

Supporting children with Speech, Language and Communication Needs



Visuals

- Visual aids can help with understanding, provide extra information, help 'fix' new concepts/vocabulary and is a permanent reminder of what has been said before.
- If using real objects, let the child hold them.
- Use simple pictures with one idea per picture.
- Take photos of activities and objects to help children recall vocabulary and events.
- For written language, present it in a clear format, use key words and simple language.



Production

- 'Fill in the gaps' work should be easier for him/her to complete rather than creating full sentences.
- Give the child silence and space to think about what they want to say.
- Cue the child – eg. repeat what the child has just said, give the child the first sound of the target word, use gestures to help.
- Ask the child to tell you more about it.
- For grammatical errors, model the correct structure back to the child in a natural way. Eg. the child says 'the cat caught the mouses', you say 'the cat *cauht* some *mice!*'

General Strategies

- The child might find it helpful to sit near you at the front of the class.
- Think about who the child is sitting with – it might be more helpful for the child to sit on an individual table or to partner the child with a strong peer.
- Give the child motivation such as a reward system
- Give the child a way to ask for help
- Give the child a personal timetable on the desk so they understand what is happening in the day.
- Use key phrases such as "Good looking". Teach what this looks like to the whole class such as eyes forward, looking at the teacher" and support the child to do this.
- Try to keep background noise to a minimum when talking to the whole class.
- Ask them what they find helpful.

Understanding

- Use the child's name when giving an instruction.
- Repeat whole class instructions directly to the child.
- Talk slowly and clearly
- Give the child early warning of a change in activity.
- Chunk information – leave a pause after each chunk to allow the child to process the information.
- Summarise the key points.
- When asking questions, give the child plenty of time to think before giving an answer.

Speech

- Listen carefully to what the child is saying.
- Model the correct sounds back to the child and do not make the child repeat the word back. The more correct models you can give, the better!
- If you do not understand what the child is saying, tell the child 'I'm sorry I don't understand you. Can you tell me another way?'. Do not pretend to understand when you don't!