



SPECIALIST TEACHER
ADVISORY SERVICE

The links between Language and Behaviour
7.7.23

SEND conference

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Behaviour: links to SLCN

Behaviour

Child does not listen or pay attention.

Child does not do as they are told.

Child doesn't ask when they don't understand.

Child doesn't explain why they did something.

Child interrupts or speaks in an inappropriate way

Underlying Communication Problem

- ➔ Language used is too complex for them to understand
- ➔ Child doesn't understand what they have been asked to do
- ➔ Child does not realise they haven't understood, or child cannot ask clarification questions
- ➔ Child cannot easily construct sentences or narratives
- ➔ Child is not good at 'reading' social situations or using appropriate social skills



Aims:

To develop a deeper understanding of:

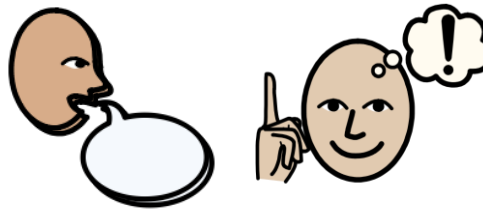
- the links between language, literacy and behaviour
- the processes involved in processing and using spoken language
- Impact of SLCN on learning, social, mental health and social skills, and familial links (why parents of these children may find it difficult to support their needs).

What is SLCN?

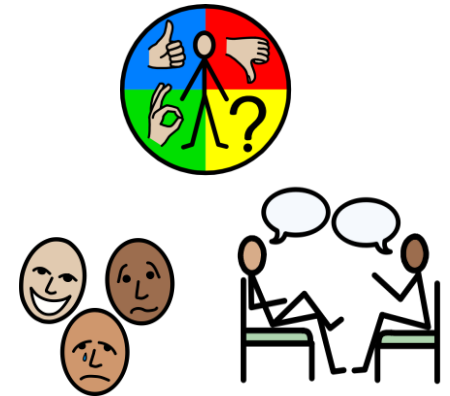
Short or Long Term Difficulties with:



Speech

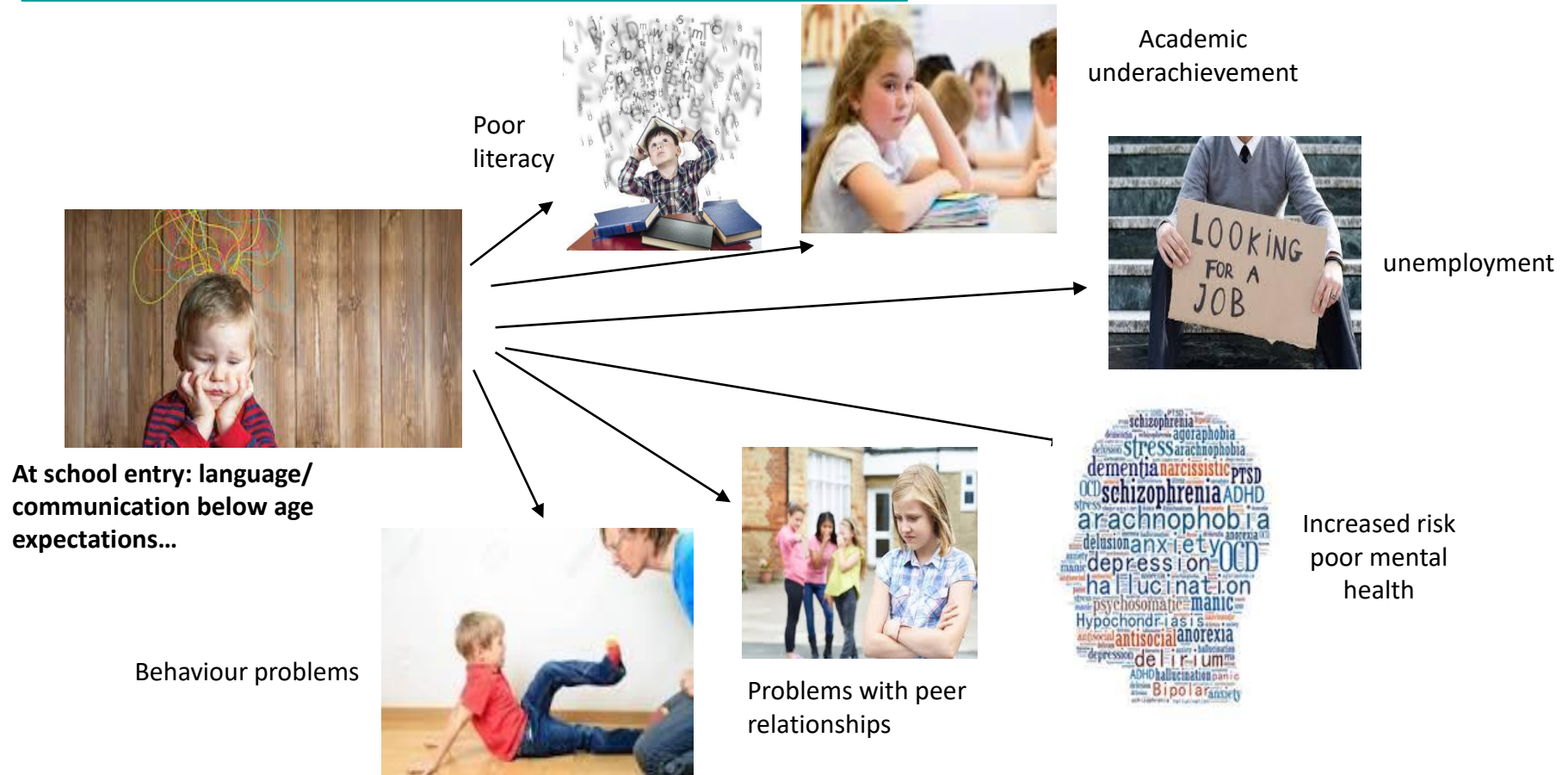


Language



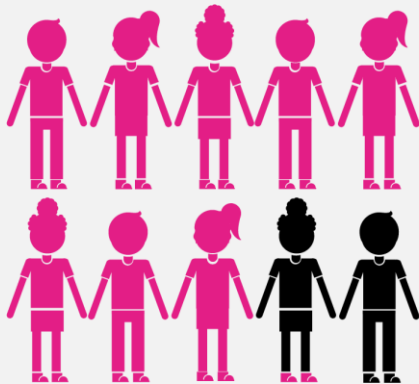
Communication

Impact of SLCN on Learning, social interaction, emotions, and behaviour



SEMH and SLCN: Size of the problem...

UNIDENTIFIED SLCN



Speech, language and communication needs are often unidentified or misdiagnosed in children and young people with social, emotional and mental health needs – in one summary of research, 81% of CYP with SEMH also had unidentified SLCN.



Poor language comprehension at 4 strongly predicts emotional and behavioural functioning at 6 years.



2/3 of pupils at risk of exclusion were found to have SLCN

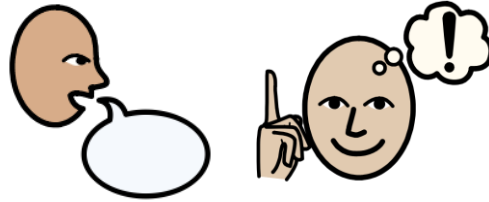


40% of 7-14 yr olds referred to Child psychiatric services had a unidentified language impairment



More than 60% of YP accessing youth justice services present with SLCN

From RCSLT: Mind your words



The Attainment Story

A language problem in KS1



becomes a literacy problem in KS2

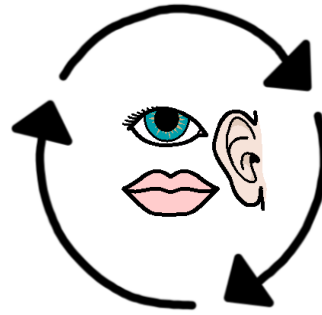


becomes a behaviour problem in KS3

Video: Looking Behind Behaviour
https://www.youtube.com/watch?v=WTySmn_-X80



The Communication Chain



Communication is a chain of events

Think about when you came in this morning and chatted what communication skills did you need to do this?

The Communication Chain

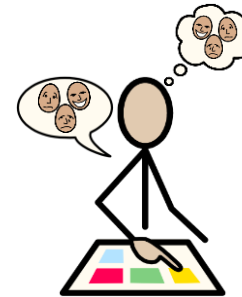
Green is what you mean → Receptive Language

Red is what you said → Expressive Language

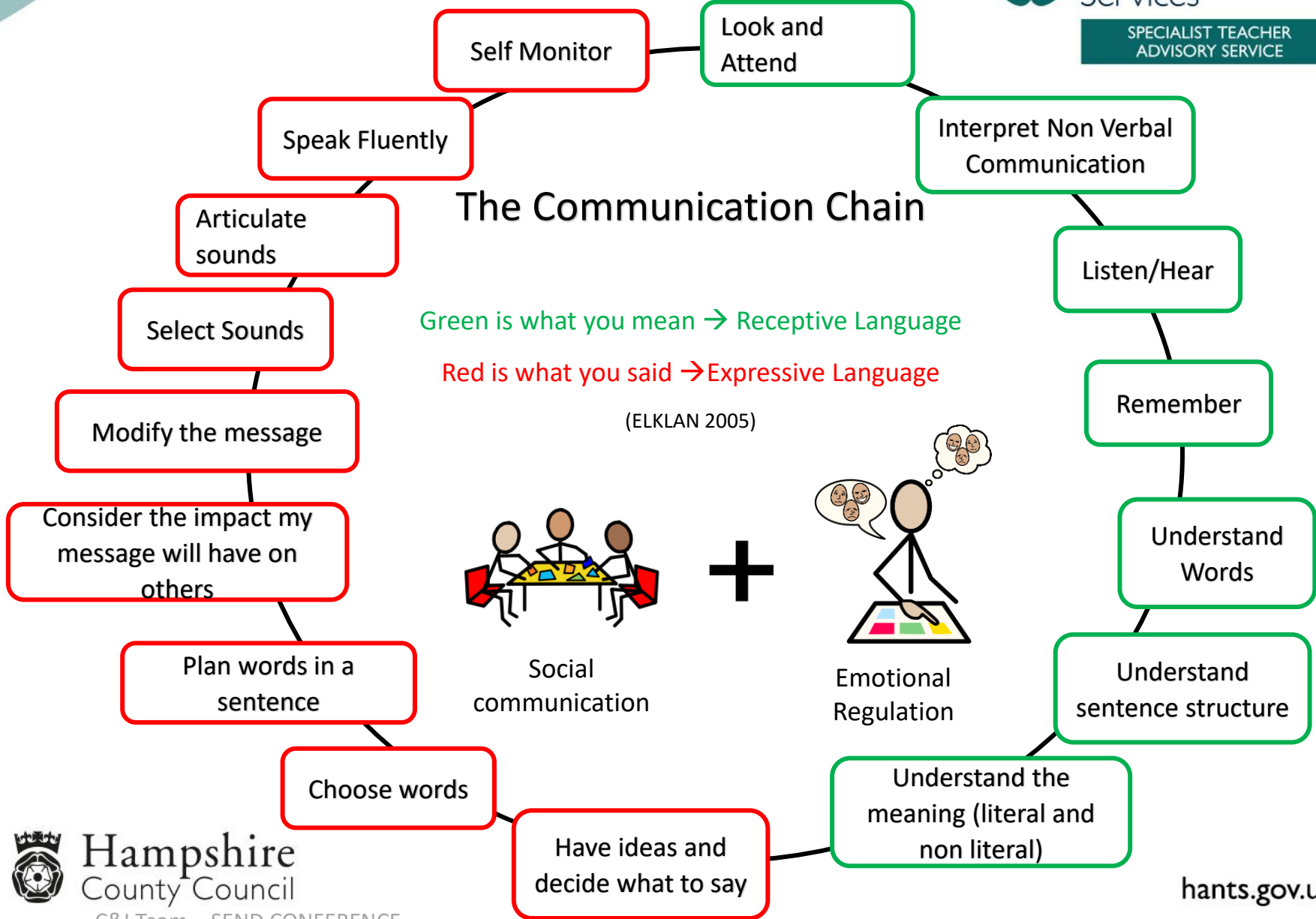
(ELKLAN 2005)



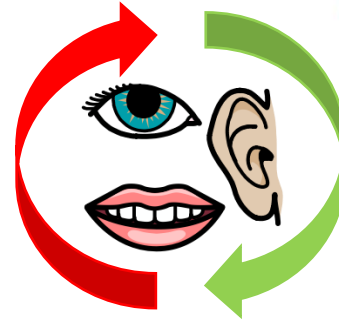
Social communication



Emotional Regulation



The Communication Chain



- Everyone needs all parts of the chain.
- Everyone has strengths and weaknesses.
- Impairment is when a weakness is causing impact on functioning.
- Impairment can happen at any point of the chain.
- It is possible to be impaired in one or more parts.
- The speech sounds make up just one tiny part and should always be considered in line with other skills.

Seb: Impact on learning, social interaction and emotions/behaviour

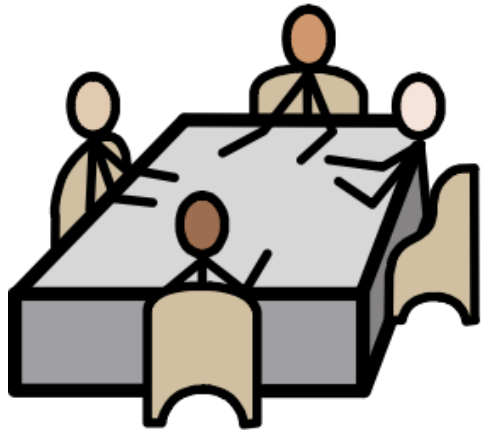
Language and communication needs

Poor attention/listening
Difficulties understanding what teachers and children were saying
Not able to share his thoughts, ideas, feelings

Impact on learning

Impact on social interaction, behaviour and well-being/emotions





Think of a pupil you work with. What are their **strengths** and **weaknesses** on the **Communication Chain**?

How does this **impact** their **learning, behaviour** and **social/emotional** development?

Possible impact on...school/learning

Poor attention

Difficulty remembering
information/learning

Don't engage in
work tasks

Mis-understands
explanations

Low literacy skills

Appears unco-operative in
groups (reluctant to join in on
group discussions)

Can't complete work

Spelling, reading,
comprehension

Following a class input

Avoid verbal tasks



Poor
concentration

Writing

Short, incomplete sentences

Lower academic
achievement

Word problems

Narrative and
sequencing

Working
independently

Difficulties explaining
ideas clearly

Possible impact on....behaviour

Non-compliant/obstructive

Physically challenging
behaviour

Don't follow
instructions

Won't engage in
activities/discussion that
may be challenging

Fear of failure

Emotional
outbursts

Can't explain something that
happened/why it happened



Swearing

Appear to not care/show
remorse for actions.

Difficulty predicting
consequences

Distractive/disruptive

Refuse/avoid lessons and
activities

Repeat similar behaviours
although consequences
discussed

Impulsive

Possible impact on....social, emotional and mental health

unmotivated

Poor conversation skills

Difficulty interacting with others

Difficulty understanding and naming emotions

Anxiety

Low self-esteem

Hard to control emotions - outbursts

Difficulty predicting consequences



Don't understand impact of behaviour on other's feelings

Unexpected responses to situations

Frustrated

Easily led/vulnerable

Appear not to care/show remorse for actions

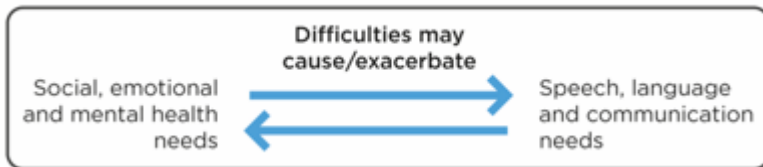
Difficulty making and keeping friends

Withdrawn

Negative friendships

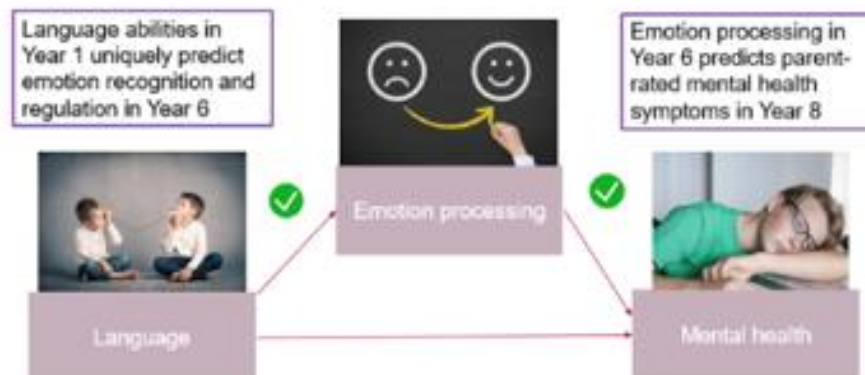
Struggle to problem-solve

Links between SLCN and SEMH



There is a bi-directional relationship between SLCN and SEMH, as difficulties in one area can feed into the other and vice versa

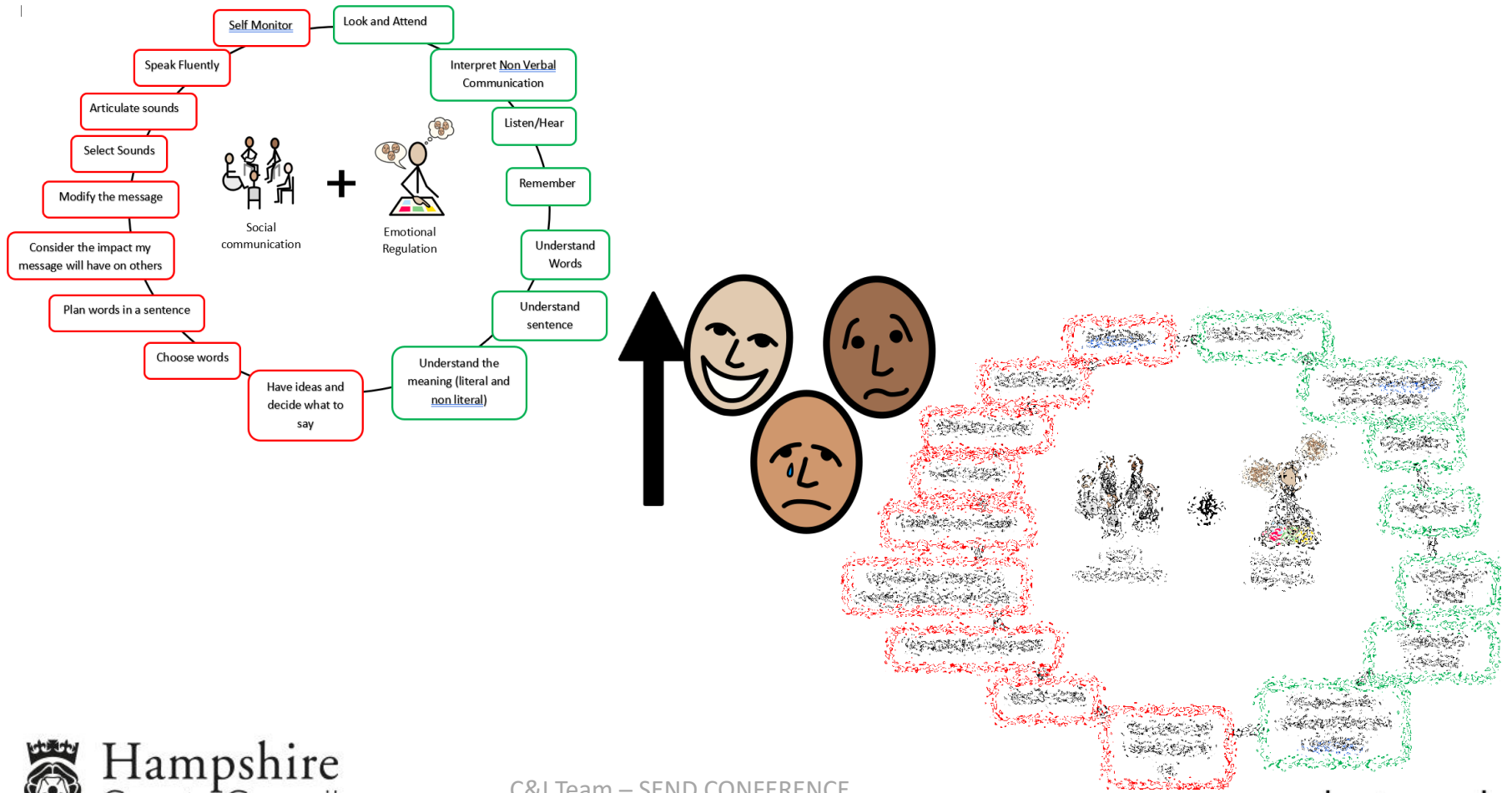
LANGUAGE is important for MENTAL HEALTH:

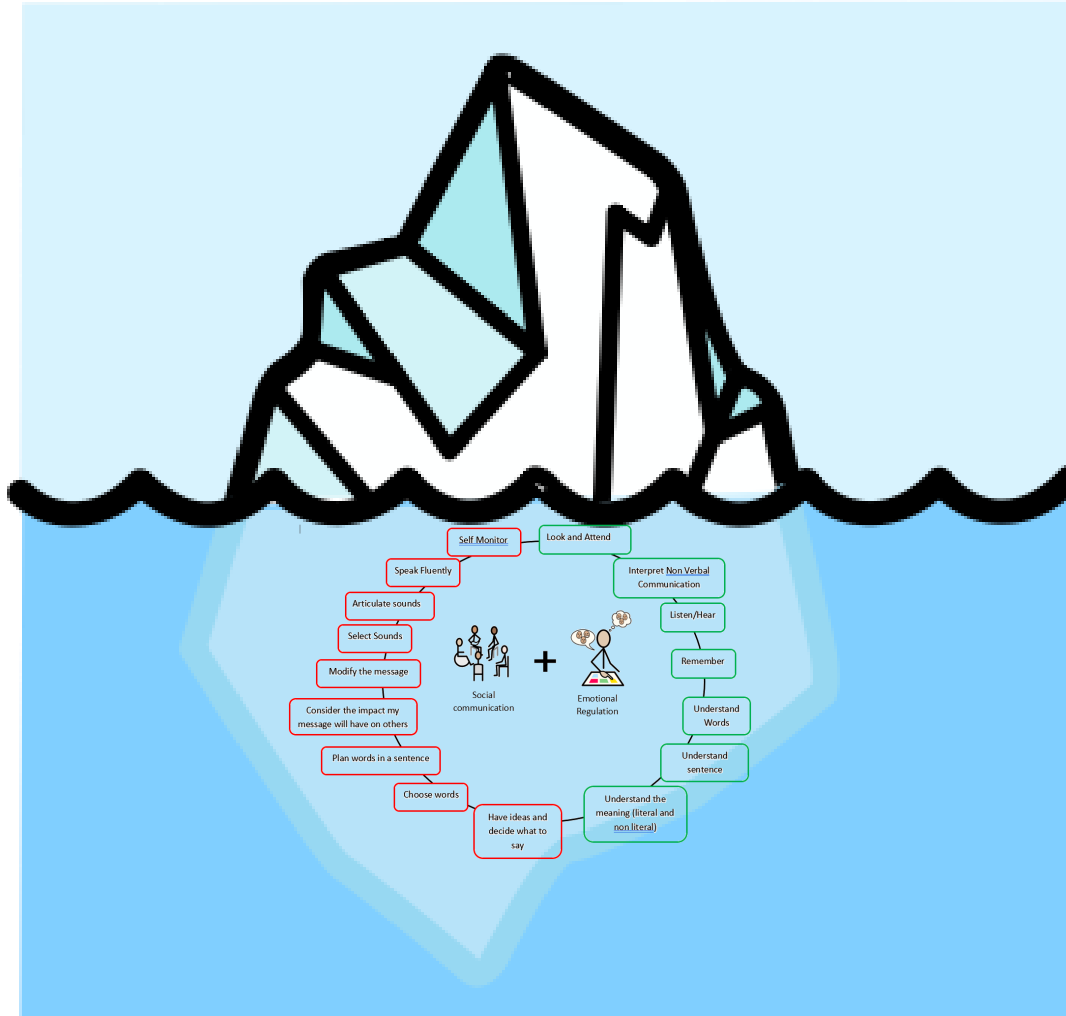


- (1) Language skills are essential to accessing "talking therapies"
- (2) Language interventions that target emotion processes should have positive impacts on mental health

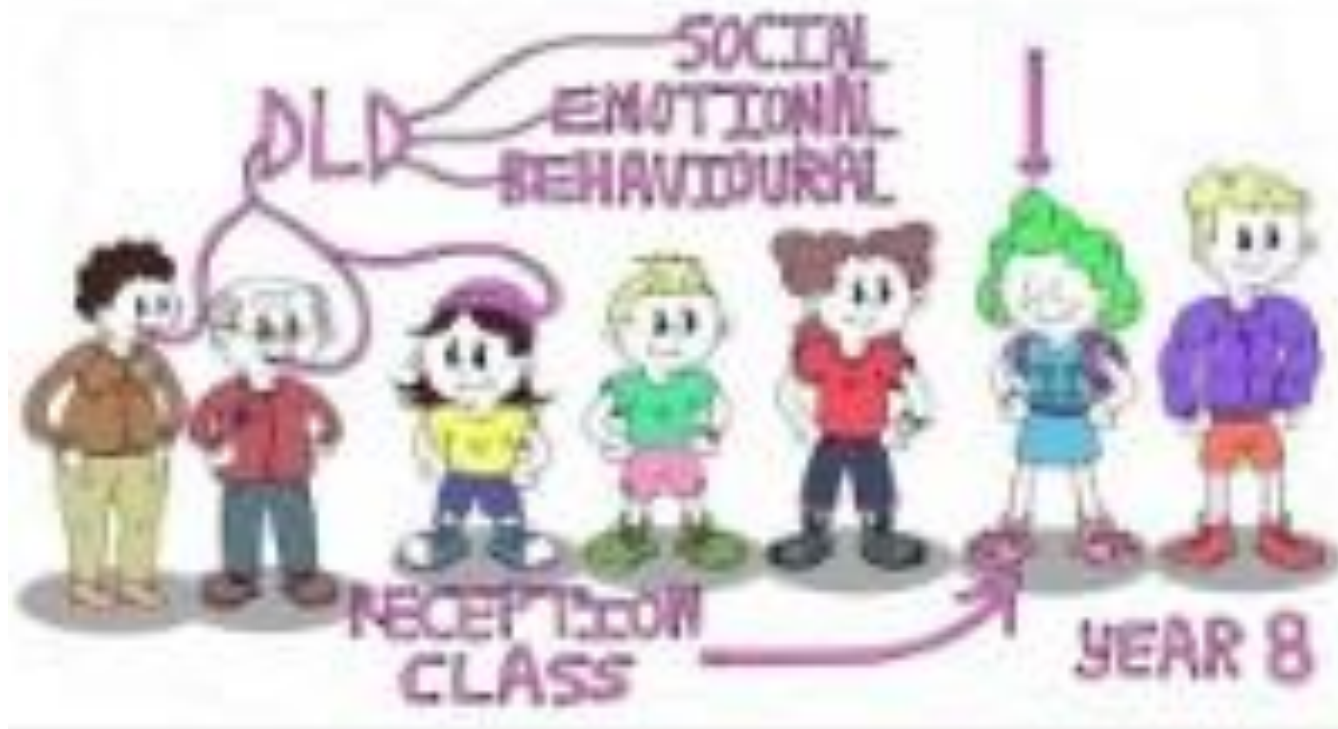
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The impact of heightened arousal on communication





Why is language important for mental health? - YouTube

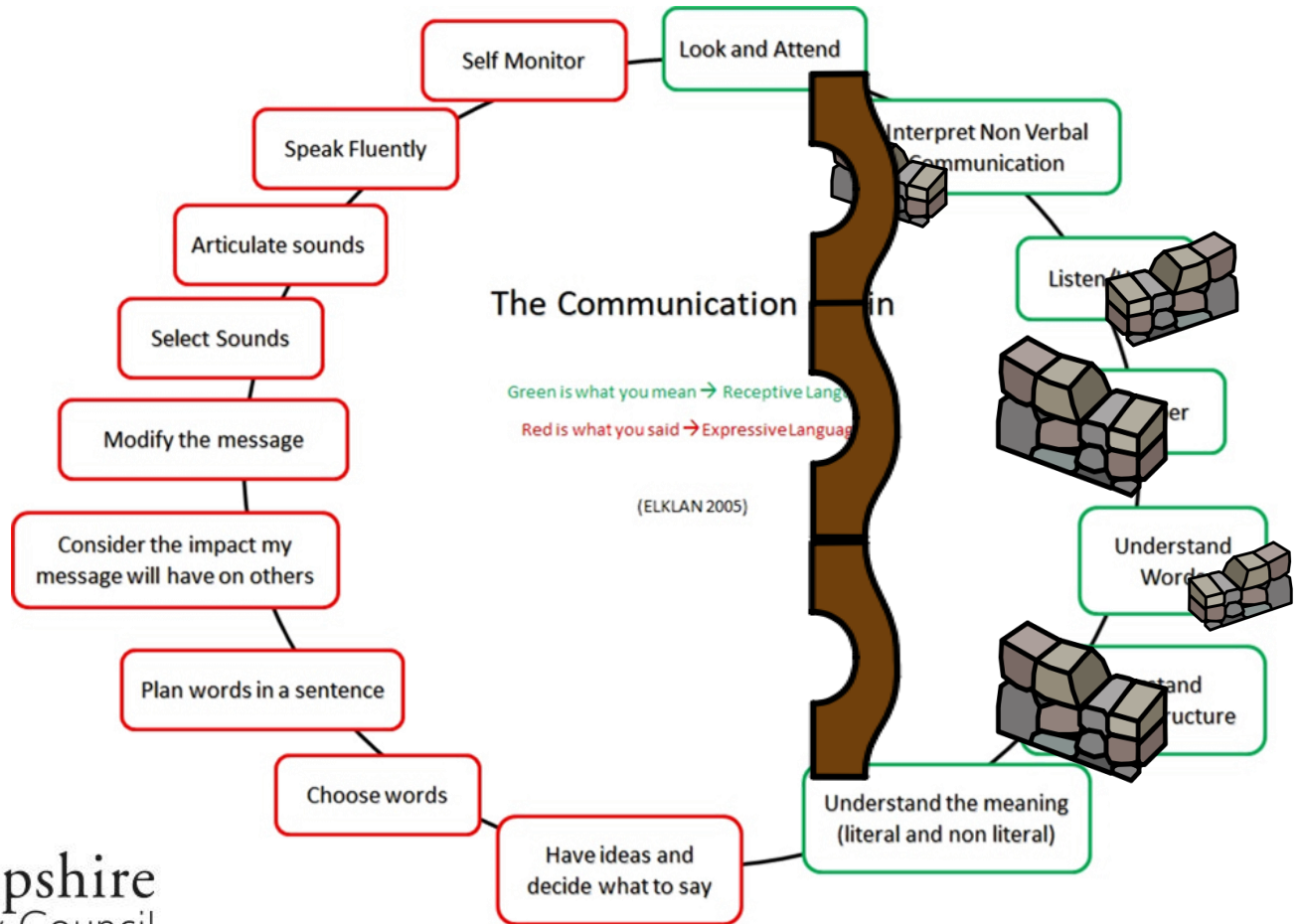


Activity

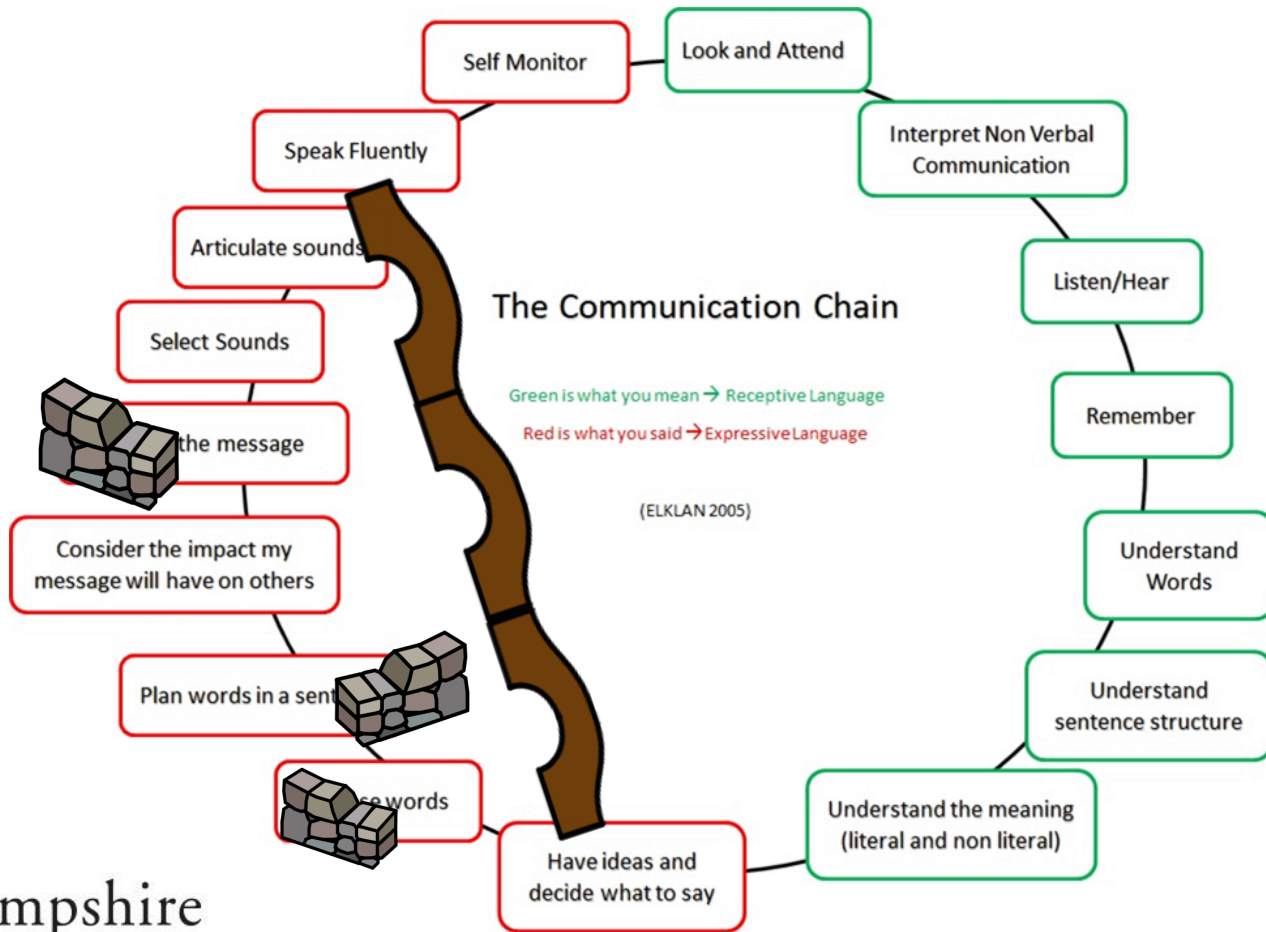


Listen to these instructions:

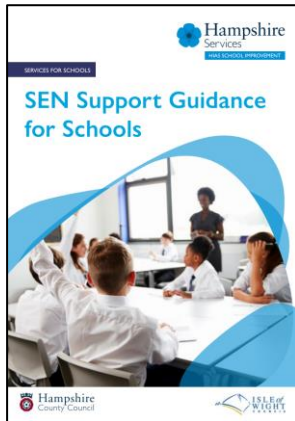
Why do visuals matter?



Why do visuals matter?

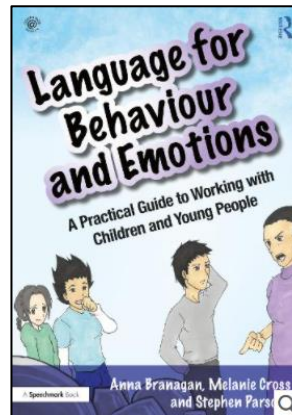
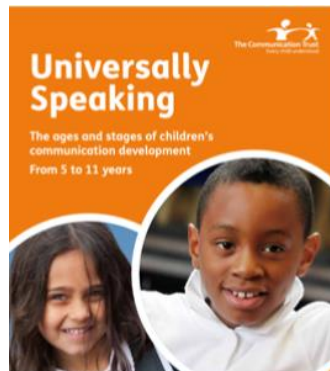
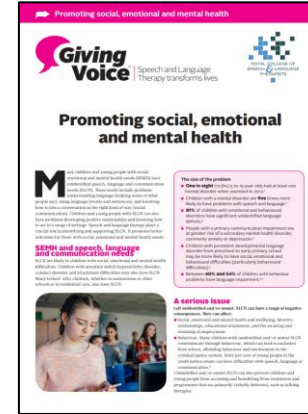


Further Learning



[sen-support.pdf \(hants.gov.uk\)](http://hants.gov.uk/sen-support.pdf)

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Questions and Feedback



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For information about further training, please contact
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