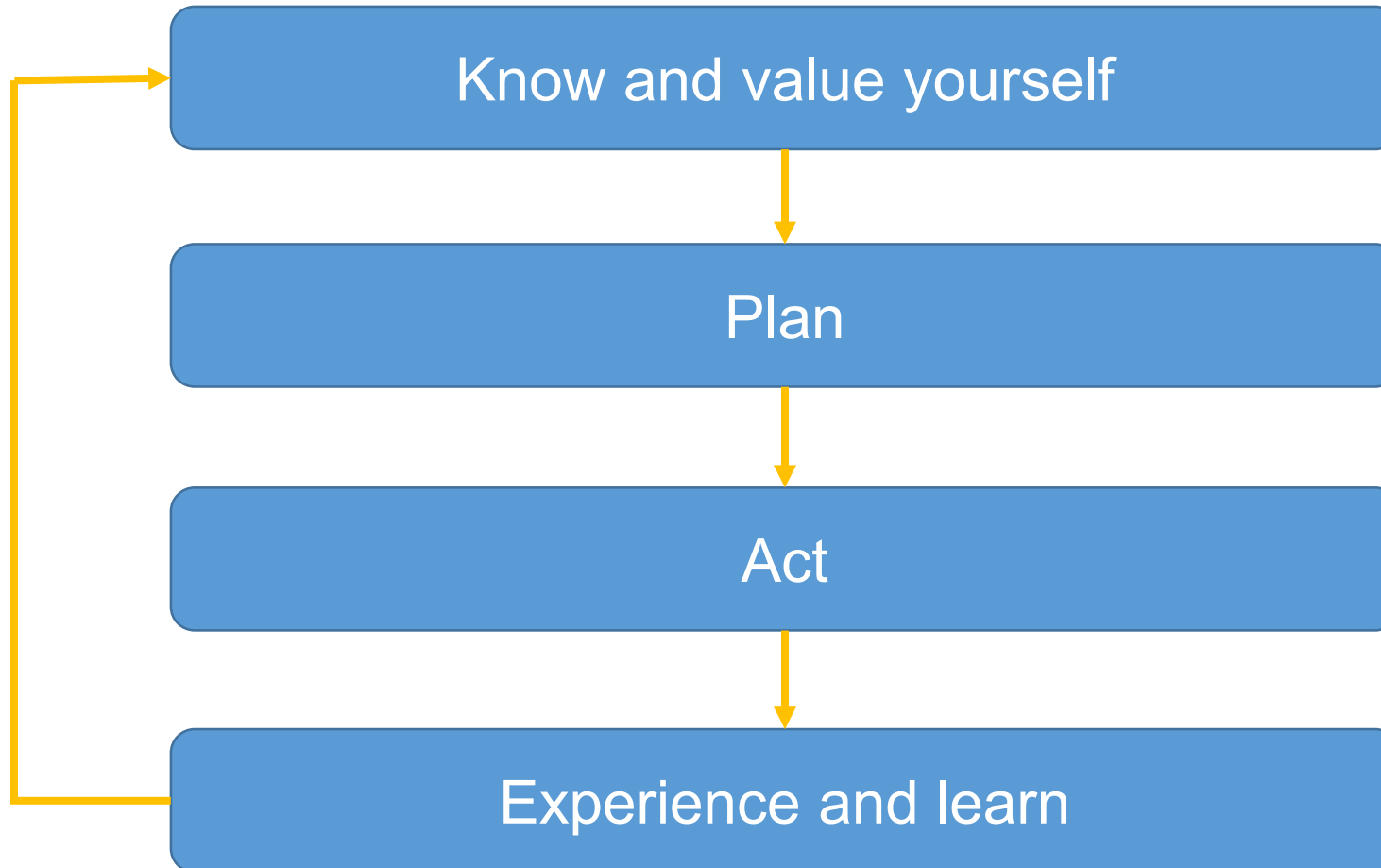
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Self-determination is founded in motivation
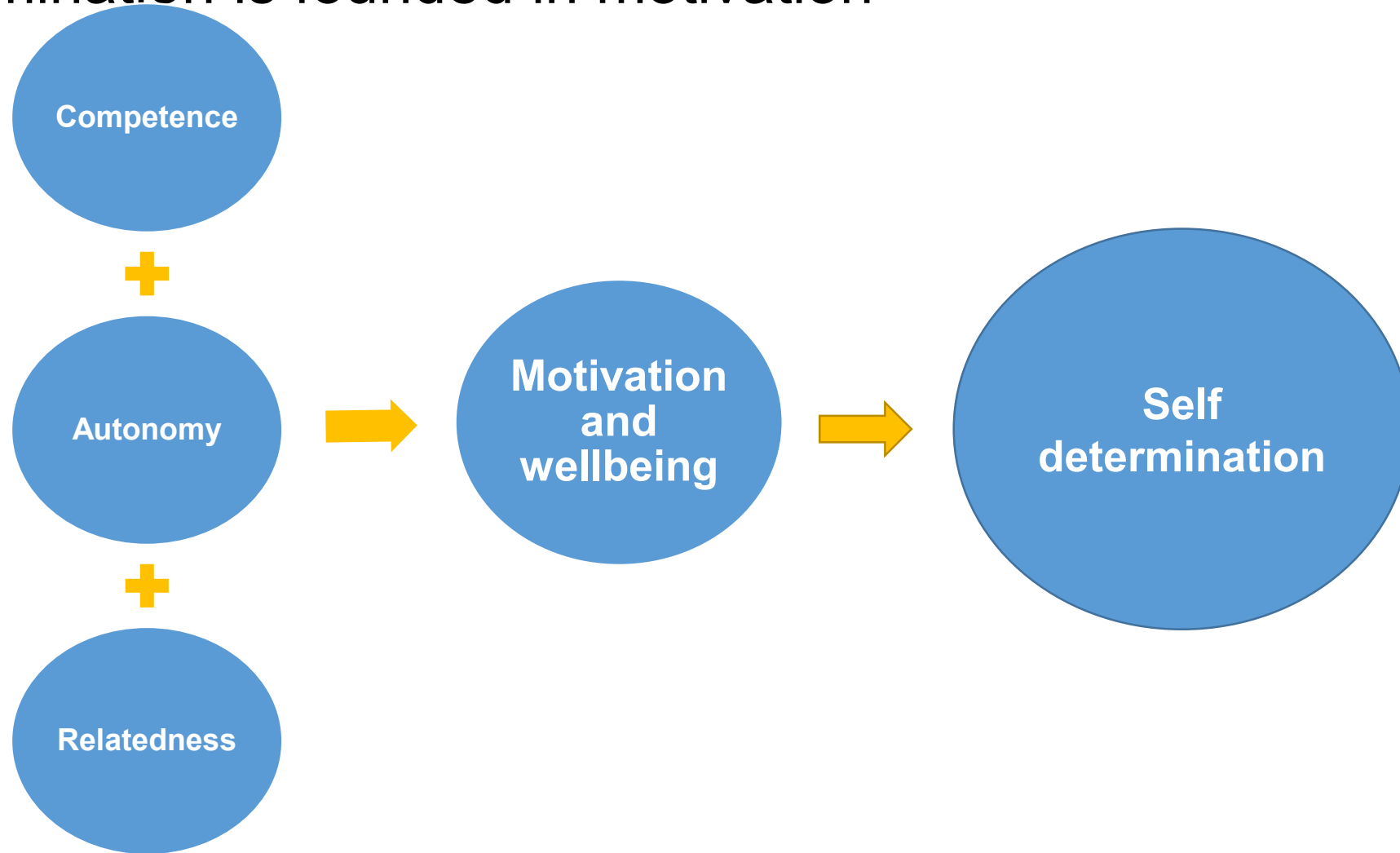
Self determinations – key elements

Framework for self-determination

Building self-advocacy

- Telling students to self-advocate is not an evidence-based treatment.

- Intervention must address more than just the act of asking for help. It must help the student change their self-narrative.

Identify where and when self advocacy is needed

class   school   social

How comfortable do you feel self-advocating?

1 2 3 4 5 6 7 8 9 10

What about it is hard?

How to build self-advocacy skills

- Have ongoing conversations about strengths and weaknesses, opportunities and barriers
- Encourage the student's efforts at speaking up
- Encourage the student to use classroom accommodations
- When a problem arises, give the student a chance to solve it before stepping in
- Encourage the student to attend educational meetings about them and have a say in educational decisions
- Identify with the student a self-advocacy goal and include that in the student's educational plan

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Outcomes measures - wellbeing

	Descriptor
Level 0	Well developed understanding of learning strengths and weaknesses; confidence and skills to self-advocate for agreed considerations and accommodations; engagement in adult-child, peer and group interactions is not limited by self-perception of reading competence
Level 1	Good understanding of learning strengths and weaknesses; some skills in self-advocacy; will negotiate for agreed considerations and accommodations if required; self-perception of reading competence occasionally impacts engagement in adult-child, peer and group interactions
Level 2	Limited understanding of learning differences; limited ability to self-advocate for necessary considerations and accommodations; self-perception of reading competence often impacts engagement in adult-child, peer and group interactions
Level 3	No understanding of learning differences; lacks confidence and skills to self-advocate for necessary considerations and accommodations; engagement in adult-child, peer and group interactions is always impacted by self-perception of reading competence

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Q&A

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