

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

Who are we and what do we do?



Independent Speech & Language Therapy



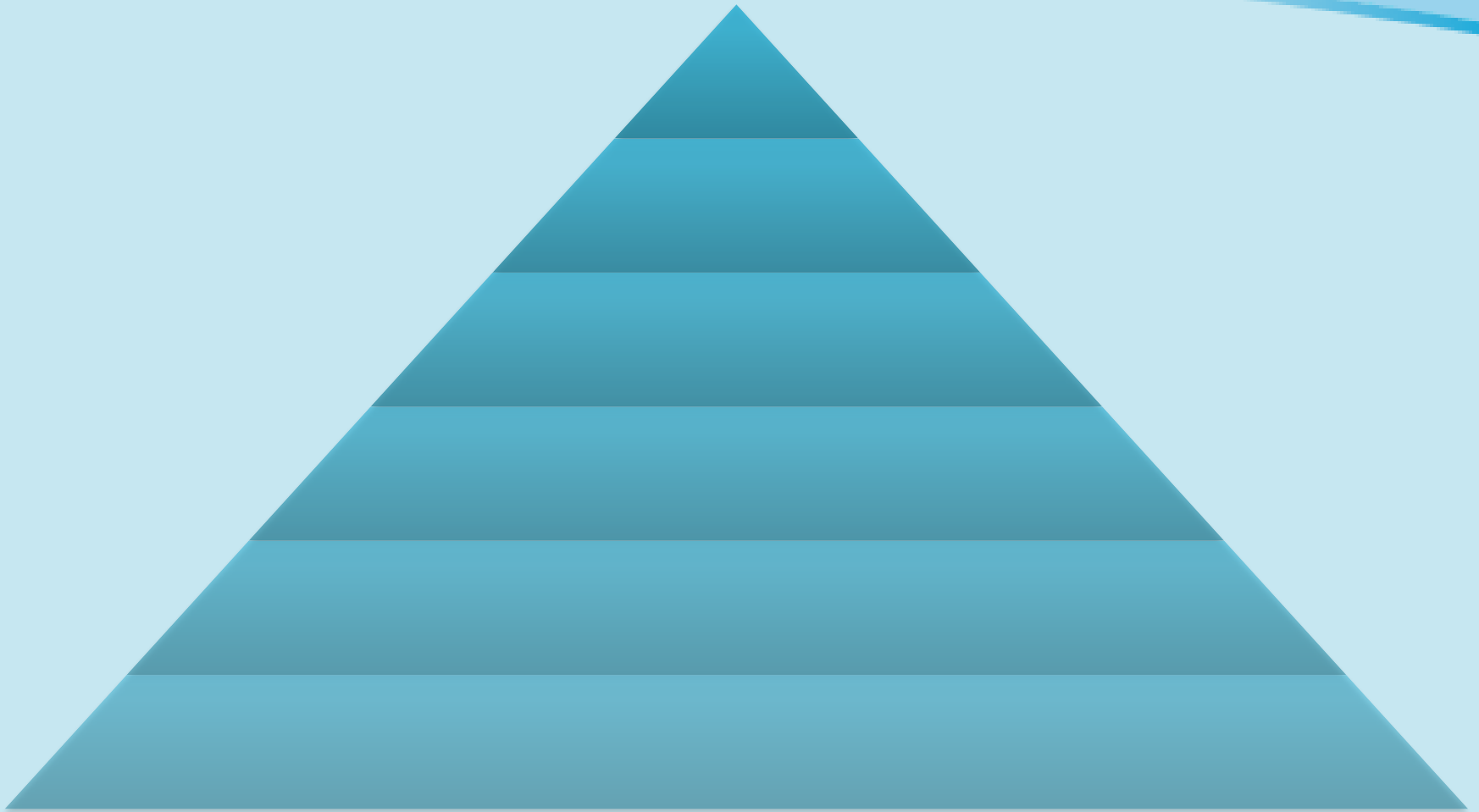
Why are we here?

- To talk about what Speech & Language Therapy is including the areas we support
- To give you some top tips on how you can support your child's speech, language & communication skills at home

Speech, language & communication

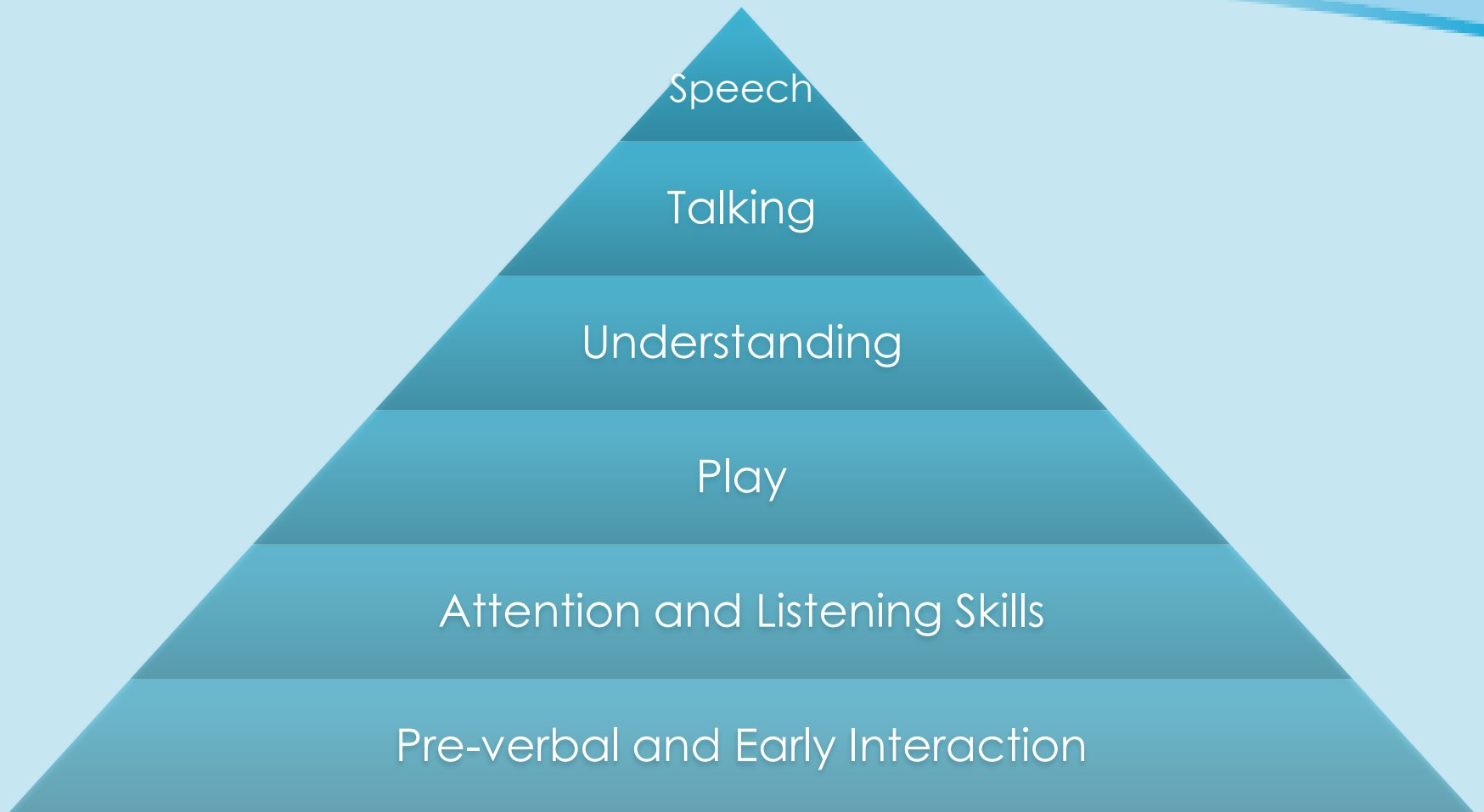
Speech	The sounds and sound combinations that are put together to make words and spoken language
Language	Includes understanding and using language, e.g. words and their meanings, how words go together, the order and how this can change meaning, grammar, joining sentences together to make sense, and higher level skills such as reasoning and inference
Communication	Interacting with others to share, make friends etc. It includes non-verbal communication (e.g. eye contact, turn-taking) and conversational skills and rules

Communication Pyramid

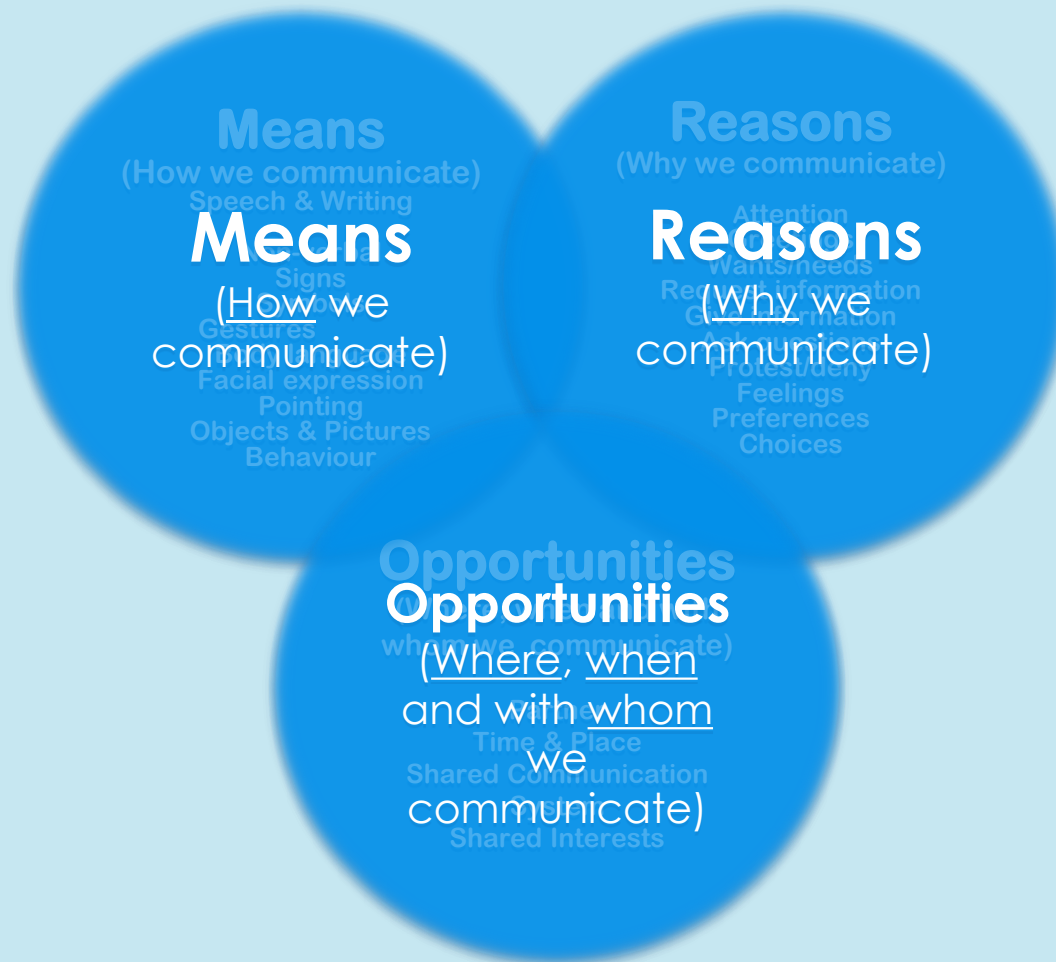


The Communication Trust (2011)

Communication Pyramid



Communication Model

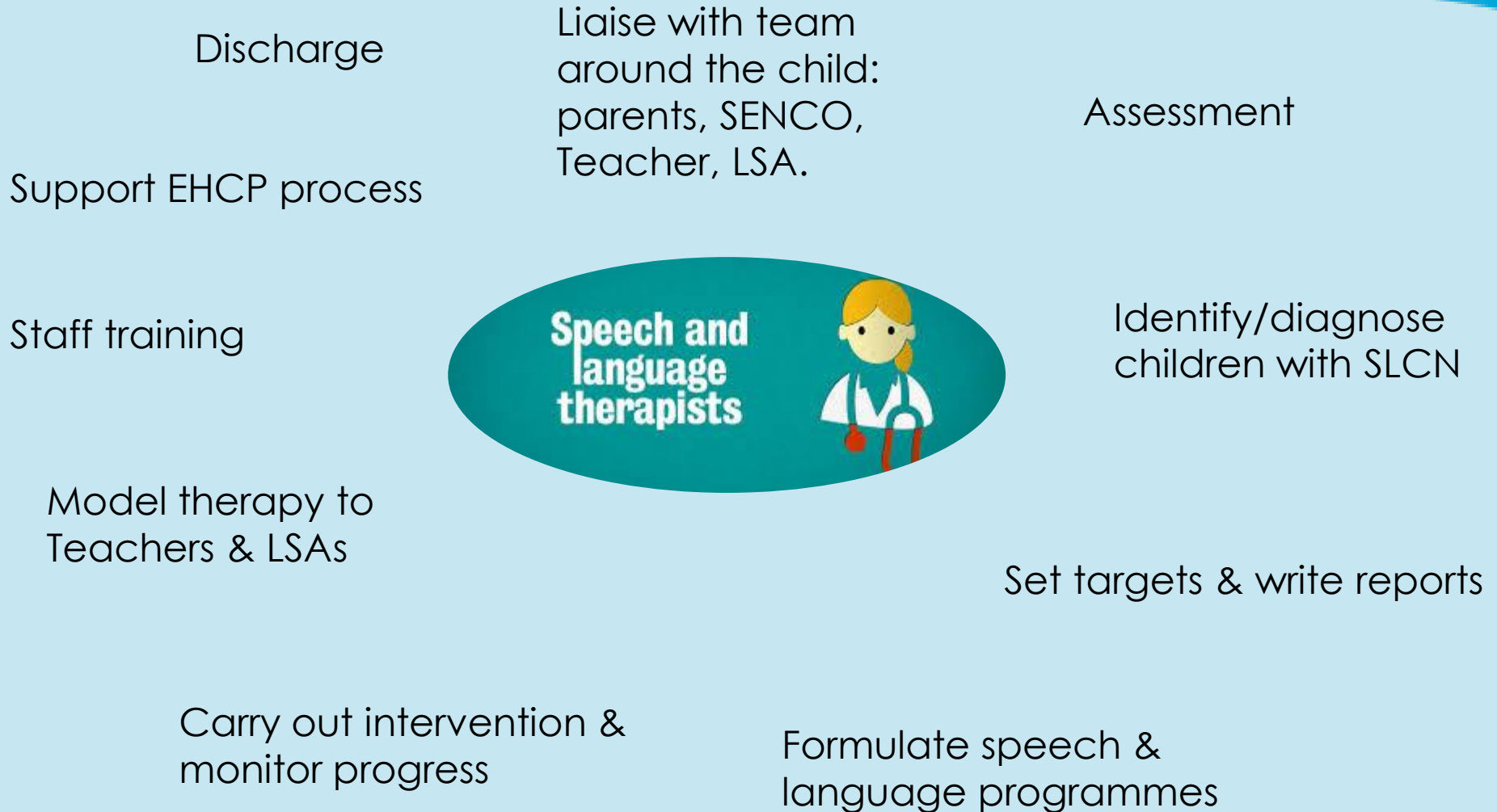


Successful communication requires:



- ✓ Attention & listening
- ✓ Understanding (receptive language)
- ✓ Speaking (expressive language)
- ✓ Speech
- ✓ Social communication
- ✓ Processing/working memory

Role of SALT



Strategies – Attention & Listening

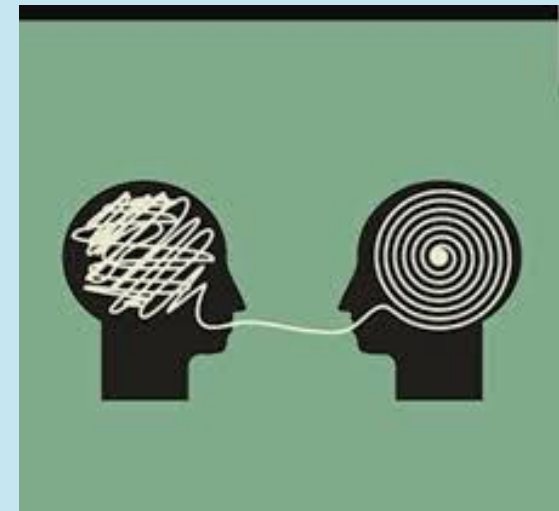
- Consider the **environment** – reduce distractions, background noise where possible
- Face the pupils when giving information
- Use their **name** at the beginning of instructions to cue them in
- Give **pointers** for what they should listen to (e.g. It's important you remember X from what I am going to tell you')
- Allow **extra time** to listen & process language



Strategies – Receptive Language

Adapting out language can improve compliance & general behaviour

- Support pupils to **recognise when they don't understand** – build a culture of this, modeling how to ask for help & admitting when you don't know something
- Build in ways to **check understanding**
- Ask them to **repeat back** in their own words what you've said
- Give an overview first then go into detail
- Emphasise **key words**
- Keep your own language **simple** - avoid/explain difficult vocabulary/idioms
- '**Chunk**' instructions



Strategies – Expressive Language

- Be patient & let them know you'll wait
- Don't correct but instead **repeat** and **recast** what they've said
- **Build on/extend** language
- **Model** language (e.g. for debate/discussion)
- Increase opportunity for dialogue & **real conversation**, take short turns
- Respond to **what** they've said rather than **how** they've said it
- Prompt with cues such as **'first' 'then' 'last'** to support re-telling information
- Encourage them to show you new vocabulary learnt at school
- Support them with reviewing the learnt vocabulary using word maps/pots
- Ensure that you **review** vocabulary regularly using a word wall/pot



Strategies – Speech

- Stammering:
- **Avoid finishing** the pupil's sentences for them instead show the you are listening by maintaining **eye contact** and give them **time** to finish
- Avoid using 'reassuring' phrases such as 'slow down' or 'take a deep breath'
- **Ask the pupil** (1:1) what is helpful/unhelpful at school (e.g. use a different way of answering the register, not putting them on the spot with questions etc). Remember they are the expert in their stammering.

<https://michaelpalincentreforstammering.org/wp-content/uploads/2019/02/Suggestion-Sheets-Mar18.pdf>

- Selective Mutism:
- Understand that SM is **anxiety disorder** (a phobia about speaking)
- **Remove speech expectations** e.g. make comments rather than ask questions
- Respond 'normally' to any attempt to communicate (verbally/non-verbally)
- Agree a **system** whereby they can communicate with you/peers (e.g. a whiteboard)



Strategies – Social Communication

- Teach them about possible breakdowns in communication they will likely to encounter in the community. Model how to repair misunderstandings and ruptures in the relationship when they happen between you e.g. not understanding sarcasm.
- Building understanding of themselves and other people. Use social stories and comic strip conversations to show what was said, what people were thinking, how they were feeling etc. More information on these on the National Autistic Society website.
- Use pictures/symbols to talk about emotions. Model how to express their emotions and identify the persons self-regulation techniques e.g. ‘when I feel angry I can bounce on my exercise ball’ Help them to identify how their body feels e.g. “when I feel angry, I feel hot and tense”.
- Be as specific as you can - say what you mean. There are many interpretations to things people say

Strategies – Memory & Processing

- **Slow** speech & include more **pauses**
- Use the **10 second rule** to allow pupil to think & process what's been said
- Repeat & rephrase where necessary
- Use **shorter** sentences
- Encourage pupils to repeat what they have heard 'in their head' or visualise what they need to do
- Use **visuals!** – support what you are saying with diagrams, pictures, photos, gestures, worksheets etc
- **Mind maps** can be used to record information/ideas & can be referred back to in future lessons (as well as used to aid revision)
- Use **visual schedules/task planners** to help pupils remember what they need to do
- **Demonstrate** where possible
- **Link** new information to what pupils already know
- Present information in the **order** they are to be carried out





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