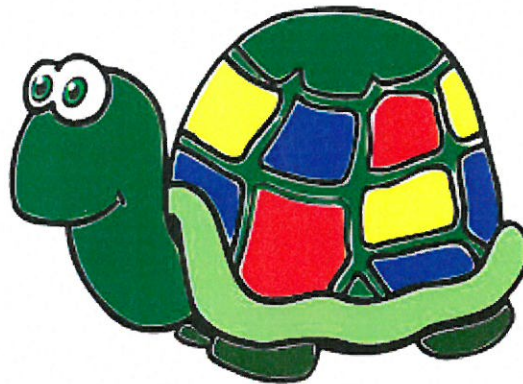
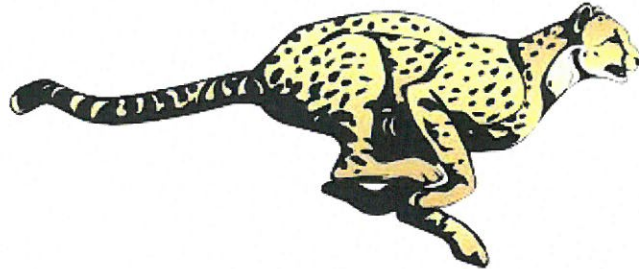


Pack for Rate



This pack should only be used under the guidance of a Speech and Language Therapist

Original Concepts by Speech and Language Therapists in Hull and East Yorkshire
Updated by Rona Gaffney 2015



Name: _____					D.O.B: _____	
School: _____						
Overall aim(s)	Where am I now?	What will I achieve?	Outcome	Actual Outcome		
To help the child improve their expressive and receptive language skills to their full potential	The child finds it difficult to speak at an appropriate rate	The child will be able to use an appropriate rate of speech in a range of different situations 80% of the time				
Therapy package: Targets will be reviewed as agreed with the speech and language therapist	Timescale: As agreed with the speech and language therapist	Factors contributing to outcome: Commitment from adults working with the child and regularity of practice.				

Please work through the following activities. If you have any questions or feel that the targets have been achieved, please contact the speech and language therapist.



SPEECH AND LANGUAGE THERAPY

Developing Awareness of Rate

To develop your child's awareness of the speed of their speech use a visual scale to represent different speeds. (included on the following pages) This could be:

- * a simple line from 1-5 (1 = very slow, 5 = very fast)
- * a range of statements (from very slow to very fast)
- * a set of pictures or symbols (e.g. animals that move at different speeds such as a tortoise to a cheetah)

Use the scale to develop awareness of rate through the following activities:

- Listen to fast music and slow music and point to where it matches on the scale.
- Listen to the words in different songs e.g. ballads with words presented slowly, rap with words presented quickly. Talk about how easy it is to understand each.
- Listen to talking on TV, compare the rate of speech in the weather forecast to children's storytime programmes.
- Tell your child you are going to do some listening to *their* talking. Record them talking in class while working in a group or answering a question, try to get some samples of other children's talking in the recording to compare against. Listen back to the recording, ask your child to mark on the scale how fast their talking is and how fast other children's talking is. You may need to explain that their talking is too fast for this situation and that they need to slow down when they are in the classroom talking in a group otherwise people will not understand.



- Give your child a set of situations and then ask them to match each one to an appropriate rate level on your scale e.g.
 - ◇ Weather Forecaster on TV
 - ◇ Reading a book to a small child
 - ◇ Counting in 10s to 100 in a maths lesson
 - ◇ Your child answering a question in class
 - ◇ Your child reading out a line in assembly

Discuss what it is that affects speed e.g. who is listening (e.g. adults will be listening to the weather forecast and they will be better at understanding fast talking., whereas in assembly, the audience might be a large group of adults and children who will need to be able to follow the story.

- As different situations arise in the classroom, remind your child to think about what speech is appropriate for this situation. Perhaps agree on a non-verbal signal for slowing down that will allow you to cue them in to a rate change without interrupting them e.g. a moving hand as if to steady yourself.



Rate Scale



Rate Scale

Very slow Slow Average Fast Very fast



Rate Scale

