

Speaking Out

Speech & language audit tool

Self - review & information pack



Working in partnership with



Essex County Council

Introduction

Why was this information pack compiled?

Most children come into school with speech, language and communication skills that are well-developed. They continue to acquire increasingly complex abilities as they interact with an ever wider circle of adults, other children and demands that are both social and intellectual. By trial and error, they discover that situations and other people can be affected by their communication skills. As they learn to read, their vocabularies increase, and they become successful members of many linguistic communities.

However, every school will contain some children who find this process more arduous. For whatever reason, their communication skills do not seem to sit within the expected range. It is likely that most teachers will encounter some, if not several, of these children in the course of their careers.

Who has written it?

This pack is the result of a long period of collaboration between speech and language therapists, specialist teachers and educational psychologists, all of whom have been working for some time with children with speech, language or communication difficulties.

The ideas and information are based on experiences and courses run for many years within and beyond Essex. It is a compilation of working practices and discussions between the writers, school staff, parents and children.

How can the pack be used?

As all teachers will have different needs and experiences at any given time, the way in which they use this pack will differ. We hope that this pack will be useful to those who need quick information and to those who want detailed tools for investigation in their teaching.

The writers are very aware that school staff are both pressed for time and yet committed to finding out as much as they can about the individual needs of children. In order to address both these issues, this pack has been divided into two sections.

First section: key issues

This section focuses on classroom management. It gives an overall picture of the relationship between children, their speech, language and communication needs and the school curriculum. This might be the level that a school, or an individual teacher, may wish or need to address.

Second section: further information on each of the key issues

This section can be used by schools or individual teachers to help with:

- ideas for working with individual children;
- professional development;
- further study.

These two sections can be seen as quite separate documents, or teachers can dip into the second section as required.

Self-review and the training audit

The pack can be used by whole schools, groups of teachers or by individual teachers in order to support their reflective practices.

For ease of access, the training audit is placed at the end of the document, but we hope that all teachers will find it helpful to consider the questions and decide on their own training needs.

Please note that wherever the word 'parents' is used, this is intended to include both parents and carers.

Acknowledgements

We would like to thank our many colleagues in schools and in educational and therapy services.

Particular thanks are due to:

Jane Ryder-Richardson, for steering the speech and language working party;

Sue Almond, for her contribution to the pages on language and behaviour;

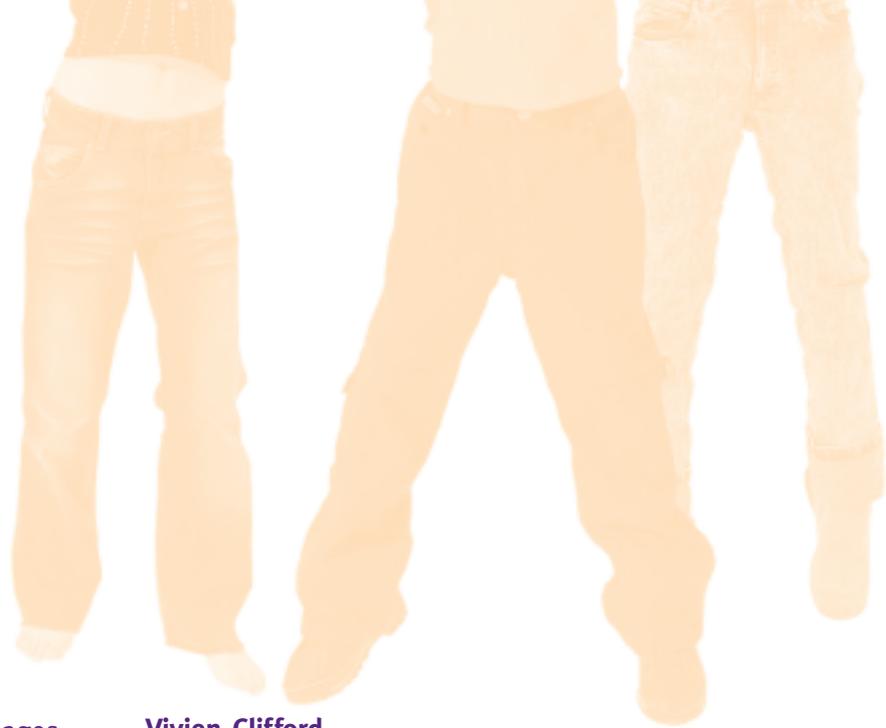
Margaret Phillips, for her continuing support in planning training, and for her advice on teaching narrative;

Amber Jones, Diana Saville and Janet Tipping, for their work on the original Essex Language Screen.

Two former pupils from an Enhanced Provision for Speech and Language, based in an Essex primary school, who allowed us to use the photo on the front cover of this document. One boy was the subject of the photo and the other boy the photographer.

Thanks are also extended to the staff from many Essex schools who have helped to shape training by their enthusiasm, questioning and willingness to try even the more unexpected of our suggestions.

And last, but by no means least, we are most indebted to the numerous pupils and parents who have informed, challenged and improved our thinking over the years.



Vivien Clifford

Specialist Teacher for Speech and Language

Alison Gray

Speech and Language Therapy Manager

Wendy Harvey

Specialist Teacher for Speech and Language

Michelle Parker

Speech and Language Therapy Manager

Frances Prattent

Senior Specialist Educational Psychologist



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Speech, language and communication needs

FIRST SECTION

THE KEY ISSUES

This section gives an overall picture of the relationship between pupils, their speech, language and communication needs and the school curriculum.

The training audit can be used in conjunction with this section.



Language experience and the whole class



Are the children
in my class taking a
full part in all the
language experiences
they meet ?

Yes!

But how do I know this?

You may have answers like:

- they stay at an activity for a suitable length of time;
- they listen attentively to stories, discussions, and conversations;
- they follow my instructions without any unusual prompts;
- they play and talk with their peers, appropriately for their age;
- they have learned ideas I've taught them and can talk about them;
- they talk about what they are, or someone else is, doing;
- they talk about what happened just now, yesterday, last year;
- they can adapt their use of language to fit the occasion/listener;
- they understand the rules of conversation;
- everyone understands what they say, most of the time.

But I'm not sure about...

"She seems to flit from one thing to another"

"He's always saying 'thingy'"

"He can't tell me about what he's doing"

"He doesn't seem to talk with the other children"

"She's always the last to start something and sometimes just seems to copy the other children"

"She never does what I ask her to"

"She looks blank when I talk to her, or just smiles all the time"

"I can't understand what he's trying to say"

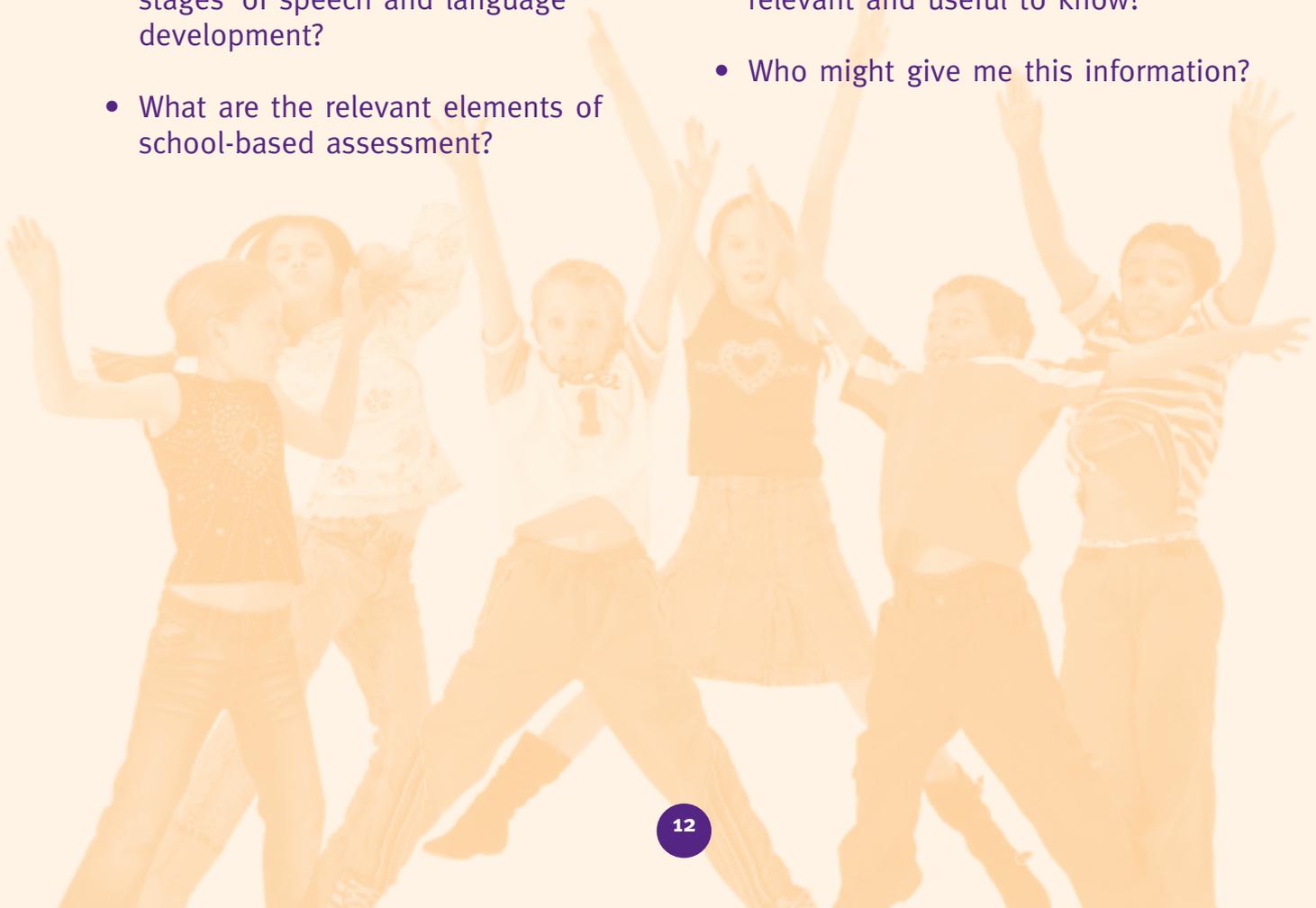


What could I do next?

If you have concerns about anyone in your class or group of children, you will need to find out more.

The following pages give some answers to frequently asked questions:

- What skills are essential for speech and language development?
- What are the key aspects of speech and language to be considered?
- What are the expected 'ages and stages' of speech and language development?
- What are the relevant elements of school-based assessment?
- How might language and behaviour relate to each other?
- What tools could I use for assessment?
- What other information would be relevant and useful to know?
- Who might give me this information?



Processes of communication

Essential skills

Some skills are essential for speech and language development, regardless of age.

Appropriate play



Consistent hearing



Motivation to communicate



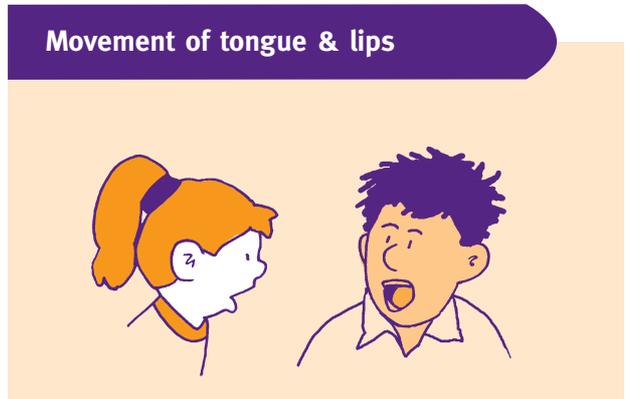
Shared/joint attention



Listening skills



Movement of tongue & lips



Key aspects of speech and language development

Attention and listening

The ability to attend to information presented aurally and to sustain that attention for a length of time appropriate to age and developmental level.

Understanding spoken language

The ability to understand the content of what is said (facts), its significance (indicated by tone of voice or body language) and possible subtleties of meaning (inference).

Vocabulary and concept development

Knowledge and use of:

- word meaning;
- concepts of position, space, time;
- ideas about the world;
- possible ambiguities.

Use of spoken language: grammar, content, function

The ability to use appropriate:

- form: grammar, shown in word order, word endings, verb tenses;
- content: picking the right words to get the message across;
- use: functions of language that fulfil a variety of purposes, such as greeting, describing, arguing.

Discourse

A continuous piece of language longer than a sentence: conversations, explanation or narrative.

Conversational skills

The ability to take turns with other speakers, maintaining or changing topics appropriately; adapting to fit the flow of the conversation.

Reasoning

The ability to talk through an idea, argument; ability to predict, infer and conjecture.

Speech

The ability to use speech sounds as appropriate to age/level of development.

How key language skills interrelate

The model developed by Bloom and Lahey (1978) is helpful in showing how the key language skills interrelate.

Bloom and Lahey describe three areas: Form, Content and Use. They propose that, if each skill area is not well developed, communication will not be a straightforward process.

It should be noted that this model:

- does not include the two important areas of attention/listening and memory;
- does not separate understanding and expression;

but it is a very accessible way of thinking about the relationships between a range of language skills.

Form

- word order
- word endings
- speech

Content

- word meanings
- the way word meanings link together
- sequencing

Use

- conversation
- social rules
- matching language to the situation

Ages and stages of speech and language development

Knowledge of normal speech and language development is important in trying to interpret any problems of communication you are seeing in your classroom.

How significant are these problems?

Do I know what's 'normal'?

What might go wrong?

What can I do if it does?

How does communication happen?

What does all the jargon mean?

Language development beyond the early years

Language development starts at birth, but the most noticeable period of development is between eighteen months and four years.

Most children entering Early Years Classes should be:

- understanding four to five pieces of information given in one sentence, such as “**Close your book** and put your **pencil** in the **tin** and **stand up**”;
- using utterances of six+ words, including verb tenses, question words, conjunctions such as ‘because’, ‘so’ and reasoning, such as “... so he can get it”;
- easily understood by everyone, although there may be some immaturity of speech sounds;
- socially confident, and able to:
 - take turns;
 - appreciate another person’s point of view at a basic level;
 - use their language appropriately to interact;
 - maintain interactions.

For these aspects of language, you may hear different terms:

Comprehension

- Understanding
- Receptive language

Expression

- Expressive language
- Use of grammar and vocabulary

Speech sound development

- Speech production
- Phonological development

Social use of language

- Conversational skills
- Use of language
- Functional language

As children mature, language development continues.

“... by the age of five the child has mastered the major building blocks of the system. From the age of five the rest of childhood is spent refining and integrating the system so that language can be used for an increasingly complex range of tasks (reading, writing, debating, arguing, hypothesising, being factual or artistic, or for fantasising etc.)”

(Lees and Urwin 1997)

Language is used for a range of functions in school and in everyday life:

- commenting and directing;
- initiation of conversation;
- talking about feelings and social context;
- questioning;
- describing;
- relating previous experiences;
- reasoning and explaining;
- predicting future events.

(summarised by Locke and Beech, 1991)

As a child enters secondary school the expectations of language change and become more sophisticated:

- language is internalised as thought;
- internalised language guides behaviour - rules have meaning;
- meta-linguistic awareness develops - from the age of six to seven years children begin to play with language, such as knock knock jokes;
- the language understood and used becomes more abstract and decontextualised;
- language is used to:
 - plan;
 - explain;
 - instruct;
 - reflect on imaginary events/hypothesise;
 - describe thoughts and feelings;
 - communicate with other people.

(Brock et al. 2001)

Development occurs across all areas:

Comprehension Development

Understanding spoken language and written language including:

- the literal - the ideas and information explicit in the text;
- organisation - integrating old and new information, from a range of sources;
- inference - interpreting significance of information by inference or conjecture;
- the evaluative - involving personal judgment of the acceptability of information.

Concept Development

The understanding of abstract language. There is a developing understanding and a recognition of how to use language to think away from the 'here and now'. Development of thinking skills to internalise ideas and apply them to different situations.

Vocabulary development

To include understanding of ambiguity, colloquialisms, synonyms and other language structures requiring inference.

Sequencing Development

To develop analysis of words, sentences and paragraphs.

Expressive language development

Expressive skills will mirror the development of more sophisticated understanding and knowledge of the language system. Students will become more proficient in their ability to manipulate complex grammar and a wider range of vocabulary that allows them to engage in an increasing range of linguistic functions.

Summary of speech and language development

Between 5 and 10 years

- 3,000 - 5,000 new words are acquired each year; children begin to develop abstract thoughts and understand abstract vocabulary such as 'welfare', 'relevance', 'democracy'.
- Non-literal meaning and humour develops.
- Children can take a social perspective of others, for example the feelings of others and consequences of their own utterances.
- They may develop an extensive vocabulary in a specific area corresponding to a particular interest - football teams, for example.

10 - 12 years

- Children begin to use meta-linguistic and meta-cognitive verbs: verbs used to talk about language such as 'infer' and 'conclude'.
- They also understand the difference between factive verbs (that imply certainty) for example, "I know" and non-factive verbs (that imply uncertainty) for example, "I believe".
- They understand and use ambiguity and sarcasm.
- They develop the ability to have extended conversations.

12 years +

- They understand and use idioms such as "He kicked the bucket" and slang terms.
- They develop sophisticated language for persuasion and negotiations.
- They develop the ability to write in the formal way, for example using literate words such as 'assert' and 'concede'.

(The PEARL Project, 2002)

Assessment

School Based Assessment

School Based Assessment may include:

- Foundation Stage Profile;
- key stage SATs;
- ongoing assessments of children's speaking, listening and literacy skills, such as phonological awareness, comprehension, writing (literacy hour);
- ongoing assessments of children's numeracy (daily maths lesson);
- consideration of the links between language skills and behaviour.

Many of these will give some direct or informal information about the child's repertoire of spoken language.

For example:

Literacy strategy

- Assessment of literacy skills
- Engagement and participation in literacy activities

Numeracy strategy

- Assessment of mathematical knowledge, especially maths vocabulary
- Engagement and participation in numeracy activities

Cross-curricular

- Does the child seem to understand better if visual cues are used?
- Mis-spellings: are these linked in any way to phonological awareness?
- Grammar: are there any links or differences between written or spoken immaturities?
- Reading: if children can decode written texts, but do not seem to understand what they are reading, can they understand spoken language?

All day and every day

How does the child join in class discussion?



Looks interested



Agrees with others



Answers questions



Always answers questions appropriately



Volunteers information



Never stops talking!

Foundation Stage Profile

The observation and recording process which informs the Foundation Stage Profile will give some information about a child's skills in communication, language and literacy and will clearly indicate those children for whom communication is not a straightforward process.

However, this Profile is not designed to give a detailed consideration of the child's speech, language and communication skills. You will need to look elsewhere for this.

School Based Assessment for older pupils

(Years 5/6 and into Key Stages 3-4)

This may include:

- consideration of the child's self-organisation and learning style;
- the level of independence and confidence exhibited by a child;
- consideration of friendship groups;
- the amount of time taken to settle into new routines on school transfer (it would be wise to consider this after a term, rather than immediately);
- learning profile and assessments on transfer to Year 7.

Many of these will provide information on the functional aspect of language and a child's problem-solving abilities/style.

For example:

Study skills/learning style

- Is willing to redraft/correct work
- Uses and maintains equipment
- Learns more quickly in a group
- Learns by doing practical things
- Is observant and notices connections between things
- Will act on adult's instructions

Independence/confidence

- Works independently in class
- Is good at finding things out independently
- Is relaxed in new learning situations
- Manages constructive feedback

Friendship styles

- Is a group member
- Co-operates in group work
- Is aware of the effects of his/her behaviour on peers
- Is appropriately self - assertive



Language & behaviour

The way children behave in the classroom and/or playground could be an indication of their problems with speech and language.

Observed behaviour

Possible underlying causes

<p>Poor attention This may present as difficulties in listening during carpet sessions: the literacy hour, show and tell or story time.</p>	<p>The child has difficulties in understanding what is being said:</p> <ul style="list-style-type: none"> • the demand level may be too high; • content may be very complex or lengthy; • more explanation or repetition may be needed.
<p>Poor motivation</p>	<p>The child:</p> <ul style="list-style-type: none"> • may only be able to remember part of what has been said; • may have muddled the instructions.
<p>Inappropriate or odd responses</p>	<p>These could come from problems with processing spoken language. The child may:</p> <ul style="list-style-type: none"> • respond only to key words in a question and then give off-target, unusual responses; • make literal interpretations leading to inappropriate behaviour; • have auditory misperceptions which would lead to some odd word substitutions in sentences made or heard.
<p>Difficult behaviour</p>	<p>This could stem from attempts to control the environment through physical means due to verbal problems. Defiance may be the result of failure to understand requests and instructions, as well as rules of the classroom and playground</p>

It could be easy to perceive some behaviour as challenging or difficult when there could be problems with language or speech. The focus

of intervention may require more than behaviour management strategies.

Tools for assessment

Checklists

Checklists will:

- give you information about language features that the authors of the checklist feel are significant;
- indicate a level of concern.

They may not:

- capture your concern or the child in enough detail;
- give you advice or information on what or how to teach.

The well-established AFASIC checklists are now published in Jane Speake's book, *'How to identify and support children with speech and language difficulties'* (2003).

The Speech and Language Framework (SALF)

The SALF was developed by a group of speech and language therapists, specialist teachers and psychologists in Essex.

The SALF is intended to provide agreed descriptors of speech, language and communication needs.

It is hoped that this will mean all the key stakeholders:

- parents;
- educational staff, ranging from school staff to assessment panels;
- health providers, such as speech and language therapists;

will have a common terminology and assessment of levels of need.

The SALF descriptors share some characteristics of checklists, in that significant features have been chosen.

In addition, they offer:

- some detail of a child's speech and language/communication skills, according to key stage development;
- a tool for comparison with peer group expectations;
- information about possible short-term targets (how can I move a child described as 'level 2' to 'level 3'?);
- packages of appropriate intervention;
- a way of thinking collaboratively with other professionals.

The SALF is available in Essex schools and/or from Essex County Council.

Profiles:

- can be built up over a period of time;
- should give you a lot of information about a child's functional language in context;
- can help you analyse interactions between the child and his/her peers or adults;
- can readily be devised by yourself to suit your own needs and purposes.

The information needs to be collected and recorded in a structured way, so that it can be more readily interpreted and lead to appropriate intervention.

We have included two profiles that you might find useful.

A multi-disciplinary group of teachers and speech and language therapists working in Essex created a simple language screen some years ago, as a tool to collect information; a copy of this screen has been included on the next three pages.

If you would like to use a fuller observational profile, that will give you more detailed information, you will find one in the second section of this pack.

Speech & Language Screen

This screening tool provides a simple format for organising the information you collect, with a focus on specific areas. It is not a checklist, so the examples given are only intended to guide your observations - you do not need to check each specific item.

The screen summary can be filled in fairly quickly from information you may already have.

It may help you structure your first impressions and can be used to inform initial discussion with other professionals, and your response to the SALF descriptors.

Child's Name: _____ Date of birth: _____ Classteacher: _____ Date completed: _____	
<p>1. Attention and Listening</p> <p>Consider how the child demonstrates appropriate attention and listening when</p> <ol style="list-style-type: none"> 1:1 adult/child or child/child in small group in whole class 	<p>Reason for Concern</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>2. Understanding spoken language</p> <p>Consider the child's response in 1:1 small group, large group</p> <ol style="list-style-type: none"> to instructions to questions to story-telling to discussion/conversation 	<p>Reason for Concern</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>3. Spoken language</p> <p>When the child is talking/chatting consider the following aspects:</p> <p>grammar, pronouns, tenses, word order, use of the 'little words', joining ideas (e.g. and, but, because) the length of utterance</p>	<p>Reason for Concern</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

<p>4. Using spoken language</p> <p>Consider the range of use, the sequencing of ideas, and effectiveness of conveying their ideas. Does the child use spoken language appropriately to:</p> <p>comment, question, protest, explain, direct others, negotiate (in play), express emotions etc.</p>	<p>Reason for Concern</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>5. Conversational skills</p> <p>Observe the ease with which the child converses with other children and adults (1:1, small group)</p> <ol style="list-style-type: none"> initiating and continuing conversation responding 'turn-taking' staying on topic 	<p>Reason for Concern</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>6. Vocabulary and concepts</p> <p>Consider:</p> <ol style="list-style-type: none"> the range of the child's vocabulary knowledge and use (nouns, verbs, adjectives etc.) the ability to learn and use new vocabulary concepts of space, time, size, shape, emotion etc. categories 	<p>Reason for Concern</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>7. Reasoning</p> <p>Consider how the child interprets a developing knowledge of the world in order to:</p> <ol style="list-style-type: none"> reach logical conclusions predict explain relate cause and effect <p>Consider how the child demonstrates these abilities (verbally/non-verbally)</p>	<p>Reason for Concern</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

<p>8. Speech Is speech intelligible</p>	<p>Reason for Concern</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>9. Phonological awareness Can the child join in:</p> <ol style="list-style-type: none"> rhythm activities clapped syllable games e.g. names rhyme play e.g. easy-peasy etc. start to show interest in initial sounds of words 	<p>Reason for Concern</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>10. Auditory memory Consider how well the child remembers what he has heard:</p> <ol style="list-style-type: none"> messages, instructions rhymes/songs stories information <p>Bear in mind: context, information, length, time lapse and whether there has been visual support</p>	<p>Reason for Concern</p> <hr/>
<p>11. Exceptional problems that may occur Stammering Over-use of non-specific vocabulary e.g. thingy, doing, got, that one Unusual length of time to respond Odd social interaction Strange subject matter/responses Excessive hesitancy when talking Unusual quality or tone of voice e.g. hoarseness, pitch, nasality Other</p>	

Information gathering

What other information about the child would be relevant and useful to know?

- how the child performs in different contexts
- play skills
- hearing ability
- short/long term memory
- nonverbal strengths, such as use of visual cues
- gross and fine movement/control
- general coping strategies
- generalisation of knowledge and experiences
- learning style

Who might have this information?

- the child
- parents
- teachers
- teacher assistants
- speech and language therapists
- other professionals who are working with the child



Pupils

“Should, where possible, participate in all the decision-making processes that occur in education. ... They should feel confident that they will be listened to and their views valued.

... should be involved in making decisions where possible right from the start of their education.

Opportunities for such participation should expand as pupils develop.”

(Special Educational Needs Code of Practice, 2001)

“Pupil involvement should be reflected within the ethos of the whole school.”

(Essex County Council, 2003)

Systems to collect information might be formal (through meetings) or informal (through conversations at the end of the day). Both might be appropriate.

Greater success for children will come from a sensitive sharing of information.

We have included sheets to help you collate the information pupils/children have shared with you.



Pupil participation

What are the child's expressed views?

What would the child like to achieve?

Goal 1 _____

Goal 2 _____

Goal 3 _____

What will help:

What will hinder:

What could everyone do to help the child achieve these goals?

Teacher strategy _____

Teacher assistant strategy _____

Peer strategy _____

Parent strategy _____

Child strategy _____

What are the child's key feelings:

- towards school?

- about life outside school?

- having friends ?

- towards support given?

- towards successes/failures?

Parents

“Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LEAs and others. This is important in enabling children and young people with special educational needs to achieve their potential.”

*(Special Educational Needs
Code of Practice, 2001)*

Parents’ views on what they want their child to achieve are invaluable and so they should be seen as equal members of the team supporting the child. It is important that parents’ goals are linked closely to both educational and therapy targets.

Parents have an in-depth knowledge of their child’s development. They will have information on the child’s level of speech, language and communication. They will know how any difficulties present and how the child and family have adapted to the effects of these difficulties. This wealth of knowledge will greatly assist the assessment and planning process.

Example:

A six year old boy with an intermittent stammer.

The mother’s overriding wish was for her son to remain as fluent as possible.

The teacher was working to extend his reading skills to include reading with expression. This placed an overwhelming demand on the child’s ability to remain fluent whilst reading aloud. School, parent and speech and language therapist discussed the problem and reached a solution.

- The teacher initially gave the boy reading books with a reduced language level.
- This meant the boy found decoding the text was easy, so his reading was fluent.
- Reading with expression was reintroduced more gradually.

By working as partners, parent, school and therapist were able to solve the problem and enable the mother to support the teacher’s target for the child at home, during reading practice.

How do children perform in different contexts?

In a familiar situation at school



In a familiar situation with family



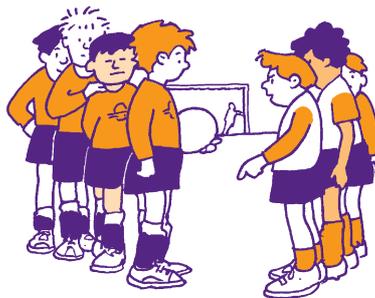
In a challenging situation at school



In an unfamiliar situation with family (such as a holiday)



In different sizes of group



With friends/less familiar people



Do I know how children behave in these different contexts?

Comment:

Is there anything else I need to find out about? How?

Sharing information

Talking with others

It might be helpful to summarise the information you have collected into key points for discussion. These headings may help.

What I have observed

What I have found out from others, including parents

Strategies that seem to work

Why I think these have worked

Strategies that seem to be less successful

Why I think these didn't work so well

Collaborative planning sheet

Name of child: _____ DOB _____

Key strengths

- _____
- _____
- _____

Main concerns

- _____
- _____
- _____

Target	Strategies	By whom	When and where

Further action/contact needed to put this in place:

Including children with speech, language and communication needs

Now I have all this information, how can children with speech, language and communication needs be supported in school?

This can be approached on different levels:

School policies

Speech, language and communication is an integral part of social and academic life. It is therefore at the heart of all school planning.

For the same reason, those who are vulnerable in this area may struggle with the many linguistic aspects of teaching and learning.

Some schools may wish to write 'communication' policies. Others may prefer to embed aspects of communication within all their policy documents.

Our view is that it is most important to ensure that communication needs are always central and fully addressed. If this is happening, the methodology and means of recording may well vary from school to school.

Classroom management

The last pages in this section of the pack are suggestions for ways in which teachers can easily include children with these needs in their lessons.

Teachers will already be using many of the suggested strategies. They should find that any others will only require minimal changes to their teaching style.

Further development

We hope that all teachers will consider the questions posed in the training audit at the end of this pack.

"All teachers are teachers of children with special educational needs."

(Special Educational Needs Code of Practice, 2001)

Inclusion and the Whole School policy

Taking a whole school approach to communication needs

The identification and support of individual learners and groups of children with speech, language and communication difficulties by school staff, can be assisted at a whole school level.

This requires clear identification of the principles which will support a whole school approach. Some of these principles have already been highlighted and reflect current views and legislation on educational needs.

General principles would seem to be:

- an explicit commitment to include all children and staff, with reference to difference, disability and diversity in school mission statements;
- schools need to demonstrate this commitment by developing an ethos and culture which is educationally inclusive; this is not simply at a geographical and social level, but as part of the teaching and learning process;
- a clear understanding by all school staff of the appropriate mechanisms by which to identify and support the curriculum and pastoral needs of individual learners with speech and language difficulties;
- principles need to be evident in policy documents; to aid this process, headteachers and/or senior management need to be involved in the development and implementation of these policies;

Inclusion and Classroom Management

- reports from inspectorate bodies show that better achievements are likely to occur in the area of spoken language if the whole school practice is closely linked with literacy development within the school.

Other areas viewed as appropriate to achieving effective practice and meeting guiding principles are:

- school's language and literacy policies are closely related to the planning and provision of individual education plans (IEPs);
- there is clear guidance over the mechanisms by which teachers are informed about the nature of children's difficulties and about IEPs;
- there is clear guidance on how information from teachers can inform the IEPs;
- good classroom practice is supported through joint planning and shared teaching activities;
- there is clarity over the involvement of important others who are involved with learners with speech and language difficulties:
 - in the classroom;
 - in the wider environment of the school;
 - outside the school;
- there is clarity over the mechanisms and frequency of contact between everyone who is involved with learners with speech and language difficulties;
- opportunities for professional development are identified through formalised mechanisms within schools;
- joint training is available for professionals;
- information from courses is shared and cascaded.

Guidelines to assist the development and implementation of a whole school policy on speech and language can be found in the second section of this pack.

Three principles for inclusion:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

(The National Curriculum handbooks for primary and secondary teachers in England, 1999)

Current views of learning tell us that successful learners do not just absorb information, but manipulate and act upon it. This process leads to a reorganisation of how they view the world. It is dependent on physical, social and symbolic support and stimulation.

Cognitive ability can be seen in many forms: emotional, social, physical as well as intellectual. It is as much about regulating and controlling our own thinking processes as it is about taking in and storing information.

As much attention needs to be directed on how children learn and how teachers teach, as on what is to be learned. Knowledge has to be mediated and made relevant through an interactive learning process between adult and child. This involves careful consideration over the type of experiences and intervention to be provided, to ensure appropriate deductions and generalisations are made.

Within any mediated learning experience, as set out by Carol McGuinness in the DfES Research Paper (1999), as much emphasis is placed on classroom management, as on teaching strategies which bridge and guide student deductions. Language plays an integral part in this interactive learning process, whatever the level.

Classroom management: some key points

By definition, good classroom practice underpins everything and will be the key to success for all children. This will include general classroom management style, but also the use of some strategies that may be aimed towards an individual or group of children, but that will be easily possible in a whole class setting.

It is proposed that any child's individual needs could be addressed by starting with good classroom practice for all (pages 36-42) and then by working with group or individual focus as proves necessary (pages 90-109).

Intervention with an individual focus needs to be underpinned by the continued support of effective classroom management.

Intervention with a group or with an individual focus

Teaching children strategies they can use in other settings.

Classroom management

Individual strategies within whole class setting, used by the teacher. Opportunities for children to use learnt strategies in everyday situations.

When teachers follow good classroom practice for all children, they may already be halfway towards meeting the needs of individual children.

Listening

- Implement classroom code of behaviour for listening and make sure all children understand these rules and routines.
- Reward systems for good listening may be appropriate.
- Check you have everyone's attention before starting to speak.
- Some individual children may need to be alerted by name.
- Signposting: give warnings of the need to listen very carefully or to listen out for a particular item/piece of information.
- Circle Time, by its very nature, promotes active listening.



Understanding

Teachers can help by talking explicitly with the class about:

- the focus, content and key words of each lesson;
- the relationship between ideas and events;
- the relationship between old and new information;
- the nature of any connections or associations;
- task analysis: the sequence of steps to be followed for success.

Recapitulation and revision techniques will be useful to most children.

Lines of argument can be presented visually by notation on the board or by using mindmapping, spidergrams, quick sketches.

Adults should be aware of their own use of language:

- clarity and length of instructions;
- the pace of the lesson;
- complexity of spoken or written language.

Modification may be needed for individual/groups of children:

- further explanation;
- instructions given in smaller steps and in the order you want them to be followed;
- pace may need to be adjusted;
- some children may need extra time to process what they have heard or to prepare an answer;
- outcomes may need to be limited in terms of the amount an individual child is expected to retain and understand; this should relate to the key focus of the lesson;
- vocabulary and ideas may need to be simplified or introduced with more time for assimilation.



Memory

- Discuss how to learn: what makes it easy, what makes it difficult; develop different types of strategies.
- Simulations: dramatised action and dialogue to portray particular situations/events.
- Use photographs to prompt memories of events and visits.
- Use animated voice and gesture in addition to visual prompts.
- Refer to visual display in classrooms when talking about a topic.
- Touch, point, pick up the object you are talking about.
- Make links with previous experience/knowledge by:
 - asking the students to write/draw/brainstorm with a partner, ‘all you know about...’ as an opening activity;
 - making these links explicit;
 - explaining how they fit into the overall topic.
- Make the relevance of what they are learning explicit.
- Build in plenty of opportunities to re-visit, practise and rehearse new skills and concepts.
- Praise the correct parts of a given answer and explain how this leads to the full answer.

Vocabulary/concepts

Class or subject teacher identifies vocabulary for subject/topic/lesson.

It will be helpful if teachers can prioritise the key concepts of each topic:

- ideas and vocabulary that all children should learn and remember;
- further detail and more complex vocabulary;
- ideas and vocabulary that extend the topic.

Spidergrams may be used to show the semantic links between vocabulary items.

Key vocabulary might be displayed on posters or, for individual lessons, on the board.

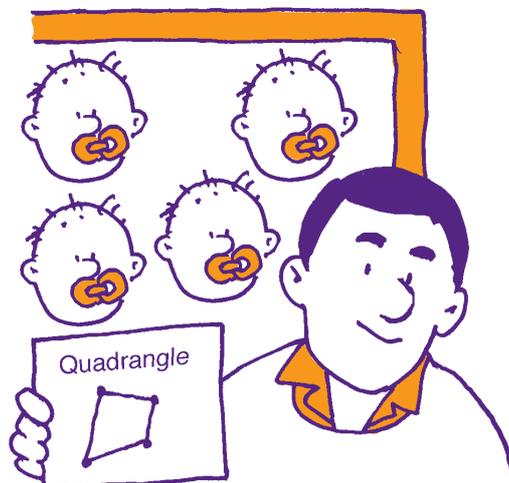
New vocabulary is taught explicitly in terms of meaning and pronunciation.

Word meanings are linked to the children’s existing knowledge base:

“Zebra: it looks a bit like a horse ...”

“Triangle: can we find any other words containing ‘tri’? What do you think ‘tri’ means?”

Frequent recapitulation and revision of ideas and vocabulary may be needed by many children.



Talking

Teachers ensure that all children have something to talk about, whether through early play, through shared experiences or picture material.

Children are encouraged to play and work - and therefore talk - in pairs, groups, to adults and to peers.

Puppets (playwriting) or use of microphones (interviewing) encourage some children to talk more.

There will be opportunities to talk at appropriate length and to join in large group choruses, for instance, in assembly.

Thinking time: it is helpful for whole class groups to be given thinking time (try ten seconds) before answering questions or offering opinions.

Teachers can vary their questioning techniques; answering closed questions may be the current best for some children.

Use of grammar

If the child uses immature grammar forms, adults can model back a mature version. It is not usually effective to ask children to correct their own utterances.

Group writing allows for the editing of written/spoken language, that is, working on grammar through writing. Teachers can encourage children to decide whether grammar is correct or not.

Proofreading is an invaluable skill for all writers but can also give powerful feedback about spoken language forms.



Sequencing

Normal class work offers many opportunities for teachers to point out different types of sequences, for example:

- beginnings, middles, ends of stories or routines;
- overt story planning;
- scientific frameworks;
- causes and effects, as they arise throughout the day;
- recipes.

The analysis of text in the literacy hour, readily encourages looking at words such as 'first', 'next', 'then', 'last (of all)', 'because', 'after', 'before'.

Adults frequently remodel or help to shape children's personal experiences. Methods and reasons for doing this should be made explicit: "Let's put that in the right order - you went swimming and then went to Michelle's for tea?".

Conversational skills

Teachers can make codes of social convention explicit.

School rules can be made visual - for example, what level of noise is acceptable in the hall, in the classroom, in the playground?

Circle and Bubble Time can be used to teach simple turn taking or topic maintenance - but note that these are usually set up very formally and may not teach the child to pick up on more subtle signs, such as boredom if they give too much information.

Adults leading discussion groups/circle time can explicitly teach children how to discuss.



Language and behaviour

Teachers can:

- make sure the physical organisation of the classroom is clear without verbal explanation, for example, where you hang your coat;
- use visual clues whenever possible, such as photos to remind children of events;
- make sure class rules are known to all;
- make sure that other adults share and reinforce the same understanding and conventions;
- use 'plan, do, review' systems about the process of learning: how did we carry out this task? What helped us to learn from each other?
- ensure there is a class ethos of self-advocacy: what do I do if I don't understand?
- allow for class discussion of emotions: identifying aspects of happiness/sadness.



Speech, language and communication needs

SECOND SECTION FURTHER INFORMATION

This section is intended to give more detail and in-depth information on the key issues already discussed in the first section.

Schools or individual teachers may choose to use this section to support their professional development.

For children, the focus is more on meeting individual and specific needs.

Language experiences in the classroom

In the first section, we asked whether all your class participated in all language experiences. Since most teaching is delivered through language, this is clearly a key question. The next pages are to help you consider further some of the likely points of impact (barriers) for children with speech, language and communication needs. There will be many other situations that are equally or more linguistically challenging.

English

- The most obvious point of confrontation but also where children can learn to deal with issues; for example, they may be asked to change vocabulary items for more specific terms:
“Let’s see if we can think of different words for ‘he said’ ”.
- Requires children to understand a wide range of style, voice, appropriacy, for example, to learn what might be more appropriate to a poem, to a play, to fact or fiction.
- Usually involves an increasing level of word play, metaphor, irony, inference, assumptions about general knowledge.
- Requires the child to use and integrate several speech and language skills into a single task; for example, writing a short paragraph involves, at least, the skills of sequencing, vocabulary, grammar as well as the manual writing skills.

Mathematics

- Has a large vocabulary.
- Has very specific use of vocabulary.
- But, can say the same thing in different ways, for example, ‘add’, ‘plus’ and “How many will you have if ...”
- Requires skills of sequencing.
- Requires short-term memory sufficient to carry out calculations mentally.
- Demands rapid processing for mental mathematics sessions.
- Requires not only the correct answer but an explanation of the methods used.

Science

- Has very specific use of vocabulary, for example ‘scale’.
- Offers methodical structure to thought or written work.
- May cause problems by requiring skills in prediction and inference, but also lends itself to learning about them in the most natural way.

PE

- Can be an excellent means of over-learning prepositions.
- Can demand a high level of understanding, for example of complicated rules - but the child’s motivation may be strong enough to overcome this difficulty.
- Can demand a competency of working cooperatively with peers and using skills such as negotiation.

Music

- Why do we call some notes ‘high’?
- Has specific vocabulary such as ‘beat’, ‘note’, ‘rest’.
- Requires an understanding of the concepts of notation, layout of music (the explanation of which involves a range of other concepts which may well be insecure such as ‘underneath’, ‘long’, ‘short’).

Humanities

- Have very specific vocabulary:
 - Teacher: “What is the capital of France?”
Child: “F”.
- Demand a high level of verbal reasoning, such as linking ideas together in many ways:
 - cause and effect: why did the French revolt?

- direct comparison: why did the French revolt, but not the English? or did they?
- Demand an understanding of abstract comparison:
 - how did the peasants live in the country? how did they live in towns?

Social interactions

Whether expressed in simple or complex language, the range of linguistic experience in the classroom will necessarily involve exposure to people engaged in:

- asking questions
 - “What that?”
 - “When I change the ..., why does the ...?”
- persuading
 - “Me now”
 - “I haven’t had a turn on the computer since before Christmas, so please can I have one now?”
- complaining
 - “It was him”
 - “I don’t see why we have to have that lesson on Friday afternoon, we are all much too tired”
- arguing
 - “You did”
 - “He did want to be king because he liked to be powerful - it wasn’t just his wife’s fault”
- greeting each other
 - Should you talk in the same way to the headteacher and to your best friend? What might happen if you do?

- making comments
 - “I got one of those”
 - “That didn’t download properly”
- instructing
 - Teacher: “Put the candle into the tank and then watch to see what happens”
- narrating events
 - “He was overtaken by a strange creature on the way to Paris”

The repertoire of functional language is not only wide-ranging, it requires a level of understanding and use that is quite subtle in its nuances. How may you talk to an adult in school? And how do you discover what one adult finds acceptable and another does not?



Processes of communication

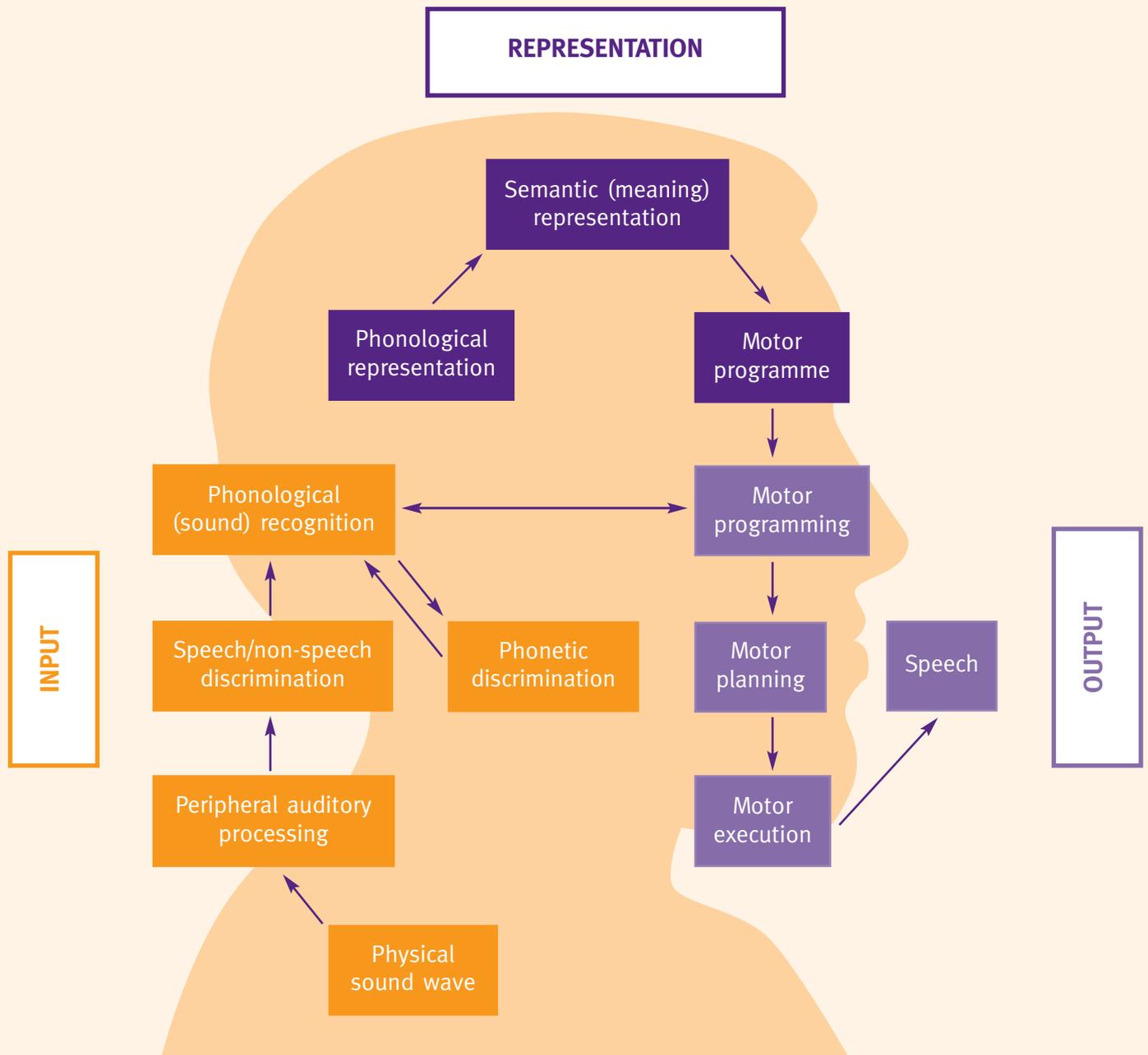
You will find basic information about speech and language development in the first section of this pack. Additional detail is given in this second section, for those who would like to know more.

We start with a model of language processing that can be used to think about the system and possible breakdown of single word communication.

The chronology of speech and language development is explored further and then the interactions between language and social development and language and behaviour are outlined.



A model of language processing



Key:

- input
- representation
- output

The model described is only talking about understanding and production of a single word. Understanding of sentences is even more complicated

Understanding and producing language and speech: explaining the model

Input

Physical Sound Wave - a sound, whether speech or non-speech, occurs in the environment.

Peripheral Auditory Processing - the ear notices that a sound has been heard.

Speech/non-speech discrimination - the sound heard is classified as being either speech or a non speech sound.

Phonological Recognition - speech sounds are classified as being part of a known language. "Like tuning a radio until you reach a channel where you recognise the language."

(Stackhouse and Wells, 1997)

Phonetic Discrimination - unusual speech sounds are processed here. This is used when speech sounds differ from the expected 'norm', for example, when processing different accents and dialects.

Representation

Phonological Representation - whole words are stored according to how they sound.

Semantic Representation - the meanings of words are stored here.

Motor Programme - the motor instructions required for speech muscles to produce the necessary sounds for a word.

Output

Motor Programming - allows the production of words not previously known: copying a nonsense word such as 'shrot'; this enables the learning of new words.

Motor Planning - allows for factors about how a word will be said, for example, quickly, loudly or with specific intonation.

Motor Execution - the speech organs are activated and a word is articulated.

This system of language processing enables a child to learn and produce new words. It can be subdivided into three broader processes.

Stage 1 - Input Processing

- To learn to say a word the child must recognise similarities and differences between words; for example, tea/sea are different at the beginning, back/sock are the same at the end, sack/sock differ only by the vowel sound.
- To process these similarities and differences the child needs:
 - good hearing;
 - attention and listening;
 - ability to recognise and process sounds.

Stage 2 - Representations (stores)

- A word is stored in our memory as a pattern of sounds; this store is structured and organised, each word has its own place.
- Sounds simple! But in fact it is very complex; words are grouped:
 - words with the same first sounds;
 - words with the same end sounds;
 - words with the same syllable structure;
 - words that rhyme;
 - words with the same vowel.

Stage 3 - Output Processing

- The child must activate the movement of the speech organs such as lips, tongue, palate to produce the sounds required to form a word.
- The child must plan the movements in the correct sequence and send accurate messages to the muscles.
- The muscles and speech organs must then move in the required order to ensure the correct articulation of the word.

This is a model for single word processing. The child must also do the following:

- put a sequence of words together to make a sentence which makes sense and is grammatically correct;
- understand the social use of language!

It is important to note that classroom observation alone may not tell us exactly where the breakdown is occurring within the processing of language. More detailed investigation may be required by a speech and language therapist.

Attention control

Stage	Level of development	Characteristics	What it might look like
1 0-12 months	Can pay fleeting attention, though highly distractible	Attention is held by dominant stimulus in the environment	Turns to sound of door banging, or to mum talking
2 12-24 months	Rigid attention to his/her own choice of activity	Inflexible attention to a concrete task of his/her own choice. Cannot tolerate adult attempts to modify task	Does not look up when name is called. Will look if touched as called
3 2-3 years	Single channel attention. Can attend to adult's choice of activity if under adult control	Can shift attention from an instruction, then back to the task as long as an adult helps transfer attention	Will look up from puzzle if chin is touched, and then back to puzzle when pointed at
4 3-4 years	Single channelled attention: under child's control	Child needs to give full attention, visual and auditory, to instructions, but doesn't need adult help to do this	Can listen and then do something, but only one thing at a time
5 4-5 years	Integrated attention - for short spells	Two-channelled attention. Child can take verbal direction without needing to interrupt the task and look up. Ready for class teaching	Can listen to instructions whilst looking down at a book
6 6 years	Integrated attention	Can maintain integrated attention for a longer period of time, as necessary to concentrate adequately in the classroom	Will stay at an activity without reminders

(from work by Cooper et al. 1978)

Comprehension and expression from birth

Age	Comprehension	Expression
<p>0-12 months</p>	<ul style="list-style-type: none"> • smiles; shows pleasure • uses different cries for different messages, such as hunger or discomfort • pre-words (the same sound pattern used to get the same object) • turn taking in ritualised games • comes for cuddles • watches faces 	<ul style="list-style-type: none"> • puts objects together in play • copies actions of others • looks for hidden objects • babbles • imitates speech sounds/tunes • realises vocalisations get a response • understands first words
<p>12-18 months</p> <p>Stage of object naming and object permanence: looking for an object they see hidden and knowing something still exists when out of sight</p>	<ul style="list-style-type: none"> • picks out object on request: "Where's your cup?" • responds to short commands: "Wave bye-bye" • knows basic body parts • can complete a request with an object: "Give me the cup" 	<ul style="list-style-type: none"> • 10-20 words used - mostly object names • one word may cover many meanings • use of words may be too broad or narrow • words may occur within strings of jargon • common exclamations: "Oh dear!"
<p>18-24 months</p> <p>Stage of object representation: understanding that miniatures and pictures relate to real things</p>	<ul style="list-style-type: none"> • understands about 300 words • follows simple two word direction • knows simple question words: 'what?' 'where?' 	<ul style="list-style-type: none"> • words are used reliably, although may not sound 'adult' • two word utterances • negatives and questions indicated by intonation • some verbs used

Age	Comprehension	Expression
<p>24-36 months</p> <p>Stage of concept development</p>	<ul style="list-style-type: none"> • early concepts: 'in' 'out' 'on' 'under' 'big' 'little' • follows simple stories • takes turns in conversations • matches colours • selects objects by function: "Which do you eat?" • follows two word instructions: "Put the cup on the plate" 	<ul style="list-style-type: none"> • three+ word utterances • grammar begins to develop: -ing, possessive's • begins to tell stories and recent experiences • interacts with other children
<p>3-5 years</p>	<ul style="list-style-type: none"> • by 5, follows all normal conversation • selects at least four colours by name • understands range of prepositions: 'behind' 'between' • understands full range of question words; 'who' 'how' 'why' • understands full range of pronouns • recognises past and future tense 	<ul style="list-style-type: none"> • vocabulary used approaches 5000 words • links utterances with 'and' and 'because' • grammar maturing, though still some mistakes • language used as a tool for thinking, learning and imagining

Development of speech sounds

Age	Sounds Used	Sound Patterns
0-12 months	<ul style="list-style-type: none"> • wide range of sounds • some non-English sounds • more English sounding after eight months • lip sounds may predominate 	Experimentation with sounds: <ul style="list-style-type: none"> • ‘raspberries’ • shrieks • wide range of intonation patterns • animal noises
12-18 months	Adding in: p, b, t, d, h, w <ul style="list-style-type: none"> • only a few sounds used • words are short • sounds often repeated: ‘mama’ ‘dodo’ (dog) ‘bye bye’ 	Ends of words may be missed (this should stop by 3 years): <ul style="list-style-type: none"> • do (dog) • ca (cat) Syllables may be missed (this may continue until 4 years): <ul style="list-style-type: none"> • tato (potato) Clusters of sounds are simplified (this may continue until 4 - 4 ¹ / ₂ years): <ul style="list-style-type: none"> • poon (spoon) • ting (string)
18-24 months	Adding in: m, n, ng	Sounds may affect each other (consonant harmony): <ul style="list-style-type: none"> • gog (dog) Sounds are changed to make them easier to say: <ul style="list-style-type: none"> • s, f, sh, ch > d, t, b: <ul style="list-style-type: none"> tea – (sea) bit – (fish) turt – (church) • k, g > t, d <ul style="list-style-type: none"> tat – (cat) doe – (go)

Age	Sounds Used	Sound Patterns
24-36 months	Adding in: k, g, f, s, h, w, y, l	Several of these patterns may continue up to 36 months and operate at the same time, so whole groups of sounds are involved. Words may sound very different from the adult version, but the child's sound patterns will be predictable.
3-5 years	Adding in: sn, sp, mp, nt 3 ¹ / ₂ years ch, j, sh, z, v 4 ¹ / ₂ years tr, cl, gr 5 ¹ / ₂ years	<ul style="list-style-type: none"> • many of the simplified words start to mature • more difficult sounds are mastered • two sound combinations are used
5-7 years	Adding in: th, r	The last sounds to emerge. Most words are adult-sounding. Even long words can be pronounced.

Interactions between speech, language and social development

Allowance should be made for six months' variation in all of these areas. The stages are fluid and development may not be equal across the areas.

A lack of development in any aspect of language that lasts six months should be a guide for referral to a speech and language therapist.

Age	Understanding	Expression	Sound System	Social Development and Play	Examples
6 months	Responds to familiar adults by turning head	Varied babble patterns	Wide range of sounds, mainly b, p, d, m	Holds objects, smiles, shows pleasure	baba dada
9 months	Recognises a word or phrase by looking: "Time for dinner" Will react to a phrase with an action "Wave bye bye"	Pre-words - same sound pattern is always used for an object or event	Combining different sounds in strings "bada" "daba"	Copies faces, copies 'raspberries' and intonation patterns Takes turns in ritualised games, looks for hidden objects	"eye ah" = cot, sleep, I'm tired, I want to go to sleep
12-18 months	Will select real objects by name if familiar - cup, ball, cat	Single word used to express a whole idea	Few, often repeated, sounds used: dodo = dog	Stage 2 attention Realises that vocalisations get response	"da" (cat) "di" (sleep) "wo da?" (what's that?)
18-24 months	Will select dolls' house-sized toys by name - can recognise a toy or model person or animal as a symbol for the real thing	Sentences with two elements, where words are used in a certain order to convey relationship and meaning	New sounds used: m, n, ng Words still simplified - ends/ syllables missed, clusters reduced: poon = spoon	Stage 2 attention continues Relates real object to self - brushes hair Begins to play with real objects -drinks pretend tea	"ma goh" (man gone) "dada duh" (daddy running) "wa bibi" (want biscuit) "we dada?" (where's daddy?) "ki boar" ([you] kick ball)

Age	Understanding	Expression	Sound System	Social Development and Play	Examples
2-3 years	<p>Can relate two objects together: “Put the doll on the chair”</p> <p>Can select some objects by function: “Which do we sit on?” This involves inner language - an internal idea used to answer a question</p> <p>Beginning to understand attributes “Which one barks?”</p>	<p>Sentences with three elements where sentences are expanded with extra words + some grammar:</p> <ul style="list-style-type: none"> negatives: ‘no’ ‘not’ ‘can’t’ pronouns: ‘me’ ‘you’ ‘he’ descriptive words: colours, size and ‘more’ ‘dirty’ 	<p>Further new sounds are added: k, g, f, s, h, w, y, l</p> <p>Many sound simplification patterns operate, and speech may be difficult to understand</p> <p>Simple sounds may replace more complicated ones: soo = shoe dup = jump dein = train</p>	<p>Throws tantrums and is less easily distracted</p> <p>Emotionally dependent on adults</p> <p>More sustained role play: putting doll to bed, washing clothes, driving cars, but with frequent reference to friendly adult</p> <p>Watches others play, may join for a few minutes but little notion of sharing toys or adult’s attention</p>	<p>Sentence types include: <i>Statements</i> “di on dair” (sit on chair)</p> <p><i>Negatives</i> “no ball go”</p> <p><i>Questions</i> “where my mummy?” “why it be jumping?” “where my daddy gone?”</p> <p><i>Commands</i> “let me go”</p> <p><i>Adjectives</i> “bi we boar” (big red ball)</p> <p><i>Is</i> “ca be er” (the cat’s hurt)</p> <p><i>Pronouns</i> “me do it” “e lot e du” (he lost his shoe) “e cying” (he’s crying)</p>

Age	Understanding	Expression	Sound System	Social Development and Play	Examples
3-4 years	<p>Starting to comprehend sentences involving:</p> <ul style="list-style-type: none"> • colour • size: 'longest' 'shortest' 'biggest' 'smallest' • number: "take two out" • negatives • prepositions • up to four pieces of information: "Put the big red cup in the box" 	<p>Four element sentences, with:</p> <ul style="list-style-type: none"> • word ending (-ing) • plurals • past (-ed) • past participle (-en) • third person singular (he wants <u>tea</u>) • possessives (John's) • negatives (n't) • is (he's happy) • auxiliary (he's coming) • comparatives (bigger) • superlatives (biggest) • -ly (quickly) <p>Sentences may now be strung together to give complex sentences with two verbs Use of and, but, so, because Language is mostly adult, but listen out for some errors</p>	<p>Clusters of sounds start: sn, sp, mp, nt (3¹/₂ years)</p> <p>tr, cl, gr (4¹/₂ years)</p>	<p>Affectionate and confiding</p> <p>Likes to help with adult domestic activities, make believe play, including invented people and objects</p> <p>Enjoys floor play alone or with siblings</p> <p>Joins in make believe play with other children</p> <p>Understands sharing</p>	<p>Errors to be expected at this stage:</p> <p><i>Pronouns</i> "her doing it"</p> <p><i>Determiners</i> this/that: "this one is hers" (should be "that one")</p> <p><i>Irregular nouns</i> "mouses"</p> <p><i>Adjective order</i> "a red new chair"</p> <p><i>Modals</i> "he bettern't do it"</p> <p><i>Verb tenses</i> "catched"</p> <p><i>Concord</i> "the man are" "they is"</p> <p><i>Word order</i> "neither I did"</p>

Age	Understanding	Expression	Sound System	Social Development and Play	Examples
4-5 years	<p>Understanding lengthy commands involving prepositions: 'behind' 'beside'</p> <p>Size and colour used in the same sentence</p> <p>Should rely less on the situation to help understanding</p> <p>Beginning to understand more abstract complex commands, things beyond the here and now and cause and effect "Bobby pushes the baby over. Who's naughty?"</p>	<p>Language is largely fluent and grammatically correct</p> <p>Sentences are lengthened and made more complex: "I should have been able to"</p> <p>Development continues in the way that language is used and in vocabulary development</p>	<p>New sounds: ch, j, sh, z, v Clusters: sk Blends: pl, kw, tw</p> <p>Three sound clusters correct by 6 years: spl, str, skw</p> <p>th and r may not be used until 7 years old</p> <p>Child can self-correct errors in multi-syllabic words</p>	<p>Independent and can be strongly self-willed</p> <p>Shows sense of humour in talk and activities</p> <p>Likes dramatic make believe play and dressing up</p> <p>Needs companionship with other children with whom is alternately co-operative/aggressive</p> <p>Beginning to appreciate consequences of actions</p> <p>Shows concern</p> <p>Appreciates past and future</p>	<p>Discourse: the way sentences are strung together to give structured conversation, achieved through sentence connectivity: 'actually' 'however'</p> <p>Takes listener's knowledge into account to keep on the topic and remain appropriate and relevant</p>

Language and self-regulatory behaviour

Language is used by adults in a variety of ways to help children develop social awareness and contain their behaviour. This can be done through:

- instructions: “Come on”, “Hold my hand”;
- praise (“Well done”): to encourage the behaviour to be replaced;
- admonishment: “Stop it”, “Leave it alone”;
- explanations: “Try doing it this way”.

Children’s behaviour can also be influenced by the development of their own language skills. As children mature they begin to develop private speech. This goes from vocalisations which accompany actions to the production of verbal plans which will guide the action. When language becomes more internalised, behaviour is brought increasingly under the control of a child’s self-guided speech, which becomes verbal thought.

Through the use of language, behaviour becomes more rule-governed and under conscious control: children learn that, within a certain context, running will not be permitted. They also become aware of the type of behaviour which will support future goals; for instance, delaying a response until the teacher has finished the question. As children mature, self-regulation should play a greater part in their development.

The presence of conscious control, together with self-guided speech, allows an individual as described by Barkley (1997) to:

- plan how to respond to a situation in a flexible, adaptable way;
- take past experiences into account;
- separate feeling from action, thereby reducing the possibility of impulsive actions.

Vygotsky (1962) has suggested the possible stages in the development of self-guided speech, which will enable self-regulatory behaviour. These stages, together with the activities appropriate for their development, are shown in the accompanying table:



<p>Stage 1 →</p> <p>Children beginning to label objects and actions.</p>	<p>Group practical activity such as colouring/sticking.</p> <p>Encourage vocalisations about the shared activity using the appropriate names for objects and processes.</p> <p>Conversation about preferred topics while engaged on simple tasks.</p>
<p>Stage 2 →</p> <p>Children beginning to expand utterances into simple sequences.</p>	<p>Small group practical activity, including mathematics, science activities.</p> <p>Children:</p> <ul style="list-style-type: none"> • describe what they are doing using appropriate verbs, nouns, adverbs, adjectives; • answer simple cause and effect questions and task-relevant questions; • recap and recall the sequence of actions and the outcomes. <p>Verbal commentary accompanies actions.</p>
<p>Stage 3 →</p> <p>Children able to use simple sequences and link ideas together. Beginning to predict consequences from initial actions.</p>	<p>Small group activity.</p> <p>Facilitator encourages the use of language to plan:</p> <ul style="list-style-type: none"> • the task; • the equipment needed; • the process/sequence; • timing for the elements, outcomes, evaluations.
<p>Stage 4 →</p> <p>Children able to problem solve, but do this out loud, especially when they find a task difficult.</p>	<p>Facilitator encourages children to verbalise their problem solving, but in their heads.</p> <p>When asked, children should be able to use language to explain what was done and why.</p>

(adapted from Ripley et al. 2001)

Language and self-regulatory behaviour *continued*

It is at Stage 3 that greater reliance can begin to be placed on verbal strategies to control behaviour. Prior to, and even at the beginning of, this stage, the use of such adult verbal responses as “Why did you do that?” would not be useful. This will be especially true if the child has limited understanding of:

- a ‘why’ question;
- cause and effect;
- the language of feelings.

It will be evident that, for a child with verbal processing difficulties, many language-bound rules will prove problematic. Children with language problems can at times be described as impulsive, reactive, unable to follow the rules of the classroom. Thus, additional consideration may be required for these children to enable them to grasp key instructive words and to develop their self-guided speech.

Language and social skills

The development of social skills is also mediated by the use of language. The early learning of the language of emotions helps children later in life to recognise the emotions of others and, by reading signals accurately, to manage social encounters more successfully. Children learn to match ‘emotion words’ to nonverbal signals such as facial expression, tone of voice or body language.

If children experience a difficulty with their verbal and nonverbal communication skills, this will affect how they relate to others. A situation could be misinterpreted and/or an inappropriate response given to someone.

The effects of any difficulty can begin to show, even at preschool, in terms of popularity among peers. Peer relationships play an important role in emotional, social, academic and behavioural development:

- it is in this context that new social skills are acquired and existing ones refined and elaborated;
- they provide emotional support and the models for behaviour;
- they are the prototypes for subsequent relationships.

Children who may not have the full support of their peers may be at risk of having low self-esteem. The positive message is that strategies which are now well established in many schools are making a difference.

Speech, language and communication: terminology and implications for the classroom

We have included definitions of the terminology you may hear when dealing with speech and language difficulties in children.

Term	Details	What you might see
ALTERNATIVE AND AUGMENTATIVE COMMUNICATION (AAC)	Children need to be supported by alternative means of communication to enable them to take a full part in interaction and communication.	Child using alternative methods of communication such as signing, symbols, pictures or computer based systems.
ARTICULATION	Having 'normal' movement, muscle tone and structure in the tongue, mouth, lips and palate and the ability to use these to make sounds.	Speech sounds that are different to normal in the way that they are physically produced. Cleft lip and palate and lisps are two ends of the spectrum.
ATTENTION DEFICIT	Inability to concentrate sufficiently to learn language easily.	Physically active, restless. Moving quickly from one activity to another. Difficulty organising activities.
AUDITORY DISCRIMINATION DIFFICULTY	Inability in separating speech from background noise and to split the stream of sound into useable pieces - sentences, words and sounds. Inability to tell the difference between sounds in words: tea and key may sound the same.	Misunderstanding of words. Similar words confused ("Draw a picture of a pea"/"Draw a picture of a bee").
COMMUNICATION	Involves intentional responses which a person makes to affect the behaviour of another person, with the expectation that the other person will receive and act on the message.	

Term	Details	What you might see
COMPREHENSION DELAY OR DISORDER	Difficulty understanding and learning words and ideas heard. Impaired ability to understand the relationship between words in sentences.	Difficulty learning and understanding ideas of colour, size, position and questions, instructions and words. This may be following the usual developmental pattern but at a slower rate, or may be an atypical disordered pattern.
DYSFLUENCY (Stammering)	Breakdown in the flow of spoken language.	Repetitions of sounds and words, hesitations, holding sounds for too long, problems getting words out, facial grimaces.
DYSPRAXIA	Motor co-ordination difficulties affecting easy and accurate sequencing of sounds into words.	Unintelligible or unclear speech. Inconsistent errors with sounds. Unable to copy sounds or sound sequences. May not be able to copy tongue and lip movements.
EXPRESSIVE LANGUAGE DISORDER	A difficulty using words, phrases and sentences to express ideas meaningfully.	Delayed use of language, like that of a much younger child. Grammatical errors. Incorrectly ordered words and sentences. Incorrect use of words. Pattern of development not following the normal path.
HEARING IMPAIRMENT	Hearing below the level thought to be necessary for the learning of speech and language. This may be due to glue ear, (grommets may help) or nerve damage (hearing aids may help).	May ignore and not respond. May be loud and active. Speech may or may not be affected.

Term	Details	What you might see
LANGUAGE	A system of arbitrary symbols (spoken, written, signed) organised according to rules that determine their combination and use, for the understanding and expression of thoughts, feelings, ideas etc. Language consists of comprehension (understanding) and expression (use).	
LANGUAGE DELAY	Language development that follows the expected path, but at a slower rate. Words, phrases and sentences are not understood or used until a later age than expected.	Use of single words continues past the usual age for two word phrases to be used. Sentences continue to have words left out past the age they would usually be used in full
LANGUAGE DISORDER	Language development is unusual: some easier ideas not being understood or used whilst more difficult ideas are.	Concepts of space and time are often not easily understood, so ideas of 'yesterday' and 'tomorrow' may be slowly learnt. Other concepts may be easily understood.
PHONOLOGICAL DELAY OR DISORDER	An inability to use the range of speech sounds in the correct order to signal differences between words and therefore differences in meaning.	Unintelligible or unclear speech. Speech sounds like that of a much younger child or is unusual-sounding and disordered.

Term	Details	What you might see
<p>PRAGMATIC DISORDER</p> <p>(SPEAKER KNOWLEDGE)</p>	<p>Problems understanding or using social language skills appropriately, including starting and maintaining conversation, using and understanding gesture, facial expression, body language.</p>	<p>Inappropriate eye contact, poor at taking turns, particularly in a conversation. Unaware of listener’s knowledge, so can give information that is too vague or too detailed. Lack of facial expression. Problems with language that is ambiguous “Children make good snacks”; understanding may be very literal “Pull your socks up”.</p>
<p>SEMANTIC DISORDER</p>	<p>A lack of knowledge of words and their meanings and a poor understanding of relationships between words and sentences.</p> <p>Possible difficulties in word finding.</p>	<p>Difficulty understanding or using vocabulary appropriately. A limited knowledge of words:</p> <ul style="list-style-type: none"> • their descriptions; • the category they belong to; • their relationships: opposites, pronouns. <p>Difficulty finding the right word so using a related word or a non specific word (‘thingy’).</p>
<p>VOICE DISORDER</p>	<p>Difficulties producing a clear and audible voice.</p>	<p>Voice that is hoarse, gruff or whispery. May lose their voice and then be able to use it again.</p>

When and how to refer to the speech and language therapy service

Speech and language therapy services have open referral systems which means that anyone can refer. Referrals do not have to be made by a GP or health visitor. Parents, teachers, school nurses or anyone who has a concern about a child, can make referrals. Parent's permission must be sought by any professional before making a referral.

Children may be referred with difficulties in the following areas:

- comprehension/understanding problems;
- dysfluency (stammering);
- expressive language;
- grammar;
- vocabulary;
- articulation;
- phonology (sounds);
- voice problems.

Children should be referred if there are any concerns with the development of their speech and language development.

However, the information contained within this audit tool should guide you to the time for an

appropriate referral. Careful consideration must be given to any referral to ensure that therapist input is essential for progress.

Many difficulties will not require input from a speech and language therapist and can be supported within the classroom. If a child is still causing concern after support strategies have been put in place and tried consistently, a referral can be made.

Children with general learning difficulties will also have speech and language delay. The therapist will be able to support general development strategies, which will best take place in the classroom carried out by school staff.

Most therapists will be pleased to discuss any referral before it is made to make sure the most appropriate support is being arranged.

Each NHS Primary Care Trust has a different procedure for referral. Local details can be obtained from:

Basildon PCT Basildon, Billericay, Wickford, Grays, Thurrock, South Ockendon, Purfleet, Tilbury	01277 632913	8 Tye Common Road, Billericay, Essex CM13 9ND
Colchester PCT Colchester, Harwich, Clacton, Halstead	01206 744080	SLT Department, Central Clinic East Lodge Court, High Street Colchester CO1 0UJ
Maldon and South Chelmsford PCT Chelmsford, Maldon, South Woodham Ferrers, Burnham on Crouch, Witham, Braintree	01245 546300	The Children's Centre, Moulsham Grange Moulsham Street, Chelmsford CM2 9AH
Castle Point and Rochford PCT Southend, Rochford, Rayleigh, Canvey	01702 577033	Warrior House, 42 Southchurch Road Southend-on-Sea SS1 2LZ
Epping Forest PCT Harlow, Epping, Uttlesford, Waltham Abbey, Loughton, Ongar, Stansted, Buckhurst Hill	01279 698651	Addison House, Hamstel Road, Harlow CM20 1DT

Assessment

Profiling by observation

Formal testing will offer some insights into the child's competencies but, given the close relationship between our language and our personalities, it is essential to take into account the child's use of language, or performance, in as many contexts as possible.

A child's presenting behaviour may be interpreted as wilfully disobedient or withdrawn or may seem so complex that underlying language problems may be missed. This may especially be true where the child has other, compensatory, strengths or where expressive language seems to be developing normally.

Information about the child's linguistic performance will be held by a great many people, but crucially needs to be shared between parents, teachers and speech and language therapists.

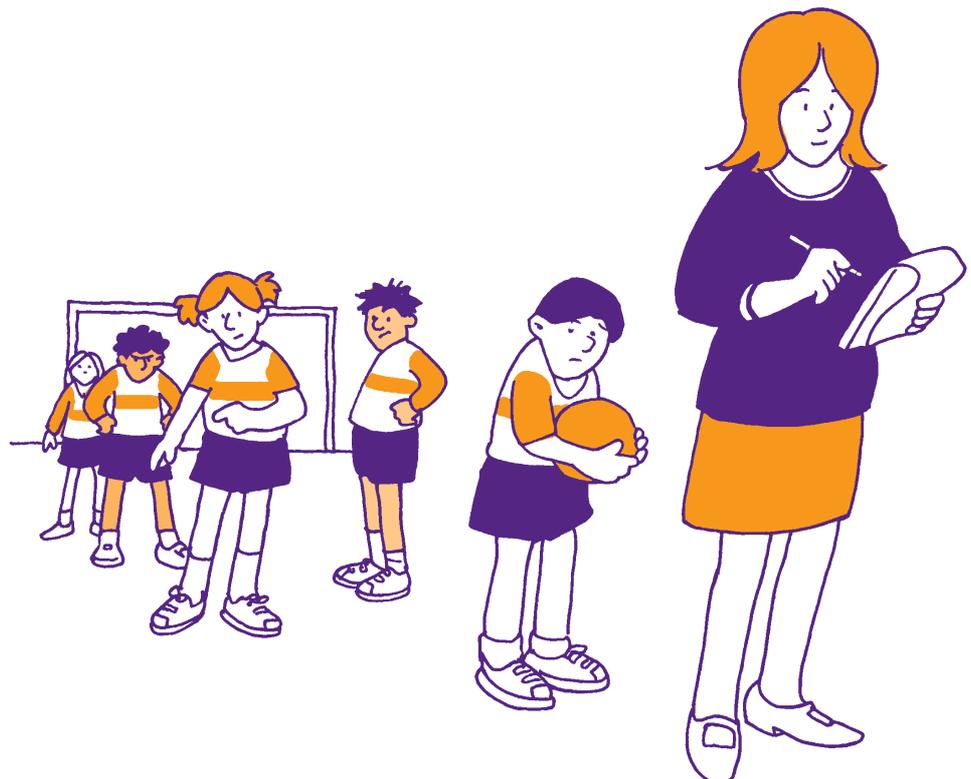
Focused observation helps you to:

- consider various aspects of the child's 'language world';
- reflect upon that knowledge;
- explore aspects of the child's language performance you are uncertain about;
- categorise your observations.

In order to be focused, observation will not be indiscriminate but will be based on specific questions such as:

- am I right in thinking this child has a communication difficulty?
- does the child use language when playing?
- when does the child use language most?

While it is important not to jump to conclusions, it is equally important to form hypotheses and possible interpretations in the end.



Observation Profile

Guidelines for observation in school

Child's name _____ Class teacher _____

School _____ Date of observation _____

Year group _____ Completed by _____

ESA/ESA+ _____

CONTEXT

Environment
(Describe the setting in detail)

Class discussion;
group work;
individual work

In the classroom; in the playground;
outside school

With/without
support

Activities
(Specify the focus of activity)

Literacy/numeracy; other subjects*; topic work; pretend play; other activity
*if in secondary school, are there any implications arising from the subject lesson?

Time

Time of day/week

Length of activity

Any significant events

Other details

Organisation of the classroom e.g. open - plan; familiar/unfamiliar groupings;
health factors; any distractors

Listening and Understanding

Describe the child's response to adult instructions by considering the following.
(Give examples and note any nonverbal behaviour that showed the child was listening)

How the child succeeded in carrying out a task as requested. (If support was necessary, what form did it need to take?)

How the child followed different types of instruction:

explicit	implicit
familiar	less predictable
simple	complex

Whether the child substituted a requested activity for another one. (If so, could you work out why this choice was made?)

Whether the child asked for help - and whether this request was appropriate

Whether the child started the activity at once or began by watching to see what the other children did

The child's level/focus of attention

Describe the child's response to the content of the lesson by considering the following.
(Give examples)

The child's level of attention/concentration in relation to the topic

The child's level of understanding as seen:

- by checking directly through questions, e.g. asking for definitions of key words; asking what the activity is about

- by noting the child's ability to follow a task

- by noting the child's own verbal response

- by asking the child what has to be done first or next

- by noting the child's nonverbal responses

- is there any evidence about the child's level of understanding of vocabulary/concepts that are used in the lesson or that are assumed to be known

Describe the child's response to verbal utterances in general by considering the following.

The child's typical response to peer chat	
The length of time the child spends in conversation	
Whether the child comments on things overheard	
The way in which the child interacts in class discussion, for example, by switching eye gaze from speaker to speaker	
How the child seeks clarification verbally (or non-verbally, for example, by interrogative noises or facial expression)	
The child's ability to make appropriate choices, such as picking out the pictures or objects that are described	
How the child relates what s/he hears to what s/he knows or has experienced already	
How the child reacts to non-literal language	

Talking

Describe the child's speech

Do you understand the child's speech:

- always?
- when you know the context or topic of conversation?
- rarely?

Have you 'tuned in' to his/her speech?

Are there some sounds/words the child finds very hard to say?

If relevant, comment on voice quality, tone, volume, intonation

Add any evidence given by other teachers, learning assistants, other children, parents, speech and language therapists

Putting words together. Describe how the child puts words together by considering the following.

Length of utterance: how many words the child puts together meaningfully

Complexity of utterance, for example use of 'and', 'because', 'although', 'if'

Consistent use of accurate word order: "The red big chair"

Presence/omission of function ('little') words, such as 'the', 'is', 'to'

Use of pronouns, plurals, tenses

Use of question forms

Do you usually know what the child means or does grammar interfere with the child's communicative intent? (For example, a child saying "Me go toilet" conveys meaning accurately, despite immature grammar.)

Putting ideas together. Describe how the child puts ideas together by considering the following.

The child's ability to talk about an event or topic. (In reasonably logical sequences? About past events or topics?)

Are contributions to class or group discussions:

- voluntary?
- prompted?
- rare?

How does the child respond to elicited exchanges such as during circle/news time?

Conversational skills. Describe the child's conversational skills by considering the following.

How does the child:

- display a readiness to engage in conversation?
- start a conversation or respond to others?
- talk with adults or with other children?
- take account of the listener's feelings or knowledge?
- use an appropriate register/style/code with another child or with the headteacher, in formal or informal settings?

How does the child join in conversation through:

- eye gaze and facial expression?
- proximity to the rest of the group?
- body posture and movement? (movement of the head will normally reflect the to-and-fro of the conversation).

Meaning

Vocabulary knowledge

Consider the child's knowledge of basic vocabulary and that relating to:

- a recent topic
- the classroom/school
- a specific subject

How well has the child retained this knowledge? Record evidence showing that s/he is able to answer questions about (new) words, or use them readily in conversation.

Use of vocabulary

Does the child find words readily, or is there any evidence of 'word finding' behaviour?

- circumlocution ("That one with four corners and straight lines round it")
- non-verbal behaviour (pointing, wagging fingers)
- substitution of one word for another similar one (similarities may be phonological or semantic)
- overuse of non-specific vocabulary ('thing')
- neologisms (words coined by the speaker: 'eye dentist' for 'optician')
- dysfluency (stammering, stuttering, overuse of hesitation)
- avoidance of topic

Inference

Describe the child's grasp of:

- implicit rules, for example, that the class always walks quietly into the hall;
- implicit language: what do people really mean by:
 - "Would you like to read?"
 - "You're very noisy today"
 - "It's cold outside"
- subtle gradations, for example, "I'm not very happy with you today";

- sarcasm;
- nonverbal expression/intonation: a cross face added to “It’s cold in here” would suggest that the door had been left open by a careless person, where a neutral face suggests an objective comment;
- the individual application of a group instruction/statement: “Does this mean me?” “Is it only me?”
- jokes: does the child show an equal response to visual/verbal humour?
- metaphor: is the child taking this literally, or showing some level of abstract understanding ?
- salience: does the child pick up the main points of what is said or read?
- how to integrate old/new information: does the child make connections between pieces of information?
- how to generalise from given information: if we have to walk, and not run, inside school, does this mean we can run to the hall?

Using observation of adult language behaviour to assess the child

Some commonly observed strategies on the part of adults include:

- frequent use of the child’s name in order to attract his/her attention;
- repetition or rephrasing of instructions;
- use of simplified language;
- moderating the speed of their own language;
- giving 1:1 instructions to the child;
- preparation in advance, for example, giving key words to the child or to the class;
- use of visual prompts/gesture/written key points or visual timetables;
- constant and deliberate use of concrete activities and experiences;
- giving the child extra time to process information;
- checking on the child’s understanding;
- providing recapping/revision of the topic or lesson;
- modelling, supporting and summarising the child’s own expressive language;
- providing extra group work, in order to provide more peer language models;
- providing time for the teacher assistant to talk with the child;
- providing many opportunities for shared contexts;
- use of a home/school diary;
- providing social skills sessions, such as bubble time;
- providing opportunities for necessary experiences/play at the child’s developmental level, where this differs from the child’s chronological age.

In many cases, these adult strategies will be instinctive, rather than deliberate. Self-evaluation may be very revealing, as it may indicate:

- the level of the child’s competency in all aspects of language;
- the type and amount of adult support that is necessary for successful communication.

It may help to reflect in a negative way: “What would happen if I (or the adult being observed) did not use these strategies?”.

This may show more precisely how these strategies are compensating and supporting. Conversely, supportive strategies may become habitual and routine. Being aware of our own methods allows us to reduce support gradually and observe levels of progress.

Independent learning is the eventual goal for all children, so this analysis of support strategies may also become a way of marking individual targets and success in its own right.

Adult strategies used/observed

Possible reasons for these strategies

Assessment by a speech and language therapist

Speech and language therapists will make assessments and write reports at various points during their contact with a child. These may be brief summaries of findings, a tick sheet and a few targets or they may be more detailed reports giving detailed background information, test results and interpretation of a therapist's observations.

Assessment and reports usually have a similar structure:

- background information and developmental history;
- attention and listening skills;
- understanding of language;
- use of grammar and vocabulary;
- social use of language and interaction;
- summary;
- implications of the speech and language difficulty for education;
- conclusions;
- recommendations.

Reports should give enough information to allow a teacher to understand the child's key difficulties, be informed of the possible implications of these for the child's accessing of the curriculum, and an idea of some targets to aim for in the child's programme.

Here are details of some of the tests which might be used to assess a child:

Reynell Developmental Language Scales (RDLS)

- Used for children between 2 years and 6 years 11 months.
- Gives a measure of understanding starting with real objects at a single word level and then testing understanding of objects by their function, by attribute ("Which one cooks the dinner?"), concepts - of size, position and colour and then several concepts together ("Show me the longest red pencil").
- Gives a view of the child's understanding and whether this is within the range

expected for the child's age or how far it is delayed.

- Targets can be identified from the areas of difficulty.
- The test can be repeated after six months.

Test of Receptive Grammar (TROG)

- Used for children aged up to 11 years old.
- Gives a sample of the child's understanding of a range of grammatical structures e.g. "The dog the boy is chasing is big".
- A picture pointing test, where the child chooses one picture from four.
- Depends upon good concentration.

Derbyshire Language Scheme

- Informal assessment of understanding with no score at the end but a view of the number of information carrying words (ICW) that can be understood: ICWs are the words that have alternatives ("The **red ball** is **under the table**", where there is a possible choice for each word).
- The assessment covers the range from 9 months to around 4¹/₂ years language age.
- A sample of expressive language can also be analysed for vocabulary, sentence length and grammatical development.

British Picture Vocabulary Scales (BPVS)

- An assessment of understanding of vocabulary; the child points to one of four pictures that the tester has named.
- Gives an age equivalent, standard score and percentile rank.

Clinical Evaluation of Language Fundamentals 3 (UK Revised) (CELF)

- A comprehensive assessment of language abilities.
- Can be used with children from 5 years to 18 years.
- Six subtests are used to gain an overview of areas such as memory, following complex instructions, answering questions about information given, generating sentences using given words.

Clinical Evaluation of Language Fundamentals (Preschool CELF)

- As above but aimed primarily at preschool children.

Preschool Language Scales (PLS-3)

- Provides information from the preverbal stage up to the age of 7 years.
- Provides comprehensive information about a child's understanding of language, expressive communication.
- Has a speech sound screening tool.

Renfrew Test of Word Finding

- A naming test that can give information about expressive vocabulary and also about the child's ability to access vocabulary.

Renfrew Action Picture Test (RAPT)

- Assesses the child's ability to describe ten pictures in response to the tester's questions.
- Gives information about the content and grammatical structure of the child's language.

Renfrew Bus Story

- Assesses narrative: the tester reads a story to the child following a series of pictures; the child then retells the story.
- The content and grammar of the child's attempt to retell the story is written down and can be scored.

South Tyneside Assessment of Syntax (STASS)

- Analyses the child's sentence structure.
- Assesses the child's ability to use a range of grammatical word endings.

South Tyneside Assessment of Phonology (STAP)

- Assesses the child's speech sound system and allows for detailed analysis of sound errors.

Interpretation of information

A therapist may use a range of methods to assess a child and these should be apparent in the report. Information from parents will provide background and a perspective of what is the main issue and concern.

Informal observation of the child at play will give a range of information, allowing the therapist to evaluate levels of concentration and attention, the qualitative nature of attention and how easily a child can shift and control attention. This has implications for learning and the stage of development in the child and whether this is a typical developmental stage or something that will require therapy or advice to develop to a level where the child is able to make progress.

Play skills give information about children's understanding of the world and their level of readiness to learn and develop language. While a child is playing a therapist will look at the child's level of understanding and responses to different complexities of language - the vocabulary used, the range of question words understood, the length of the sentences understood and the grammatical complexity of the language being used.

Informal observation will be combined with formal testing in some cases, although the therapist will need to know the child well before a formal test is carried out. In many cases it is the way a child responds that is important, as well as the final test result.

Therapists must interpret the formal test in relation to how the child functions in everyday life.

The report aims to balance the therapist's testing and informal knowledge of the child and gives a picture of the child's strengths and needs. The effect of the language difficulties in the classroom should be explained and from this the teacher should be able to plan targets.

Sample Speech and Language Therapy Report

Background Information and Relevant History

B has been known to the speech and language therapy service for six years. He was initially seen in nursery. Then he transferred to the mainstream school's caseload. He was most recently seen on 15 October. This was the first speech and language therapy visit the school had requested in over a year.

B has a history of speech and language delay, developmental delay and persisting verbal language difficulties on entering school. There are no known hearing difficulties or medical diagnoses. He is felt currently to be experiencing learning difficulties in school.

This report describes B's needs at the time of writing.

Strengths and Difficulties

B has always demonstrated difficulty with his understanding of spoken language. His expressive language has always been quite plentiful and is now reasonably well structured but its appropriateness has been dependent on how much he has understood.

His understanding of language has shown development over time but he still finds complex or abstract language problematic and he is, at times, quite literal in his interpretation of what has been said.

His understanding of the world also seems to have some influence on his verbal language, thus his reasoning can be quite idiosyncratic. For example, when asked to describe the difference between an apple and an orange he explained: "One end's got like a heart shape and the orange is just round".

This is quite typical of B, to focus on small details and bypass more general features. Similarly, he may also focus on one word or only part of a question or instruction, which results in a response that is slightly off the point.

In conversation he may follow his own line of thought and not always take sufficient notice of his conversational partner's needs. He relates many things to himself and to his own experiences rather than to the wider picture; for example, when asked to define a house, he described his own house.

Educational Implications

B's understanding and use of language will hinder his ability to access the curriculum and possibly the development of his social skills.

He is likely to have difficulty developing abstract concepts and may miss the point in a discussion, instruction or explanation. He may not fully appreciate implied information as seeing the links between information can be difficult for him.

Socially, his adherence to his own thoughts and lack of listener awareness will affect his communication skills and ability to build relationships.

Summary

B is experiencing ongoing language difficulties, which are predominantly of a semantic and pragmatic nature. The difficulties appear to affect and be affected by his general learning ability and world knowledge.

Recommendations

His language skills have developed over time but he still needs careful support as follows:

- B's understanding of a task or concept must be frequently checked.
- Adults may need to prompt or guide him towards appropriate responses and task outcomes.
- Extra time may need to be allowed for teaching staff to help B to fully understand new ideas, concepts or vocabulary; this could be done by a TA trained in 1:1 or small group teaching approaches/activities, and may be done in a small group or an

individual basis with B or on the spot as the need arises.

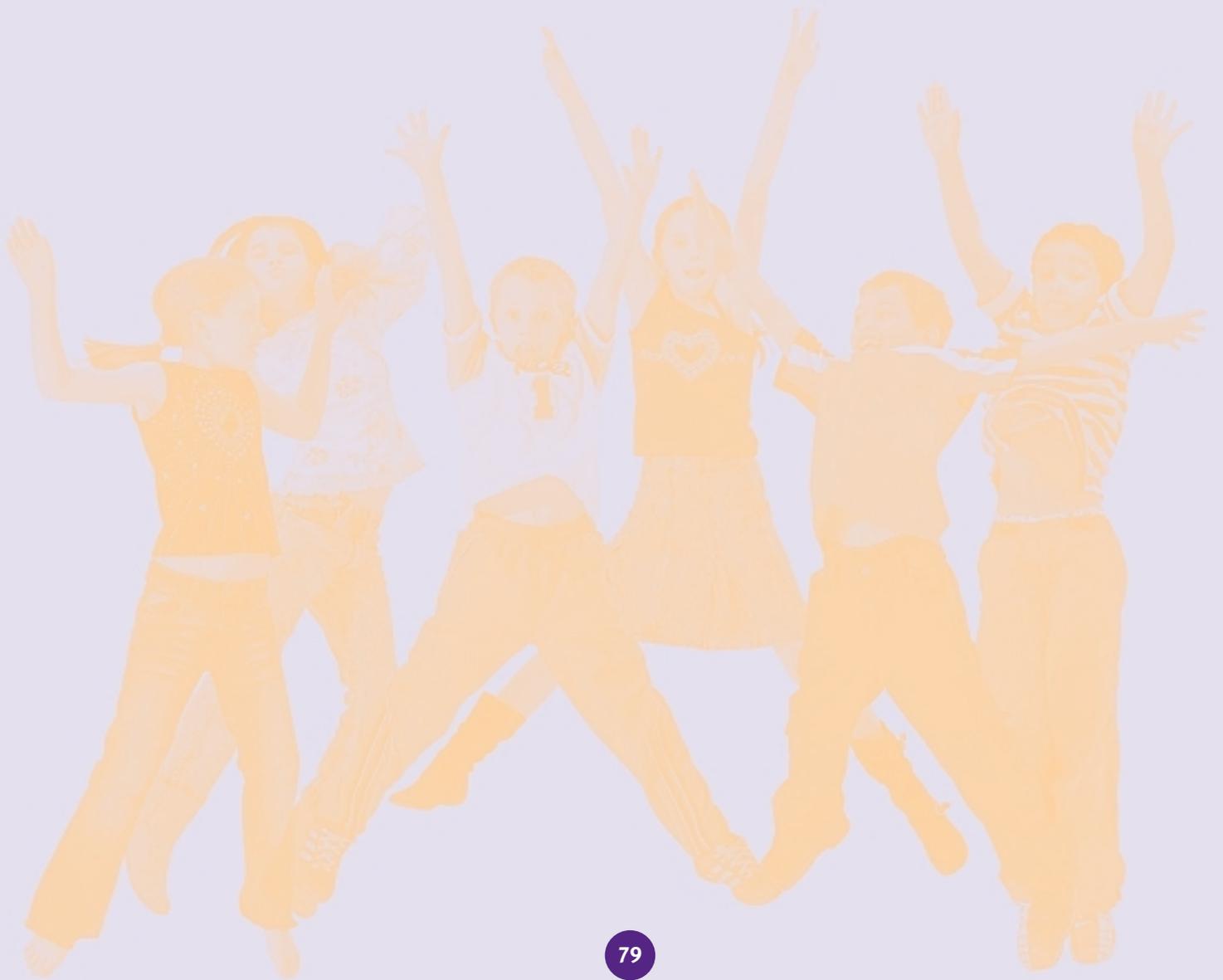
- Adults need to use direct, specific language for B, whenever possible, to enable him to succeed.
- B also needs to develop and improve his semantic skills (vocabulary knowledge); again, this could be done by a suitably trained TA, individually or in a small group.
- The speech and language therapist should be available to monitor B's ongoing language development, at least termly.
- The speech and language therapist should also provide guidance to teaching staff about appropriate language targets, strategies and activities.
- On the job training or set sessions, as deemed appropriate at the time, could be provided by the speech and language therapist for staff who work with B, to

increase their knowledge and awareness of strategies that help him overcome his language difficulties.

- Support and input for B's language difficulties need to be flexible to allow for progress and change and for changing language demands within the curriculum.

These recommendations are subject to review and may be changed at any time at the discretion of the speech and language therapist to reflect changing speech and language ability needs.





Assessment by an educational psychologist

For an educational psychologist, the focus of any assessment is to ensure that the learning environment for any child is able to facilitate the learning needs of that child and to promote social and emotional development.

Within a holistic framework for sharing information and observations, the educational psychologist will attempt to provide a better understanding of an individual's thinking and learning processes by:

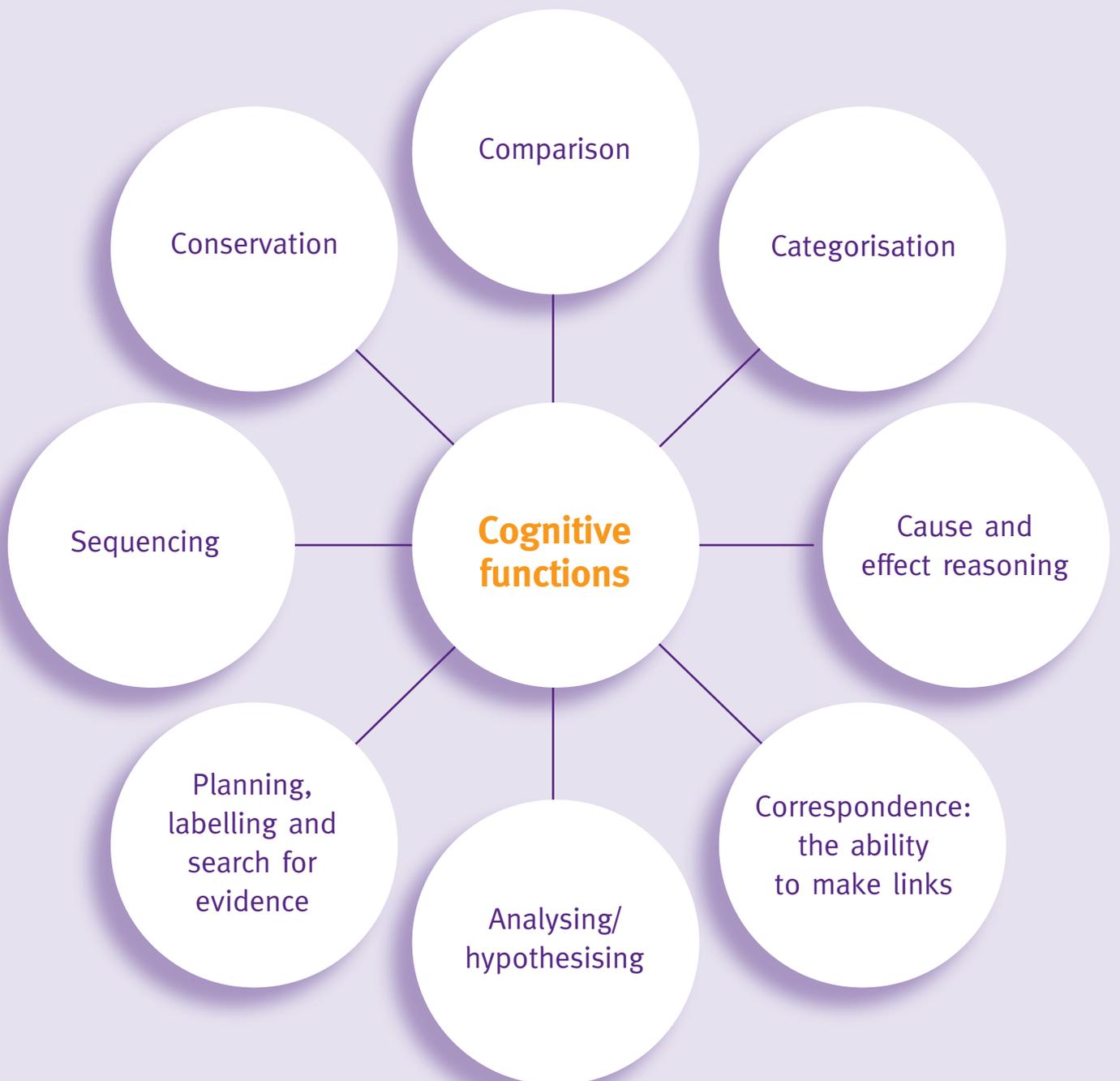
- identifying 'deficient' cognitive functions and aspects of affect and

motivations responsible for the present, observed level of functioning within different contexts;

- evaluating the extent to which individuals can generally be influenced to change their approach to learning (and, therefore, their potential to learn);
- exploring and evaluating the amount and nature of intervention required to bring about higher levels of functioning.

The type of affective factors and cognitive functions which might be looked at by an educational psychologist include:





It is hoped from the assessment carried out that the developmental stage of any of the functions/factors above will be identified, together with their possible impact for the learner within the national curriculum. From this process the best mediated learning experience will be discussed with other professionals, together with possible indicators of progress to be used within the IEP.

An approach which is being increasingly adopted by educational psychologists involves the use of dynamic assessment techniques. This approach is considered to provide information on a learner which is better at bridging the gap between assessment and intervention. This type of assessment replaces the one-off psychological investigation for one which looks more closely at the competencies a learner could bring to specific tasks.

A learner's competencies and affective factors are examined through the presentation of one or two specific visual and/or verbal tasks. His or her initial ability to scan and analyse information, as well as act on it, is observed and recorded. Then the assessor who uses dynamic assessment may actively intervene to induce change in the child's approach and thinking patterns. For example:

- demonstrate a particular process involved in a task;
- prompt a child on a strategy needed to solve a task;
- teach a child to bridge a skill/fact between one activity to another.

From the various interventions undertaken, the one which leads to improved performance is noted. This information is then disseminated to professionals involved with the child, with recommendations given to the type of intervention and cognitive goals needed to influence performance.

Dynamic assessment techniques are closely linked to the process of mediated learning experience, as discussed on page 36. Both assume that change in a learner is possible and that cognitive ability is active rather than static.





Other professionals

In the first section, we supported collaborative working. Here, we have included some background information on the professionals who might be involved with an individual child.

The educational psychologist:

- is a qualified teacher and has a master's degree;
- is employed by the LEA;
- works in schools to apply psychological knowledge of social, emotional and cognitive development;
- advises parents, teachers and therapists on interventions based on psychological theory and research;
- is part of the team that assesses, reviews and supports learning through the identification of learning abilities and styles;
- provides consultation and advice to school staff based on a sound knowledge of child and adolescent development (cognitive, emotional and social) which draws on knowledge of psychological theory (such as attribution theory, attachment theory, theories of motivation) and advises on how theory can translate into practice;
- consults on gathering evidence - IEP data, reading scores, national curriculum or standard attainment tests (SATS), pre-NC level 1 attainment (P scales), the progress of targeted individuals and the groups to which they link, analysing this data and supporting the school in the use of such data to target set and plan development work;
- carries out statutory LEA work, where necessary, such as preparing psychological advice for formal assessment and attending annual reviews;
- carries out assessment with children and young people for a range of purposes, including clarification of individuals' strengths and difficulties.

The speech and language therapist:

- has a specialist qualification, at degree level;
- is employed by NHS trusts;
- is based in clinics; may work in preschool settings/schools;

- works with children to assess their speech, language and communication difficulties;
- will assess speech and language development/communication delay or difficulty, clinically diagnose the possible reasons and liaise and advise on how it will affect learning experiences and the implications for the curriculum;
- provides intervention to support all aspects of speech and language, including attention, listening, ways in which children understand and use language and the sounds they can make;
- can take direct referrals from both parents and professionals (given parental permission);
- advises and monitors integrated programmes and strategies, as discussed and planned with the teacher, on appropriate communication to access the curriculum;
- participates in joint planning and contributes to the IEP;
- can support intervention with training for school staff on:
 - speech and language development and communication;
 - individualising advice;
 - specific issues;
 - communication aids;
- provides information for statutory assessment;
- submits updated reports for the annual review process;
- liaises with the specialist teacher on communication to teachers, school staff and parents.

The specialist teacher:

- is a qualified teacher and either has or is working towards a specialist qualification in speech and language/learning/communication difficulties;
- is employed by the LEA;
- provides information for statutory assessment;

- submits updated reports for the annual review process;
- works with children with speech, language and communication difficulties, with a specific focus on their ability to access the curriculum and school life;
- works in schools or in preschool settings, to support individual children to take part in learning;
- liaises with the speech and language therapist on communication to teachers, school staff and parents;
- advises on strategies to support all aspects of speech and language, and to support the therapy programme as necessary;
- can offer school or county-based INSET;
- all children in Essex with a statement of special educational needs have a 'named specialist teacher'.
- through their educational psychologist, schools in Essex may also ask for advice for other children at School Action Plus.

The occupational therapist:

- has a specialist qualification;
- is employed by NHS trusts;
- is based in community clinics or a child development centre in a hospital; may work in preschool settings/schools or in the child's home - according to need;
- assesses and clinically diagnoses fine and gross motor, sensory and perceptual abnormality and delay;
- provides assessment and advice about the child's physical management and, where appropriate, will produce a treatment plan to promote desirable change in function;
- advises on strategies and trains parents, other carers and teachers to carry out activities at home, school or any other appropriate environment and to integrate these into the child's daily routines;
- creates integrated programmes and strategies and offers advice on positioning, posturing and use of health care equipment to access the curriculum and to allow the child to function at the maximum of his/her

- potential by the use of such items as supportive seating, standing frames, splints;
- assesses and advises the education department of adaptations and structural alterations to provide the most accessible environment and curriculum;
- identifies needs and offers advice on equipment for safe moving and handling throughout the child's day;
- offers assessment and advice in conjunction with the LEA staff on strategies to support perceptual and sensory difficulties and to promote fine motor skills.

The physiotherapist:

- has a specialist qualification;
- is employed by NHS trusts;
- is based in community clinics or a child development centre in a hospital; may work in children's clinics, orthopaedic clinics, preschool settings/schools or in the child's home - according to need;
- works with children and young people who have a delay or disorder affecting their development of motor skills;
- assesses and clinically diagnoses posture, mobility, movement and gross and fine motor development, abnormality or delay;
- provides advice about the child's physical management and where appropriate will produce a treatment plan to promote desirable change in function;
- advises on strategies and trains parents and others to carry out activities at home, school or any other appropriate environment and to integrate these into the child's daily routines;
- assesses for and supplies, or advises other agencies regarding necessary supportive postural or mobility equipment such as boots, splints, walking frames, tripods, standing frames;
- supports intervention with training to school staff, INSET and with individualised advice and training on specific issues and use of mobility aids and health equipment to facilitate functional posture.

- referrals are made by consultant paediatricians, community doctors, GPs, health visitors or school nurses.

The consultant paediatrician:

- is a qualified and specialist doctor;
- is employed by NHS trusts;
- is based in a child development centre in a hospital or a community clinic;
- assesses and diagnoses the child's medical status following referral from a GP or community doctor;
- assesses and diagnoses delay or abnormalities in developmental progress and finds medical reasons for delay, disorder or regression;
- explains to parents the implications of diagnosis and availability of support services;
- initiates referral to therapies;
- submits up to date reports of the child's medical and health status;
- provides information to schools about the implications of different medical conditions;
- regularly reviews children who are 'looked after', 'at risk' or due for adoption;
- submits reports for statutory assessment.

The school nurse (now often known as the 'school health adviser'):

- has a nursing qualification and a specialist qualification;
- is employed by the local NHS trust;
- is based in community clinics and works in schools;
- acts as a resource for the PSHE programme within the school to support health education input;
- acknowledges, and helps others to acknowledge, that not all children develop physically or cognitively at accepted milestones;
- empowers young people and their families to ask/search for specific information that will aid their understanding of their condition or difficulty by ensuring they have an adequate level of knowledge;

- ensures that young people and their carers have a sufficient level of health information to equip them for leaving school and enable them to be able to access health services readily and appropriately.

The social worker:

- has a specialist qualification;
- is employed by social services;
- is based with the social work teams;
- provides advice/support/information;
- works in partnership with parents to ensure that children are protected from harm, given the duty to safeguard and promote a child's welfare;
- makes enquiries where a child is suspected of suffering or likely to suffer significant harm;
- convenes child protection conferences when necessary;
- makes applications to court where it is necessary in order to protect a child from harm;
- provides support/carers/respite care (residential or family based) to enhance the child's or young person's quality of life with care or education input in the home;
- co-ordinates completion of Personal Education Plans (PEPs) for looked after children;
- undertakes assessment of need to inform the child's educational statement;
- provides a family carer to assist with mobility issues (such as taking the child out), if appropriate;
- provides foster/residential placements for looked after children;
- undertakes statutory duties for looked after children including statutory reviews, visits, monitoring and obtaining the views of children and parents;
- may be an advocate for the family;
- assesses and organises the provision of equipment if the requests meet the criteria for home provision.

Including children with speech, language and communication needs

A policy to develop whole school practice to meet speech and language needs was discussed on page 35. Points to incorporate into such a policy were also highlighted. The following are suggestions and/or considerations which you may wish to take on board in relation to devising a whole school policy.

Important Others

It can be useful for whole school documentation to list those people who are significant in meeting speech and language needs. Their names, roles and responsibilities, and contact information can be recorded.

Important others could also be recorded by the names of individual children, as relevant.

These individual lists might include:

In the classroom:

- class teacher
- other subject teachers
- classroom assistants (TAs)
- learning and/or language support assistants (TAs)
- friends

Beyond the school:

- speech and language therapist
- educational psychologist
- specialist teacher
- physiotherapist
- occupational therapist
- other medical personnel
- social services

In the school:

- the special educational needs co-ordinator (SENCO)
- midday assistants (MDAs)
- caretaker
- taxi driver
- car escort

At home:

- parents
- siblings
- extended family members
- friends

Such a documented list might help to establish the specific supportive roles that could be taken by any of the above. It could also inform the type of liaison required with that person: how regular or frequent it should be.

For instance, liaison with parents might be to:

- discuss progress;
- hear about and discuss extended family opinions;
- gain necessary medical information;
- put them in touch with important others.

Liaison with a professional might be to share information about a specific child's difficulties or about a whole group of children.

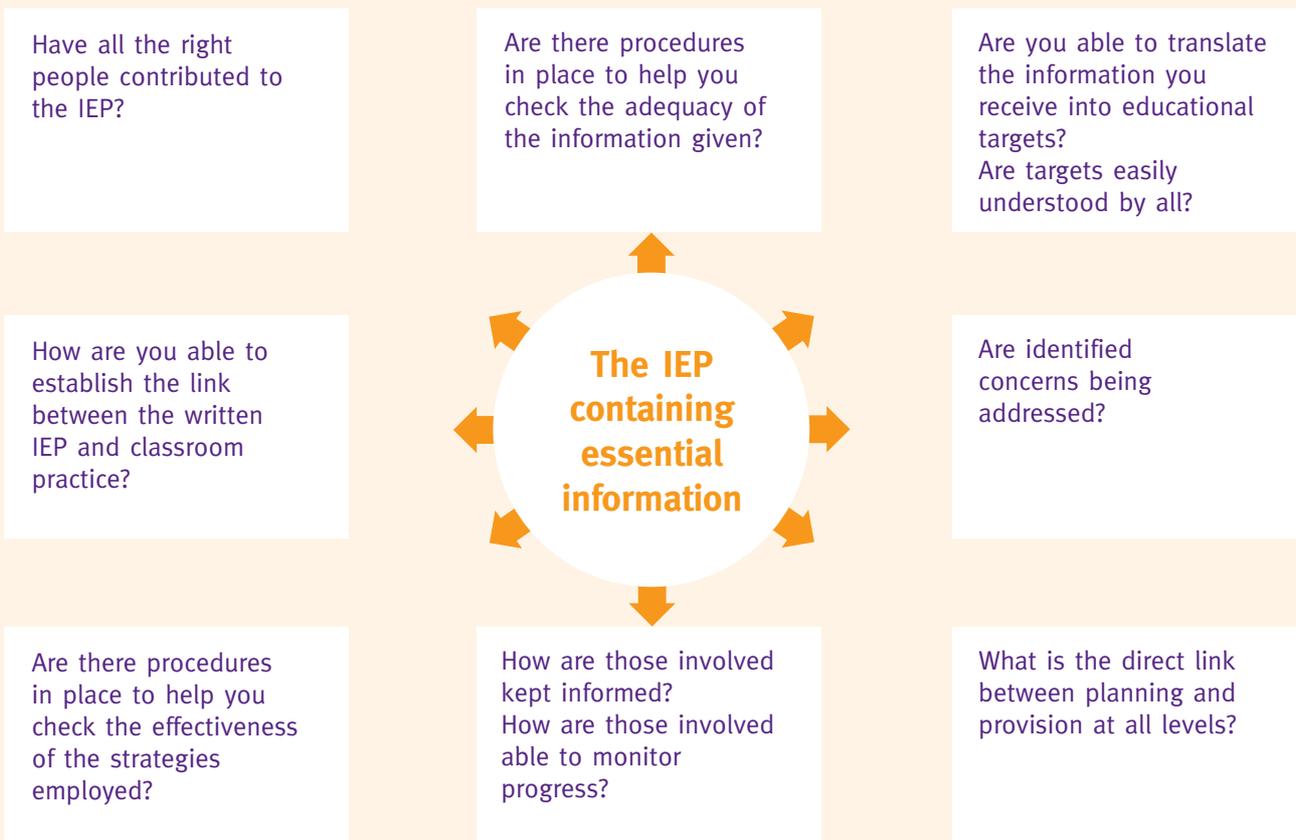
It might be sensible to have formal arrangements to meet with professionals as a group of staff. This would need programmed time - and a designated space!

Disseminating information and good practice

Many inspectorate reports highlight the need for schools to develop policies concerning the way in which information can be disseminated between class/subject teachers and SENCOs.

An important means of centralising information to inform others is through the learner's IEP. It also provides a focus for further discussion and practice. The effectiveness of the information given can be evaluated through the use of monitoring procedures. The IEP, which is a brief working plan, can be altered as a result of monitoring.

The following map can be a means to check whether appropriate procedures are in place to construct and monitor relevant IEPs.



Communication between professionals

Inspectorate bodies are keen that mechanisms and strategies are in place for the dissemination of good practice. As well as the obvious liaison between education and speech and language therapy services, this also includes the liaison which can occur between:

- teachers within the same school;
- primary and secondary teachers;
- teachers in geographical areas;
- school staff and central educational services.

Strategies which might be considered effective for this would include:

- meetings where planning and teaching activities are shared;
- team teaching between teachers;
- schools being linked to a 'good practice' network; there would be an expectation for participating schools to name a staff member to liaise with the school team and disseminate practice and lessons learned via the network.

A statement on the above would be appropriate within a whole school policy.

Collaboration

There is an increasing importance being placed on the need to collaborate with other professionals.

A mission statement written by school staff should express their stance on collaborative partnerships, which are advocated by the *Special Educational Needs Code of Practice* and the *Special Educational Needs and Disability Act 2001* in order to ensure a 'seamless service'.

Parents and children need to be fully involved in this collaboration.

Professionals who wish to take a holistic approach may need to discuss this carefully with parents. For example, 'therapy' targets may be met in a number of ways: a rounded programme of support which includes all staff, children and families may be more successful than 1:1 time with a speech and language therapist.



Classroom management and the IEP

Integrating the curriculum and language targets

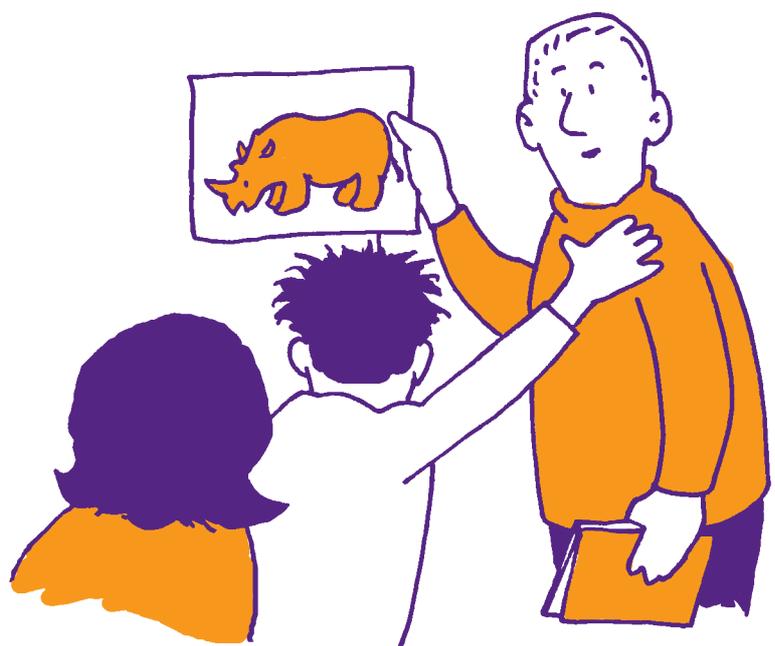
Language is an integral part of learning, so the emphasis should be on classroom management, teaching strategies and how children learn. Suggested classroom management strategies have already been recorded in the first section of this folder. Here, they are re-presented with the addition of strategies for individual or small group focus added. It is important to remember that strategies for individual children are dependent for their strength and success on those used for the whole class or group of children.

Suggestions have been made for each of the main aspects of language:

- listening;
- phonological awareness;
- understanding;
- memory;
- vocabulary/concepts;
- talking;
- use of grammar;
- sequencing;
- conversational skills;
- language and behaviour.

These suggestions include the use of elaboration and reflection, as well as repetition and multi-sensory techniques. Such ideas are based on some common themes, which are:

- children model themselves on those around them;
- play is intrinsic to forming concepts and developing skills;
- children learn by having opportunities to work in different ways;
- active involvement in learning helps the process of discovery;
- the ability to reflect on learning is important for the development of future learning;
- confident children learn by trying out new ideas and revising old ones.



Listening

Classroom management

You may need to adjust the vocabulary, length and complexity of language to the needs of the individual child.

The size of the group may affect the child's ability to listen.

There are children who can listen very well while appearing not to do so. It may be useful for these children to learn how difficult this is for speakers - through role play between adults, and through open discussion of how this makes the speaker feel.

Others who genuinely find listening difficult may be helped by thinking about it in visual terms - what does listening look like? The actions of preparing their arms, legs, eyes and ears become a habitual reminder to listen.

Holding up a hand ('give me five') can act as a quick cue to listening.

NB Older students are expected to listen without necessarily looking at the speaker, for instance, while looking at a textbook. Some of them may need guidance to make this shift in listening behaviour.

Group/individual focus

For some children, especially those who have/had hearing difficulties, there may be a great difference in their ability to respond to environmental sounds and to speech sounds.

Other children may have mentally switched off from listening to speech - it may not have been helpful to them in the past because of diminished hearing, or difficulties in understanding. They may need the stimulation and sheer pleasure of listening games involving non-speech sounds in order to reverse this habit.

There are many commercial materials available, but musical instruments or home-made listening tapes can be equally valuable.

Group/individual focus

Teach children to:

- listen to and discriminate between environmental or musical sounds;
- listen to and make sense of simple language through the use of listening games and activities;
- listen in a group restricted in number;
- appreciate the effects of poor listening on the speaker as well as the listener - using a naughty teddy/adult role play;
- understand active listening: what does listening 'look like':
 - eyes looking;
 - ears ready;
 - hands still;
 - lips zipped up;
 - brain switched on and thinking about the same thing as the speaker.

Classroom management

Some techniques to improve listening:

- implement classroom code of behaviour for listening and make sure all children understand these 'rules' and routines;
- reward systems for good listening may be appropriate;
- check you have everyone's attention before starting to speak;
- some individual children may need to be alerted by name;
- signposting: give warnings of the need to listen very carefully or listen out for a particular item/piece of information;
- Circle Time, by its very nature, promotes active listening.

Phonological Awareness

Classroom management/group/individual focus

The requisite content of this work remains the same for all children.

Differentiation will be about:

- the amount of time that is needed to effect success for the individual child;
- whether the environment facilitates the good attention and listening required for these kind of activities;
- whether teaching needs to be more or less explicit.

Children need to move from an understanding of syllables that relies on their clapping hands or on saying the word out loud, towards an internalised judgment about the number of syllables.

Similarly, many children will initially need to name pictures or objects aloud, before deciding whether the names rhyme or not. This is a normal developmental prop so should only be discouraged as children become more competent.

Group/individual focus

Some children need more focused practice in order to learn to identify rhymes and syllables.

They may also need to be taught to discriminate between different phonemes and how they can be blended or strung together in words.

Specific attention might be paid to initial and final sounds.

Other children may have a specific difficulty in the area of speech sounds and might need more individual attention to develop their auditory listening and discrimination.

Classroom management

Many children will come to school with an ability to rhyme and with a good sense of rhythm. Rhyming games are part of life in Key Stage 1 and will reinforce this inner knowledge shared by most children.

The Word Level work in the literacy hour continues this learning and it is expected that phonological skills will quickly be acquired.

These skills are commonly reinforced by activities such as:

- whole class participation in (nursery) rhymes, songs;
- sharing books with strong rhyming patterns;
- stressing rhyming words in a song or poem;
- anticipation of rhyme: asking children to complete rhyming couplets;
- playing with syllables - marking musical beats, clapping names, writing haikus.

Use of the Essex Reading Protocol/Essex Reading Research (ERR) strengthens the ability to segment and synthesise words and sounds.

Understanding

Classroom management/group/individual focus

Some schools use a 'traffic light' system. The child can use colour-coding, placing stickers by their work, for example:

a red spot means 'I can't understand this'
an orange spot means 'I need some help with this'
a green spot means 'I understand this'

Helpful strategies might include the use of:

- visual clues: a set of pictures to remind children what they have to do or visual timetables to show the expected sequence of activities;
- mental pictures: try to see what is happening as I speak, or in this story; does it help to close your eyes?
- use of note-taking.

Children should be encouraged to monitor their own understanding, and to start to distinguish between what they have or have not understood. If they can identify the cause of any breakdown, this helps the speaker to clarify their meaning. For example,

- "I don't know what a patella is";
- "I couldn't hear what you said - the lawnmower was going past";
- "I'm finding it hard to remember all that";
- "I think I would understand that if you said it a simpler way".

Screen games can help to pinpoint misunderstanding:

- Set a screen between adult and child
- Each of you has the same material, whether

- objects/pictures/maps
 - Adjust the material to the interest and age level of the child
 - Take turns to give instructions or make comments about the material
 - Adjust the instructions by making them simple or complex
 - Take the screen away and compare the results
- This encourages good listening and precise talking. It also allows you to comment explicitly on the process of listening, for example, by saying "You listened really well then; there are two wizards but I said the 'wizard with long ears' and you chose the right one because you were listening so well".

Group/individual focus

Some children may need:

- extra focus on words and their meaning and/or basic grammar;
- reinforcement of key concepts/vocabulary/content/ideas;
- to repeat an activity in a different way;
- to listen to shorter stories or texts and respond; to practise comprehension work;
- to learn to monitor their own understanding and develop strategies to highlight breakdown of communication to others.

Classroom management

Teachers can help by talking explicitly with the class about:

- the focus and content of lessons;
- the key words;
- the relationship between ideas and events;
- the relationship between old and new information;
- the nature of any connections or associations;
- task analysis: the sequence of steps to be followed for success.

Recapitulation and revision techniques will be useful to most children.

Lines of argument can be presented visually by notation on the board or by using mindmapping, spidergrams, quick sketches. Adults should be aware of their own use of language:

- clarity and length of instructions;
- the pace of the lesson;
- complexity of spoken or written language. Modification may be needed for individual/groups of children:
- further explanation;
- instructions given in smaller steps and in the order you want them to be followed;
- pace may need to be adjusted;
- some children may need extra time to process what they have heard or to prepare an answer;
- outcomes may need to be limited in terms of the amount an individual child is expected to retain and understand; this should relate to the key focus of the lesson;
- vocabulary and ideas may need to be simplified or introduced with more time for assimilation.

Memory

The memory activities and strategies presented have tried to reflect the way in which information is mainly processed and retrieved within the memory systems. Work in this area is seen as being important in the acquisition and use of skills and knowledge.

At a general level, memory processing tends to involve the way we take in, store and retrieve information. This requires consideration over how best to present information and how to maximise opportunities to ensure links are made to aid later retrieval. These considerations and opportunities can be planned within general classroom management and teaching.

A child's ability to store and retrieve facts can be enhanced through careful organisation of taught material, including the amount expected to be processed. If verbal material is chunked and then ordered, categorised, as well as summarised, a child will be helped to:

- identify and pick up on the main points;
- make clear associations between facts and concepts;
- establish key words being used to describe and identify these facts;
- realise what is necessary to know for future reference.

Of further assistance to a child is the use of visual and kinaesthetic strategies incorporated within the teaching situations. A 'see, listen, say, touch and do' approach can help provide a child with the concrete basis necessary to make clear associations/links between facts, old and new. This can be undertaken through play or examination of objects/pictures. It is also well known how visual images, together with stories that personalise facts, can assist in the process of information-linking. Moreover, retention of material is increased when it has been expanded or discussed through dramatised action, gesture and animated voice.

The other level involved with the memorisation of information is the executive learning level. This is where learners are:

- self-questioning and self-directing;
- planning how to go about a piece of work and monitoring progress;
- regulating their thinking processes.

The use of active learning strategies can lead to the development of necessary thinking and memory planning processes. The 'first/then' approach, for instance, can support the early stages of logical thought, whilst assisting the future recall of sequential-based information.

A child's attempts at sequential recall can be further maximised through the use of rehearsal and 'trace alive' techniques. With trace alive this can involve:

- additional memorisation of verbal information through movement, such as counting each event or key fact on the fingers or by signing;
- visualising a sequence like a video in your head;
- quiet vocalisation/chanting of a sequence of information.

A more in-depth approach to the retention of key facts and words can be achieved by games which reinforce curriculum work. This would include the use of lotto and pair games to help emphasise the characteristics of words, thereby strengthening the links between those words within the memory system. Also, use can be made of fetching/shopping games within numeracy lessons to aid association and sequential recall of information.

With any type of learning, it is important to discuss with children what makes it easy or difficult. From this, a better recognition can develop of the relevance of some strategies for planning and memorisation. At times, direct instruction may be needed with regard to the use of strategies. With mind maps, children often require practice and guidance in how

items are linked, with main features emphasised through bold images/symbols. Such instruction and discussion will aid the storing and retrieval of verbal items.

One of the important factors with memory is the way it is connected to other learning processes, such as listening and attention. Thus, work on memory could also involve work on listening and attention, as well as consideration of general receptive skills.

(Bristow et al. 1999)
(Ripley et al. 2001)



Group/individual focus

Teach:

- rehearsal through use of 'trace alive' techniques (see notes);
- mind map connections between concept and its most critical feature(s);
- retrieval of word through bold images/symbol of main features/use of icons;
- recall for an event or activity through re-creating personal and environmental context;
- first/then approaches to maximise sequential recall.

Activities to enhance children's ability to store and retrieve facts:

- reduce memory load by using 'show me' answer cards: adult asks questions and child holds up appropriate answer card;
- support ordering, reordering, categorising, summarising by the use of notes taken on Post-its which can be physically moved and grouped;
- use a work station to cut out distractions;
- give limited number of alternative answers for child to choose.

Classroom management *Enhancing memory by the way information is given:*

- discuss how to learn: what makes it easy, what makes it difficult; help children develop different types of strategies that work for them;
- simulations: dramatised action and dialogue to portray particular situations/events;
- use photographs to prompt memories of events and visits;
- use animated voice and gesture in addition to visual prompts;
- refer to visual display in classrooms when talking about a topic;
- touch, point, pick up the object you are talking about;
- make links with previous experience/knowledge by:
 - asking children to write/draw/brainstorm with a partner, 'all you know about...'
as an opening activity;
 - making these links explicit;
 - explaining how they fit into the overall topic.
- make the relevance of what they are learning explicit;
- build in plenty of opportunities to re-visit, practise and rehearse new skills and concepts;
- praise the correct parts of a given answer and explain how this leads to the full answer.

Vocabulary/concepts

Group/individual focus

Basic vocabulary: assumptions are usually made that children start school with a basic vocabulary knowledge such as familiar people, animal names, body parts, household objects, some colours, some maths concepts such as 'big', 'more'.

These assumptions are not always accurate, but any uncertainties may go unnoticed for some time. There are no simple answers to this:

- there is no fixed set of early basic vocabulary;
- how should teachers find out about any gaps?
- how can time be spent on this work, when the curriculum will not wait and every day brings challenges of new vocabulary and concepts that must be learnt?

A general rule might be to fill in any gaps as the need arises - especially where maths language is concerned. Priorities will need to be decided for each child, but it would not be sensible to only reinforce early vocabulary, as children will become increasingly divorced from the rest of the class.

Whenever possible, vocabulary teaching should be linked to the curriculum. However, teachers do have to take some social circumstances into account: children (eventual adults) will be expected to know the difference between an armchair and a settee.

Strategies to support word retrieval: in order to strengthen the meaningful links between words, and to give structure to vocabulary learning, children can be explicitly taught about:

- functions: you eat with it (fork);
- categories: it's furniture;
- opposites: this one's short, that one's long;
- features: it's thin; it's made of wood; you write with it;
- attributes and appearance: it's black and white;
- associations: it's a bit like a horse...;
- similarities and differences: it's like a horse, but you don't ride it;
- homonyms: words that have the same form, but different meaning, such as 'bear';
- synonyms: words that have very similar meanings, such as 'little' and 'small';
- hierarchies and parts of whole, such as cup and handle, or flower and petal.



Some children may respond well to phonological cueing as a means to retrieve words: “It begins with s ...”; “It has two beats (syllables)”.

Other useful strategies for vocabulary learning:

- *Individual vocabulary book*, in which words are written/drawn with their meanings, dictionary definitions or related ideas; this book can be like a Filofax or address book in size and format; although this can be linked to spelling, it is important that vocabulary is recorded within the relevant topic or curriculum area.
- *Icons*: symbols or cartoon drawings can be used as visual shorthand to label, learn, reinforce key words or concepts; they should be particular to the child or class for note-taking, revision or written tasks.
- *Annotated diagrams*: these may be recorded in individual vocabulary books, in a book on each table or on wall posters.

Group/individual focus

Some children may need:

- to be taught very basic vocabulary; if necessary, through experience and using objects and pictures (but they will also need to learn curricular vocabulary);
- key ideas and vocabulary prioritised for all topics;
- a multi-sensory approach to vocabulary learning.

Children with wordfinding difficulties will need strategies that help them learn and retrieve vocabulary at will. This usually requires explicit teaching about:

- functions;
- categories;
- association;
- features;
- similarities/differences;
- the phonological characteristics of words.

Classroom management

Class or subject teacher identifies vocabulary for subject/topic/lesson.

It will be helpful if teachers can prioritise the key concepts of each topic:

- ideas and vocabulary that all children should learn and remember;
- further detail and more complex vocabulary;
- ideas and vocabulary that extend the topic.

Spidergrams may be used to show the semantic links between vocabulary items. Key vocabulary might be displayed on posters or, for individual lessons, on the board.

New vocabulary is taught explicitly in terms of meaning and pronunciation.

Word meanings are linked to the children’s existing knowledge base:

“Zebra: it looks a bit like a horse ...”

“Triangle: can we find any other words containing ‘tri’? What do you think ‘tri’ means?”

Frequent recapitulation and revision of ideas and vocabulary may be needed by many children.

Talking

In the early stages of language acquisition, most children talk aloud as they play. This is an important means by which children extend their thinking, vocabulary and grammar.

An obvious desire when working with children with poor expressive language - unintelligible speech, or immature utterances - is to get them to talk. The children, however, may be reluctant speakers, so adults can easily find themselves asking questions that may seem more and more insistent and threatening. A low-key approach may achieve more:

- adult and child share an activity/book;
- adult talks about what is happening/what they are seeing, in a fairly neutral, chatty way;
- adult continues to ‘babble on’, leaving some spaces for the child to start joining in.

Comments may be more productive than questions:

“My dog is jumping over the fence; I wonder what’s going to happen now..”

or:

“Oh I really like that picture of that swimming pool - I went swimming yesterday”.

This method can work apparent miracles!

It is important to leave gaps for the child to join in, and not to change the topic too rapidly, but adults need not feel guilty about hogging the conversation, it is akin to the way in which one talks to very small children.

Another version of this is for the adult to talk in a running commentary, describing what is happening as the child plays. The intention of this is to demonstrate to children how they might use their inner voice to talk themselves through what is happening or what they are doing. It is not a form of conversation between adult and child.

Screen games: these allow adults to discuss the process of communication. In this case, comments can be made about the child’s

message-giving: “Well done; you told me it was a red book, so I knew which book to choose”, or “I’m not sure which book you mean because you said ‘the book’s on the table’ and I’ve got two books. Do you mean the red book, or the green book?”

Some children find it difficult to decide how much information is necessary - they may give you too much or too little. Comments on screen games can give clear messages about this.

Dialogue books: this is a form of conversational letter-writing. The books are kept private and allow adults and children to ‘talk’ about a wide range of subjects or pictures. Comments can be as simple as necessary. An example would be for the adult to put in a picture postcard and the caption: “This is where we went on holiday. It was great! Did you go away?” (Only ask this if you know the child did go away). Accept any answers and respond as you might when talking, for instance, if the child answers: “Yes”, or “Yes Disneyland”, you could respond with: “Did you go to Disneyland?” or “You went to Disneyland. Lucky you!”

Role Play offers an ideal situation for developing the use of language. It offers children opportunities to practise social interactions and the associated language with minimal risk. It also affords the opportunity to rehearse and repeat on a frequent basis.

Some children are hampered in their ability to take part by:

- not knowing what happens in a given situation in real life;
- not having the appropriate repertoire of vocabulary;
- not knowing how to use the skills they have.

The adult can support the child by:

- preparing for the role play by:
 - identifying the roles;
 - identifying the language required, including appropriate phrases;
 - identifying the appropriate actions;
 - identifying the likely questions and responses;
- teaching the child about the role:
 - looking at books showing the situation;
 - exploring any relevant equipment;
- teaching the role:
 - using play people or puppets to act out a situation; the child takes an increasing part in rehearsing this story;
 - adult and child playing the roles with the adult taking the major role to begin with and supporting the child's contributions with guiding prompts;
 - adult and child playing with one other peer, with adult prompting play as required;
 - supervision of play with peers, with a gradual reduction in involvement/supervision as the child becomes more confident;

- monitoring transference of skills to other role play and real life situations.

The page overleaf may be used to support planning for focused use of role play.

Group/individual focus

Playground games, role play areas and drama lessons may allow for rehearsal, repetition and practise.

Children may be more willing to have a go in small supportive groups.

Children with some ability to write - however limited - might use a private 'dialogue book' with the teacher.

Home/school diaries set a shared agenda: useful when speech is unclear.

Children with poor or limited speech may respond better to adult 'chatter', rather than to questions.

Classroom management

Teachers ensure that all children have something to talk about, whether through early play, through shared experiences or picture material.

Children are encouraged to play and work - and therefore talk - in pairs, groups, to adults and to peers.

Puppets (playwriting) or use of microphones (interviewing) encourage some children to talk more.

There will be opportunities to talk at appropriate length, and to join in large group choruses, for instance, in assembly.

Thinking time: it is helpful for whole class groups to be given thinking time (ten seconds) before answering questions or offering opinions.

Teachers can vary their questioning techniques: answering closed questions may be the current best for some children.

ROLE PLAY

Scenario

Roles

Likely key vocabulary

Likely key phrases/expressions

Possible props

Speech Difficulties

Classroom management and the individual child

There are many ways that school staff can support children's developing awareness of sounds in words without working directly on their speech production.

General

Try not to:

- ask the child to repeat words after you;
- ask the child to repeat what s/he says too many times.

Why not?

- The child may not have the necessary sounds in his/her system.
- The child may not be able to produce these sounds to order.
- The child may be able to produce the sounds in isolation, but not within a word or phrase.
- The more times the child repeats his/her incorrect version of the word the more this representation may be reinforced.
- The child probably knows s/he is failing and this will lower self-esteem.

Try to think of other ways of finding out what the child wants to say/;

- "Can you show me?"
- "Take me to it".
- Use forced alternative questions such as "Do you mean your coat or your shoes?"
- Use a home/school diary to give you a clue when listening to news.
- Offer models of speech back to the child:

Child: "Witti ta".

Teacher: "A little car? Yes, it is little".

Why?

- These methods should reduce anxiety levels and promote self-esteem.
- Contextual clues aid communication by enabling the child to show or point to the

thing they are referring to in the classroom.

- Modelling back reinforces the correct representation of words.
- Communication is sustained rather than a problem being highlighted.

Is it ever appropriate to ask the child to repeat words and phrases?

Be sensitive to the child and the context. Such situations might include:

- 1:1 times, such as when the child is reading aloud (as long as the repetition does not interfere with the meaning of the text);
- rehearsing rhymes and songs in a group - everyone can practise speaking clearly together;
- practising for class assemblies or plays, if the child is happy to take part;
- as guided by the speech and language therapist, if one is involved.

How can school staff actively help children to improve their speech?

- By working on the crucial listening skills that underpin speech production.

Teaching skills to support individual children

The speech sound system is based on contrasts between sounds in words. These contrasts signal meaning differences between words. For example, 'sea' and 'tea' differ by the initial sound, 'sack' and 'sock' by the vowel, 'cat' and 'can' by the final sound.

Listening skills

The same or not the same

Initially the child is learning to decide whether two sounds are the same or not.

This can be done in the first instance by using matching musical instruments or sound pots. Children can tell you if the sounds are the same or not. They should do this by using their listening skills, not by seeing you play the instrument then matching visually. Start with sounds which are very different, such as a

bell and a drum, and move on to sounds that are more similar, such as a shaker and a bell.

Remember

- The children are being asked to think about and decide what they have heard, not to say the sounds.
- For children to hear and understand the crucial differences between sounds, it is vital that no 'uh' sound is added to consonants. '**S**' is a continuous sound like a hiss - not 'suh', '**m**' and '**n**' are long hums (mmm/ nnn) not 'muh' and 'nuh'. '**L**' is a long 'lll' sound rather than 'luh'.
- The consonants '**p**', '**t**', '**k**' need to be quiet sounds, again with no 'uh'.
- '**B**', '**d**', '**g**' are louder sounds but still should not be followed by 'uh'.

Games to support this learning

Start with single sounds that are quite different such as **s/d**, **f/b**, **k/m**. Using two puppets - get each puppet to say a sound:

Puppet 1 says '**s**'.

Puppet 2 says '**d**'.

Ask the child - "Who said '**s**'?"

This can be repeated asking the child to identify which puppet is saying which sound. Beware of simply alternating sounds between the puppets.

Linking sounds to their orthographic representation can be achieved by sticking the letters to post boxes, buckets or placing in hoops. Start with sounds which are quite different: '**f**' in one hoop, '**b**' in another. The child can put bricks, throw bean bags or jump in the hoop labelled with the sound s/he has heard.

When the child is confidently discriminating between single sounds try listening to the sounds in simple words such as four/door. Can s/he put the brick in the hoop containing the correct sound/letter?

Generalisation

If the child starts to use a sound spontaneously in some single words, it may be appropriate for people around the child to repeat back the word the child has said in order to reinforce that the sound has been used correctly: "Yes, it's a **cat**".

If the same child doesn't use a sound that you know s/he can make, the correct version of the word should be repeated back clearly.



Use of Grammar

Why model back, rather than ask for corrections?

Child: “He come house”

Adult: “He came to your house, did he?”

Child: “Yes”

Child: “He ran in the marathon and he was very ill, yeah” [vigorous nod]

Adult: “He ran *although* he was ill? Or did it *make* him ill?”

These adult responses give a strong reinforcement of more mature grammar, but at the same time, maintain the conversation: the adult is also checking his/her understanding of the child’s meaning. The message is that speech is intended to convey meaning to someone else and that grammar is an important part of this process, but not the only one.

Stopping a conversation to insist on the child self-correcting his/her grammar, would give the child a very different and, in the end, sterile message.

Making grammatical knowledge explicit

As adults, we may think we know little about grammar, but we all know that ‘the little red train’ is ‘correct’, and ‘the red little train’ is not - or at the least, sounds wrong. Eventually, children’s use of grammar needs to become fluent and automatic, but it may be helpful to raise their level of subconscious knowledge.

Group writing allows for discussion about the sound of grammar, for example, deciding whether to say ‘the man runs’ or ‘the man ran’. Some children may recognise the past tense form, even if they do not yet use it consistently. For them, this will be reaffirmation.

Others will neither use the past tense, nor be able to decide which is correct. For them, peer models and decisions may lift their grammatical awareness. This is a very necessary step towards their ability to reflect on their own use of grammar.

Group/individual focus

In order to improve their own use of grammar, children need to know and hear ‘the next step on’. Where there is a discrepancy between the language levels of the class and those of an individual child, it will be especially important for adults to ensure that they sometimes simplify the language of the classroom, for example, through differentiated story times.

Sentence structure can most easily be taught directly by the use of written forms as this allows for discussion.

ICT programmes, such as Clicker, support this. Children should be encouraged to decide whether grammar is ‘correct’, but may need guidance in making this decision.

Classroom management

If the child uses immature grammar forms, adults can model back a mature version. It is not usually effective to ask children to correct their own utterances.

Group writing allows for the editing of written/spoken language, that is, working on grammar through writing. Teachers can encourage children to decide whether grammar is correct or not.

Proofreading is an invaluable skill for all writers but can also give powerful feedback about spoken language forms.

Sequencing

It is sometimes tempting to give children many opportunities to sequence sets of picture cards, and if they fail at this task, to give them a simpler set or to help them towards a correct answer. This may not always address the problem for some children, who do not understand the process itself.

It may be more helpful to spend a lot of time teaching this process:

- Adult sets pictures out in the correct order.
- Adult talks about each picture as it is placed.
- Adult talks through the whole sequence, emphasising the order.

Then:

- Repeat the above sequence.
- Keep the pictures in the correct order.
- Start talking about the 'first' picture, or the 'last thing that happened'.
- Start expecting the child to find these pictures.

For some children, it would be sensible to undertake the above while telling a familiar story (*The Three Bears*), and gradually progress to an unknown story.

Another version would be to take photographs of an event (a walk along the river), and later put the photos out as cue cards and use in a similar way to the above. This can be extended the next day by seeing if children can start to recall which photo should be put down first.

Or, take a set of photos during one activity such as cooking and use them on a later, similar occasion. That is, set the relevant photos out as children:

- wash their hands; put on aprons;
- get out items of equipment;
- perform actions: weighing/whisking/pouring;
- put the food in the oven;
- take it out;
- wash up;
- eat the food!

When children really understand the theory of sequencing, and have concrete experience of the meaning of words such as 'first', 'last', 'next', 'second', 'third', it should be possible to start asking children to order sequences from scratch.

Even then, consider carefully any materials that you use and your own reasons for this activity. Children need to learn about real sequences and about time ordering, but they don't need to learn prescriptive story lines.

Teaching narrative:

Many teachers already use story frames to develop narratives.

The telling or retelling of an event or experience is a skill required throughout the curriculum. Initially, children report a collection of unrelated events but gradually the organisation becomes clearer with characters and settings established, events following a chronological order and with the plot showing clear indications of the motivation and goals of the characters.

Children develop the sub-skills required for this over a period of time. These sub-skills include knowledge and use of grammar, vocabulary, world experience, the understanding of cause and effect and listener knowledge as well as an awareness of story structure. It is these skills which come into play when a 'good' story is told or written.

Children with speech and language difficulties might produce narratives which are:

- poorly organised;
- shorter and with simpler story lines;
- limited in terms of including cause and effect;
- limited in terms of setting and characters' motivation and goals.

It should be noted that there may be a difference between children's abilities to use oral and written narrative because of the level of their literacy skills.

To develop narrative skills there should be discussion of the elements of simple stories in terms of:

- who is in the story;
- where it is located;
- when it is set;
- what is the problem;
- how the problem is resolved.

Short, simple stories, in which some of the information is gained from the pictures, can be used as a basis for the above.

There are specific narrative development materials published that are useful resources for suitable stories.

Group/individual focus

Some children may need to be taught how to sequence ideas and events. Adults may need to talk through sequences many times before the child can order them by him or herself. Visual props such as photos, scrap books, home/school diaries will be helpful in reminding the child about the order of events.

Key words, such as 'first', 'then' and 'last' may need to be taught. Extra time can be spent thinking about events before they occur, and reflecting upon them afterwards.

A group might practise retelling stories, first by relying on visual props, and then with reduced support.

Children who have difficulty in understanding sequencing may also have difficulty in understanding time. Temporal concepts such as 'before', 'after', 'yesterday', 'long ago' or broader historical concepts may need to be addressed specifically.

Classroom management

Normal class work offers many opportunities for teachers to point out different types of sequences, for example:

- beginnings, middles, ends of stories or routines;
- overt story planning;
- scientific frameworks;
- causes and effects, as they arise throughout the day;
- recipes.

The analysis of text in the literacy hour, readily encourages looking at words such as 'first', 'next', 'then', 'last (of all)', 'because', 'after', 'before'.

Adults frequently remodel or help to shape children's personal experiences. Methods and reasons for doing this should be made explicit: "Let's put that in the right order - you went swimming and then went to Michelle's for tea?"

Conversational skills

There are many skills to be learnt:

- initiation of a topic: introducing a new idea into the conversation;
- changing a topic, without leaving others feeling confused or cross;
- interrupting appropriately, for example by use of words such as “Excuse me”, “Oh, I’ve heard that ...”, “Do you know that...”;
- * maintaining a topic through several turns of conversation;
- * closing a topic: finishing what they are saying smoothly and with the appropriate closing noises or words, rather than over-abruptly;
- * turn taking within a conversation: picking up on other people’s ideas, responding or commenting appropriately and then expecting them to have a turn at speaking;
- * taking an appropriate share in the conversation: not being over- or under-assertive; talking more when they have more to say about a topic;
- * keeping the conversation going, for example through noises such as ‘uh-uh’, ‘mm’, ‘aha’;
- * repair: being able to adapt, repeat or check the conversation if something has not been understood;
- closing the conversation, with words such as “Well, I have to go now”, “Right, that’s good, see you later”;

Some children with speech and language difficulties take longer than usual to acquire these skills.

They may have difficulties with managing topics in the ways described above.

They may have difficulties in conversational breakdown and repair. This works both ways: either the child may not ask a speaker to repeat or rephrase what they have said, or the child may not recognise that listeners have not understood them.

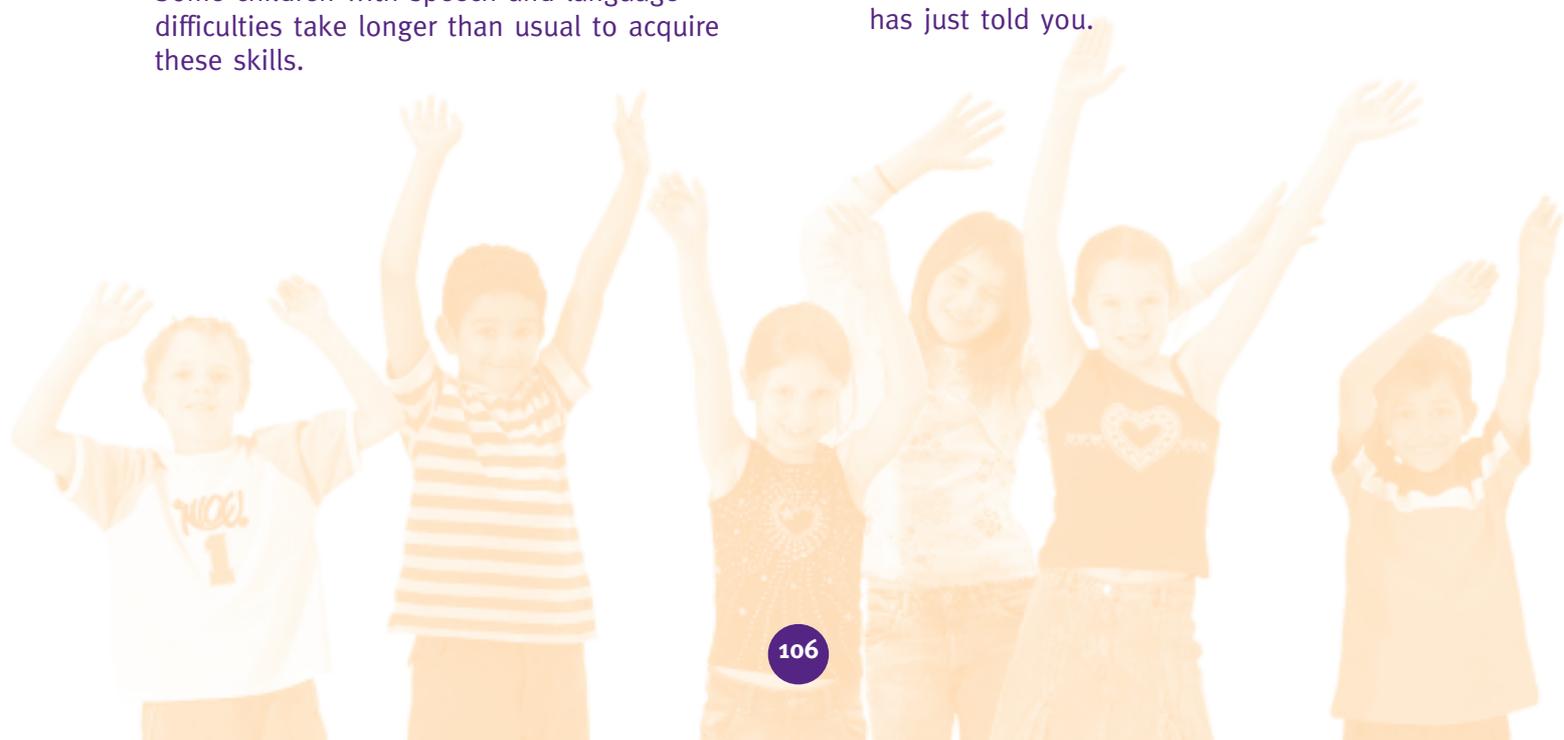
They may have difficulties in using appropriate styles with different listeners, for instance, not changing their style if talking to a friend or to a headteacher.

They may have difficulties with the nonverbal skills such as appropriate use of eye gaze, facial expression and proximity.

Increasing the child’s repertoire of conversational skills

Active listening that includes:

- learning ‘what listening looks like’ and the signals that speakers need from listeners in order to keep talking - do the listeners seem interested? Are they responding?;
- taking in what someone else is saying and responding to it by asking a relevant question or adding a relevant comment;
- being able to report back on what someone has just told you.



Turn taking:

At a very basic level, this can be explained to children in terms of fairness: who hasn't said anything yet?

Learning to pick up on signals

Some children may need to be taught to read the body language of listeners, or a speaker's tone of voice and the information this gives. This can be done by:

- discussing extracts from videos such as soaps;
- being asked to comment on their own experiences - how did their friends react when they were told something exciting, important, upsetting, annoying?

Discussion can range from the very simple to more complex ideas:

- "Did X look interested or bored, when you told her you were going to have a new dog?"
- "Mrs C's voice sounded a bit creaky, when she said she liked football ... do you think she really likes it? What told you she doesn't?"

Adult role play can be used to exemplify being (im)precise, (ir)relevant, or too lengthy or just boring.

Group/individual focus

Discussion groups can be used to focus on specific conversational skills, such as turntaking or topic maintenance.

Screen games encourage precision in talking.

Teachers/TAs can follow up sessions such as bubble time and teach children how to pick up signals and apply this knowledge to their own behaviours, for example, that too much information may lead to boredom in the listener. This can be done through adult role play or by giving feedback on the child's specific targets.

Classroom management

Teachers can make codes of social convention explicit.

School rules can be made visual - for example, what level of noise is acceptable in the hall, in the classroom, in the playground.

Circle and Bubble Time can be used to teach simple turn taking or topic maintenance - but note that this is usually set up very formally and may not teach the child to pick up on more subtle signs, such as boredom if they give too much information.

Adults leading discussion groups/circle time can explicitly teach children how to discuss.

Language and Behaviour

Notes on Language and Behaviour

Generally, activities working on particular skills need to be short and changing.

Useful activities

Use of role play: use an actual situation that has arisen at home or at school; investigate the differences made by using another tone of voice or phrasing

Bubble Time: the adult may need to be more directive than usual and set the scene very carefully so that the child can participate - initially, this may need to be in a very small group of protective peers.

Alternatively, to avoid children simply repeating what others say, they could be put in pairs and asked to report on each other's views. This needs to be monitored carefully, however, so that the child with difficulties does not become over-dependent on friends.

As the child gains in confidence, the group size and composition can be more challenging.

Practising what they want to say: learning a 'script' for situations the child finds difficult can be achieved through role play, puppets, watching and talking about videos.

Playing card games can teach turn taking and learning to cope with other people's idiosyncrasies, such as pace or an extra need for explanations.



Musical and rhythm games can reinforce:

- social listening;
- involvement as part of a social group;
- valuing individual contributions.

Shared activities, such as creating a group picture. For children with language difficulties, this may require ‘fading technique’ in order to teach them how to work and talk together. For example, at first, three quarters of the picture may already be drawn. Adult involvement may be needed to model how to ask questions/ instruct others.

These activities can also be reviewed - how did we do this task? What went well? What were we pleased with? What were we less pleased with? Does the adult need to ‘reset the scene’ next time, so that there is more group interaction?

Group/individual focus

Self-esteem/confidence to communicate

Teachers can ensure that:

- they are aware of any individual difficulties and differentiate tasks - or their own language - appropriately to fit the context;
- they can interpret the child’s nonverbal messages;
- the child has personal strategies for coping with misunderstandings: this might include learning to count to ten before panicking;
- the child has a way of letting others know when they need to say something, but are finding this difficult: this might be a concrete signal, such as putting out a red card; adults will need to be very alert and respond fast for this to be successful.

Issues of cause and effect

For some children, adults may need to go over what has happened several times. Simpler language, and gesture, may be needed and the links between cause and effect made explicit.

Classroom management

Self-esteem/confidence to communicate

Teachers can:

- make sure the physical organisation of the classroom is clear without verbal explanation, for example, where you hang your coat;
- use visual clues whenever possible, such as photos to remind children of events;
- make sure class rules are known to all;
- make sure that other adults share and reinforce the same understanding and conventions;
- use ‘plan, do, review’ systems about the process of learning: how did we carry out this task? what helped us to learn from each other?
- ensure there is a class ethos of self-advocacy: what do I do if I don’t understand?
- allow for class discussion of emotions: identifying aspects of happiness/ sadness.
- make sure the class have strategies for responding when a child says or does something unusual;

Individual Education Plans (IEPs) and Target Setting

Supporting the inclusion of children with speech and language difficulties

Some considerations

IEPs can be a vehicle for:

- collaborative involvement;
- formative reflection and analysis;
- improving and sharing practice;
- demonstrating child progress.

But:

- may not be translated into practice;
- may result in a narrowing of learning opportunities.

So IEPs should be:

- reflecting advice and information from all those involved with the child;
- relevant to the child's needs;
- manageable in terms of implementation.

An individual child with an IEP may need:

- teaching of targets specific to that child;
- a significantly differentiated curriculum;
- adult strategies tailored to the individual;
- some focus on group or partnered work;
- careful recording of progress.

Targets are expected to be SMART:

- Specific.
- Measurable.
- Achievable.
- Relevant.
- Time-related.

However, there is a possible danger in defining 'measurable' too literally, in that things that are easily counted may not be priorities. For instance, this might lead to a target such as: "She will be able to use the pronoun 'he' or 'she' correctly nine out of ten times, when shown a set of pictures of people".

This does not necessarily mean that the child is able to use the correct pronoun in any more functional, conversational setting. Communication is a much messier environment than this.

We have preferred therefore to define measurability in terms of the child's success:

- in structured situations;
- in semi-structured situations;
- as generalised into spontaneous use.

and:

- in 1:1 situations;
- in a small group;
- in the whole class/school context;

and in terms of success with decreasing levels of adult support.

Sample IEPs are given on the next few pages to demonstrate this method.

To summarise:

- The IEP should be the result of effective collaboration between parents, child, school and other involved agencies.
- It should reflect the child's current needs.
- IEP targets should be incorporated into the curriculum activities whenever possible.
- There should be evidence of the IEP across the full educational setting.
- The IEP should be manageable.

Task analysis

Teachers are very aware of the content of the curriculum but may not always be aware of the competencies of language (and other skills) particular topics or tasks demand.

It is a very useful and revealing process to look at a particular lesson (or series of lessons) and analyse them in terms of language demands. From this analysis the teacher can see what strategies need to be in place to facilitate access to the lesson content and also which targets of the IEP can be addressed.

It may well be that the strategies used to support access will also support the teaching of the individual targets.

Example of task analysis:

Lesson	Competencies required	Targets that might be addressed	Strategies/materials required to support access and progress
Programme of Study, Key Stage 1: 'That seeds grow into flowering plants' Growth of a bean plant	Recognising the sequence of changes in development Knowledge and use of specific vocabulary Ability to make comparisons	Sequencing Specific vocabulary and organisation in terms of parts of a whole Concepts of size, shape Vocabulary for comparatives and superlatives (taller, tallest)	Photos to support discussion of changes and comparisons Prepared charts/other recording format to record changes Labelled diagrams of plant parts Games or activities to reinforce vocabulary

Individual Education Plan and Review

Name of child:

Date of plan:

Date of next plan:

Objectives/targets planned with parents and child

LONG TERM OBJECTIVE (across the curriculum)	CURRENT LEVEL (from previous IEP progress)	SHORT TERM OBJECTIVES/TARGETS AND SUCCESS CRITERIA	STRATEGIES (Methods, materials used, frequency, when, who is involved)	PROGRESS
To develop receptive language skills	Can recall some events from a passage/ text, but gives all events equal weighting/ consideration	a. Can give the passage a title b. Can select between relevant and irrelevant statements c. Child identifies key points of text with/without adult help	a. Provide short paragraphs/text (fiction/non-fiction) without titles at the child's current reading age from which child identifies the main theme. Child reads passage silently, then adult to read passage to maximise cues via intonation; gradually withdraw adult reading. b. Provide appropriate statements for child to select on an important/not important basis. Adult explains how s/he would choose between statements in order to support child's reasoning, gradually expecting child to take over this role. c. Use of highlighter pens to identify key points, followed by discussion with adult.	

Notes

Child management strategies:

- include any advice from outside agencies;
- class or subject teacher to introduce the theme of the lesson clearly: "This lesson is about ...";
- key words and ideas to be recorded on a board as they are introduced; these to be used as a basis for recapping at the end of the session;
- teacher to provide differentiated texts where the language may be simplified in terms of grammar/structure/sentence length/vocabulary;
- adults to provide explicit oral or written feedback to child's responses.

Individual Education Plan and Review

Name of child:

Date of plan:

Date of next plan:

Objectives/targets planned with parents and child

LONG TERM OBJECTIVE (across the curriculum)	CURRENT LEVEL (from previous IEP progress)	SHORT TERM OBJECTIVES/TARGETS AND SUCCESS CRITERIA	STRATEGIES (Methods, materials used, frequency, when, who is involved) (Ensure child has adequate language skills for the situation, such as relevant vocabulary)	PROGRESS
To develop functional language skills	Will use language to express physical needs, but relies on adult intervention for task-related needs	a. Will make a verbal request in supported situation, when language is modelled b. Will make verbal request in small group task situation with adult prompt c. Will make verbal request spontaneously and independently	a. Small group, structured situation that is led by an adult, such as table top games, where peers and adult model language patterns. b. Small group situations, general activity where equipment is shared, and adult is present to encourage use of language; positive feedback when this happens spontaneously. c. Adults to monitor.	

Notes

Child management strategies:

- include any advice from outside agencies;
- class teacher/adult expectation of children using polite requests;
- adult to provide model in spontaneous situations;
- model is gradually faded to a simple prompt such as “Yes?”;
- provide opportunities and encouragement for child to make meaningful approaches;
- praise explicitly: “Well done! You asked very nicely for that!”.

Individual Education Plan and Review

Name of child:

Date of plan:

Date of next plan:

Objectives/targets planned with parents and child

LONG TERM OBJECTIVE (across the curriculum)	CURRENT LEVEL (from previous IEP progress)	SHORT TERM OBJECTIVES/TARGETS AND SUCCESS CRITERIA	STRATEGIES (Methods, materials used, frequency, when, who is involved)	PROGRESS
Prioritised vocabulary: stem, root, petal, flower, bud, leaf, seed, bulb, soil, earth				
To develop receptive vocabulary To develop expressive vocabulary	Can respond to petal, flower, leaf and earth by pointing Can name flower, leaf, but not petal or earth	Can complete a definition by selecting between two words a. Can label a diagram verbally b. Can describe the process of a plant's feeding system, using correct vocabulary	Sentences which define the word by function and attributes. Topic words on flashcards. 1:1 re-explanation of key vocabulary and ideas. Cloze procedure and matching activities via game format. An unlabelled diagram, with box outlines for words. 1:1 practice at reading and positioning words. Assess without written word as prompt. Maintain unlabelled diagram as visual prompt for child to describe how a plant feeds from root to flower.	

Notes

Child management strategies:

- include any advice from outside agencies;
- class teacher to identify target vocabulary and share with teaching assistant;
- topic vocabulary displayed in the classroom: labelled display with simple definitions;
- explanation of new vocabulary during whole class input - record on board with simple definition or picture;
- whole class reinforcement activity, for example, while lining up, end of sessions; children hear the definition and give topic word.

Individual Education Plan and Review

Name of child:

Date of plan:

Date of next plan:

Objectives/targets planned with parents and child

LONG TERM OBJECTIVE (across the curriculum)	CURRENT LEVEL (from previous IEP progress)	SHORT TERM OBJECTIVES/TARGETS AND SUCCESS CRITERIA	STRATEGIES (Methods, materials used, frequency, when, who is involved)	PROGRESS
To develop expressive language	Can talk about a previous experience using present tense	<p>a. Able to identify past tense when given choice</p> <p>b. Start to use adult model in structured activities</p> <p>c. Start to use past tense spontaneously</p> <p>d. Frequent use of familiar past tenses</p>	<p>Offer alternative between correct use of tense form and child's version: "You <i>go</i> swimming? You <i>went</i> swimming?"</p> <p>Reinforce and repeat correct version.</p> <p>Use:</p> <ul style="list-style-type: none"> gesture/sign to indicate time (now, past); puppet/toy carrying out short sequence of actions; talk about what happened; adult models language for child to take over gradually; written text to point out use of past tense; ICT to 'edit' child's own writing; retelling story sequences, emphasising time structures. 	

Notes

Child management strategies:

- include any advice from outside agencies;
- adults model back correct form to child;
- provide opportunities to deliver rehearsed sentences to class or group, such as pre-discussed news, plenary contributions;
- when past tense begins to appear spontaneously, encourage child to report back on classroom activity to individual or group, without rehearsal.

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Language development and language disorders.
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Memory and learning: a practical guide for teachers.
David Fulton, 1999.

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eds: *Students with speech and language impairment - guidance for inclusion in secondary schools.*
East Sussex County Council, 2001.

Cooper, J., Moodley, M and Reynell, J.

Helping language development.
Arnold, 1978.

DfEE

The National Curriculum handbook for primary teachers in England.
1999.

DfEE

The National Curriculum handbook for secondary teachers in England.
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DfES

Special Educational Needs Code of Practice.
DfES 2001.

Essex County Council

Enabling pupil participation.
ECC, 2003.

Lees, J. and Urwin, S.

Children with language disorders.
Delmar, 1997.

Locke, A. and Beech, M.

Teaching talking.
NFER-Nelson, 1991.

McGuinness, C.

From thinking skills to thinking classrooms.
DfEE Research Report RR115. DfES, 1999.

The PEARL Project University of Dublin:
Trinity College, 2002.

Ripley, K., Barrett J and Fleming P.

Inclusion for children with speech and language impairments.
David Fulton, 2001.

Speake, J.

How to identify and support children with speech and language difficulties.
LDA, 2003.

Stackhouse, J. and Wells B.

Children's speech and literacy difficulties: a psycholinguistic framework.
Whurr, 1997.

Vygotsky, L. S.

Thought and language.
MIT Press, 1962.

Tests referred to in the text

British Picture Vocabulary Scales

Dunn, L.M., Dunn, L.M., Whetton, C. and Burley, J.

Nfer-Nelson 1997

Clinical Evaluation of Language Fundamentals (Preschool)

Wiig, E.H., Semel, E. and Secord, W.A.

Psychological Corporation 2000

Clinical Evaluation of Language Fundamentals 3 (UK Revised)

Semel, E., Wiig, E.H. and Secord, W.A.

Psychological Corporation 2000

Derbyshire Language Scheme

Knowles, W. and Masidlover, M.

Derbyshire County Council, 1982.

Preschool Language Scales-3

Zimmerman, I.L., Steiner, V. and Pond, R.E.

Psychological Corporation 1999

Renfrew Action Picture Test

Renfrew, C.

Psychological Corporation, 1997.

Renfrew Bus Story

Renfrew, C.

Psychological Corporation, 1997.

Renfrew Test of Word Finding

Renfrew, C.

Psychological Corporation, 1995.

Reynell Developmental Language Scales

Edwards, S., Fletcher, P., Garman, M., Hughes, A., Letts, C. and Sinka, I.

Nfer-Nelson 1997

South Tyneside Assessment of Phonology

Armstrong, S. and Ainley, M.

STASS Publications, 1988.

South Tyneside Assessment of Syntax

Armstrong, S. and Ainley, M.

STASS Publications, 1988.

Test of Receptive Grammar

Bishop, D.

Psychological Corporation, 2003.



Beyond SPLAT

APPENDICES

Beyond SPLAT



Training Audit

This audit can be used in a variety of ways:

- by individual members of school staff, in order to reflect upon their level of knowledge and current practice;
- by individual teachers as part of their professional development;
- by groups of teachers, in order to prioritise areas of expertise that might be further developed;
- by whole school staffs as a school development tool.



Whole School	Points to consider
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	How do we address speech, language and communication (SL&C) issues as a staff/with TAs/with MDAs?
	How do we all keep in contact with the local speech and language therapist?
	How do SL&C issues feature in our school policies?
	How do we incorporate SL&C targets into IEPs?
	As a school staff, how do we prioritise vocabulary teaching?

Possible actions

Prioritise this as a staff and put into place.

Whole class or group of children	Points to consider	Yes/ no	SPLAT reference	Date
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	Do I use a shared classroom code of behaviour for listening?		37	
	Do I monitor my own language and am I aware of the effects of different styles/speed/amount/complexity?		38	
	Do I change the way I talk according to the needs of different children?		38	
	Do I make the links between previous/new experiences explicit?		38	
	Do I build in recapitulation and opportunities to revisit and practise new skills?		37-42	
	Do I make experiences concrete and memorable, by use of varied strategies such as visual reminders or simulations?		39	
	Do I consider and prioritise key vocabulary at different levels?		39	
	Do I create a range of opportunities for children to talk in an appropriate variety of contexts?		40	
	Do I evaluate support strategies to encourage children's talking?			
	Are there good reasons why I do not currently use some of them?			

Whole class or group of children	Points to consider	Yes/ no	SPLAT reference	Date
	Are the children partners in this process? Have they been taught how to use strategies such as comprehension monitoring?		29-30 93	
	Are there any conflicts between different strategies, for instance, encouraging the use of verbal rehearsal to aid memory, while expecting the class to work in silence?			
	Were there any strategies that I need to understand better?			
	How do I evaluate what works for me and my group?			
<p>Possible actions</p> <p>Observation of colleagues (as part either of performance management or a low-key 'buddy' system). Informal discussions with colleagues. Self-reflective learning: try another way of using a strategy. What made it work/be less successful? Make sure children are fully aware of the strategies they can use and understand those you use. Meet with a specialist teacher at the resource base.</p>				
Individual children	Points to consider	Yes/ no	SPLAT reference	Date
General	Could we learn more from a child's presenting behaviour:		10, 19-26	
	<ul style="list-style-type: none"> • in class? • out of class? • with other children? 			
	Are our observations helping us understand a child's communication difficulty?		66-74	
	If not, do I need to know more about, or practise using, focused observation?			
	Do I need to find out more about mediated learning experiences for the children I teach?		36-37	
Are the child's views and targets being incorporated into IEPs?		29-30		

Individual children	Points to consider	Yes/ no	SPLAT reference	Date
	<p>How is parental information and involvement being sought?</p> <p>Do the parents and I share all information (possibly through the use of the SALF) and how do I know we are acting in partnership?</p> <p>Do we feel confident in setting goals which will assist <i>how</i> as well as <i>what</i> a child learns?</p>		31	
Listening	<p>I've used listening games/activities.</p> <p>I've tried using adult role play to teach active listening.</p> <p>Do I need to know more about active listening?</p>		91	
Understanding	<p>The child has time with me/in a small group to reinforce recently taught ideas.</p> <p>I sometimes provide simpler stories for the child to listen to and talk about.</p> <p>I have taught the child to decide when s/he understands and encourage him/her to let us know when there are problems.</p> <p>Do I need to know more about verbal comprehension?</p>		93	
Memory	<p>I am using techniques such as 'trace alive', mind-mapping, icons.</p> <p>I am using activities to maximise sequential recall.</p> <p>Do I need to know more about supporting memory?</p>		94-95	
Vocabulary/ concepts	<p>I am aware of the child's knowledge of basic vocabulary.</p> <p>Key ideas and vocabulary are prioritised for all topics of learning.</p> <p>Strategies to support the child's vocabulary learning, such as multi-sensory approaches, have been evaluated/modified.</p> <p>A number of strategies have been taught to support the child who has word finding difficulties.</p> <p>Do I need to know more about supporting vocabulary/concepts?</p>		96-97	

Individual children	Points to consider	Yes/ no	SPLAT reference	Date
Talking/use of grammar	<p>The child is encouraged to talk/practise talking:</p> <ul style="list-style-type: none"> • in ... • by ... • with ... <p>The parents and I use a home/school diary.</p> <p>All staff are aware of the best use of questioning with this child.</p> <p>The child uses ICT to improve his/her grammar.</p> <p>Do I need to know more about supporting expressive language?</p>		98-103	
Sequencing	<p>Visual props have been used to remind the child about the order of events.</p> <p>The child has been shown how to sequence ideas and events.</p> <p>Key words, such as 'first', have been taught.</p> <p>Extra time is given for thinking about events before they occur, and reflecting upon them afterwards.</p> <p>Do I need to know more about supporting sequencing?</p>		104-105	
Conversational skills	<p>We have used:</p> <ul style="list-style-type: none"> • screen games to encourage precision in talking; • bubble/circle time; • adult role play. <p>A profile has been made of the child's functional language.</p> <p>Do I need to know more about supporting conversational skills?</p>		106-107	
Language and behaviour	<p>There is shared information on:</p> <ul style="list-style-type: none"> • the level of adult language that is most helpful; • how to interpret the child's nonverbal messages. <p>The class have strategies for responding when the child does or says something unusual.</p> <p>The child has strategies for coping with misunderstandings.</p>		108-109	

Individual children	Points to consider	Yes/ no	SPLAT reference	Date
	<p>The child has a way of letting others know that s/he wants to talk.</p> <p>Do I need to know more about language and behaviour?</p>			
<p>Possible actions</p> <p>Use a language screen/profiling tool to identify any issues of concern.</p> <p>Talk to colleagues.</p> <p>Talk to the local speech and language therapist.</p> <p>Attend a therapy session with a child - if parents, therapist and child agree.</p> <p>Identify any training needs or activities as part of your personal (or the school's) development plan.</p> <p>Work-shadow colleagues, specialist teacher.</p> <p>Visit a nearby school or teacher who is successful in a particular aspect of speech, language and communication.</p> <p>Ask for school-based/cluster training.</p> <p>Read the suggested literature.</p> <p>Apply for courses available either in or out of county.</p>				

Training Opportunities

All courses will assume participants have:

- experience as a language user;
- some experience of children with a range of language abilities;
- a knowledge of language structure at different levels:
 - basic, implicit: you will recognise when 'something is not quite right';
 - some knowledge of how language works and of terminology such as verbs, pronouns.

All courses will be working towards a sound knowledge of the relationship between language and learning and practical ideas for working in schools. A rough guide to the depth of knowledge (rated as 1-3) will relate directly to the length of the course and the involvement of the participants.

Training in Essex is offered by:

- SENaPS staff: specialist teachers and educational psychologists;
- speech and language therapy services.

Tailor-made packages can be discussed to meet the specific needs of the school/cluster.

In appendix D, you will find addresses for other course providers.

Further study ('level 4') could be undertaken by teachers through courses such as: Distance Learning courses run by Birmingham, Sheffield or City Universities; one to two years leading to certificate, diploma, BPhil or MEd.

EXAMPLES OF REPRESENTATIVE COURSES:

run by SENaPS staff or by speech and language therapy services

Course type or title	Time allocation	Expected audience	Notes on course content	Expected level of outcome
Twilight sessions	1-2 hours	Class teachers, SENCOs	Specific topics as requested, such as: <ul style="list-style-type: none"> • word-finding difficulties • active listening • introducing PECS • setting up a visual timetable • supporting a specific child 	1-2
Half day, whole day or two day sessions	3-12 hours	Class teachers, SENCOs, TAs, Early Years practitioners	Overview of speech and language development or one aspect of language, such as: <ul style="list-style-type: none"> • receptive language skills • expressive language skills • social communication skills • speech sounds Content would include: <ul style="list-style-type: none"> - development - how difficulties persist - impact on learning and social interaction - strategies to help 	2-3
Courses for TAs	1-3 days	TAs	<ul style="list-style-type: none"> • brief overview of normal language development • practical ideas for supporting pupils with difficulties 	1
Include Me In (pupils with speech and language difficulties KS1, 2, 3, 4)	1 1/2 days	Class teachers/ SENCOs/TAs	<ul style="list-style-type: none"> • overview of normal speech and language development • consideration of language difficulties and their impact on the curriculum • practical strategies for management of class and individual needs 	2
Accredited course: speech and language	10 weeks 60 hours	Teachers/ TAs	<ul style="list-style-type: none"> • key areas of speech and language: from theory to practice • normal speech and language development, including in-depth consideration of each key area • consideration of language difficulties and their impact on the curriculum • practical strategies for management of class and individual needs • evidence of application of theory to practice, through presentation of portfolio/essay 	3

Course type or title	Time allocation	Expected audience	Notes on course content	Expected level of outcome
Hanen: educating the educators	Seven 2-3 hour fortnightly sessions, interspersed with 6 school visits	Reception and Early Years staff	Whole class approaches	3
Preschool/ school/ cluster-based INSET, as agreed	1-2 sessions, or more as agreed	School staff	<ul style="list-style-type: none"> • identification of needs • strategies to address these needs • workshop approach 	1-2
Derbyshire Language Scheme	3 days	Teachers/TAs/ S&L therapists	<ul style="list-style-type: none"> • language analysis and development before 5 years • understanding and use of single words (objects/ pictures/miniatures), joining one to four+ words, simple grammar • 'information carrying words'; 'key words' 	2
University Distance Learning	2 years	Teachers/S&L therapists	<ul style="list-style-type: none"> • in-depth theoretical study of speech and language • evaluation of relevant literature • analysis of different teaching methods and strategies • critical reflection of personal and professional experience • research based study 	4 Diploma/ BPhil



APPENDIX C

Publishers of Speech and Language Resources

The main publishers for speech and language resources are given below. However, there are many other publishers producing excellent materials who may not claim speech and language resources as their main focus.

Black Sheep Press

67 Middleton, Cowling, Keighley,
W.Yorks BDD 22 0DQ
01535 631346
alan@blacksheep-epress.com
www.blacksheep-epress.com

LDA Ltd

Duke St. Wisbech, Cambs. PE13 2AE
01945 463441
ldaorders@compuserve.com

Philip and Tacey Ltd

Northway, Andover, Hampshire SP10 5BA
01264 332171
www.philipandtacey.co.uk

STASS Publications

44 North Road, Ponteland,
Northumberland NE20 9UR
01661 822316
Susan@stass.demon.co.uk

Taskmaster

Morris Road, Leicester LE2 6BR
0116 2704286
info@taskmasteronline.co.uk

Winslow Press

(NB distribute Speechmark Publications)
Goyt Side Road, Chesterfield,
Derbyshire S40 2PH
0845 9211777
sales@winslow-cat.com
www.winslow-cat.com

Resources

There are a vast number of resources available to support your work with children with speech, language and communication needs. Many resources can be used in different and creative ways.

To explore what would be appropriate and useful in any given case, you can:

- look at catalogues and websites which have been suggested;
- if relevant, talk with the child's speech and language therapist/specialist teacher/ educational psychologist;
- visit the local SENaPS resource base;
- telephone specialist teachers for general advice;
- talk with children to find out what they feel has helped or been less helpful to them.

Everyone has favourite activities that work for them and no one programme is going to meet all needs. Trial and error is often the best answer!

Speech and Language Websites

www.talkingpoint.org.uk
www.members.tripod.com/Caroline_Bowen/home.html
www.communicationsforum.org.uk
www.apraxia-kids.org
www.blacksheep-epress.com
www.wordfinding.com
www.stammering.org

Easyspeak (forum)

To join, send the following message:

To: majordomo@ngfl.gov.uk

Subject: (leave blank)

Body of message: subscribe easyspeak

APPENDIX D

Organisations

Afasic

2nd floor
50-52 Great Sutton Street
LONDON
EC1V 0DJ
Telephone: 0207 490 9410
www.afasic.org.uk

A parent-led organisation for children, young people and families.
Provides courses for parents and professionals.
Publications range from glossary sheets to legal advice.
Newsletter sent on subscription.
Local groups in many areas of the UK. These may run activities for children

ICAN

4 Dyer's Buildings
Holborn
LONDON
EC1N 2QP
Telephone: 0870 010 4066 / 01494 464058
www.ican.org.uk

A wide range of courses are run by ICAN for all professionals.
Joint Professional Development Framework available to support courses.
ICAN run specialist provisions in pre-schools/secondary settings and their own special schools.
Newsletter sent on subscription.

NAPLIC

Membership secretary:
Deirdre Goodger
37 King Edward Avenue
HASTINGS
East Sussex
TN34 2NG
email: deirdre.goodger@naplic.org.uk
www.naplic.org.uk

Organisation for all professionals who work with children with speech, language and communications needs.
Runs two annual conferences.
Newsletter sent on subscription.
Discount for the key journal, Child Language Teaching and Therapy, is available to subscribers.

University College London

Short Course Secretary UCL
Human Communication Science
Chandler House
2 Wakefield Street
LONDON
WC1N 1PF
Telephone: 0207 679 4204
www.hcs.ucl.ac.uk

A wide range of relevant day courses, many available for teachers/TAs.



APPENDIX E

Further reading

AFASIC/ICAN

Principles for educational provision.
Afasic/ICAN, 1996.

Andersen-Wood, L. and Smith, B.

Working with pragmatics.
Winslow Press, 2001.

Bishop, D.V.M.

Uncommon understanding.
Psychology Press, 1997.

Child Language Teaching and Therapy (Journal).

E Arnold

Cooke, J. and Williams, D.

Working with children's language.
Winslow Press, 1985.

Crystal, D.

Listen to your child.
Penguin, 1986.

Daines, B., Fleming P and Miller, C

Spotlight on special educational needs: speech and language difficulties.
NASEN, 1996.

Dewart, H. and Summers, S.

The pragmatics profile of everyday communication skills in children.
NFER-Nelson, 1995.

DfES

Primary National Strategy: speaking, listening and learning: working with children in Key Stage 1 & 2. 2003.

Elliott, J.

Dynamic assessment in educational settings: realising the potential.
Educational Review, 2003, 55 (1), 15-32.

Feuerstein, R., Feuerstein, R.S., Falk, L. H., Rand, Y.

The dynamic assessment of cognitive modifiability.
Jerusalem, Israel: ICELP Press, 2002.

Fleming, P., Miller, C. and Wright, J.

Speech and language difficulties in education.
Winslow Press, 1997.

Harris, J.

Early language development: implications for clinical and educational practice.
Routledge, 1990.

International Journal of Language and Communication Disorders (Journal).

Taylor & Francis

Johnson, M.

Functional language in the classroom.
Clinical Communication Materials, Manchester Metropolitan University, 1992.

Kelly, A.

Talkabout.
Winslow Press, 1996.

Lacey, P. and Lomas, J.

Support services and the curriculum: a practical guide to collaboration.
David Fulton, 1993.

Martin, D. and Miller, C.

Speech and language difficulties in the classroom.
David Fulton, 2003.

Martin, D. and Miller, C.

Language and the curriculum.
David Fulton, 1999.

Ripley, K., Daines, B. and Barrett, J.

Dyspraxia.
David Fulton, 1997.

Shanks, B.

(Any work on narrative skills).

Tod, J. and Blamires, M.

Speech and language individual education plans.
David Fulton, 1999.

Williams, D.

Early listening skills.
Winslow Press, 1995.

Wood, D.

How children think and learn.
Blackwell, 1988.