An Introduction to Speech Language & Communication Needs

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Online Resources  www.sendsupported.com/Resources/Training

Title of training….Speech Language & Communication
Password.........SLCN
By the end of this session you will understand:

1. **What is SLCN?**
   - Causes and impacts
   - Speech, Receptive and Expressive Language, Communication

2. **Strategies to support students with SLCN**
   - In class
   - Focussed activities
Fact or Fiction?
Fact or Fiction

• 5% of children in the UK have speech, language and communication needs
• Language development is complete by the age of 7
• If a child’s speech, language and communication needs are not met by age 6 they cannot be helped.
• Only 15% of children with SLCN achieve expected standards in reading, writing and maths at the end of KS2
• Children with language difficulties are likely to be slow at reading and writing
• Children in areas of social disadvantage are at a higher risk of speech, language and communication needs.
• More than 1.4 million children in the UK have a speech, language and communication need
• Children with poor vocabulary at age 5 are twice as likely to be unemployed in their 30s as their peers
• Many employers place communication skills above qualifications
• Loss of production at work due to lack of soft skills such as communication is £2 billion a year
• 50% of young people with SEMH have an underlying language need
• 60% of young offenders have low language skills
Fact or Fiction - Answers

- 5% of children in the UK have speech, language and communication needs (10% have SLCN)
- Language development is complete by the age of 7 (we continue to develop language throughout our lives)
- If a child’s speech, language and communication needs are not met by age 6 they cannot be helped. (research shows earlier intervention best especially with speech – key window between 3 and 5)
- Only 15% of children with SLCN achieve expected standards in reading, writing and maths at the end of KS2
- Children with language difficulties are likely to be slow at reading and writing
- Children in areas of social disadvantage are at a higher risk of speech, language and communication needs.
- More than 1.4 million children in the UK have a speech, language and communication need
- Children with poor vocabulary at age 5 are twice as likely to be unemployed in their 30s as their peers
- Many employers place communication skills above qualifications
- Loss of production at work due to lack of soft skills such as communication is £2 billion a year (£8.4 billion)
- 50% of young people with SEMH have an underlying language need (80%)
- 60% of young offenders have low language skills

Sources: ‘Bercow – Ten Years On’ – 2018 & BT Survey reported in ‘Bercow – Ten Years on’
Poor communication skills impact on...

(Jean Gross)

Educational achievement
- Vocabulary at 5 a powerful predictor of GCSE achievement

Behaviour/vulnerability
- 2/3 of 7-14 year olds with serious behaviour problems have language impairment

Mental health
- 40% of 7 to 14 year olds referred to child psychiatric services had a language impairment that had never been suspected

Employability
- 47% of employers say they can’t get recruits with the communication skills they need

Criminality
- 65% of young people in young offender institutions have communication difficulties

Disadvantage Cycle
- Children from low income families lag behind high income counterparts by sixteen months in vocabulary at school entry

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More than 1.4 million children and young people in the UK have speech, language and communication needs (SLCN). Language disorder alone is the most common disorder of childhood, affecting nearly 10% of children and young people everywhere throughout their lives.

Bercow 10 Years On March 2018

SLCN is the most prevalent primary need for pupils with SEN (inc SEN support and EHC plans) in state funded primary schools.

DfE data on SLCN – taken from School census data 2015/16
The National Picture

In some areas of deprivation, more than 50% of children start school with SLCN.

10% of all children have long-term SLCN.

7.56% of all children have a specific language impairment.

1% of all children have severe and complex SLCN.

Speech, language and communication skills are VITAL for learning, behaviour and social and emotional wellbeing.

DID YOU KNOW?
The number of children with SLCN who have reading difficulties is 50-90%.

PRIMARY
STOTHARD ET AL (98)

DID YOU KNOW?
The attainment gap at GCSE between pupils with SLCN and other pupils (with and without SEN) is 41%.

SECONDARY
(DFE STATS 2014-15)

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What do Speech, Language and Communication Involve?

Communication chain

1. Notice someone is speaking to you
2. Focus attention and listen
3. Hear the words and understand them
4. Understand the sentences
5. Read other person's expression and body language
6. Get the meaning
7. Have an idea about what to say
8. Know what's appropriate
9. Find the words in your memory
10. Make sentences to say
11. Choose the right expression and body language to use
12. Programme your speech muscles
13. Speak
14. Check other person's expression and body language
Speech - sounds used for talking, includes fluency, volume, intonation and pitch.

Expressive Language - use of spoken and written language.

Receptive Language - understanding of vocabulary and language, inference and reasoning.

Communication - understanding and using social rules and non-verbal interaction.
# Speech, language or communication?

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<th>Completes a task quicker if told to ‘get a wriggle on’</th>
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<td>Describes what they did on their holiday</td>
<td>Asks ‘what’s for tea?’</td>
<td>Follows a story</td>
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<td>Adds ‘s’ when there’s more than one ‘3 cars’</td>
<td>Babbles</td>
<td>Names lots of wild animals</td>
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<td>Looks at the person talking</td>
<td>Takes turns in conversation</td>
<td>Waves good bye</td>
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### Speech, language or communication? Possible answers

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Discuss in your groups the possible impact of having:
1) Speech
2) Language
3) Communication needs
Potential Impacts – possible answers

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<td>• People misunderstand what’s being said</td>
<td>• Don’t understand what’s said, so do things wrong</td>
<td>• Don’t know how to join in</td>
</tr>
<tr>
<td>• Have to repeat things a lot</td>
<td>• Miss out on learning</td>
<td>• Have difficulty making and keeping friends</td>
</tr>
<tr>
<td>• Can get frustrated, or aggressive</td>
<td>• Tune out – working out language can be so tiring</td>
<td>• May get chosen less to play in games</td>
</tr>
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<td>• Don’t enjoy talking, so can opt out</td>
<td>• Copy other children so hide difficulties</td>
<td>• May get invited to fewer play dates or parties</td>
</tr>
<tr>
<td>• Struggle to learn to read – can’t work out what sounds are at the beginning of words</td>
<td>• Limited talking - their message doesn’t get across</td>
<td>• Other children may avoid them</td>
</tr>
<tr>
<td>• Struggle to understand or recognise rhyme</td>
<td>• Can’t share ideas or express needs</td>
<td>• Finds playing with others difficult</td>
</tr>
<tr>
<td>• Struggle to work out patterns in words to help learn to spell</td>
<td>• Can become passive</td>
<td>• Following rules can be difficult, so problems in settings/school</td>
</tr>
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Why?
Why?
Co-occurring difficulties:

Dyslexia, Autism, Dyspraxia, ADHD, Syndromes – Fragile X, Kleinfelters …

EAL complexities - difficulty with diagnosis?
Delay or Disorder?

- **Delay** - A child follows the expected developmental stages in speech, language and communication but at a slower rate than is typical for their chronological age.

- **Disorder** – A child develops speech, language and communication skills in an atypical way, different to the expected stages of development.
Speech Difficulties
Pupils with speech difficulties may have problems, making sounds, pronouncing words or being fluent.
Speech Difficulties

- Lack fluency or struggle to pronounce words
- Difficult to understand
- Speak too quickly
- Stammer
- Mix up some speech sounds
- Inconsistent pronunciation of words
Strategies for Supporting Speech Difficulties

- Ask to slow down / you slow down
- Be sympathetic – take the blame yourself e.g. hearing
- Show you value what the child says but don’t pretend to understand
- Ask the child to show you if they can - encourage gestures/pictures
- Go back to the last thing you understood e.g. So you were..
- If you still can’t understand – suggest you talk to mum later or share a news book.
Receptive Language Difficulties

Pupils with receptive language difficulties have problems understanding language and may have difficulty knowing when language is directed at, or pertinent to them.
Receptive Language Difficulties

- Struggle to **understand** or follow long instructions
- Repeat what you say
- Difficulty acquiring new vocabulary
- Inappropriate responses
- Copy others and/or smile and nod
- Take language literally or miss implied meaning
Strategies to Support Receptive Language

- Allow extra processing time
- Break down instructions into manageable chunks
- Give instructions in order to be carried out
- Teach vocabulary
- Multisensory teaching
- Allow pupils to say “I don’t understand”
- Use symbols, signs and gestures as appropriate
Expressive Language Difficulties

Pupils with expressive language difficulties have problems using language – spoken or written.
Expressive Language Difficulties

- Difficulty **using** spoken or written language
- Limited vocabulary
- Long time to organise words into sentences
- Problems sequencing events / ideas
- Difficulty making links with existing language
- Struggle to express emotions
- Use made up words
- Mix up pronouns, tenses, prepositions
Strategies to support Expressive Language

- Model correct language
- Scaffold spoken and written language
- Create conversation opportunities
- Cue words with first sound
- Develop vocabulary
- Comment more than question
Communication Difficulties

Pupils with communication difficulties (often referred to as social communication difficulties) have problems understanding and applying the rules of social interaction.
Communication Difficulties

- Poor conversation skills (e.g. turn taking, listener knowledge)
- Misunderstands non-verbal cues
- Speaks inappropriately for audience
- Misinterprets jokes, idioms, colloquial language
- Lonely – target for bullying
- Struggles with group work
- Behaviour inappropriately
Strategies to Support Communication

- Teach conversation skills
- Teach social awareness
- Teach problem solving strategies
- Encourage group work, agreeing rules for working together
- Explain jokes, idioms, sarcasm
Strategies to support a child with Speech and Language difficulties

- Model words slowly and clearly
- Check understanding regularly
- Use pictures
- Allow more thinking time
- Practise watching and listening
- Demonstrate
- Use songs/rhymes
- Build confidence
- Encourage emotional literacy
- Talk about the vocabulary
- Use gestures/signing
- Repeat back and add words
- Stick to a routine
- Play together
- Use multiple choice answers
- Give the answer before the question
- Give one step instructions
- Be honest - “I don’t think I understand.”
- Keep your words simple
## 9A Vocabulary Sheet

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>variation</td>
<td>The differences between things</td>
</tr>
<tr>
<td>inherited</td>
<td>Something we get from our parents e.g. eye colour</td>
</tr>
<tr>
<td>environmental</td>
<td>Differences caused by the environment we are in e.g. accent</td>
</tr>
<tr>
<td>variety</td>
<td>A set of organisms that are in some way different from other members of the same species</td>
</tr>
<tr>
<td>species</td>
<td>A group of organisms that can reproduce with each other to produce offspring</td>
</tr>
<tr>
<td>selective breeding</td>
<td>When humans choose a characteristics and breed plants or animals with them</td>
</tr>
<tr>
<td>characteristics</td>
<td>The features of a plant or animal that makes it different to another</td>
</tr>
<tr>
<td>gametes</td>
<td>A sex cell</td>
</tr>
<tr>
<td>DNA</td>
<td>The substance that chromosomes are made from found in the nucleus</td>
</tr>
<tr>
<td>fertilisation</td>
<td>When two gametes fuse together</td>
</tr>
</tbody>
</table>

## Diet and Health

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<tbody>
<tr>
<td>metabolic rate</td>
<td>The rate at which the reactions of your body take place e.g. cell respiration</td>
</tr>
<tr>
<td>arthritis</td>
<td>A painful and debilitating disease affecting the joints</td>
</tr>
<tr>
<td>diabetes</td>
<td>A condition in which it becomes difficult or impossible for your body to control the levels of sugar in your blood</td>
</tr>
<tr>
<td>cholesterol</td>
<td>A substance made in the liver and carried around the body in the blood. High levels seem to be linked to a risk of heart disease</td>
</tr>
<tr>
<td>high-density lipoproteins (HDLs)</td>
<td>Chemicals which carry cholesterol in the blood and lower the risk of heart disease</td>
</tr>
<tr>
<td>statins</td>
<td>Drugs which lower the blood cholesterol levels and improve the balance of HDLs to LDLs</td>
</tr>
<tr>
<td>low-density lipoproteins (LDLs)</td>
<td>Chemicals which carry cholesterol in the blood and raises the risk of heart disease</td>
</tr>
<tr>
<td>saturated fats</td>
<td>This increases blood cholesterol levels</td>
</tr>
<tr>
<td>mono-unsaturated fats</td>
<td>These may reduce overall blood cholesterol levels</td>
</tr>
<tr>
<td>polyunsaturated fats</td>
<td>Even better at reducing blood cholesterol levels</td>
</tr>
</tbody>
</table>
Using Connectives

Why?
To encourage use of connectives to generate more complex sentences.

How?
Students throw two ‘Talking Dice’. They then choose a suitable connective, or select two pictures to generate a sentence joining up the two activities shown on the dice.

Resources
Connectives on cards, ‘Talking Dice’
For younger students – the connectives could be put into the pockets of foam dice to throw
If ‘Talking Dice’ not available, have a picture, or series of pictures to describe.

<table>
<thead>
<tr>
<th>so</th>
<th>as</th>
<th>or</th>
<th>and</th>
<th>if</th>
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<td>...</td>
<td>...</td>
<td>...</td>
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Similes
Use ‘as’ or ‘like’ to describe something.

He looked like a ghost.
She was as cold as ice.

Alliteration
Words which are close together and begin with the same sound.

The sun burned brightly in the sky.

Mode
The number which appears most often in a set of numbers.

e.g. 1,2,2,3,4,5,7,9
Mode = 2

Mean
To find the mean add up all the numbers, then divide by how many numbers there are.

e.g. 1,2,2,3,4,5,7,9
Mean = 35 ÷ 9 = 3.89

Pronouns
We use I, you, he, she, it, we, they instead of nouns so that we do not repeat the noun in the same sentence.

“Elena ran all the way home but she left her bag behind.”

Verbs
Irregular simple past tense verbs
These verbs do not follow the “add ed” rule!

Some common irregular verbs:
go/went see/saw
come/came say/said
drink/drank eat/ate
write/wrote run/ran
buy/bought have/had
The DIMENSIONS TOOL

• The Dimensions Tool is a web-based app that will help you to find well being support in the Coventry and Warwickshire area, that is specific to needs.

• It will tell you about relevant advice, support and local interventions that may be helpful, after you have answered a series of questions.

• It is free to use and has been developed in conjunction with parents and carers, referrers and Coventry & Warwickshire clinical staff.
• Any questions?  

• Evaluations