

# SLCN Training

Summer 2022

Central Primary Outreach

# Speech Language and Communication Needs

A child with SLCN needs may have:

- Speech that is difficult to understand
- Struggle to say words or sentences
- Not understand words that are being used or instructions
- Have difficulties knowing how to talk and listen to others in a conversation

A child may have some or all of these difficulties

Receptive Language	The ability to understand information. It involves understanding the words, sentences and meaning of what others say or what is read.
Expressive Language	Being able to put thoughts into words and sentences, in a way that makes sense and is grammatically accurate.
Speech	The expression of ideas and thoughts by articulating vocal sounds.
Pragmatics	These are the skills that we use in our daily interactions with others. They vital for communicating our personal thoughts, ideas and feelings.



Children who experience difficulties with expressive language may:

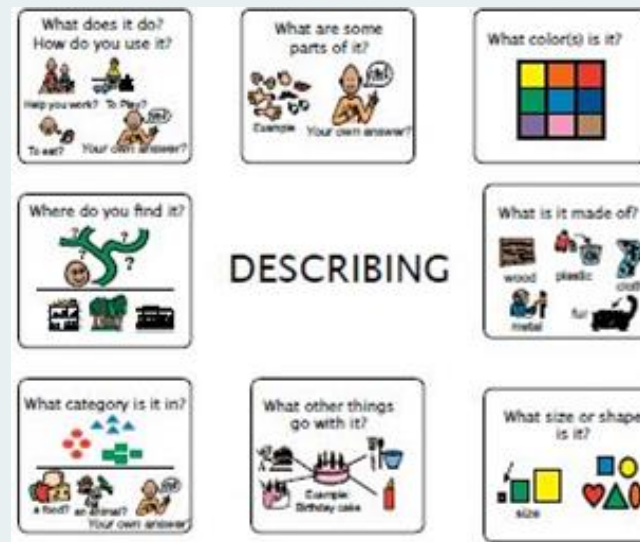
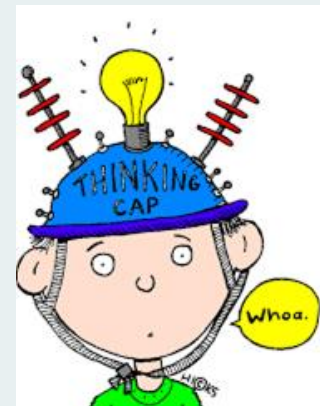
- Have difficulty putting words together in the correct order
- Only use key words and miss out the 'little' important words such as, 'is, the, a'
- Have difficulty using correct word endings e.g. '-ing' for present tense and '-ed' for the past
- Have limited, immature and/or inappropriate vocabulary
- Have difficulty in finding the right word
- Have difficulty putting words in the right order in a sentence
- Use non-verbal communication (e.g. pointing, gestures, taking an adult to an item) instead of speech or to accompany speech
- Have difficulty retrieving words from their memory resulting in frequent pauses/fillers such as 'erm', 'you know' and 'thingy'

Subject	Verb	Object
Sue	eats	fish.
Gill	plays	tennis.
Fred	drives	the car.

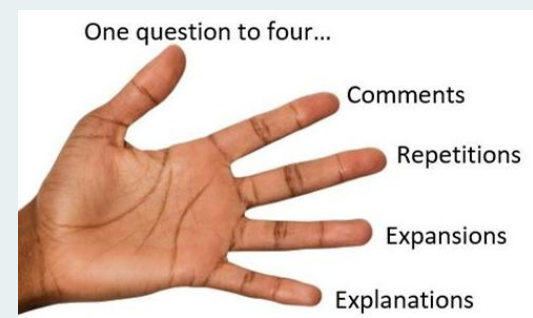


# Top tips

- Wait!
- Ask open ended questions
- Don't correct mistakes in grammar or word order- Repeat, expand, emphasise
- If the child can't think of a word and appears to get stuck try prompting them
- Use turn taking games
- Barrier games can be good fun
- Some children need help with specific aspects of expressive language
- Difficulties with spoken language will be reflected in written language
- Consider appropriate adult-child interaction



# Modelling to develop children's sentences



## Comment

Reduces pressure to talk. Focuses on the 'here and now'. Aids vocabulary development by providing language models.

1 IN 5: It is suggested that adults should aim to make at least four/five comments for each direct question that they ask.

## Repeat

It's usually best not to keep correcting a child or telling them that what they have said is wrong, but (assuming that you understand what they meant) say it back to them with the errors corrected so that they can hear a good example. So if a child says "I goed to the park", I might say "yes, you went to the park".

## Emphasise

Highlights certain words that you want the child to notice. So if a child says "I writed the sentences out.", you could say "great you **wrote** the sentences out."

## Expand

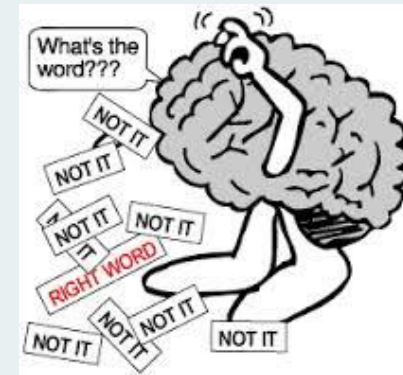
This keeps the conversation going and encourages the development of vocabulary. It also promotes the growth of grammatical structures by showing children the next step. So if a child says "home", you might say 'Oh yes he has gone home'.

# Word finding difficulties

Some children have difficulty recalling names for people and objects. Many of us experience this when we say the word is 'on the tip of my tongue'.

Strategies to help with word finding difficulties:

- Encourage the child to use gesture or mime to supplement speech.
- Ask the child to show you what they mean, by pointing to the object or a picture of it.
- Cue the child in with the first letter or syllable e.g. 'It's a ba.....banana'
- Give the child choices to help him/her remember the word e.g. is it a carrot or a potato?
- Avoid speaking for the child which may frustrate them/stop them trying.
- Reflect back and question – repeat the child's phrase.
- Accept any reasonable attempt at a word. It doesn't have to be perfect. The important point is the child to get his message across – **COMMUNICATION** in its widest sense.
- Closure – use a build up sentence but let the child 'close it' by saying the last word e.g. 'You'd like a drink of...' or 'You need to go to the...'



# Strategies to support syntax development

- Following on from lots of modelling and direct teaching it is important to help children be aware of and take responsibility for their own spoken language.
- Ask 'did that sound right?' which encourages the child to reflect on and adapt their spoken language themselves.
- Use cloze style activities to focus on particular grammatical structures
- Consider using colourful semantics
- Play games e.g. the shopping game, what am I?, who am i?





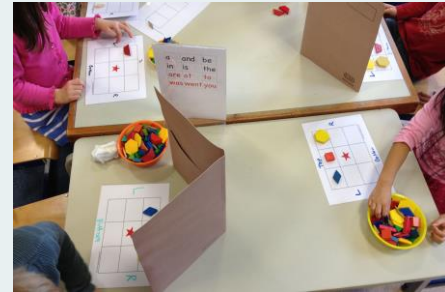
# Barrier games

- Reinforce vocabulary and sentence structure
- Encourage listening, understanding spoken language and turn taking
- Provide repetitive language practice in a fun context
- Develop strategies to help children check their understanding

You will need:

- Two sets of identical equipment (objects or images)
- An area where the speaker and listener can hear each other but cannot see what each other is doing

The speaker gives information to the listener, who has to act on the instructions and respond appropriately. The aim of the game is that when the barrier is removed everyone has identical results.



# Useful Links

## Useful links

- [www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)
- <http://www.ican.org.uk/>
- <http://www.blacksheepress.co.uk/>
- <http://www.elklan.co.uk/>
- <http://www.communication4all.co.uk/>
- Clicker 6
- In Print (widget)
- [Children's Speech & Language Therapy](#) Coventry and Warwickshire Partnership Trust
- [www.afasic.org.uk](http://www.afasic.org.uk)