

SUPPORTING SPEECH, LANGUAGE AND COMMUNICATION DEVELOPMENT

Parent Workshop – EYFS & Infants





- ★ What is speech and Language therapy?
- ★ What is speech, language and communication?
- ★ How can you support at home – Activities and strategies to support your child’s speech, language and communication development.

OVERVIEW





WHAT IS SPEECH AND LANGUAGE THERAPY? (SLT)

Speech and language therapy (SLT) focuses on assessing and treating speech, language, and communication challenges in children.

Who it helps:

Children who have difficulty with:

- Speech clarity (articulation / phonological)
- Understanding language (making sense of what people say)
- Using language (words and sentences)
- Social communication (connection & interaction with others)
- Fluency (e.g. stammering)
- Voice issues





SLT SUPPORT IN SCHOOL MAY INVOLVE

- **Sessions with your child**
 - 1:1, paired, small group, whole class
 - fun, interactive activities designed to engage children and improve their skills.
- **Assessment and review sessions to set/review targets with support from staff**
- **Observation of the student in class and feedback to staff, suggesting strategies**



- **Referrals, liaison and discussion with other professionals e.g. paediatricians, CAMHS, audiology**
- **Attending IEP/planning meetings/annual reviews with school staff**
- **Informal liaison, advice and training with support staff**
- **Writing target sheets to share with parents and school staff**



SPEECH, LANGUAGE & COMMUNICATION

SPEECH

The sounds that a child uses when talking

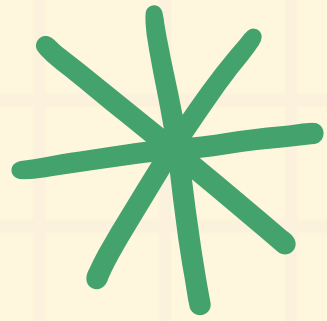
LANGUAGE

The words and sentences a child understands and uses

COMMUNICATION

Processes we use to transfer and receive messages to and from others





TWO PARTS TO LANGUAGE

COMPREHENSION

THE LANGUAGE THAT A CHILD UNDERSTANDS WHEN LISTENING

EXPRESSIVE LANGUAGE

THE WORDS, SENTENCES AND GRAMMAR THAT A CHILD USES WHEN THEY TALK OR SIGN



Learn and Understand Words

Combine Words into Sentences

Change endings to show grammar elements

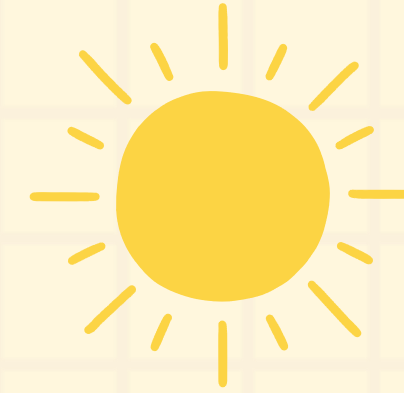
Put sentences together to tell stories/experiences

Understand sentences, questions and stories

Listen to others, understand, remember and then respond appropriately

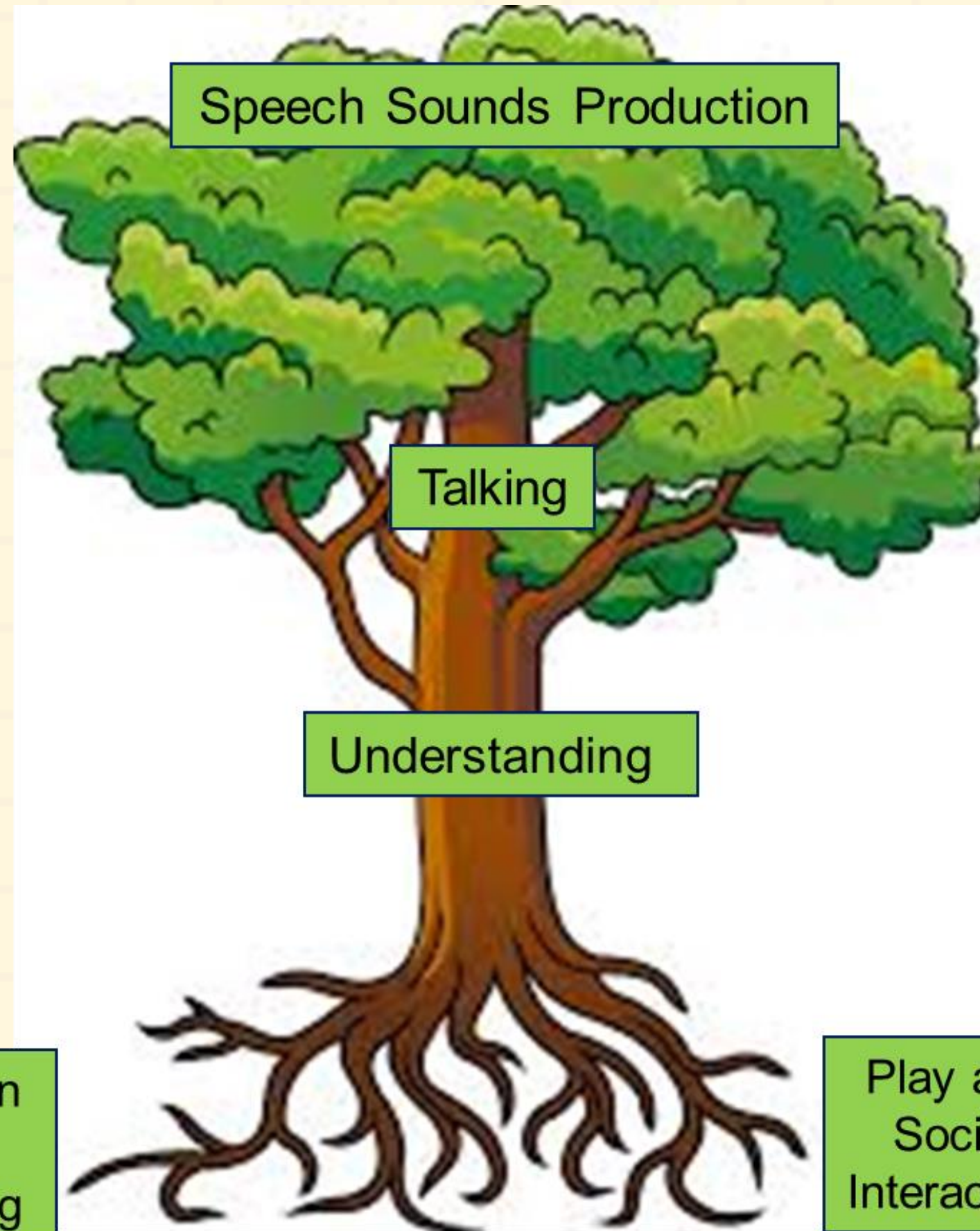
Understand hidden meanings (verbal reasoning and telling jokes)

THE TREE SHOWS HOW COMMUNICATION GROWS:



The foundation skills (roots) are important in supporting a child's understanding, talking and speech sounds.

Attention
and
Listening



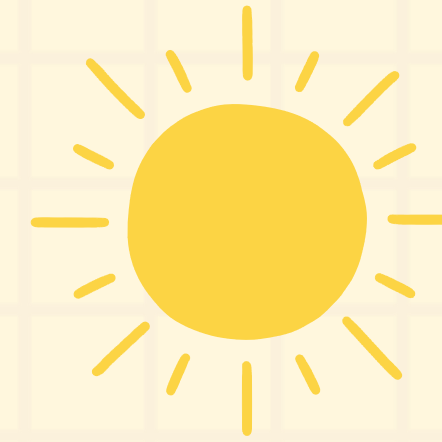
Play and
Social
Interaction



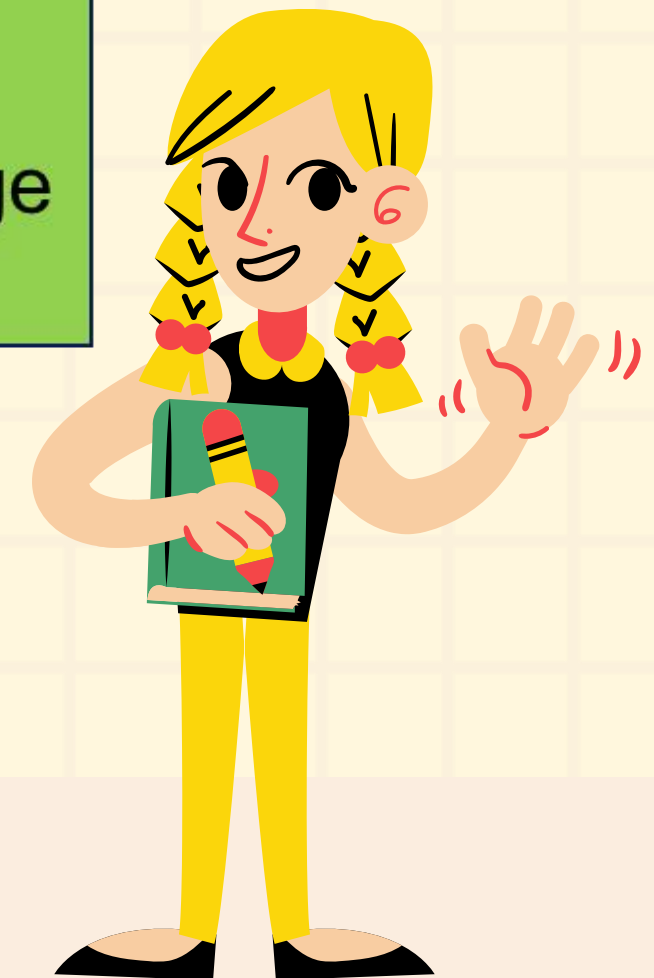
ADULTS CAN SUPPORT A CHILD'S LANGUAGE AND COMMUNICATION SKILLS TO GROW WITH:



Opportunities to communicate



Lots of praise and modelling speech and language skills





ACTIVITIES TO SUPPORT YOUR CHILD



WHY EARLY SUPPORT IS IMPORTANT

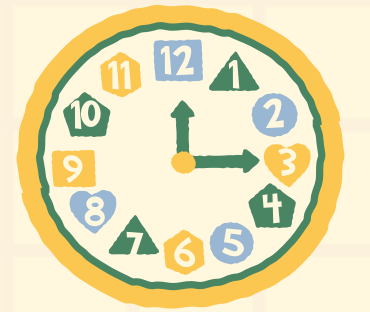
- ✓ Builds confidence and reduces frustration
- ✓ Supports academic achievement and social skills
- ✓ Promotes independence and self-expression
- ✓ Can prevent long-term challenges

We recommend working on supporting your child in **YOUR** strongest language so they get the best models to help them learn



THINGS TO CONSIDER AT HOME

- Keep language simple
- Minimise distractions (e.g. TV, playstation)
- Ask fewer questions
- Use more conversation
- Use pictures, objects and natural gestures
- Let the child help you with tasks around the house (e.g. cooking, cleaning) – talk to them about what you are doing while you are doing it



BASIC STRATEGIES TO SUPPORT YOUR CHILD AT HOME

Encourage communication

- Provide choices (e.g. "Do you want an apple or a banana?").
- Ask for more information (e.g. "Tell me more about X" / repeat what they have said).

Model Clear Speech:

- Speak slowly and clearly.
- Emphasize new or tricky sounds.

Give time to respond

- Be patient and wait for your child to finish, without interrupting
- Avoid completing sentences for them.

Expand on what they say

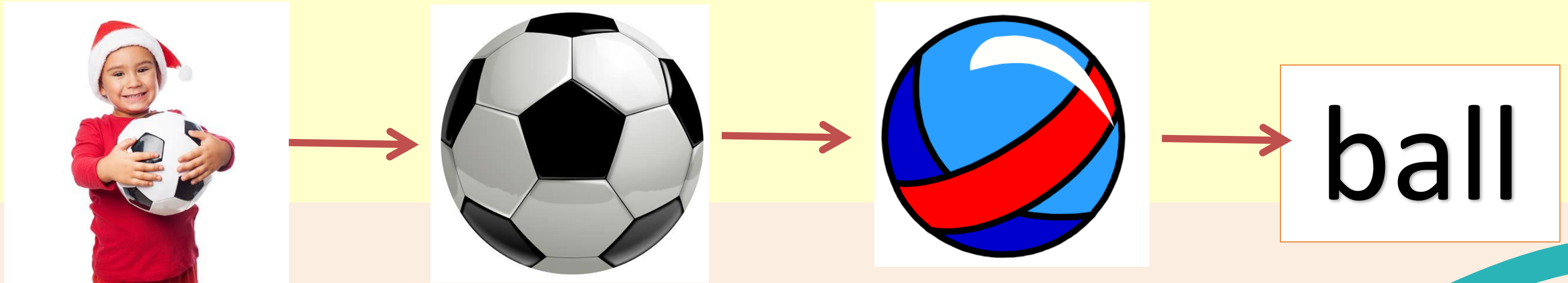
- If your child says "dog," respond with "Yes, a big brown dog!"

Use everyday situations

- Talk about what you're doing (e.g. cooking, shopping) and label objects and actions with lots of repetition

THE USE OF VISUALS

Children with speech and language difficulties are visual learners who benefit from an environment that is organised and predictable.

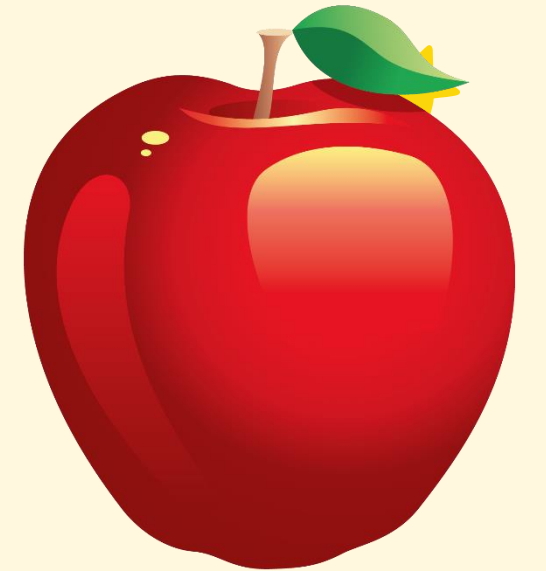


Visuals help them to understand the world around them, especially things which are part of their everyday routine and in their everyday environment.

ATTENTION AND LISTENING SKILLS



- Ready, Steady Go games – Use activities such as bubbles and windup toys. Make the child wait to increase their ability to attend to tasks (e.g. ‘Ready...steady...GO!’).
- Shopping Game – ‘I went to the shops and I bought...’ Add a new item to list each time.
- Pass the Sound – Use your body and mouth to make different sounds and pass between each other (e.g. clap, stamp feet, say ‘woo’).
- Musical Statues – Play music of your choice and when the music stops the child has to stop dancing and make a pose. If the child moves they are ‘out’.



ATTENTION AND LISTENING SKILLS

Visual tools and strategies

Attention bucket

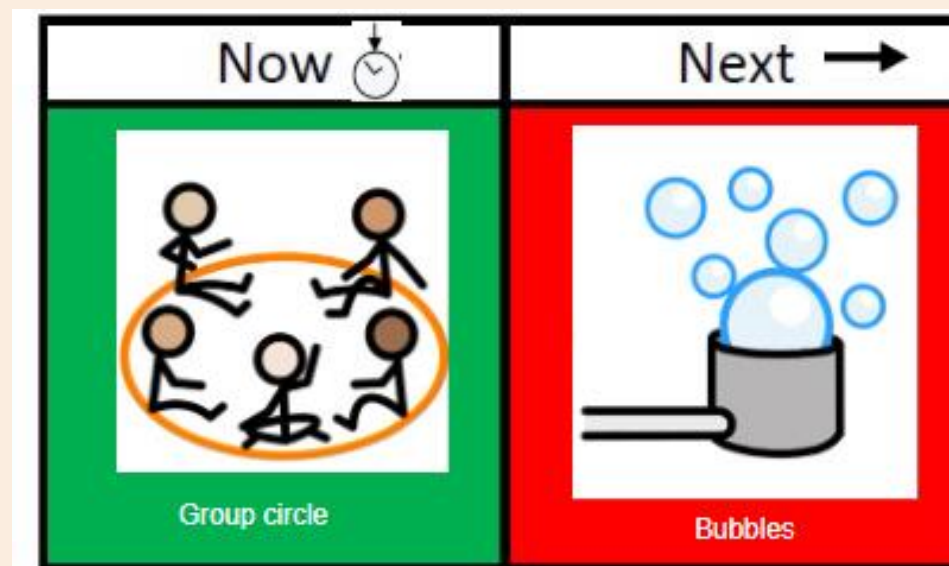


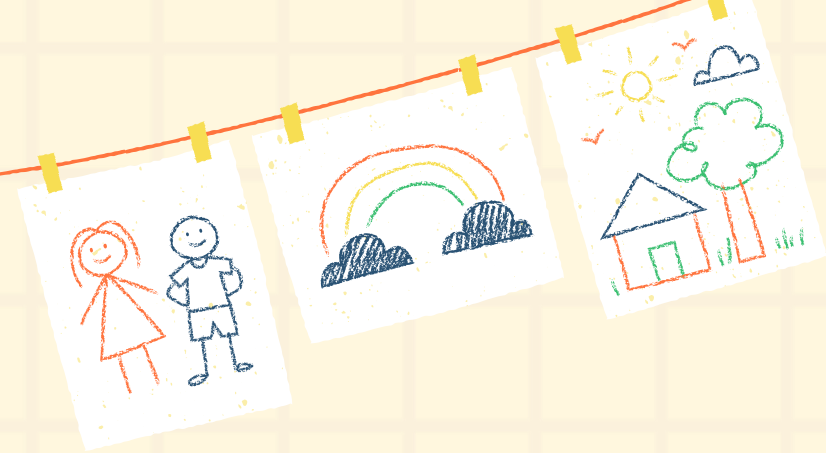
Fidget item



timers

Now/next boards
and visual
timetables



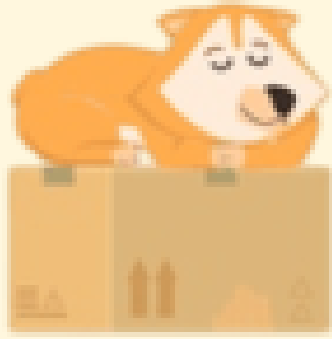


UNDERSTANDING OF LANGUAGE



- Small World Toys – Use toys you have to model language (e.g. playing with a doll). You can pretend to wash the doll and describe what you are doing (e.g. ‘Mummy is washing dolly’). Ask the child to copy you or give them instructions (e.g. ‘Can you wash dolly?’).
- Barrier Games – Put something in between you and the child so they cannot see what you are doing. Put the same thing in front of both of you and give the child instructions (e.g. ‘put the hat on dolly’). Take down the barrier and see if the child has correctly followed the instruction.





- Can You Find? – Ask the child to get items around the house (e.g. ‘Can you get your shoes?’).
- Following Silly Instructions – Give the child instructions (e.g. ‘Say your name, touch your toes and turn around’) and get them to carry out the actions.
- Hiding Games – Ask your child to put objects/toys in different locations (e.g. ‘Can you put the teddy under the sofa?’, ‘Can you put the apple in the jar?’).
- Books – Read books with lots of pictures. Comment on the pictures and ask different questions (e.g. ‘Who ate the cake?’, ‘Can you find the duck?’).



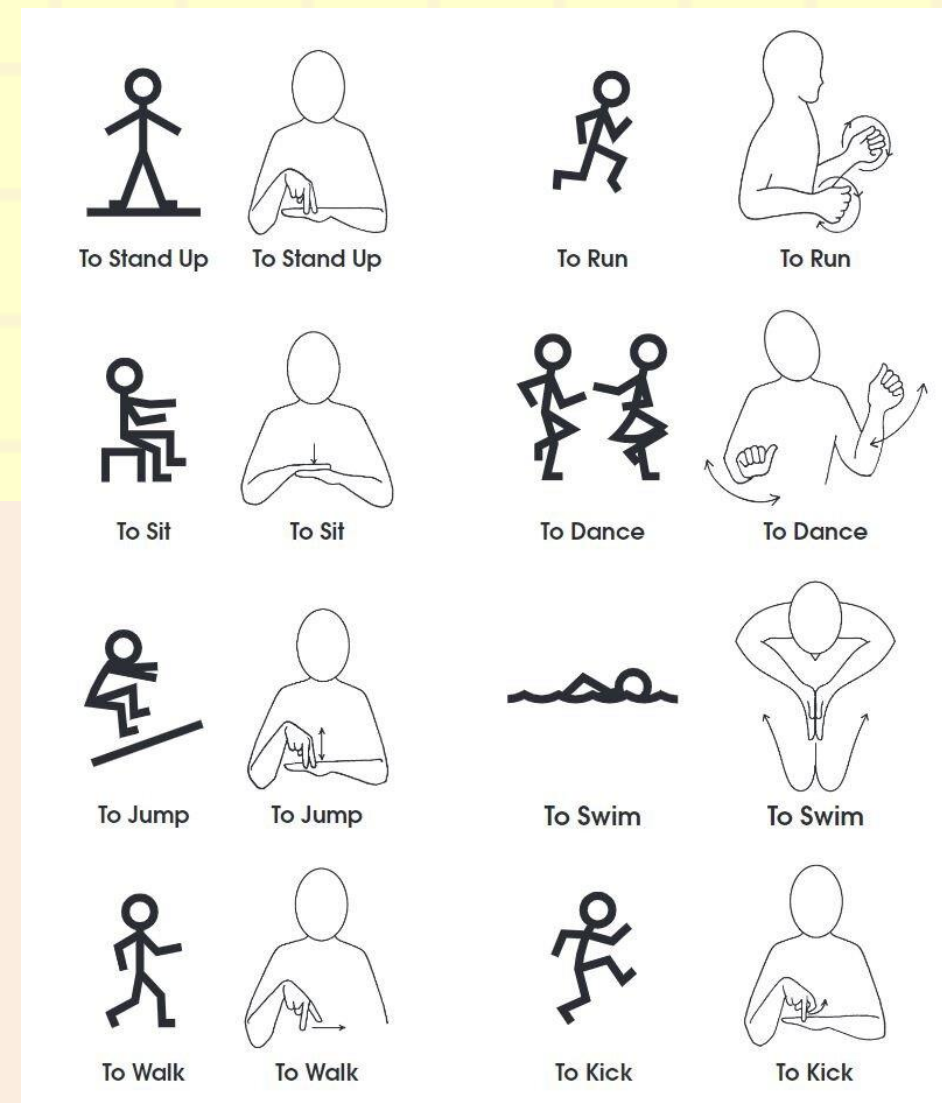
UNDERSTANDING LANGUAGE

Visual tools and strategies

Multimodal learning of learning new vocabulary

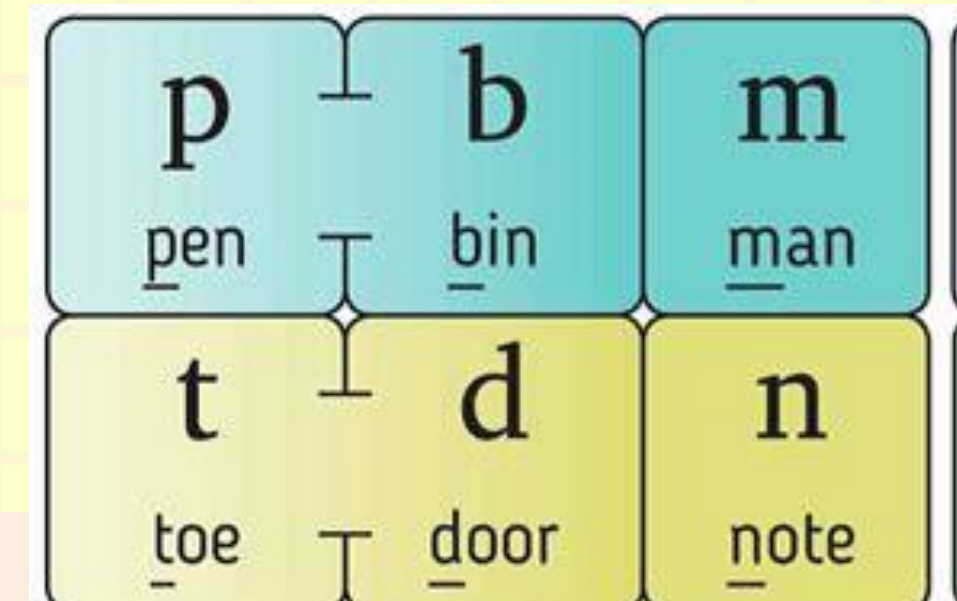


Practical demonstrations/
role play

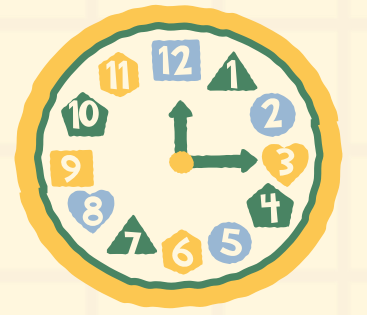
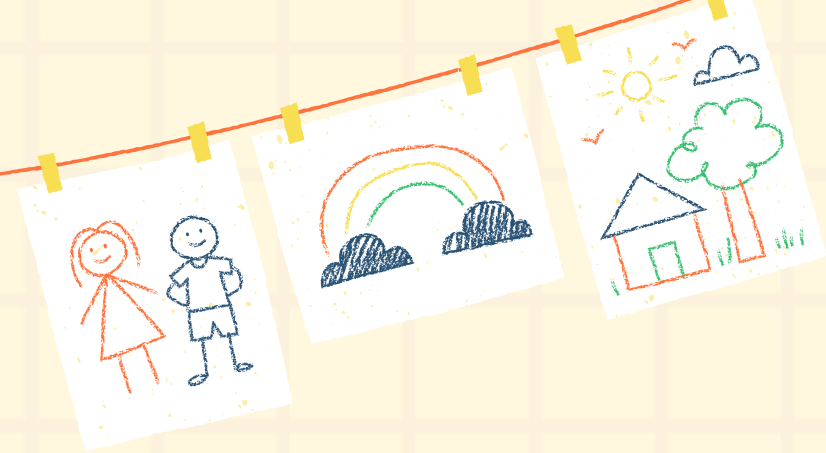


Signs and symbols

sounds



photos

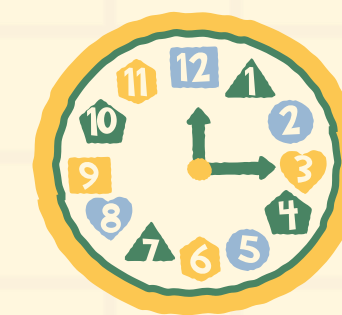
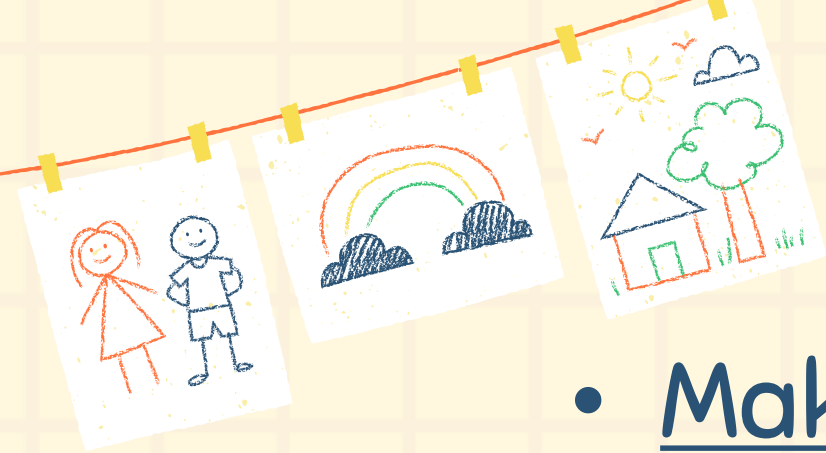


EXPRESSIVE LANGUAGE

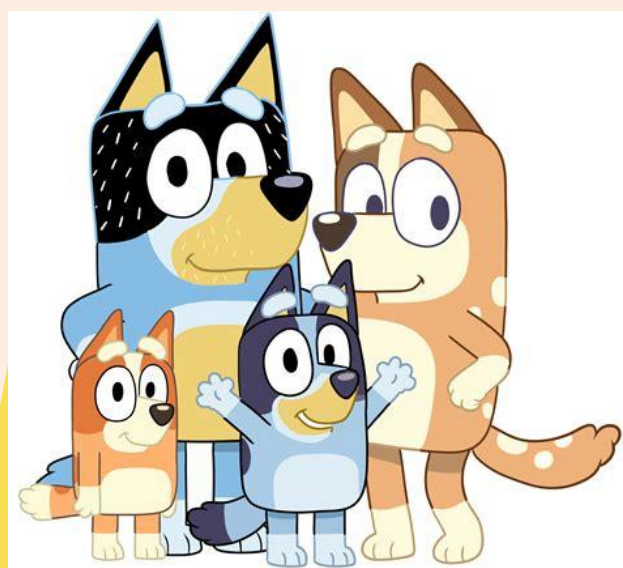


- Plan Do Review – Explain what you are going to do, take pictures whilst you are doing it, and then get the child to tell you what they have just done (e.g. making a drink).
- Feely Bag – Place lots of different items into a small box or feely bag. Take turns to choose an item from the bag and describe the item without saying what it is (e.g. ‘it is soft and yellow, it is a fruit starting with the letter b’).
- Books – Read stories and encourage the children to describe what they see using full sentences.





- Make Up Stories – Use the child's favourite character to make up a story.
- Requesting Motivating Items – Get the child to state 'I want...' to request an item rather than pointing or grabbing.
- Drawing/Colouring – Get the child to give you/siblings instructions when colouring or drawing (e.g. 'draw a red tree').



EXPRESSIVE LANGUAGE

Visual tools and strategies

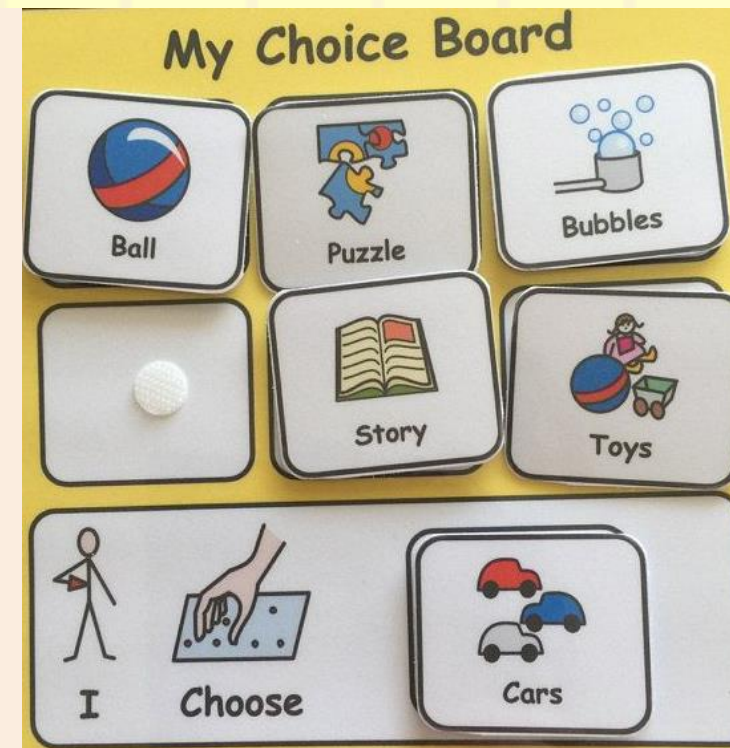
Core board



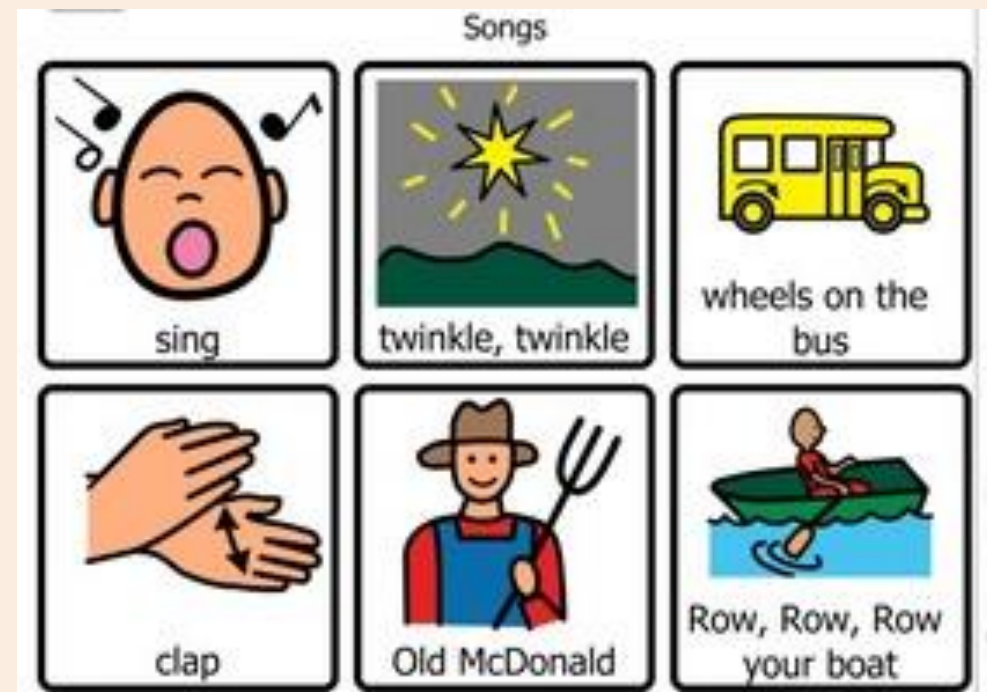
Talking apps



Choice boards

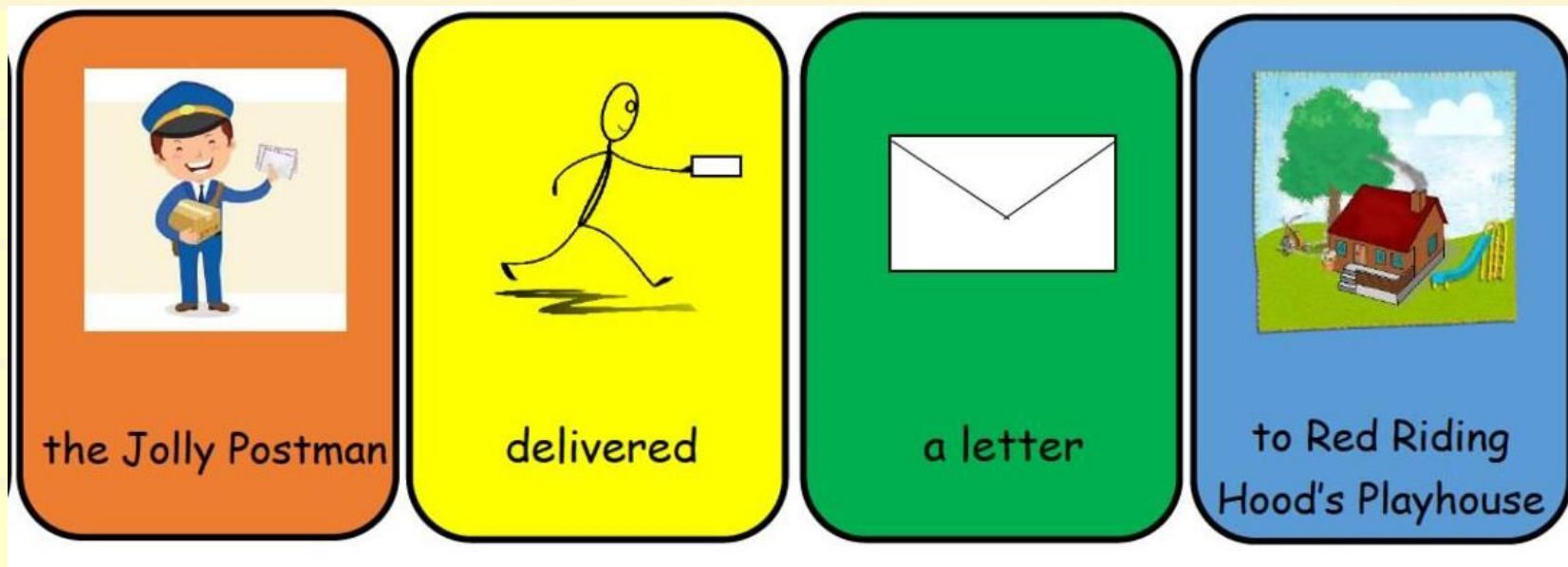


Functional vocab symbols/signs



EXPRESSIVE LANGUAGE

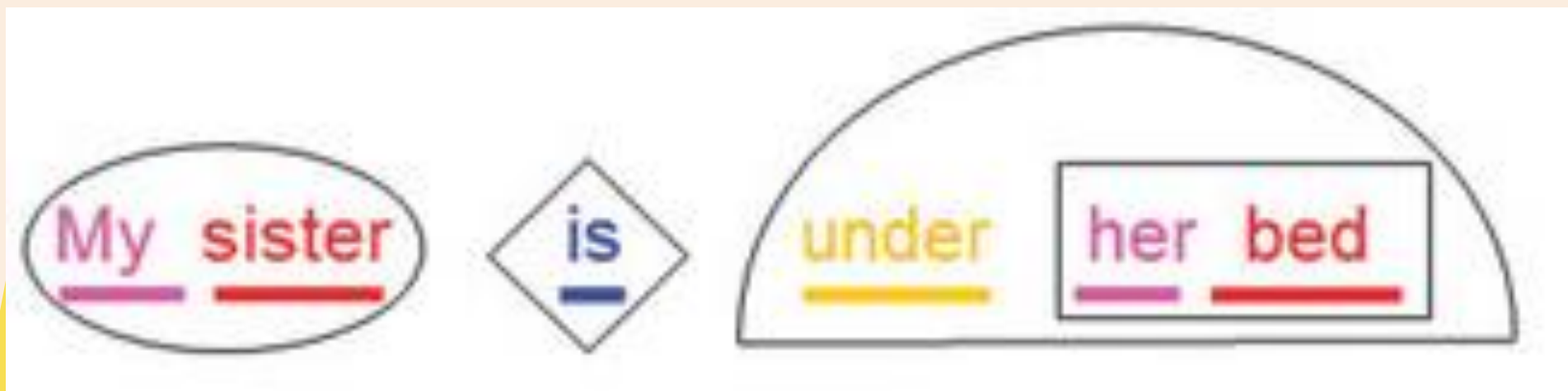
Visual tools and strategies



Colourful semantics



Shape coding



Sequencing cards



SPEECH

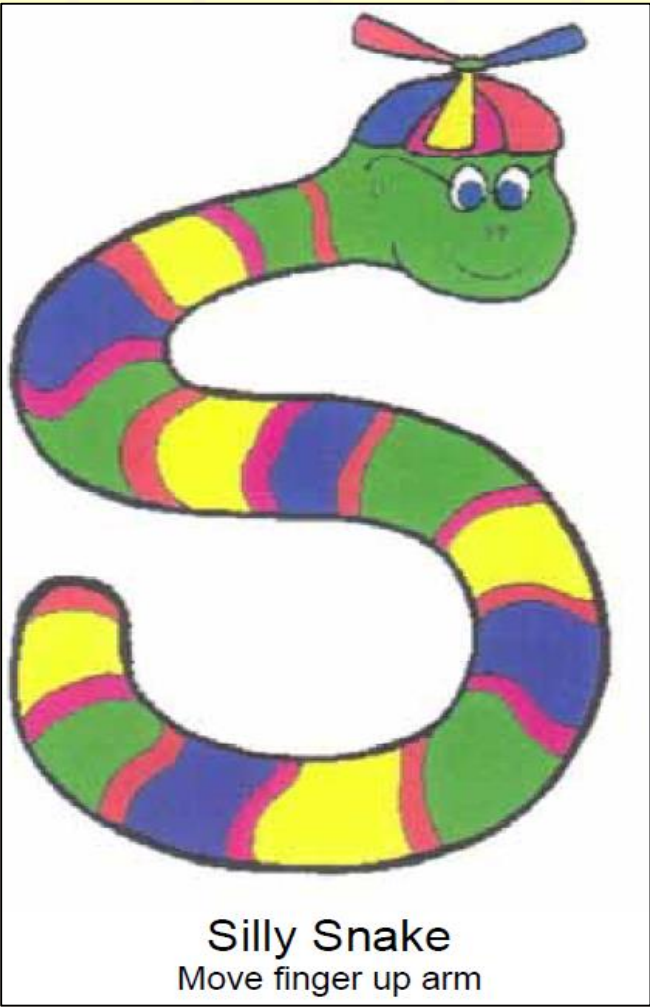
- If a child makes a mistake, repeat back correctly e.g. 'a fis' 'oh yes a fish', so that they hear good models.
- Don't make the child repeat the words – especially if they are aware and can get frustrated.
 - if you know the child can say the sound encourage them to correct themselves e.g. giving them a choice: is it fis or fish?
- Encourage listening as well as speaking.
- Don't pretend to understand – try asking by saying to the child, "Show me..." and encourage use of gesture and mime as well as asking the child to take you to things.
- Practice short and often using fun motivators (e.g. pop-up pirate, shopping games, fishing, scavenger hunt)

2-3 YEARS	P, B, D, M, N, H, W
3-4 YEARS	T, K, G, NG, F, Y
4-5 YEARS	V, S, Z, SH, CH, J, L
5-6 YEARS	TH (voiced), ZH, R
6-7 YEARS	TH (voiceless)



SPEECH LANGUAGE

Visual tools and strategies

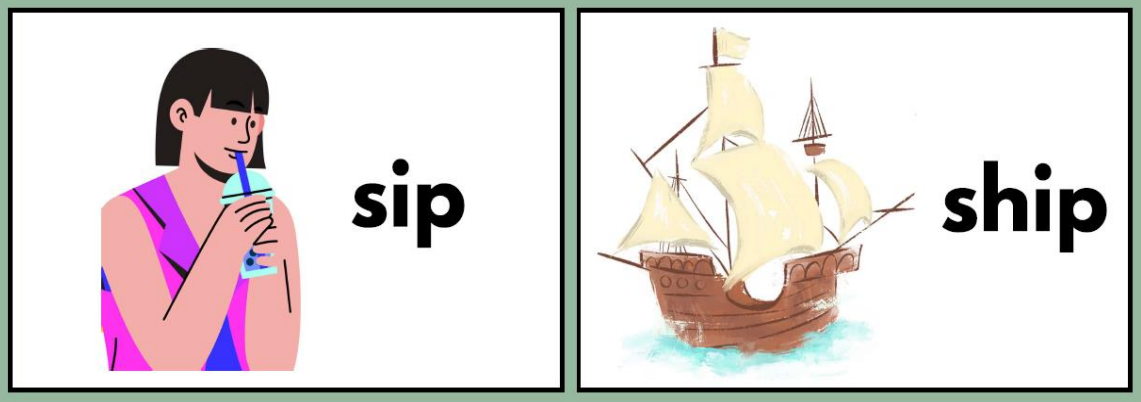
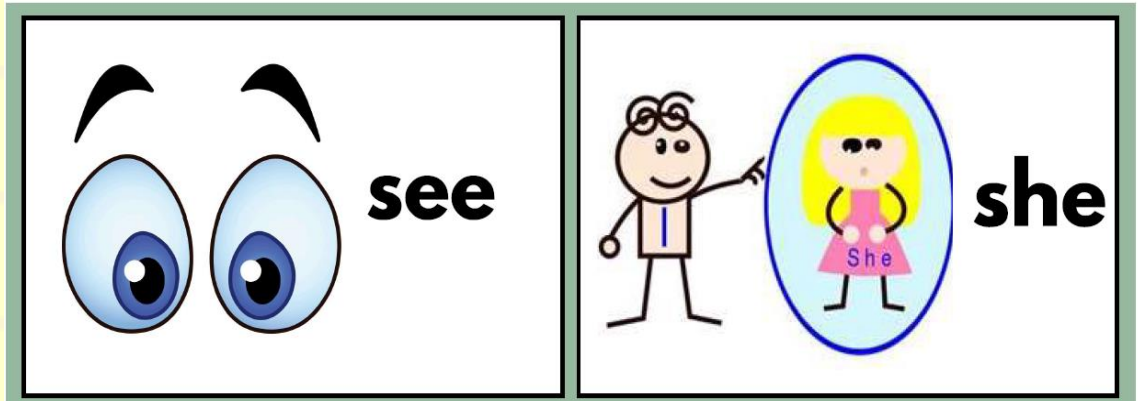


Stimulability cards

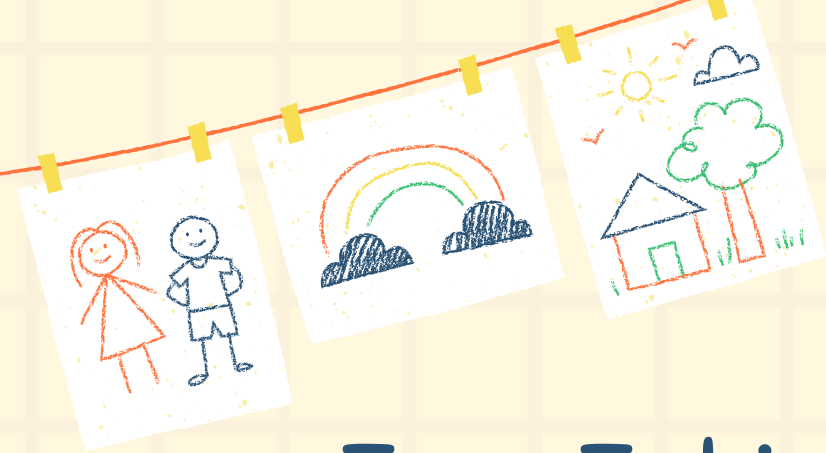
Using a mirror



Cued articulation



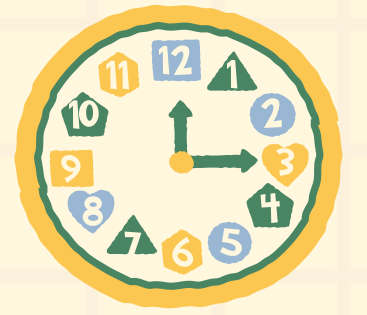
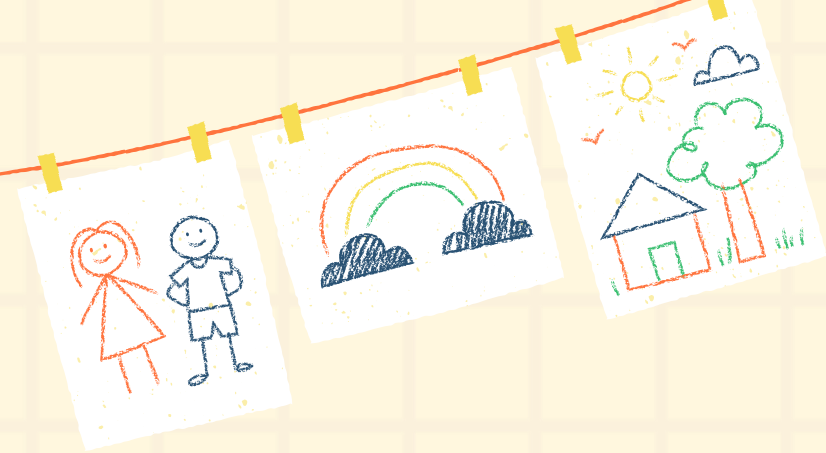
Minimal pairs



SOCIAL INTERACTION

- Turn Taking games – Use games such as Pop Up Pirate, Kerplunk and even bubbles to encourage the child to take turns with you or siblings. Make sure they stay seated or do not touch until it is their turn.
- 20 Questions – Think of an item and get the child to use yes/no questions to find out what it is.
- guess who – print of 2 sets of photos or gather 2 sets of items, select and hide one of the sets and model asking questions to guess the hidden item (e.g. what are they doing? Can you eat it?)





- Pass the Gesture/Emotion – Copy facial expressions and emotions and pass them around to each other.
- News Telling – Get the child to retell what they did at their friends or at school. Ask them to tell you who they were with, what they did, where they went, when they did it to encourage them to give as much detail as they can. Ask prompting questions e.g. “you went to McDonald’s, what did you eat?”



SOCIAL INTERACTION

Visual tools and strategies

Narrative planners

	News
	what did you do ?
	Who did you go with?
	Where did you go?
	When did you go?
	what did you enjoy?
	what didn't you enjoy?

Zones of regulation

<p>I am in the GREEN ZONE!</p> <p>Happy Calm Feeling Okay Focused Relaxed</p>	<p>I am in the BLUE ZONE!</p> <p>Tired Sick Sad Bored Moving Slowly</p>
<p>I am in the YELLOW ZONE!</p> <ul style="list-style-type: none"> • Frustrated • Worried • Silly • Excited • Loss of some control 	<p>I am in the RED ZONE!</p> <p>Scared Angry Frustrated Yelling/Hitting Out of Control</p>

eyes	big	colour
nose	small	spotty
hat	long	stripy
mouth	short	tall

I / me / my	turn
you / your	turn

my turn

Turn taking symbols

ZONES OF REGULATION!

Blue	Green	Yellow	Red
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

COPYRIGHT - JILL NEWELL OCCUPATIONAL THERAPIST

Visual prompts for giving directions



LET'S WATCH SOME OF THE ACTIVITIES!

- Attention and Listening – ready, steady, go game with balloon
<https://www.youtube.com/watch?v=QZ8sKvS5IPw>
- Understanding – practising position words
<https://www.youtube.com/watch?v=xMg5BKeAZKY>
- Expressive – expanding on spoken language with a book
<https://www.youtube.com/watch?v=kRxHHrTXQcs>
- Social interaction – turn taking examples
<https://www.youtube.com/watch?v=HK25g1U-GF4>



USEFUL WEBSITES

- [BBC Tiny Happy People](https://www.bbc.com/children/parents/series/tiny-happy-people)
- <https://speechandlanguage.org.uk/>
- <https://radld.org>

ee

ANY
QUESTIONS?



FEEDBACK

Please scan the QR code to complete the feedback form.





Feedback
form

Copy of
today's slides

