

Speech and Language Therapy Interventions in Special Schools

Universal, Targeted and Specialist Levels

This is a summary of the most commonly recommended interventions implemented in Special Schools in the York and Scarborough/Whitby/Ryedale areas. These interventions can be implemented at Universal, Targeted or Specialist Level. Please read the document "Review of the SLT service to special schools within the locality" for explanation of these different levels of intervention.

<p><u>Universal</u> (What schools are equipped to deliver)</p>	<p><u>Targeted</u> (Delivered by the school often with SLT advice)</p>	<p><u>Specialist</u> (SLT works directly with the student; SLT may set SMART targets in some cases if Universal & Targeted interventions aren't working or are still being established)</p>
<p>AAC – low tech School has access to symbols / digital photos & resources to make low tech resources</p>	<p>AAC – low tech The AAC method is used in class / everyday activities Staff add relevant pages as appropriate</p>	<p>AAC – low tech SLT assesses what type of AAC is most suitable SLT sets up the communication board/book SLT advises on vocab to include</p>
<p>AAC (Communication Aids, High Tech) Relevant staff have a good basic knowledge of how to programme the device; how vocabulary is categorised Staff take responsibility for charging the device, maintenance and ensuring it is in working condition</p>	<p>AAC (High tech Communication Aids) Staff/SLT monitor use and progress. SLT gives advice on creating opportunities for communication aid use. AAC users' groups</p>	<p>AAC (High tech Communication Aids) SLT leads assessment and trial of communication aid and working on SMART goals to improve/develop its use</p>
<p>Eating & Drinking (Dysphagia) Staff have attended Eating & Drinking Training. Lunchtime staff implement safe feeding practices. Staff are trained in Basic Life Support (school's responsibility) Staff are aware of signs of aspiration</p>	<p>Eating & Drinking (Dysphagia) Staff following meal time plan for an individual Staff follow programme as advised by SLT e.g. desensitisation</p>	<p>Eating & Drinking (Dysphagia) Dysphagia trained SLT assesses eating & drinking. SLT reviews mealtime plan and guidelines. SLT sets SMART goals on skills development</p>
<p>Language Work Staff attend relevant training e.g. <i>Supporting children with comprehension difficulties</i> Staff implement good practice strategies in the classroom to support comprehension and develop vocabulary/expressive skills</p>	<p>Language Work Staff implement communication Groups that focus on language, e.g. comprehension, vocabulary, sentence types, understanding of wh questions. Staff implement a language programme e.g. Colourful Semantics</p>	<p>Language Work SLT sets SMART goals for an individual to develop their language skills</p>
<p>Intensive Interaction Staff have a knowledge of Intensive Interaction Staff can create an intensive interaction enabling environment</p>	<p>Intensive Interaction Intensive Interaction recommended by SLT as a strategy to enhance interaction</p>	<p>Intensive Interaction SLT sets SMART target for joint attention/ reciprocal interaction</p>

<p style="text-align: center;">PECS</p> <p>Relevant staff are PECS trained or have a good working knowledge School is responsible for accessing & laminating symbols or photos</p>	<p style="text-align: center;">PECS</p> <p>SLT gives advice to class teacher on implementing PECS for an individual School continues implementation once PECS is set up and established</p>	<p style="text-align: center;">PECS</p> <p>SLT sets SMART target involving PECS</p>
<p style="text-align: center;">Objects of Reference</p> <p>Staff have a working knowledge of objects of reference and use them as part of an enabling environment Staff access training course available by SLT department as part of Total Communication package.</p>	<p style="text-align: center;">Objects of Reference</p> <p>SLT advises school staff on implementing and using objects of reference for a specific child.</p>	<p style="text-align: center;">Objects of Reference</p> <p>SLT sets SMART target involving Objects of reference</p>
<p style="text-align: center;">Signing</p> <p>Staff are trained in signing A signing environment is established School having access to signing resources</p>	<p style="text-align: center;">Signing</p> <p>Signing Groups may be run by school staff Staff use signs in teaching to the level and vocabulary needed by a particular pupil</p>	<p style="text-align: center;">Signing</p> <p>SLT sets SMART target for pupil involving signing (e.g. child will put two signs together)</p>
<p style="text-align: center;">Social Skills</p> <p>Training course may be provided by SLT department on request</p>	<p style="text-align: center;">Social Skills</p> <p>Groups targeting social skills or social use of language e.g Talkabout</p>	<p style="text-align: center;">Social Skills</p> <p>SMART target for pupil e.g. Topic maintenance ,prediction skills etc</p>
<p style="text-align: center;">Speech</p> <p>Staff can access training course provided by SLT department if updated knowledge is required. Courses are: <i>-Identification of children with speech, language and communication difficulties.</i> <i>-Working with children with speech sound difficulties, unclear speech.</i> Staff identify children with speech sound difficulties. Staff are aware of good practice strategies related to speech sounds.</p>	<p style="text-align: center;">Speech</p> <p>Pupil accesses targeted level speech interventions e.g. attention and listening; phonological group. School support generalisation through prompting and modelling back.</p>	<p style="text-align: center;">Speech</p> <p>SLT sets SMART goals or 1:1 sessions with SLT or SLT assistant on speech.</p>
<p style="text-align: center;">Talking Mats</p> <p>Staff will know when to use Talking Mats with a pupil Staff attend Training session provided by SLT on request</p>	<p style="text-align: center;">Talking Mats</p> <p>Staff seek advice or demonstration from SLT for a particular pupil</p>	<p style="text-align: center;">Talking Mats</p> <p>Pupil has sessions with SLT using Talking Mats approach SLT sets SMART targets involving Talking Mats if relevant</p>
<p style="text-align: center;">Use of Visual Prompts</p> <p>Staff will access training course provided by SLT department on request Schools are responsible for accessing and laminating visual prompts.</p>	<p style="text-align: center;">Use of Visual Prompts</p> <p>SLT gives advice to teachers about implementing visual prompts for a specific child. Staff use visual prompts within the classroom</p>	<p style="text-align: center;">Use of Visual Prompts</p> <p>SLT may set SMART target involving using visual prompts: selecting the appropriate approach for that child and teaching it. SLT supports the child to understand the visual prompts.</p>