

SPEECH – LANGUAGE LINKS

ISSUE 4

NOVEMBER 2005

A Newsletter for Itinerant Teachers of the Deaf in the Central and Southern Regions of New Zealand

WELCOME TO A DOUBLE-WHAMMY!

This issue of Speech-Language Links has two parts to it – the usual newsletter and also an index to all of the previous issues. We thought this would be a useful reference for you all, as at different times of the year you may want information on different things. For example, at the start of next year you may want information on collecting and analysing language samples, so you can use the index to find which issues of Speech-Language Links have covered that. Back issues can be ordered through the media centre,

and hopefully early next year will be available through the Speech-Language section of the VADEC website.

In this newsletter we have several new resources and ideas to share with you. Jane Newell from Otago has allowed us to share one of her resources, which focuses on vocabulary development, discussion and thinking skills. We have also purchased some more Black Sheep resources, and these will be sent to you ready for the start of next year.

CHOCOLATE FISH



competition!

Thank you for the feedback you gave at your cluster meeting about the Speech-Language Links newsletter. It is great to get feedback telling us that the information we are providing is useful for you.

One idea for future issues that was reported back to us was to include more information about what other ITODs are doing in the speech / language area. So, **we need you to tell us what you are using, and what is working well for you!**

However, we know that you are all extremely busy, so we have devised an incentive (this is definitely different to bribery!!!). **When you send us a good idea, we will send you a packet of choccie fish!** The competition is to see how

many packets of chocolate fish you can earn next year! We are hoping to have to ask the BOT to extend our funding next year to cover the huge number of packets of choccie fish we will have to buy!



Please send your ideas via email to either Evette or Angela:

egriffiths@vanasch.school.nz

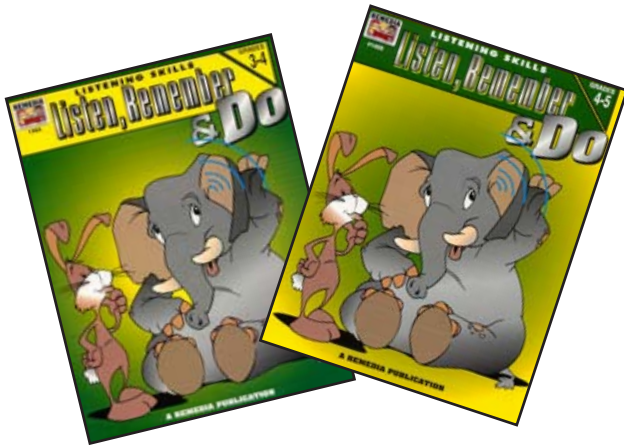
arosie@vanasch.school.nz

We'd also love to hear from you if you have read any useful journal articles or books, have found a website that has cool stuff on it, or if you have any ideas for workshops you'd like next year! And of course we are always available via email to discuss any difficulties you are having – we love brainstorming to try and come up with other ideas for you to try!

RESOURCE IDEAS:

Listening resources:

We have recently purchased several new resources that focus on listening skills for young children (up to about age 9 or 10). Two of the books are called 'Listen, Remember & Do', and have pages for the children to complete while the teacher reads an instruction. We have purchased grades 3-4 and 4-5.



We have also purchased two other books called 'Following Directions – Around the town' and 'Following Directions – Around the house'. The 'Around the town' book contains 29 maps, each accompanied by directions to complete. These maps would also be useful to use for role-reversal activities where the child gives directions. The 'Around the house' book has 5 different floor plans and pieces of furniture for each room. The child follows directions of where to place the furniture. This could also be utilised as a role-reversal activity.



All of these books are available through Brainstorm Educational Supplies for \$15 each. Contact sales@brainstormed.com.au

Black Sheep resources:

Each host school will shortly be receiving a copy of 6 new Black Sheep resources. These are focused around the development of inferencing and reasoning skills, and the development of semantic skills. All of the packs can be used either in 1:1 sessions or as group sessions. A brief summary of each is set out below:

'Think about it':

This pack contains 24 individual pages. Each page contains a drawing of an everyday scene and a statement by one of the characters from the scene. There are then a number of related questions that encourage the students to develop reasoning and inferencing skills. At the beginning of the set is an explanation of how to use mind-maps with the students to help them work through the answers if they need it.



'2 part sequences':

This pack contains 30 different scenes with 2 pictures per scene. It can be used to develop concepts (such as: before, after, first, next, why / because), problem-solving, sequencing, reasoning, inferencing and predicting.

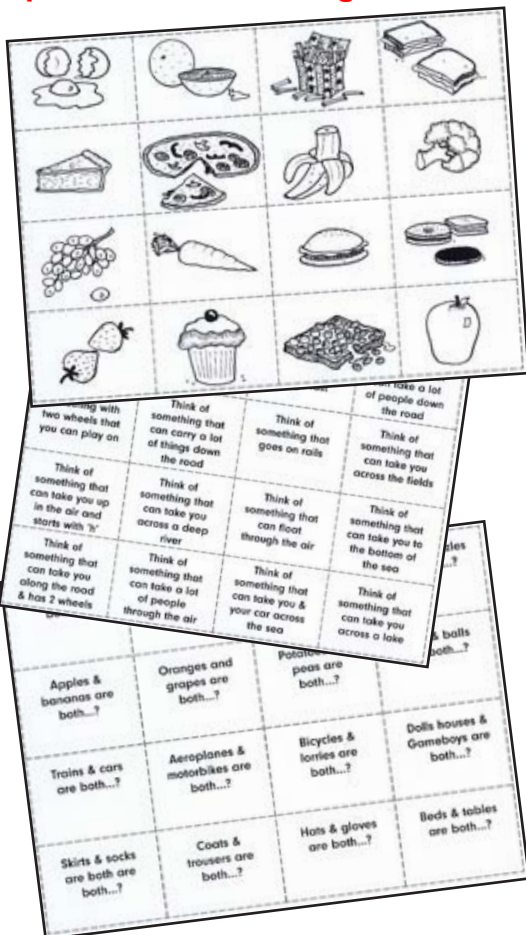


'4 stage sequences':

This pack follows on from the 2- and 3-part sequencing packs. As well as being useful for developing sequencing skills, question forms, problem-solving and inferencing, it can also be used to help students develop their narrative skills.



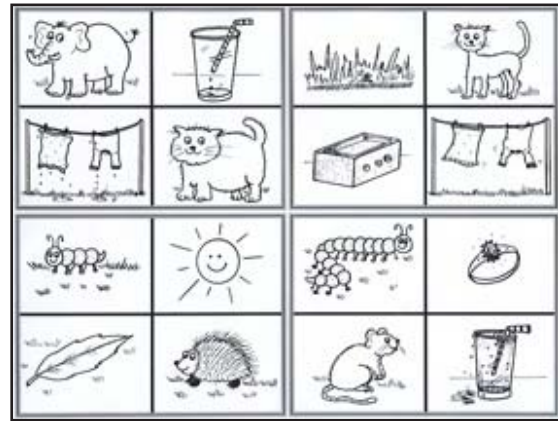
'Simple semantics 4 categories':



The purpose of this pack is to help students develop an understanding of categories. 5 categories are included: toys, vehicles, animals, food and clothes. There are several different ideas for games, including barrier games for role reversal (working on listening, following directions, and giving instructions). This set also helps students develop an understanding of functions of objects.

'Identifying and describing':

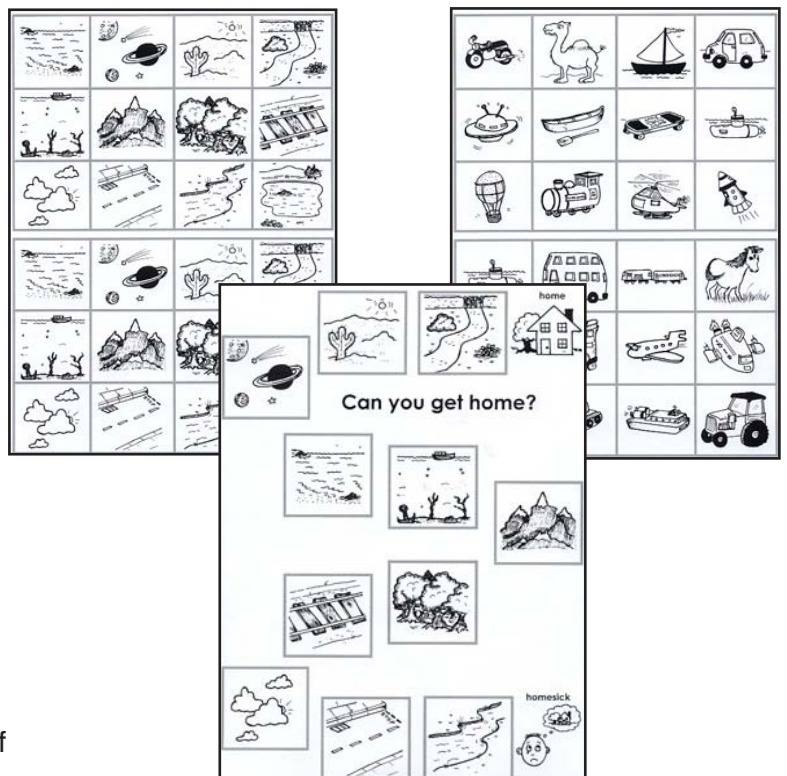
This pack links nicely to the ASP Discourse Level 4 (identifying an object from a description). There are several boards of pictures, and a number of games are outlined for describing and identifying individual pictures. However, we are sure you can think of many other ways to use this pack – this is the perfect opportunity for you to be one of the first to earn a packet of chocolate fish!



'Can you get home?':

This pack focuses on the development of semantic skills – especially categorisation and functions of objects. The focus is on locations and transport and different pictures are provided. The last page links the two categories together in a game requiring the students to find transport to help them get from one location to another. Pictures from other packs could also be used in a similar way to the game outlined above with a little planning!

Whether you use this pack for teaching categories or as a fun reward activity is up to you!



Super Duper packs

We recently purchased another of these fantastic packs of cards, called 'Fact or Opinion?' On each of these cards is a picture with a sentence, and the student has to determine whether that is fact or opinion. These packs are a quick, interesting way for students to work on the skills, and are not too expensive either (only \$23 each). Visit their website to see their range of packs:

www.superduperinc.com

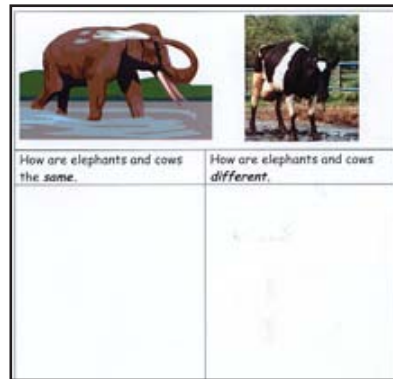


CHOCIE FISH WINNER #1:

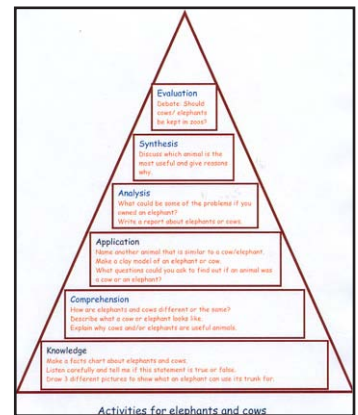
The winner of the first choccie fish pack is Jane Newell for the following ideas. Jane has developed a resource of activities based on Bloom's taxonomy looking at defining attributes, making comparisons, using questions, and eliciting discussion. She based one of these resources around cows and elephants. As the first step, she creates a collage with the student using pictures downloaded from the net or cut out of magazines etc. This is used to help foster vocabulary development, discussion and thinking skills.



The third step is to encourage the student to make comparisons of the 2 animals using a chart to record their answers.

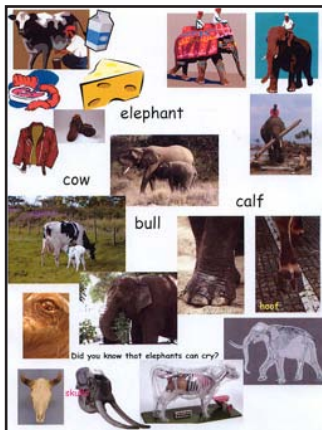


Jane has also developed a pyramid of activities starting with basic skills and working up to more advanced skills of problem-solving, reasoning, giving opinions and debating.



She has also linked this resource with some PM Readers – the stories about Nelson the baby elephant, and the readers about Elephants and Cattle.

Absolutely fantastic work Jane! Thanks for sharing your ideas with us. We know that many ITODs around our region will be able to use the ideas with their students. A pack of chocolate fish is on its way to you!



Next she encourages the student to brainstorm what they know about each animal (e.g. cows have..., cows need..., cows are used for...).

Cows have...	Elephants have...
Cows need...	Elephants need...
Cows are used for...	Elephants are used for..

It seems early to say it now, but we all hope you have a safe and happy Christmas and New Year!



Remember to keep a list of any interesting websites you come across while browsing in the holidays, and we look forward to hearing from you next year!

Best wishes, from the Speech-Language Team.

INDEX TO SPEECH-LANGUAGE LINKS

(November 2005)

Assessments / analysis:

- Schedule of spoken language development # 1, Feb 2004
- Collecting language samples # 1, Feb 2004
- Analysing language samples
 - questions to ask during analysis # 1, Feb 2004
 - miscue analysis # 3, Nov 2002
- Stone or Laura Lee - which do I use? # 1, Mar 2003

Issue/s:

Resource ideas:

- Categories / functions of objects # 4, Nov 2005
- Inferencing / reasoning / problem-solving # 4, Nov 2005
- Listening # 4, Nov 2005
- Making comparisons # 3, Nov 2002
- Adjectives / descriptions (books) # 4, Nov 2005
- Questions (books) # 3, Sep 2005
- Matrix games # 4, Nov 2003
- Preposition cards # 4, Nov 2003
- Silly sentences # 4, Nov 2003
- Social situations # 4, Nov 2003
- Motivating older students # 3, Sep 2003
- Motivating young students # 2, Jun 2003
- Motivating young students # 1, Mar 2003

Activity ideas:

- Adjectives / descriptions # 3, Sep 2005
- Questions # 1, Mar 2003
- Questions # 1, Feb 2005
- Time sequencing # 3, Sep 2003
- Time sequencing # 1, Feb 2005
- Time sequencing # 2, May 2004
- Emotions # 1, Feb 2005
- Hypernasal speech # 4, Nov 2004
- Explanations # 4, Nov 2004
- Narratives (stage 1-4 of Stone) # 2, May 2004
- Collecting language samples (5 discourse areas) # 1, Feb 2004

- Speech blends # 4, Nov 2003
- Speech sound games # 4, Nov 2003
- Speech # 2, Aug 2002
- Listening / answering questions # 3, Sep 2003
- Speech # 1, May 2002
- Listening / answering questions # 2, Jun 2003
- Listening / answering questions # 1, Mar 2003
- Categorisation # 1, Mar 2003
- Similarities / differences # 1, Mar 2003
- Functions # 1, Mar 2003
- Prepositions # 3, Nov 2002
- Irregular past tense # 2, Aug 2002
- Pronouns: he / she / they # 1, May 2002

Incorporating goals into curriculum work:

- Narratives # 4, Nov 2004
- Giving directions # 4, Nov 2004
- Giving directions # 2, Jun 2003
- Explanations # 3, Sep 2004
- Descriptions # 3, Sep 2004
- Descriptions # 2, Jun 2003
- Questions # 2, Jun 2003

Reviews of websites:

- www.speakingofspeech.com # 2, Jul 2005
- www.do2learn.com/games/learninggames.htm # 4, Nov 2004
- www.communicationconnects.com/default.asp # 4, Nov 2004
- www.superduperinc.com # 1, Feb 2004
- www.superduperinc.com # 4, Nov 2004
- www.speechtx.com/language.htm # 2, May 2004
- www.quia.com/pages/havefun.html # 2, May 2004
- www.listen-up.org # 3, Sep 2003
- www.slpsite.com # 2, Jun 2003
- www.puzzlemaker.com # 1, Mar 2003
- www.scs.k12.tn.us # 3, Nov 2002
- www.ndcs.org.uk # 2, Aug 2002
- www.speechteach.co.uk # 1, May 2002

Information on books / articles / courses attended:

- Semantic skills - building oral language # 2, Jul 2005
- Language intervention with high school students # 1, Feb 2005
- "Hearing impaired infants - support in the first eighteen months" # 1, Feb 2005
- "Educational audiology for the limited-hearing infant and preschooler - an Auditory-Verbal Program" # 1, Feb 2005
- "Facilitating hearing and listening in young children" # 1, Feb 2005
- "50 FAQs about AVT" # 1, Feb 2005
- "Parents and teachers: partners in language development" # 1, Feb 2005
- "Making sense of complex skills" (covers cognitive & linguistic development in high school students) # 3, Sep 2003
- "Vocabulary games and activities" # 2, Jun 2003
- "I want to GO to THERAPY" (using questions) # 1, Mar 2003
- "Developing auditory memory skills in children" # 3, Nov 2002
- "Gender differences in response to Auditory-Verbal intervention" # 2, Aug 2002
- "Nurturing a strong parent-educator relationship" # 1, May 2002