

# LanguageLift

## Frequently Asked Questions (FAQs)

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### What is LanguageLift?

**What is LanguageLift? Who is it for? Which skills are taught in LanguageLift?**

LanguageLift is a small group, Tier 2 oral language intervention. It is for children with lower-than-expected **oral language skills** in **Foundation and Years 1 and 2**.

LanguageLift addresses the components of oral language necessary for comprehending and producing written texts. These include **vocabulary**, **oral grammar** and **story production** and **comprehension skills**.

**Is LanguageLift evidence-based?**

Yes. LanguageLift is based on the current evidence for successful Tier 2 interventions for language difficulties. The MultiLit Research Unit has also gathered and analysed data from several schools using the program to ascertain student progress with the program. A summary of the program trial can be found on the website via this [link](#).

**How many students in a class are likely to need LanguageLift?**

Language difficulties are highly prevalent on entry to school in Australia. Based on current data, it is likely that approximately two to three children in a class of 20–25 will start school with lower-than-expected language and communication skills. Some schools may have many more children requiring support if they have a high proportion of students learning English as an additional language and/or from disadvantaged backgrounds.

**What does the LanguageLift lesson look like?**

The content of LanguageLift lessons is directed by the scripts in the handbooks. Lessons typically comprise four to five activities and include a warm-up activity or review of prior learning, explicit teaching of new language skills, and supported practice/consolidation.

**Does LanguageLift include the teaching of reading and writing?**

Developing spoken (rather than written) language skills is the primary goal of LanguageLift. Word decoding and encoding skills are not addressed directly in this program. Schools seeking an intervention program focused on decoding should consider [MiniLit Sage](#). Rather, the oral language skills considered crucial in the development of literacy are explicitly taught.

### Timetabling

**How often is LanguageLift delivered?**

For maximum effectiveness, LanguageLift should be delivered **four times per week**.

**How much time is needed to deliver a lesson?**

Each LanguageLift lesson takes around **30 minutes**.

**How many students can be included in one group?**

LanguageLift is designed for **groups of up to four students**.

**When should LanguageLift lessons take place?**

Lessons can be scheduled when the rest of the class is participating in rotational activities, or at other suitable times during the day, as identified by classroom teachers. Delivery of LanguageLift during whole-class literacy sessions devoted to teaching phonics skills, or during other core curriculum subjects (e.g., mathematics), is not recommended.

**How long does it take to deliver the program?**

There are **120 lessons** in LanguageLift. However, the number of lessons a child will receive depends on their Entry Point into the program. **A minimum of 60 lessons is recommended**, which can be delivered in approximately two school terms. Note that children with very significant or complex difficulties will necessarily move through the program more slowly.

### Can LanguageLift be delivered more frequently to finish the program more quickly?

Increasing the frequency and pace of lessons may reduce opportunities for practice and compromise the effectiveness of the intervention. Delivery of the program more frequently is therefore not recommended.

## Staffing

### Who can deliver the lessons?

- ▶ Classroom teachers
- ▶ Classroom support teachers/teacher's aides
- ▶ Language support teachers
- ▶ Learning support teachers

## Professional Development

There is a compulsory **two-day** Professional Development Workshop that must be completed when implementing the LanguageLift program.

### What does the training involve?

The training involves attendance at a two-day workshop delivered by a MultiLit trainer. The workshop can be completed either face-to-face or via videoconference.

### Who should attend training?

Anyone involved in the implementation and coordination of LanguageLift in a school should attend training.

### Why are two days of training necessary?

Two days of training are necessary to cover the content and equip teachers with the theoretical knowledge and skills to implement the program as intended and with confidence.

### If staffing changes, do new LanguageLift teachers need to attend training?

Yes, it is very important that all teachers new to the program attend the training. Teacher training is a key component of an evidence-based Tier 2 oral language intervention program, and delivery by an untrained teacher may reduce effectiveness.

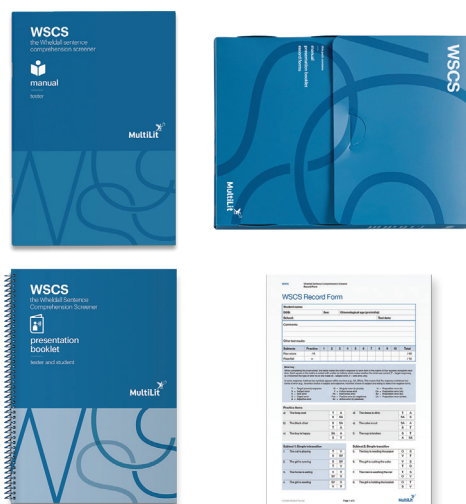
## Identifying students for LanguageLift

### How do I know if students need LanguageLift?

Identifying students for LanguageLift occurs in two stages – screening and subsequent placement testing. Results from the Placement Test will indicate if a child places in the program, and (if so) at which entry point they should begin.

### Which screener should be used?

Children in Foundation (or at the end of the year preceding Foundation, e.g., Kindergarten in Western Australia) should be screened using the Wheldall Sentence Comprehension Screener (WSCS).



Children in Years 1 or 2 should be screened using the LanguageLift Teacher Screening Checklist.

### Is LanguageLift suitable for children who are learning English as an additional language or dialect (EALD)?

Children from all language learning backgrounds can be considered for intervention. However, if a child's first experience with English is at school entry, schools may choose to allow time for them to develop language skills in the classroom and playground. If teachers suspect that a child is not picking up English at a typical rate (and particularly if EALD support is not available or has ceased), then placement into LanguageLift intervention is recommended.

### What if a child has speech sound/articulation difficulties?

If a child with speech sound difficulties also displays difficulties with oral language (as indicated by the Placement Test), they can be placed into LanguageLift. It is recommended that the child be referred to (or continues to access) a speech pathologist for their speech difficulties, as LanguageLift does not address the production of speech sounds.

### Is LanguageLift suitable for children with Developmental Language Disorder (DLD), or those with other developmental disorders (e.g., Autism)?

Like all MultiLit programs, LanguageLift is non-categorical, meaning that it does not focus on the underlying causes or reasons why a child may have failed to make progress in oral language.

Therefore, any child demonstrating need on the Placement Test can be considered for participation regardless of their diagnosis. However, children with very significant language difficulties, or those with complex presentations, are likely to require individual speech pathology intervention to address their specific needs. Ideally, to help with the decision-making process, both the child's speech pathologist and the child's family should be consulted.

### Can students be grouped across grades?

Yes. Students should be grouped according to Entry Point in the program, rather than age or grade. Children from different grades can be grouped together if they are working at the same level, although teachers should consider factors such as age gap, behaviour management and timetabling in their planning.

### Can a child receive LanguageLift and MiniLit Sage (or another Tier 2 decoding intervention) at the same time?

Offering two interventions to children concurrently is **not recommended**, as this would equate to too much time withdrawn from the main classroom. Deciding which intervention to offer, or which to offer first, will depend on a child's age and individual needs. Further information about group selection is provided in the LanguageLift Professional Development workshop.

### If a child needs support with oral language as well as decoding, which intervention should they receive first?

As a general guide, younger children in Foundation may be better placed to receive LanguageLift first. Schools should most likely prioritise a decoding intervention (e.g., MiniLit Sage) for children in Years 1 and 2, so that they can access text as quickly as possible to support work in all areas of the curriculum. However, individual results on the Placement Tests for each program should be used to determine which is the most pressing intervention for a specific child.

## Resources and preparation

The LanguageLift Kit includes:

- ▶ Teacher Manual
- ▶ 5 Lesson Handbooks
- ▶ 15 Storybooks
- ▶ Student Workbooks (5 copies)
- ▶ Student Assessment Books (5 copies)
- ▶ Assessment Presentation Book (1 copy)
- ▶ Lesson Records Book (also available as a downloadable via the Members' Area)
- ▶ Cards, posters, charts and boards
- ▶ Bessie the bilby (soft toy)
- ▶ **Bonus:** Wheldall Sentence Comprehension Screener (WSCS) Kit

Downloadable resources, such as storyboards, song samples and information for parents/carers are included and can be found in the Members' Area of the MultiLit website.





### What Storybooks are included in the Kit?

Purchase of the LanguageLift Kit includes 15 Storybooks published by Putto Press. A list of titles is available on the MultiLit website.

The LanguageLift Storybooks can also be purchased and used independently of the program.



### Are any resources required that are not included in the kit?

There are some consumable items which will need to be replaced each time a new group of children commences the program. Consumables include:

- ▶ Student Assessment Books (1 per student required)
- ▶ Student Workbooks (1 per student required)
- ▶ Lesson Records Book (1 per group required)

There are also some additional items to source, which are commonly found within a school. A comprehensive list of all materials required is given in the LanguageLift Manual.



### How many kits will we need to deliver the program in the school?

**A minimum of one kit per school** is required to deliver the program. If more than one group is run in a school, particularly if groups are working at the same Entry Point, it is likely that an additional kit (or supplementary materials) will be required.

### Are there any ongoing, compulsory costs to run LanguageLift?

Once the program is set up in a school, it can be delivered multiple times to new groups of students. Consumable items will need to be replaced each time a new group commences the program.

If new or additional staff are to deliver LanguageLift, it is recommended they attend training for optimal delivery. Pricing of the LanguageLift Kit, consumables and Professional Development Workshop is available from the [MultiLit Shop](#).

