

Inclusion tips : language delay

When a child is delayed in meeting typical language development milestones, they are regarded as having a language delay. Children with language delay may have difficulty with their expressive language (eg getting across ideas or thoughts) and or with their receptive language (eg understanding instructions or questions).

Where to start

- ❖ Become informed about language delay and the individual child's abilities, needs and interests
- ❖ Use first person language, eg child with a disability, not disabled child
- ❖ If you're not sure what someone can do, ask. Work collaboratively to find the most appropriate ways you can help children be included
- ❖ Focus on what the child can do and the ways in which the child's ability can be developed
- ❖ Model acceptance, a positive attitude will influence others
- ❖ Have expectations – by having expectations that a child will be able to achieve something, though it may take longer, you are setting the child up for success
- ❖ As with all children (and where appropriate) it is important to expect children with language delay to follow the rules and routines of the activity.
- ❖ Acknowledge achievements – let children know their efforts are valued
- ❖ Be creative and flexible – are there simple ways you can adapt or modify your activity to suit different abilities and give all children a chance to belong?



We recommend reading the *Shaping Outcomes Inclusion guide*, *inclusion checklist* and the *disability factsheets*

Top tips

Clarify with the family how the child communicates with others

Simplify your language and use key words

Express one idea at a time

Use language that is appropriate to the child's understanding

Go slow, allow time to respond – be patient

Explain new words

Use visuals to support communication

Break down tasks into smaller steps

Think of different ways children can learn – looking, listening, touching

If a child has difficulty with expressive language, offer the child options, eg would you like this or that?

If you have troubles understanding what the child has said, ask if they can show you in other ways

Visual Supports

Visual information allows children extra time to process information and to understand what is going to happen and what is expected of them.

Visual supports can range from body movements such as body language, natural gestures, key word sign and the use of objects, symbols and pictures to activity schedules or social stories.

If you would like more information about community inclusion, we have developed a series of factsheets and checklists for families and community activities.

These can be found at: www.directory.byronearlyintervention.org.au

For further information about language delay:

http://www.raisingchildren.net.au/articles/language_delay.html

<http://www.speechpathologyaustralia.org.au/>



Shaping Outcomes

early childhood intervention service

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