

Mantra Lingua - RecorderPEN Trial

Case Study Form



Name of establishment: Osborne School

Name of Practitioner: Jan Smith

In what context did you trial this resource? Special School Setting

Give further details (if necessary) : Year 7 - mixture of MLD and SLD students

Please give a synopsis of the focus pupils/students or family involved in the trial: All the 8 students have a global developmental delay, 5 being on the Autistic Developmental Spectrum, one with Down Syndrome and one with complex learning difficulties.

How did you use this resource? E.g. What activities did you undertake? Was this resource used in group work, pairs or individuals? Was the pen used with its own internal speaker, headphones/splitter headphones or external speakers? Please include as much detail as possible: In my class of 8 SEN pupils, a mix of MLD and SLD but mostly autistic, we had been working on developing English speaking and listening skills with a focus on life skills to make the activities relevant for our pupils.

Pupils played Twister and the Snail Race Game in two groups supported by an LSA in each. We took photographs of the students playing the game at each stage of the game and asked the students what they were doing and scribed their instructions. We then printed the photographs and asked the students to sequence the photos and got them to individually record the instructions onto the RecorderPENs.

The end product was a photographic instruction board with audio instructions for other students to use in order to learn how to play the game as well as being a record of their own speaking and listening abilities.

The pen used its own internal speaker which for more quietly spoken and less confident students was not loud enough.

Please summarise any positive benefits for those individuals taking part in the trial. E.g for mainstream learners, pupils learning EAL or those with SEN. Try to include quotes from the 'target group' where possible: Students were highly motivated because they saw the lesson as play rather than work, although they were working to clear objectives set by the teacher. Students were excited by the new technology and listening to their voices played back. It was particularly useful for pupils who find it difficult to articulate speech as they were able to hear back their recording and evaluate their performance. (Practitioners would need to be sensitive to the individual in hearing back their own voice. Some students might be sensitive to hearing their language difficulties which could be detrimental to their self-esteem). The procedure for recording and playback is appealing to students on the ASD spectrum as it follows 3 easy routines.

Please comment on any of the following aspects of the resource – both positive and negative:

Aspect	Comment
RecorderPEN Functionality – simplicity of use etc.	<p>Pupils found it easy to hold as it is chunky and similar to a marker pen in thickness. Students are familiar with holding microphones.</p> <p>Could the pen look too childish for a teenage audience?</p>
How to use the pen – was the accompanying information useful?	
Accessibility – hearing/visual impairment, colour contrast issues	The colours and shapes on the labels were helpful but too small for pupils with poor fine motor skills.
Quality of audio recording	

Please rate the success of using the resource with this ‘target group’ in your chosen context:

Very successful

Quite successful

Unsuccessful

Please add any further comments e.g. improvements, additions, ideas for spin-off resources etc...A more SEN-friendly set of labels need to be developed. Suggestions are that they should be slightly bigger and coloured. The 'record' hotspot could be spaced slightly apart from the 'stop' and 'play' hotspots. Also, whilst the familiar shapes will mean something to many learners, some would do better having e.g. Makaton symbols instead for 'record', 'stop' and 'listen'.

A talking symbol dictionary would help in the learning of the symbols e.g. Makaton. A picture (where appropriate) could sit alongside a symbol and the word with audio attached.

To use the pen as a multisensory spelling tool. e.g. students to record the word they are spelling and the phonemes or graphemes that make up that word. The recordings can be kept as evidence of pupil progress.

The pen could help reticent 'writers' as they may be more comfortable and motivated to record their thoughts rather than putting them down onto paper.

Another use might be for the teacher to give audio feedback to a learner via the sticky labels because some students are not able to access written comments. This adds variety in order to maintain and generate interest for students.

For some students who have difficulty writing and/or expressing their emotions, the pen could be used to record messages to their teacher e.g like an audio feelings box. It may be that some students who find it hard to express feelings face-to-face would find it easier to communicate via an inanimate object - this would be an interesting piece of research.

In order to make students less dependent on an adult helper the pen could be used as a staged support. Instructions could be recorded and attached to stickers by a practitioner/helper for any specific activity. The learner accesses the instructions orally and independently...thus helping to stage the gradual withdrawal of dependence on an adult helper.

Date:
3rd February 2010