OUTSTANDING STRATEGIES FOR SUPPORTING LEARNERS WITH LANGUAGE DISORDERS

SUSAN EBBELS
DIRECTOR OF THE MOOR HOUSE RESEARCH AND TRAINING INSTITUTE, MOOR HOUSE SCHOOL & COLLEGE

DEBBIE BURRIDGE
HIGHLY SPECIALIST OCCUPATIONAL THERAPIST
Moor House School & College

- School
- College

Moor House Research and Training Institute

- Research
- Training
- Resources
Moor House School & College

➢ School opened in 1947 (children aged 7-16 years)
➢ College opened in 2012 (aged 16-19 years)
➢ Day and residential (from age 11)
➢ Specialist school for children with (developmental) language disorders
Children who have severe and persistent language difficulties that impair social and/or educational functioning are generally described as having a language disorder. These disorders can be categorized into two main types:

1. Developmental language disorder (DLD)
2. Language disorder associated with X*

* includes genetic syndromes, a sensorineural hearing loss, neurological disease, Autism Spectrum Disorder or Intellectual Disability.
DEVELOPMENTAL LANGUAGE DISORDER (DLD)

➢ The child has language difficulties that create obstacles to communication or learning in everyday life,

➢ The child's language problems are unlikely to resolve, or have not resolved, by five years of age, and

➢ The problems are not associated with a known biomedical condition such as:

   ➢ brain injury,
   ➢ neurodegenerative conditions,
   ➢ genetic conditions or chromosome disorders such as Down Syndrome,
   ➢ sensorineural hearing loss,
   ➢ Autism Spectrum Disorder or
   ➢ Intellectual Disability
Opened in 2018

Staffed by multi-disciplinary team of highly specialist and experienced professionals

Focus is on:

➢ Research
➢ Training
➢ Resources
Broad – is the provision effective?

➢ Whole provision:
  ➢ progress and results of all students
  ➢ destinations of ex-students

Detailed – are specific methods effective?
DESTINATIONS OF COLLEGE LEAVERS

Of those 41 students who have left the college in the last four years 100% to employment or further education:

- Further education in local FE college, 44% (17)
- Employment/training, 28% (13),
- Higher Education, 21% (7),
- Supported internships, 5% (2)
- Other, 5% (2)
Research

Broad – is the provision effective?  Detailed – are specific methods effective?

➢ Whole provision:
  ➢ progress and results of all students
  ➢ destinations of ex-students

➢ SLT and OT provision: progress of all students
  ➢ on standardised tests
PROGRESS IN LANGUAGE STANDARD SCORES

- CELF Rec Lang
- CELF Exp Lang
- BPVS

Age 11
Age 14
Age 16
Broad – is the provision effective?

- Whole provision:
  - progress and results of all students
  - destinations of ex-students

- SLT and OT provision: progress of all students
  - on standardised tests
  - against targets

Detailed – are specific methods effective?
Targets and controls did not differ pre-therapy. Significant progress on both targets ($d=1.3$) and controls ($d=0.4$), but Targets improved significantly more than controls ($d=1.1$). Mean of 4.2 hours therapy per target.

Ebbels et al. (2017)
Broad – is the provision effective?  Detailed – are specific methods effective?

- Whole provision:  
  - progress and results of all students  
  - destinations of ex-students  

- SLT and OT provision: progress of all students  
  - on standardised tests  
  - against targets  
  - in life skills using  
    - the WHEEL OF INDEPENDENCE™ Framework
The WHEEL OF INDEPENDENCE™ framework is an online tool used to track progress and measure outcomes for independence and functional life skills, aimed at teenagers and young adults.

It is based on eight comprehensive life skill areas related to participation in activities of daily living at home, college/school and in the community. These eight areas are as follows:
Research

Detailed – are specific methods effective?

➢ Vocabulary - Wright et al. (2018)
➢ Word finding - Ebbels et al. (2012) & Campbell et al. (submitted)
➢ Idioms - Benjamin et al. (submitted)
➢ Inferencing – in progress
➢ Handwriting – in progress
➢ Grammar (both receptive and expressive) using the SHAPE CODING™ system - Ebbels et al. (2014, 2007), Ebbels (2007), Ebbels & van der Lely (2001), Kulkarni et al. (2014), Tobin & Ebbels (in press), Calder et al. (submitted)

Provides much needed evidence with adolescents
• a visual coding system to teach spoken and written grammar to school-aged children with Language Disorders
• shows rules for how words are put together in sentences,
Specialist training for professionals (whole day or more)

- The SHAPE CODING™ system
  - Face-to-face
  - online
- The WHEEL OF INDEPENDENCE™ Framework
- Evidence base for working with children with DLD
- Makaton™

More general training for education professionals (1 hour to whole day)

- Supporting children with
  - Language and/or communication difficulties
  - Literacy difficulties
  - Sensory and motor difficulties
  - Social emotional and mental health needs

- Improving
  - attention, language,
  - Phonological awareness, literacy, handwriting,
  - social communication, self-care, life skills
  - Stress management and emotional regulation
• CD of worksheets for working on grammar
• app
• www.moorhouse.surrey.sch.uk/shape-coding

• Online tool for recording progress in 8 areas of life skills
• www.moorhouse.surrey.sch.uk/the-wheel-of-independence-framework
The online tool allows you to:

- Have individual profiles for each student
- Follow a skill hierarchy to assist student to progress with their independence
- Track student progress in each area with current and past comments
- Produce a visual graph and score to demonstrate progress across each year
- Produce target sheets to share with parents and other professionals
- Produce reports to demonstrate progress across cohorts
ANY QUESTIONS?

➢ Please come and chat to us after this session
➢ Visit our website: www.moorhouse.surrey.sch.uk/introduction
➢ For information about
  ➢ Training: training@moorhouseschool.co.uk
  ➢ Research: research@moorhouseschool.co.uk
  ➢ Wheel of Independence: woiinfo@moorhouseschool.co.uk
  ➢ Shape Coding app: search on AppStore or Google Play for Shape Coding or Shape Coding Lite