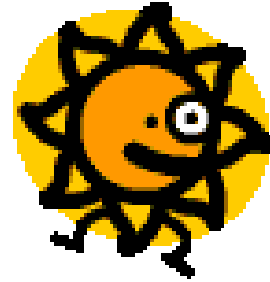


Universal speech and language therapy strategies

Keeping children and young people's education, health and well-being at the centre of decision making to achieve the best possible outcomes



Communication development



- Lots of praise
- Clear speech sounds
- Talking: words, sentences, conversations
- Understanding
- Attention and listening
- Play
- Social motivation
- Opportunities to Communicate



Be face to face

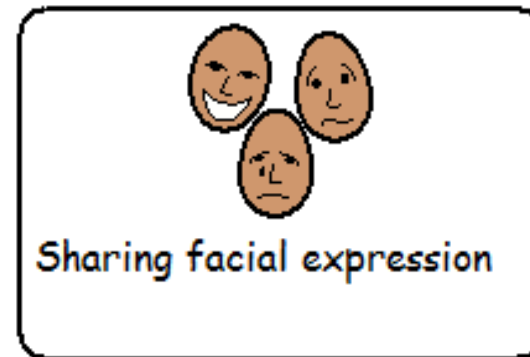
Get down to the same level as the child



Be face to face with the child

Copy

Let the child lead
Join in with what they are doing



OWL : Let your child lead

Letting your child lead the play starts with OWL-ing:

- **O**bserve
- **W**ait
- **L**isten



Observe

Watch the child.

Sit opposite them and look at:

- What they're doing or looking at?
- How are they trying to communicate?

Let the child do what interests them. Follow their lead.

Wait

- Be face to face.
- Try not to say anything.
- Lean forward to show you're interested.
- Waiting gives the child **time** to start an interaction.
- Try counting to 10 and see if the child does or says anything in this time.

Listen

Look **closely** at everything the child is doing.

Interpret what you see... it might be an attempt to communicate! E.g.

- Facial expression
- Eye contact
- Gesture
- Body movement
- Touch
- Vocalisation

Attention and listening

Ready, steady...

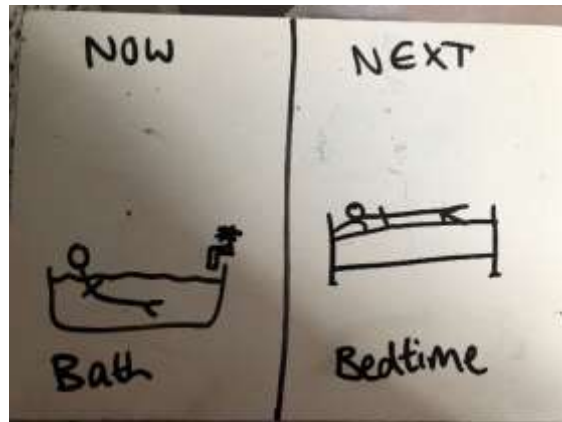


...go!



Attention and listening visuals

Now/Next board



Visual Timetable



You are the child's best toy!

People games

Jumping together

Ready, steady, go games

Acting out animals

Tickling

Dancing - stop the music, stop dancing...then start again!

Blow balloons and let them go!

Peekaboo - make different faces!

Hide and seek

Chasing

Singing with actions/dancing

Lifting your child up and down (aeroplanes!)

Copying facial expressions - look in a mirror together



Helping children play with others

- Model phrases the child could use to help them play with others e.g. “can I play?” “what’s your name?”.
- Taking turns and sharing e.g. “can I have a turn?”, “my turn / your turn”.



- Emotions words – label the child’s emotions and talk out loud about yours e.g. “you are sad”, “I am tired”.
- Can talk about emotions during story time.

Using visuals to help understanding

Using visuals means using all ways of communicating

- Objects
- Photos or pictures
- Body language and facial expression
- Gesture and
- Makaton



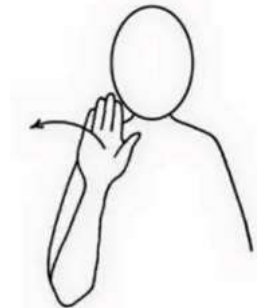
Task:

You will need: log book
pencil case
pen
worksheet

Ist *

Next *

Last *

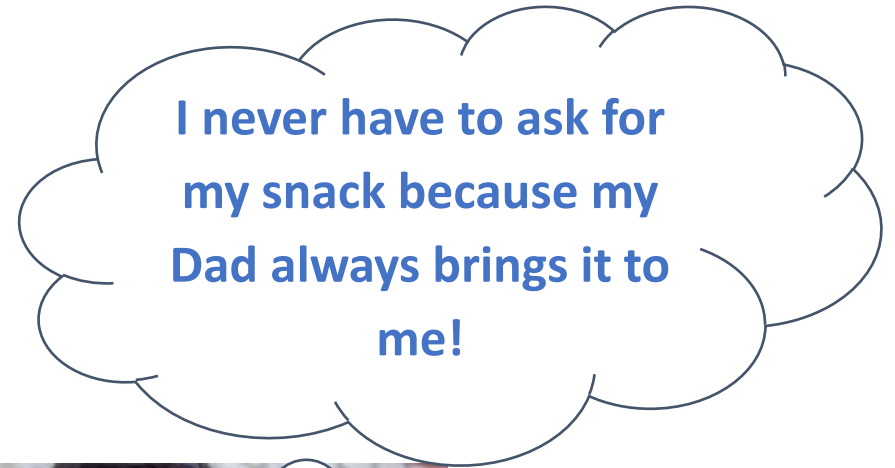


Create opportunities for communication

Adults are good at knowing what children want and need before they even have to ask!

But if we do everything for them all the time they don't have the chance to tell or show us what they want!

To help them have **motivation to communicate** with us, we need to create opportunities throughout the day.



Creating opportunities

- Give choices
- Use a toy that a child needs help to work e.g. wind up toy
- Make changes to an everyday routine
- Stop during a favourite game or activity
- Give a small amount and wait...



Reduce questions

Adults often ask children **too many questions**

- Questions put pressure on the child
- Make them feel like they are being tested
- Don't give the child the words they need to learn



Questions **test**, Comments **teach**

Questions

