

Developing Speech and Language Interventions

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NHFT: CHILDREN'S SPEECH AND LANGUAGE THERAPY

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What do we mean by 'intervention'?

- 1) To **change something** in a child's speech/ language system e.g. a speech sound error pattern or a delayed grammar pattern.
- 2) To **develop communication trust and connection** e.g. Intensive Interaction
- 3) To show a child or young person **how a strategy can work** for them e.g. Word Aware (word webs), colourful semantics, story planners.
- 4) To develop a child/ young person's **understanding of their communication strengths and difficulties and what supports them** e.g. DLD and Me, My Speech and Me.

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Communication and Connection



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Intensive Interaction

- Building Connection and Trust
- Meeting someone where they are, without expectation
- Supporting someone on a hard day
- Reducing anxiety levels
- Setting the scene for communication development



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Getting Started

Watch And Wait	Get Down	Hold Back	Silence
Don't Try To Change It	Tuning In	Get Your Own	Repeat, Repeat, Repeat

Northamptonshire Healthcare **NHS**
NHS Foundation Trust

NHFT Children's Speech and Language Therapy

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Speech Sounds by Age

Ages represent when 90% of children can produce each sound
Crowe & McLeod (2020)

/t/ Sound.....3 years	/y/ Sound (as in 'yum').....4 years
/n/ Sound.....3 years	/v/ Sound.....5 years
/m/ Sound.....3 years	/ʃ/ Sound (as in 'jam').....5 years
/p/ Sound.....3 years	/θ/ Sound.....5 years
/h/ Sound.....3 years	/dʒ/ Sound.....5 years
/w/ Sound.....3 years	/r/ Sound.....5 years
/d/ Sound.....3 years	/ŋ/ Sound.....5 years
/g/ Sound (as in 'go').....4 years	/z/ Sound.....5 years
/s/ Sound.....4 years	/l/ Sound.....5 years
/f/ Sound.....4 years	/tʃ/ Sound (as in 'ch').....6 years
/k/ Sound.....4 years	/dʒ/ Sound (as in 'j').....6 years
/ŋ/ Sound (as in 'ring').....4 years	/r/ Sound (as in 'beige').....6 years
	/ʃ/ Sound (as in 'ship').....6 years
	/θ/ Sound (as in 'thumb').....7 years

www.speechandlanguagekids.com

Speech

- **Phonological delay:** Sound patterns which are reminiscent of a younger child.
- **Phonological disorder/ speech sound disorder:** Sound patterns which are unusual/ not typically seen in speech development.
- **Articulation difficulty:** Difficulty moving mouth/tongue/lips accurately in order to make a certain sound.
- **Childhood Apraxia of Speech:** Difficulty planning what the mouth and voice need to do to make different speech sounds. Very rare condition, disordered speech patterns, child may be inconsistent in the way they say sounds and words.

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Sound/s	Acquired by 90% of children by
p, b, m, w	2 years
t, d, n	2 years 6 months
End sounds in place e.g., cup, bag, mat	3 years
h, f, v, s, z, y, ng	3 years 6 months
k/c, g, l	4 years
Consonant blends including 3 element blends eg, sp, st, fl, spl	5 years
sh, ch, j, zh	5 years
r	6 years
th	7 years +

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Speech interventions

Goal: To change the way a child says a sound.

You need: A quiet space, sessions 3 x a week minimum (daily if possible), 20 minutes or so, some good board games, beanbags/counters/cups, pictures of sounds you are working on.

Research shows that children should be aiming for 100 productions of the sound they are working on per session for best results.

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Name that phonological process!

- Fronting**
Replacing long sounds (e.g. s/ f) with short sounds (e.g. d/b)
- Stopping**
Replacing back sounds (e.g. k/g) with sounds made at front of mouth (e.g. t/d)
- Backing**
Reducing clusters of sounds e.g. spoon - boon
- Blend reduction**
Replacing front sounds (e.g. t/d) with sounds made at back of mouth (e.g. k/g)

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Listening and Discrimination



Among other speech sound errors, Kamzi is fronting 'k' and 'g' to 't' and 'd.'

Goal 1: Kamzi to hear the difference between sounds on their own and in words.

Goal 2: Kamzi to use the correct sound in words, then phrases, then sentences.

We need to check she can hear the difference between the sounds. It is best to start here.

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The clicky camera goes 'k, k'

The drippy tap goes 't, t'

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Favourite listening games?

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Word discrimination activities


- 1) You say the word and they sort into t/k piles
- 2) They silently sort into t/k piles (this tests the internal representation of the sound vs how they actually say it)
- 3) Right/wrong game – you pick up a 'k' word from the pile and sometimes get it wrong! Do they notice?





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Let's assume Kamzi can say 'k' in words

 Take turns choosing a 'k' word for each board game go (roll dice for how many times).

 'k' word passwords: must say a 'k' word to move around school.

 'k' word colouring: Colour in a 'k' picture or make a collage.

 Hide and seek: Find the 'k' words around the room.

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Lisps

- Slushy sounding sounds (usually s/z)
- Or pronounced with tongue on teeth
- Only a problem if child/ young person feels that way!
- Common in general population

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Language Interventions

- Practice strategy in 1:1 or groups and generalise to classroom.
- In reception age groups, language groups might be used to develop skills/vocab/concepts which a child has missed out on acquiring or needs more practice with.
- Schools can purchase reception age group assessments and recommendations for suitable language intervention e.g. NELI/ WELLCOM
- Typically language groups are not appropriate for gestalt language processors, unless they are using majority stage 4 gestalts in their speech.



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Vocabulary and Word Learning

Consistently one of the highest areas of need for children with SLCN.

Can be compounded by learning/ reading difficulties.

Word retrieval difficulties are common in DLD and autism.

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Word Aware: Pre-teaching vocabulary

- Strong evidence base
- Recommended as whole school approach
- Has additional 1:1/ group intervention recommendations for those who need extra input.
- Version for reception aged children: 'Word Aware 2'



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Videos which are included in the Concept Cat 2 offer subscription.
Page numbers correspond to the book, Word Avenue 2, Teaching Vocabulary in the Early Years.

Size	Level 2	Page
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big	122	122
big	123	123
big	124	124
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big	200	200

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CONCEPT CAT

Videos for Early Years

Simple stories to introduce important concepts

Develop learners' understanding

7 DAY FREE TRIAL

(7 day free trial, £14.99/year subscription)

Concept Cat — Lift Lessons

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The Word Aware Approach

- Make words count**
Provide an environment where children are surrounded by spoken and written words and are inspired to learn them.
- Teach Vocabulary**
Introduce new words from content-rich subjects as well as the fast-paced teaching of words found in books.
- Word Detective**
Teach strategies to enhance children's independent word learning.
- Fun with words**
Enjoy, celebrate and reinforce vocabulary.

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STAR Select Curriculum Vocabulary Planning			
Ember	Subject:	Year group:	
Erupt	Topic:		
Molten	Anchor words	Goldilocks words	Step on words
Extinct	Children have a thorough understanding of these words. Everyday spoken and written language for a child of this age.	Not too easy and not too hard, but just right. Likely to be encountered again in reading or oral language. Average adult has a good level of knowledge of the word.	Less likely to be encountered again in reading or oral language. Average adult does not have much knowledge of the word. Words that are particularly topic specific and are not core to the topic.
Smoke	Used at home and in daily interactions. Children may have become familiar with this language through school.	Words that are very topic specific but are core to the topic. Age 7+ Desirable for children to use in their writing.	Age 7+ Not a word that children usually need to use in their own writing.
Magma			

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Assessor's name: _____

Foundation word-learning skills assessment

Place one of the images from the next page in front of the child. Ask the following questions accompanied by the relevant word (change the words. Phrases are permitted but should be repeated).

Task/question	Specific question	Child's response
What is it?	What do you call this?	
Clap the syllables.	Let's clap the syllables in your name. (Say with clap syllables in other name). Now clap the syllables in ... (say name of object).	
What sound does it start with?	Your name starts with ... (say letter sound). What sound does this word start with?	
What word does it rhyme with?	Your name rhymes with ... What rhymes with this word? (State nonsense words are acceptable).	
What do we use it with?	Show me what you do with it. That's it. Now tell me.	
Where can you find it?	I've wanted to find one of these, where could I go looking? If the answer is 'shop', ask 'Where else?'.	
What category is it?	Is it a kind of transport. This is a kind of ...	
Describe it.	Imagine I couldn't see it. How would you describe it to me?	
Define it.	If an alien came here and he did not know what this was, how would you explain to him what it was?	

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Word Wizard

New word: _____

Symbol/picture: _____

b, c, t It starts with ...

It rhymes with ...

It has ... syllables

Say the word to your partner

Use the word in a sentence: _____

Action: _____ Song or Rap: _____ Word Wall: _____ Word Pot: _____

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