

Identifying Speech and Language needs in the classroom



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Which areas should we be looking for?



- Attention and listening
- Speech sounds
- Sound awareness skills
- Understanding language
- Using language
- Social communication
- Memory and processing
- Literacy → namely reading, spelling, recording
- Vocabulary knowledge / word meanings
- Fluency → rate, pace, prosody
- Play

Acquisition of speech sounds



Sound	Approximate age at which children can normally produce sounds:	
	50% of children	90% of children
Common vowel sounds	1.5 - 2 years	3 years
p, b, m, n, t, d, w.	1.5 - 2 years	3 years
K, g, f, h, y.	2.5 – 3 years	4 years
ng, s	2.5 – 3 years	5 years
l	3 – 3.5 years	6 years
sh, ch, j, z, v	3.5 – 4.5 years	6 years
r	4.5 – 5 years	7 years
th (in thigh), th (in the) zh (in vision)	4.5 – 5 years	7 years

The development of consonant blends



Sound

At the beginning of words:
bl, cl, fl, gl, pl, qu (ku), br, cr, dr, fr, gr, pr, tr.

At the end of words:
ks, ls, ms, ps, ts, ys.

At the beginning and/or end of words:
sp, sm, sn, sk, sl, sw, st.

At the beginning or in the middle of words:
str, skr, spl, spr, thr, shr.

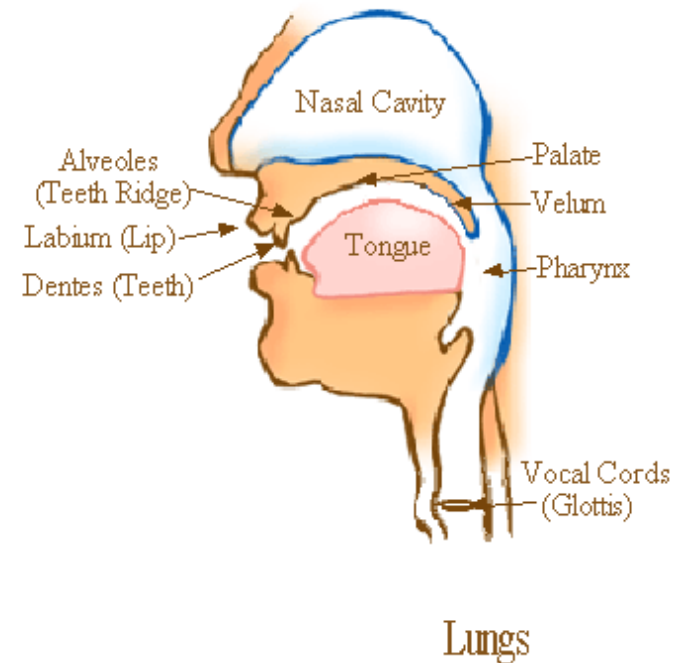
Age

4 – 4.5 years

4 – 4.5 years

5 years




5.5 years
plus



Speech sound development



Children's attempts at producing speech sounds can continuously improve until they get it right

		2 year old	3 year old	4 year old
	spoon	bu	poon	spoon
	cup	tu	tup	cup
	hospital	obi	hodel	hospital

Language Milestones



2 to 3 Years

- Has a word for almost everything
- Uses two- or three-word phrases to talk about and ask for things
- Speaks in a way that is understood by family members and friends
- Names objects to ask for them or to direct attention to them

3 to 4 Years

- Hears you when you call from another room
- Hears the television or radio at the same sound level as other family members
- Answers simple “Who?” “What?” “Where?” and “Why?” questions
- Talks about activities at nursery, preschool, or friends’ homes
- Uses sentences with four or more words
- Speaks easily without having to repeat syllables or words



Language Milestones continued.....



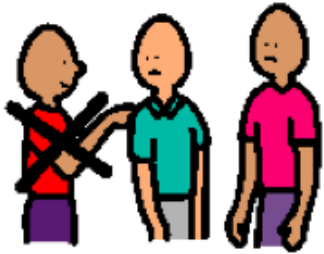
Ages 5-10

- Enters the next phase of language development; language for learning stage
- Moves beyond the basics of oral language development - into reading and writing

Semantics/Syntax

- Although most of the vocabulary growth occurs during the language development stage, children still acquire new words during the language for learning stage and begin to understand multiple meanings of words, use more precise language, or use the same word to express different things.
- Ability to separate words into categories and subcategories.
- Begin to use more elaborate noun and verb phrases, adding more adjectives and adverbs, and including prepositional phrases.
- They are also able to expand simple sentences into complex sentences using coordinating conjunctions ("We went to the store, and my mum bought me new shoes because my old ones have holes in them").

Language Milestones continued.....



Pragmatics (social use of language)

- Sustain topics longer by adding more information.
- Move more smoothly from one topic to the next, rather than abruptly changing the topic or stop talking altogether.
- Become savvy in terms of understanding and producing indirect requests and know that using polite manners will get them closer to what they want.



Figurative

- Using language such as metaphors, similes, idioms, and proverbs
- Telling jokes that play with multiple meanings of words. Along with their progress with figurative language
- Metalinguistic skills –the ability to reflect and talk about language



Writing

- Bridge between oral and literate language is children's previous exposure to print materials such as paper, writing tools, books, notes, and so on. Previous exposure lays the foundation for writing skills during the school years



Language Milestones continued.....



- Once children learn the names and forms of the alphabet letters, they generally attempt to "draw" their name and the names of loved ones.
- This is an important step in their acquisition of graphophoneme awareness, or the association between alphabet letter forms and their sounds.
- Children's writing continues to develop during the primary-school years although much of their writing at this stage is heavily influenced by their oral language skills and beginning reading skills.

Adolescent Language (Advanced Language)

- The language development is more focused on literate language forms and language related to critical thinking.
- The vocabulary acquired during this stage consists of literate language forms such as advanced adverbs (e.g., intuitively) and metacognitive verb forms (e.g., contemplate)
- Adolescents can use words with multiple meanings or expand the meanings of common words by using slang or "teenage jargon." For example, "bad" can mean "not good," such as "I got a bad result on my test," or "bad" can imply something "really great," such as "That is one bad car."

Language Milestones continued.....



- Being able to use slang accurately in conversation is a critical social tool in adolescent groups.
- Adolescents produce longer sentences, become more proficient with the mechanics of writing (e.g., spelling) and write in different genres (e.g., narrative, persuasive, technical).
- During this stage, adolescents increase their use of figurative language to include puns and sarcasm ("Oh, great!").
- Adolescents' language can be very colorful and creative, especially in their use of metaphors ("She eats like a bird"), similes ("He's like a kid in a candy store"), and idioms ("The squeaky wheel gets the oil").



How best can I record, baseline and evidence base SAL needs?



- Video footage is a powerful tool
- Baseline assessments – using school assessments; literacy assessments
- Develop a personalised baseline with a SALT for your school
- Self rating scales – from the students perspective
- SALT formal assessment
- SALT informal assessment
- Classroom observations
- Home school diaries
- Parental reports
- IEP setting and measuring progress
- Therapy programme progress

How to maximise the time from a visiting speech and language therapist



- Identify children in paired work, group work, 1;1 work
- Identify problem areas which you require therapy support for:
 - ✧ Attention and listening
 - ✧ Speech sounds
 - ✧ Sound awareness and literacy
 - ✧ Social Communication
 - ✧ Early Language
 - ✧ Higher level language
- Draw up an assessment timetable and therapy timetable with the SALT
- Ensure to meet with the SALT each session
- Ask Parents to attend for 15 minute feedback sessions along with the class teacher



How to maximise the time from a visiting speech and language therapist



speech therapy



- Ensure you know what formal assessments to ask for
– CELF, DLS, ACE, Renfrew, STAP, RAPT, TROG, Cog Neuro model
- Identify particular problem areas and explain you need baseline scores on these particular areas
- Fill out a ‘parental concerns’ and ‘teacher concerns’ questionnaire prior to the assessment session and send to your SALT so they have done their homework
- Make a TA available to shadow SALT work and follow up on programmes, group work and individual sessions

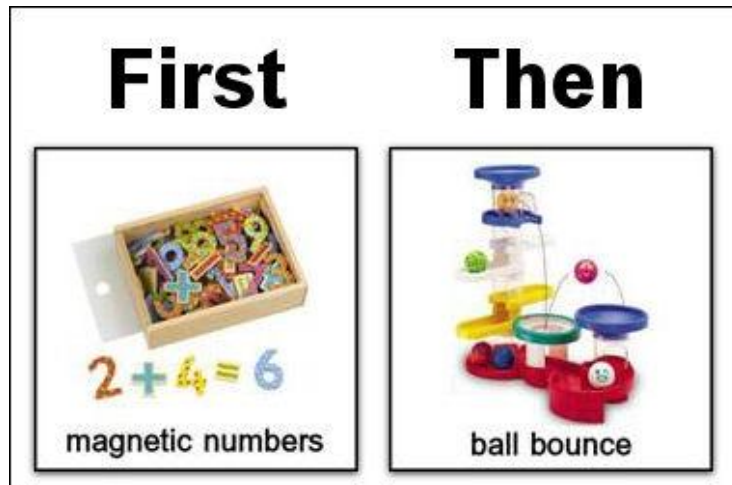
Practical ideas about how to support speech and language therapy within the classroom



- Ensure your SAL students are positioned near the front of the class and/or near a Teaching Assistant
- Presenting information in as many different 'modes' as possible is important to access all learning levels – visual, auditory, scent, movement etc
- Ask SALT to evaluate which is the best learning mode for SAL students
- Whole class strategies are crucial and really work – visual timetables, group rewards systems, buddying systems
- Ask your SALT for curriculum based targets and differentiated curriculum based programmes of work
- Ask your SALT about joint coaching within the classroom
- Try implementing SALT based programmes as part of your speaking and listening and personal development work – Talk About, Language STEPS
- Present a really clear classroom structure for all children to support behaviour
- Consider sensory breaks – fidget boxes, wobble cushions, therapy balls – sensory processing affects many children in the classroom

Managing behaviours

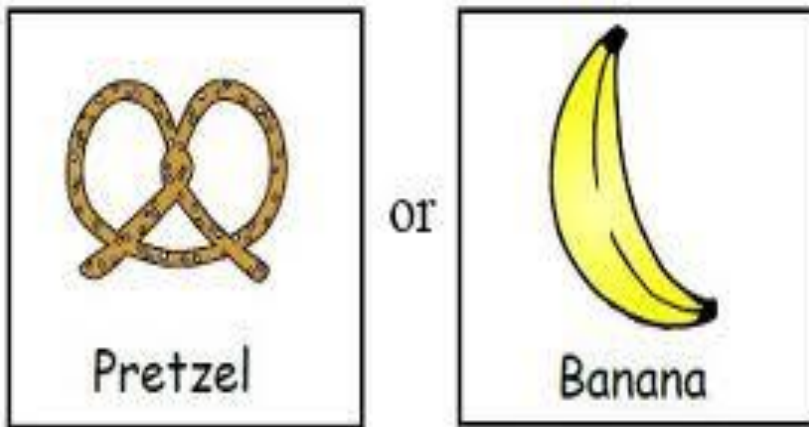
First then cards



- A very simple form of visual timetable
- Use pictures of target tasks followed by a rewarding/favourite activity
- Reassures** child what is coming next
- For those who have difficulties with **transitions** and completing tasks
- Motivates child
- Helps to develop **perseverance** and waiting

Managing behaviours

Choice cards



- Choice cards offer a non-verbal way for children to make choices
- Use a grid with two, three or four squares on
- Child can **point** to which item they want
- **Minimising frustration** as child gets what they want
- Not suitable for all children, they need to use reliable pointing skills and visual discrimination

Managing behaviours

Visual timetables



- Many schools use visual timetables to show children what they will be doing during the day
- Each activity has a picture or symbol which gets removed by a child when it is finished
- Gives child and whole class a **structure** for their day
- Can be used to **reassure** child if they become upset
- Gives child a focus to what they are working on or towards.

Managing behaviours

Puzzle pieces



- Take a picture of the child's favourite activity
- Cut it up into pieces and stick these onto card
- Each piece is one minute of their favourite activity
- Tantrums and poor behaviour result in one piece of the puzzle being taken away
- Using the puzzle pieces should help to reduce time spent on obsessive activities, and encourage the child to try other activities
- This can also be used as a reward system, collecting pieces of the reward for completing work activities


Managing behaviours

Break card

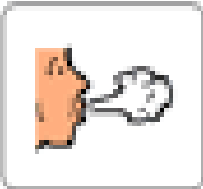


Break Card


I am feeling upset. I need to calm down. What do I do?




- For those unlikely to tell us they need a break
- Keep cards within reach at all times
- If child seems confused/agitated, point to the cards and ask the child to show you what kind of break they need
- Can be adapted to suit your child/young person
- Suitable for higher level children/young people



I can take deep breaths.



I can count to 5.



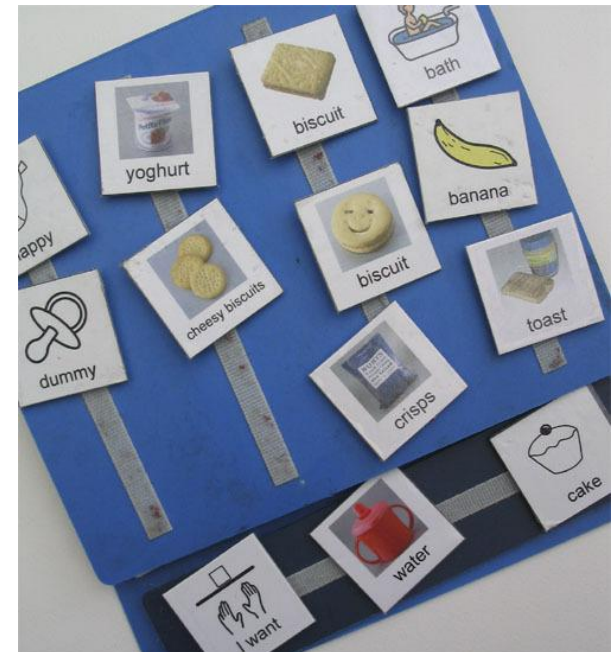
I can use my break card and go to a quiet place.

Speech and Language Therapy Approaches for children and young people with ASD



Picture Exchange Communication Systems (PECS)

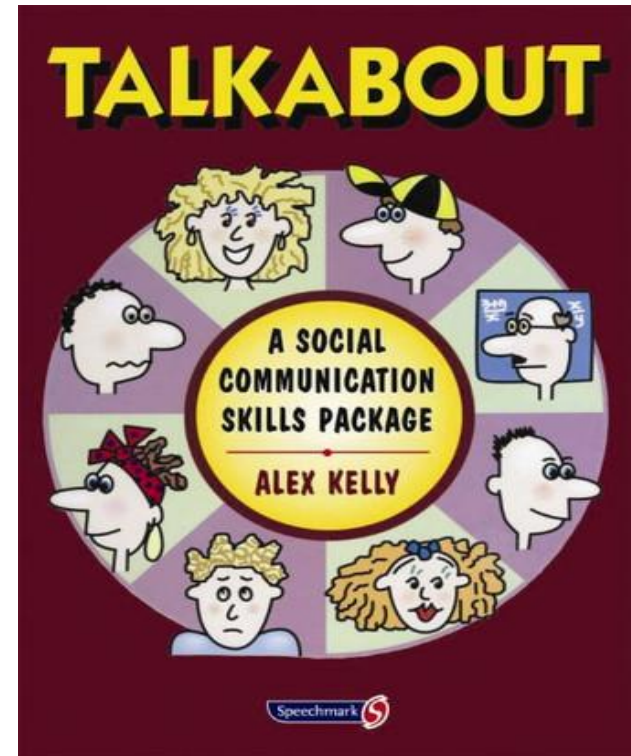
- A framework based on teaching the child to **initiate** communication and make requests when they are not doing so by speech and gesture
- To begin teaching the child to use PECS, we have to find their **highly preferred** object or activity
- The child is taught to approach adults
- The child **exchanges a picture** for a real life object or activity



Talkabout – supporting social communication



- Talkabout is a programme aimed at older children and teenagers
- Best suited to group settings
- Children learn about self awareness, problem solving, communication skills, body language, conversation and listening skills, and assertiveness
- A practical way to help children to integrate at school and with their friends





- TEACCH stands for Treatment and Education of Autistic and related Communication handicapped Children
- TEACCH organises the physical environment and develops schedules and work systems for a child
- It makes expectations clear and explicit to the individual.
- It builds on the strengths that many children with ASD have (visual, detail and memory)

TEACCH



Work Station



Start box



visual timetable



Finish box



child



Here is an example of a TEACCH work station.

- The child works from left to right
- They use a visual timetable to organise their tasks
- It helps the child to become more independent in their work
- The principles of TEACCH can be used to organise therapy/teaching tasks



Further support:

We are a National Therapy service offering competitive therapy rates for schools, parents and community settings throughout the UK and Ireland.

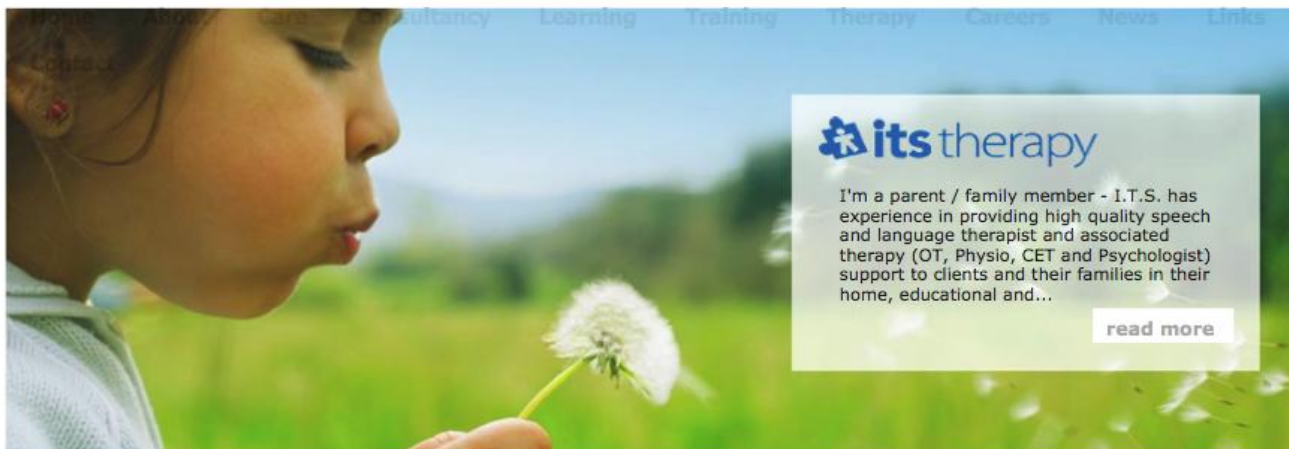


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