

Oracy October 2021

Create Connections with Voice 21



Creating connections in the classroom: oracy, quiet students and valuing every voice



Thursday 7 October
3:30 - 4:30pm

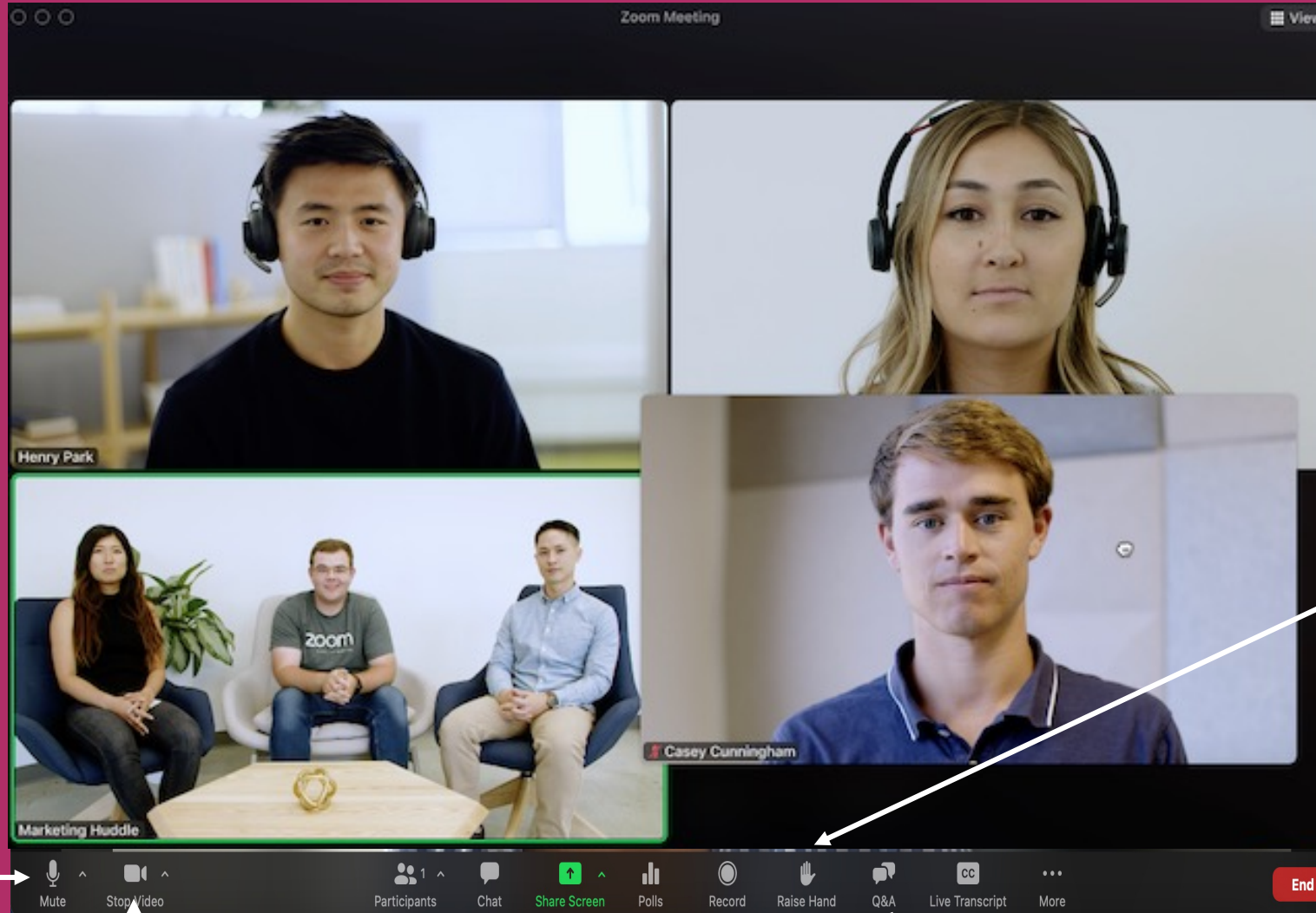




Zoom webinar troubleshooting

You can only see the panellists and Voice 21 team for the webinar

Change your view here to see either the speakers or full group



You can mute and unmute yourself here

Where you can have your video on – if you need to step away please do turn your camera off

You can use the chat here if you have any troubleshooting

If you have any questions for the panel please share them in the live Q&A

If you want to raise your hand to ask a question

If you need to leave the call at any time you can click here.

Creating connections in the classroom: oracy, quiet students and valuing every voice



Thursday 7 October
3:30 - 4:30pm





Supporting the Quiet Child

Robson House

Brianna Manning

Supporting the Quiet Child at Robson House



Cued Articulation



Music



Clicker 7



Word Aware



Colourful Semantics



Makaton



Conversation Train



Puppetry



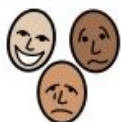
Prove Its



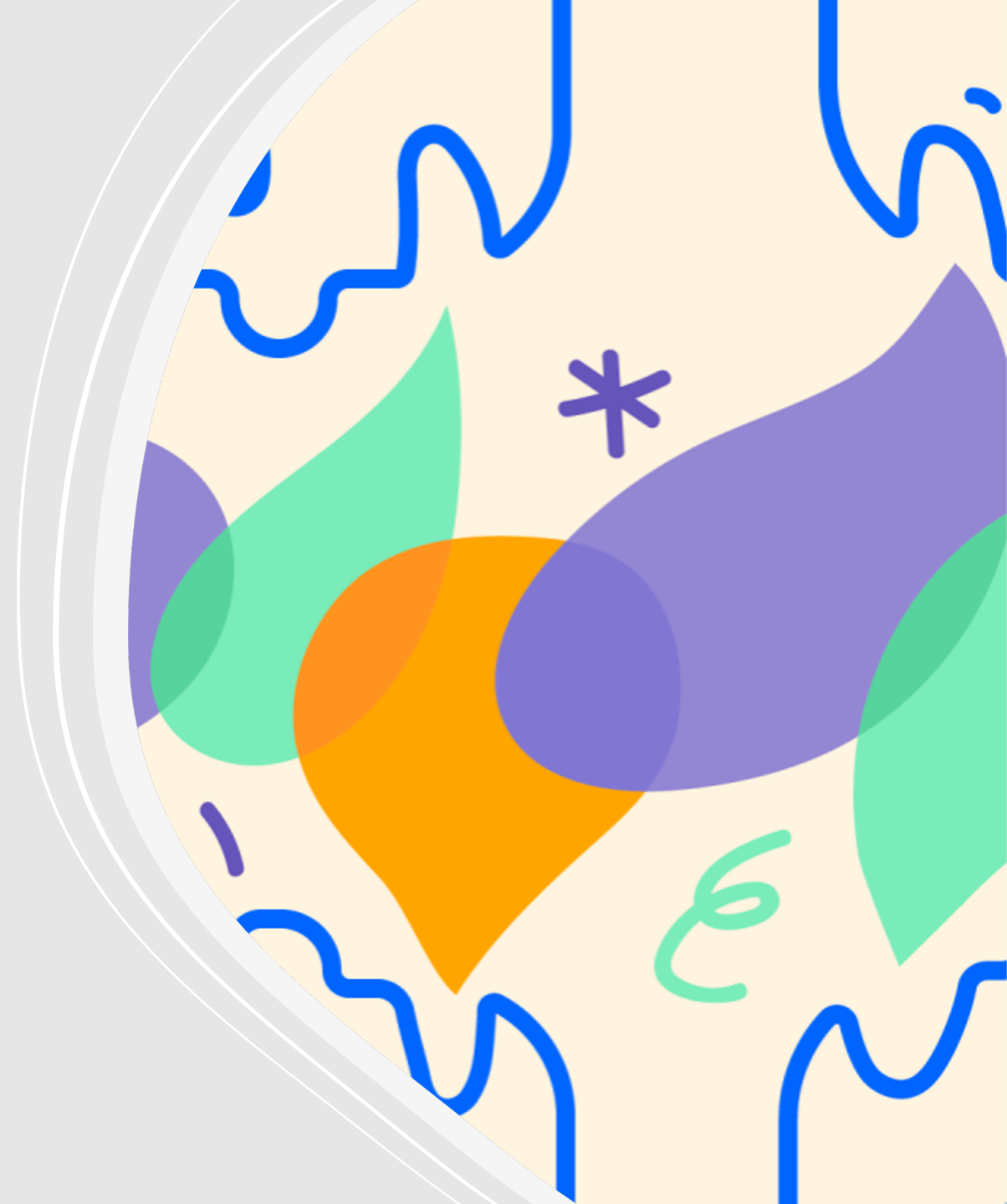
Social Group



Lego Therapy



Zones of Regulation



Intensive Interaction


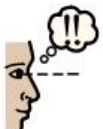




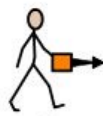


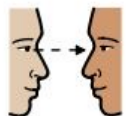





Intensive Interaction is an intervention designed to support communication development at a very early level.

- Developed in the 1980's by a multi-disciplinary team working at the Harperbury Hospital School in Hertfordshire.
- Based upon how people develop communication abilities during the early interactions of infancy and influenced by the psychological theories of 'augmented mothering' (Ephraim, 1979).
- Predominantly developed as an approach to be used with adults and children who present with autism, as well as those with severe, profound or complex learning difficulties.
- Specifically designed to teach and develop the 'Fundamentals of Communication'.
- Intended to be used by a range of practitioners; teachers, support staff, speech and language therapists, care staff, occupational therapists, psychologists etc.



What are the 'Fundamentals of Communication'?

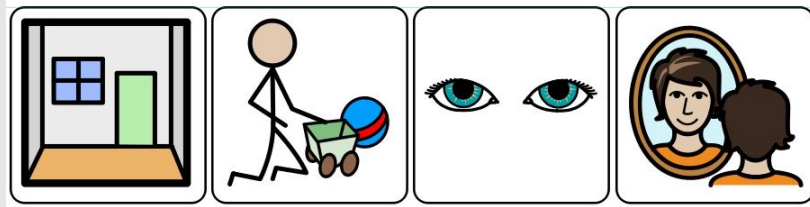
The 'Fundamentals of Communication' are those communication skills that usually precede speech development. They are often characterised as:

 Giving	 attention	 Sharing	 attention	 Concentrating	 Turn	 taking
 Fun	 Play	 Eye contact	 Facial expressions			
 Gesture	 Body language	 Touch	 Vocalisations			

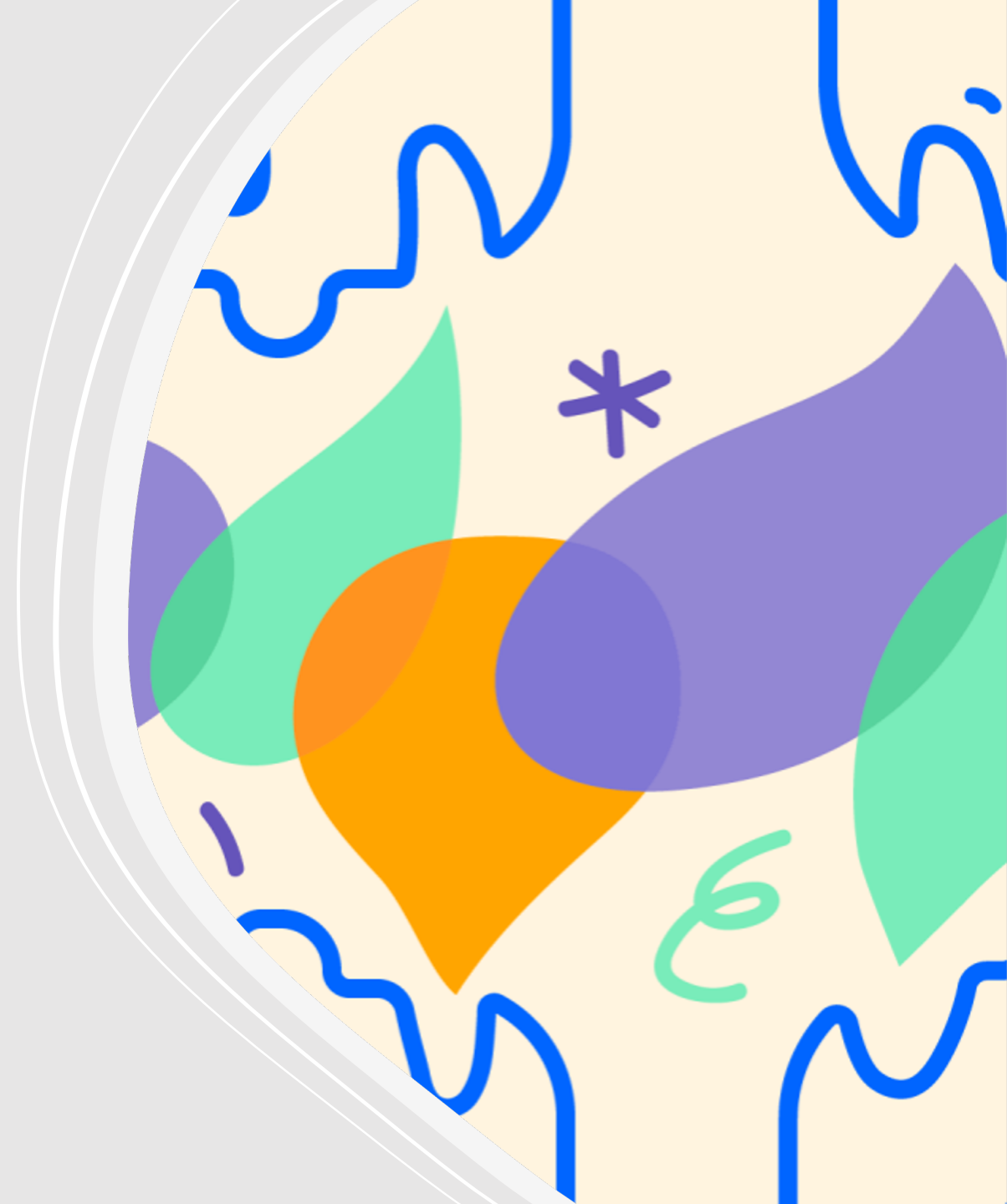
What does Intensive Interaction look like?

Intensive Interaction puts both communication and the learner at the centre of the approach.

‘Interaction partners’ join the learners in ‘their own world’, by responding to what the young people are already doing, creating jointly focused activities, and by developing interactions with a mixture of blended repetition and imitations of the learners’ physical behaviours and vocalisations.



1. Set up positive communication environment.
2. Let the learner take the lead.
3. Observe.
4. Reflect physical behaviours and vocalisations.



Helen Ingham

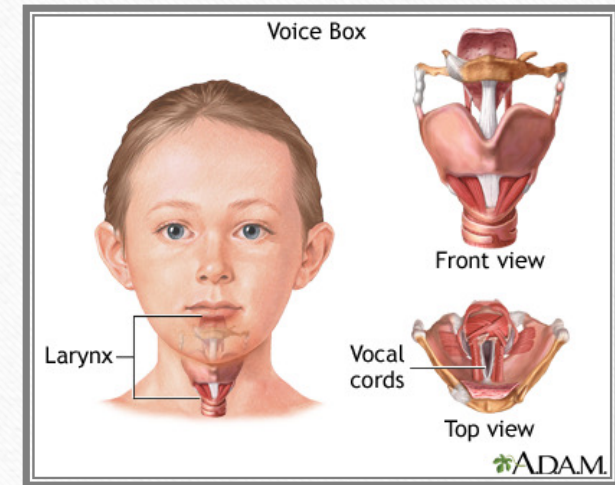
Speech and Language Therapist – Voice Specialist

BSc, Mphil, MRCSLT, HCPC registered

helen@bevoiceconfident.com

Voice Specialism and Oracy

- Anatomy, physiology and psychology of voice production
- Breath – Larynx – Resonators and Articulators
- Voice Disorders
- Physical Strand of Oracy Framework
- Offering student positive experiences with their voices, free from anxiety



Voice Work in Class



Having your voice ‘out there’ can be difficult



Building vocal skills, as any physical skill – practice and repetition



Teach and build in muscle memory – reduces stress in moment



How to teach LOUD voice

Practical ideas

Whole class
exploration of
LOUD

Negative practice

Checking in with
how the body
feels

Group poetry
reading

Talking in unison
(side by side pairs,
small groups, half
class, whole class)

Students become
comfortable with
the sound of their
voices

Reward
Communicative
Intent

The Halifax Academy

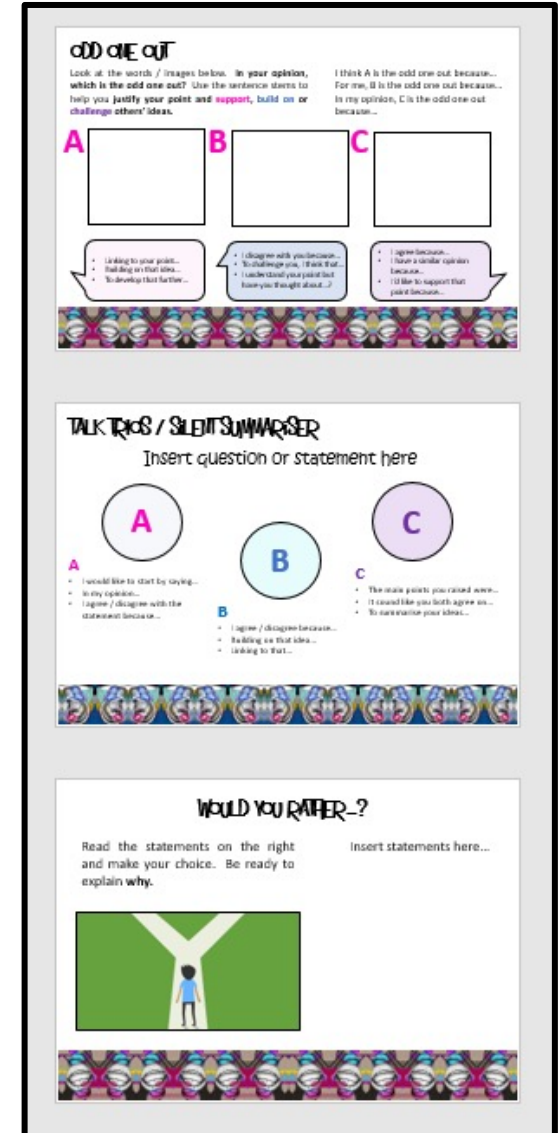
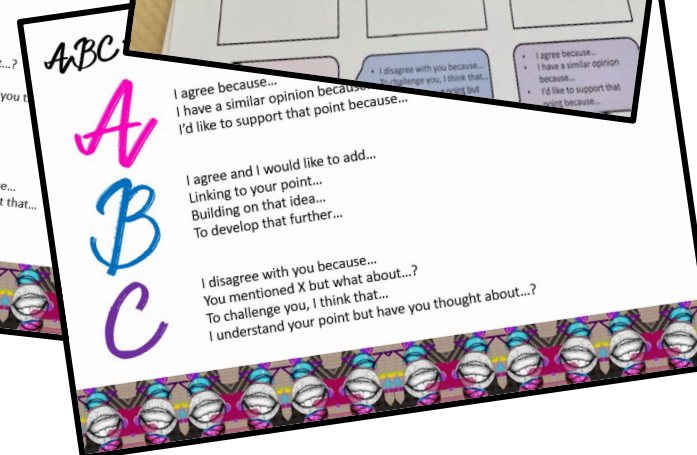
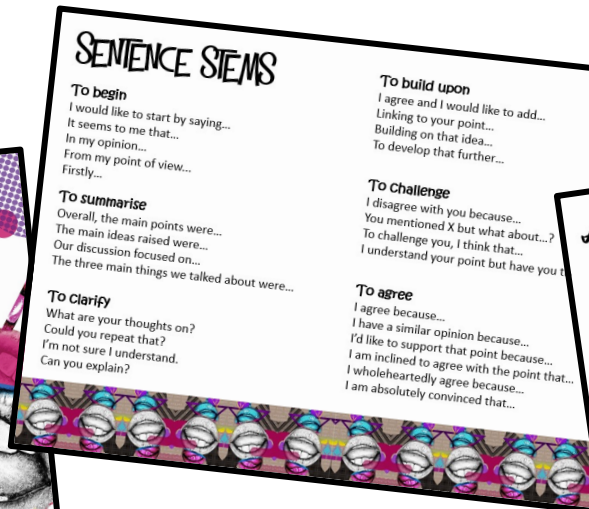


Valuing every voice

Creating the right climate...

- No hands up
- Scaffolds and prompts

Repetition, planners, wall displays, Voice Toolkits, PowerPoint templates



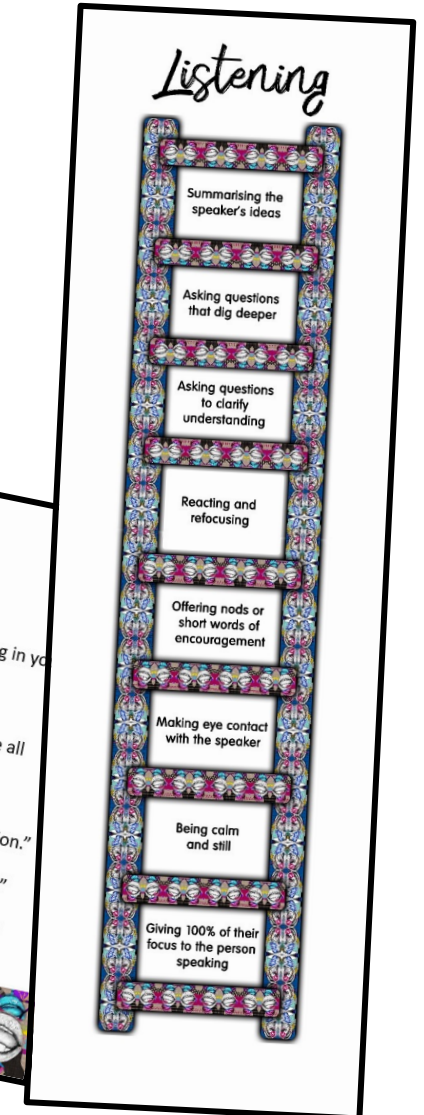
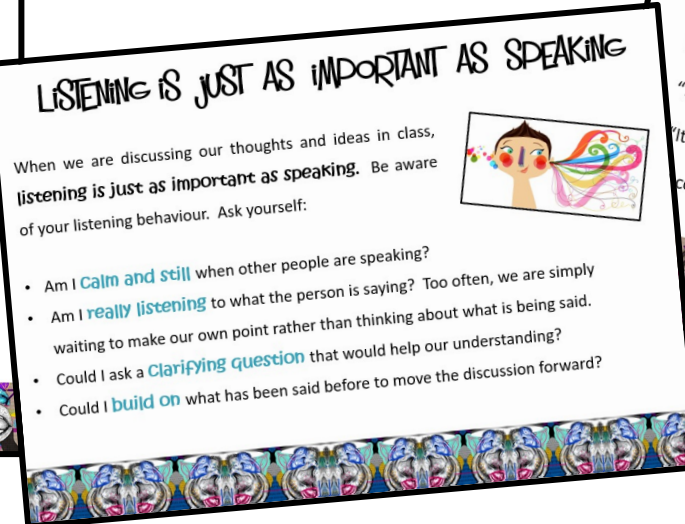
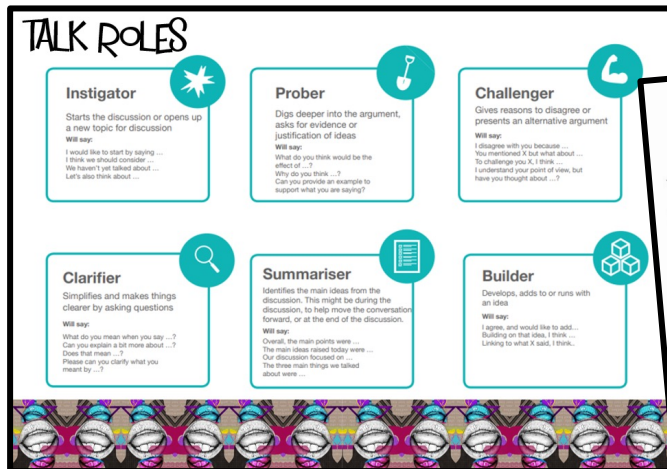
Valuing every voice



Creating the right climate...

Listening

- Listening Ladders in all classrooms
- Emphasis - listening is just as important as speaking – ‘scripts’
- Common language – “proof of listening”
- Scaffolds – talk roles



Valuing every voice



Creating the right climate...

- Group talk – talk roles, teacher talk moves (scripts), reflection (incl. talk detectives)
- Presentational and exploratory talk opportunities – PSA, spoken word poetry, discussion, debate...

TEACHER TALK TACTICS

Investigate
Research an idea or question to share with the class.
• Let's start the discussion by...
• Let's think about...
Investigate script:
• After researching to begin our...
• Does anyone have another idea...?
• Should anybody like to share a different point?

Probe
You question and/or challenge an idea.
• Why do you think...?
• Could you provide an example...?
• How do you know that?
Probe script:
• I'm not sure I follow...
• Could you elaborate on that...?
• How do you know that...?

Challenge
Challenge an argument or statement.
• I was very confused...
• I was surprised that what...
• What if...?
Challenge script:
• I'm not sure I follow...
• I was surprised that what...
• What if...?

Clarify
Ask questions to make things clearer and/or to check understanding.
• Do you mean...?
• Let me get this right...
• Could you clarify what you mean by...?
Clarify script:
• I'm not sure I follow...
• I was surprised that what...
• What if...?

Summarise
Summarise and recap the main ideas.
• We've been talking about...
• The main points raised today were...
• To summarise it's about...
Summarise script:
• Can anybody summarise the main points so far?
• The main points raised today were...
• To summarise it's about...

Build
Develop, elaborate or add to an idea.
• Building on...
• I agree...
• I think...
Build script:
• I agree, and would like to add...
• Building on that idea, I think...
• Linking to what X said, I think...

Mark
Recognise an achievement or contribution.
• That's great...
• Well done...
• I like that...
Mark script:
• That's a really good point...
• I like the way you...
• Well done on that...

TALK ROLES

Instigator
Starts the discussion or opens up a new topic for discussion.
Will say:
I would like to start by saying...
I think we should consider...
We haven't yet talked about...
Let's also think about...

Prober
Digs deeper into the argument, asks for evidence or justification of ideas.
Will say:
What do you think would be the effect of...?
Why do you think...?
Can you provide an example to support what you are saying?

Challenger
Gives reasons to disagree, presents an alternative.
Will say:
I disagree with you because...
You mentioned X but what about...
To challenge you X, I think...
I understand your point of view...
Have you thought about...?

Clarifier
Simplifies and makes things clearer by asking questions.
Will say:
What do you mean when you say...?
Can you explain a bit more about...?
Does that mean...?
Please can you clarify what you mean by...?

Summariser
Identifies the main ideas from the discussion. This might be during the discussion, or at the end of the discussion.
Will say:
Overall, the main points were...
The main ideas raised today were...
Our discussion focused on...
The three main things we talked about were...

Builder
Develops, adds to or runs with an idea.
Will say:
I agree, and would like to add...
Building on that idea, I think...
Linking to what X said, I think...

PRESENTATIONAL TALK

Talk detectives

	What are we looking for?	Give examples below
	Physical Are they speaking clearly? Are they using hand gestures? What do you notice about facial expressions / eye contact / body language / posture?	
	Cognitive Is their talk well structured? Are their points / arguments clear? Are they backing up points with facts?	
	Linguistic Do they adopt an appropriate register? Are they clear about their vocabulary / word choices? Do they use rhetorical techniques e.g. humour / metaphor / mimicry?	
	Social and emotional Do they speak with confidence, liveliness and flair? How do they interact with their audience?	

Firstly
What worked well (WWW)
"I was really good at..."

Secondly
Even better if (EBI)
"It would have been better if I had..."

Finally
Strategies
"Now I need to..."

Creating connections in the classroom: oracy, quiet students and valuing every voice



Thursday 7 October
3:30 - 4:30pm





**Join us for our next session on Tuesday 12th October
@ 3:30 for Creating connections at home**

Email us: hello@voice21.org

Tweet us: @voice21oracy

#OracyOctober

Work with us: www.voice21.org/register