Talk about Talk Secondary

RCSLT conference 2017

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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**
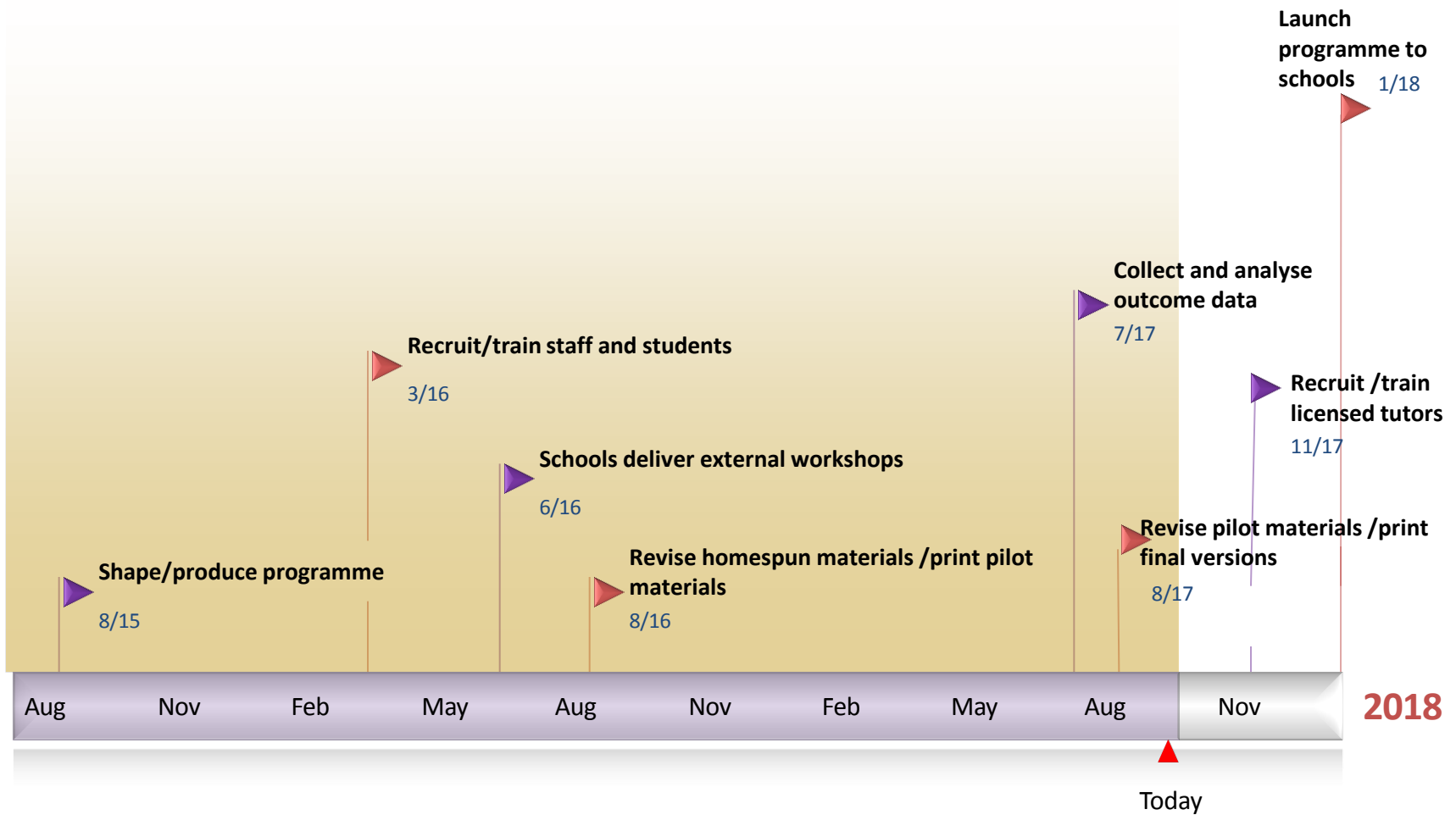
The pilot

- **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

Launch programme to schools 1/18

Collect and analyse outcome data 7/17

Recruit/train staff and students 3/16

Recruit /train licensed tutors 11/17

Schools deliver external workshops 6/16

Revise homespun materials /print pilot materials 8/16

Revise pilot materials /print final versions 8/17

Shape/produce programme 8/15

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

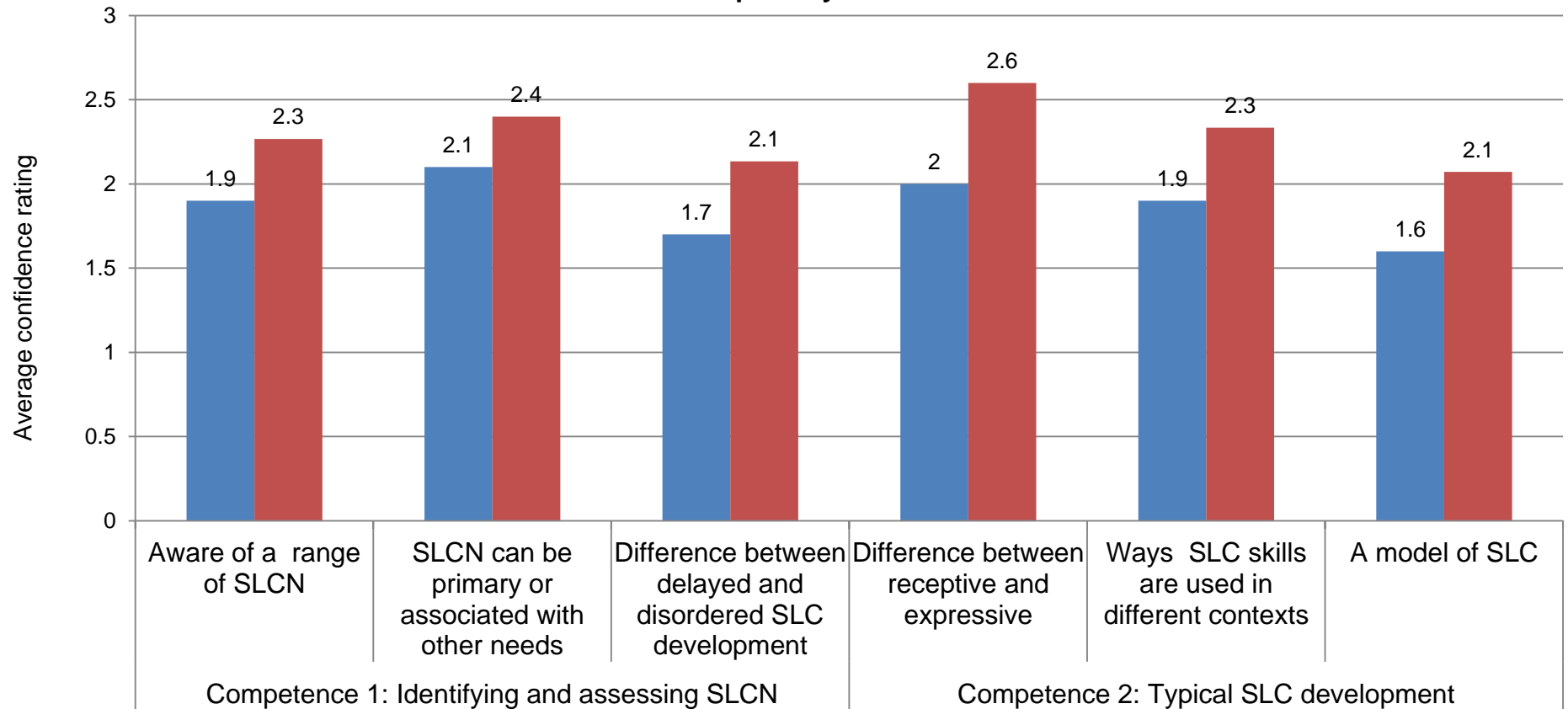| A group intervention	Prepares students to co-deliver workshops
Talk for Work Profile **Completed before and after the intervention to track progress**	**Phase 1: Communication skills – what are they? (Lessons 1 - 4)**
Student Handbook and individual targets to record and track learning	**Phase 2: Preparing for the Practice Workshop (Lessons 5 - 8)**
Course review and applying learning beyond school	**Phase 3: Preparing for the Employers' Workshop (Lessons 9 - 12)**

A chance to dip in…

- initial reactions?
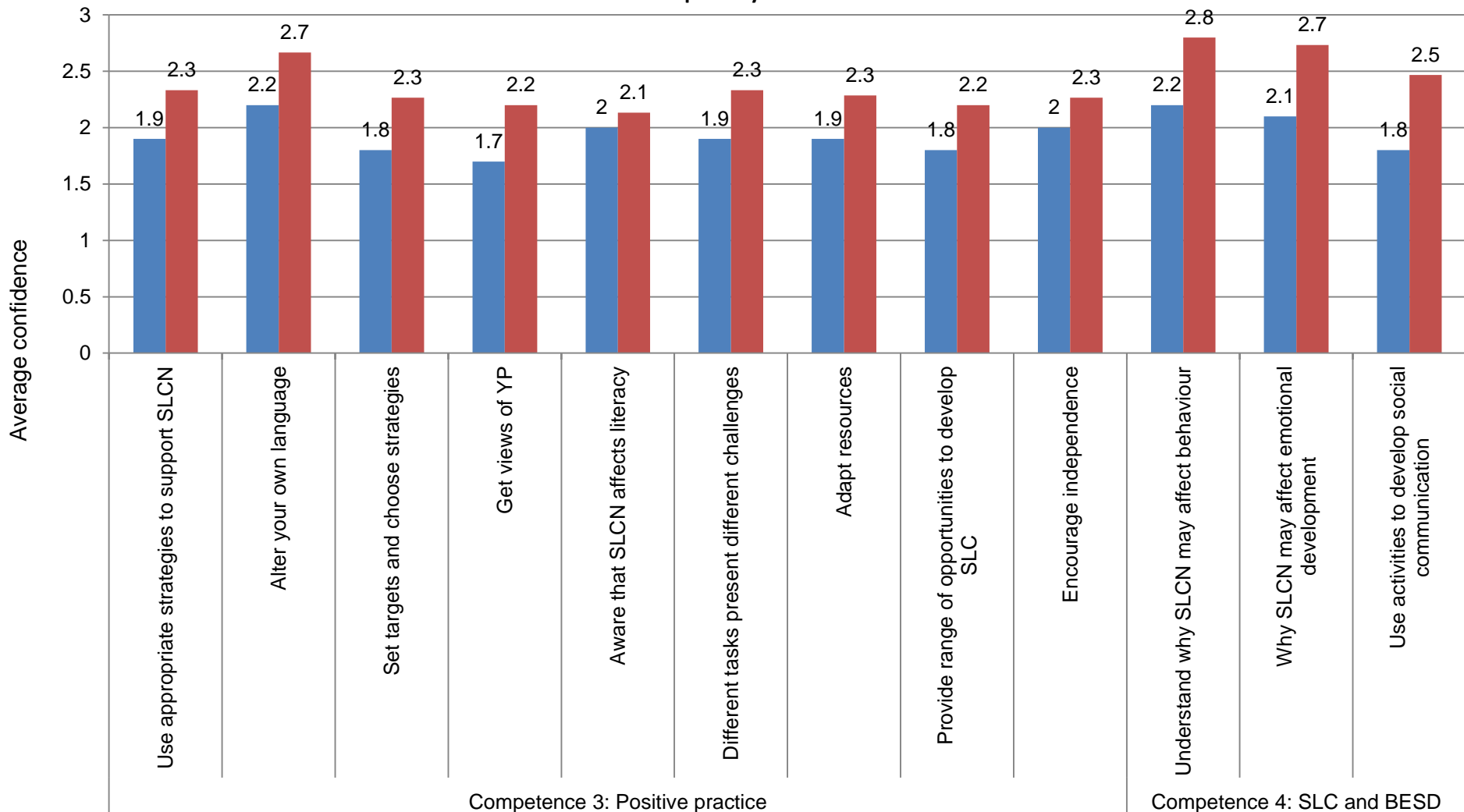- what's appealing?
- any obvious obstacles?

Staff confidence

Talk about Talk Secondary: Staff Skills and Knowledge
Competency 1 and 2

Average confidence rating

	Aware of a range of SLCN	SLCN can be primary or associated with other needs	Difference between delayed and disordered SLC development	Difference between receptive and expressive	Ways SLC skills are used in different contexts	A model of SLC
Blue	1.9	2.1	1.7	2	1.9	1.6
Red	2.3	2.4	2.1	2.6	2.3	2.1

Competence 1: Identifying and assessing SLCN

Competence 2: Typical SLC development

Staff confidence

Talk about Talk Secondary Baseline: Staff Skills and Knowledge
Competency 3 and 4

Average confidence

Category	Blue	Red
Use appropriate strategies to support SLCN	1.9	2.3
Alter your own language	2.2	2.7
Set targets and choose strategies	1.8	2.3
Get views of YP	1.7	2.2
Aware that SLCN affects literacy	2	2.1
Different tasks present different challenges	1.9	2.3
Adapt resources	1.9	2.3
Provide range of opportunities to develop SLC	1.8	2.2
Encourage independence	2	2.3
Understand why SLCN may affect behaviour	2.2	2.8
Why SLCN may affect emotional development	2.1	2.7
Use activities to develop social communication	1.8	2.5

Competence 3: Positive practice

Competence 4: SLC and BESD

Headlines after

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

- ## 67% staff reported being very confident in
  - 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
  - understanding why SLCN affects behaviour (compared with 23% before)

- ## 73% of staff were very confident in
  - 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

helps children communicate

- **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
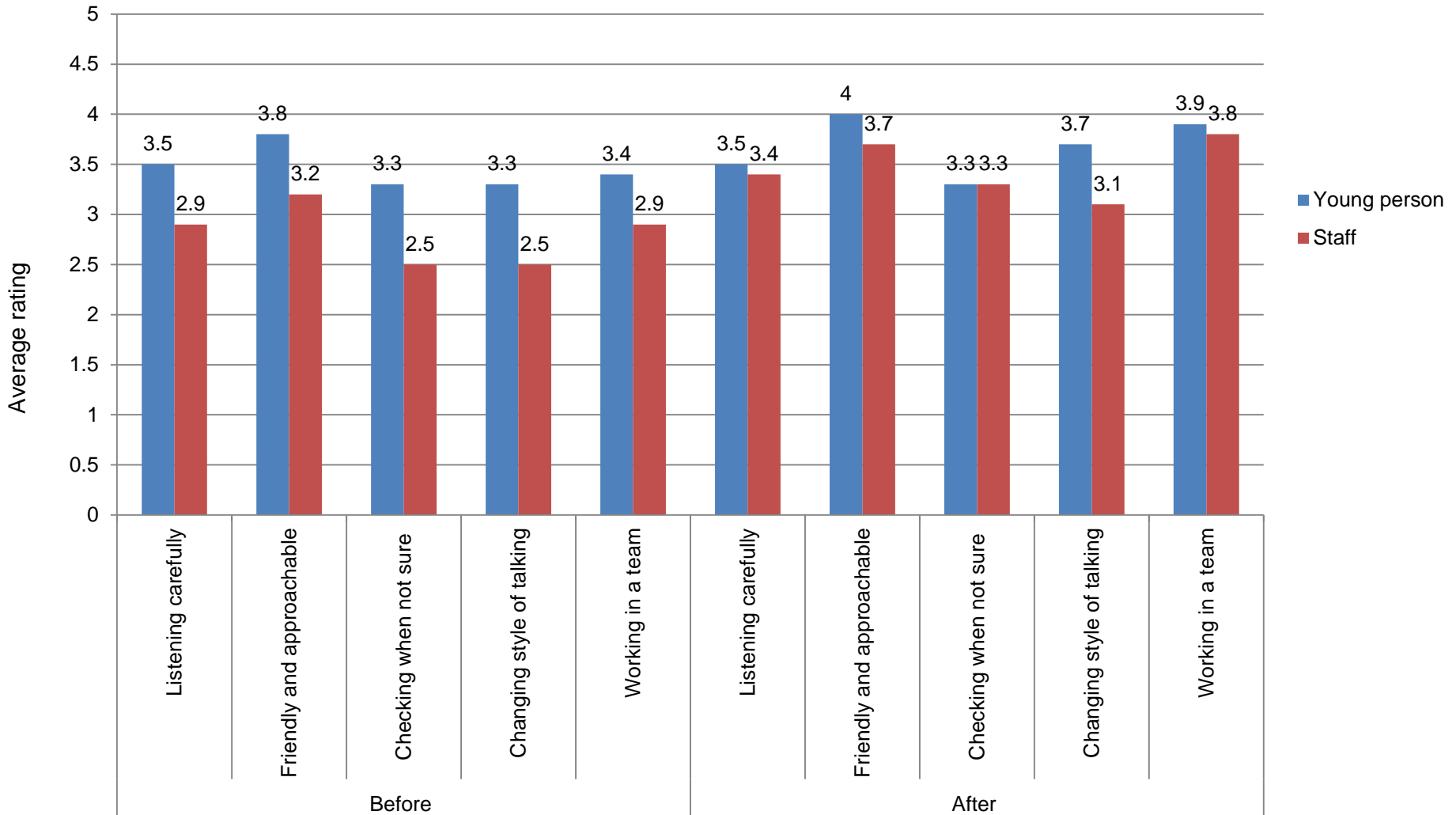
Comparing Staff and Student Ratings

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

Communication Skill
Checking when not sure or confused
Speaking Clearly
Changing style of talking
Looking interested when others are talking
Explaining things clearly

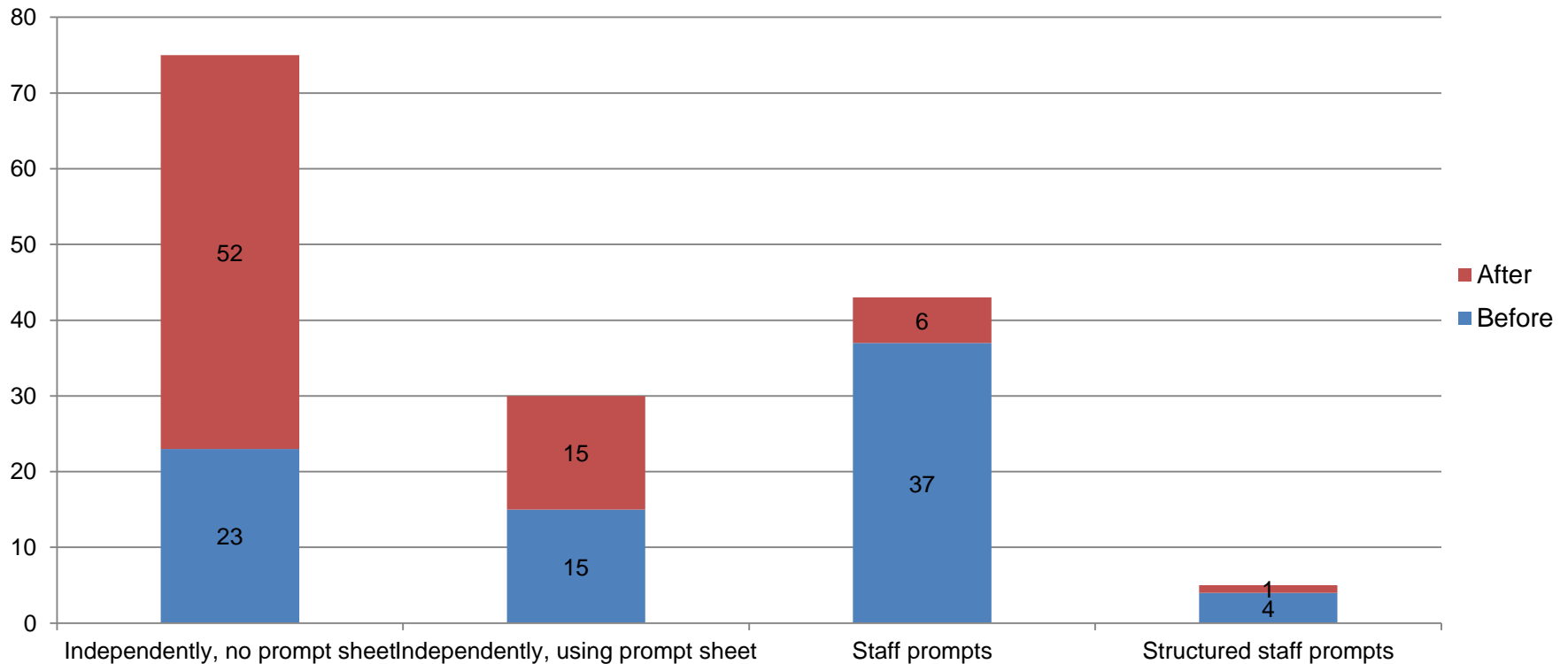After *Talk about Talk Secondary* there were no statistically significant differences between the ratings.

Comparing Staff and Student Ratings

Comparing Staff and Student Ratings: Statistically Significant Differences
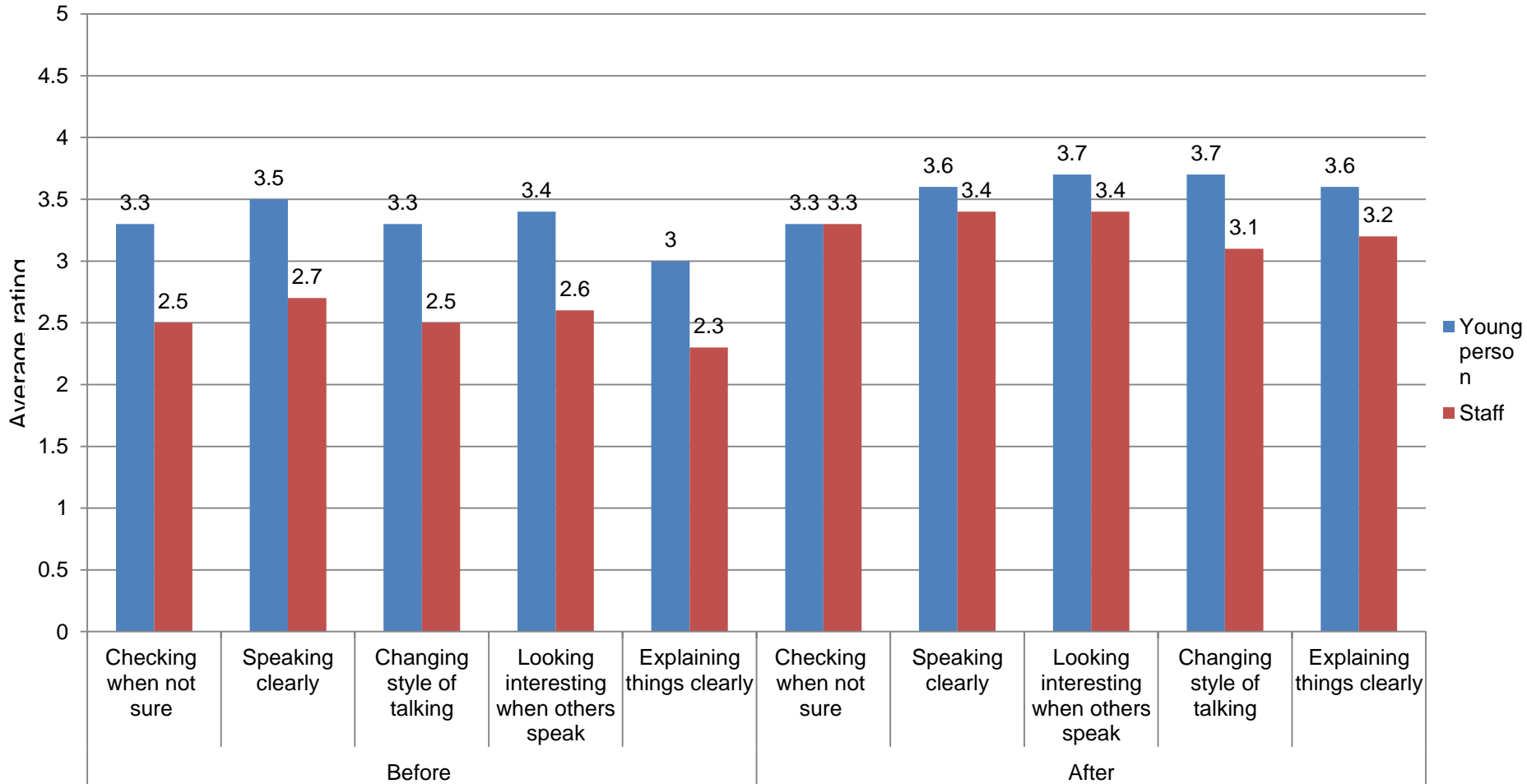
Young Person Rating Scale

Talk about Talk Secondary: Support needed by students to complete Self Rating

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).
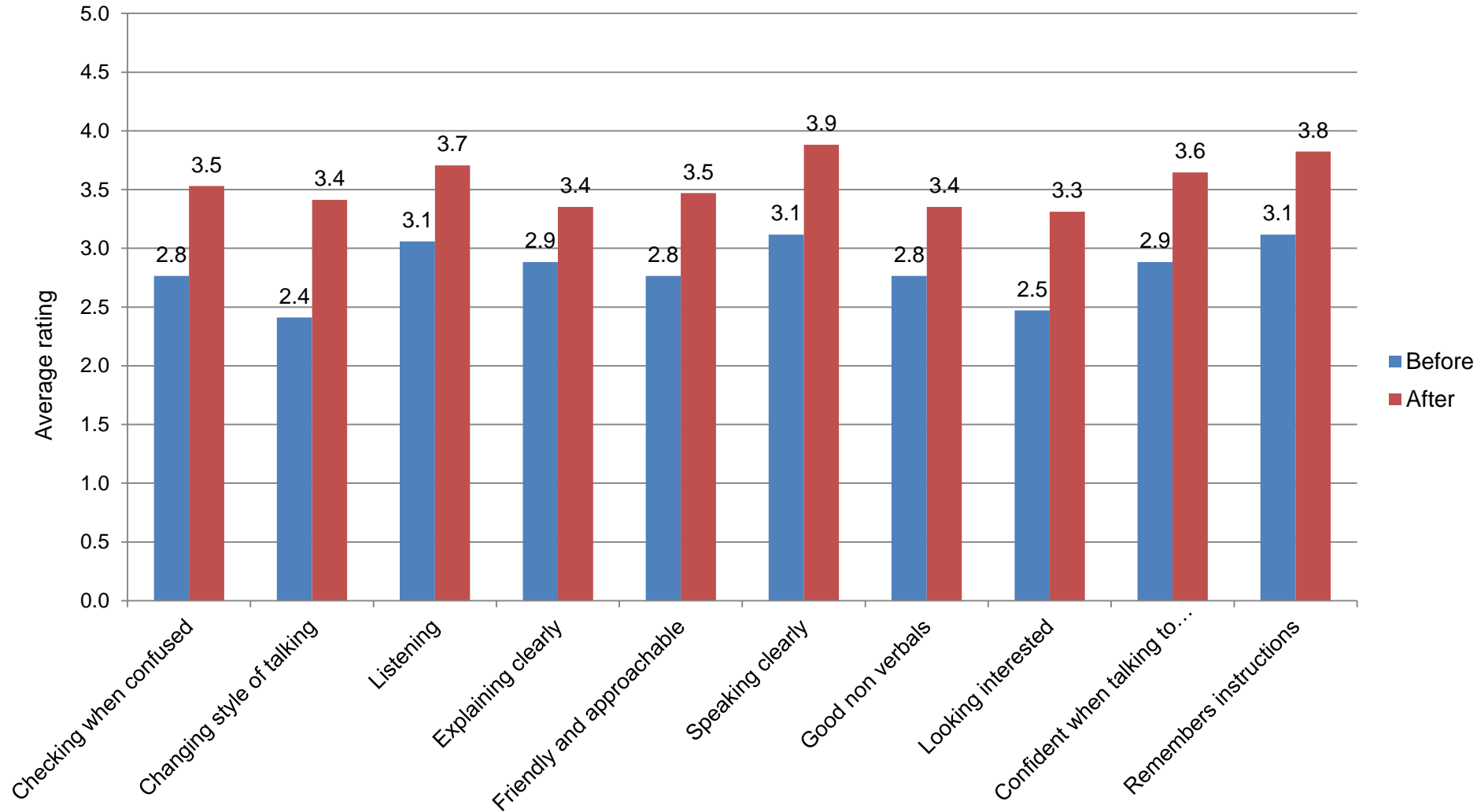
Control Study

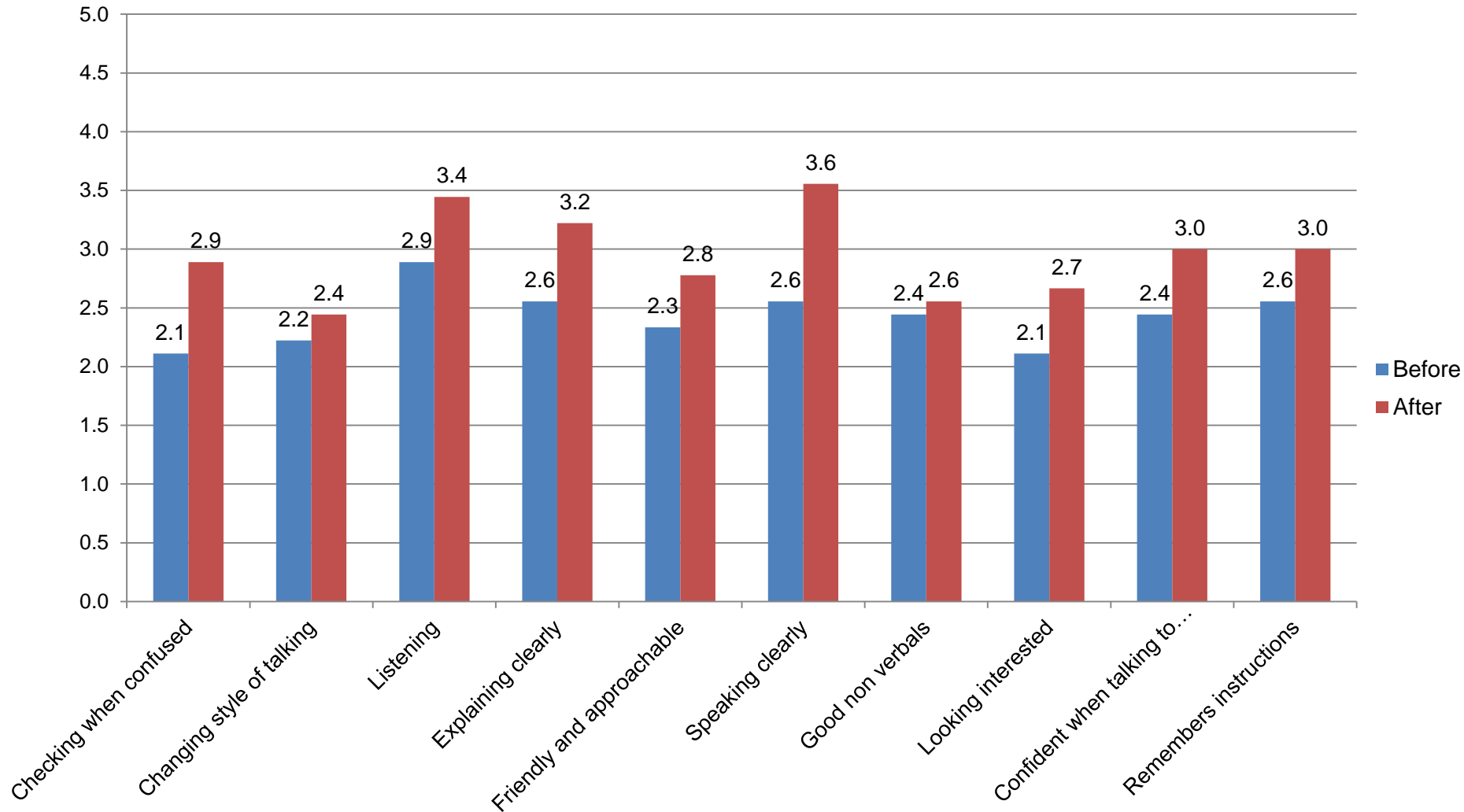|		Average Score out of 10	Average Verbal rating	Average Non verbal rating	Confidence rating total (verbal+Non verbal)
Talk about Talk Secondary	Before	5.9	3.6	3.5	7.1
	After	6.4	3.8	3.7	7.5
	Before	5.5	3.5	3.3	6.8
Control	After	6.5	3.6	3.6	7.2
TaTS T Tests		P=>0.05	P=>0.05	P=>0.05	P=>0.05
Control T Tests		P=>0.05	P=>0.05	P=>0.05	P=>0.05

Control Study

Talk about Talk Secondary Control Study: *Talk about Talk Secondary*

Control Study

Talk about Talk Secondary Control Study*: Control Group*

Category	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 verbals	2.4	2.6
Looking interested	2.1	2.7
Confident when talking to…	2.4	3.0
Remembers instructions	2.6	3.0

Control Study

	Checking when confused	Changing style of talking	Listening	Explaining clearly	Friendly and approachable	Speaking clearly	Good non verbals	Looking interested	Confident when talking to others	Remembers instructions	Total
Talk about Talk Secondary Group	P<0.045	P<0.045	P<0.045	P>0.045	P<0.045	P<0.045	P<0.045	P<0.045	P<0.045	P<0.045	P<0.045
Talk about Talk Secondary Group	P=>0.01	P=<0.01	P=>0.01	P=>0.01	P=>0.01	P=<0.01	P=>0.01	P=<0.01	P=<0.01	P=>0.01	P=<0.01
Control Group	P>0.045	P>0.045	P>0.045	P>0.045	P>0.045	P<0.045	P>0.045	P>0.045	P>0.045	P<0.045	P<0.045
Control Group	P=>0.01	P=>0.01	P=>0.01	P=>0.01	P=>0.01	P=<0.01	P=>0.01	P=>0.01	P=>0.01	P=>0.01	P=>0.01

Employer outcomes

"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."
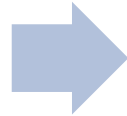
Pause to think…

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
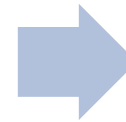
Students' communication skills improve and local employers awareness is raised

- ???

I CAN helps children communicate

Think about the question

Pair with your partner

Share your ideas with others

- **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?**

I CAN

helps children
communicate

Questions?

Get in touch

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