Verbal and Non-Verbal Skills, Supports and Strategies

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CHILD
INCLUSION
RESEARCH INTO
CURRICULUM
LEARNING
EDUCATION

Learners may need support with expressive and / or receptive language e.g. pronunciation, use of vocabulary, grammar, fluency, expression of thoughts and ideas, following instructions and understanding spoken language. Some may require support with their social understanding of language (e.g. facial expression, tone etc.) across different situations and relationships. English may be an additional language.

Principles:
- Awareness and modification of teacher's own communicative style and provision of opportunities for talking, listening and interacting, in order to facilitate learners' communication.
- Model effective communication and tailor language complexity to meet learners'' differing abilities.
- Provide opportunities and resources to develop communication
- Permit and encourage a variety of communication methods.

Modifications to the learning environment	Establishing structures and routines	Approaches to enhance motivation
Arrangement of class set up to promote good interaction	Use visual timetable to support understanding of predictable routines and reduce anxiety	.Give positive praise and reinforcement
Tune in to learner	Use visual cues to support understanding of changes to routine to reduce anxiety	Give general encouragement for communication
Simplify and shorten instructions (say less)	Repeat instructions i.e. exact or modified	Use learner's interest when designing tasks
Reduce rate and complexity of spoken language	Regularly check the learner's understanding	Use personalised support e.g. individualised comments or prompts to support tasks
Stress key words, target sounds, grammatical constructions	Provide talking and listening opportunities	Give individualised attention .
Use visual clues and supports	Use turn taking games	Use facilitated playground activities to

		encourage peer interaction
Use auditory supports e.g. use learner's name at start of sentence	Use supports for turn taking	Reward effort not just success
Supplement verbal with non-verbal information e.g. use key word signing systems	Provide opportunities for show and tell	Give incentives for desired communication
Use modelling e.g. of desired use of a word	Use circle time	Use experiential or active learning to add variety and fun to learning
Allow additional response time/thinking time	Use visualisation and verbalisation	Facilitate the use of first language
Cue in sound or sentence	Regular specialist groups to develop communication	Develop positive peer feedback
Accept and use non-verbal cues	Regular planned breaks throughout the day when required	Gradually extend targets and expectations
Use scaffolding	Agree a strategy for the learner to indicate when they require support	Practice and prepare for change and /or new experiences
Use ICT to augment communication	Use a home-school diary	
Use personal or communication passports	Organise a peer befriender for the playground	
Collaborate with parents/carers		

Supports and Strategies Planning Page

Pupil Name:	Date of Birth:	Completed by:
	Class:	Position:

Summary of Concerns from Classroom Learner Participation Scale (CLPS)	Learners' Views
•	•
Most successful strategies used	**Learners' Views**
•	•
Strategies to implement or use more frequently	**Learners' Views**
•	•
Plan: What? How? Who? When?	**Learners' views**
•	•