

General Strategies to Support Older Students with SLCN

Understanding of Spoken Language:

- Ensure the student is listening before you start speaking
- Slow down your speech rate and give the student extra time to process language
- Encourage the student to say when they have not understood
- Do not assume comprehension of instructions and vocabulary - check by asking the student to explain what you have told them
- Be aware of gaps in vocabulary and ensure that key vocabulary is understood
- Break down instructions into short, clear chunks
- Sequence information in a logical order. It is easier to understand when the order of the language you use reflects the order that tasks should be carried out in e.g. '*first run around the pitch one time, then pick up a tennis ball*' not '*before you pick up a tennis ball run around the pitch one time.*'
- Avoid use of ambiguous language such as sarcasm, jokes or sayings that can be misinterpreted e.g. "You'll be the death of me"
- Give the student plenty of support with activities that involve verbal reasoning
- Use visual strategies to support understanding of spoken language



General Strategies to Support Older Students with SLCN

Expression of language:

- Remember that we communicate to get a message across – try not to focus on how the student is communicating e.g. the grammar, pronunciation or stammer – concentrate on the meaning
- Give the student extra time to respond
- Accept a reduced amount of output e.g. a one word answer rather than a sentence or only having to give a presentation to a few peers rather than the whole class.
- If the student gets stuck on a particular word – encourage him to think of other related words e.g. to describe the target word
- Try helping them to structure their language by asking specific questions e.g. “who was there? When did it happen? What happened first?”
- Use visual strategies to support expression and ensure that students can show their knowledge e.g. photo boards

Social skills:

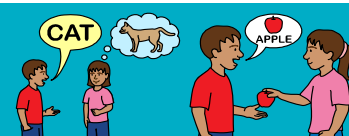
- Encourage the student to give you eye contact and take notice of the interactions between people happening in their environment
- Do not let the student dominate interactions – reinforce the importance of turn-taking
- Model appropriate conversational rules, responses etc. e.g. how to greet peers
- Encourage interaction with peers but recognise the difficulties of group work. Engineer it so that the student with SLCN has a good role model as a partner in group activities
- Help the student reflect on the dynamics of relationships and why there may be negative outcomes
- Restrict time spent on any obsessive topics or interests e.g. can only talk on ‘special topic’ after completing work
- Explain non-verbal communication and social rules that the student may find confusing



General Strategies to Support Older Students with SLCN

Behaviour:

- Provide a calm, predictable environment
- Place students with SLCN with positive peers who are good role models in terms of behaviour and learning
- Ensure work is differentiated to a level the student can access
- Have appropriate LSA support in lessons
- Be aware of stress triggers and put support strategies in place
- Ensure any differentiated behaviour strategies are in place consistently e.g. trackers, rewards, alternatives to moved room
- Allow the student to leave the room with the LSA before they lose control
- Use visual supports such as 5 point scales and social stories consistently
- Be aware that a student with SLCN may need time-out before they can have a conversation about an incident
- Have a supervised place to go during non-structured times
- Never respond to the student in a confrontational manner
- Check that the student has understood a situation and the language used when their response is not appropriate so misunderstandings can be cleared up immediately
- Be aware that students may not want to admit in front of their peers that they are finding language or a task confusing. If you have concerns speak to them individually



General Strategies to Support Older Students with SLCN

Learning:

- Provide a suitable environment and minimise distractions
- Provide curriculum pathways that are suitable for students with SLCN
- Differentiate work appropriately. This includes the spoken and written language of instruction and language of the curriculum.
- Students with specific SLCN are usually strong visual and kinaesthetic learners. Use visual strategies –pictures, diagrams, charts, mind maps/word webs etc.
- Consider the best ways to present written information so that students can process it by themselves e.g. chunk related information, bold key words and provide word definitions.
- Use writing frames and have templates ready for completion. Get the student involved in practical activities
- Use the students' interests and experiences to help him understand - relate the curriculum to real life
- Make clear associations between new and old information
- Ensure homework is suitable and clearly recorded. Homework may take students with SLCN significantly longer
- Support students with organisation of work e.g. ensure that work is saved in an appropriately named file in the correct area on the students' computer drive
- Ensure that there are clearly defined breaks in lessons and have a clear system for rewards/motivation
- Explicitly highlight potential dangers such as those in technology and science and when leaving the school for trips etc.

