

Inclusive Practice

SLC 3 – Understanding – The Practitioners Role



Please note: the SLC cards have been designed to be worked through in order from cards 1 – 6.

In our efforts to develop a truly communication inclusive space, we must consider the child's understanding of speech, language, and communication.

- Are staff skilled and able to match their language to the child's level of understanding and experience?
- How do you support children's understanding of the spoken word? E.g., objects of reference, visual cues, gestures, and expressions.
- How do you adapt your use of language to respond to different children's language levels, e.g., differentiating comments, instructions, and questions?
- How do you measure a child's level of understanding? What happens when the child must rely on the spoken word alone? What does this tell us?

Task

Watch the following video clip. Reflect as individuals on the children's levels of understanding.

[Communication Trust Platform 3: Two Year Old Talk - YouTube](#)

Share your findings with one another. Did you come to the same conclusion about the children's level of understanding? If not, explore your thinking.

What tools did you use to support your assessment decisions?

Consider what opportunities there are in day-to-day practice to moderate assessments of children's understanding.