



Amy Green

ASSESSING AND MEETING THE COMMUNICATION NEEDS OF CHILDREN WITH SEBD...




Alex Kelly Ltd

ABOUT ME...





- Speech and language therapist specialising in social skills and EBD
- Worked with Alex for over 4 years
- Work in three schools on a weekly basis
- Travel around the country training in social skills and communication
- Work with a number of school around the country to become centres of excellence in communication
- Help to develop the Talkabout resources



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What am I going to cover?

- Why do we need to think about communication?
- How do we know who is having difficulties?
- How can we help in school?



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WHY DO WE NEED TO THINK ABOUT COMMUNICATION?



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Young offenders...



60%

95%




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Language difficulties and behaviour...



71%

86%



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Mental health problems...

40%



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Main causes of challenging behaviour:

1. Being unable to communicate
2. Being confused / not understanding
3. Being in pain
4. Medication change
5. Inactivity
6. Attention seeking behaviour
7. Changes in routine
8. Environmental factors
9. Delusional thoughts

What do you notice about the top 3?

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Quality of life...



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Success in future...



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WHAT DO WE MEAN BY SPEECH AND LANGUAGE?



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Speech and language

- ◆ Broken down into two areas – comprehension and expression
- ◆ Comprehension is your understanding of language and what others are saying
- ◆ Expression is your use of communication including your speech sounds


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1. COMPREHENSION


We frequently assume people understand more than they are able to...



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Ok.....


Ok _____ it's time to go home. Pack up your bag, put on your coat, hand in your book and then go down to reception and get into your taxi.




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Ok.....

Oh _____ It's your dentist appointment today. Pack up your bag, put on your coat and then go to reception because your mum will be waiting.




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Main comprehension difficulties in EBD...


- ◆ Sentence length
- ◆ Wh- questions
- ◆ Idioms or metaphors
- ◆ Time
- ◆ Sequencing
- ◆ Limited vocabulary and semantics



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2. EXPRESSION



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Main expressive difficulties in EBD...

- ◆ Narrative
- ◆ Range of vocabulary
- ◆ Speech sounds
- ◆ Grammar
- ◆ Stammer
- ◆ Expressing emotions



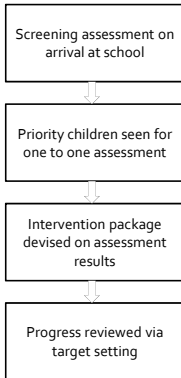
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HOW DO WE KNOW WHO IS HAVING DIFFICULTIES?



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Model from one EBD school



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    graph TD
      A[Screening assessment on arrival at school] --> B[Priority children seen for one to one assessment]
      B --> C[Intervention package devised on assessment results]
      C --> D[Progress reviewed via target setting]
  
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Devised by SLT to look at comprehension level, expressive language, sentence construction, sequencing, questioning and narrative skills.


A range of formal assessments used based on the areas of difficulty the child is showing.

This could be one to one long term or short, group work or a classroom programme. All students are set targets which staff are aware of and a classroom advice sheet.

Devised by SLT's at Alex Kelly Ltd – targets set and plotted on a 6 point rating scale which are then reviewed at the end of intervention.

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What to look out for...



- ◆ A child completing an instruction incorrectly or only partially
- ◆ A child repeating back what you have said or looking blank
- ◆ Inability to explain something that has happened
- ◆ Regular word finding problems or using words incorrectly
- ◆ Only uses short simple sentences or sentences that don't make sense
- ◆ Difficulties with humor and idioms

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How can we help in school?

Be aware that 60% of children in SEBD classes will have communication issues

Break instructions down into small bite size chunks

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Break instructions down into small bite size chunks

- Switch on the kettle after filling it with water.
- Fill the kettle with water. Switch it on.

- ◆ You need to read the questions and then write the answers down in your book so go and find them on the shelf marked year 7 and remember to add your date and title at the top of the page.
- ◆ Go and find your book.
Open it to a new page.
Write the title and date at the top.
Write the answers to the questions on the board underneath.

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How can we help in school?

Be aware that 60% of children in SEBD classes will have communication issues

Break instructions down into small bite size chunks

Use visuals as much as possible to back up what you are saying

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Use visuals as much as possible to back up what you are saying

Today's date

Today I am...

Lesson Tasks...

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How can we help in school?

- Be aware that 60% of children in SEBD classes will have communication issues
- Break instructions down into small bite size chunks
- Use visuals as much as possible to back up what you are saying

At the beginning of a new topic pre teach children the main vocabulary

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At the beginning of a new topic pre teach children the main vocabulary

Digestion

Stomach

The internal organ in which the major part of digestion of food occurs. In humans and many animals it is pear-shaped and links the oesophagus to the small intestine.

"When we swallow food it goes down into our stomach"

"I'm so hungry my stomach is rumbling"

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How can we help in school?

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At the beginning of a new topic pre teach children the main vocabulary

Make sure you say a child's name before giving them information or an instruction

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Make sequences visual and be careful of using ordinal language

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Make sequences visual and be careful of using ordinal language

1st **2nd** **3rd** **4th**



First **Next** **Last**

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How can we help in school?

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Break instructions down into small bite size chunks

Use visuals as much as possible to back up what you are saying

At the beginning of a new topic pre teach children the main vocabulary

Make sure you say a child's name before giving them information or an instruction

Make sequences visual and be careful of using ordinal language

Support children's narrative skills by using wh- questions

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Support children's narrative skills by using wh- questions

Who?

When?

Where?


Problem

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How can the environment help?

- ◆ Staff training – getting other people on board
- ◆ Make sure everyone is using a consistent approach
- ◆ Having visuals up around the building
- ◆ Have a school communication policy
- ◆ A communication IEP target for each student

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Case study of JW

SO DOES IT WORK?

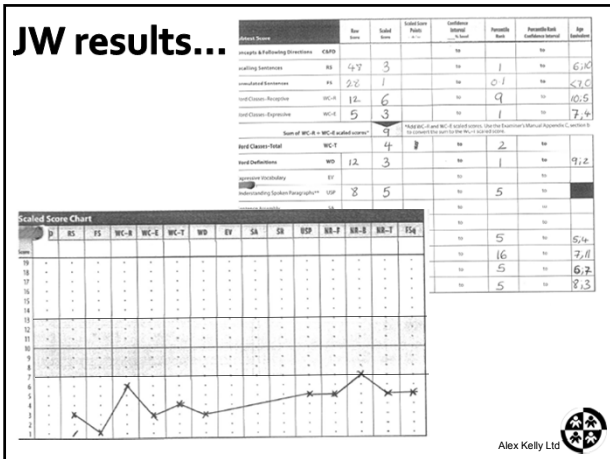
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Case study 2 JW

- ◆ Currently a Year 11 student
- ◆ He was screened on arrival back into school and found to have language and speech difficulties
- ◆ He received one to one work with the SLT around his speech and narrative work
- ◆ Support advice also given to all staff
- ◆ JW has made great progress which is reflected in his targets and also staff feedback
- ◆ JW now has some general classroom advice for staff to follow as no longer needs one to one

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1 hour workshop 2015 - Assessing communication in SEBD



Communication Plan - Autumn term 2014

Josh

Targets:

- To be able to independently use good breath patterns to produce clear speech.
- To be able to give a story or account of an event unsupported with a 4 key pieces of information.

Current Input:

- Josh is currently being seen by Amy for one to one sessions on a Tuesday to work on his speech clarity and expressive skills.
- Josh is completing activities around breath support, increasing his vocabulary and semantic knowledge, sentence structure and narrative skills.

Classroom Advice:

- Josh's speech clarity decreases in extended sentences and conversations.
- When Josh is talking in class and becomes unclear prompt him to slow down the rate of his speech as this will improve clarity and give him time to plan.
- Prompting Josh to increase his volume slightly will also help improve the clarity of his speech and/or taking a big breath before talking.
- Josh is also struggling with his understanding complex sentences so try to use shorter simple sentences and instructions with only one chunk at a time for him to carry out/remember.
- To help with processing and understanding say Josh's name before you give him information or instructions to use him in.
- Session tasks and/or instructions should also be presented visually for Josh to help him understand, read and work through as independently as possible.
- When retelling an event or story, support Josh to give all the relevant information by asking him with questions such as 'who is it about', 'when did it happen' etc.
- When you begin a new topic pre-teach Josh the main vocabulary to support his understanding or provide him with a word list/glossary he could refer to.

If you have any questions please let me know, Thank you - Amy Green

SPEECH & LANGUAGE THERAPY PROGRAMME

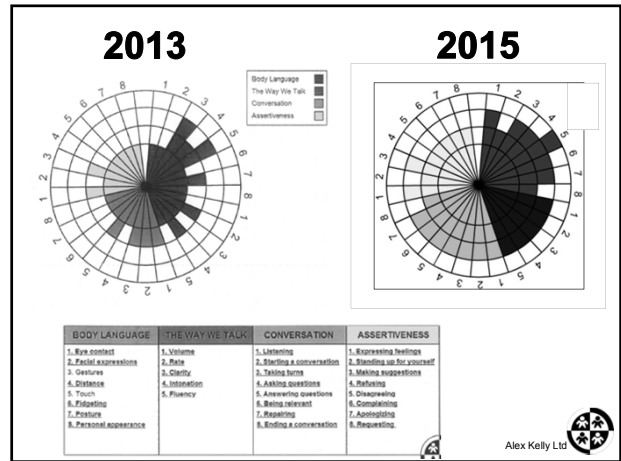
MY TARGETS CHILD'S NAME JW Date Sept. 14

| Target | Description of target | Skill not present | Skill emerging with prompting | Skill emerging with occasional prompting | Skill present in a structured situation | Skill present in some other situations | Skill present in unstructured natural situations |
|--------|---|-------------------|-------------------------------|--|---|--|--|
| 1 | To use good breath patterns unprompted to produce clear speech 80% of the time. | | Sept 14 | | | | Jan 15 |
| 2 | To be able to construct a sentences including 4 part information | | Sept 14 | | | | Jan 15 |
| | To be able to unaided in | | | | | | Jan 15 |

Speech and language target progress

| Target | Pre intervention | Post intervention |
|-------------------|------------------|-------------------|
| Breath Support | 2 | 6 |
| 4 part sentences | 2 | 5 |
| Narrative account | 2 | 5 |

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ANY QUESTIONS?

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