

Pupils with LI and ASD in mainstream educational settings: different needs and different support In Educational Settings

Better Communication Research Programme

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Better Communication Research Programme

If fail to respond to
appropriate intervention

Core
instructions
+ intensive
interventions
(1-5%)

Some children
may be here as a
result of specific,
significant clearly
defined needs

BCRP –
Based on an Rtl
model

**Core instructions +
targeted interventions**
(5 to 10%)

BCRP – prospective study

School wide interventions

BCRP communication supporting classrooms
National data sets



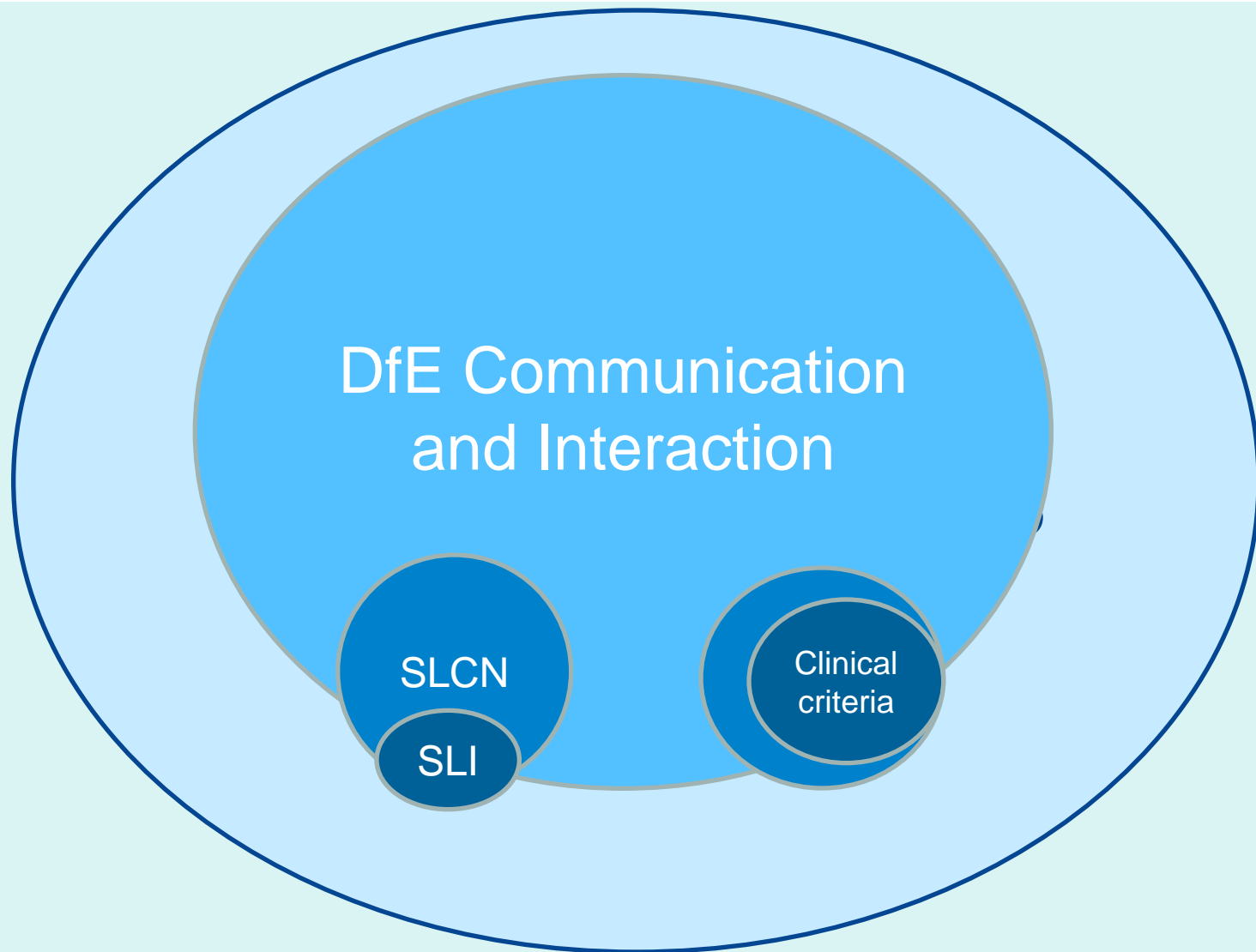


Meeting children's needs – WHO ARE THE CHILDREN AND YOUNG PEOPLE?

What is SLCN?



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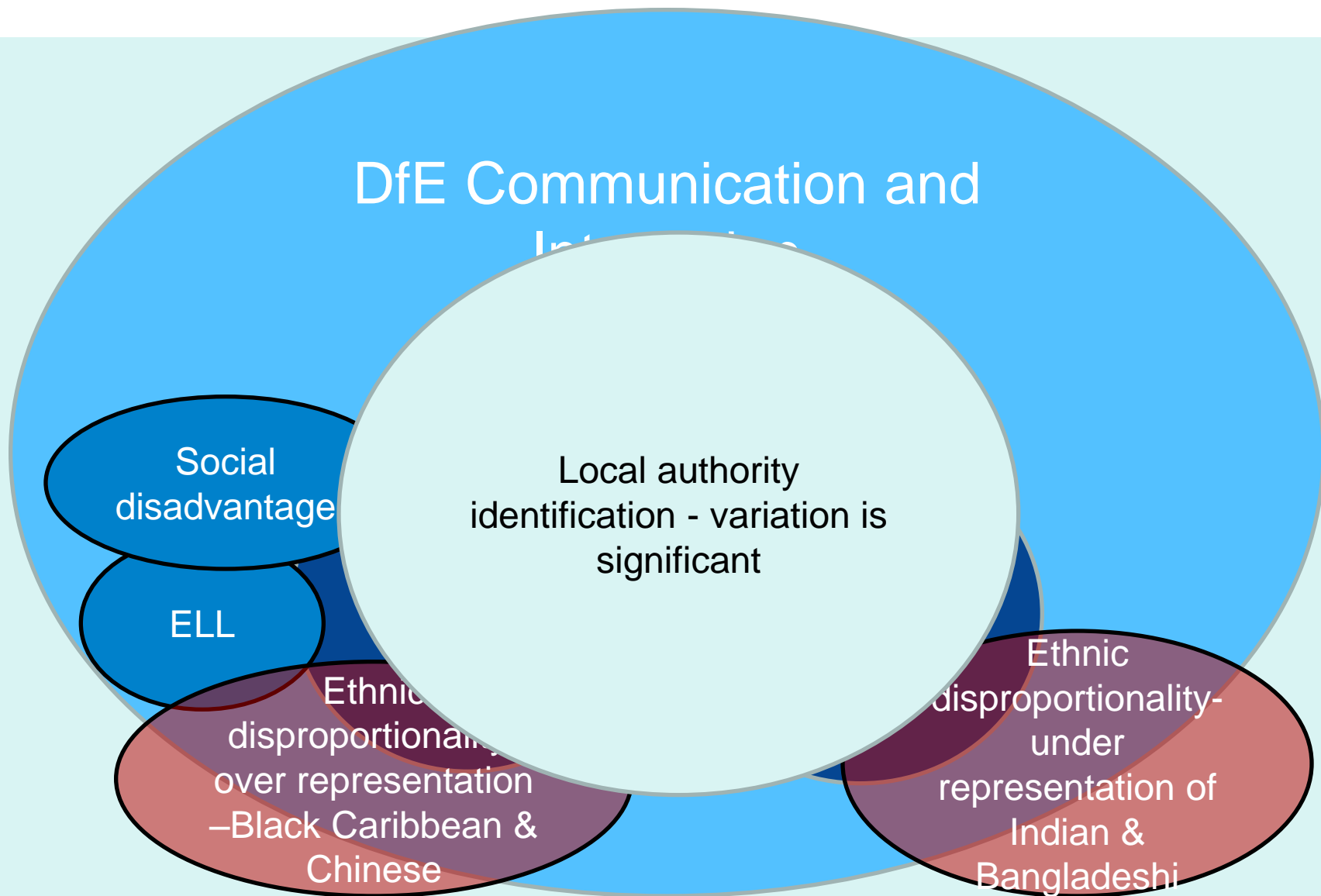


What is SLCN?

Analysis of National data sets - all children in England



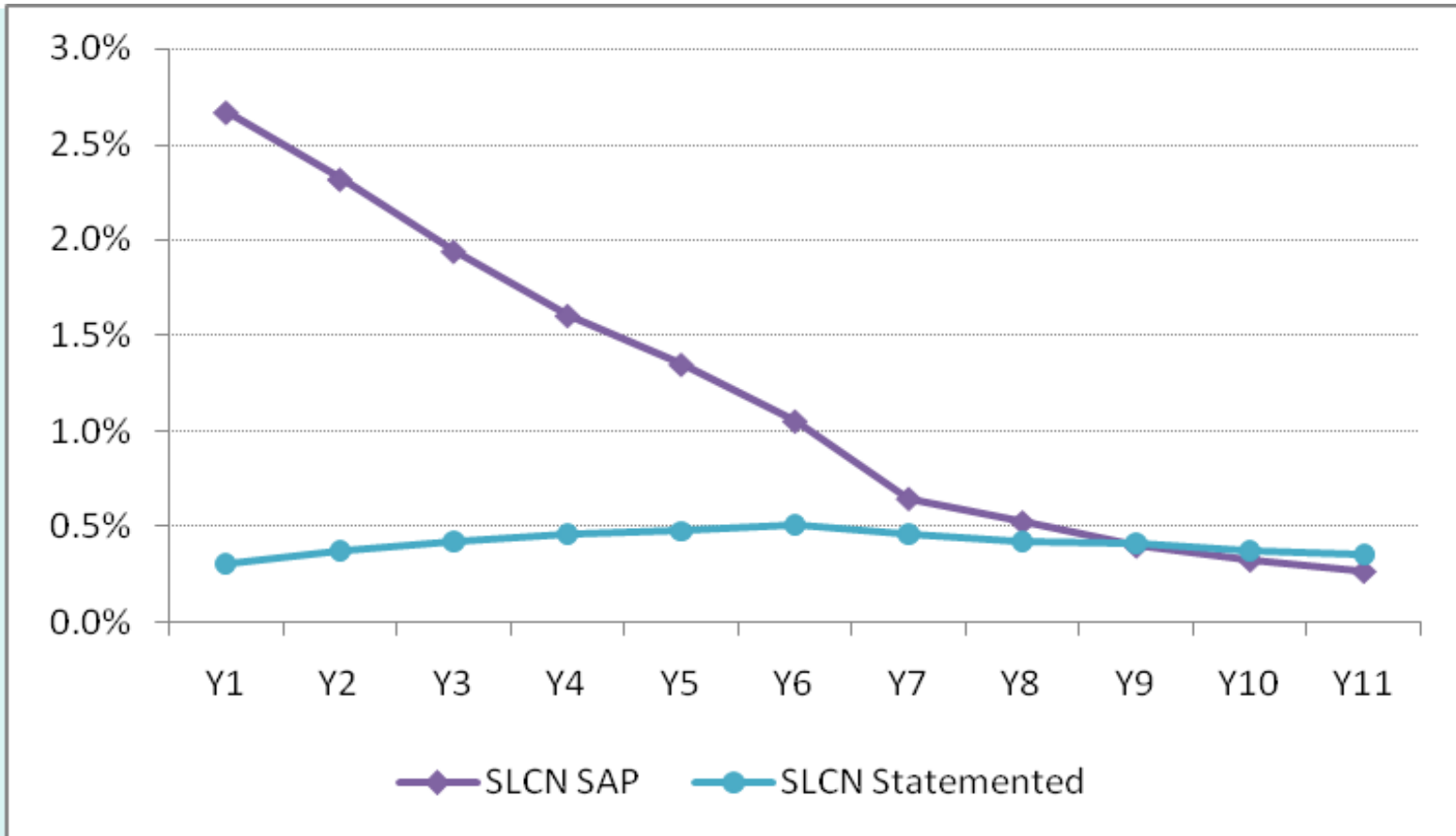
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Prevalence of SLCN by age



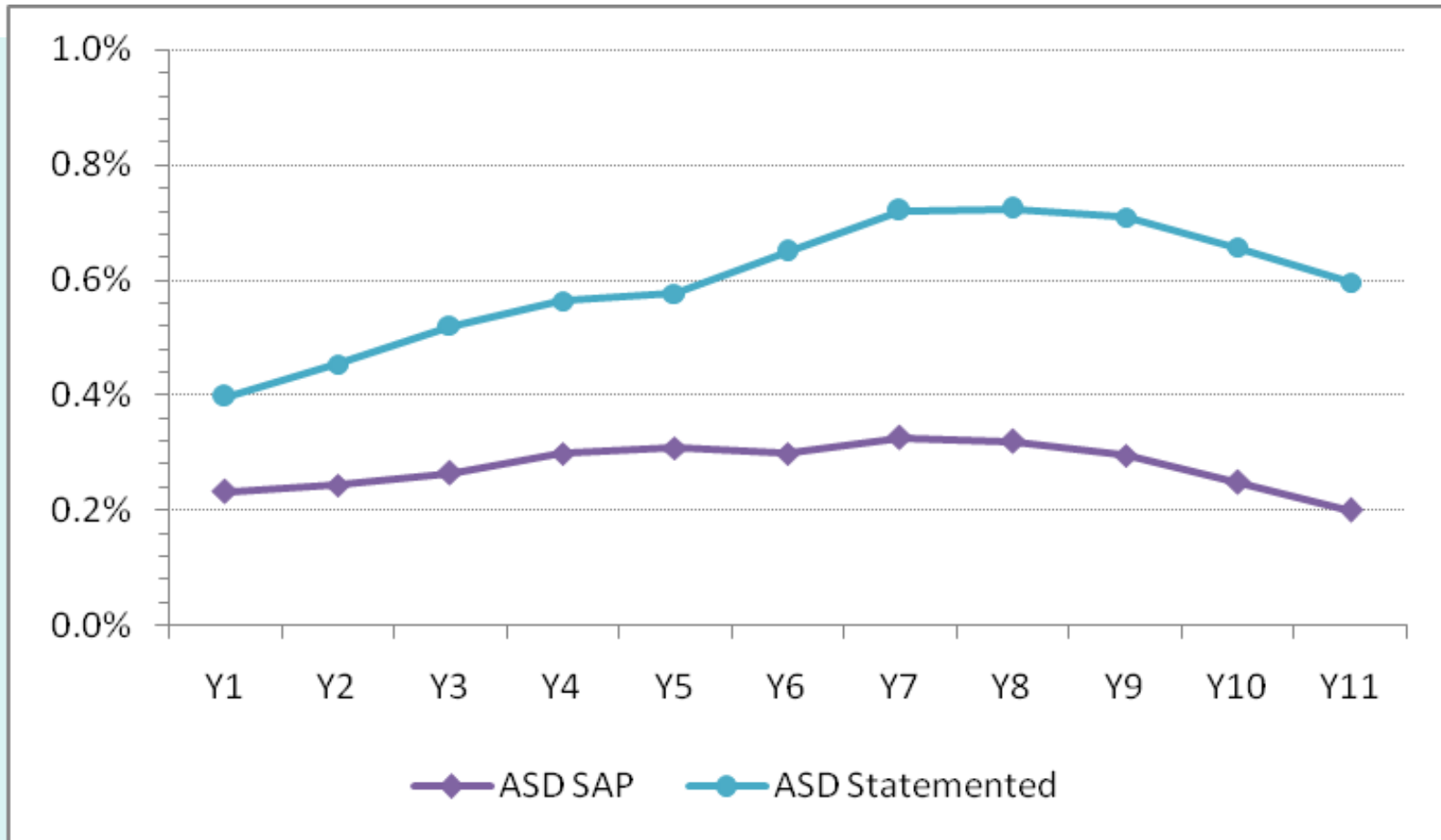
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Prevalence of ASD by age



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Variation across time



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- **Pupils move in terms of**
 - Level of need
 - » Pupils are still being identified with SLCN in year 7
 - Type of need

Destinations of 'switchers' from ASD to other SEN categories: Year 6 and Year 9



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School Action Plus

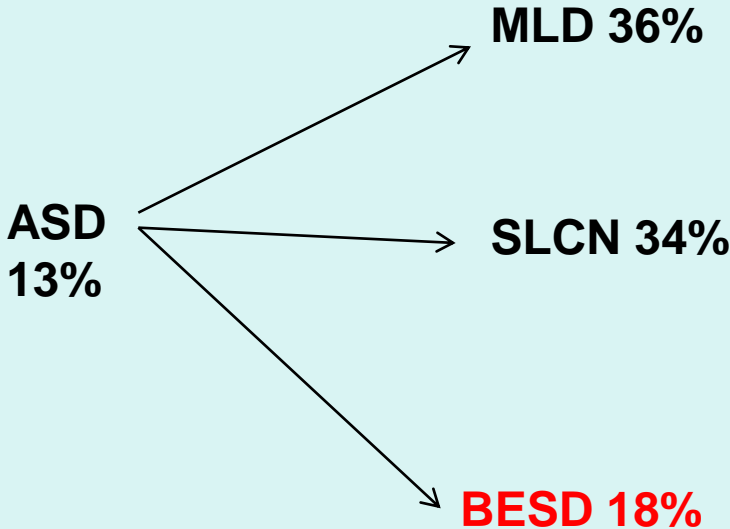
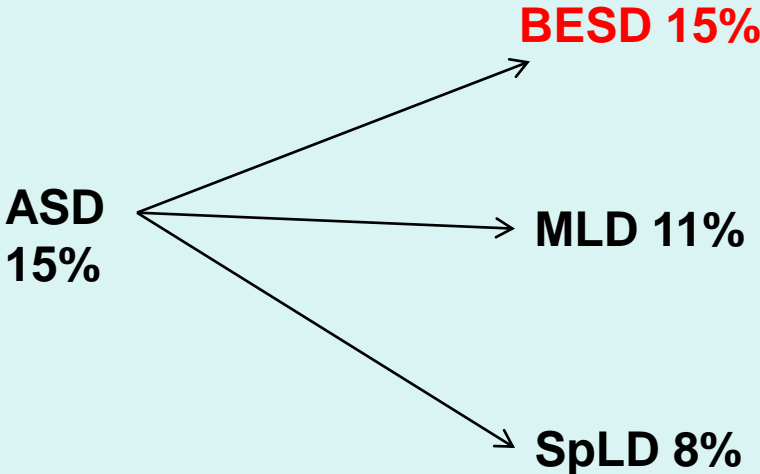
Statement

Year 6

Year 9

Year 6

Year 9



Characteristics of 'switchers'



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- **For both SLCN and ASD:**
 - Low attainment
- **For SLCN only**
 - EAL for those switching to School Action or non-SEN, i.e. lower levels of need

Pupils with LI and ASD in mainstream schools and resources?

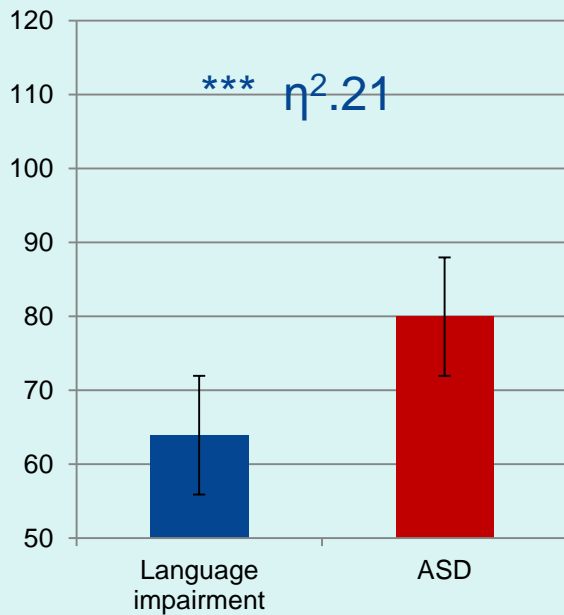
162 – meeting diagnostic criteria
included a low NV group $<85 \geq 73$

Language by primary need

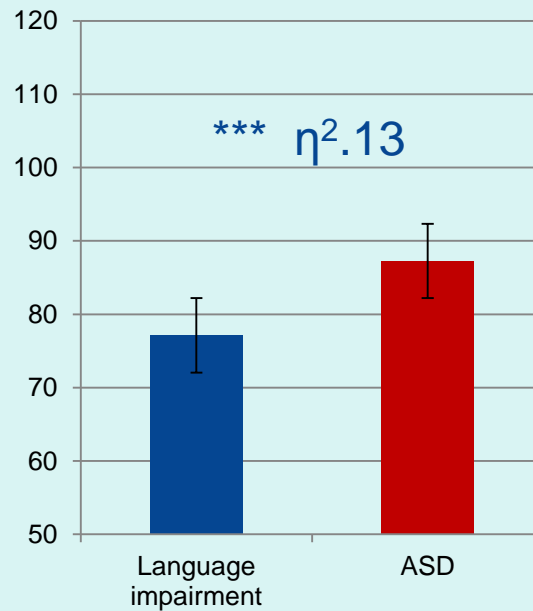


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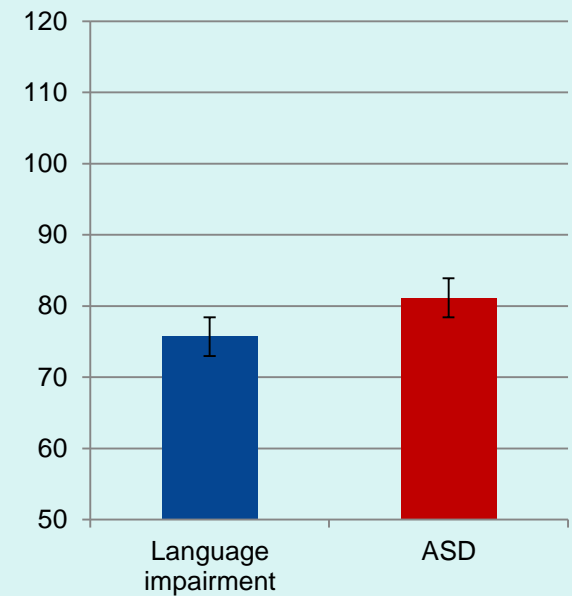
Expressive language SS



Receptive vocabulary SS



Receptive Grammar SS

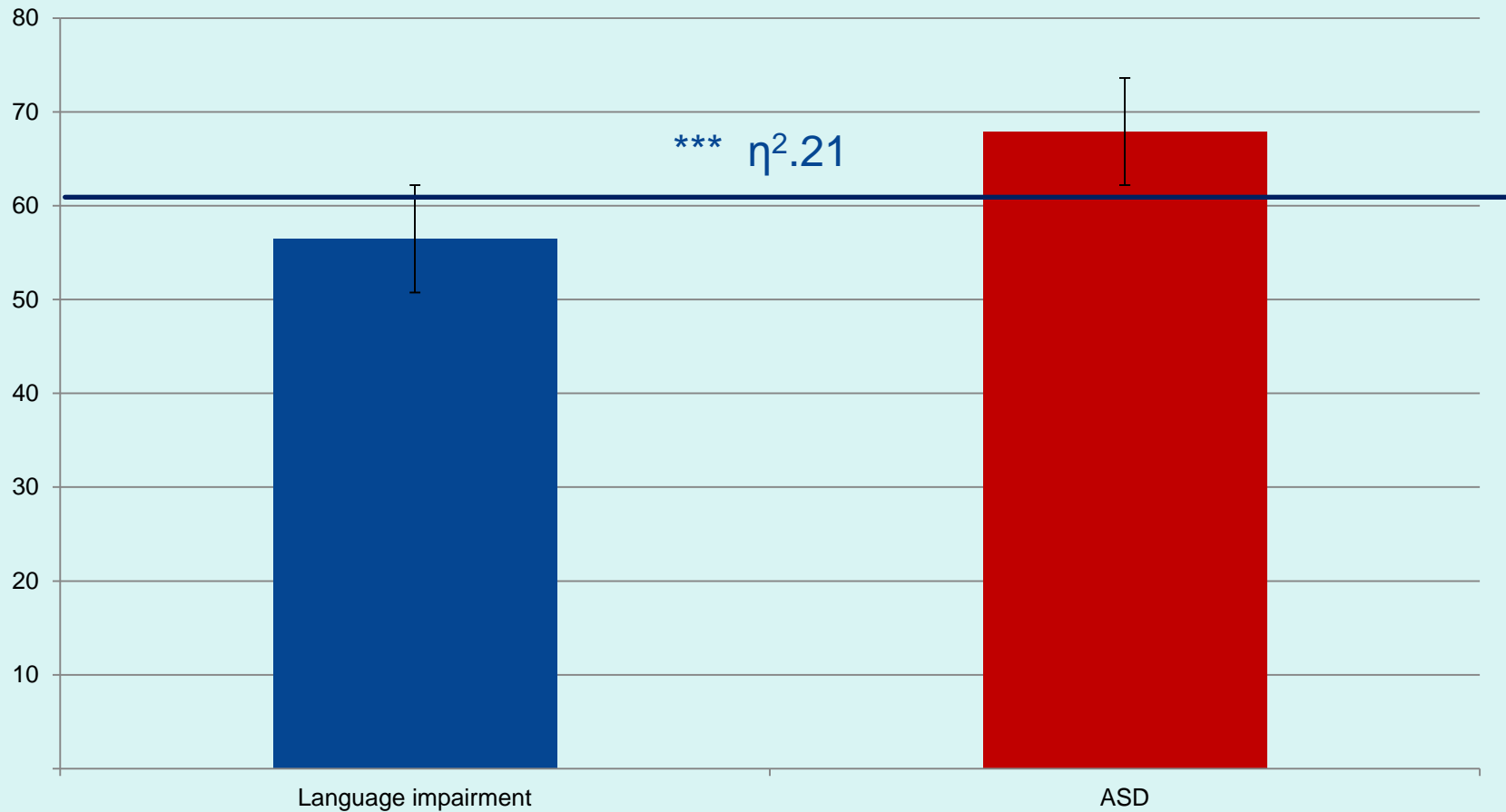


Social Responsiveness SS

high score > 60 indicator of ASD



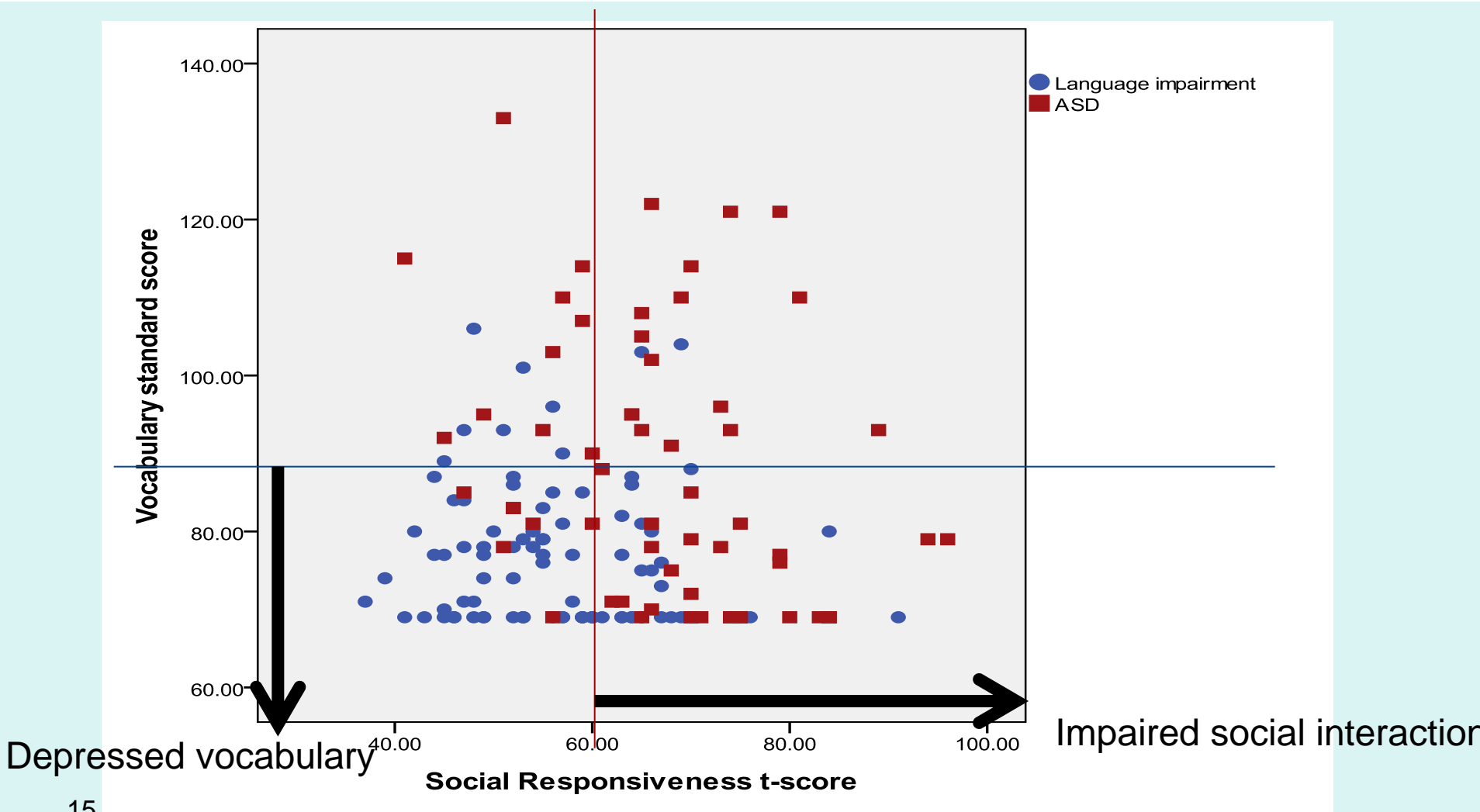
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However overlap on key markers



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Summary cohort profiles



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- Depressed language and communication skills in both cohorts but substantial variation within cohorts
 - Similar patterns for
 - » Academic attainment and cognition
 - » Behaviour and social well being
- Substantial overlap between the needs of pupils with LI and ASD
- Some specific differences between these cohorts

Reports of support and approaches to pedagogy



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Support

- High levels of support from LSAs
 - **ASD = 3X LSA time than LI**
- SLT for a significant minority of pupils
 - **significantly reduced for pupils in secondary schools**
- More SLTs with ASD than LI
- Less direct pupil involvement by SENCOs
- Very little contact with EP or other services.

Teaching & Learning

- Little use of specialist programmes
- Teachers reported on 12 different strategies
- Few differences between cohorts
- Two factors *content* and *structure*
- *Content* - reduced language measures
- *Structure* - raised measures of pragmatic difficulty

What we observed in classrooms?



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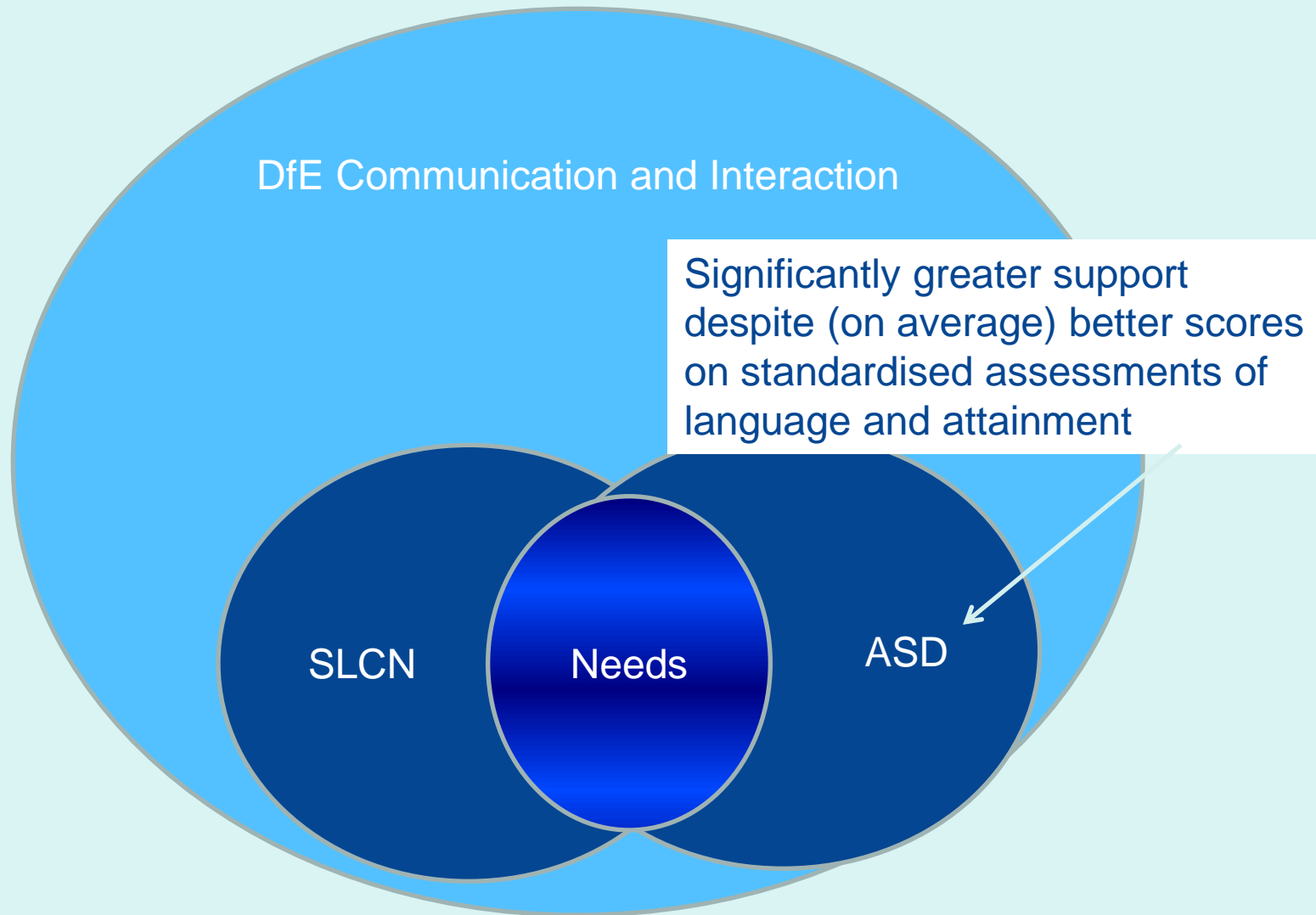
- Task differentiation and off task behaviour varied within and between cohorts.
 - Differences in the pupils' scores on language or cognitive assessments did not account for this variation
- Pupils observed to be engaged with the lessons
 - Little evidence of disruptive behaviour or pupils being engaged in irrelevant tasks
- Support varied across pupils but this was not related to students level of need on the SEN register (statement/not)
- **However, pupils with ASD were significantly more likely to be working with a LSA or to be working outside the classroom**

What is SLCN?

Prospective study – language learning needs



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BCRP Research team



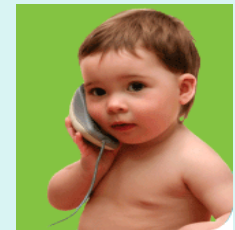
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DfE national data sets research teams –

1. Elena Meschi, John Micklewright, Anna Vignoles & Geoff Lindsay
2. Steve Strand & Geoff Lindsay

Prospective Study research team – Julie Dockrell, Jessie Ricketts, Tony Charman, Olympia Palikara & Geoff Lindsay

Thanks to the children, parents, professionals and steering group
And you for listening



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