

Proforma for interventions in practice



The Communication Trust
Every child understood

Please provide an example of how the intervention worked in practice, with a view to providing details other practitioners or commissioners would benefit from in their work.

Title of intervention

Active Listening For Active Learning

Context

Where was the intervention implemented?

The intervention was carried out in a mainstream primary school.

Children

The intervention was for one child in year 2 (F) who had significant difficulties understanding and using spoken language. He presented with strengths in maths, reading and spelling (with above average decoding skills). F had no strategy for seeking clarification when he was unsure of what to do or did not understand what was being said. When unsure what to do F would sit passively, sometimes becoming tearful.

Adults

Initially the speech and language therapist carried out the intervention and then the teacher was involved to support carryover in the classroom.

Practicalities

F attended speech and language therapy sessions twice per week during year 2. Improvements were seen in a range of receptive and expressive language areas however F had no strategy for seeking clarification. The active listening approach was introduced alongside ongoing therapy targeting his language skills. A visual prompt was made (using a symbols programme) outlining possible responses that F could use when he did not understand e.g. 'I need help', and 'I don't understand this word'. Structured activities were then carried out with the therapist giving purposefully ambiguous instructions and facilitating F to ask for help using the visual as a prompt. During the sessions F was rewarded for asking for help through specific praise and a tick chart visual reward system.

When F became independent in asking for help during structured activities, the visual prompt was used in class and the teacher reminded F what to do when he didn't understand.

Outcomes for children

F is now in year 3 and continues to receive weekly specialist intervention. During therapy sessions he will consistently ask for help when he does not understand what to do or does not know the meaning of a word. He is also spontaneously seeking clarification in the year 3 classroom.

Top tips

- **Using a visual prompt helped transfer the skill from the therapy sessions in to the classroom**
- **Working with the teacher to ensure she was aware of the aim of the intervention helped achieve carryover**
- **In the sessions F was motivated by receiving a reward for asking for help (he got a tick on a chart for either giving a correct response or for saying he needed help)**