



General Strategies

The following strategies will support many children with speech, language and communication difficulties, including those with DLD:

- **Get the pupil's attention** - say the pupil's name and ensure they are looking before asking questions or giving instructions, so they know when to listen.
- **Talk calmly and slowly** to support their ability to process words.
- **Give the pupil 'thinking time'**. Stay quiet and give the pupil time to respond, to help them process information.
- **Use simple language** and repeat if necessary.
- **Chunk** instructions by giving one piece of information at a time.
- Use **short** sentences and **emphasise key words**.
- **Encourage the pupil to ask for help**—establish a system for the pupil to be able to ask and offer strategies, such as using a dictionary.
- **Check the pupil has understood instructions or new information**—after giving an instruction, instead of asking 'do you understand' ask 'what do you need to do now'.
- **Model correct language**, correct grammar and expand sentences by modelling or adding on words to what he/she has said and repeating it back.
- **Use symbols and pictures where possible**—add pictures, symbol or actions to represent new words or concepts to support their understanding visually. Set out instructions using task plans and summarise stories on narrative grids.