

## **THE BLANK LANGUAGE SCHEME**

### **WORKING WITH STUDENTS AT LEVEL 3 & 4**

#### **Working with Students at Level 3**

To develop the verbal reasoning skills of students at level 3 on the Blank Language Scheme you will need to focus on developing skills in the following areas;

- Following a set of directions – encourage the student to repeat back the instruction or explain in their own words. Encourage the student to ask for repetition in order to clarify the instruction. If a student finds it difficult to follow a set of verbal instructions provide a tick sheet with the instruction broken down into chunks. Use pictures where possible to support the students understanding of the instruction.
- Practise giving a set of instructions – use a simple ‘map’ and ask the student to direct a partner where to go on the map using a set of simple instructions. Alternatively, ask the student to explain to a peer how to do a simple task.
- Sequencing – develop the language needed for sequencing – first, second, third, middle, last, before and after. Ask the student to put a series of pictures in order. Take pictures of the student carrying out an activity and ask him/her to sequence the pictures, explaining each picture in order. Use narrative grids to help the student structure a story or explain a process/experiment.
- Predicting – Sequencing work leads to developing a student’s ability to make appropriate predictions. In real life situations ask the student to say what might happen next. Leave out the last picture in a sequence and ask the student to say what might happen. Ask the student to think about the characters in a story and what they might do next. Help the student use the context to structure their thinking.
- Understanding others – how someone might feel or what they might say. Use comic strip conversations to explore a ‘scenario’ and identify the thoughts, feelings and words used by different characters. Use this for real life situations or to explore stories.

## **Working with Students at Level 4**

To develop the verbal reasoning skills of students at level 4 on the Blank Language Scheme you will need to focus on developing skills in the following areas:

- Justifying a prediction – following on from level 3 making a prediction, the student must explain why he/she thinks a particular thing will happen. Start with real, familiar situations or a set of pictures where it is very obvious why something might happen.
- Problem solving – Initially use real, everyday situations with more than one possible solution. Start with solutions from the students own point of view and then move on to thinking about another person’s perspective. Gradually introduce meaningful problems which involve people beyond his/her immediate circle of friends. Comic strip conversations can be useful for exploring different perspectives and outcomes from choices made.
- Inference – begin with using picture material and observations to explore the ‘how do you know’ type question. Link the observation to the students own experience where possible – ‘what would you think, feel, do, say in that situation?’ ‘What is it in the picture that tells you that this is the case?’ Move on to inference from text once the student can infer from situation within his/her experience.
- Justifying a decision – ‘why did I do that?’ The student will be more able to think about what they made a particular decision than reflect upon why another person made a decision, as this requires empathy. You may need to start by providing choices ‘did you do ..... because of x or because of y?’. Role play can be useful – freeze frame at a particular point to explore the reasons for decisions made.

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