Talk Boost KS2

A pragmatic approach to meeting the needs of the 50%
Tracking & identifying needs

- Children with typical language levels
- Children with delayed language (40–50% in some areas)
- Children with persistent SLCN (10%)
- Children with specific SLCN (5–7%)

- Monitor all children: on track with age expectations?
- More detailed profiling for children with delayed language
- Specialist support for language disorder
Key stage 2 context

• Key stage 2 is the last 4yrs of Primary school in England – children are aged 7-11yrs
• Language demands increase:
  – Vocabulary – lots of Tier 2 words
  – Complex instructions and information
  – Social communication – humour, friendships
• Little space in English Primary curriculum for spoken language skills
Theory of change

Staff trained to deliver Talk Boost language intervention

Children take part in the Talk Boost intervention whole class activities and home activities

Children with improved SLC

Impacts on progress, behaviour, engagement
What is Talk Boost KS2?

Groups of 4 children
Yr 3 - 5 with delayed language skills

TBKS2 Tracker & Communication Detective Notebook

Targeted intervention

Delivered by trained TA three times per week for 8 weeks

Teacher Manual
Whole class activities & homework

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Are you a communication detective?

Groopy Caples

- To make the grepes, sift the grap into a hep, boof a sig in the centre, chive an eck into it and flipper it, gradually adding the grap, hab, strezzel and serney.

- Can you solve the mystery?
Intervention Manual: areas of focus

- Evidence informed
- Learning objectives
- Explicit feedback
- Meta-awareness skills
Does it work?

**Aim** To explore the effects of a new manualised intervention delivered by trained teaching assistants in mainstream schools for children aged between 7 and 10 years who were identified as having weak oral language skills.
TBKS2 Trial – method

Phase 1

- Active and waiting comparison schools
- Evaluation Assistants
- Kirkby, Leeds, Somerset, York
- Years 3 & 4

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TBKS2 Trial - evaluation

York Assessment of Reading for Comprehension (YARC)
SLC Progression Tool
Assessment of Comprehension and Expression (ACE)
Learning behaviour checklist
Child rating scale
Parent questionnaire

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TBKS2 Trial

Scores at Time 1 and Time 2 on the SLC Progression tool for children in active and waiting comparison groups

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Learning Behaviour Checklist: Percentage of teachers or TA's rating pupil's skills as "frequently" or "always"
Really trying hard and rarely needs reminding

Asks really relevant questions now

Very good at role taking; inputs a lot more now

So much better...at telling us when she’s stuck

This has really improved especially the quality of the questions asked and the precision of what has been misunderstood

Story writing really improved
Standardised test findings

- ACE and YARC
- No statistically significant difference in change scores between T1 and T2 between the two groups
Child rating scale

- Neither active nor comparison group’s scores changed much over time
- This may reflect children’s growing self-awareness?
Parent questionnaire

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“He is a completely different child. Full of confidence. He is willing to speak and have a conversation with people he previously would have just tried to ignore because he didn't have the confidence to speak to them.”
Staff Outcome Form: Staff Confidence

Confidence in identifying children:
- Average staff rating at Time 1: 3.3
- Average staff rating at Time 2: 3.7

Confidence in supporting language:
- Average staff rating at Time 1: 3.3
- Average staff rating at Time 2: 3.5

Active and Waiting control groups show an increase in staff confidence from Time 1 to Time 2.
**TBKS2 Trial**

ACE mean scores for children in the active group at T1, 2 & 3

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Population mean = 10; SD = 3
TBKS2 Trial

YARC mean standard scores for children in the active group at T1, 2 & 3

Mean standard scores based on a population mean = 100; SD = 15

Accuracy
Comprehension
TBKS2 Trial – results

SLC Progression Tool mean scores for children in the active group at T1, 2 & 3

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What did we learn?

• Real school research is really hard

• Partnership is vital – we learned so much from TAs and teachers about what it practicable and achievable in schools

• We need academic advisors to help us
  – Thanks Dr Cathy Adams and Dr Jenny Freed at MU

• As a small scale exploratory trial we feel Talk Boost KS2 shows promise – we’d love to do more research ........
Standardised tests

• Are they designed to measure progress?
  – Especially over a short time scale
  – With non clinical case load
• What should we have used instead?
Talk Boost Tracker

Percentage of children working at expected level before and after Talk Boost KS2

- **Listening Carefully**:
  - Before: 18%
  - After: 78%

- **Vocabulary**:
  - Before: 13%
  - After: 45%

- **Telling Stories**:
  - Before: 25%
  - After: 76%

- **Working with others**:
  - Before: 12%
  - After: 53%
Questions?