

## GENERAL PRINCIPLES FOR TEACHING STUDENTS WITH SPEECH, LANGUAGE AND COMMUNICATION NEEDS

YOU SHOULD	YOU SHOULD AVOID
If you have a TA with you, ask them to draw pictures to help with new words. You could also ask a student to help with this.	Introducing too many new words in a single lesson.
Pre-teach the key terms for the next lesson at the end of the last.	Background noise and distractions when you are practicing new words.
Do simple repetition of new words – item, item, item, you do it, then as individuals. Use clapping for syllables.	Interrupting the student when they are speaking to you, even if you think you know what they are trying to say.
Add illustrations to the board as you teach new words.	Using non-literal language like ‘it’s raining cats and dogs.’
Model the correct language when a student speaks incorrectly – eg: toilet I go / ‘I need to go to the toilet’ bag please / ‘please can I go and get my bag’- repeat back in the first person.	Correcting grammar – instead, model the sentence the way it should be said.
Always use a child’s name when you are speaking directly to them and wait for eye contact before you speak.	Ignoring an individual comms plan – make sure it is out on the desk. Pause and check it if you need to. This models to students that it is a worthwhile document.
Keep instructions short. Back them up with visual instructions and / or a list.	Rush an explanation. Take your time. Speak slowly.
Use real-life items wherever possible. If you are teaching money, use coins, for example.	Change the order of tasks mid-way through a lesson, without pausing and re-sharing expectations.
Give opportunities for students to speak to you. Plan it into your lessons.	Let them give up trying to tell you something. Tell them you don’t mind how long it takes, you want to hear them.
Ensure worksheets have visual elements to them. No pictures = a problem. Eg if you are teaching about a microscope, put a picture up.	Rush a student onto the next task – allow them to consolidate what they are doing.
Use now and next boards in your planning and teachings.	Leave up an old now and next.
Check understanding with an open-ended question – ‘you tell me what you need to do first.’	
If you only understand some of what a child says, repeat back the section you understand, and ask them to fill in the gaps. Repeat this until you have understood everything.	
Remember <u>how</u> and <u>why</u> questions are harder for students to answer – model examples on the board.	