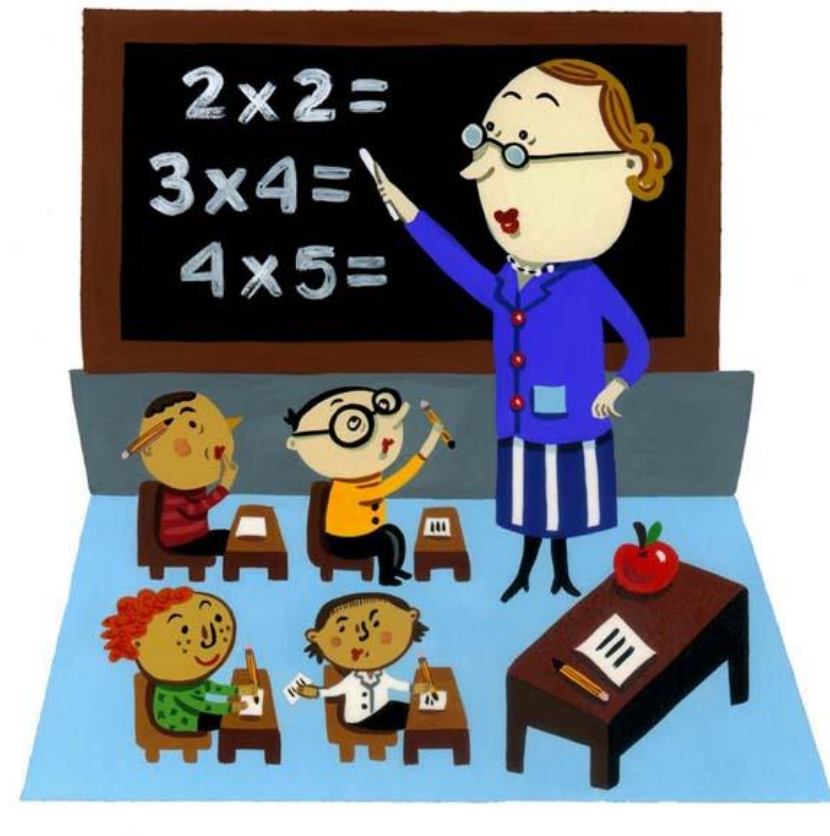


Strategies to Support Speech Language and Communication Development in Key Stage 1 and 2



Supporting children with Speech, Language and Communication Needs (SLCN)

Our aims for Speech and Language Therapy intervention

Activities
(How to help me)

Provide me with learning opportunities to develop my communication skills using a range of intervention, strategies and resources

Help me to raise awareness of my SLCN and the impact it has on my everyday activities

Provide support to people around me to understand my SLCN and how to help me

Provide training in my different environments to support my SLCN and eating/drinking needs

Include me and others around me in my target setting and interventions

Signpost people around me to relevant info

Help me to learn strategies to support my communication needs in everyday life

Use evidence based interventions to support my communication

Assess my SLCN/eating/drinking needs using appropriate measures

Short Term Outcomes
(What I am working towards)

I am able to have meaningful relationships

I am aware of my SLCN, can ask for help and am involved in decisions that affect me

People around me understand and can support my SLCN and eating/drinking skills

I can express myself and understand others

I can use my communication skills to participate in everyday and learning activities

I am able to eat and drink safely and enjoy my mealtimes

My SLCN was identified early on

I feel accepted and supported to take part in activities I enjoy

Long Term Outcomes
(For my future)

I am able to learn

I am healthy and happy

I am in control of my life

I feel supported and safe

I feel valued, included and accepted

I am able to achieve my goals

Based on the Royal College of Speech and Language Therapists Children's Strategy 2018: Placing children and young people at the heart of delivering quality speech and language therapy: Guidance on principles, activities and outcomes

Training Objectives

- ▶ What is needed for successful communication?
- ▶ What strategies can we use to support the communication of children with speech, language and communication needs?
- ▶ How do we implement these in the classroom?



Language & Communication

RECEPTIVE



Understanding
and
comprehension
skills

EXPRESSIVE



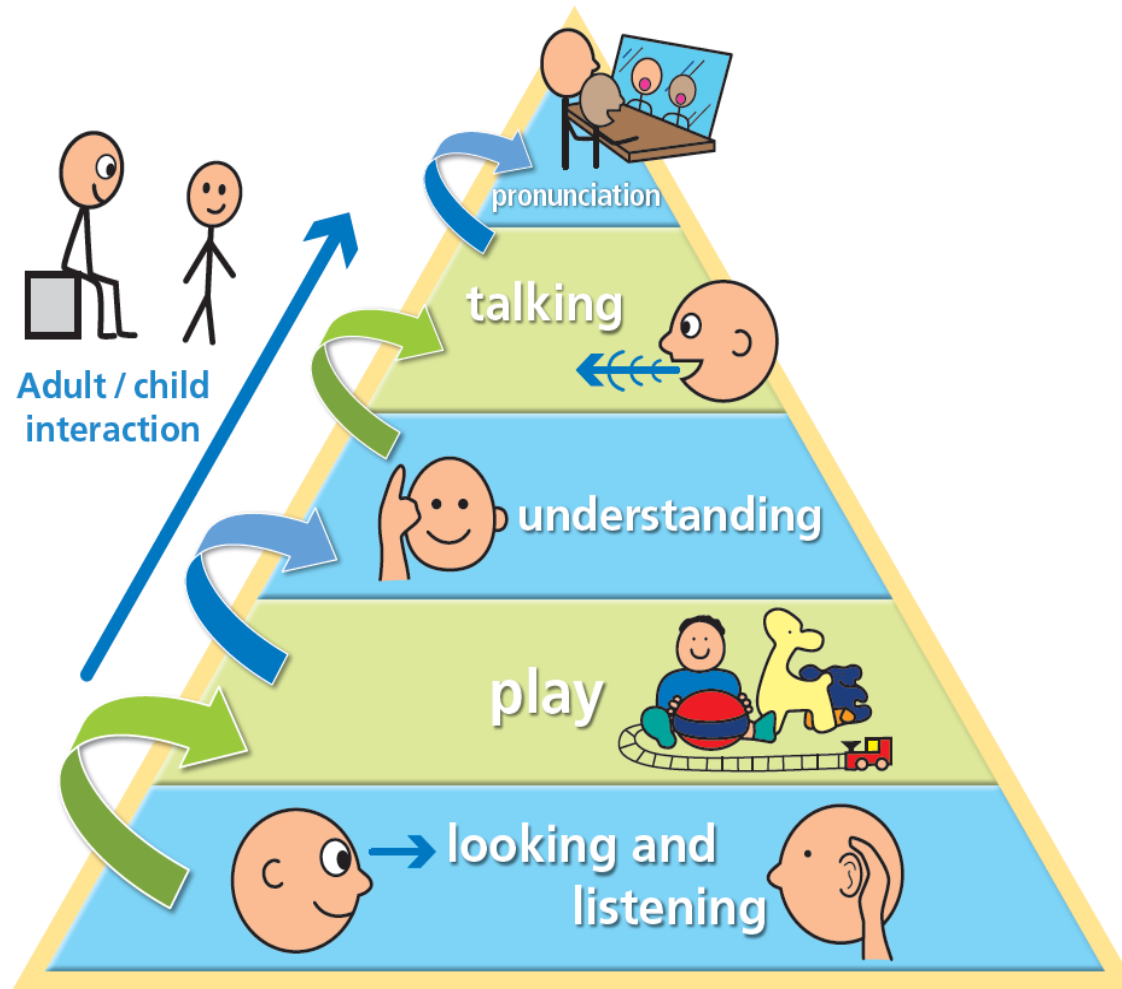
Sentence
structure,
use of words,
retelling
narrative.

SPEECH



Sounds
used

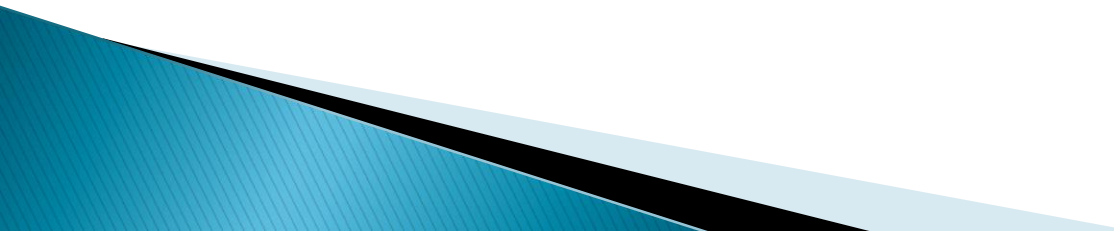
Difficulties arise when there is a breakdown at any part of the system.



Why do I need to know?

- Speech and language delay—most common difficulty experienced by pre school children
- 50% of CYP in some socio-economically disadvantaged populations have speech and language skills that are significantly lower than their peers.
- 10% of children have a speech & language disorder ie at least 3 children in every class
- ▶ 50–90% of these children risk experiencing difficulties with literacy if they do not receive the right support
- ▶ Up to two third of Young Offenders have SLCN /one third of these not recognised through out school life.

Starter activity

- 1 person face the board
 - The other face your partner
 - Feedback –
 - what did you do to complete the activity?
 - how did you feel?
 - Now think about how you think the children at this school with language/communication difficulties will feel everyday
- 



We will look at
strategies to support:

- ▶ Attention and listening
- ▶ Understanding of Language
- ▶ Expressive language
- ▶ Social Communication

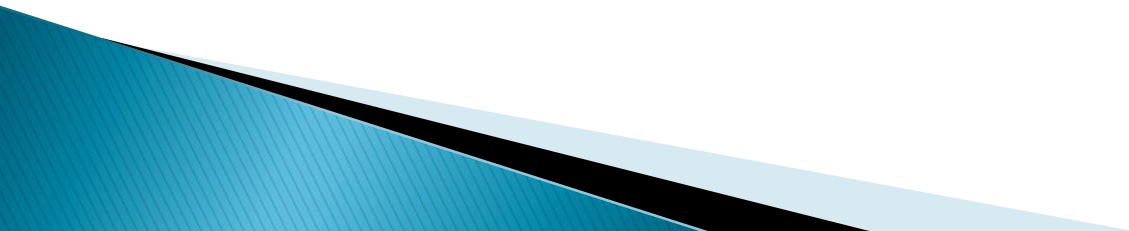


Why use strategies?

- ▶ Help students help themselves
- ▶ Promotes development of communication skills for all children in the classroom
- ▶ Helps support access to the curriculum



Strategies to support Attention and Listening

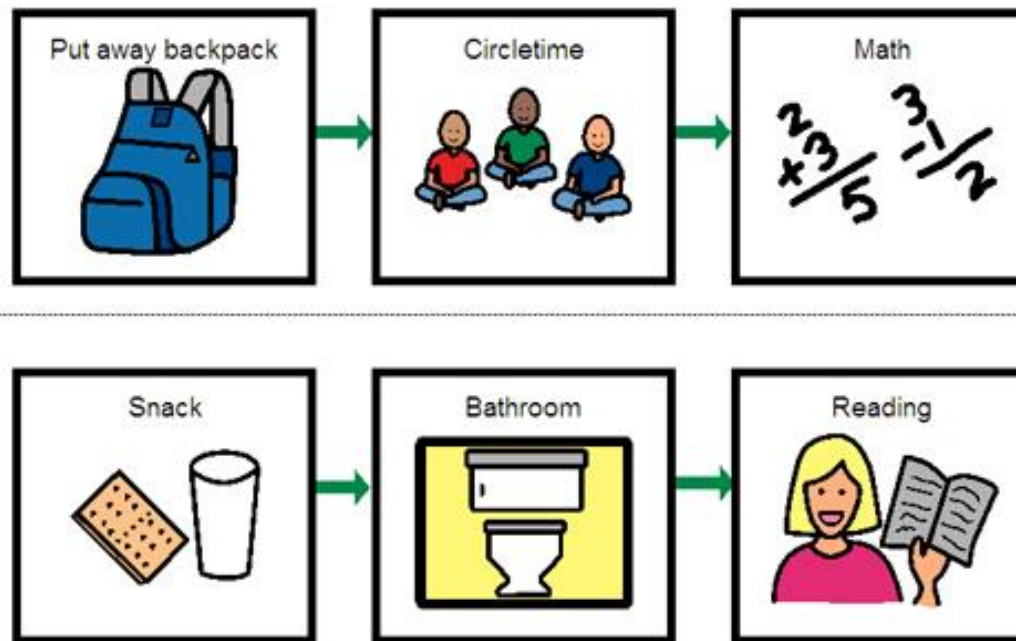


1.



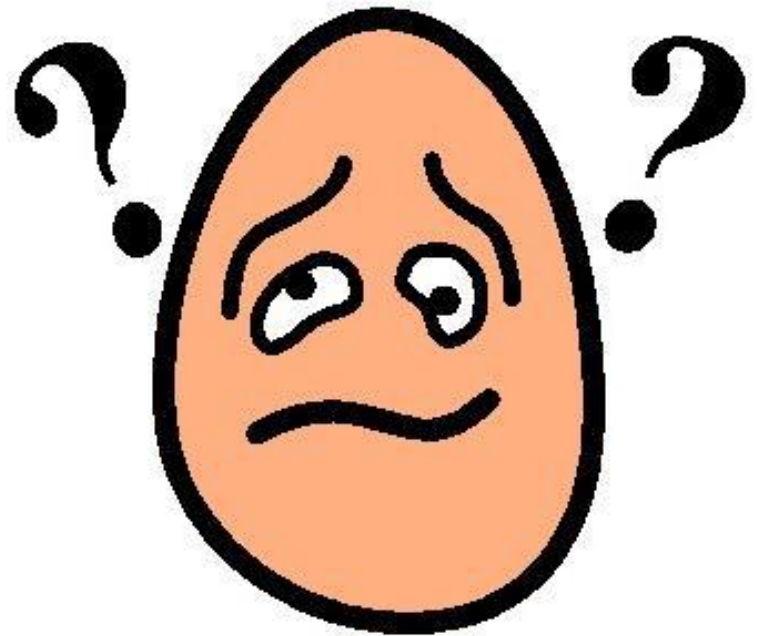
Use the
student's name
to focus their
attention to a
particular piece
of information

2. Use visual cues such as pictures, diagrams, models, gesture and demonstrations to reinforce what you are saying

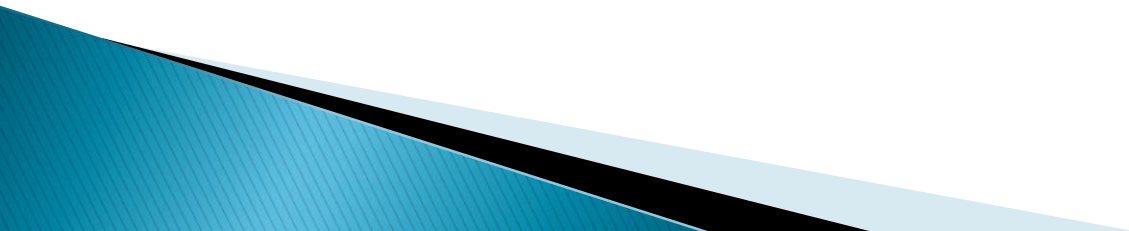


3.

- ▶ Attention and listening is related to understanding.
- Consider the level of language being used
- Consider the level of questions asked



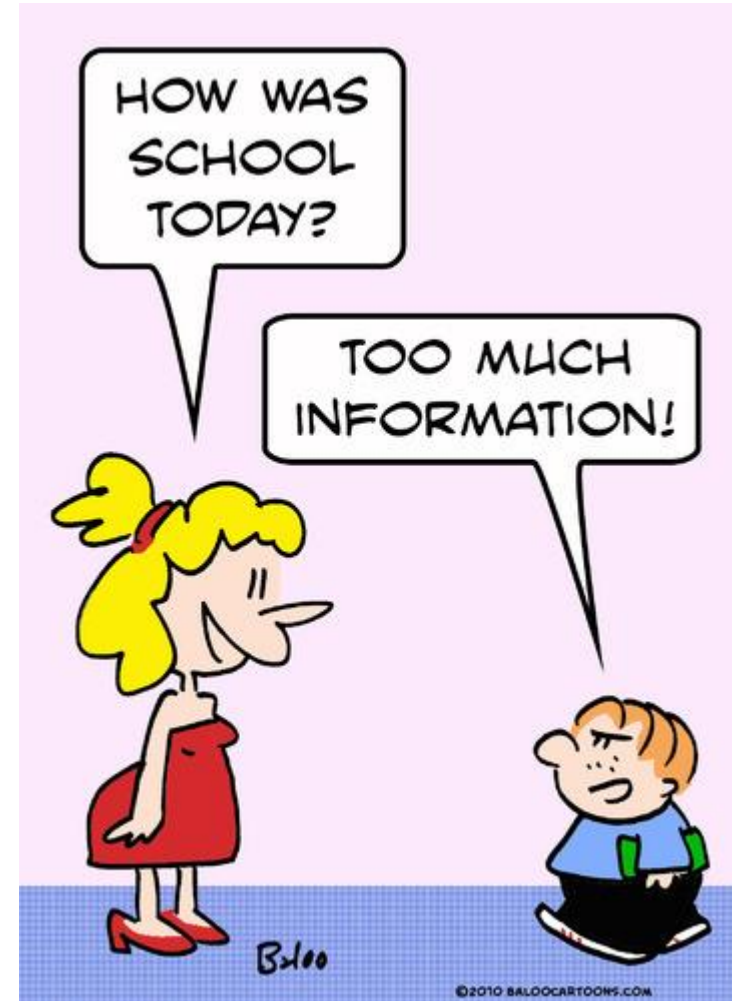
Strategies to support Understanding of Language



1.

Chunk information into smaller units... with pauses... and repetitions.

This gives the student time to process the information



2.

Encourage requests for clarification

Set up a **buddy system** so children can ask their peers for help.

Ask children to **recap** key pieces of information prior to starting task.



3.

Give **subject specific vocabulary** in advance so the student is familiar with the words *before* they are needed in class.

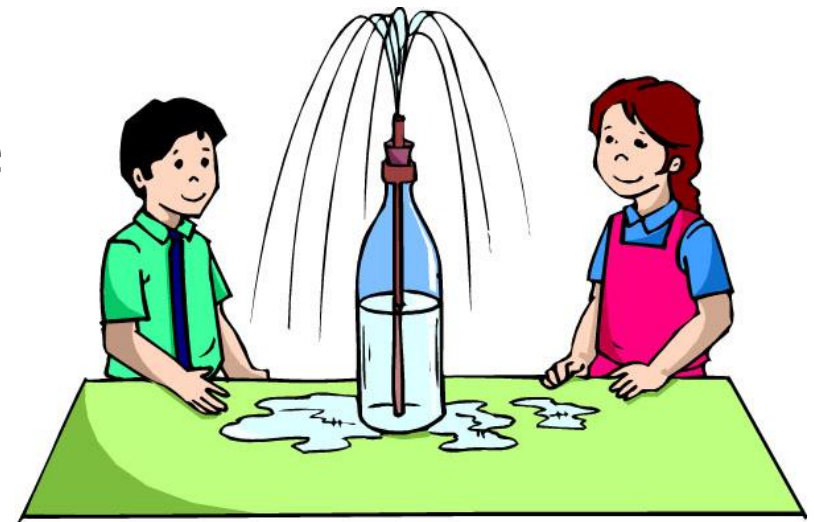


4.

Use **practical demonstrations** to support oral teaching.



Learning by doing provides information in *non-verbal* modalities and makes it more meaningful.



5.

Review important points
at the end of a lesson.

This helps students to
remember key
information.



Activity

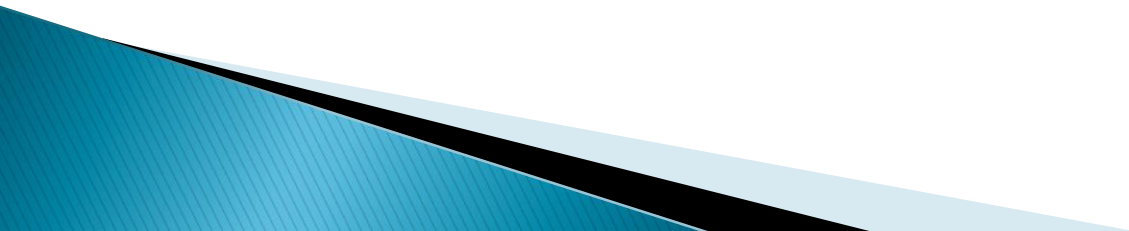


Think about an activity you have done in the last week or plan to do next week...

How have you already planned to/how could you implement these strategies??



Strategies to support Expressive Language



1.

Provide **good models** of language for the child rather than correcting their mistakes

Repeat and **re-affirm** what the child has said

Emphasise parts you want the child to notice, e.g. Child: “Boy got mouses”; Adult: “Yes, the boy’s got *mice*”

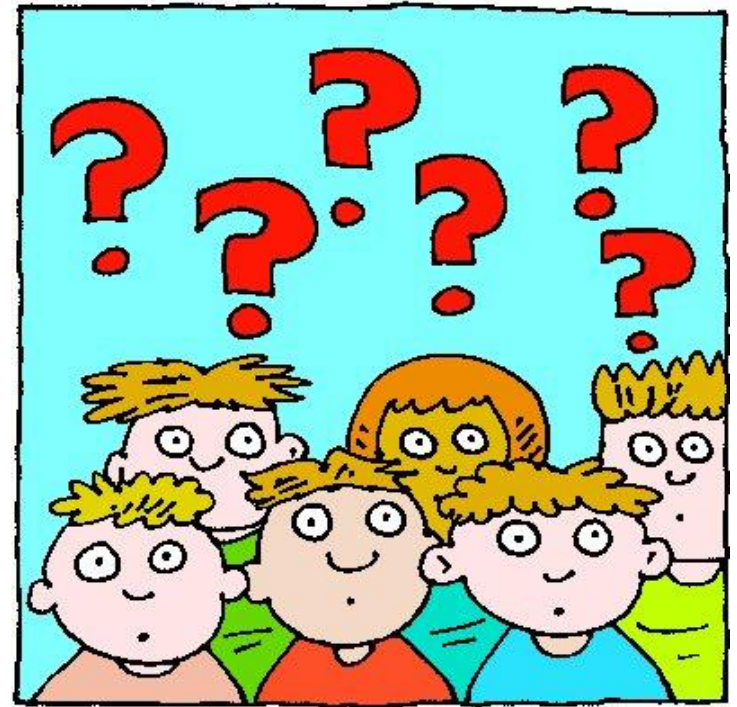
Add words to short phrases the child has used, e.g. Child: “I got a bus”; Adult: “Yes, you’ve got a *blue* bus”



2.

2. Give the child feedback when they have communicated successfully.

If you need more information give specific feedback or ask specific questions to help the child, e.g. “tell me *who* you are talking about”.



3.

To help the child organise what they want to say, give them some structure,

e.g. “*First* tell me *where* you went”.... “*Now* tell me *who* you went with”, “Tell me *two* things about your *weekend*”.

Planners can help children to **structure** their narratives and include all **relevant information**

who? 	where? 
when? 	What happened first? 
What happened next? 	How did it end? 
How did they feel? 	

Tell me your news



When did it happen?



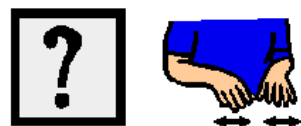
Where were you?



Who were you with?



What did you do?
What happened?



What did you enjoy?



What didn't you
enjoy?



News



what did you do ?



Who did you go with?



Where did you go?



When did you go?

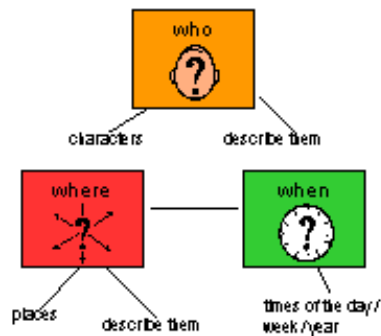


what did
you enjoy?

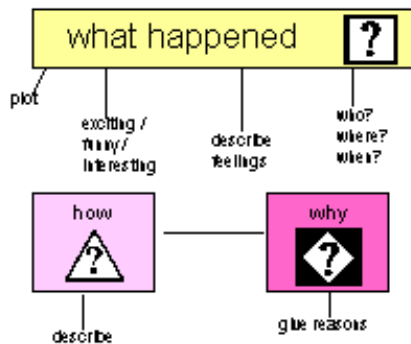


what didn't
you enjoy?

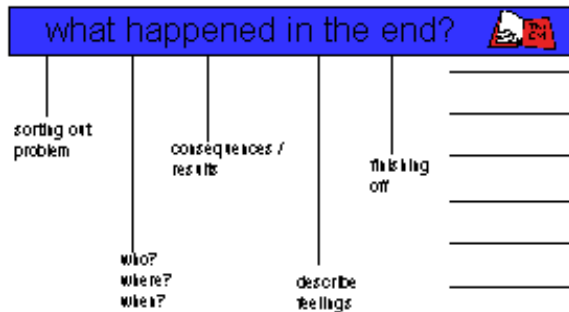
Beginning



Middle



End



When



Who



Where



Why



Problem



What did they try to do



what happened

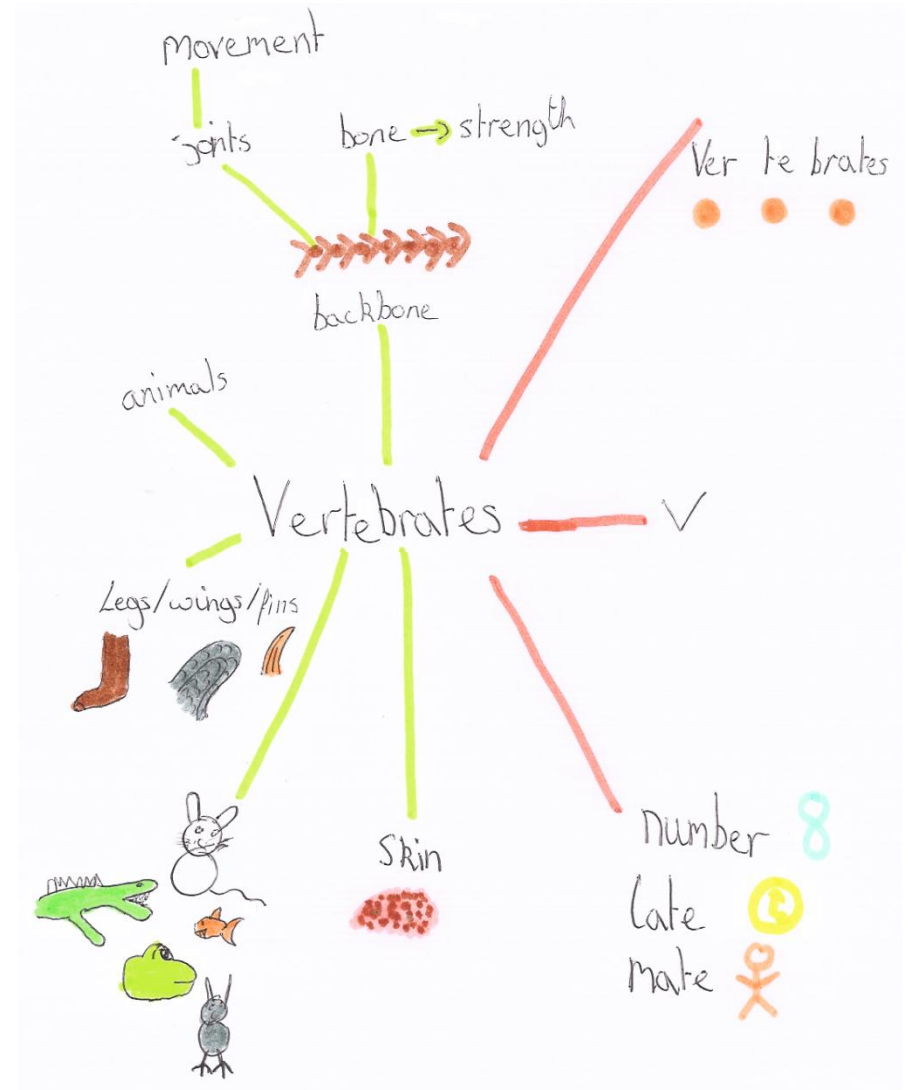
how did they feel at the end



4.

Use **word webs** to talk about **vocabulary** and give the child a **visual** representation

For younger children use **more pictures** than words



ATTRIBUTES

hard

strong

SOUNDS

3

spell it

say it

FUNCTION

protects organs

moves the body

makes blood

PARTS

bones

ligaments

muscles

tendons

cartilage

CATEGORY

body parts

skeleton



LOCATION

Exo-skeleton

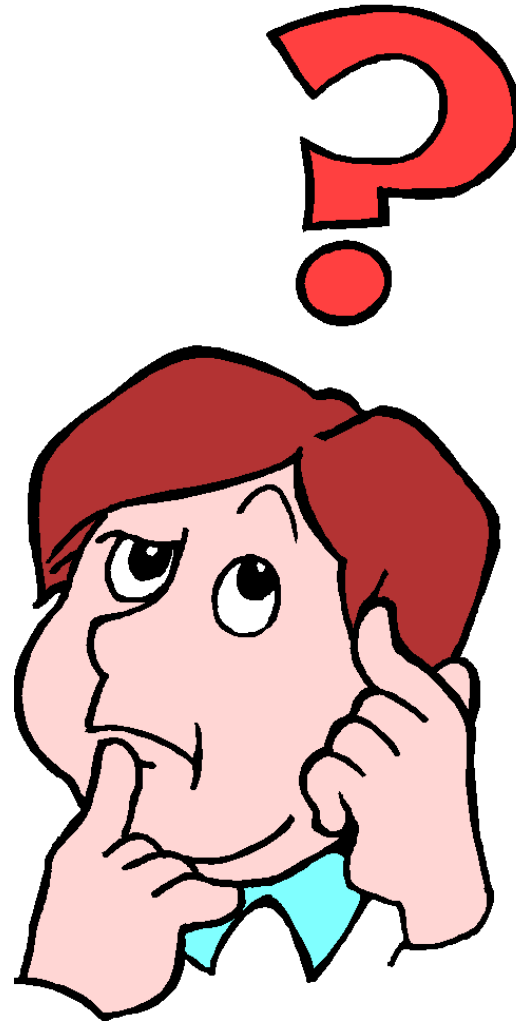
inside the body

Endo-skeleton

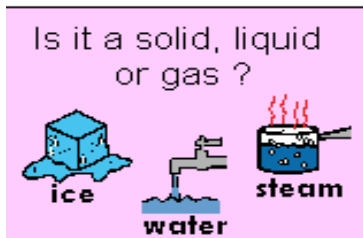
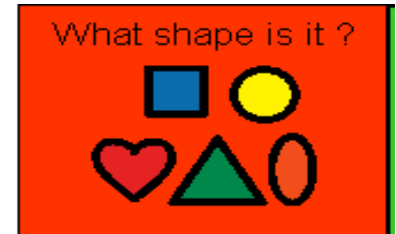
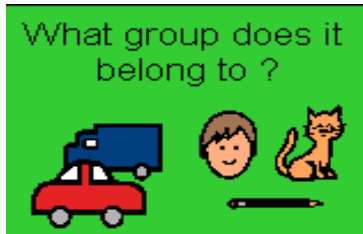
outside the body

5.

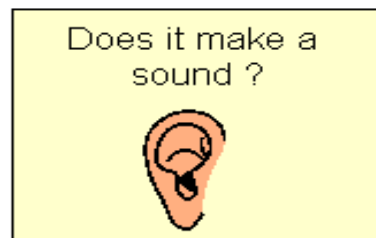
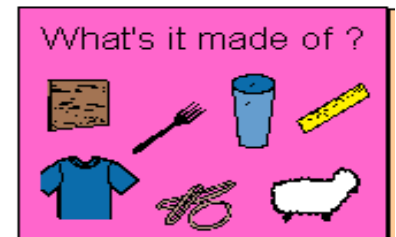
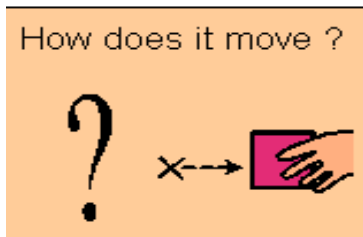
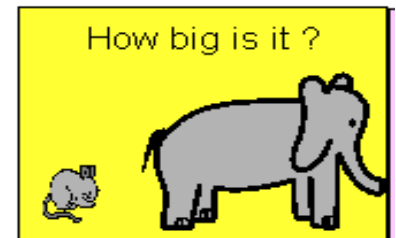
If a child is having **word-finding difficulties**, encourage them to give you all the **information** they can about the word,
e.g. “can you **describe it?**” “what do you **use** it for?” “what does it **begin** with?”.



Strategies for Supporting Expressive Language



Descriptions



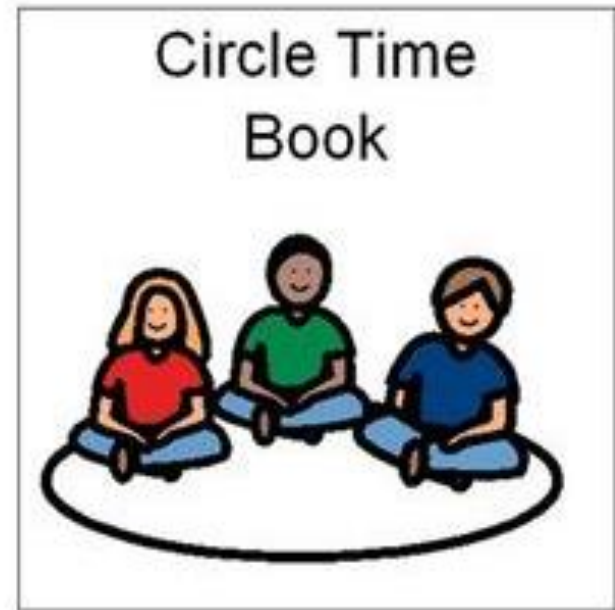
6.

Give **forewarning** of requests in class, e.g. “in a moment, I am going to ask you to explain.....”.



7.

Increase opportunities for **small group** or **paired** conversation where there is less pressure on the student and they are able to hear **models** of language from their peers.



Activity

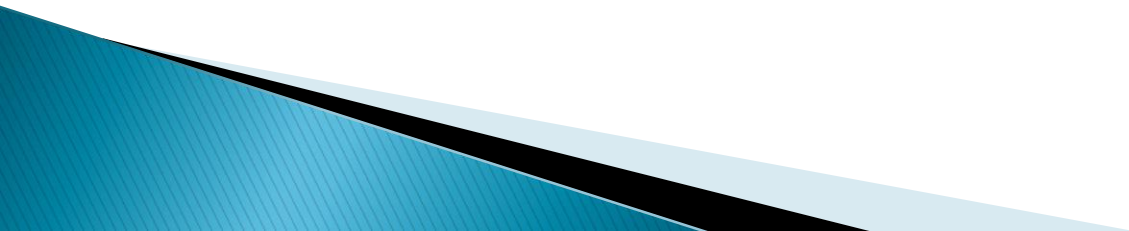


- ▶ “I goed there”
- ▶ “My brother got one”
- ▶ “Girl juice drinking the cup”
- ▶ “I went with my mum and...she buy me spiderman...we go shop...we went in the shop by bus”
- ▶ “She’s doing that over there”



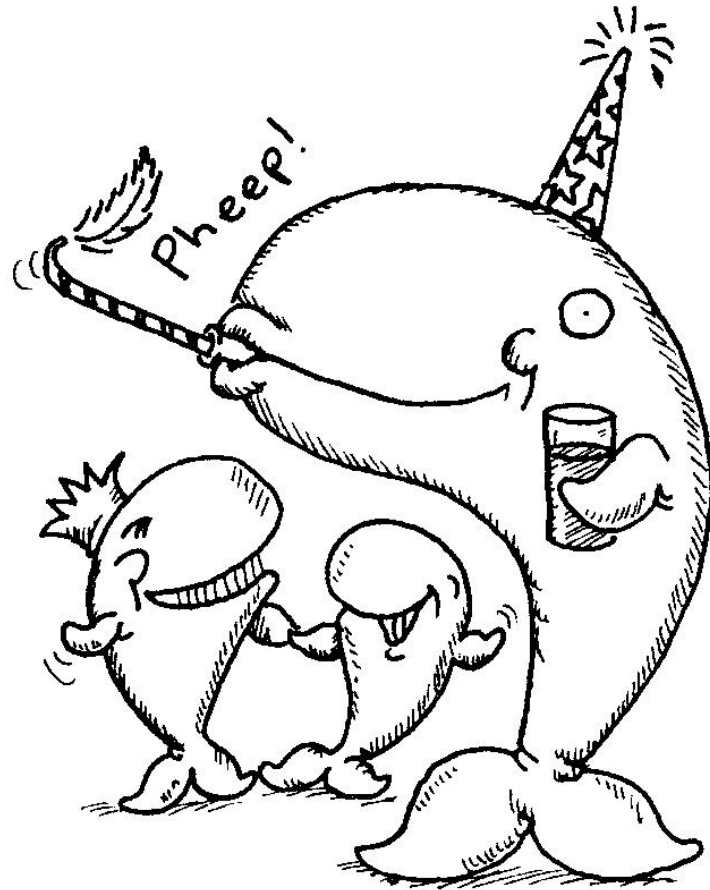
“Once there was a boy named Peter. When he was coming from school he hear a meow sound but he can’t hear... So Peter was climbing up the thing to rescue a cat, and he looked up a tree and it was a cat. He got frightened because he’s really tall up the tree so he can’t get down. So the man was watering the garden and Peter said help again. He shouted help but there was no climbing thing. The man got a climbing thing.”

Strategies to support Social Communication Difficulties



1.

Always **explain**
non-literal
language.



Everybody had a whale of a time at the party.

2.

Explain words with more than one meaning.



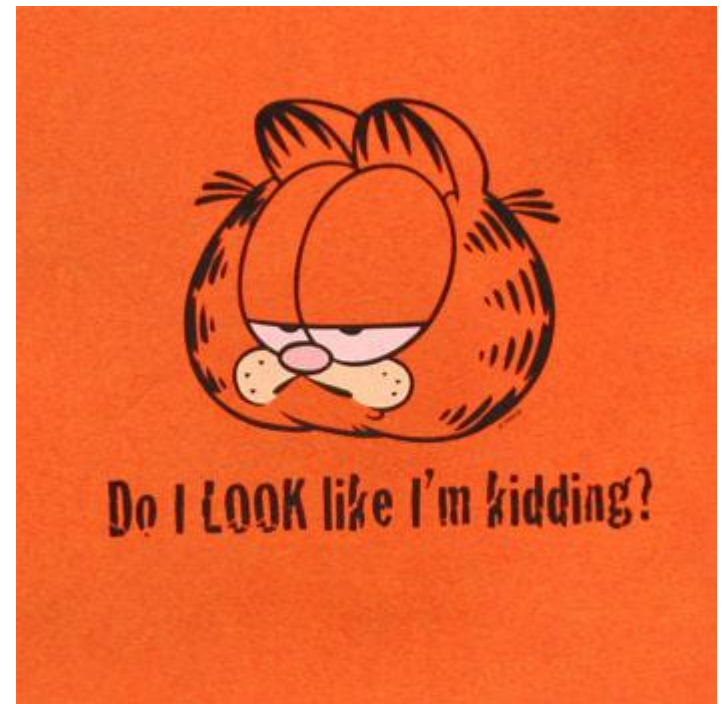
How many meanings does this word have?

RIGHT

3.

Avoid using **questions**
when you are actually
telling

e.g. “Shall we do one more
question before break?”



4.

Make the implicit **explicit**



Activity



- ▶ What strategies could the class teacher and LSA use in the following scenarios?



Case Scenario ~ KS1



- ▶ Georgie is in Reception. She has difficulty understanding short instructions within the classroom. She mainly uses two–three word phrases with non specific vocabulary e.g. “He doing that”
- ▶ She requires support to interact with her peers. She has no allocated support.

Case Scenario KS2



- ▶ Hannah finds it difficult to pay attention when the teacher is talking but concentrates well for practical activities, such as Art and Technology.
- ▶ She often appears to copy or ask her friends what she should be doing. She can usually get on with her work once she has been shown what to do.
- ▶ She responds with short sentences when she re-tells information to the class. This is often in the wrong order.

Any questions?



Evaluation

- ▶ Please fill out an evaluation and let me know if there are any further areas you would like to discuss.
- ▶ THANK YOU!

thank you

