

SEND advice for parents: Communication and Interaction

	<i>Tips/ Advice/ Strategies</i>
<p>Articulation (Pronunciation and talking)</p>	<p><i>What are the building blocks necessary to develop articulation (pronunciation and talking)?</i></p> <ul style="list-style-type: none"> ● Attention and concentration: Sustained effort, listening and doing activities without distraction and being able to hold that effort long enough to get the task done (e.g. being able to attend to speech and sounds long enough to be able to process the information). ● Hearing: For detection of speech sounds. ● Good middle ear functioning most of the time (e.g. a child with on-going ear infections, 'glue ear' or colds which block the ears may have fluctuating hearing levels which can affect speech). ● Process speech sounds, identify and hear differences between sounds. ● Muscle coordination: The ability to move and coordinate the muscles involved in producing sounds (e.g. diaphragm, lips, tongue, vocal cords, jaw and palate). ● Understanding that sounds convey meaning <p><i>What activities can help improve articulation (pronunciation and talking)?</i></p> <ul style="list-style-type: none"> ● Naming items together when completing tasks such as looking at a book, in the car, looking outside, while playing and during shopping. ● Copying facial expressions in the mirror (e.g. smiling, kissing, licking lips). ● Playing something together that the child really enjoys and throughout the game model words with which they are having difficulty. ● Modeling and using different sounds during interactions and in play (e.g. "s" is the snake sound, "sh" the baby is sleeping). ● Listening to and identifying sounds in words (e.g. "shoe" starts with the "sh" sound). ● Correcting: If a child says a word incorrectly, model the correct production back to them but there is no need to make them say it again (e.g. child: "Look at the tat". adult: "Yes, it's a cat" and then continue with the conversation). This helps to provide a subtle, positive correction by modelling the correct response rather than highlighting that the child has said it incorrectly.
<p>Expressive Language means being able to put thoughts into words and sentences, in a way that makes</p>	<p><u>How you can help</u></p> <p>There are lots of strategies you can use.</p> <p>Some of our top tips are:</p>

<p>sense and is grammatically accurate</p>	<ul style="list-style-type: none"> • Set a good example: children learn to talk by watching, listening and copying. Set a good example by using clear and simple language; add gestures or signs to communicate more information • Add a little more: show children how they can extend their language by using phrases one or two words longer than they use themselves. If the child says "bucket", you could say "fill the bucket", if they say "mummy gone", you could say "mummy's gone to work" • Follow their lead: be responsive to children's interests and join in with their play - this can help them take part in extended conversations which are great for learning more about talking • Repetition: children learn new words by hearing them repeated in different places and at different times. For example, as they are learning the word 'bucket', they will need to see and experience a real bucket, a toy and a picture in a book as you say its name each time. You can go on to talk about what it is made of and used for when the child is ready to learn more • Commenting: to help children join in with the conversation, try to comment on what is happening rather than ask them questions - a useful rule is to aim to make four comments for every question you ask. If you are playing in the sand you could say "you're digging... fill it up... pour it out... you're making a castle... I wonder who lives in the castle?" • Practice makes perfect: talking, like any other skill, takes practice. Create as many opportunities as you can for conversations between children and with other adults
<p><i>Receptive Language- means the ability to understand information. It involves understanding the words, sentences and meaning of what others say or what is read.</i></p>	<p>1)Wh questions</p> <p>answering WH questions takes a lot of different language skills.</p> <p>A child must:</p> <ul style="list-style-type: none"> • Understand the question word • Understand the grammar of the question • Understand each vocabulary word (not just the question word) • Makes sense of the information and the social context • Formulate a response • Put the words together (syntax & semantics) • Give a response <p><u>Expectations</u></p>

1-2 years

- **Answers "where"** questions by looking/pointing at the correct place and/or using words
- **Answers "what"** questions by choosing an object or responding verbally
- **Answers age-appropriate yes/no questions** with words or gestures
- Asks **"what's that"** questions?

2-3 years

- **Answers "where," "what," "what-doing," and "who"** questions.
- **Answers age-appropriate critical thinking questions** (i.e., what do you wear when it is cold?)

Age 3

- **Answers "who," "why," "where," and "how"** questions
- **Answers "if-what"** questions (i.e., "If you are hungry, what do you do?")

Age 4

- **Answers "when" and "how many"** questions (new)
- **Answers "who," "why," "where," "how," and "if-what"** questions
- **Asks "why," "what," "where," "when," and "how"** questions

2) Following directions (see below)

- Foster listening skills through play

3) Working Memory- see working memory.pdf

4) Games with household objects - Guess Who board game

5) Barrier Games- see barrier games.pdf

Following Instructions

Giving Instructions

Get child's attention

Keep it easy

- Short, simple sentences.
- Stress key words.
- Use other supports.
- ‘Chunk’ information in chronological / logical order.
- Check for understanding.
- REPEAT – don't rephrase!**

