

Tier	Resource	Purpose	Audience	Time & Cost	Outcomes with separate self-assessment tool
Targeted	Training package: Verbal reasoning This course builds on the foundational knowledge from “Introduction to Speech, Language and Communication course” offered as universal training. Please contact me if you need to check the course is right for you.	To understand how and why to assess verbal reasoning by learning about: - the Blank Language Scheme: the theoretical basis and four levels. - verbal reasoning as part of a communication chain, and its role in learning, social relationships, emotional regulation and behaviour. - why to use it, or not - best practice during administration and recording with published tools such as TALC or other resources like books. - scoring and interpretation applied your JIGSAW to inform next steps. - the impact of adaptive adult communication and differentiation for a language-aware inclusive approach universally. - targeted intervention – assess plan do review cycle.	Small group of 6-8 Suitable for: - Education staff supporting pupils with Additional Learning Needs, ALN - Parent/carers in an Elective Home Education role.	3h In person 1h Preparation and evaluation Price on request	- Understand developmental expectations for verbal reasoning in the context of the individual JIGSAW profile of a learner. - Understand how adults can ask questions in the classroom or at home, that are more complex than the learner’s current level of understanding, which increases the language processing demand on them. - Recognise how their emotional regulation and behaviour will change when they do not have the language capacity to manage that demand. - Clear structured framework to support parent/carers who have concerns about emotional regulation and/or behaviour, with shared expectations based on developmental profile not just age. - Consistently administer, analyse and interpret verbal reasoning assessment to enhance quality of school-based monitoring to increase early identification and early intervention. - Transfer of learning to practice with evidence of more effective universal provision through: - language-aware inclusive approaches that meet need e.g. integrates differentiated Blank level questions into whole class or small group curriculum tasks like Science - adaptive adult communication that reflects the learner’s capacity and prevents emotional dysregulation - models language-aware adult communication to parent/carers to create consistency in different settings and support regulation and behaviour at home.

Verbal Reasoning - Blank Levels: self-assessment		
Format: ✓ Yes ✗ Not Yet		
1. Understanding the Four Levels in Blank	✓	✗
I can explain each Blank Level and how demands increase from concrete to abstract.		
I can classify questions accurately into Levels 1–4.		
I understand the progression: naming → describing → reasoning → problem-solving.		
2. Assessing a Learner's Level		
I can identify a learner's current level using informal assessment.		
I can interpret assessment findings to understand strengths and needs.		
I can avoid language overload by matching questions to the learner's level.		
3. Applying Blank Levels in Teaching		
I can use level-appropriate questions during lessons, play and conversations.		
I can integrate Blank Levels into curriculum tasks (stories, problem-solving, group work).		
I can differentiate for SLCN/ALN using adapted questioning and scaffolds.		
4. Modelling Language Effectively		
I use comment-rich language instead of questions to reduce pressure.		
I model vocabulary and sentence structures appropriate to each level.		
I reduce linguistic load when a learner is struggling.		
5. Supporting Emotional & Behavioural Regulation		
I match language level to emotional state during dysregulation.		
I recognise when behaviour is language-driven and adjust my approach.		
I use simple, concrete language for co-regulation when needed.		
6. Working With Families & Teams		
I can explain Blank Levels to families in language that makes sense to them.		
I can model level-appropriate questions for parents to use at home.		
I collaborate effectively with SLTs and ALN teams for consistency.		
I use Blank Level outcomes in Plan Do Review cycles to plan and review support.		
7. Planning & Monitoring Next Steps		
I can set level-appropriate goals for learners.		
I can monitor progress over time using observations and responses.		
I can adjust questioning as learners develop to support growth.		