Indicators and Impact document

Area	Indicators of difficulty/differences	Impact
Attention and listening	***May have differences/difficulty with…*** • Staying on task. • Switching from one activity to another. • Sitting still/may fidget. • Doing two things at once e.g. listen whilst looking at the board. • Working independently and may not see tasks through to completion. • Responding when the whole class is addressed. • Attending to classroom instructions and may therefore copy other children (sometimes incorrectly). ***Other indicators:*** • Highly distractible (to self or others).	***May impact ability to…*** • Make progress. • Follow and remember information e.g. instructions, stories. • Respond appropriately to others. • Listen in a group situation. ***Other:*** • Missed learning opportunities. • Motivation may decrease. • May see behaviours such as restlessness, cooperation may decrease.

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Auditory Memory	***May have differences/difficulty with…*** • Understanding / remembering what to do • Requesting help – may be passive or disruptive. • Self esteem – experience of failure • Learning new vocabulary and information that's presented orally. • Following instructions ***Other indicators:*** • Poor organisation • Needs language simplified for complete understanding.	***May impact ability to…*** • Follow instructions, particularly a sequence of instructions. • Remember details of a story • Answer questions • Follow classroom discussions.

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Social Communication	***May have differences/difficulty with…*** • Understanding non-verbal communication e.g. body language, facial expression, eye contact / looking towards the speaker, personal space, tone of voice. • Taking turns in conversation e.g. may interrupt or talk without giving the other person a turn. • Starting and maintaining conversations. • Using appropriate rate and volume when talking • Giving the right amount of information e.g. may give too much or too little information in conversations. • Understanding nonliteral language e.g. jokes, sarcasm, and figurative language. • Understanding a range of perspectives. • Understanding their own and other people's feelings. • Staying on topic ***Other indicators:*** • May switch topic suddenly or persevere on a favourite topic of theirs. • Asking repetitive questions	***May impact ability to…*** • Make friends. • Maintain peer relationships. • Participate in group activities. • Adapt to new or unfamiliar social situations. ***Other:*** • May use unexpected behaviours in certain social settings. • May find unstructured activities such as break time challenging.

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Receptive language	***May have differences/difficulty with…*** • Following instructions • Remembering what's been said. • Understanding changes in routines ***Other indicators:*** • The child is last to complete a task. • A tendency to rely on gesture or other visuals to understand what is said. • May appear confused. • May give unrelated answers or not respond to questions. • Needs instructions to be repeated or broken down. • May follow what other children are doing. • Gets the wrong end of the stick.	***May impact ability to…*** • Understanding classroom instructions and routines • Follow lesson content. • Follow and participate in conversations. • Participate in group games and activities especially where language content is high (e.g. games with rules). ***Other:*** • May look like they are not paying attention. • Difficulty understanding spoken language, will include reading comprehension. • May present as being disruptive, or quiet. • May avoid or opt out of tasks.

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Expressive Language	***May have differences/difficulty with…*** • Using longer and well-formed sentences. Uses simple or short sentences. • Grammar e.g. confusion or omission of verb tense, pronouns, plurals etc. • Word order in sentences • Initiating and maintaining conversation with adults/peers ***Other indicators:*** • Uses only single words or a few words joined together. • Sentences sound immature for their age. • May mix up WH questions. • Narratives may be shorter and might not be organised.	***May impact ability to…*** • Express their needs or emotions. • Effectively share ideas and opinions during discussions. • Effectively tell stories or talk about events and/or news in a clear way. ***Other:*** • Can't think of words • Can't tell stories. • Jumbles ideas up • Mixes up words. • May have difficulties with literacy as they may have the same difficulties in spoken sentences, in their written work.

Area	Indicators of difficulty/differences	Impact
Vocabulary and word finding	***May have differences/difficulty with…*** • Using topic or specific vocabulary ***Other indicators:*** • May have a limited vocabulary or difficulty learning new vocabulary. • Use of nonspecific words such as 'thingy' • Use of fillers e.g. umm • May use a related word rather than correct word e.g. `ladders' for `stairs' • Feeling like the word is on the tip of the tongue.	***May impact ability to…*** • Answer open ended questions. ***Other:*** • May become frustrated. • Difficulty getting their point across

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Speech	• History of otitis media with effusion (Glue ear). • Speech not easily understood, even by people familiar with the child. • Speech shows one or more of the following patterns: ○ **- omissions/deletions of sounds** (e.g. “up” for “cup”, "poon" for "spoon") ○ **- substitutions of one sound with another** (e.g., “tup” for “cup”, "wabbit" for "rabbit") ○ **- additions of extra sounds** (e.g. “pulay” for “play”) ○ **- distortions of consonants:** sounds not produced in the typical way (e.g. a lateral "s" with air down sides rather centre of tongue) ○ **- distortions of vowels:** vowels not produced as expected, and this is not attributable to variations in accent or dialect. ○ **- syllable-level errors**: weak syllables deleted (e.g. "tephone" for "telephone") • Inconsistent pronunciation of words on a regular basis. • Difficulty producing speech sounds even when supported with physical prompts. • Difficulty combining consonants and vowels together smoothly in CV and CVC words.	• May become frustrated, withdraw from interactions, or avoid saying certain words. • May have difficulty progressing through the stages of phonics. • May find it difficult to learn and recall new vocabulary, particularly if sound structure is complex. • May show limitations in using grammatical markers (to mark tenses, plurals, possession).

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	• Difficulty with clusters and multisyllabic word production. • Unusual intonation and stress patterns, alongside speech sound errors. • Difficulty with oral movements e.g. licking lips or moving the tongue. • Drooling, difficulty with lip closure. • Signs of muscle weakness or low muscle tone affecting speech. • Unusual resonance (e.g. speech has a nasal quality). • Difficulty with phonological awareness, phonics and literacy. • Limitations in use of grammatical markers (to mark tenses, plurals). • Vocabulary and grammar underdeveloped for age in context of speech sound issues.	