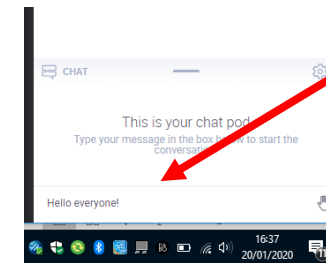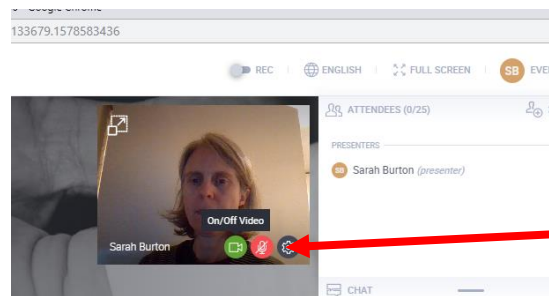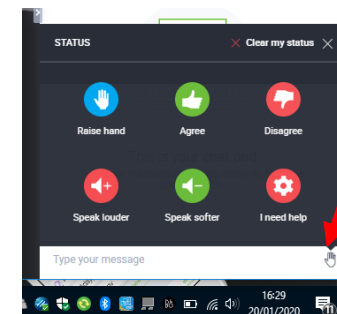# Welcome to the webinar!

Is everything working? We will start the session at 7pm. Take time now to see if your audio and video is working and explore ways to communicate. This is part of our pilot, so we may experiment with some of communication methods as we go through.

Type a message in the chat box – bottom right

Is your video and audio working? You should be able to switch them on and off here. Problems? Check your own computer settings.

If you click on the hand – bottom right you'll see these options, try out raising a hand or agreeing.

WEBINAR

SUPPORTING CHILDREN WITH SPEECH, LANGUAGE AND COMMUNICATIONS NEEDS (SLCN).

JOANNE GIBSON: EARLY YEARS SPEECH AND LANGUAGE THERAPIST

Module 6: Building confidence in identifying and responding to additional support needs

WEBINAR

SUPPORTING CHILDREN WITH SPEECH, LANGUAGE AND COMMUNICATIONS NEEDS (SLCN).

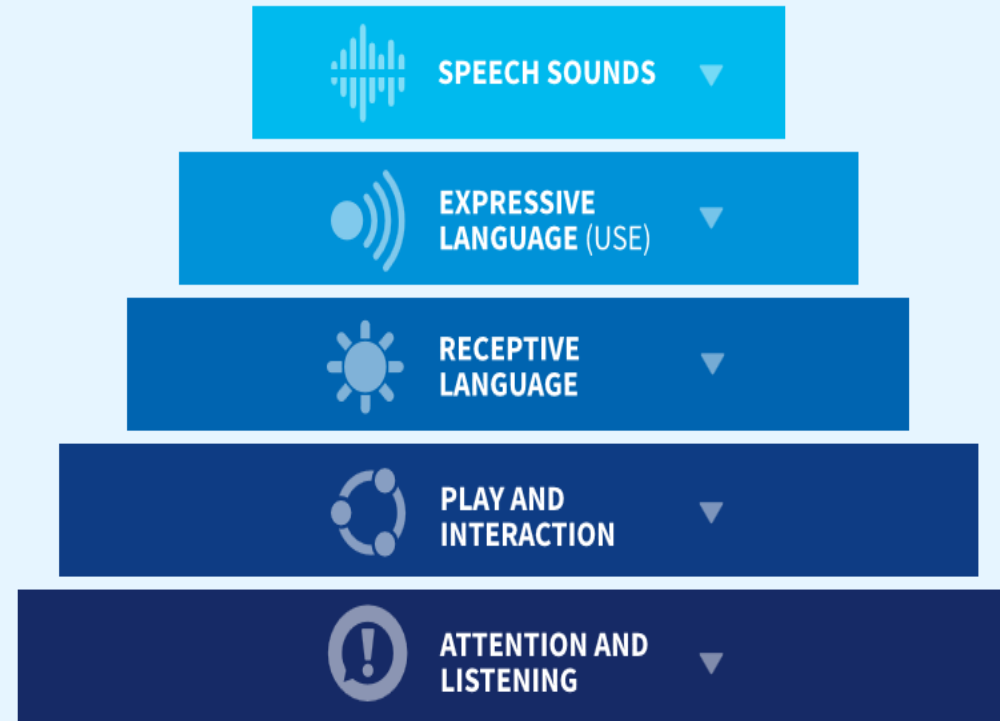JOANNE GIBSON: EARLY YEARS SPEECH AND LANGUAGE THERAPIST

Learning Outcomes

- To discuss the presentation and impact of speech, language and communication needs of children in ELC settings

- To identify ways to create a communication supportive environment for children with speech, language and communication needs

- To increase knowledge and empower ELC practitioners to be able to support children with speech, language and communication needs

- To reflect on practice relating to working with children, families and other professionals

Introduction to the session

- Interactive and reflective

- Explore speech, language and communication needs in relation to the care and education of young children in an holistic way

- Explore ways of supporting children with speech, language and communication needs in early years settings

- !Remember, as discussed in week 1, you are the most important tool in the toolkit – you can make a real difference to children who require additional support with speech, language and communication

Click on each area to find out more about these skills.

SPEECH SOUNDS

EXPRESSIVE LANGUAGE (USE)

RECEPTIVE LANGUAGE

PLAY AND INTERACTION

ATTENTION AND LISTENING

How Do Children's Speech, Language And Communication Skills Develop?

- What role does an adult play in supporting children's communication skills in an Early Years setting?

What are Speech, Language and Communication Needs (SLCN)?

Describes difficulties across one or more area of communication eg:

☞ problems with producing speech sounds accurately

☞ stammering

☞ voice problems, such as hoarseness and loss of voice

☞ problems understanding language (making sense of what people say)

☞ problems using language (words and sentences)

☞ problems interacting with others. For example, difficulties understanding the non-verbal rules of good communication or using language in different ways to question, clarify or describe things
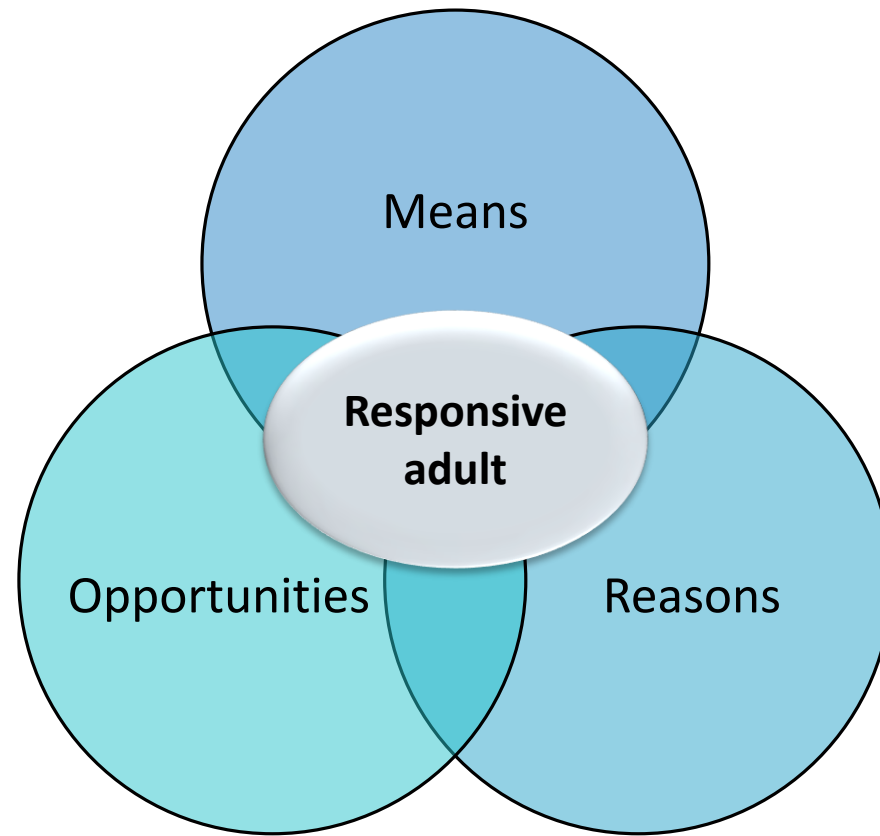
❑ How does this compare with your experience of SLCN?

❑ What impact might this have on children in an Early Years setting?

Risk factors: Speech, Language and Communication Needs (SLCN)

- Family history of speech, language and communication needs (SLCN)

- Hearing loss

- Home learning environment

- Parenting practices (high levels of screen use, prolonged bottle/dummy use)

- Gender

- How do these compare to your own experience, are there other risk factors you can think of that would impact on how a child develops their communication skills?

What do children need to communicate?

Means

Responsive adult

Opportunities

Reasons

Based on Money and Thurmford (1994)

How do I create a communication supportive environment?

Environmental adaptations	Early identification	Targeted Interventions
Responsive Interactions	Parental Engagement	Collaborative Working

- **What does a Communication Friendly Setting look like: within the physical environment and within the Practitioner?**

Cases studies

Here are 3 case studies based on children presenting with Speech, Language and Communication Needs

- Consider the child's communication needs and the impact this may have on them in an Early Years Settings

- Consider what strategies and resources you think that practitioners can use in an Early Years setting to support the children

- How can practitioners work in partnership with their families/carers/other services

- Referring to discussion on slide 7- how can we support the child's means, reasons and opportunities for the child's communication within a responsive relationship.

Maisie: a child with communication difficulties

Maisie is 3 years old. She has recently had a diagnosis of Autistic Spectrum Disorder. Maisie is non verbal and therefore does not use any verbal communication. She tends to take adults by the hand to lead them to what she wants. She does not always respond to verbal instructions. Maisie finds transitions difficult and can become frustrated or upset when moving between activities. Maisie does not communicate with other children in the nursery. She plays alongside other children but can become upset if another child touches the toys she is playing with. Maisie's parents have been trying to implement PECS (Picture Exchange System) with Maisie at home with support from Speech and Language Therapy. They feel Maisie is beginning to respond to this and that she can use a picture to ask for juice at home.
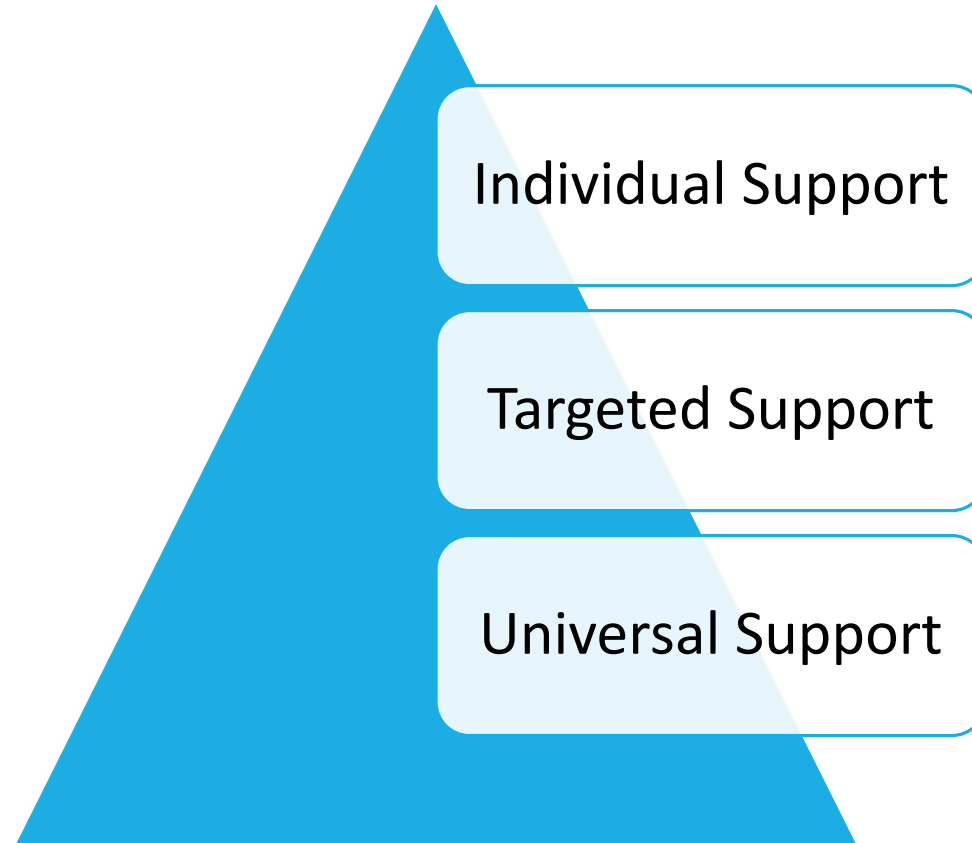
Cameron: a child with delayed language development

Cameron is two and a half years old and has recently started nursery. Cameron has around 20 single words which he uses but is not yet joining any words together. Cameron is able to follow simple instructions. He enjoys interacting with other children and adults and will communicate his needs by pointing, using gestures and a few single words. Cameron's family are new to the area and living in temporary accommodation. They feel that Cameron is very good at amusing himself at home. He particularly enjoys watching TV and playing with his I-pad.

Aabir: a child with speech sound difficulties

Aabir is four years old and currently in his pre-school year. He attempts to communicate with both adults and children in nursery, however it can be very difficult to understand what he is saying. He appears to use full sentences, however interactions often breakdown as other children and adults cannot understand Aabir. Aabir is starting to get frustrated that he cannot always communicate his message successfully and has started to withdraw from social situations in nursery. Aabir substitutes a number of speech sounds. His parents say that he has a good vocabulary and that they can understand Aabir at home but that other family members struggle to understand him. They feel that he is starting to become reluctant to interact with others and gets very frustrated at home.

Role of the Speech and Language Therapist

Individual Support

Targeted Support

Universal Support

Collaborative Working with Speech and Language Therapists

- We are aware of how to contact our local Speech and Language Therapy Department

- We are aware of the services available in our local area and can signpost families to them eg drop in clinics, telephone advice line, social media

- We work in partnership with Speech and Language Therapy for children with identified SLCN e.g., joint target settings, multiagency meetings, joint delivery of interventions.

- We are aware of when and how to make high quality requests for assistance

- How do you work in partnership with Speech and Language Therapy Services in your setting?

Further resources to support your learning and development

Communication Trust Videos: Scaffolding: https://www.youtube.com/watch?v=55-SIwjXngI

Speech, Language & Communication Framework is a free online professional development tool https://www.slcframework.org.uk/

Communication Trust online module ½ day module- Introducing Supporting Children's Speech, Language & Communication https://www.thecommunicationtrust.org.uk/projects/professional-development/onlineshort-course/

The Hanen Centre has a range of useful articles and information http://www.hanen.org/Home.aspx

Resources and Further Reading for Staff Development: http://slctoolforhv.nes.digital/resources---further-reading.html

Top Tips For Early Years Practitioners: DVD clips available at https://www.youtube.com/watch?v=joqVklnnPoY