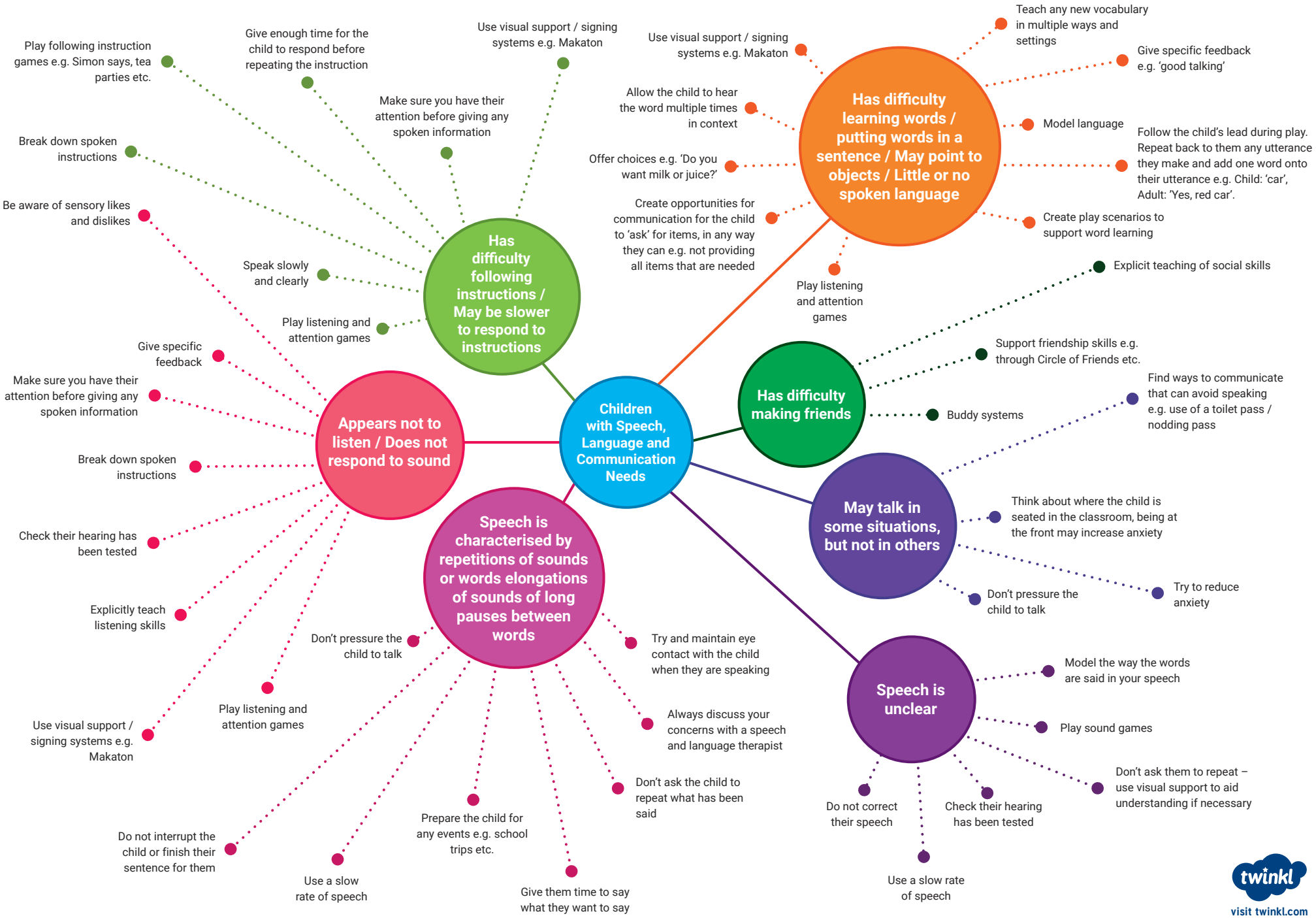
Children with Speech, Language and Communication Needs
Has difficulty following instructions / May be slower to respond to instructions
Play following instruction games e.g. Simon says, tea parties etc.
Give enough time for the child to respond before repeating the instruction
Use visual support / signing systems e.g. Makaton
Make sure you have their attention before giving any spoken information
Break down spoken instructions
Be aware of sensory likes and dislikes
Speak slowly and clearly
Play listening and attention games
Has difficulty learning words / putting words in a sentence / May point to objects / Little or no spoken language
Use visual support / signing systems e.g. Makaton
Teach any new vocabulary in multiple ways and settings
Give specific feedback e.g. 'good talking'
Allow the child to hear the word multiple times in context
Model language
Offer choices e.g. 'Do you want milk or juice?'
Follow the child's lead during play. Repeat back to them any utterance they make and add one word onto their utterance e.g. Child: 'car', Adult: 'Yes, red car'.
Create opportunities for communication for the child to 'ask' for items, in any way they can e.g. not providing all items that are needed
Create play scenarios to support word learning
Play listening and attention games
Has difficulty making friends
Explicit teaching of social skills
Support friendship skills e.g. through Circle of Friends etc.
Buddy systems
Appears not to listen / Does not respond to sound
Give specific feedback
Make sure you have their attention before giving any spoken information
Break down spoken instructions
Check their hearing has been tested
Explicitly teach listening skills
Use visual support / signing systems e.g. Makaton
Play listening and attention games
Don't pressure the child to talk
May talk in some situations, but not in others
Find ways to communicate that can avoid speaking e.g. use of a toilet pass / nodding pass
Think about where the child is seated in the classroom, being at the front may increase anxiety
Try to reduce anxiety
Don't pressure the child to talk
Speech is characterised by repetitions of sounds or words elongations of sounds of long pauses between words
Try and maintain eye contact with the child when they are speaking
Always discuss your concerns with a speech and language therapist
Don't ask the child to repeat what has been said
Give them time to say what they want to say
Prepare the child for any events e.g. school trips etc.
Use a slow rate of speech
Do not interrupt the child or finish their sentence for them
Speech is unclear
Model the way the words are said in your speech
Play sound games
Don't ask them to repeat – use visual support to aid understanding if necessary
Check their hearing has been tested
Use a slow rate of speech
Do not correct their speech
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