

Implementing the Four Blocks[®] Literacy Framework at Kilparrin



Overview

- Overview of the Kilparrin Journey to Four Blocks®
- Implementing *Reading and Writing the Four-Blocks Way*
 - *Guided Reading*
 - *Self-Selected Reading*
 - *Writing*
 - *Working with Words*
- Outcomes for learners, teachers and families



Overview of the Kilparrin Journey to Four Blocks®

- ***Exploring general language development***

- In 2003 professional learning for all teachers in general language development provided by existing service providers
 - Department
 - Autism SA
 - Novita
 - Disability SA
- Focus on what language development looked like in typically developing children



Overview of the Kilparrin Journey to Four Blocks® *continued*

- ***Symbolic Communication***

- Dolly Bhargava, Disability Specialist Speech Pathologist, provided training for all teachers in using a range of visual systems to promote communication
- Introduced Personal Communication Dictionaries (PCDs) to Kilparrin
- Staff incorporated visual schedules, visual choice systems, PECS™ and PCDs into the classroom and playground



Overview of the Kilparrin Journey to Four Blocks® *continued*

Personal Communication Dictionary for.....

What learner does...	What it means....	Reponse	(Insert picture of learner)
			Additional Notes



Overview of the Kilparrin Journey to Four Blocks® *continued*

- **Communicating with learners who are deafblind**
 - In 2008 Sharon Barry Grassick provided professional development for all teachers in communicating with learners who are deafblind primarily through the use of tactile signs, body signs and personal tactile signatures
 - Kilparrin staff published agreed universal signs for Kilparrin learners in wheelchairs



Overview of the Kilparrin Journey to Four Blocks® *continued*

Kilparrin Teaching and Assessment School and Services **Universal Signs for Kilparrin Learners in Wheelchairs**

- **2 taps on the wheelchair PRIOR to moving the wheelchair**
- **2 taps on the learner's upper arm PRIOR to moving the learner**
- **2 taps on the learner's upper thigh PRIOR to toilet change**

Note: Visual symbols, object symbols and signs may be used in conjunction with universal signs



Overview of the Kilparrin Journey to Four Blocks® *continued*

- ***Intensive Interaction***

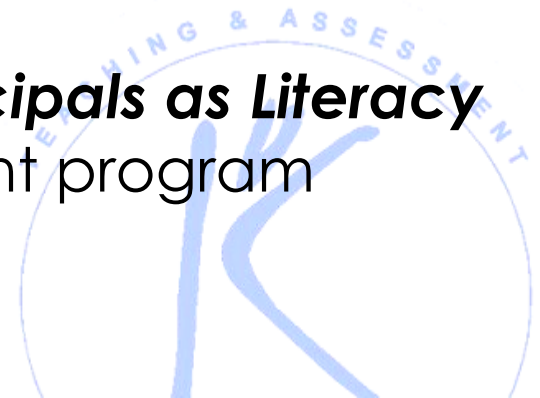
- in 2008 & 2009 Dr Mark Barber provided training in the *Intensive Interaction* approach and supported staff in developing communicative interactions with pre-intentional communicators
- The next step was to find the solution to ‘*What is the next step once you have developed intentional communicators?*’



Overview of the Kilparrin Journey to Four Blocks® *continued*

- ***AGOSCI Literacy Intensive & Other Professional Learning focusing on Communication***

- In 2010 Coordinator attended the week-long AGOSCI Literacy Intensive in Victoria led by Karen Erikson and David Koppenhaver authors of ***Children with Disabilities: Reading and Writing the Four-Blocks Way***
- Seven teachers enrolled in a Post-Graduate Certificate in Hearing Impairment with a strong focus on the theory of communication development
- Principal participated in the 2 year ***Principals as Literacy Leaders*** (PALL) training and development program



Overview of the Kilparrin

- ***Jane Farrall and the Four Blocks® Approach***

- 2012 Jane Farrall became the Kilparrin Educator-in-Residence, spending 10 weeks (40 days) over the year working with staff and learners
- Jane introduced the Four Blocks approach to all staff
- All learners were assessed to establish a preferred and consistent mode of communication that has been relentlessly supported across the school
- Janelle Sampson, novita, has also supported all staff with training on the use of the PODD





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Outcomes



Outcomes for our Learners: Context

- Complete data on 14 learners
- No *Concepts about Print* data for 4 learners
- No *Phonological Awareness* data for 1 student
- 1 learner moved to the country



Outcomes for our Learners: Test Results

	Term 1, 2012	Term 4, 2012	Possible Total
Concepts about Print	~4.86 concepts	~6.07 concepts	14 concepts
Letters (upper & lower case)	~22 letters	~28 letters	52 letters
Phonological Awareness	~7.43 correct	~9.21 correct	23 questions
Writing Sample	~score of 1.29	~score of 2.07	Score of 7.0
Writing Sample	11 submitted	14 submitted	14 submitted



Outcomes for our Learners: Test Results

	Term 1, 2012	Term 4, 2012	Possible Total
Letters (upper & lower case)	~4 letters	~12 letters	52 letters
Phonological Awareness	~4.25 correct	~6.75 correct	23 questions
Writing Sample	~score of 0.5	~score of 1.25	Score of 7.0
Writing Sample	2 submitted	4 submitted	4 submitted



Outcomes for our Learners: Comments

- There was a strong reduction in the number of “no response”s to assessment items
- Learners with complex communication needs had the largest drop in “no response”s
- 4 learners are ‘on the border’ of conventional literacy
- 1 conventionally literate learner improved half a grade level during 2013



Outcomes for our Teachers

- Confidence in the teaching of literacy skills and the use of augmentative and alternative communication systems
- Increased knowledge about planning and programming for the teaching of literacy
- Deeper understanding of ways to facilitate and support communication development in learners with complex communication needs
- Consistent approach to the teaching of literacy and communication



Outcomes for our Families

- All Kilparrin learners now have a recognisable mode of communication
- Increase in their communication skills has led to decrease in learners using behaviour as communication (eg crying or acting out)
- Improved communication and literacy skills has enabled families to better engage with their child (eg sharing books, communicating needs and preferences, recounting their day)



*Give them a 'voice' and you give
them the power of 'choice'*

