



Parent Workshop on Speech & Language

Tuesday 16th April 20204

On Tuesday 16th April we welcomed **Lucy McGill and Amy Laws** to school to lead a workshop for parents on Speech & Language.

Lucy and Amy are both **Speech & Language Therapists** for Trafford.

The reason we asked Lucy and Amy to lead the training is because of the work they have done in Holy Family School; assessing children and producing tailored Action plans for our students. Lucy is also the head of Speech & Language Service in Trafford and having worked for them for 20 years, has extensive knowledge in this field.

Below is some of the key information Lucy and Amy shared with the parents at the workshop.

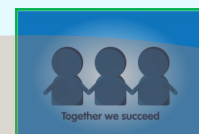
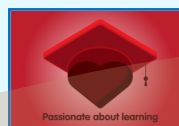
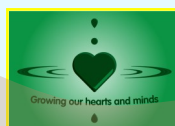
Aims and Objectives

- ♦ To provide information about Speech & Language therapy Service and the impact of speech, language and communication needs on a child.
- ♦ To share details of support they offer to school age children
- ♦ To share a summary of groups schools are running and how parents can help their child
- ♦ To answer any questions parents might have about the service or the groups
- ♦ They talked about the School Support Service-the team which supports pupils with language needs in Mainstream Schools. They work alongside other therapists who:
 - ♦ Work in the clinic with children with speech sound or early language needs
 - ♦ Work in the clinic with children with a stammer
 - ♦ Work with children with eating and drinking needs

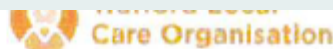
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What does a referral to Speech and Language Mean?



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- ▶ School staff have implemented environmental adaptations.
- ▶ School staff have used the WellComm to understand language development and identify and area of communication to work on (through a group intervention).
- ▶ SENDCo has discussed concerns with the School Support Speech and Language Therapist.
- ▶ The SENDCo will complete a referral form to summarise concerns, and send this to us with the WellComm assessment and TASS (Trafford Assessment of Speech Sounds).
- ▶ Referrals are triaged
 - ▶ We might agree that an individualised assessment is needed
 - ▶ We might ask for further information to help make that decision
 - ▶ We might recommend further targeted intervention

Individualised Assessment and Goals (Specialist Pathway)

- ▶ School Support Team carry out assessments in school – we usually make telephone contact with parents first.
- ▶ School-based assessment allows us to see children in the context where their language skills are challenged; and to tailor advice and goals to that environment.
- ▶ A report and individualised goals are usually provided.
- ▶ School staff work on the individualised goals, discussing progress with the school speech and language therapist, and timing a review of progress for when it is needed.
- ▶ Some children have communication needs which are related to a specific area of language, and are having a significant impact on their functioning. These children might access a block of intervention from our Speech and Language Therapy Assistant so that they can develop a particular identified skill.
 - ▶ We call this our intensive pathway.

What specific needs do we support with?



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- ▶ **Difficulties with understanding language (Receptive Language)**
 - ▶ Difficulties understanding vocabulary
 - ▶ Difficulties with blank level understanding (concrete to more abstract language)
 - ▶ Attention and listening difficulties
 - ▶ Auditory memory difficulties
 - ▶ Processing difficulties
 - ▶ Understanding grammar (e.g. tenses, plurals)
- ▶ **Difficulties with use of language (Expressive Language)**
 - ▶ Use of grammar (regular/ irregular verbs e.g. run/ran, drink/drank, fall/fell, connecting speech e.g. using 'and' or 'because')
 - ▶ Sentence structure
 - ▶ Limited vocabulary
 - ▶ Selective mutism
- ▶ **Speech sound difficulties**
 - ▶ Phonological awareness – awareness of sounds and sound structures
 - ▶ Articulation
 - ▶ Voice
 - ▶ Stammering
- ▶ **Social communication**
 - ▶ Getting needs met in the classroom
 - ▶ Difficulties with changes to routine/ transitions in the day
 - ▶ Difficulties making and maintaining friendships
 - ▶ Difficulties participating in play and social interactions e.g. conversation
 - ▶ Difficulties with understanding/using non-verbal communication
 - ▶ Difficulties understanding social behaviours
 - ▶ Impacting on emotional wellbeing

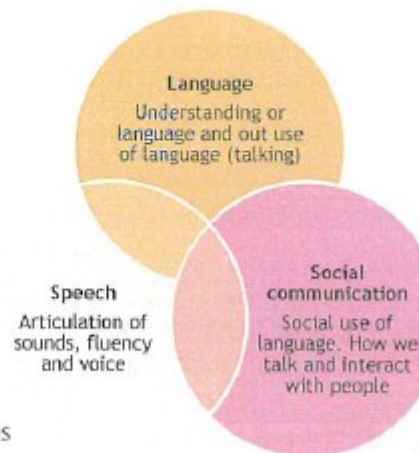
Difficulties that may be experienced by children with SLCN



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- ▶ Understanding and accessing learning.
- ▶ Difficulties being understood.
- ▶ Difficulties getting needs met.
- ▶ Following spoken instructions
- ▶ Friendships.
- ▶ Behaviour and emotional wellbeing
- ▶ Difficulty expressing emotions
- ▶ Confidence and self-esteem
- ▶ Difficulty with reaching potential
- ▶ Understanding and participating in social interactions
- ▶ Reading, writing, comprehension skills
- ▶ Difficulty coping with changes to routines





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Supporting Children who have Difficulty Understanding

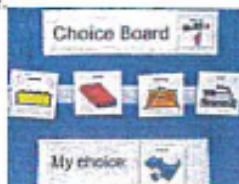


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How can you help with understanding?

- Remove distractions - Noise/visual
- Encourage the child to stop and look when you are speaking to them.
- Limit the number of choices.
- Use visuals – pictures, gestures, objects, diagrams, symbols etc.
- Allow time to process and respond (up to 10 seconds.)
- Break down instructions into smaller parts.
- Encourage asking for help/ clarification
- Ask the child to repeat back instruction/task to check understanding.
- Develop strategies to support own understanding e.g. looking in a dictionary, asking a friend, etc
- Don't rephrase – repeat what you have said so your child does not have to process a whole new sentence.
- Avoid or explain figurative language.





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Adapting your Communication

- **Use shorter sentences**
 - ▶ Instead of 'you need to put your shoes on because it's time to go now', say "shoes on", "time to go".
- **Speak more slowly and pause after each sentence.** This will give your child more time to process what you say.
- **Use easier words.**



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Games for Language Development

- ▶ I CAN's top five family games for developing children's language:
 1. **Articulate** – children have to describe rather than name words, great for developing vocabulary and word finding skills.
 2. **Headbanz** – where people ask questions to work out their identity. Helps develop questioning and how to deduce information from the answers.
 3. **Taboo** – players must take turns in describing a word on a card, without using the tabooed words listed. Great for vocabulary.
 4. **Guess Who** – good remembering instructions and learning how to ask questions.
 5. **Scattergories** – helps children develop vocabulary and categorising skills.

For younger children, you could take out the time limit or adapt the vocabulary to suit their needs.



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Vocabulary

- ▶ The National Curriculum moves rapidly and children have to acquire new topic and subject specific vocabulary to keep up.
- ▶ Some children have had early experiences which limited access to vocabulary, some have difficulties storing vocabulary, some have difficulties finding vocabulary (a word finding difficulty).
- ▶ We recommend a structured approach to vocabulary learning which can help all these needs.
- ▶ We learn new vocabulary by topic, function, location, appearance and also by sound: initial sound, syllables, rhyme.
- ▶ We give staff the resources to run a vocabulary skills group and groups to teach curriculum vocabulary.
- ▶ Pause to highlight key words.



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Vocabulary: How can you help?

- ▶ If your child is accessing a vocabulary group in school, there might be curriculum words you can reinforce at home.
- ▶ Ask your child to tell you about the word – can they tell you the category? What you do with it? Where you find it? What it looks like? Can they tell you about the sounds in the word?
- ▶ If you speak a language other than English at home, please talk about the word in your home language.
- ▶ Play word round games: generate items in a category (food, transport, weather words, names) – to make it more of a challenge, go through the letters of the alphabet generating items in a category.



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Supporting Children with Story Telling



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themselves and their world

Why Work on Narrative (Story telling)

- ▶ Narrative skills can help in several areas – understanding, expressive language, literacy skills, understanding emotions, imagination and play.
- ▶ Emphasised at every stage of the National Curriculum:
'Speaking fluently and adapting language for different situations'
- ▶ We use it everyday: making friends and socialising, telling about yourself, giving information and explanations, empathising with others

Children with speech, language or communication needs benefit from a multi-sensory approach to learning. Colours help visual learners remember the different parts of the story. Signs are used to support understanding and remembering the different components of the story. A physical sign make it concrete.



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Benefits of Story Telling

- ▶ Developing listening and language skills
- ▶ Expressing feelings and ideas
- ▶ Creativity and imagination
- ▶ Developing social skills
- ▶ Developing confidence and self-esteem



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Encourage use of Story Components:

▶ Who?



▶ Where?



▶ When?



▶ What happened?



▶ The end?





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What are Thinking Skills?

In school children need to develop thinking skills or inferential thinking in order to

- ▶ Look beyond the literal
- ▶ Solve a problem
- ▶ Make a decision
- ▶ Answer a question accurately
- ▶ Reason an argument

This applies to class discussions and written work



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Good Questions to Ask

- ▶ How did you know that?
- ▶ How did you work that out?
- ▶ What would you do?
- ▶ How would you feel?
- ▶ Have you seen this before?
- ▶ What do you already know about this topic?
- ▶ Show me the evidence?

Social Communication Groups



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Groups are designed to develop a range of conversation and non-verbal skills:

Conversational Skills:



Starting a conversation



Listening



Taking turns



Keeping conversation going



Asking questions



Making comments



Repairing



Ending the conversation

Non-verbal Skills:



facial expression



gesture



Distance



Touch



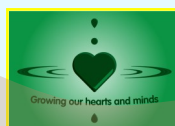
posture



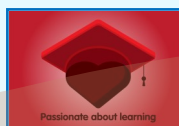
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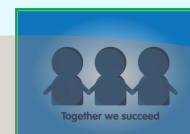
Growing our hearts and minds



Passionate about learning



We care about respect



Together we succeed



Strategies

Adapt the environment:

- Use visual support
- Now/next
- Visual timetables
- Stop/go
- Timers
- Reward charts
- Mind maps
- Minimise environmental distractions

Adapt your communication:

- Use child's name first to get their attention
- Use direct language to say what you mean e.g. can you open the window vs. open the window.
- Use shorter and simpler language by breaking down into chunks.
- Be consistent and warn of changes or transitions between activities
- Give longer period of time to process language (5-30 seconds)
- Avoid using non-literal language e.g. 'pull your socks up'
- Give specific praise e.g. 'you asked for help – well done!'

Helping the child to get their message across:

- Provide opportunities for communication – natural opportunities include keeping toys in boxes after tidying them away that the child needs help to reach/get into. Giving small amounts of snack or drink to encourage to ask for more. Give all but one e.g. give all puzzle pieces except for one.
- Use people toys – Toys the child needs help with.
- Choice between 2
- Change routine – miss part of a well known story
- Pausing - use 'lead ins' or prompts "I want...."
- Ready steady Go games
- Make mistakes/ be silly – e.g. give the child odd shoes and see if they notice.



Lego Therapy

Dr Legoff invented lego therapy.

Structured Group

Facilitated by adult

Easily measured

When you compare lego therapy to the Social Use of Language Programme, Lego therapy is less adult directed, adaptable to all ages and more fun!

Up to 4 pupils

15 mins to
an hour

Accessible

Very specific targets can be set, for example, for X to use positional language i.e. in, on, under or for X to use gesture to support communication.

Lego therapy is very adaptable- you can start as a 1:1 intervention or begin with 3 to 4 students.

Engaging

Many
uses

Addresses SLCN

Lego Therapy Groups



I facilitate and monitor progress

I give instructions



I build the model

I organise the bricks



We listen to
instructions

We improve our
speech, language
and
communication
skills

We have fun!



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Lego Therapy: Roles



Supplier

Organises the bricks
Listens to the Engineer
Gives bricks to the Builder



Builder

Gets bricks from the Supplier
Listens to the Engineer
Builds model



Engineer

Reads the instructions
Asks the Supplier for the bricks
Tells the Builder how to build the model
Checks that the model is correct



Facilitator

Keeps the team on task
Gives visual and verbal prompts to help
Gives specific praise



Colourful Semantics

- ▶ Colourful Semantics is an approach created by Alison Bryan, Speech and Language Therapist in UK.
- ▶ A method of teaching children how to understand and construct sentences
- ▶ Grammar is modelled not explicitly taught.
- ▶ It is aimed at helping children to develop their grammar but it is rooted in the meaning of words (semantics).
- ▶ Colourful semantics breaks down sentences by cutting them up and then colour coding them.
- ▶ Tunes the child into key words in sentences (oral/written)





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Partnership with the Local Authority and
the voluntary sector

Colourful Semantics

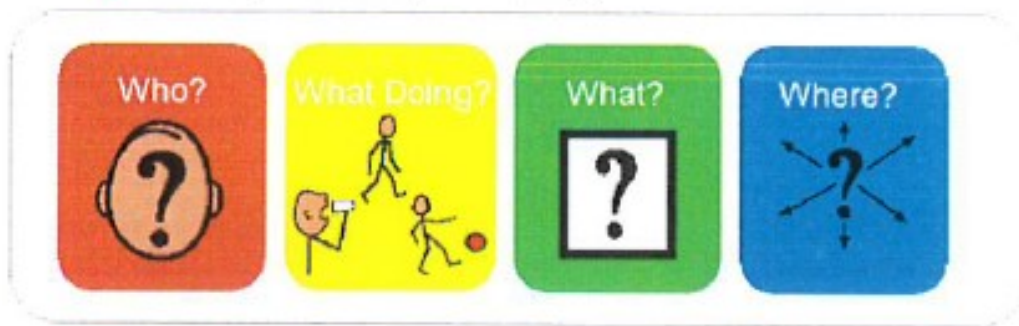
- ▶ The approach has 4 key colour coded stages.
 - ▶ WHO – Orange
 - ▶ WHAT DOING – Yellow
 - ▶ WHAT – Green
 - ▶ WHERE – Blue
- ▶ There are further stages for adverbs, adjectives, conjunctions and negatives.





How can you help?

- ▶ Ask your child the appropriate wh- question, using the sign as well, you can do this during everyday activities e.g. at story time, On the way home from school, at teatime or bath time etc...
- ▶ E.g. who is eating?
 - ▶ What is he doing?
 - ▶ Where did you go on your school trip?
 - ▶ Who did you play with today?
 - ▶ What is your brother/sister doing?



Prereferral information

- ▶ We have a pre-referral advice line for families and professionals to discuss possible referrals: [07917 264 975](tel:07917264975)
- ▶ Preschool: Wednesdays 9am to 11am
School age: Tuesdays 9am to 11am

