

Speech, Language and communication in relation to FASD

Agenda;



INTRODUCTION INTO
SPEECH, LANGUAGE
AND COMMUNICATION
NEEDS IN FASD.



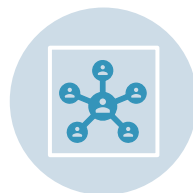
ATTENTION AND
LISTENING SKILLS.



RECEPTIVE LANGUAGE
(UNDERSTANDING)



EXPRESSIVE LANGUAGE
(TALKING)



SOCIAL
COMMUNICATION.



Activity!

- ▶ Have a think and discuss;
- ▶ What do we mean by:
 - ▶ Speech
 - ▶ Language
 - ▶ Communication

Answers

Speech: When we use the term 'speech', we are referring to the production of sounds to form words.

Language: In the simplest sense, we think of language as being the understanding and use of words, sentences and grammar. This involves both receptive language (understanding) and expressive language (use of language).

Communication: Communication involves conveying thoughts, needs, wants and ideas to another person or people. We communicate using language but also non verbal means such as gesture, facial expression, body language, eye contact etc. Speech is not essential.

HOW COMMON ARE SPEECH AND LANGUAGE NEEDS?



Trauma and communication...

Securely attached children:

- Have better language skills.
- Learn words for thoughts and feelings, and how to manage emotions (insecurely attached children often have gaps in these skills).
- Are able to tell longer and more coherent stories.

However, it's important not to assume that a child's early experiences explain all the difficulties they may experience.

FASD and Speech, Language and Communication.

- Research shows that Language and communication difficulties are significant within the FASD population due to the affects of alcohol on the development of the brain.
- Research into language impairment in children with FASD is limited in the UK, however a systematic review in America found 76.2% of children had a expressive language disorder and 81.8% had a receptive language disorder. (Popova et al, 2016).
- The consensus within the literature largely suggests both receptive and expressive language is impacted by prenatal exposure to alcohol as executive functioning is impaired.
- Difficulty with memory and cognition impact language development and acquisition.
- Children with FASD demonstrate slower processing time than their neurotypical peers.

Mahala Carter-Slinn Speech and Language Therapist

Mahala Carter-Slinn

SPEECH & LANGUAGE
THERAPIST

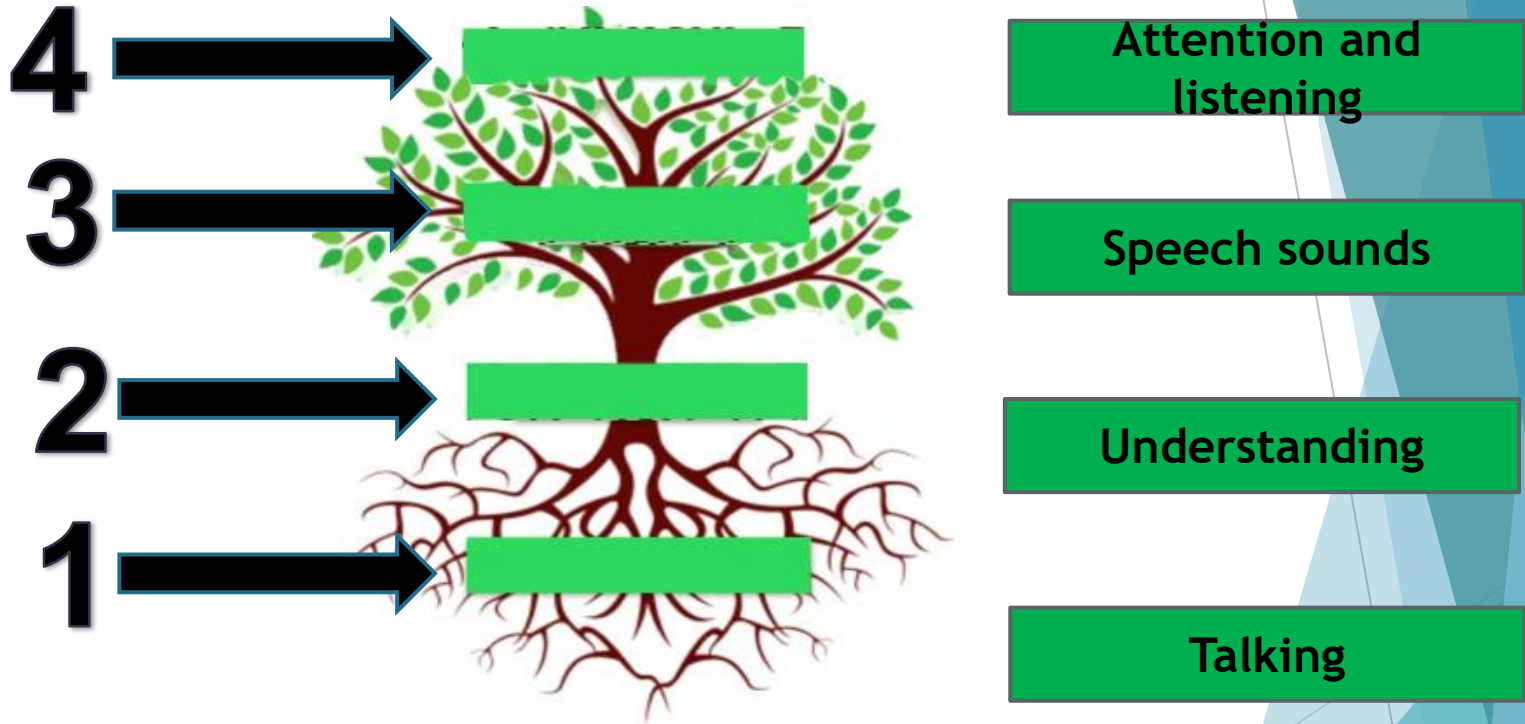
FASD and Language and Masking

Those with a diagnosis of FASD are also at greater risk of behavioural, psychiatric and legal difficulties.

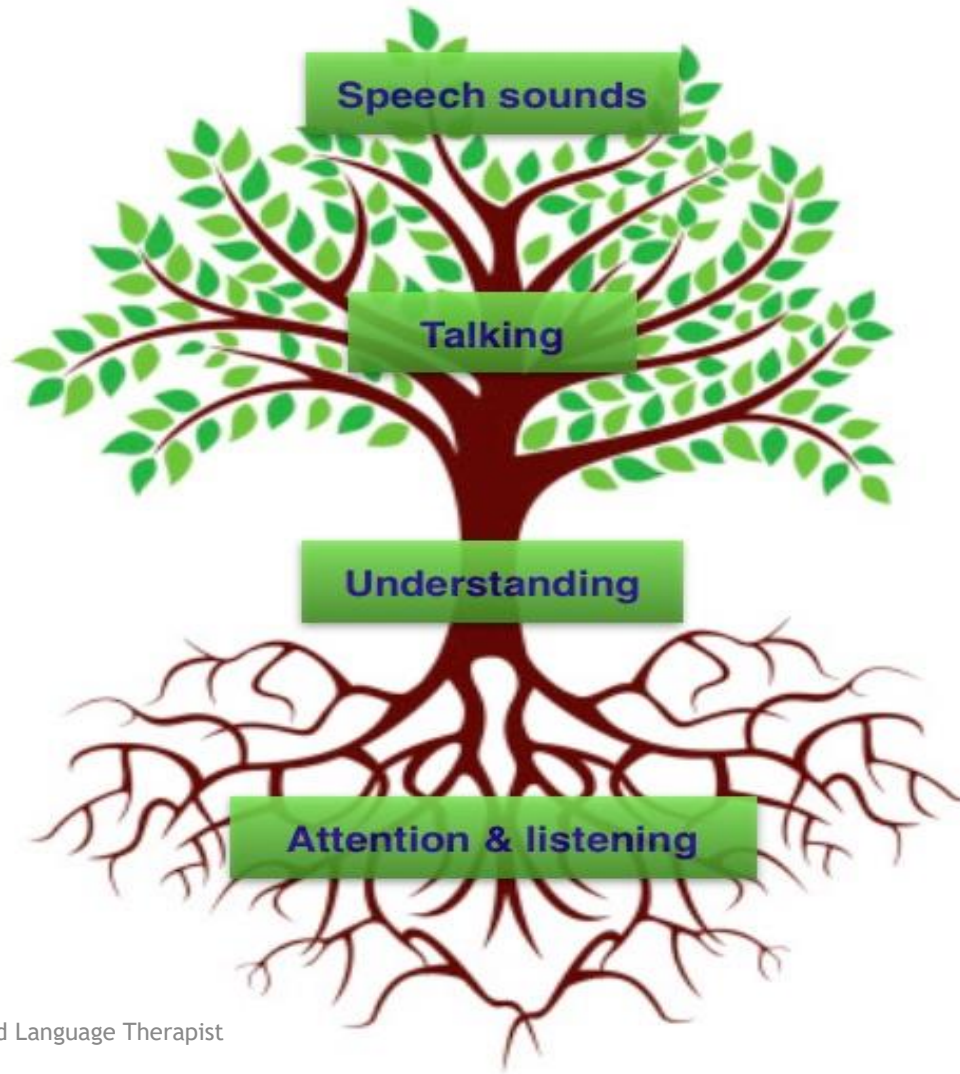
This may be due to difficulties within complex social adaptive behaviours however it should be noted that research shows people with FASD perform much better on less complex adaptive skills such as activities of daily living, this can lead to 'masking'.

People with FASD have been found to have impaired memory on tests of free recall however score within the normal range for recognition tests (Kodituwakku, 2007).

What is the order?



Where does speech sit on the hierarchy?



Attention and Listening

A neurotypical secondary school aged student would be expected to be able to follow a spoken instruction while completing a task;

For example when copying information from the board they should not have to stop to attend when the teacher tells them “after you have done this stick in your sheet”.

A secondary school aged pupil should also be able to attend to a group discussion.

Strategies for developing Attention and listening skills

- Say the child's name before speaking to them. Particularly if they are engrossed in an activity.
- Minimise distractions where possible, ensure you have their attention before speaking.
- Ask the child to try to remember what you are going to say to them, ask the student to repeat what they need to do.
- Use task management boards to support any spoken instructions.
- Encourage and model strategies such as writing lists, using first/then boards

Receptive Language (understanding)

Difficulty following instructions.

Difficulty understanding vocabulary.

Difficulty understanding concepts, particularly mathematical language.

Difficulty understanding spoken and/or written paragraphs.

Difficulty understanding time, sequencing and organising themselves.

Difficulty understanding non-literal and ambiguous language.

Difficulty with verbal reasoning, e.g. why things occur.

May rely on visual cues, may become disengaged or become disruptive in activities.

May appear confused. Can impact on self-esteem.

May become frustrated.

May not have an awareness of their lack of understanding.

'Wh' questions and Language development

Think about the child you're working with and their learning level, think about the questions you're asking, is the language too hard or are you giving too much information?

Level one questions

I

Teaching materials

Language matches the materials.
Looking at the whole object.



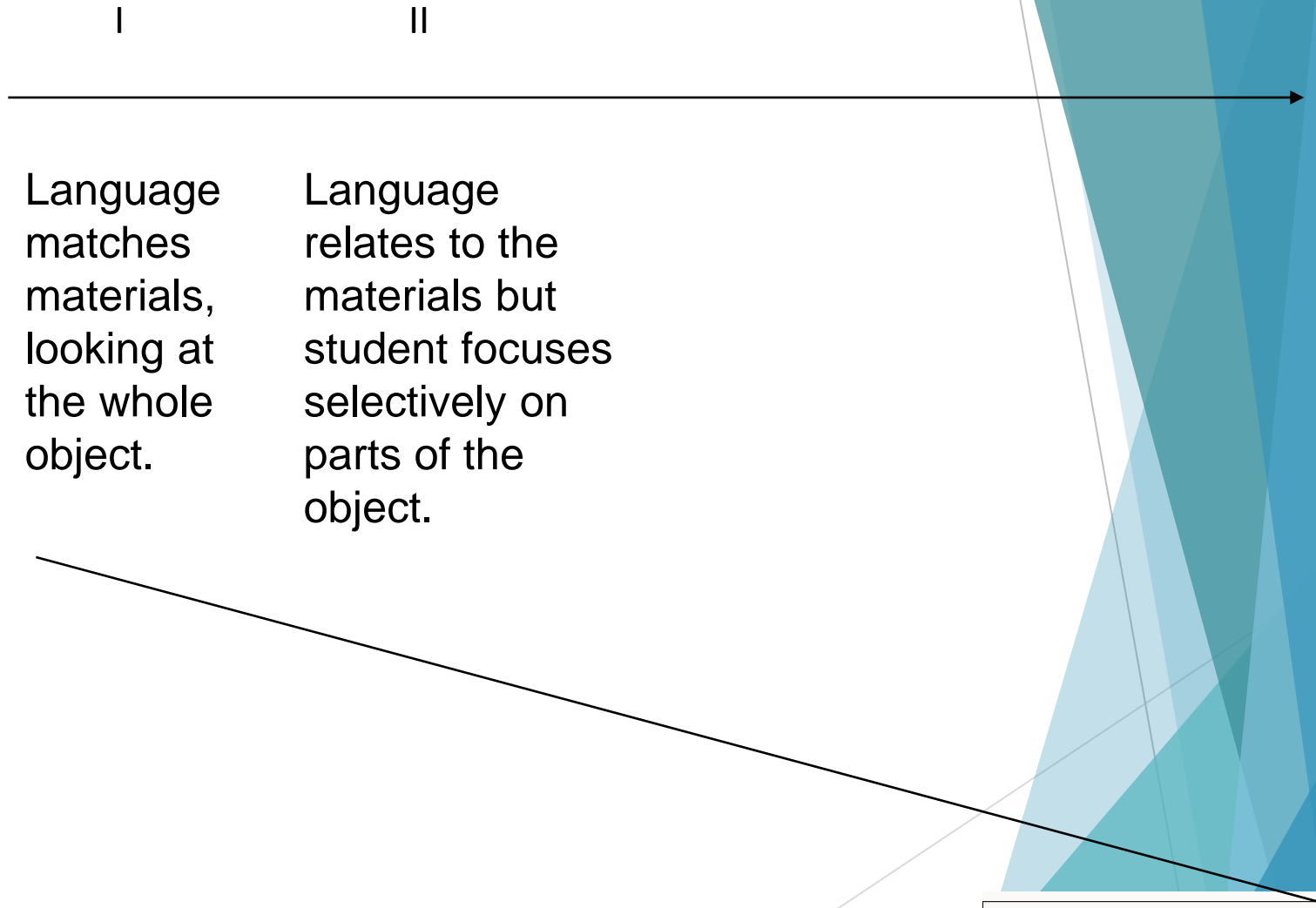
Language demands

Level two questions

Teaching materials



Language demands



Level three questions

I

III

Teaching materials



Language demands

Language matches materials, seeing the whole object.

Language relates to the materials but student focuses selectively on parts of the object.

Language does not map directly to materials. Use language & materials to reorganise response. See the object in its context.

Level three questions

Follow a set of directions	One more go with the football and then give it to Tyler.
Give another example BUT listen to extra conditions	What else can you play with which you can't kick?

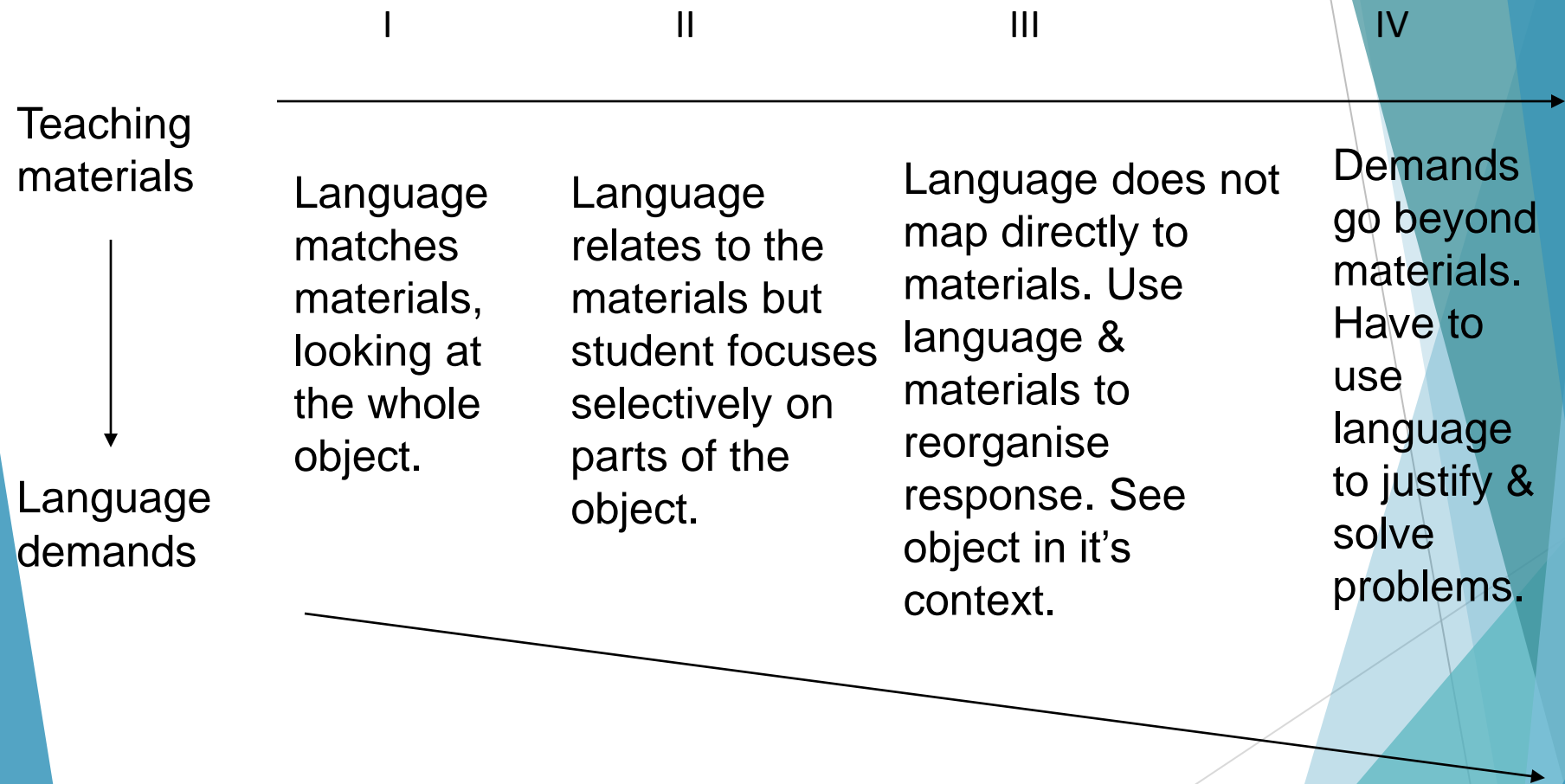
Narrative/re-telling events

Arrange pictures in a sequence	Making a cup of tea
Tell a story or describe an event	Tell me how to make a sandwich
Summarise the story/event in one sentence	What have you done.

Level three questions

Predict	What might happen next?
What does a character say?	(Real situation or book – Tom has spilt ketchup over Jades dress. What could Jade say? or What could Tom say?)
How does a character feel?	Tom says sorry and cleans the dress. How does Jade feel now?
Define a word	What does 'motive' mean? (what is Jades motive for forgiving Tom?)

Level four questions



Level four questions

Justify a prediction	Why might your drink spill?
Identify the cause	How did you make the drink overflow?
Solve a problem	The Fanta has all gone! What can you do?
Solve a problem from another person's point of view	Tom wants small Fanta. What should he do?

Level four questions

Make an inference from an observation	How can you tell that Ryan doesn't like Fanta?
Explain why something cannot be done	Why can't you spit a drink in Ryan's face?
Select a means to a goal	What do we need in order to share the Fanta? (cups not in sight).

Level I	Naming things
Level II	Describing things Who? What? Where?
Level III	Talking about stories and events
Level IV	Solving problems and answering Why?

ACTIVITY!

Follow the instructions

Draw a Scalene triangle
abutting a trapezium,
above that draw an
ellipsis.

Understanding vocabulary

- Struggle understand individual words in isolation.
- Difficulty understanding words which have multiple meanings when in context
- Struggle to understand words within sentences and at instruction level.
- Have difficulty retaining new vocabulary and making links between word categories.

If in doubt keep vocabulary simple, especially when the information being conveyed is important.

Information carrying words

Information Carrying Words or **Key Words** are the words that you **HAVE** to understand in order to carry out an instruction correctly

“put the tissue in the bin”

Vs

“put the tissue under the bin”

Information carrying words/ Key Words activity.

Get into groups and look at the following slide. can you highlight the information carrying words that are in the sentence (the words you need to understand in order to carry out the action).

Information carrying words/ Key Words activity.

Find your little brother's green shoes under the bed in the spare room. =

Lineup outside you can come in and sit at your desks, I will be checking your ties as you enter the room=

At the end of the lesson, get out your planners, turn to todays date, then write your homework, questions one and two from the textbook. =

Find your maths textbook, turn to page 34 and then come and stand on the carpet. =

Draw a square on the left hand side and cut out the circle on the right. =

Information carrying words/ Key Words activity.

Find your little brother's green shoes under the bed in the spare room. 7

Lineup outside you can come in and sit at your desks, I will be checking your ties as you enter the room= 7

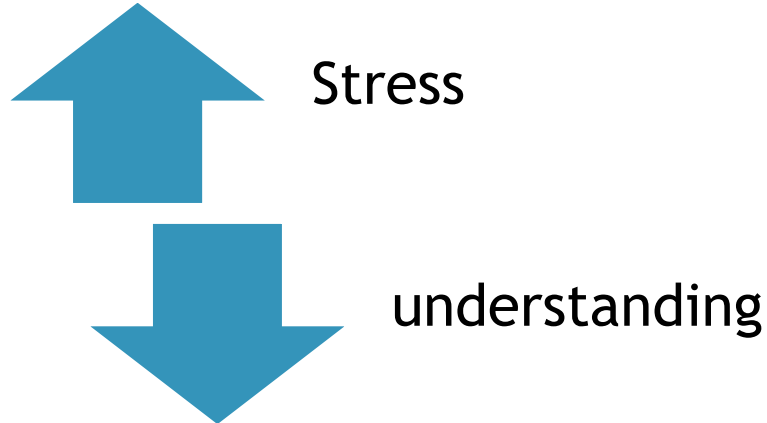
At the end of the lesson, get out your planners, turn to today's date, then write your homework, questions one and two from the textbook. = 9

Find your maths textbook, turn to page 34 and then come and stand on the carpet. = 6

Draw a square on the left hand side and cut out the circle on the right. 6

BE AWARE!

The number of ICW's a person can follow will decrease in moments of overwhelm or stress.



THINK...

How do you
support
language
understanding??

Seeking clarification

Clarification involves offering back to the speaker the essential **meaning**, as understood by the listener, of what they have just said. Thereby checking that the listener's understanding is correct and resolving any areas of confusion or misunderstanding.

Repetition vs understanding

Reasons for not understanding

- ❖ Speaking too fast/volume
- ❖ Language used

Supporting strategies

- ❖ Visuals – e.g. traffic light system
- ❖ Ask student to repeat back the instruction in their own words.

Seeking clarification

- If doing group work, when you give a set of instructions, get someone else to repeat them (providing the student with a second chance to listen).
- Allow plenty of time for them to process and respond to verbal language.
- Repeat individually to them any information / instructions given to the in large group situations.
- Encourage and develop opportunities to seek clarification i.e. encourage them to request help i.e. for something to be repeated/defined rather than stepping in and providing repetition.
- Break down longer instructions into shorter steps (chunking information) to allow the student to identify what they do not understand.

Processing

Remember it can take up to 10 seconds for some children with SEN to be able to process and think of an answer.

Use the 10 Second rule!

Give a student a spoken instruction/information, wait 10 seconds for the student to respond (either verbally or non-verbally by completing the action). If the child does not respond or responds incorrectly to the information given, think about the information you have given,

- Was the language too complex?
- Was it too much information for that student?
- Is the background noise preventing them from fully attending?

Based on this information, repeat, rephrase and simplify the instruction using visual support where necessary.

Negative language

Children with FASD who have difficulty with understanding often find negative language particularly hard. There are other ways in which language can be phrased so that student are able to understand what you are trying to say:

e.g. 'Walk' instead of 'don't' run'.

'hand's up' instead of 'don't shout out'

Then explain to the student why they shouldn't be doing something in a way they can understand (instead of using negative language).

'don't run'

Try

e.g. 'walk, if you run you could fall and hurt yourself', etc.

Supporting understanding of spoken language....

Make sure the order of 'say' is the same as the order of 'do'

Ensure the student is attending before you speak to them

10 second rule...

It can be helpful to *slightly* stress and emphasise the key words

Expressive language (talking)

- Limited vocabulary, may say the wrong word.
- Difficulty putting sentences together.
- Using incorrect grammar in spoken language.
- Difficulty using language to sequence and talk about previous events.
- Difficulty asking questions (not due to shyness).
- Using inappropriate non-verbal communication when talking.
- Difficulty making comparisons and verbal reasoning.

Reminder: what is involved in expressing ourselves.



Teaching Vocabulary

- **Do not assume knowledge, check understanding.**
- Raise awareness of multiple meanings e.g. right can mean a direction, yes, o.k, correct, immediately, to write and your rites.

Students who have difficulties learning, remembering and accessing words stored in memory, benefit from:

- Strengthening the general knowledge about a word (**semantic awareness**)
- Heightening knowledge about the structure of a word (**phonological awareness**)
- **Frequent repetition**, particularly across curricular activities.

Strengthen Semantic Awareness

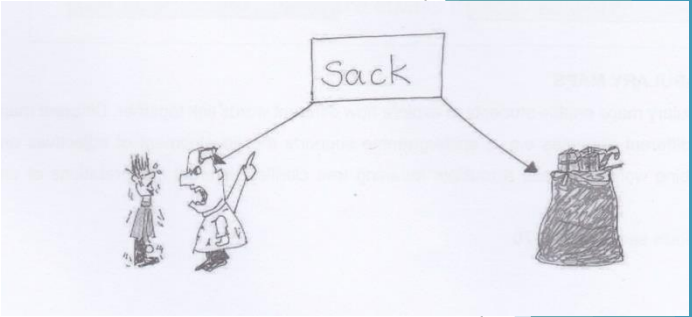
- Encourage the pupil to think of the meaning
- Describe it
- What does it do
- What else can you do with it
- Where might you find it?
- What else is like this
- What else does this make you think of?

- Talk about synonyms and antonyms.

Highlighting Phonological Awareness

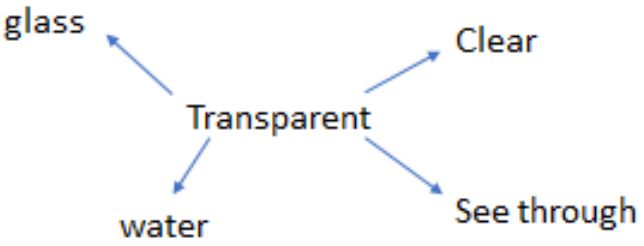
- Encourage the student to 'think of sound'
- Is it a long or short word
- What sound does it start with?
- Can you think of a rhyme (real or non word)
- How many syllables?

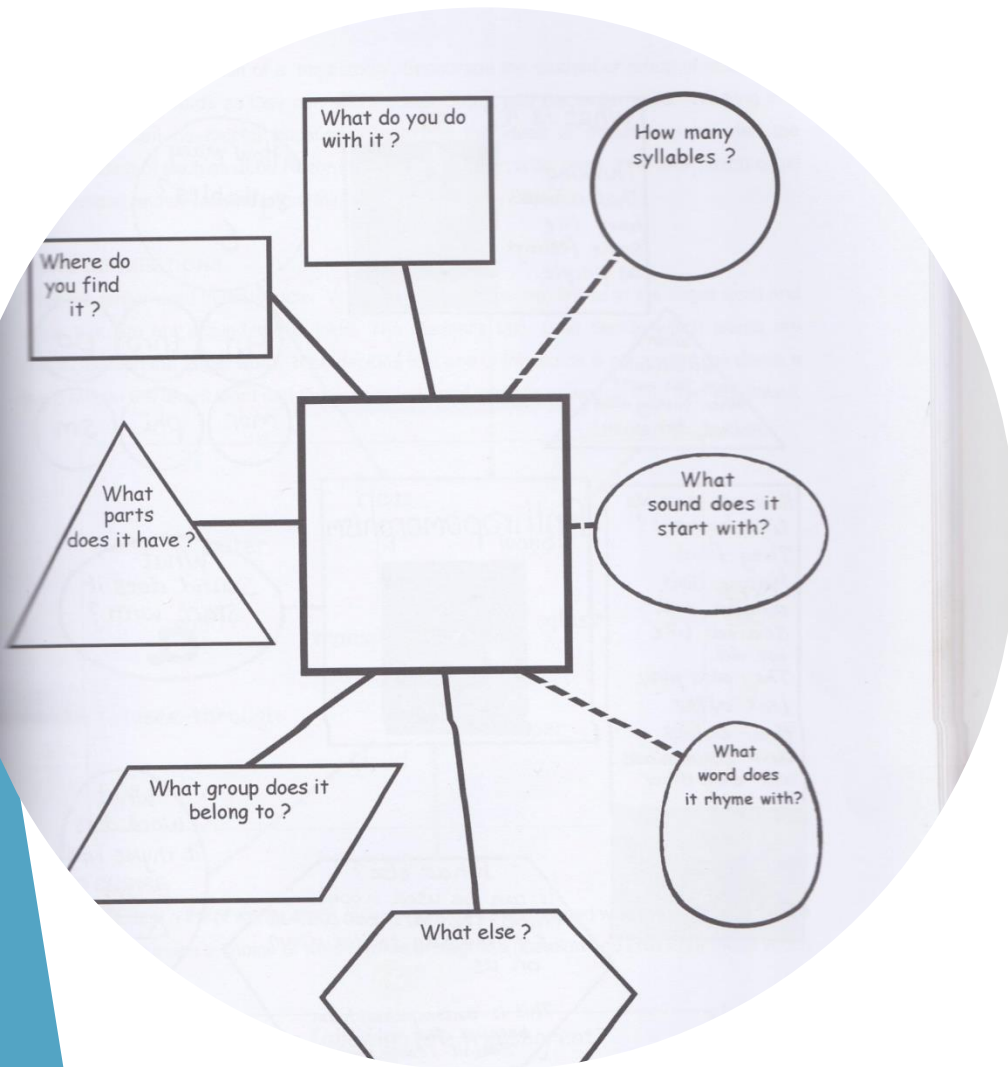
- Multiple meaning trees- a word is written and the multiple meanings are illustrated around the word.



- True or false games
- Word bluff is also a game which can be played during revision sessions.

- Word connections- the target is in the middle and linked words are around the word for example:





Word Maps

- Word maps are particularly useful for supporting the development of new vocabulary- particularly words which sound similar such as condensation, evaporation, precipitation.

- Use gap sheets to reinforce grammatical structures. (a list of suggestions is typically given)

He Him His
1. The teacher gave the book to
2.put the book inbag.

- Teach irregular verbs explicitly, create word lists and revise regularly.
(today- yesterday games can be used to revise these).

Narrative and Sequencing Skills

- Don't take sequencing for granted!
- Use illustrations/photographs to order events where possible.
- Use story boards- initially only require a few words/sentences to explain each part (including who/where/when) and expand this.
- There are many narrative grids available for all abilities to aid with sequencing and narrative skills.
- If a child is telling a narrative which does not make sense, use verbal and visual prompts to help them structure the narrative, this can be particularly useful during any restorative work where emotions and lack of regulation skills may cause additional difficulty sequencing.

Social skills

- Providing too much information, not aware of what listener need to know/already knows.
- Is not able to gauge response from listener.
- Is unaware of impact of what they say on others.
- Difficulty participating in conversations, e.g. turn-taking, staying on-topic, listening.
- Difficulty using vocab of emotions and understanding other people's emotions.
- Difficulty initiating and closing conversation.
- Difficulty understanding and using idioms, jokes and sarcasm.
- Inappropriate non-verbal communication, e.g. lack of personal space, lack of personal boundaries.
- Difficulty interpreting other peoples' non-verbal communication.
- Difficulty understanding and expressing their emotions and opinions.
- May not be able to regulate their emotions through language, which can lead to challenging behaviour.
- May appear unwilling, withdrawn, argumentative or frustrated. Can lead to unexpected behaviour or social isolation

Ways to support social skills development

- Ensure any social skills intervention is enjoyable and relevant to the child.
- Use group based discussion and role play (if the child feels comfortable) and discuss scenario's which the students may encounter such as how to appropriately ask someone for directions, or for someone to stop a behaviour which they find annoying.
- Label emotions as they arise, this will also help de-escalation. Phrases like "I can see you're angry that PE has been moved into the hall due to the rain, I was looking forward to it too, next week we should be outside again".
- Use visual representations to explain perspectives such as story boards and role play.
- Teach body language cues in relation to emotional states using video or illustration, a clenched fist/loud volume may mean someone is angry.
- Avoid sarcasm and explain any non-literal language used.

Emotional Literacy and Restorative Work

- Using Comic strip conversations can be a great way to develop both Emotional literacy and restorative sessions (particularly sessions where two students are not yet ready to sit and talk)
- State the feeling 'I can see you're angry'
- State the feelings of others both in real life scenario's and when labelling characters in books or pictures.
- Play games such as guess the emotion.
- Use restorative justice to practice problem solving.
- Teach perspectives

Take away from the session

- Speech and Language impairment is prevalent in FASD
- Children with FASD may mask language and social communication needs well.
- Try to use more concrete language rather than ambiguous, avoid sarcasm and metaphors.
- Gain attention before speaking.
- Be aware of the amount and complexity of the language you use.
- Pause between sentences.
- Consider the language used.
- Use a multi-sensory approach (visuals/role play/ group discussion etc)
- Encourage the student to tell you when they do not understand using a means appropriate to them.
- Emphasise key words.

ANY QUESTIONS??

THANK YOU

If you have any further questions please contact;

Mahala Carter-Slinn

Mahalacs@hotmail.com

Mahala Carter-Slinn Speech and Language Therapist

Mahala Carter-Slinn

SPEECH & LANGUAGE
THERAPIST