



Hampshire Services

SPECIALIST TEACHER
ADVISORY SERVICE

C&I strategies in practice for children with Speech Language and Communication Needs (SLCN)



Communication and Interaction Team

01.07.2022

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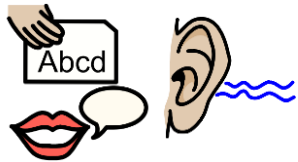
Hampshire
County Council

Aims:

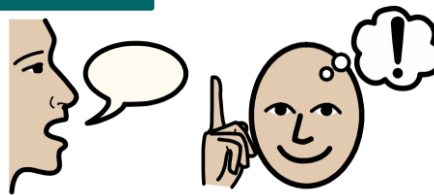
- To have a shared understanding of communication and SLCN
- To have a practical understanding of how
 - ✓ positive interactions
 - ✓ visualscan be integrated into teaching and learning.

What is SLCN?

Short or Long Term Difficulties with:



Speech



Language



Communication

Can be **life long** and affect adults and children.



Nationally

- **50%+** of all CYP in areas of **disadvantage**.
- **10%** of all children have **persistent** SLCN
- **7%** have **primary** SLCN (SSI, DLD)
- **3%** have **associated** SLCN
- **100%** of CYP in **Special Schools**
- Of these: **1%** have **severe and complex** SLCN
- Up to **90%** of young people in the **justice system**



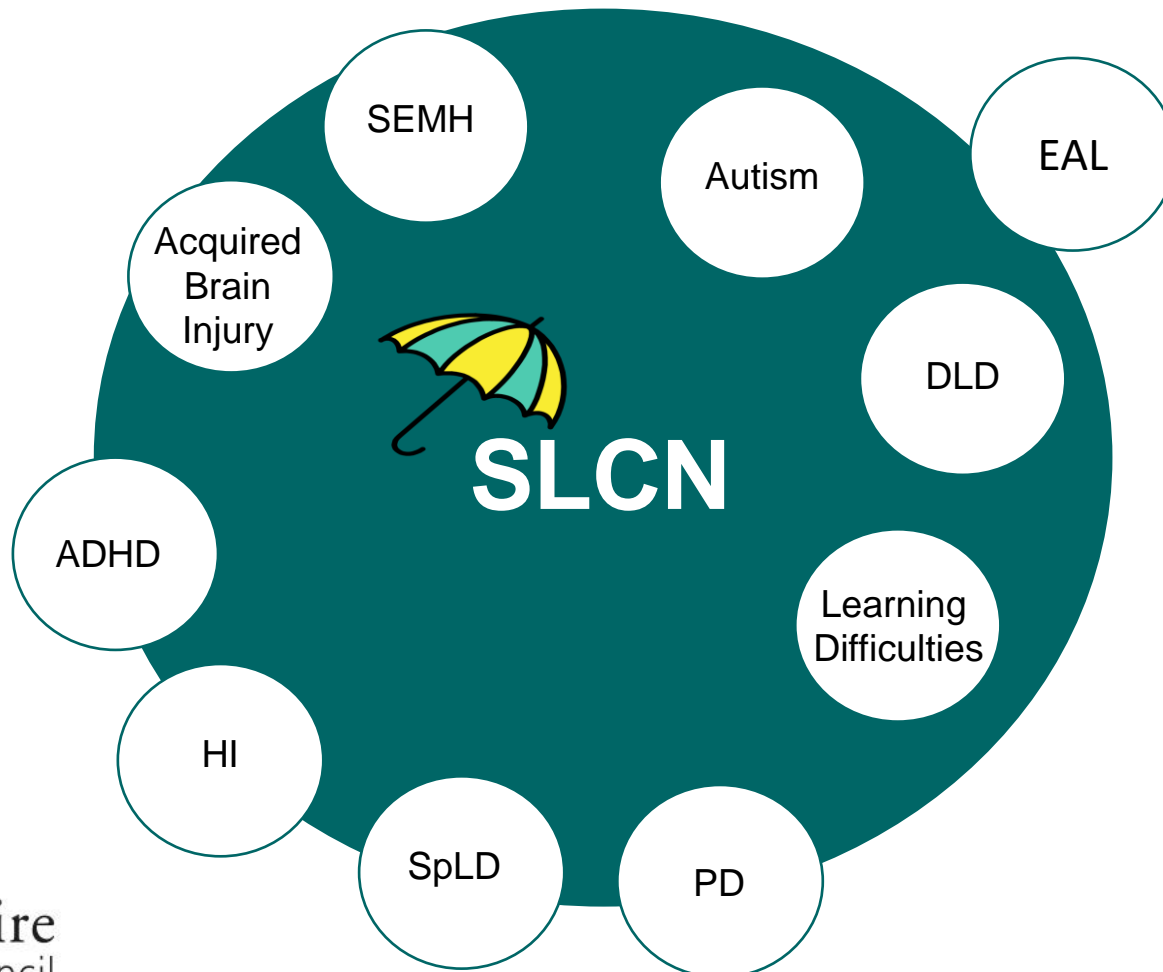
Locally

As of 2021:

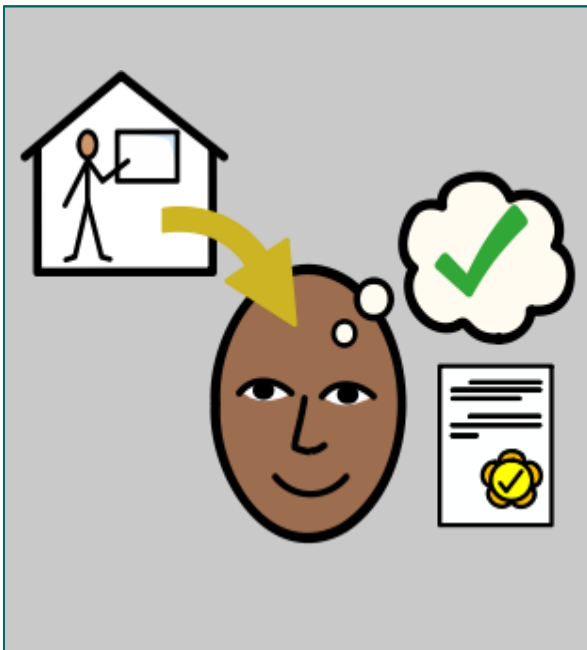
- An estimated minimum of **17,793** pupils in mainstream primary or secondary
- **3,049** pupils in Special Education

Plus **10% of all CYP** in nurseries, post 16 provisions, education centers or alternative education provision.

% of CYP with Other Diagnosis or Designations with SLCN

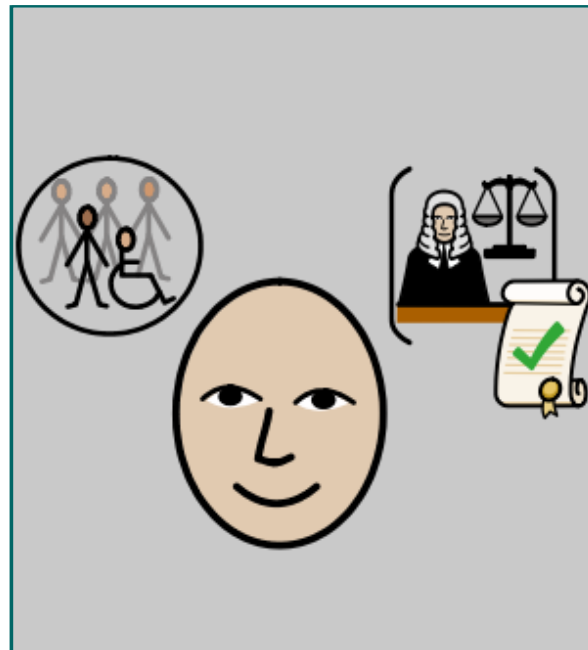


Impact of SLCN



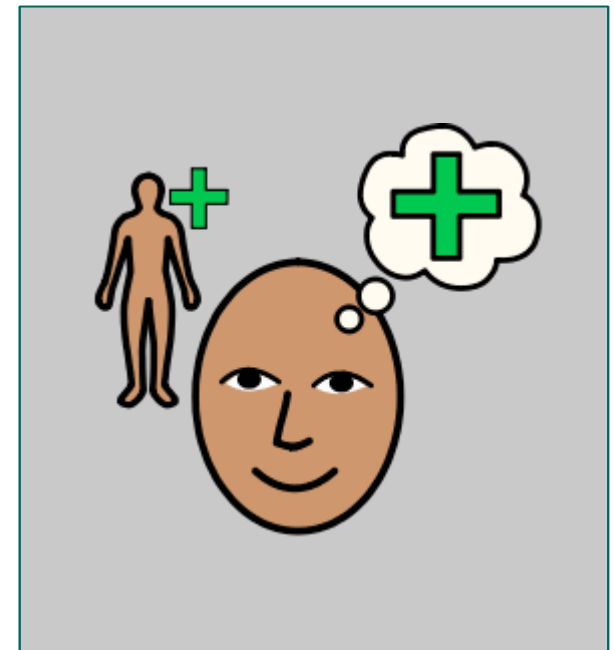
The Education icon features a central brown face with a thought bubble containing a green checkmark. To the left, a yellow arrow points from a schoolhouse icon (with a teacher and student) to the face. To the right, there is a document icon with a yellow checkmark.

Education



The Care icon features a central tan face with a thought bubble containing a family of four, including a person in a wheelchair. To the right, there is an icon of a judge at a desk with scales of justice and a document with a green checkmark.

Care



The Health icon features a central brown face with a thought bubble containing a green cross. To the left, there is a human silhouette with a green cross next to it.

Health

Impact of SLCN

Significantly higher incidence:

- exclusion
- part timetables
- EOTAS packages.

Significantly poorer outcomes:

- EYFS: 26% made expected academic progress compared with 69%.
- KS2: 15% achieved the AREs in reading, writing and Maths, compared with 61%.
- KS4: 20.3% gained grade 4/C or above in English and Maths, compared with 63.9%.
- KS5+: 50% less likely to engage in FT Education.

Education

- Significantly more likely to be in care but less likely to be supported by Health
- Increased risk of:
 - Antisocial behavior.
 - Repeat offending.
 - Incarceration
 - Homelessness
 - Abuse.
 - Radicalisation
 - Social manipulation (county lines).
 - Unemployment.
 - Involvement from adult social care services.
- Poor impact of interventions.

Care

Significantly more likely to suffer with long term mental health difficulties including:

- Anxiety.
- Depression.

With poorer impact of talking or behavioural therapies.

People with SLCN linked to learning difficulties:

- Are less likely to access appropriate health care
- Have a shorter life expectancy.

Health

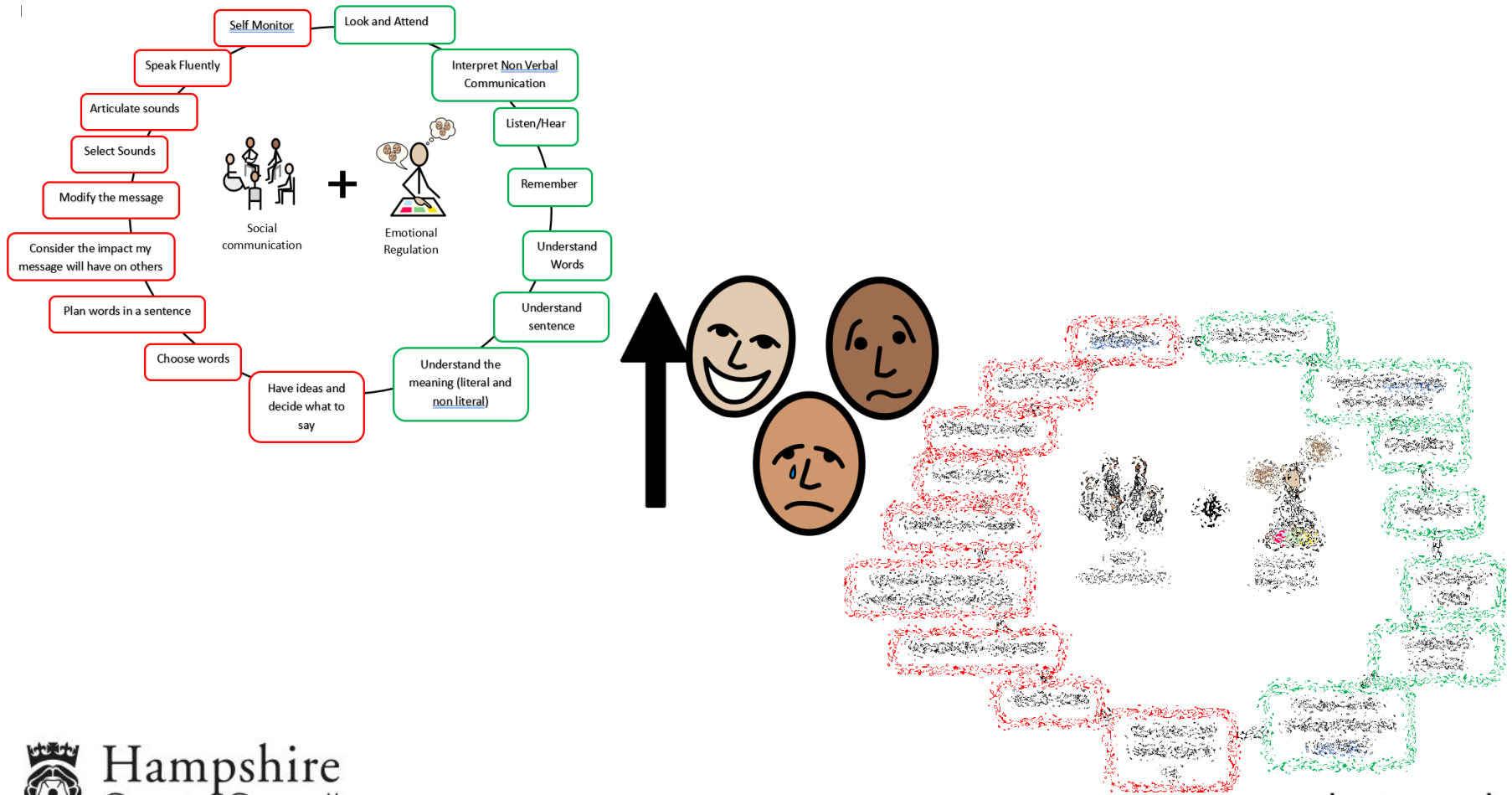


Positive Interactions and Attachment Techniques

A situation where two or more people or things communicate with each other or react to each other

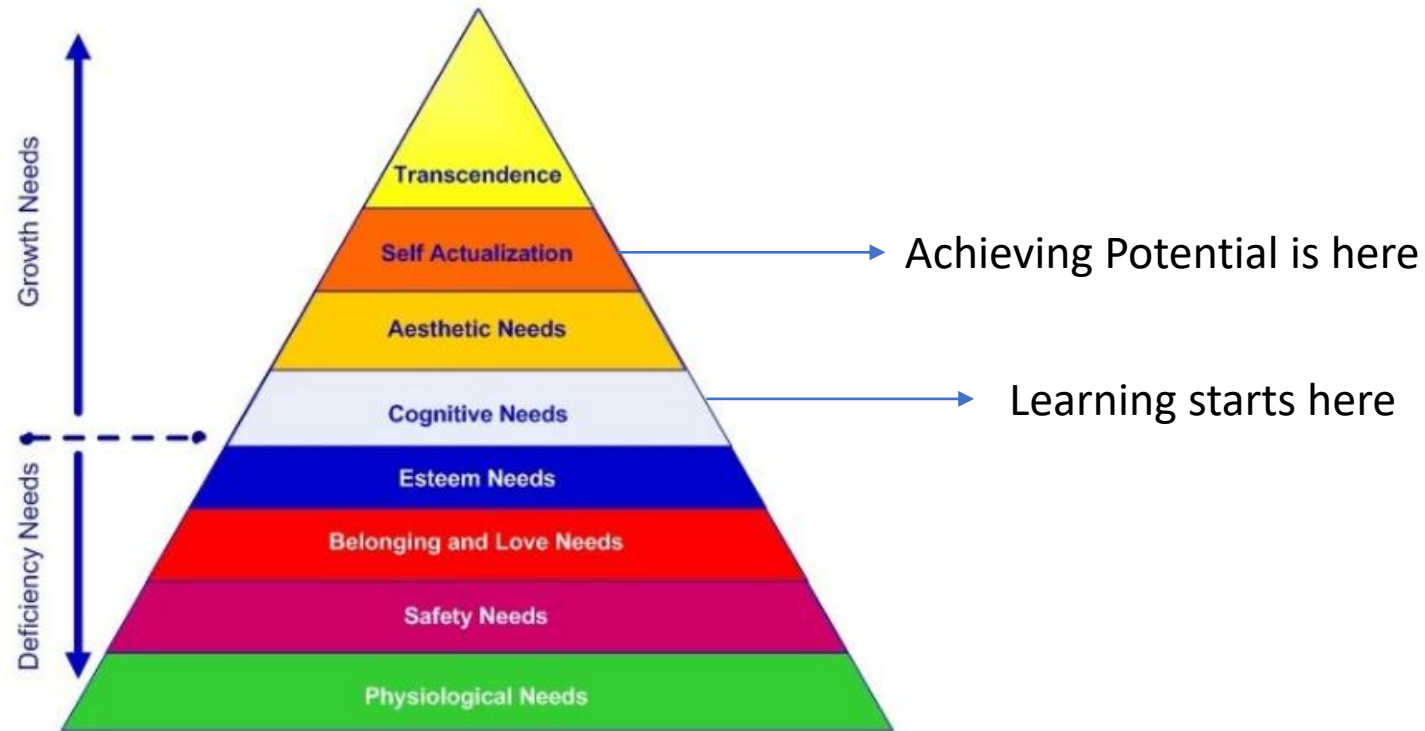
A strong connection to someone or something

The impact of heightened arousal on communication



Why is this important for my subject?

MASLOW'S MOTIVATION MODEL



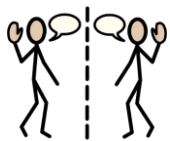
Things to look out for in teaching and learning



Praise



Reflect



Imitate



Describe



Enthuse



Things to look out for in teaching and learning



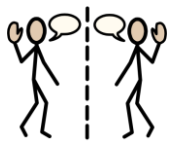
Praise

- Appropriate learning **behaviour, effort and strategy use (supports metacognition)**
- “That was really skilled thinking – I could see you using your (strategy) to work that out”



Reflect

- Repeat and expand – use the explanation to mirror meaning with specialist vocab
- “It’s made water” – “yes it has – it has condensed into the liquid water”
- (links to elaboration as a key learning concept [Elaboration — The Learning Scientists](#))



Imitate

- Appropriate learning behaviour
- “You’ve got your equipment out and you are ready to learn”



Describe

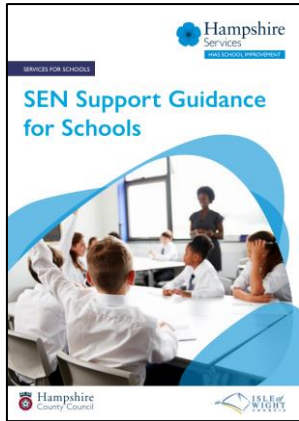
- Describe what you see and the outcome you want (supports regulation)
- “ I can see you tapping your pencil – I understand you are not ready to learn – can you do **(strategy)** to get ready?”



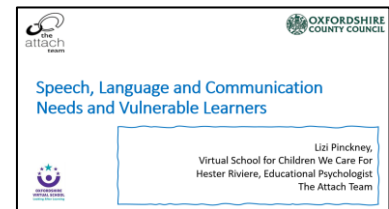
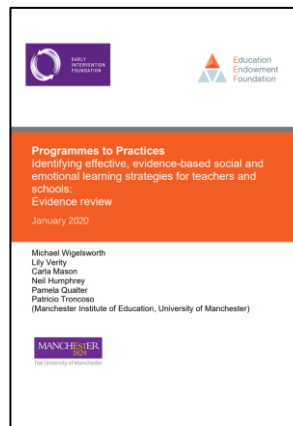
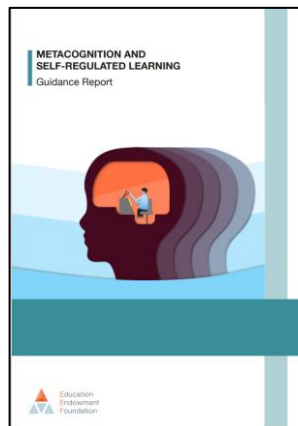
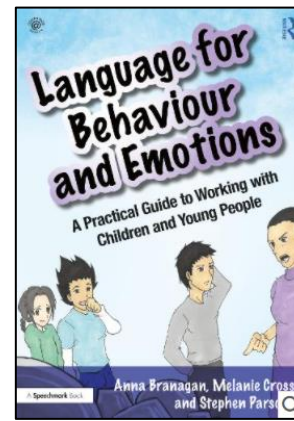
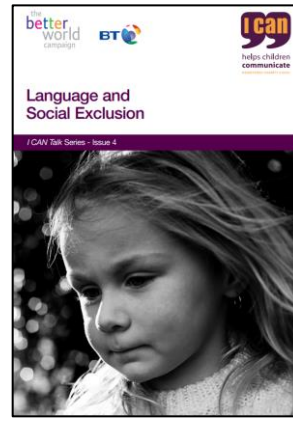
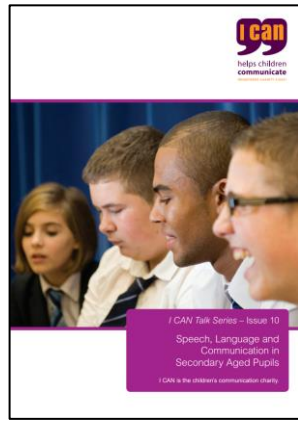
Enthuse

- Use your tone and body language (be mindful of stance and space)

Further Learning



[sen-support.pdf \(hants.gov.uk\)](https://hants.gov.uk)
p31 and 37



‘Every time you are offering a child a positive relationship experience you are changing their brains and developing their frontal lobe’

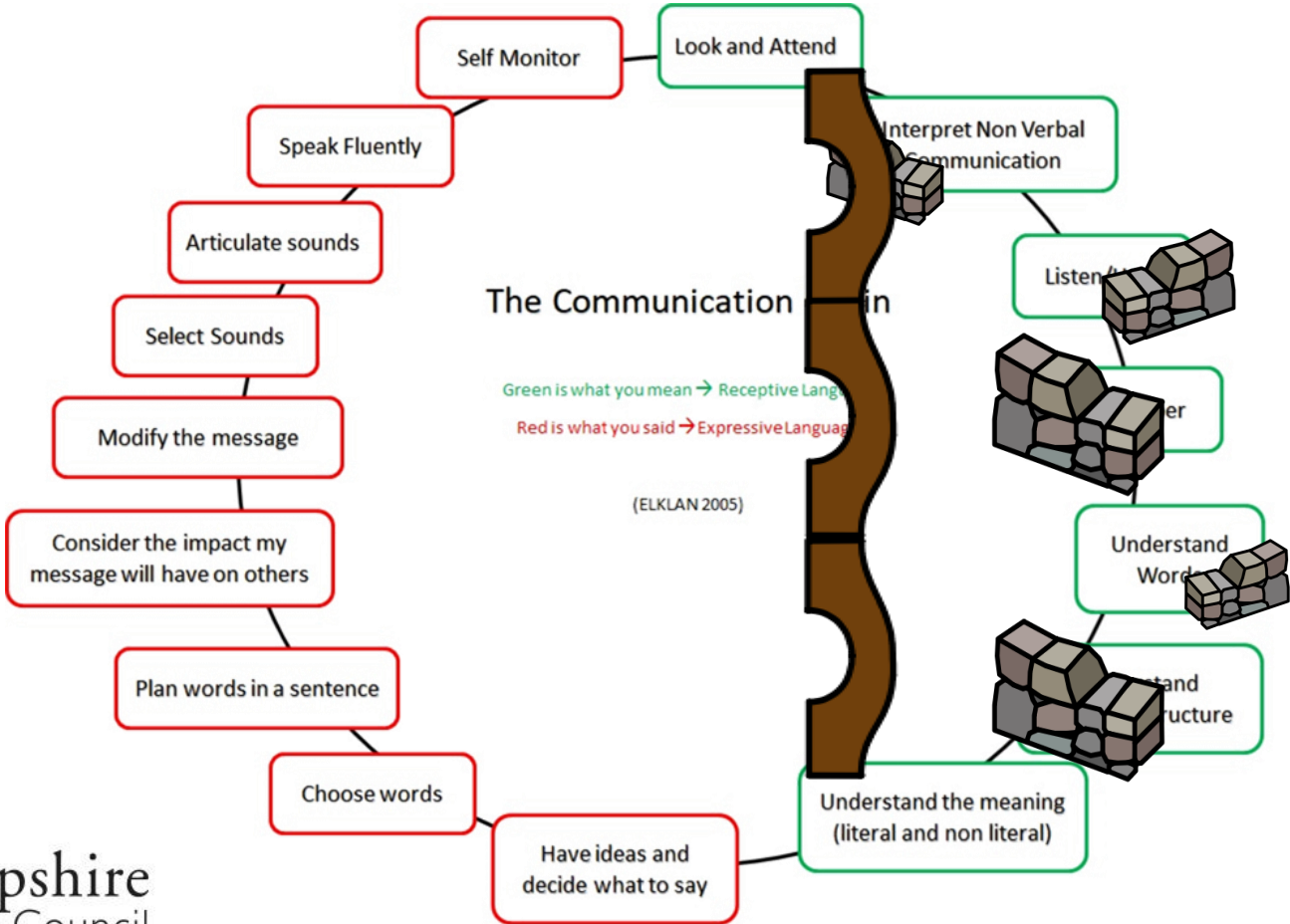
Bruce Perry



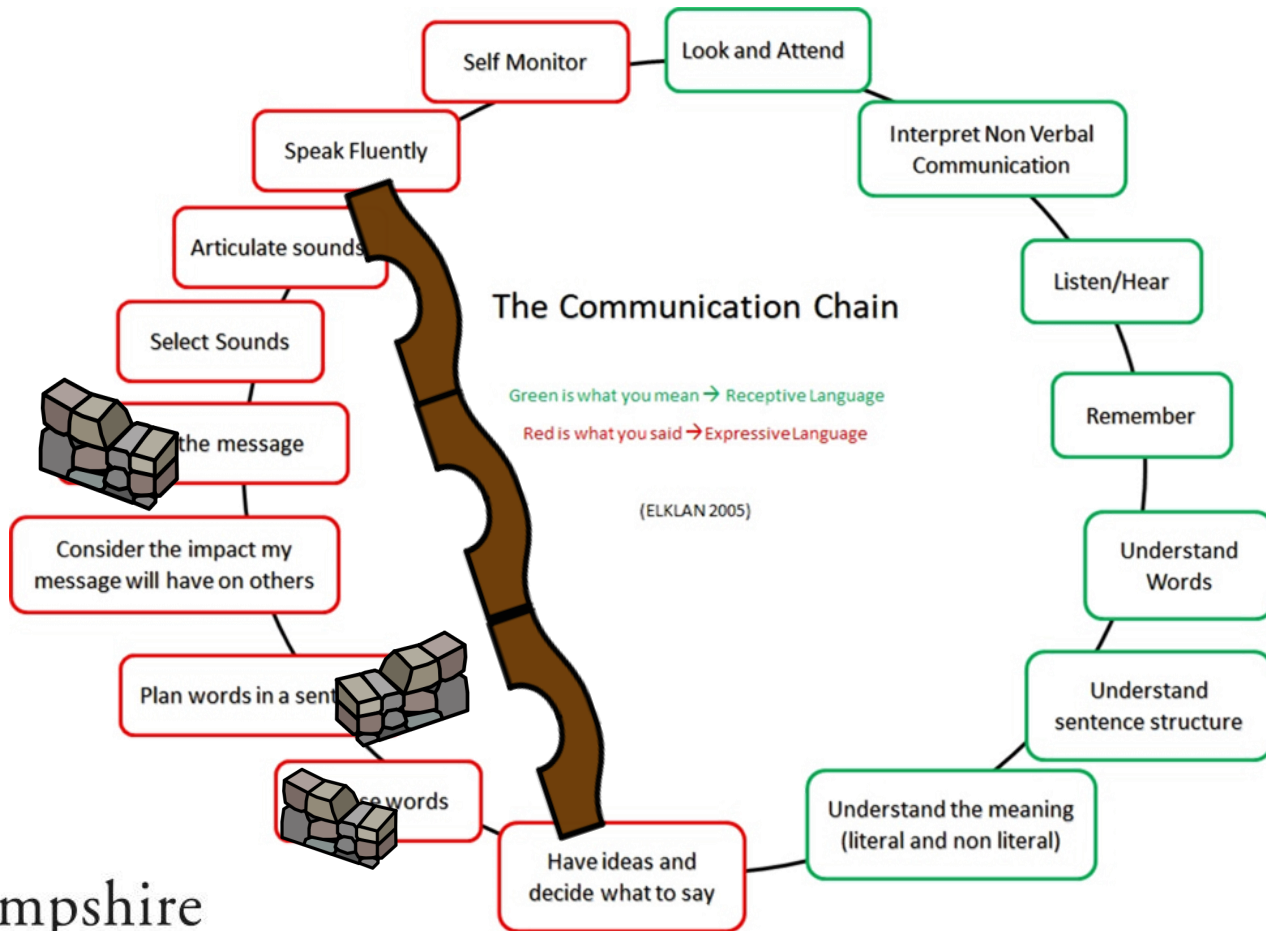
Visuals

Visual communication is the use of visual elements to convey ideas and information which include but are not limited to, signs, typography, drawing, graphic design, illustration, industrial design, advertising, animation, and electronic resources. Humans have used visual communication since prehistoric times.

Why do visuals matter?



Why do visuals matter?



Planned multi-sensory teaching opportunities taking account of differing strengths and interests

Modification of environment and the teaching of skills to develop:
o Attention and on task behaviour
o Memory and retention of information
o Planning and organisation
o Thinking and reasoning

Supporting verbal speech with a visual representation of the information (appropriate to the developmental needs of the CYP).

Use of resources and strategies to alleviate load on auditory memory and organisation of information e.g. task plans, sequence boards, visual time-tables, subject specific word banks and glossaries, post-it notes, digital recorders, smart 'phone apps.

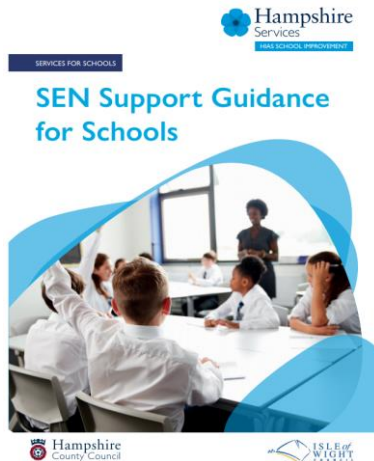
Use of strategies for scaffolding of literacy- based tasks e.g. writing frames, sequencing, cue cards, highlighting

Ensuring that agreed support resources are readily available e.g. signs, symbols, writing frames, flexible timetable.

Targeted support to make verbal contributions to the group in identified/focus areas; this may include providing visual supports to enable the CYP to contribute verbally, such as choice boards, writing frames, story boards, sequencing or cue cards

Visual supports embedded to aid language understanding e.g. pictures, symbols, objects of reference, signing, gestures.

Direct teaching of active listening strategies



Reduced, chunked language; supported by visual aids appropriate to the reading and cognition levels of the CYP

Use of communication and interaction strategies to enhance whole class and small group teaching; including (but not restricted to) visual referencing, questioning, vocabulary development, social thinking and working memory techniques

Significant preparation for changes using such strategies such as 'social stories'

Specific attention and listening activities built into daily learning experiences for CYP. In general, attention and listening skills can be promoted through consistent use of visual support by the adults to assist the CYP's understanding of the expectations, use of specific praise and feedback and consistent access to developmentally appropriate learning resources

Access to alternative methods of recording (mind-mapping, video or audio recording, posters, dictation, use of ICT)

Use of a visual timetable to manage changes and lesson transitions.

Symbol support programmes should be considered to adapt resources where literacy levels or comprehension are low e.g. Communicate in Print.

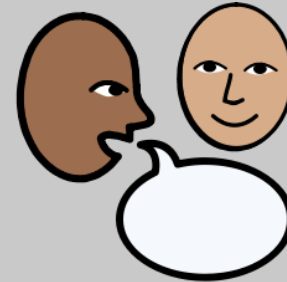
Visual approaches to develop social understanding e.g. Social Stories.

Selecting the Visual – making it practical

Independence Skills



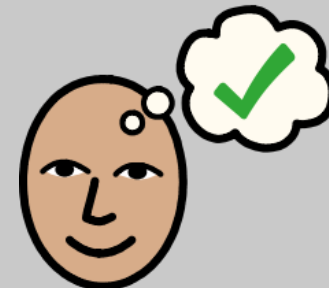
Social & Pragmatic Language



Expressive Language



Receptive Language



Selecting the Visual – making it practical

Independence Skills

- Pupils of all ages should be using visuals to support their independence.
- If they can't use it independently yet the adult should be actively teaching this skill.
- Independence should not be judged by how many visuals a pupil has – but how they can use those to learn autonomously.

Social & Pragmatic Language

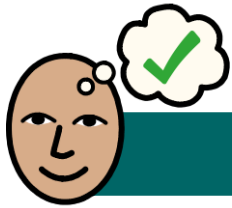
- Should be able to be used by staff anywhere the Pupil is engaging in social activity (i.e., all learning experiences) *e.g., to explain how to debate or to problem solve a misconception*
- Effective as a teaching tool in subjects that have a social component *e.g., PSHE RSE RE or History*
- Key for consistent application of behavior support

Expressive Language

- Support the pupils voice – focus should be on enhancing independent sharing of ideas.
- Can support different parts of the chain:
 - Selection = word banks
 - Sentence development = sentence strips
 - Grammar development = shape coding
 - Verbal coherence = narrative coding

Receptive Language

- Represents the adult voice
- Enhances understanding of a verbal message
 - Brain processes visual information more rapidly than verbal information
 - Most effective if the pupil is active with the visual as they are processing in 'real time'
- Supports memory and generalisation of learning



Selecting the Visual – Receptive Language

Learn New Information or Concepts



Visual Note Taking

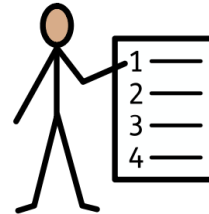


Concrete examples



Dual Coding

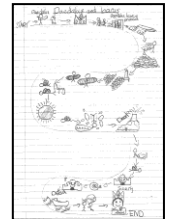
Learn a Sequence of Events or a Process



Task Plan

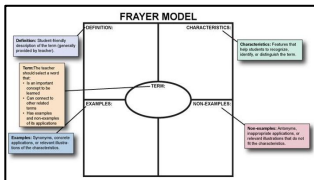


Comic Strip

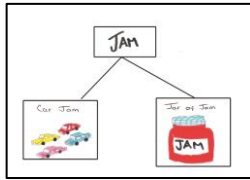


Story Mapping

Develop Receptive Vocabulary



Freyer Model

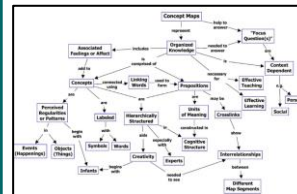


Multiple Meaning Tree



Word Map

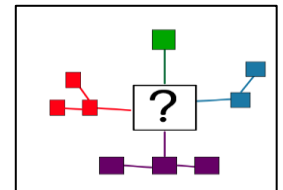
Identify themes, connections or generalise



Concept Map



Concept Book



Mind Map

Things to look out for in teaching and learning



Active



Consistent



Colour



Explicitly Taught



Synonymous



Selective

Things to look out for in teaching and learning



Active

- Interaction should enhance meaning
- When pupils are active = enhanced comprehension and independence (e.g. note taking)



Consistent

- Consistent representation = recognition and meaning i.e. the image used for analyse needs to be the same across all of English and not teacher specific.
- Learning Verbs are the key for cross curricular visual representation



Colour

- Black and white will suit the majority and are great for 'in the moment' visuals for feedback
- Colour images are easier to understand developmentally, proven to be better for attention control and are key for showing categorisation or links between ideas.



Explicitly Taught

- In the same way as vocab *i.e. today we are learning about respiration – this is a new word – I am going to draw the image we will use in our notes for respiration and we will think about if there are clues to the meaning next.*



Synonymous

- Visual **must** = Message / Concept – take care if a word has different meanings
- More abstract meanings are harder to represent so explicit teaching and consistency key.



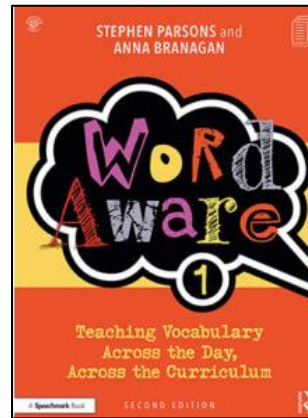
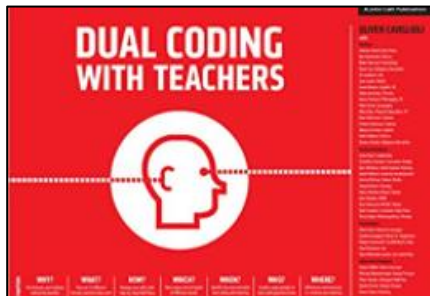
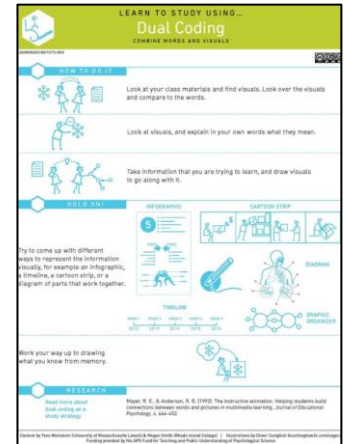
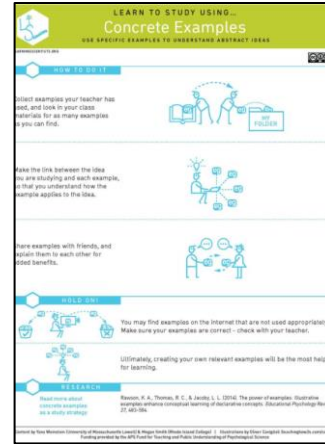
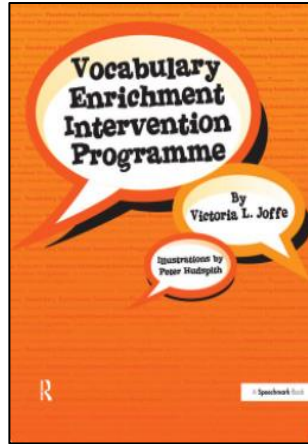
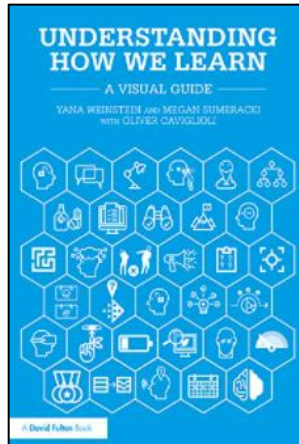
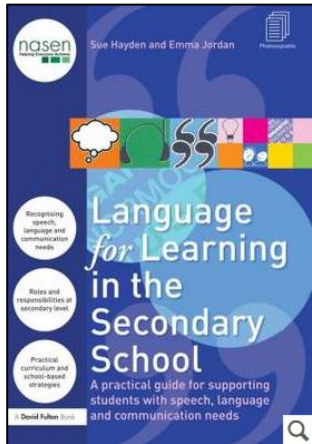
Selective

- If it is taking too long to draw – you are probably saying too much!
- Key words or concepts only

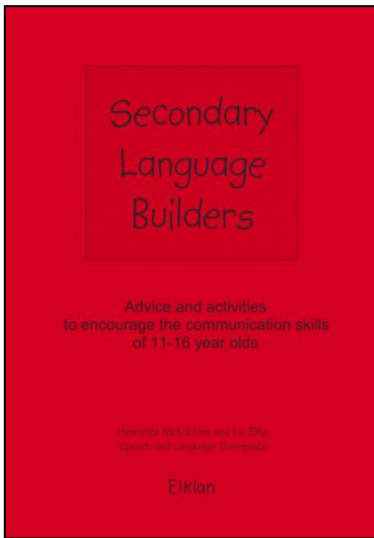
“When words and visual elements are closely entwined, we create something new and we augment our communal intelligence ... visual language has the potential for increasing ‘human bandwidth’—the capacity to take in, comprehend, and more efficiently synthesize large amounts of new information”

(Robert E Horn [download \(psu.edu\)](#))

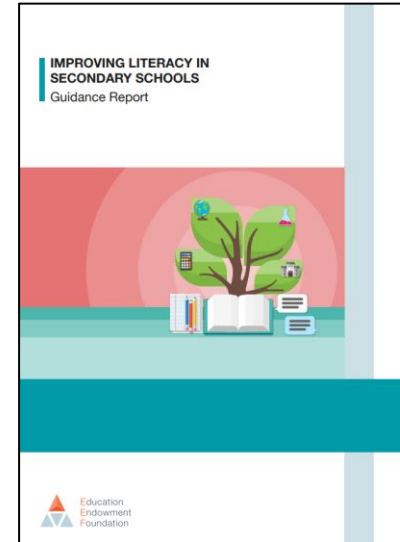
Further Learning



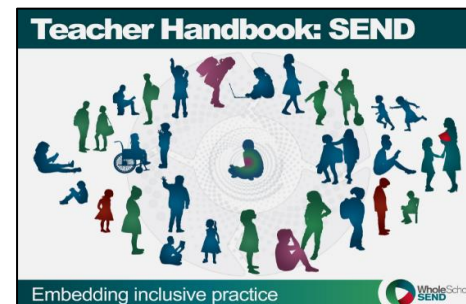
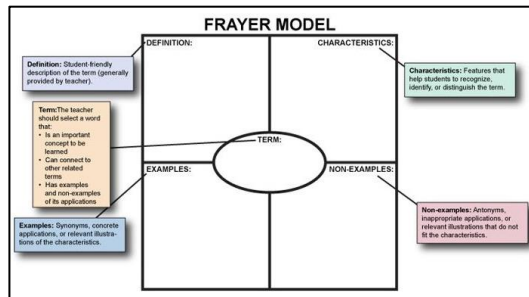
Further Learning



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P 10-13



Questions and Feedback



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