

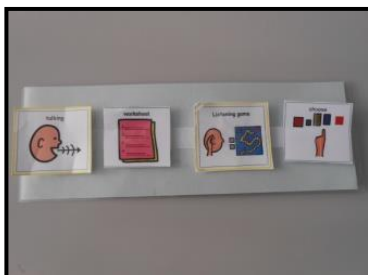
Top tips for Good practice when working with students with speech, language and communication needs



Set Time Timer on wall next to white board
at beginning of the lesson.



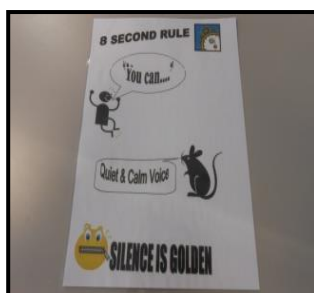
Refer students to Group rules on wall next to whiteboard- good sitting,
good listening, no interrupting, good thinking .
These apply to staff as well.



Introduce all lessons using a Visual timetable for the lesson, use
calming music for choosing time



Use individual screen and/or individual time timer if
necessary

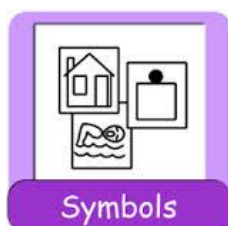


8 second rule – wait for minimum of 8 seconds so student
can process information. **'You can'**- use positive language,
not negative, e.g. 'good sitting' rather than keep still'. **Quiet,**
calm voice at low pitch at all times, use key words and avoid
long complex sentences. Remember the **power of silence**,
calming music may be appropriate.



We use a Total Communication approach at PHHS i.e.

- Signing using Signalong
- Use of visuals (timetables, individual schedules, topic boards etc.), made by Boardmaker and Communicate in Print 2
- Language at appropriate key word level (at a 1 and 2 key word level for students who understand 1 key word, 2 and 3 key word level for those at 2 key word level etc.)
- Use of natural gesture and facial expression
- Calm but firm voice
- Objects of Reference
- PECS, Picture Exchange Communication System
- Proloquo2go communication programme for iPads
- Communication books
- Giving choices



General points which promote good practice in supporting students who have speech, language and communication needs.

- Visual support systems (targets on desk, visual timetables, topic vocabulary boards)



- Classroom uncluttered, equipment labelled, keep clear around white board, have quiet corner
- Staff to use non-verbal communication to support what they are saying (signing, gesture, pointing, facial expression)
- Student to be given time to respond to allow time for thinking – 8 second Rule
- Strategies to support listening and attention skills, call student's name before giving instruction, using language at appropriate level
- Language used at appropriate level for each student (e.g. if child understanding at 1 key word level speak at that level and one level above to help expand language)
- Use of real objects, practical activities, photographs, video etc.
- Consistent use of individual communication aids (PECS, IPad, Communication Books)

LANGUAGE DEVELOPMENT PYRAMID

Skills at the bottom have to be in place before the skills above them can be developed.

