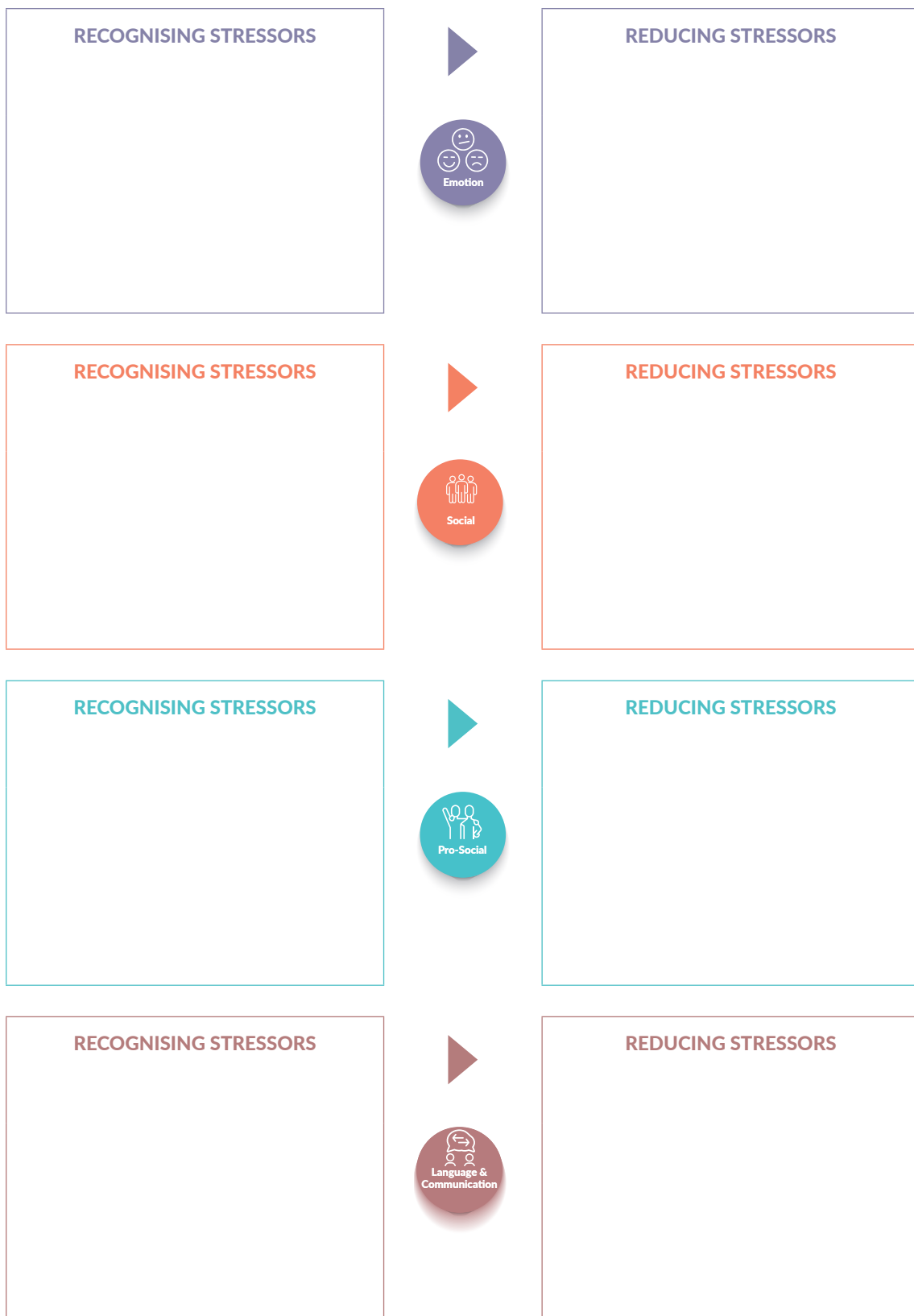


STRESSOR TOOL

Recognising and reducing stressors is an important part of reframing behaviour. Start with the student's strengths and interests. Then fill out the potential stressors that you recognise through your own observations or what you have learned from the student, their parent/caregiver or other supporting adults. When you have recognised the stressors, consider how you might reduce some of them with consideration to the student's strengths and interests. Some will be outside of your control.

Student Name:	Student's Strengths and Interests	Date:

RECOGNISING STRESSORS		REDUCING STRESSORS
		
RECOGNISING STRESSORS		REDUCING STRESSORS
		



One Page Profile

My picture goes here!

Things I like to do:

Things that comfort me:

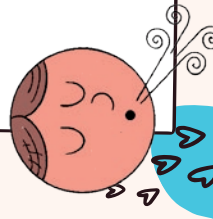
Things I don't like:

How I like to communicate:

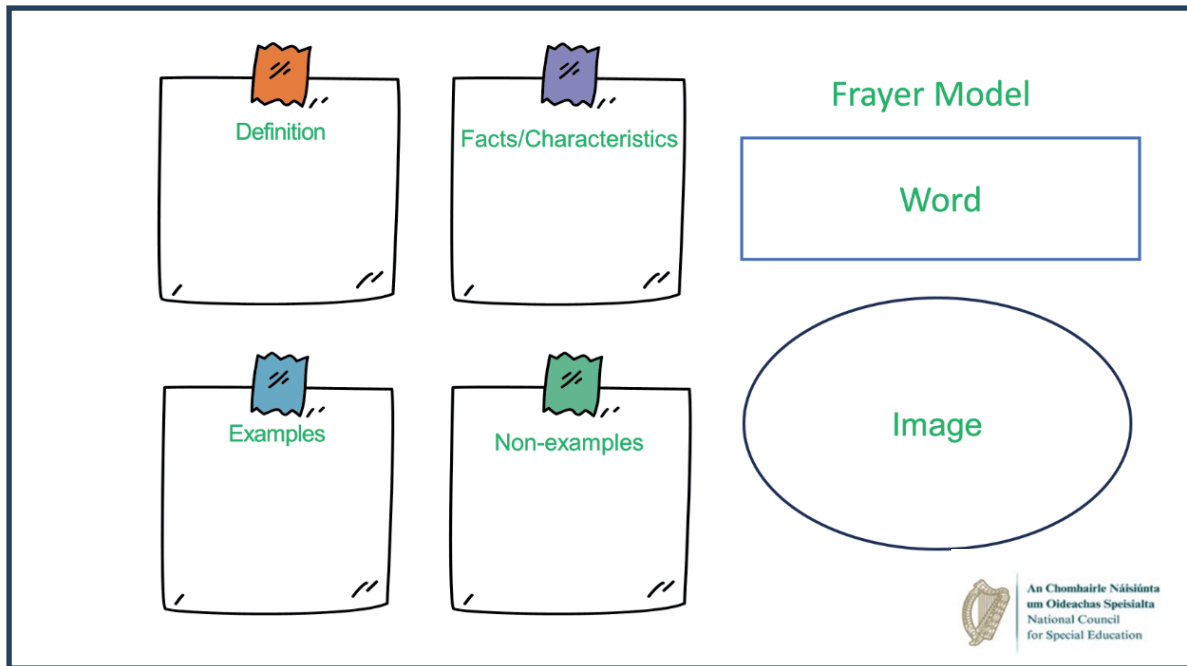
My name is

I am years old

How to support me best:

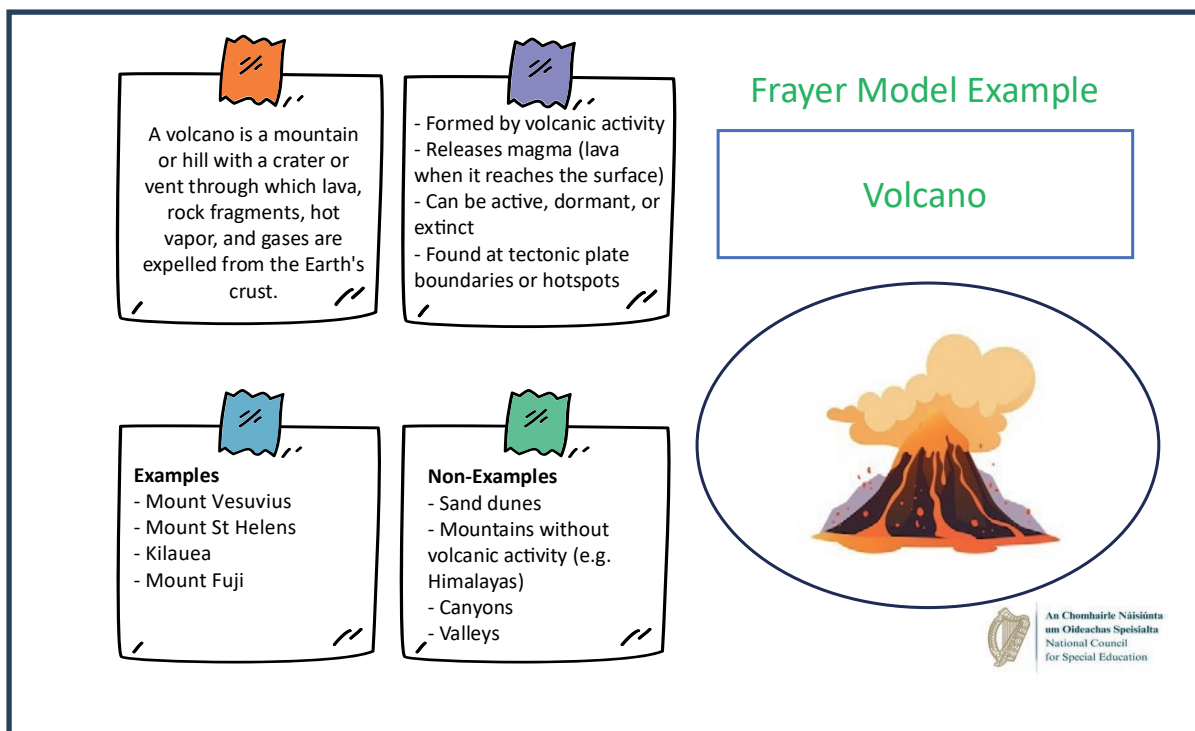


Frayer Model



How to Use the Frayer Model:

1. **Choose a Concept or Word:** Select a vocabulary term, concept, or topic to explore.
2. **Define the Term:** In the **Definition** quadrant, provide a clear and concise explanation.
3. **Identify Key Characteristics:** List essential features, traits, or attributes in the **Characteristics** quadrant.
4. **Provide Examples:** Include specific instances or items that match the concept in the **Examples** quadrant.
5. **List Non-Examples:** Identify items or concepts that are unrelated or opposite to the term in the **Non-Examples** quadrant.
6. **Add an image:** students add their own **Image** to link to the word.
7. **Discuss and Reflect:** Encourage group discussion to refine understanding and address misconceptions.





Post Primary Communication Profiling Checklist: Speech, Language and Communication

Student Name: _____

School Year/Class: _____

Checklist Completed By: _____

Position in School: _____

Think about the student's abilities **as compared to their peers**, then rate them using the following:

0 = Rarely (adequate skills or not applicable)

1 = Sometimes (once a week but not every day)

2 = Often (daily)

This profile can be used to gather information on a student's strengths, difficulties or differences in speech, language and communication. Identifying a difficulty or a difference does not necessarily indicate a need for support in this area. This is not a diagnostic tool and there is diversity across every person's speech, language and communication skills.

Expressive Language (Speaking)

Does the student:

Rarely Sometimes Often

☐ find it difficult to think of certain words? (e.g. may talk around the word or give up)			
☐ leave out word endings like plurals or past tense?			
☐ jumble up the word order of sentences?			
☐ have difficulty creating longer sentences using conjunctions? (e.g. if, so, or)			
☐ leave out information when explaining themselves or telling a story?			
☐ mix up the order of an explanation or story?			
Total:			

Receptive Language (Understanding Spoken Language)

Does the student:

Rarely Sometimes Often

☐ have difficulty following longer instructions or only follow them in part?			
☐ have difficulty remembering things people say/require repetition of instructions?			
☐ look to other students' actions to follow instructions?			
☐ take things literally?			
☐ have difficulty understanding jokes and puns?			
☐ have difficulty understanding inferred meaning?			
☐ take a long time to respond to a question?			
☐ show reluctance to answer questions in class?			
Total:			



Vocabulary

Does the student:	Rarely	Sometimes	Often
☐ have a limited range of vocabulary?			
☐ frequently use non-specific words such as 'stuff' and 'thing'?			
☐ have difficulty understanding and remembering word meanings?			
☐ misuse words? (e.g. uses them in the wrong context)			
Total:			

Understanding Written Language (Reading Comprehension & Expression)

Does the student have difficulty:	Rarely	Sometimes	Often
☐ understanding what they are reading (as distinct from ability to decode)?			
☐ answering questions and summarising information on a written text?			
☐ structuring and organising thoughts in written pieces?			
☐ constructing sentences and using correct grammar in written pieces?			
☐ using correct content (e.g. vocabulary) to convey meaning in written pieces?			
☐ with spelling?			
Total:			

Social Communication (Pragmatic Language)

Does the student have a difference (compared to most of the class) in the way they:	Rarely	Sometimes	Often
☐ start a conversation?			
☐ take turns in a conversation?			
☐ maintain topics of conversation?			
☐ switch topics of conversation?			
☐ use eye contact?			
☐ are aware of personal space?			
☐ use appropriate facial expressions?			
☐ interpret facial expressions in others? (e.g. when others don't understand them)			
☐ recognise/say when they don't understand?			
☐ interact or participate with others in group activities?			
Total:			

Is English the student's first language?

yes ☐ no ☐

Comments:

Signature:

Date Completed:



Scoring guidelines for the NCSE Post Primary Speech, Language and Communication Profiling Checklist

Interpretation

If a student scores;

0		No further action is required in this area.
1-2		This area of communication should be monitored and reviewed.
3 or above		This student would benefit from additional support. This student may also benefit from referral to a Speech and Language Therapist.

Please place total cumulative scores from each section in the scoring box below, and then consider the student's existing strengths and skills per area.

Area	Total	Interpretation of score as above	Despite any scores, what is an existing strength or skill of the student in this area?
<i>Expressive Language</i>			
<i>Receptive Language</i>			
<i>Vocabulary</i>			
<i>Written Language</i>			
<i>Social Communication</i>			



HOW TO USE THE COMMUNICATION PROFILING CHECKLIST?

This checklist was designed as a teacher-led tool to allow for the profiling of a student's speech, language and communication strengths, difficulties and differences.

Why use the checklist?

This checklist allows a teacher to:

- profile students' strengths, difficulties and differences
- design and plan for support
- identify need for further assessment or onward referral to SLT services
- recognise the diversity in students' speech, language and communication
- review and monitor students' progress

How to administer the checklist?

The checklist should be completed by a teacher or a number of teachers who know the student well. The checklist contains statements describing students' communication skills. For each statement, the teacher is requested to provide information about how often the student demonstrates a behaviour/skill/ability, etc.

0	Rarely (average skills or not applicable)
1	Sometimes (once a week but not everyday)
2	Often (daily)

The teacher should choose the response that, in their judgement, best describes the student. Each item should be read carefully and it is advised not to leave any items blank.

Administration tips

1. If you feel that you are unable to make a judgement, please score it as 0 and add a comment.
2. The comments box could be used to record any additional information such as classroom observations, additional languages, existing diagnoses, recent assessments, etc.
3. Liaise with other teachers in your school who are trained and using the tool.
4. Liaise with other people who know the student well to support you completing the tool; parents, other people who teach/support the student.
5. Practice rationalising your decision making; asking questions such as why did I tick 'often'?
6. Consider other data that has been gathered on the student, e.g. school assessments, past reports, classroom observations, and curricular work.



How to score the checklist?

Step 1: Please write the cumulative score in the **Total** box in each section.

Example:

Vocabulary

Does the student:	rarely	sometimes	Often
☐ have a limited range of vocabulary?			2
☐ frequently uses non-specific words such as 'stuff' and 'thing'?		1	
☐ have difficulty understanding and remembering word meanings?		1	
☐ misuse words e.g. uses them in the wrong context			2
Total:	6		

Step 2: Please transfer the total cumulative score from each section into the **scoring box** on page 3.

Example:

	Total	Interpretation
Expressive Language	5	
Receptive Language	4	
Speech	1	
Vocabulary	6	
Written language	3	
Social Communication	1	

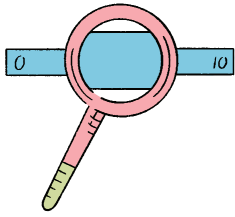
Step 3:

A) Interpretation of results: Each area of language is scored individually. There is no overall score. If a student scores the following **in any one area of language**:

0		No further action is required in this area.
1-2		This area of communication should be monitored and reviewed.
3 or above		This student may benefit from additional support which may include a referral to a Speech and Language Therapist.

B) Existing strengths and skills: Despite any scores, please consider what the student's **existing strengths and skills** are for **each area of language**.

Area	Total	Interpretation of score as above	Despite any scores, what is an existing strength or skill of the student in this area?
Expressive Language			
Receptive Language			
Vocabulary			
Written language			
Social Communication			



Solution Focused

Solution-Focused Practice is a change-focused approach that helps people to find ways forward from difficult or challenging situations by focusing on what is wanted in the future and what is already working, and focusing on solutions rather than problems.

(Ajmal & Ratner, 2020)



Exploring best hopes. Finding out what is wanted and what are the best hopes in terms of differences or outcomes.



Exploring the 'preferred future'. Capturing the details of what we want to see happening.



Identifying instances of existing success and strengths and exceptions to the 'problem'. Finding moments where the preferred future may already be happening so that we can build on what is already working.



Identifying small signs of change as evidence of future progress.



Engaging in reflective practice.

Solution-Focused Goal Setting



What are your best hopes for the student(s)?

- _____
- _____
- _____



What difference might that make?

- _____
- _____
- _____



What are your best hopes for yourself?

- _____
- _____
- _____



What difference might that make?

- _____
- _____
- _____

Preferred future



Suppose those best hopes are realised, how would you know? What would you notice that would tell you these changes have happened?

- What might the student be doing differently, in a way that would be good for them?
- What might you be doing differently?

Exploring existing strengths and solutions



On the scale, where, at 10, the best hopes are achieved, and 0 is the opposite of that, where are you now? Mark a number on the scale below.

0 _____ 10
(best hopes)

How come you are already there and not lower? List 5 things.

- _____
- _____
- _____
- _____
- _____

Mark where might be the 'good enough' point on that scale?

Small signs of change



Moving up half a point on that scale from where you are now, what will be the next small signs of change that show things are moving in a helpful direction? What will you start looking out for?

Reflective practice



Continuous reviewing and reflecting on what is going well is encouraged. Start looking out for small signs of change, and what you are pleased to notice.

Solution-Focused Review and Reflection

What have you been pleased to notice?

What difference has that made?

What else has been better?

What difference has that made?

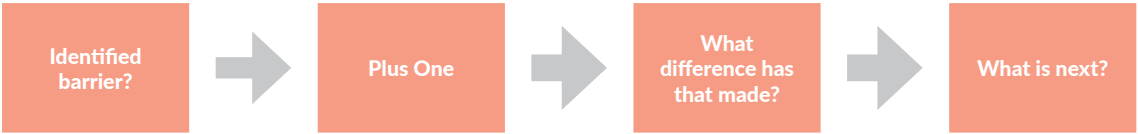
Who else has noticed these changes?

What difference has this made?

What might the next signs of change be?

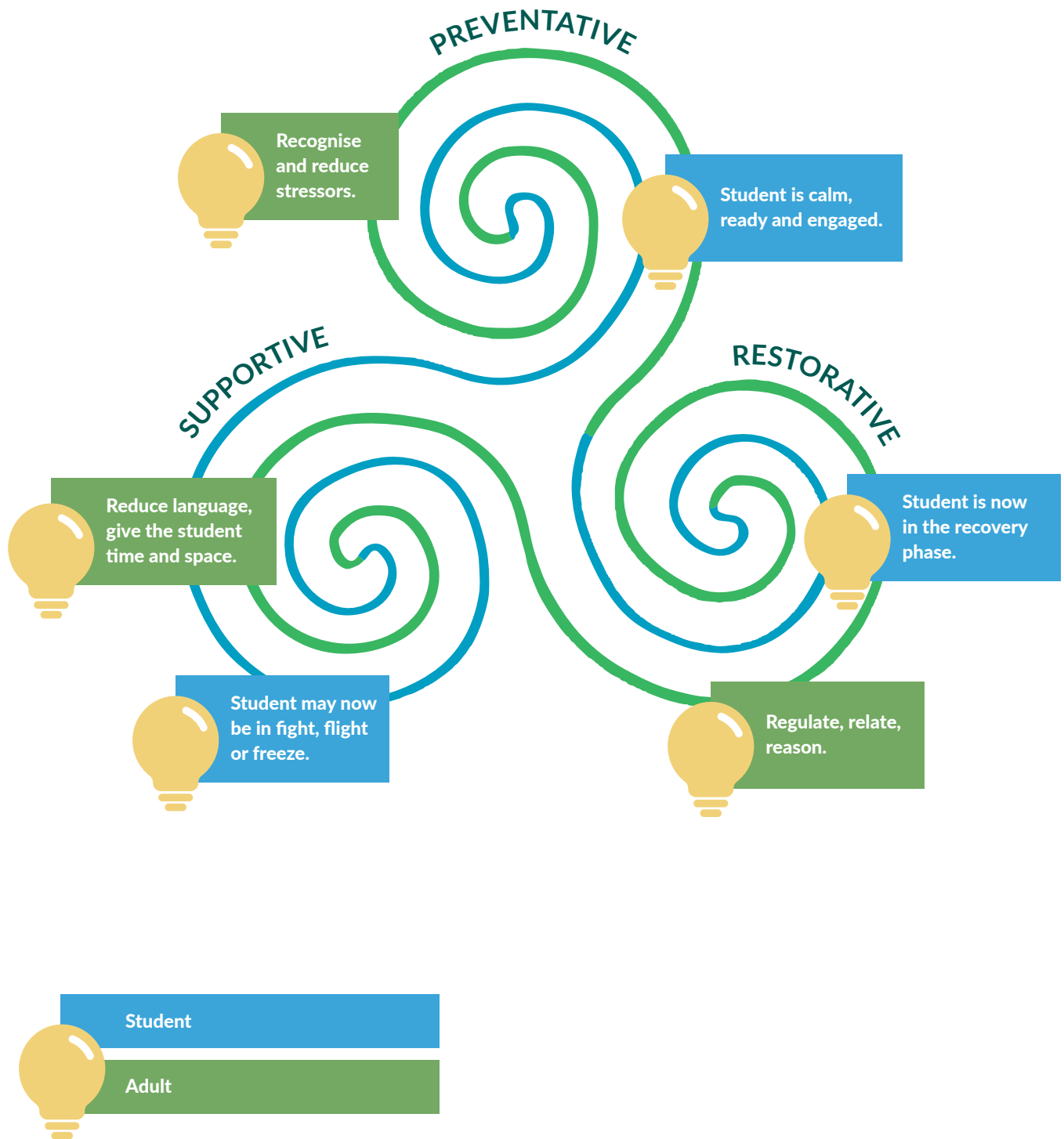
A Plus One Approach

Write any change you are going to make towards your vision. Use this tool to record your steps towards your vision, one action (weekly, monthly, termly or yearly) at a time.



Goal	What I am currently doing	My Plus One (this week/ month/term/year)	Next week/month/ term/year
<i>e.g. including all students when reading texts</i>	<i>All students get their own copy of the novel and get notes ahead of time</i>	<i>All students get their own copy of the novel and get notes ahead of time</i> <i>This year: Provide graphic novel version of the text</i>	<i>All students get their own copy of the novel and get notes ahead of time</i> <i>Provide graphic novel version of the text</i> <i>Next year: Make audio versions of the text available for students</i>

Phases of Support

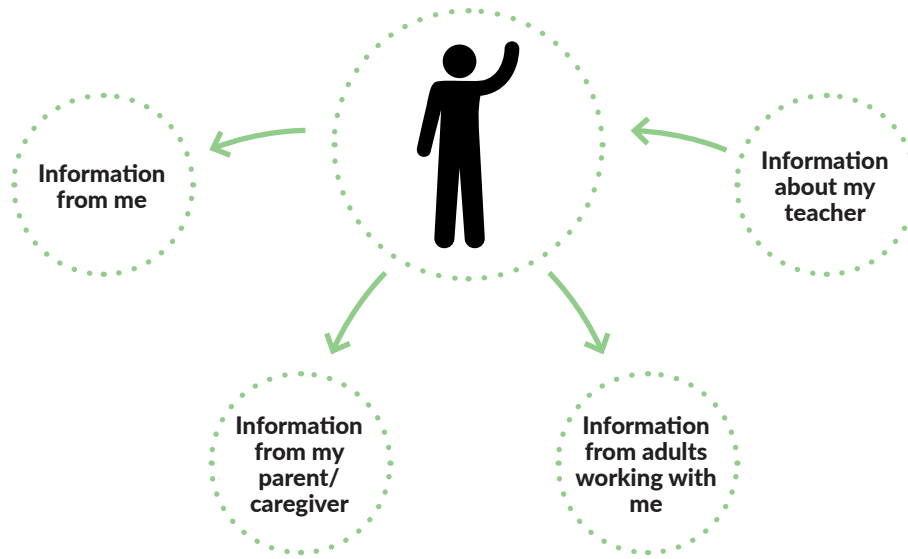


Phases of Support Template

What the student may be experiencing:		
 Preventing	 Supporting	 Restoring

What the adult is doing:		
 Preventing	 Supporting	 Restoring

Getting to Know Me



Getting To Know Me

Things that I like (in school/outside school):

What are break times like for me?

My favourite part of the school day is:

What is class changeover like for me?

My favourite subjects are:

Who are the important people in my life?

What makes learning easier for me?

Something I would like you to know about me..

I prefer to show my learning by...

Getting To Know Me

Questions for Parents/Caregivers

What are your child's interests and hobbies?

Is your child anxious about anything that we should know about?

How can we support your child in school?

Have they had any life experiences or changes that you would like to share with us?

If your child experiences stress, is there anything that can make this worse that we should know about?

Is there any other information you would like us to know?

Getting To Know Me

Questions for Adults working with: _____

What are the student's strengths and interests?

How can these strengths and interests be used to support the student's learning?

What has been working well for the student?

This student learns best by...

Are there any approaches or strategies that were previously implemented or that are ready to be implemented?

Getting To Know My Teacher

My teacher's name is:

My teacher's favourites:

Music: _____

TV Shows: _____

Take Out: _____

What did you like about school?

If you weren't teaching, what other job do you think you'd be doing?

What's a hobby you're really passionate about?

What's the best meal you've ever had?

Is there a book or movie you think everyone should experience at least once?

What's a hobby you're really passionate about?

If you could take a year off to travel, where would you go first?

Have you ever surprised yourself?



Primary Communication Profiling Checklist: Speech, Language and Communication

Student Name: _____ School Year/Class: _____

Checklist Completed By: _____ Position in School: _____

Think about the student's abilities, as compared to their peers, then score this profile using the following:

0 = Rarely (average skills or not applicable)

1 = Sometimes (once a week but not every day)

2 = Often (daily)

This profile can be used to gather information on a student's strengths, difficulties or differences in speech, language and communication. Identifying a difficulty or a difference does not necessarily indicate a need for support in this area. This is not a diagnostic tool and there is diversity across every person's speech, language and communication skills.

Expressive Language (Speaking)

Does the student:	Rarely	Sometimes	Often
☐ find it difficult to think of certain words (e.g. may talk around the word or give up)			
☐ leave out word endings like plurals or past tense?			
☐ jumble up the word order of sentences?			
☐ have difficulty creating longer sentences using conjunctions (e.g. if, so, or)?			
☐ leave out information when explaining themselves or telling a story?			
☐ mix up the order of an explanation or story?			
Total:			

Receptive Language (Understanding Spoken Language)

Does the student:	Rarely	Sometimes	Often
☐ have difficulty following longer instructions or only follow them in part?			
☐ have difficulty remembering things people say/require repetition of instructions?			
☐ look to other students' actions to follow instructions?			
☐ have difficulty understanding jokes, idioms & can take things literally?			
☐ have difficulty answering questions or take a long time to respond to a question?			
☐ have difficulty understanding stories as a whole, i.e. drawing conclusions, predicting outcomes and understanding implied meaning?			
Total:			

Speech

Does the student:	Rarely	Sometimes	Often
☐ find it hard to say multisyllabic words, e.g. psgetti for spaghetti			



○ have difficulty co-ordinating mouth movements, e.g. struggles with tongue twisters or alliteration			
○ show persistent articulation errors, e.g. wed/red			
○ repeat words/sounds or get stuck on words/sounds when they are speaking (stammering) or avoid saying specific words they get stuck on			
Total:			

Vocabulary

Does the student:	Rarely	Sometimes	Often
○ have a limited range of vocabulary?			
○ frequently use non-specific words such as 'stuff' and 'thing'?			
○ have difficulty understanding and remembering word meanings?			
○ misuse words? (e.g. uses them in the wrong context)			
Total:			

Written Language (Reading Comprehension & Expression)

Does the student have difficulty:	Rarely	Sometimes	Often
○ understanding what they are reading (as distinct from ability to decode)?			
○ answering questions and summarising information on a written text?			
○ structuring and organising thoughts in written pieces?			
○ constructing sentences and using correct grammar in written pieces?			
○ using correct content (e.g. vocabulary) to convey meaning in written pieces?			
○ with spelling?			
Total:			

Social Communication

Does the student have a difference (compared to most of the class) in the way they:	Rarely	Sometimes	Often
○ start a conversation?			
○ keep the conversation going (taking turns)?			
○ maintain topics of conversation?			
○ use eye contact?			
○ with non-verbal communication? (e.g. personal space, facial expressions)			
○ recognise/say when they don't understand?			
○ interact or participate with others in group activities?			
Total:			

Is English the child's first language?

yes ☐ no ☐

Comments:

Signature:

Date Completed:



Scoring guidelines for the NCSE Primary Speech, Language and Communication Profiling Checklist

Interpretation

If a student scores;

0		No further action is required in this area.
1-2		This area of communication should be monitored and reviewed.
3 or above		This student may benefit from additional support which may include a referral to a Speech and Language Therapist.

Please place total cumulative scores from each section in the scoring box below, and then consider the student's existing strengths and skills per area.

Area	Total	Interpretation of score as above	Despite any scores, what is an existing strength or skill of the student in this area?
<i>Expressive Language</i>			
<i>Receptive Language</i>			
<i>Speech</i>			
<i>Vocabulary</i>			
<i>Written Language</i>			
<i>Social Communication</i>			



HOW TO USE THE COMMUNICATION PROFILING CHECKLIST

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Administration tips

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3. Liaise with other teachers in your school who are trained and using the tool.
4. Liaise with other people who know the student well to support you completing the tool; parents, other people who teach/support the student.
5. Practice rationalising your decision making; asking questions such as why did I tick 'often'?
6. Consider other data that has been gathered on the student, e.g. school assessments, past reports, classroom observations and curricular work.



How to score the checklist?

Step 1: Please write the cumulative score in the **Total** box in each section.

Example:

Vocabulary

Does the student:	rarely	sometimes	often
☐ have a limited range of vocabulary?			2
☐ frequently use non-specific words such as 'stuff' and 'thing'?		1	
☐ have difficulty understanding and remembering word meanings?		1	
☐ misuse words (e.g. uses them in the wrong context)			2
Total:	6		

Step 2: Please transfer the total cumulative score from each section into the **scoring box** on page 3.

Example:

	Total
Expressive Language	4
Receptive Language	3
Speech	0
Vocabulary	6
Written language	3
Social Communication	1

Step 3:

A) Interpretation of results: Each area of language is scored individually. There is no overall score. If a student scores the following **in any one area of language**:

0	➡	No further action is required in this area.
1-2	➡	This area of communication should be monitored and reviewed.
3 or above	➡	This student may benefit from additional support which may include a referral to a Speech and Language Therapist.

B) Existing strengths and skills: Despite any scores, please consider what the student's **existing strengths and skills** are for **each area of language**.

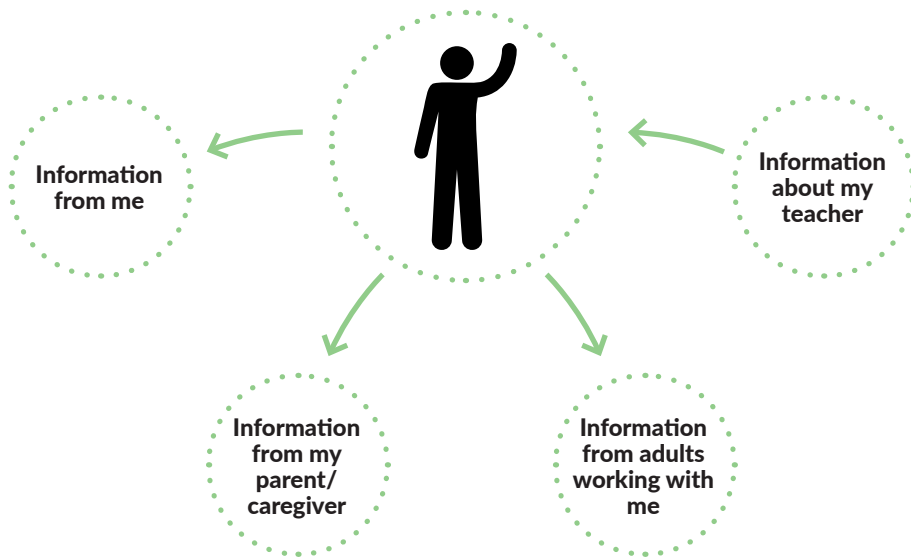
Area	Total	Interpretation of score as above	Despite any scores, what is an existing strength or skill of the student in this area?
Expressive Language			
Receptive Language			
Speech			
Vocabulary			
Written language			
Social Communication			

Mindful Colouring

This is a mindful coloring page. It features a central mandala design consisting of three large, interlocking spirals. Surrounding the spirals are various line-art icons and symbols, including a sun, a heart, a lightbulb, a camera, a smiley face, a bird, a flower, musical notes, a clipboard, a clock, a ruler, a pencil, a magnifying glass, and a person's head. The page is framed by a thick black border. The background is decorated with colorful clouds and a star.



Getting to Know Me



Getting To Know Me

What do I
really love?

What do I like
about school?

What activities do
I enjoy at school?

What do I like
about break time?

What activities do
I enjoy at home?

What do I like
about yard?

What makes learning
easier for me?

Something you should
know about me...

I like to show what
I have learned by...

Getting To Know Me

Questions for Parents/Caregivers

What are your child's interests and hobbies?

Is your child worried about anything or scared of something that we should know about?

How can we support your child in school?

Is there any other information you would like us to know?

Have they had any life experiences or changes that you would like to share with us?

Getting To Know Me

Questions for Adults working with: _____

What does the student enjoy currently?

How can the student's strengths and interests be used to support their learning?

What's working well?

Are there any approaches or strategies that were previously implemented or are ready to be implemented?

What helped the student in their previous class or setting?

Getting To Know My Teacher

My teacher's name is:

My teacher's favourites:

Colour: _____

Animal: _____

Food: _____

What did you like about school?

What's the most fun thing you like to do on the weekend?

If you could have any superpower, what would it be?

Do you have any pets?

Do you like to play any games or sports?

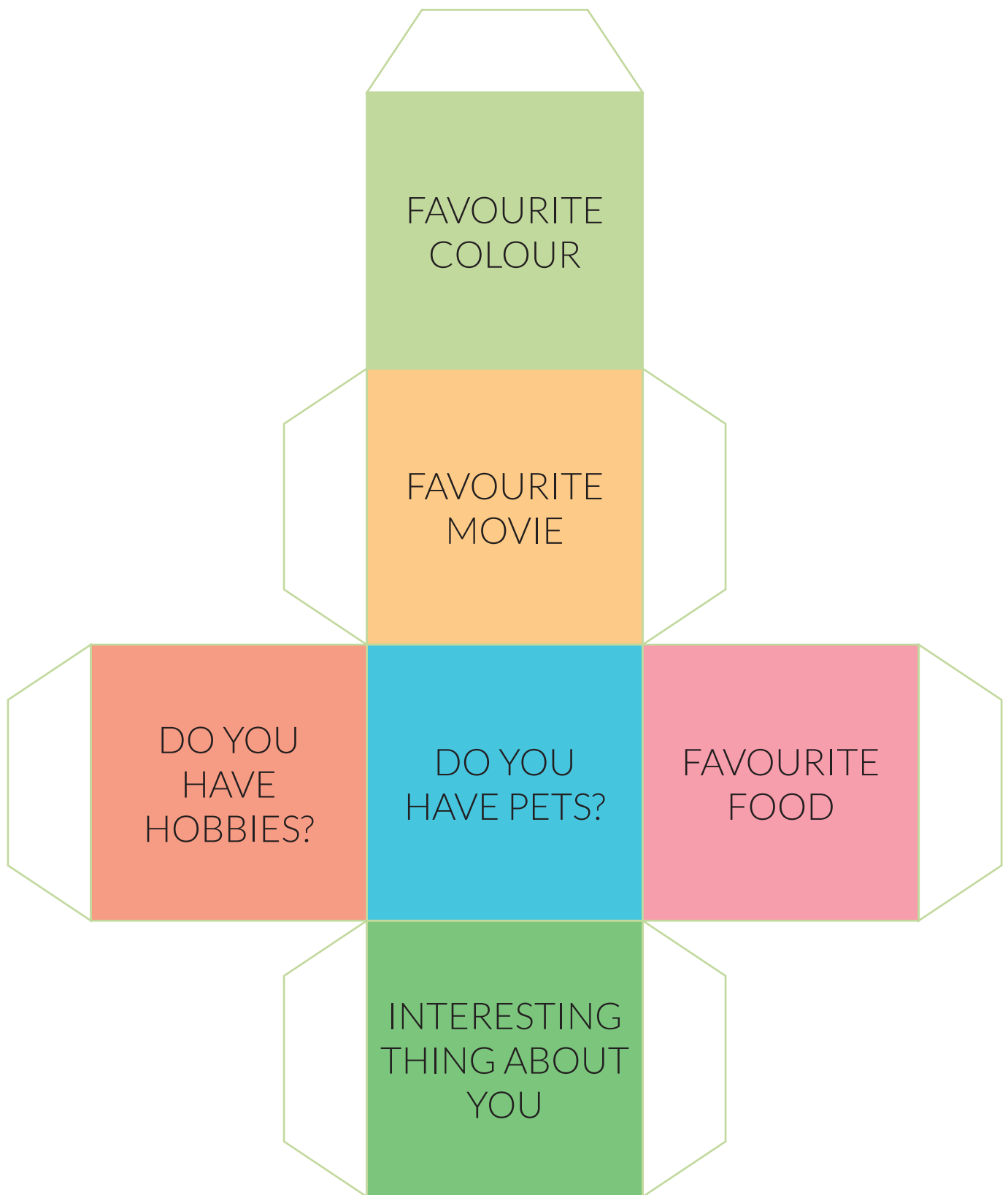
Do you like TV or movies?

What's the coolest place you've ever been to?

What is an interesting fact about you?

Getting To Know My Teacher

Dice Game



The Teaching Element

- Teachers show and demonstrate what **Done** looks like.
- Students problem solve with the teacher what steps are required to achieve their goals and collaboratively identify the steps and time allocation in the **Do** section.
- Students then work out what materials are needed to complete the task in the **Get Ready** column.
- Students are then instructed to go and gather those materials independently, now completing the task in the order: **Get Ready, Do, Done**.
- The last step includes comparing the final product with the plan, visually captured in **Done**.

What will it look like
when I am done?