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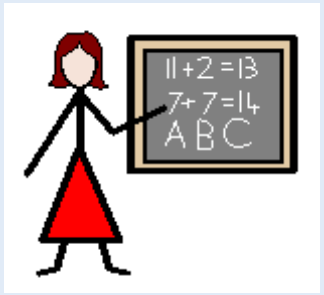
Supporting students with SLCN in the classroom



Alicia Houn

Speech and Language Therapist

Session Objectives

- To review knowledge of speech, language and communication.

- To learn strategies to support children with speech, language and communication (SLCN) in the classroom.

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Communication Pyramid

UNDERSTANDING

ATTENTION (LOOKING & LISTENING)

Adult/ Child Interaction

PLAY

SPEECH SOUNDS
B, t, k p, l

TALKING

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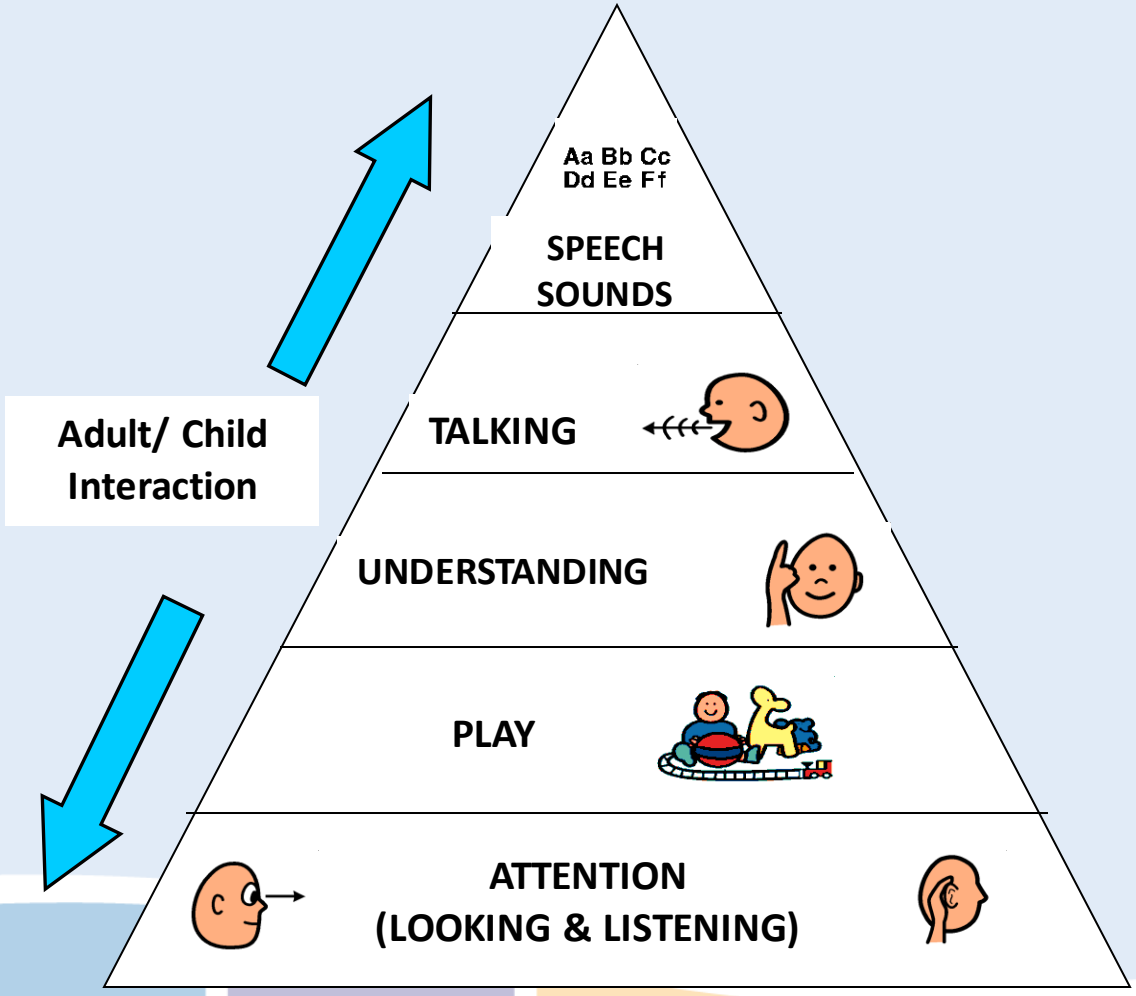
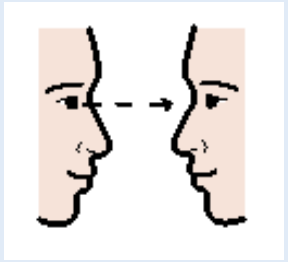
Communication Pyramid



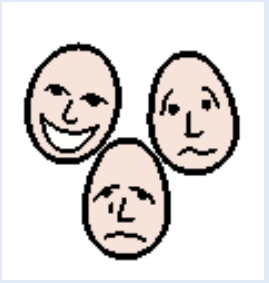
Other Parts of Communication

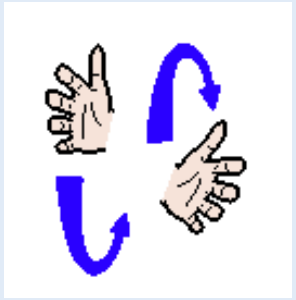
Voice



Eye contact

Facial expression and emotion





Gesture

Listening

Turn taking

93% of the information that is communicated from person to person is non-verbal

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1. Giving Instructions

2. Asking Questions

3. Visual Strategies

4. Differentiation

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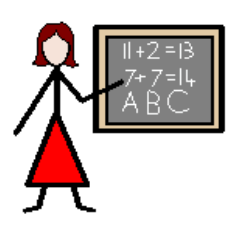
1. Giving Instructions - Making them easier

- Re-word e.g. explain using different, more simple language.
- Chunking e.g. break it down into a shorter 'chunk' of language, pausing after each one.
- One instruction at a time
- Repetition
- Slow down – more processing and answering time.
- Literal language
- Give instructions in the right order e.g. Clear away the equipment. Then write down your homework



Have a go!

"Before you go to lunch, make sure your name is on the list and you have handed in your diaries"

Have a go!

"Please will you all get out a pencil, ruler and rubber and put them on the table and then get scissors, glue and coloured pencils from the cupboard and put them on the table as well."

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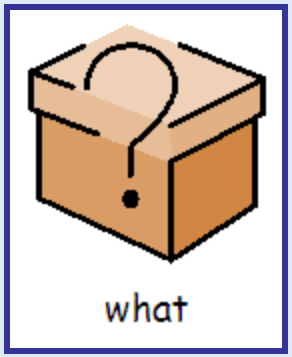
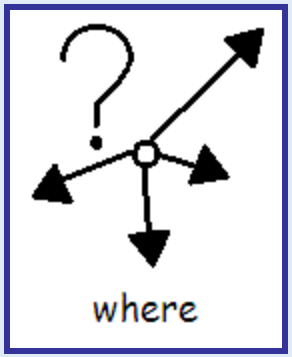
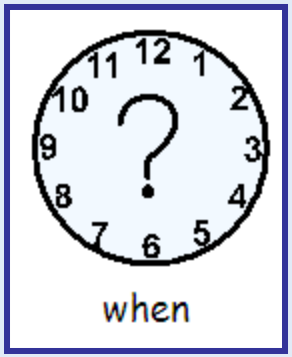
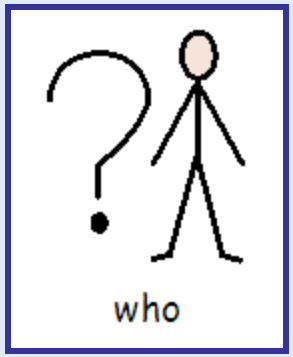
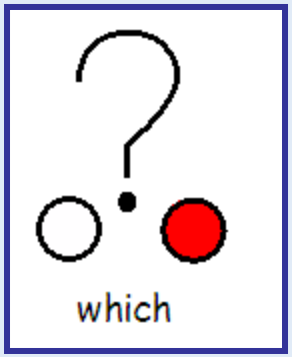
2. Asking Questions- Keep it simple











Skills required:

Knowing and Understanding

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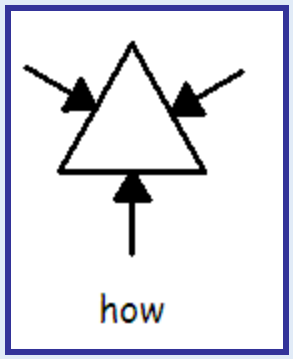
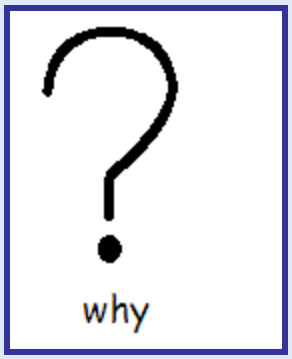
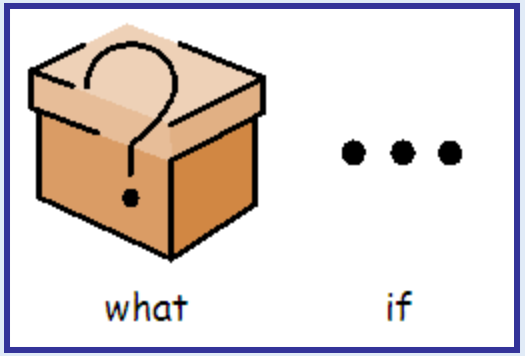
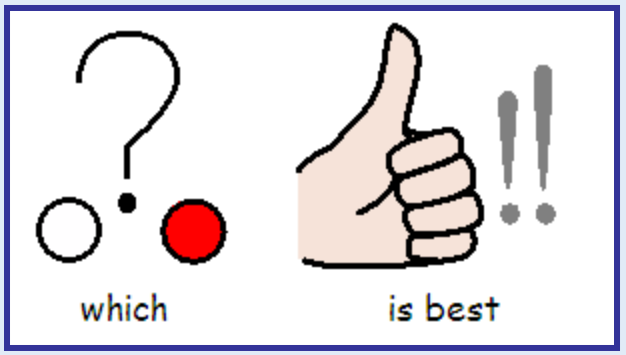
Complex Questions





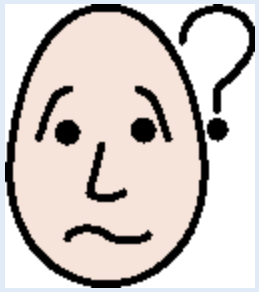




Skills required:

Creating, Analysing, Applying and Evaluating

Think about your own Questions



AVOID QUESTIONS LIKE…….

Do you know what to do?

What did I just say?

Were you listening to me?

TRY……

Are you going to do x or y ?

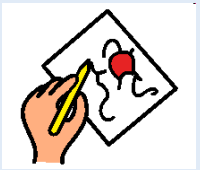
What are you going to do next?

What stopped you from understanding what to do?

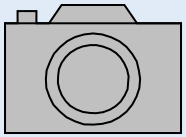
What could you do/say to help with this?

3. Visual Strategies – Visual Support

- Pictures

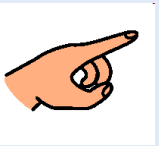


- Photos



- Gesture/miming

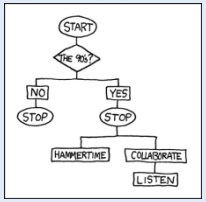
- Pointing



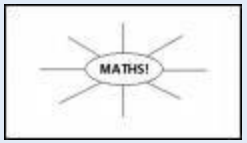
- Symbols

- Diagrams

- Flow charts

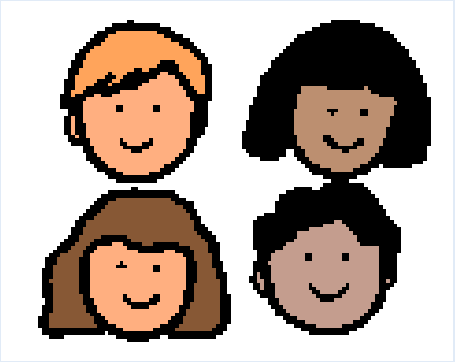


- Mind maps



- Colour coding

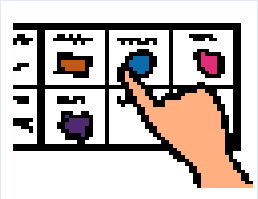
Why Visuals?



Visual Support helps because:

- It is concrete and consistent
- It is easier to remember
- It is easier to make sense of than a string of joined up sounds
- It shows the child what to focus on

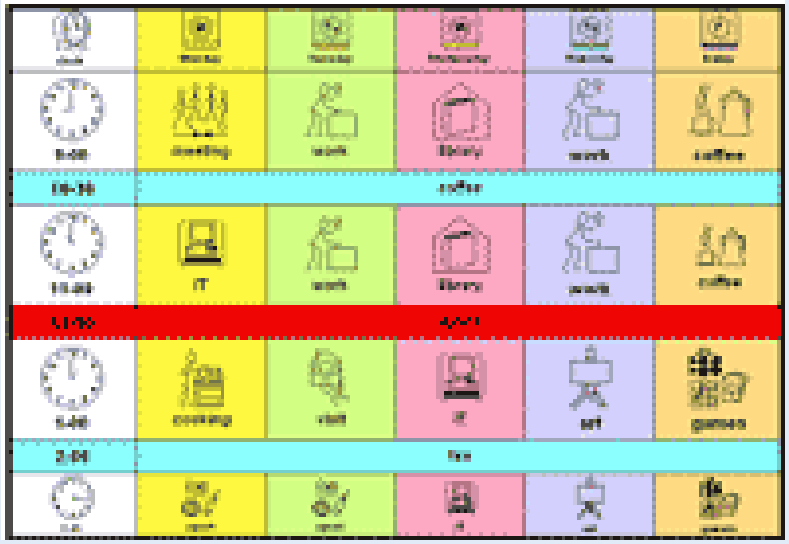
Visuals to Support Understanding



Visual Cues can support the following areas:

- Understanding the spoken word
- Attention and listening difficulties
- Understanding longer and complex sentences
- Processing abstract information e.g. prepositions, time concepts e.g. yesterday, tomorrow, adjectives e.g. fast/slow, loud/quiet
- Understanding of emotions
- Understanding that 2 words can have the same meaning e.g. ‘bank’

Visual Timetables



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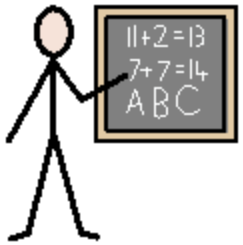
4. Ways of Differentiating



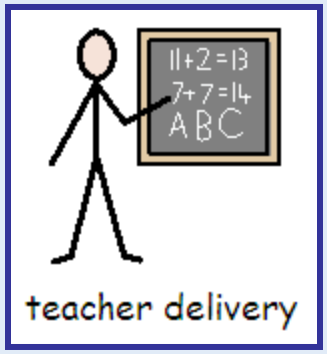
teacher delivery

resources

targets

classroom environment

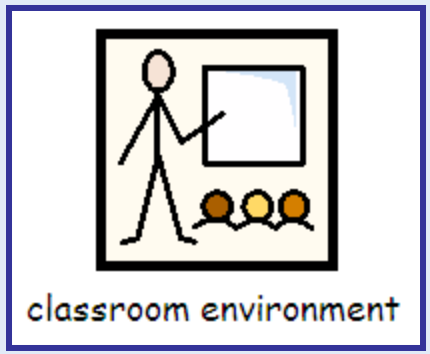
student output



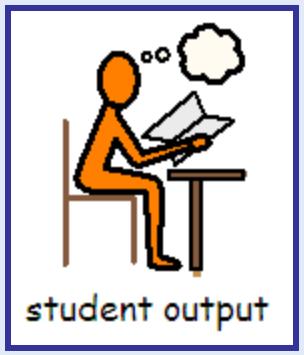
- Repeat key information
- Break information down into smaller chunks
- VISUALS!
  - Pictures
  - Write key words on the board
- Individual/Pair/Small group/Whole class?
- Use simple, literal language

- Can the child's learning objective/target be modified?
- Are there other ways of achieving that target?
- E.g. by not speaking out loud but rather by writing or drawing or gesturing?

- VISUALS!
- Videos or audio
- Physical involvement – e.g. if we are learning about heart rate get the children to run on the spot for 30 seconds and feel their pulse.
- Simple language on worksheets
- Use peer models



- Quiet room – limit background noise
- Limit distractions - separate children if they frequently distract each other
- Good view of teacher
- VISUALS!
- Sit high level children amongst the lower level children to make use of peer models



- Talking
- Writing
- Drawing
- Acting/Miming
- Signing
- Singing

- Making
- Teaching their neighbour
- Working in small groups then reporting back to whole class

Key Words

- Identify the key learning words for the lesson.
- Write them on the board and make them visual.

- Think about the meaning of the word AND the way it looks and sounds.

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Use the word in a sentence:

My new word is:

What does the word mean?

What category/group is it from?

How many syllables?

What sound does it start with?

What sound does it end with?

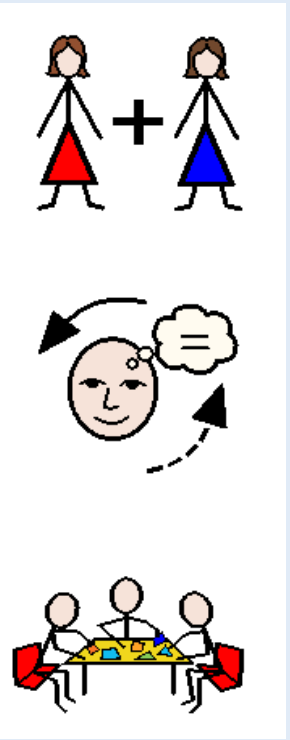
Think of a word that means the same?

What other words does it make you think of?

Think of a word it rhymes with?

Ways to extend Expressive Language

- Give lots of talking opportunities:
  - ❖talk partners
  - ❖small group work (with adult)
  - ❖small group work (without adult)
  - ❖circle time
  - ❖ co-operative games
  - ❖problem solving / negotiation

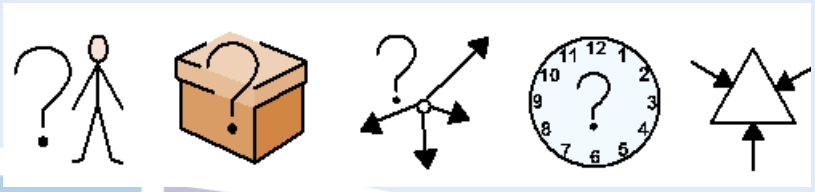


Ways to extend Expressive Language

Language modelled in context

- **Add new words** to what the child says e.g. child says: 'Toby sung song' you say 'Great, Toby sung *a* song *at school*!'.
  - Use **drama**, **role play** and **song** in school as an opportunity to learn scripts and model expressive language.

- Developing narrative skills
  - Use props e.g. **storyboards** and **symbols** which have visual prompts for different steps of an activity (e.g. making a sandwich) or story (e.g. who, where, what happened).



Top Tips!

- Simplify your language
- Explain key words
- Break down and repeat instructions
- Give choices
- Use visuals!
- Model good language

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Any questions?

Contact details

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