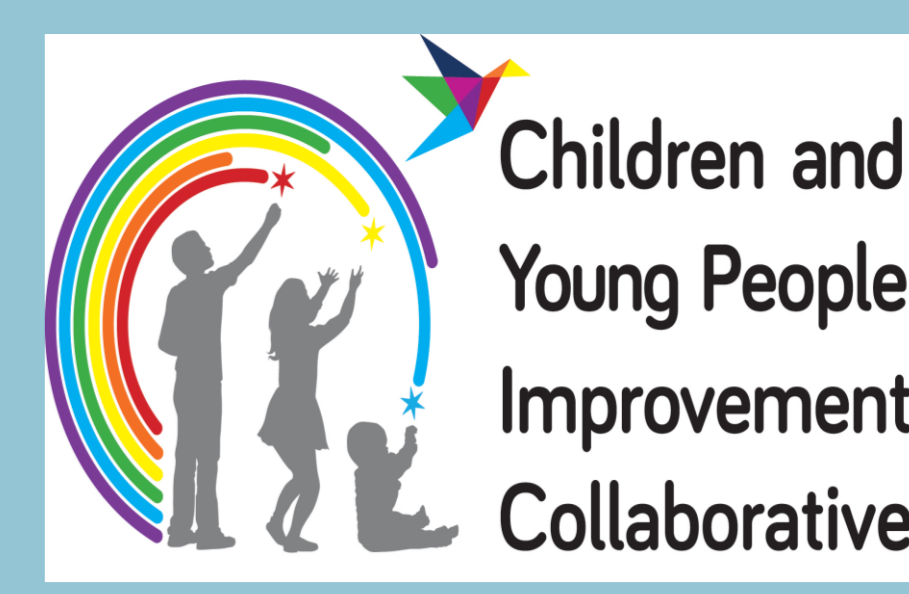
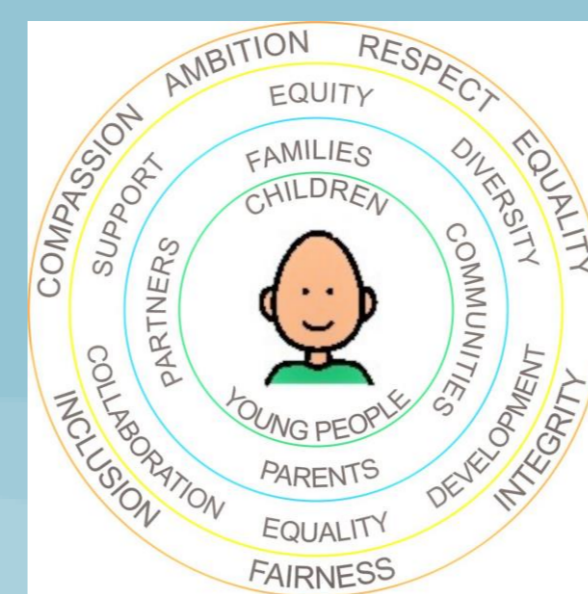


Common Words (Which strategy works best?)

Karen McKay - PSA DLD Team

Lea McCallum - Teacher DLD Team - Gathered Information



Despite a wide range of supports a pupil was struggling to learn the common words. This project set out to establish which strategies supported this pupil to recognise 40 common words.

By end of term 2 (2021), child X will recognise and produce aurally* 80 % of selected common words when presented in a word only format (baseline: 12%).

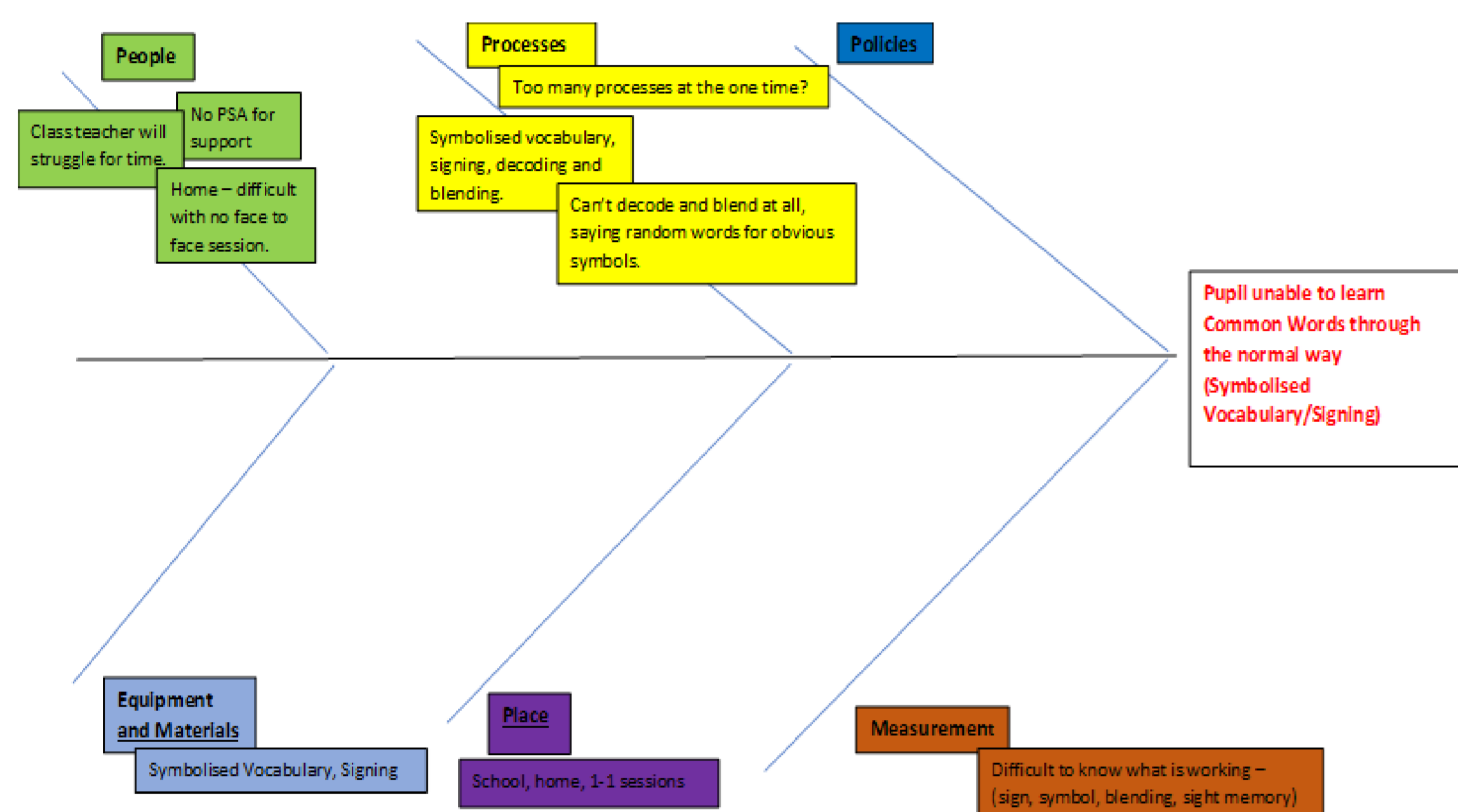
*Allowed speech discrepancies – which – witz, then-len, than-lan for-foi.

Method

Participated in Quality Improvement Training (1 full day training and 5 Twilight sessions).

A baseline assessment was done, and the pupil struggled to get 5 out of 40 words.

We used a fishbone tool to gain a better understanding of the pupil's barriers to learning.



Process Change

The 40 words were split into 4 groups of 10 and taught using the below methods to see which one supported the pupil best.

- Symbolised Vocabulary
- Abstract Symbolised Vocabulary
- Signing
- Word Only – supported through decode and blend



Achievements

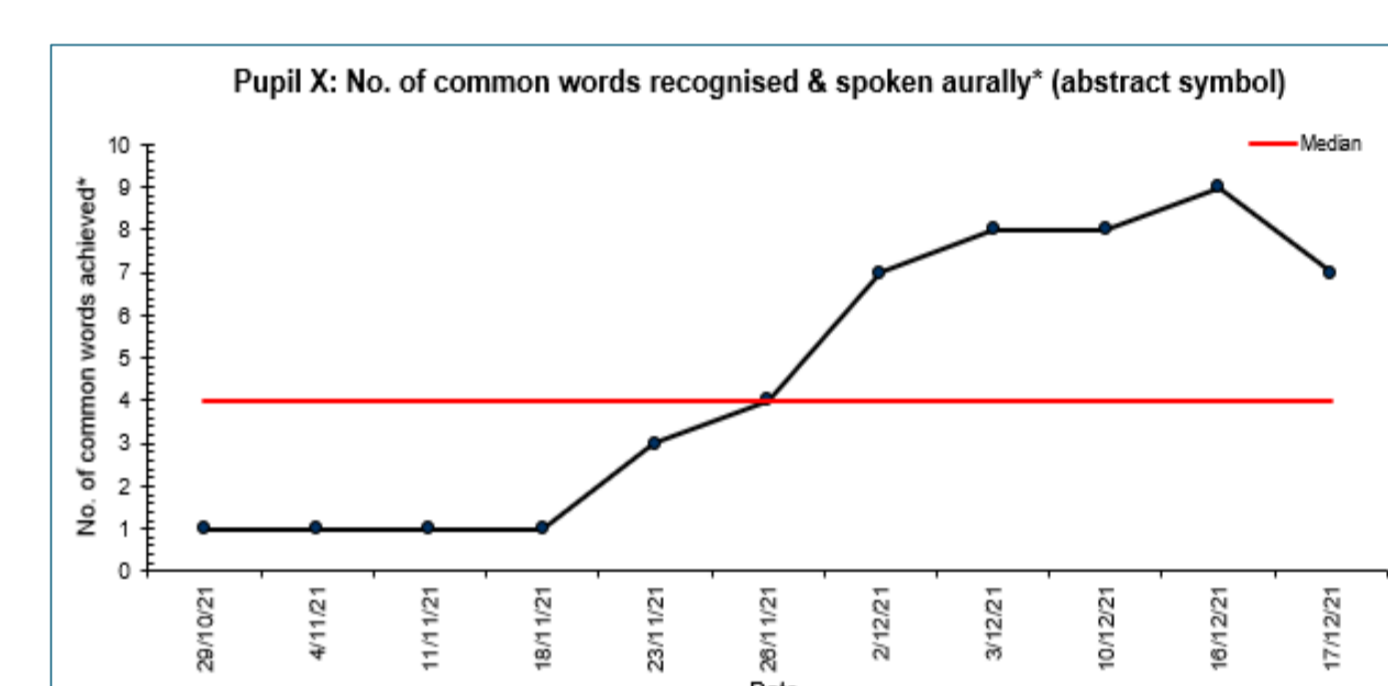
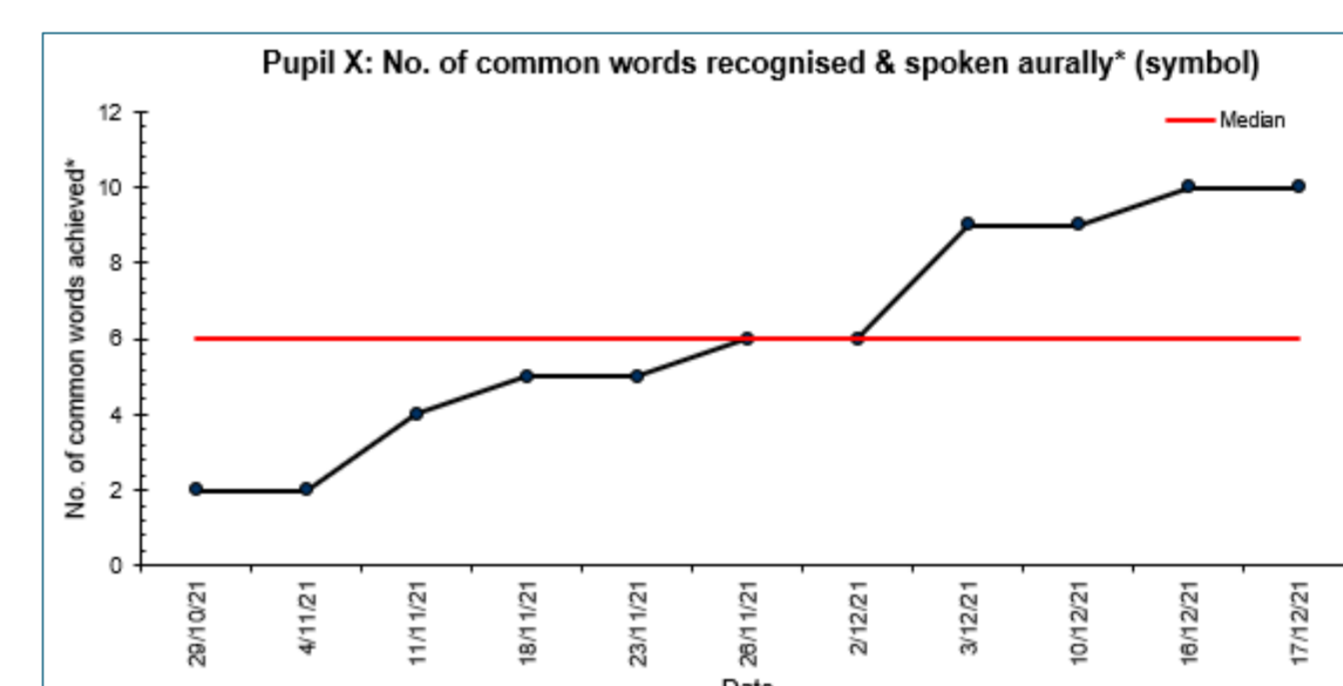
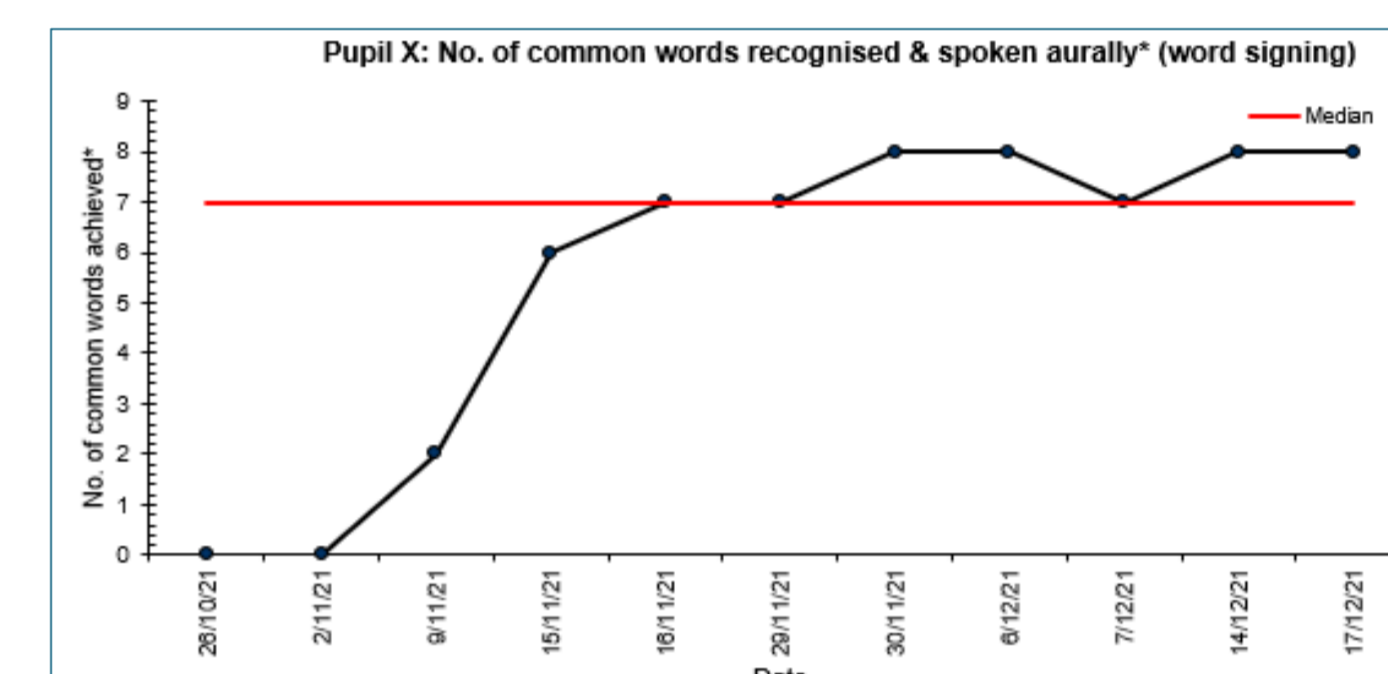
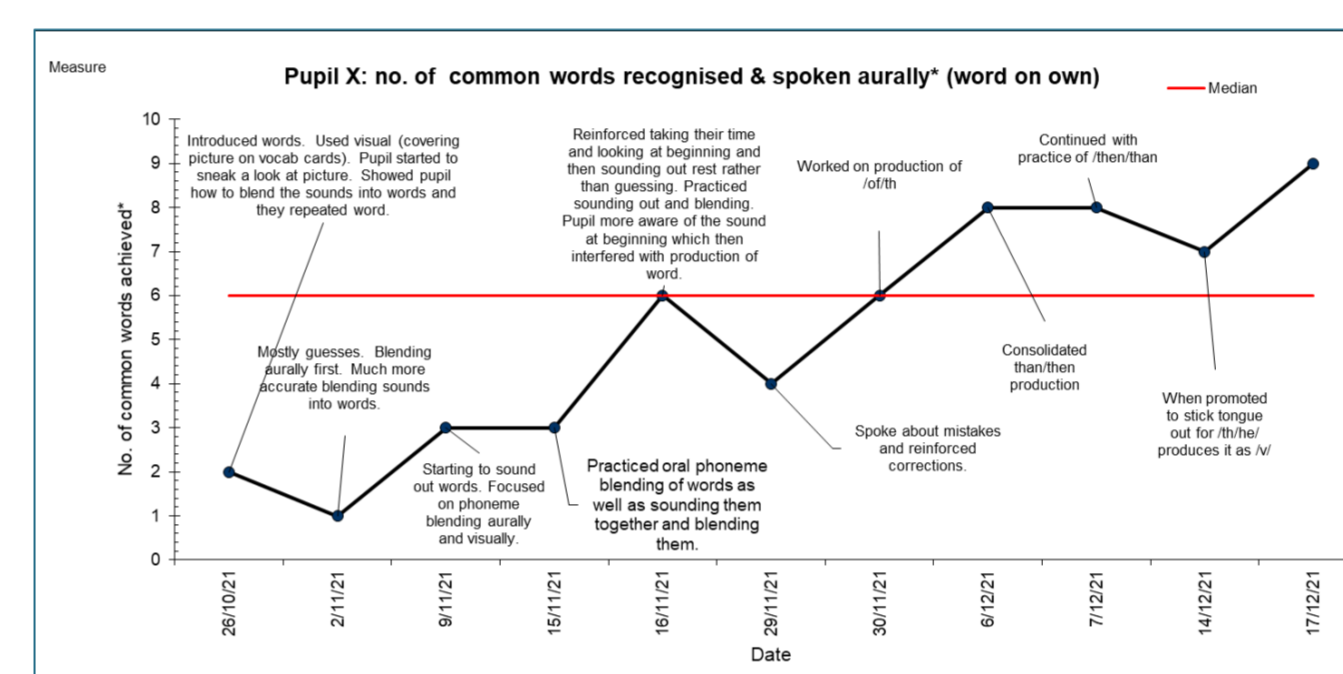
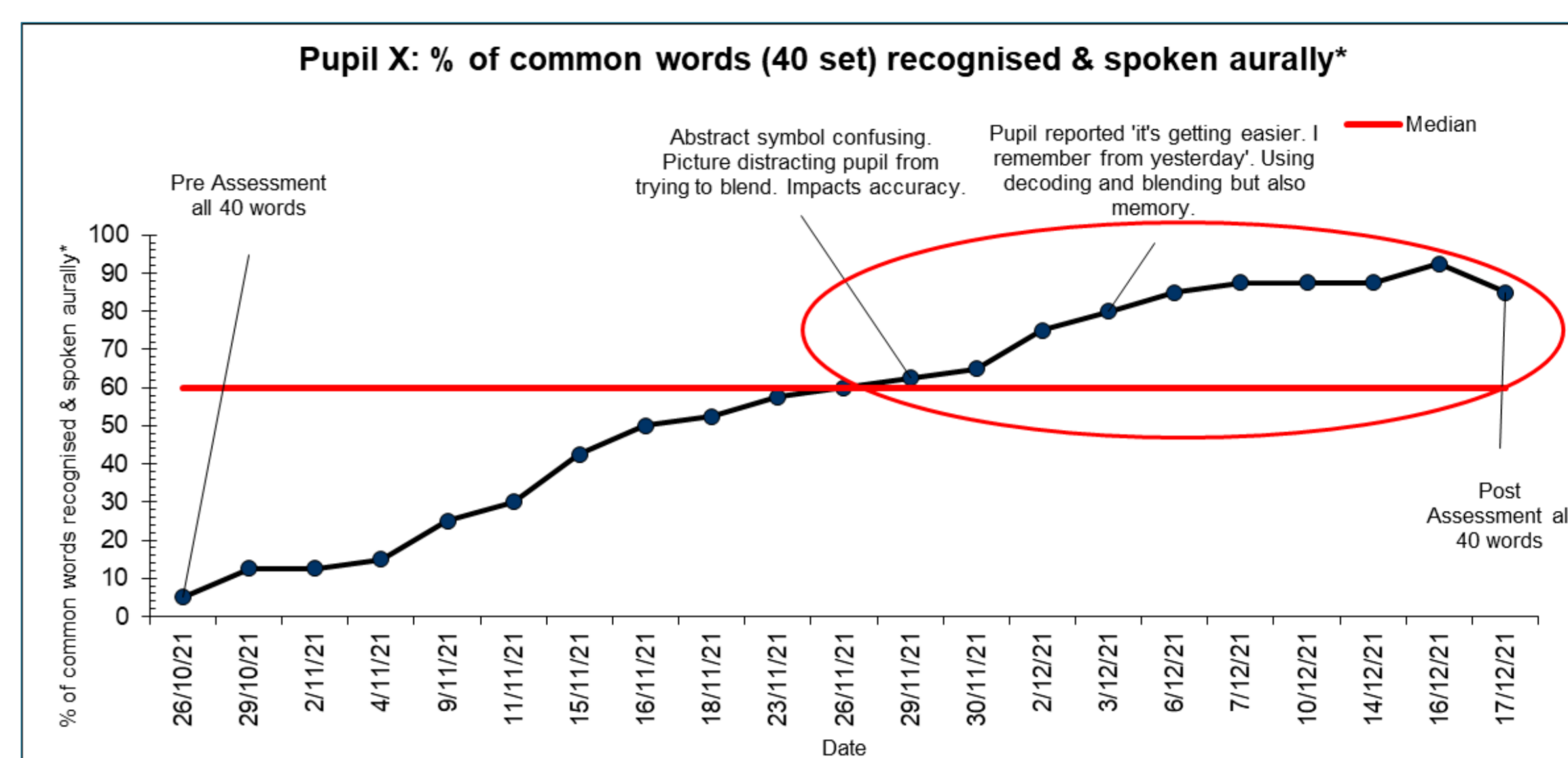
Pupil achieved improvement aim by recognising and producing aurally **85%** of the selected common words.

This was mostly done through memory and the pupil using early decoding and blending skills (which we were working on alongside this project). Both the pupil and I were delighted at this result.

"This is getting easier. I remember from yesterday." said the pupil.

"You are making my heart burst I am so proud of you" said the PSA who used to work with the pupil

Results



Conclusions

- Although all strategies supported pupil to recognise and aurally speak the common words, what proved essential was supporting pupil to blend, decode and practice production.
- Pupil was more accurate following correct modelling of the word.
- Early on the pupil tended to guess the word and had to be reminded to take their time.
- Obvious symbols – not always obvious to pupil.
- Pupil began to memorise the sequence so needed to mix up the common words.
- Abstract symbol was confusing .
- Picture distracted pupil from trying to blend and impacted accuracy.

Key Learning Points

Resist the temptation to use lots of strategies at once. Introduce and test one strategy (high impact/low effort) to determine impact. Use data to inform whether additional change required.

Next steps

Continue to use obvious pictures and simplistic words in decoding to support the pupil in learning the next group of 10 words. Keep reassessing as we work through the new vocabulary.