

### c) SLP presentation to whole-of-school teaching staff

It is recommended that a whole-school presentation is made early in the program, for example a 20-minute presentation as part of a general staff meeting. Suggested presentation content is outlined here:

#### LINK-UP Program: SLP's presentation to whole-of-school teaching staff.

- The nature and impact of DLD/LD in students
- Identification in the classroom
- Challenges for these students in middle and upper primary school academic/social environments
- Introduction to the LINK-UP Program: general outline and implementation information specific to the schools
- How all teachers can support primary school students with DLD/LD.

#### Summary of Planning Phase

- a) Initial team meeting
- b) Identification of essential topic vocabulary
- c) Presentation to all school staff.

## 3.2 Topic introduction phase

Ideally, the program focuses on the teaching of a specific curricular topic from its introduction, instructional and assessment phases. Where this is not practical, the program can be adjusted to accommodate targeting a topic that is already underway.

During this phase the program will focus on the teachers' use of language to introduce students to the new topics and concepts, as well as on the students' immediate engagement in the learning process. There are a series of tasks that form an essential part of the early stages of the program. These include:

- i) An overview of the teachers' plans for topic instruction, including written resources
- ii) A discussion of the essential topic vocabulary chosen by each teacher
- iii) Introduction and explanation of the teachers' oral and written language checklists.

#### a) Topic-related instructional resources

Prior to the introduction of a new topic, the SLP and the teacher will look at resources together that will be used for topic instruction. These may be texts, new vocabulary, worksheets, information sheets, and project instructions. A visual planner could be created that shows the various components of the topic instruction as planned e.g. a time line including in-class and homework tasks.

Teachers will be introduced to the range of language modification techniques in a general manner. Some initial ideas will be discussed as they relate to each teacher's

**Hint: Create a 'highly visible' teacher's folder in which all documents can be kept e.g. vocabulary test papers, examples of pre-post modified resources, SLP handouts, and week-by-week action plans. This can be brought to each meeting and regularly updated.**