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Speech and Language Therapy

School Training 2026-2027

All training can also be found at: <https://www.eventbrite.com/cc/ctm-aln-training-2026-27-3642719>

Training	Date (click date to book)	Time
Pre-verbal Training	21/10/2026	14.00-16.00
	11/02/2027	13.30-15.30
Early Communication Skills	2/10/2026	14.00-16.00
Cruise into Communication	28/10/2026	13.00-15.00
	11/3/2026	13.00-15.00
Echolalic Language	10/11/2026	9.00-10.30
	12/3/2027	12.00-13.30
Building Blocks (Early years settings and Foundation Phase)	14/10/2026	10.00-12.00
	11/2/2027	9.15-11.15
	14/4/2027	13.00-15.00
Communication Boards/ Core Boards	11/11/26	13.00-14.00
	29/1/27	10.00-11.00
	20/4/27	14.30-15.30
Communication Partner Training	22/9/2026	10.00-11.00
	23/2/2027	13.30-14.30
	4/5/2027	10.00-11.00
Speech Sounds	4/11/26	15.00-16.30
	19/2/2027	13.30-15.00
Developmental Language Disorder	30/9/2026	15.00-16.00
	12/3/2027	11.00-12.00



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Training	Date (click date to book)	Time
Supporting Understanding of Language in the Classroom (Receptive)	10/9/2026 10/2/2027	13.00-14.00 9.00-10.00
Supporting Use of Language in the Classroom (Expressive)	24/9/26 24/2/27	13.00-14.00 9.00-10.00
Supporting Language in Secondary School	2/11/2026 4/3/2027	13.30-15.30 13.30-15.30
Supporting Teaching Staff working with Primary Age Children with Selective Mutism	13/10/2026 16/2/2027 29/6/2027	15.30-16.45 15.30-16.45 15.30-16.45
Supporting Teaching Staff working with Teenagers with Selective Mutism	20/10/26 23/6/2027	15.15-16.15 15.15-16.15
Stammering (primary age)	17/11/2026 4/5/2027	9.30-11.00 9.30-11.00

Session Objectives:

Pre-verbal Training

- To increase awareness of pre-verbal communication and the steps to intentional communication
- To gain ideas on how to support children with pre-verbal and pre-intentional skills in the classroom

Early Communication Skills

- To increase awareness of the steps in communication development, how and why children communicate
- To increase understanding of the impact of attention and listening skills on speech and language
- To gain ideas on how to support first words in the classroom
- To gain ideas on how to support bilingual children.

Cruise into Communication

Introduction training for schools supporting pupils with social communication differences or Autism. Provides an overview of:

- The role of communication partners and speech and language therapy
- Diversity in communication and the communication toolbox
- The role of motivation, play and sensory preferences on communication and interaction
- Strategies to support communication, including visual helpers and AAC.

Echolalic Language

- To increase understanding of what is echolalia and how it can present in children
- To gain ideas on strategies to support children with echolalia in the classroom.

Building Blocks (Early years settings and Foundation Phase)

- To gain an understanding of the CTM 'Social Communication Pathway' including early, non-intentional and stages of communication development
- To increase awareness of how to identify children's communication needs and match these to suitable strategies/ targets
- To increase understanding on how and when to refer to SLT.

Communication Boards/ Core Boards

- To understand core boards and their purpose
- To create and adapt core boards effectively
- To use core boards to support communication in the classroom.

Communication Partner Training

- To understand the factors of effective communication
- To increase understanding on how to support a child / young person with an AAC device
- To understand the importance of Total Communication
- To understand the different vocabulary on an AAC device.

Speech Sounds

- To gain an understanding of how speech sound skills develop, what can affect speech development and how speech sounds are made
- To increase understanding of the links between speech and literacy
- Provides ideas on general support strategies to encourage speech and when to refer to SLT.

Developmental Language Disorder

- To raise awareness of what is Developmental Language Disorder (DLD), including how it presents and its impact
- To gain ideas on how to support children with DLD in the classroom.

Supporting Understanding of Language in the Classroom (Receptive):

- To identify and understand difficulties with understanding language - primary aged children and/or children whose language is delayed in line with their learning
- To gain ideas on how to support children who find understanding language difficult.

Supporting Use of Language in the Classroom (Expressive)

- To identify and understand difficulties with using language - primary aged children and/or children whose language is delayed in line with their learning
- To gain ideas on how to support children who find using language difficult.

Supporting language in Secondary School

- To increase understanding of what is communication, attention and listening, memory, and how these impact language skills
- To gain ideas for how to support children's understanding of language in the classroom, e.g. use of visuals, vocabulary, Blank Levels
- To gain ideas on how to support children's use of language, e.g. Colourful semantics, sequencing and narrative, speech sounds, social skills, Lego therapy.

Supporting Teaching Staff working with Primary Age Children with Selective Mutism

- To increase understanding of what is selective mutism and how to increase comfort and reduce anxiety for children at school
- To know how to communicate with children with SM
- To know where to find further information and resources.

Supporting Teaching Staff working with Teenagers with Selective Mutism

- To understand what selective mutism (SM) is
- Recognise and understand additional challenges faced by children and young people (CYP) with SM in secondary school
- How to interact, engage and empower CYP with SM
- How to adapt support in secondary schools for CYP with SM

Stammering

- To increase understanding of what is stammering
- To gain ideas on how to support children who stammer in the classroom
- To know how to talk to children about stammering
- To know where to find further information and resources.