Talk about Talk Secondary

RCSLT conference 2017

Maxine Burns; Mary Hartshorne
The plan...

• Learn about a method for targeting limited SLT resources to secondary schools...the intervention
• Learn about the impacts of the targeted intervention
• Problem solve how to get the intervention safely and effectively into schools
Why?

- Employers say communication skills are lacking
- Levels of SLCN remain high
- Resources are stretched
- Teenagers are great!
Our aims...

- An **effective** secondary solution
- A **viable** secondary solution
and those we agreed with our funders’…

- Young people have improved awareness of communication difficulties and the importance of these in the workplace
- Young people have improved communication skills
- I CAN are more knowledgeable about how to deliver an effective targeted intervention in secondary
- Schools are more able to improve the communication skills of young people with SLCN
- Employers have better awareness of SLCN, its prevalence and how to support it
The pilot

- Of 19 schools trained, 14 completed the pilot to its conclusion
- Reasons for attrition varied and occurred at different times
- 3 special schools joined in phase 2
- 84 staff and 172 students were trained
Pause to reflect

• Could we have done anything differently to enhance recruitment and retention?
Project timeline

Shape/produce programme 8/15
Recruit/train staff and students 3/16
Schools deliver external workshops 6/16
Revise homespun materials /print pilot materials 8/16
Collect and analyse outcome data 7/17
Revise pilot materials /print final versions 8/17
Launch programme to schools 1/18
Recruit /train licensed tutors 11/17

Aug  Nov  Feb  May  Aug  Nov  Feb  May  Aug  Nov
2018  Today
What we created

- 1 day staff training
- 13 x 1 hour lessons of intervention for schools to deliver
- all materials, including films and lesson plans
- student handbook
- workshops for students to co-present
Talk about Talk Secondary

A group intervention

*Talk for Work Profile*
Completed before and after the intervention to track progress

Student Handbook and individual targets to record and track learning

Course review and applying learning beyond school

Prepares students to co-deliver workshops

Phase 1: Communication skills – what are they? (Lessons 1 - 4)

Phase 2: Preparing for the Practice Workshop (Lessons 5 - 8)

Phase 3: Preparing for the Employers’ Workshop (Lessons 9 - 12)
A chance to dip in...

- initial reactions?
- what’s appealing?
- any obvious obstacles?
Staff confidence

<table>
<thead>
<tr>
<th>Awareness of a range of SLCN</th>
<th>SLCN can be primary or associated with other needs</th>
<th>Difference between delayed and disordered SLC development</th>
<th>Difference between receptive and expressive</th>
<th>Ways SLC skills are used in different contexts</th>
<th>A model of SLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence 1: Identifying and assessing SLCN</td>
<td>Competence 2: Typical SLC development</td>
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</tr>
<tr>
<td>Average confidence rating</td>
<td>1.9</td>
<td>2.3</td>
<td>2.4</td>
<td>2.6</td>
<td>2.3</td>
</tr>
</tbody>
</table>
Talk about Talk Secondary Baseline: Staff Skills and Knowledge

Competency 3 and 4

Staff confidence

Competence 3: Positive practice

Competence 4: SLC and BESD

<table>
<thead>
<tr>
<th>Activity</th>
<th>Average Confidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use appropriate strategies to support SLCN</td>
<td>2.3</td>
</tr>
<tr>
<td>Alter your own language</td>
<td>2.7</td>
</tr>
<tr>
<td>Set targets and choose strategies</td>
<td>2.2</td>
</tr>
<tr>
<td>Get views of YP</td>
<td>2.3</td>
</tr>
<tr>
<td>Aware that SLCN affects literacy</td>
<td>2.2</td>
</tr>
<tr>
<td>Different tasks present different challenges</td>
<td>2.3</td>
</tr>
<tr>
<td>Adapt resources</td>
<td>2.3</td>
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<tr>
<td>Provide range of opportunities to develop SLC</td>
<td>2.3</td>
</tr>
<tr>
<td>Encourage independence</td>
<td>2.2</td>
</tr>
<tr>
<td>Understand why SLCN may affect behaviour</td>
<td>2.2</td>
</tr>
<tr>
<td>Why SLCN may affect emotional development</td>
<td>2.1</td>
</tr>
<tr>
<td>Use activities to develop social communication</td>
<td>1.8</td>
</tr>
</tbody>
</table>
Headlines after

• no staff reported being not very confident in
  o Understanding the difference between receptive and expressive language
  o altering their own language to meet the needs of young people with SLCN
  o using activities to develop social communication

• 67% staff reported being very confident in
  o altering their own language to meet the needs of young people with SLCN (the rest were fairly confident)

• 80% of staff were very confident in
  o understanding why SLCN affects behaviour (compared with 23% before)

• 73% of staff were very confident in
  o understanding why SLCN may affect emotional development (compared with 22% before)
Staff Interviews key themes

Impact on Staff

• Pauses after speaking
• Trying to ensure instructions are given in correct order
• Staff have more strategies, less reliant on SEN Department
• More knowledgeable about SLC/N
• More aware of how SLCN can impact behaviour
Staff Interviews key themes

Impact on Students

- Pride in delivering the workshops; they pulled together as a team/more tolerant of each other
- Improved presentation skills/using relevant ad lib in the presentations
- Showed increased confidence (though in some cases reflecting on their communication skills made them less confident)
- Clearer explanations and clearer vocabulary
- Good reports from work experience and other school staff-transferring of skills learnt.
Young person outcomes

• Young people have improved awareness of communication difficulties and the importance of these in the workplace
• Young people have improved communication skills
Comparing Staff and Student Ratings

Comparing Staff and Student Ratings: Employer Top Rated Skills

- Listening carefully
- Friendly and approachable
- Checking when not sure
- Changing style of talking
- Working in a team

Before

<table>
<thead>
<tr>
<th>Skill</th>
<th>Young person</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening carefully</td>
<td>3.5</td>
<td>3.8</td>
</tr>
<tr>
<td>Friendly and approachable</td>
<td>3.2</td>
<td>3.3</td>
</tr>
<tr>
<td>Checking when not sure</td>
<td>2.5</td>
<td>2.5</td>
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<tr>
<td>Changing style of talking</td>
<td>2.9</td>
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<td>Working in a team</td>
<td>3.4</td>
<td>3.5</td>
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After

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<tr>
<td>Checking when not sure</td>
<td>3.3</td>
<td>3.3</td>
</tr>
<tr>
<td>Changing style of talking</td>
<td>3.1</td>
<td>3.1</td>
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<tr>
<td>Working in a team</td>
<td>3.8</td>
<td>3.9</td>
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Comparing Staff and Student Ratings

Before *Talk about Talk Secondary* the difference between the staff and student ratings for the following were statistically significant:

<table>
<thead>
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<th>Communication Skill</th>
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<tbody>
<tr>
<td>Checking when not sure or confused</td>
</tr>
<tr>
<td>Speaking Clearly</td>
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<tr>
<td>Changing style of talking</td>
</tr>
<tr>
<td>Looking interested when others are talking</td>
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<tr>
<td>Explaining things clearly</td>
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</tbody>
</table>

After *Talk about Talk Secondary* there were no statistically significant differences between the ratings.
Comparing Staff and Student Ratings: Statistically Significant Differences

<table>
<thead>
<tr>
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<th>Before</th>
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<tbody>
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<td>3</td>
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This graph shows that students needed less staff support to complete the self rating scale after *Talk about Talk Secondary*. 
Control Study

• To increase the robustness of the evaluation we asked 3 schools to identify a matched control group.
• Two assessors have been in to the schools to carry out observations and speaking tasks with the students.
• Children were assessed in pairs.
• 41 children were assessed before *Talk about Talk Secondary*. 30 were assessed after (though one walked out of the assessment).
## Control Study

<table>
<thead>
<tr>
<th></th>
<th>Average Score out of 10</th>
<th>Average Verbal rating</th>
<th>Average Non verbal rating</th>
<th>Confidence rating total (verbal+Non verbal)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Talk about Talk Secondary</strong></td>
<td></td>
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<tr>
<td>Before</td>
<td>5.9</td>
<td>3.6</td>
<td>3.5</td>
<td>7.1</td>
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<td>After</td>
<td>6.4</td>
<td>3.8</td>
<td>3.7</td>
<td>7.5</td>
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<tr>
<td><strong>Control</strong></td>
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<td>Before</td>
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<td><strong>TaTS T Tests</strong></td>
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<td>P=&gt;0.05</td>
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<td><strong>Control T Tests</strong></td>
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<td>P=&gt;0.05</td>
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</table>
Control Study

Talk about Talk Secondary Control Study: Talk about Talk Secondary

Average rating

- Checking when confused Before: 2.8, After: 3.5
- Changing style of talking Before: 2.4, After: 3.4
- Listening Before: 3.1, After: 3.7
- Explaining clearly Before: 2.9, After: 3.4
- Friendly and approachable Before: 2.8, After: 3.5
- Speaking clearly Before: 2.8, After: 3.9
- Good non-verbals Before: 2.8, After: 3.4
- Looking interested Before: 2.5, After: 3.3
- Confident when talking to... Before: 2.9, After: 3.6
- Remembers instructions Before: 3.1, After: 3.1
Control Study

Talk about Talk Secondary Control Study: Control Group

Before | After
--- | ---
Checking when confused | 2.1 | 2.9
Changing style of talking | 2.2 | 2.4
Listening | 2.9 | 3.4
Explaining clearly | 2.6 | 3.2
Friendly and approachable | 2.3 | 2.8
Speaking clearly | 2.6 | 3.6
Good non verballs | 2.4 | 2.6
Looking interested | 2.7 | 3.0
Confident when talking to… | 2.4 | 3.0
Remembers instructions | 2.6 | 3.0
## Control Study

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<tr>
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<tr>
<td><strong>Talk about</strong></td>
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<tr>
<td><strong>Talk Secondary Group</strong></td>
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<td>P&gt;0.045</td>
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“This course has come along at exactly the right time for me as I am hoping to work more with young people struggling with communication skills. It’s brilliant to have the young people themselves running the course, as it clearly helps to understand their own communication difficulties and gives them confidence to overcome issues and build confidence.”
Pause to think...

Which outcomes were...

• surprising?
• disappointing?
• encouraging?
• will make schools listen and engage?
• could talk to other audiences?
What next?

Recruit and train licensed tutors

- LTs have an additional and effective way to reach students with SLCN through school staff
- LTs can offer this as core service or as additional ‘paid for’ training

Licensed tutors train school staff to deliver to students

- School staff change the way they work with young people with SLCN
- The ripple effect carries on beyond the target group

Students’ communication skills improve and local employers awareness is raised

- ???
• What would you need from us to get this to work in your local schools?
• What would schools need from you to make this intervention a suitable offer from your service?
Questions?
Get in touch

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