



# Tutor Materials

Understand the speech, language, and communication needs of children and young people with behavioural, social and emotional difficulties (BESD)

The Communication Trust is a consortium of over 40 voluntary sector and not-for-profit organisations with expertise in children's communication development.

The Communication Trust works to highlight the importance of speech, language and communication across the children's workforce and to enable practitioners to access the best training and expertise to support the communication needs of all children.

For more information on The Communication Trust please visit **[www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)** or call **020 7843 2517**

Thank you to our expert consultants who helped with the development of the materials.

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## Contents

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### Tutor materials

#### **Understand the speech, language, and communication needs of children and young people with behavioural, social and emotional difficulties**

This unit is part of two current qualifications on the Qualifications and Credit Framework (QCF):

- **Unit 304 of the City & Guilds CPD Level 3 Award in Supporting Children and Young People’s Speech, Language and Communication (Number: 4337)**
- **CY POP 22 of the Level 3 Children and Young People’s workforce diploma**

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## Introduction

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The Communication Trust works to highlight the importance of speech, language and communication across the children's workforce and to enable practitioners to access the best training and expertise to support the communication needs of all children.

To help embed crucial skills and knowledge in speech, language and communication within the workforce, The Communication Trust has developed seven level 3 units of qualification which have been accepted as part of the Qualifications and Credit Framework (QCF).

This unit sits within two qualifications;

1. Initial training within the Level 3 Children and Young People's Workforce diploma
2. As a standalone CPD Level 3 Award in Supporting Children and Young People's Speech Language and Communication (City & Guilds number: 4337)

**To see how the units work together within these qualifications, including rules of combination, please refer to relevant documents from your awarding body.**

### **Materials: an overview**

To support the delivery of these units, either as part of the diploma or the award, The Communication Trust has developed materials for tutors and learners. These materials offer information and resources, as well as possible activities to support both learning and assessment for each unit.

The materials have been developed to offer flexibility; tutors could use them as a whole or select information or activities to supplement or complement their own ideas and materials. To facilitate this, they follow a simple structure using a PowerPoint format.

Additional information is included in the notes section of the PowerPoint presentation. We have aimed to include useful notes for tutors, but these are not prescriptive and you may of course change or replace them as you feel appropriate.

At all points please reference The Communication Trust when using parts or all of these materials. Please do not use for commercial use.

### **Organisation of materials**

Each unit has a separate set of materials including tutor and learner materials and a tutor PowerPoint. However, particularly in the delivery of the award, it is appropriate to deliver and assess holistically, following good practice in adult learning and making best use of learning and assessment time. So, similar areas of learning from the individual units would be covered at the same time and activities for assessment may easily cover criteria from

across different units, avoiding duplication or unnecessary extra tasks for learners. Tutors are best placed to decide how the units would work most effectively for their learners.

In summary, we have aimed to provide comprehensive information and engaging activities which you can use flexibly or adapt to your own preferences to support learners in their development of knowledge and skills in this crucial area of a child or young person's development.

### **An overview of each learning outcome and supporting materials**

This booklet provides an overview of what is covered in each learning outcome and highlights which activities have associated worksheets for learners. This overview is provided in a table format. Also included in the materials are lists of useful information sources. Where links are referenced we recommend you copy and paste these into your web browser. As new information and resources are frequently being developed and as national and local policies and initiatives change, it is important to update references for your learners on a regular basis.

### **Evaluating your confidence in understanding speech, language and communication**

If you would like to find out how confident you are in children's speech, language and communication, you could complete a self-evaluation using a tool called the Speech, Language and Communication Framework (SLCF). This sets out different skills and knowledge needed to support communication development.

Within this framework you are able to rate how confident you feel regarding different elements of speech, language and communication. This can then give you a profile of where you are confident and areas that would benefit from further development. It may be useful for your learners to do this before they start the unit, as changes in confidence can be shown over time. The SLCF online is also a useful website for finding free resources and further training opportunities to support the knowledge and skills related to speech, language and communication. Please visit **[www.talkingpoint.org.uk/slcf](http://www.talkingpoint.org.uk/slcf)**

## Understand the speech language and communication needs of children and young people with behavioural, social and emotional difficulties

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This unit explores the way in which behavioural, social and emotional difficulties are linked with speech, language and communication and provides effective ways to support the speech, language and communication development of children and young people with behaviour, emotional and social difficulties.

In order to deliver this unit, it is essential for tutors to have a strong understanding of speech, language and communication development, speech, language and communication needs and expertise supporting children and young people with behavioural, social and emotional difficulties.

This unit is worth 3 credits and amounts to around 30 hours of learning.

Learners may be completing this unit as part of:

1. **The Level 3 Children and Young People's workforce diploma**
2. **The City & Guilds CPD Level 3 Award in Supporting Children and Young People's Speech Language and Communication (Number: 4337)**

### 1. **Children and Young People's workforce diploma**

If learners are completing this unit as part of the Children and Young People's workforce diploma, then this is an optional unit.

However, it is based on a solid understanding of children and young people's speech, language and communication development and skills. If learners are on the Early Years pathway, this understanding would be gained through the Early Years Mandatory Pathway 5, Supporting Children and Young People's Speech, Language and Communication (EYMP5).

If learners are following other pathways to gain this understanding they will need to complete the following two units:

- Unit CY POP 20: Support speech, language and communication development and
- Unit CY POP 24: Support children and young people's speech, language and communication skills

## **2. Level 3 Award in Supporting Children and Young People's Speech Language and Communication (Number: 4337)**

If learners are completing this unit as part of Award 4337, then this is an optional unit. Learning for this unit is based on a solid understanding of the areas covered in the mandatory units:

- Unit 300: Support speech, language and communication development
- Unit 301: Support children and young people's speech, language and communication skills

Again, to see how the units work together within these qualifications, including rules of combination, please refer to relevant documents from your awarding body.

This unit is a knowledge only unit. Because of this, we have included a significant number of references for tutors to draw upon if they wish. We have also included a possible assignment which could be used to assess learners in this unit.

We have outlined resources that will support these Learning Outcomes which may be referenced in the PowerPoint presentation.

The information and activities are organised into four sections, each one corresponding to one of the four Learning Outcomes for the unit.

## Learning Outcome 1

### Understand the links between language, behaviour, emotional and social development difficulties

#### Assessment criteria

- 1.1 Explain why behaviour can be seen as a means of communication
- 1.2 Explain, with examples, how speech, language and communication needs may affect behavioural, emotional and social development in children and young people
- 1.3 Review and report on relevant research about the incidence of speech, language and communication needs and behavioural, social and emotional difficulties in children and young people
- 1.4 Describe the range of behavioural, emotional and social difficulties that children and young people may experience and how they can affect speech, language and communication development

#### Information sources and references

1. ***Misunderstood and Don't Get Me Wrong***  
The Communication Trust website has a range of booklets for example *Don't Get Me Wrong* which present SLCN clearly and offers greater understanding of what SLCN may look like within your setting. These booklets also consider individual case studies. To download these or look at other Communication Trust materials please visit:  
**[www.thecommunicationtrust.org.uk/publications](http://www.thecommunicationtrust.org.uk/publications)** or **[www.hello.org.uk/resources](http://www.hello.org.uk/resources)**
2. **Ages and stages of speech language and communication posters and leaflets**  
This can be found via the Hello website;  
**[www.hello.org.uk/resources/resources/universally-speaking-\(0-5\).aspx](http://www.hello.org.uk/resources/resources/universally-speaking-(0-5).aspx)**  
**[www.hello.org.uk/resources/resources/primary-school-poster.aspx](http://www.hello.org.uk/resources/resources/primary-school-poster.aspx)**  
**[www.hello.org.uk/resources/resources/secondary-school-poster.aspx](http://www.hello.org.uk/resources/resources/secondary-school-poster.aspx)**
3. **Further information on BESD and mental health issues can be found here**  
**<http://www.teachfind.com/national-strategies/primary-and-secondary-inclusion-development-programme-supporting-pupils-behavi-0>**  
Archived site for the Inclusion Development Programme (IDP). This publication is entitled: Primary and Secondary: Teaching and supporting pupils with Behavioural, Emotional and Social Difficulties (BESD)
4. **YoungMinds: [www.youngminds.org.uk](http://www.youngminds.org.uk)**  
YoungMinds is the UK's only national charity committed to improving the mental health and emotional well-being of all children and young people. The website has lots of information on mental health issues which affect children and how to offer support.

## 5. Mental Health and Growing Up

[www.rcpsych.ac.uk/mentalhealthinfoforall/mentalhealthandgrowingup.aspx](http://www.rcpsych.ac.uk/mentalhealthinfoforall/mentalhealthandgrowingup.aspx)

Factsheets for parents, carers and anyone who works with young people. The aim is to provide practical and up-to-date information about the emotional and psychiatric disorders which can affect children and young people

### References

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Geurts H M and Embrechts M (2008) *Language Profiles in ASD, SLI, and ADHD* Journal of Autism and Developmental Disorders 38 10 1931-1943

Gilmour, J; Hill, B; Place, M. Skuse, D. H. (2004) *Social communication deficits in conduct disorder: a clinical and community survey* Journal of Child Psychology & Psychiatry. 45(5):967-978

Hagberg B S, Miniscalco C and Gillberg C (2010) *Clinic attenders with autism or attention-deficit/hyperactivity disorder: cognitive profile at school age and its relationship to preschool indicators of language delay* Research in Developmental Disabilities 31, 1, -8

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Law, J. (2005) *The links between language and behaviour and the implications for interventions*. National Association of Professionals concerned with Language Impairment in Children (NAPLIC)

Lindsay, G., Dockrell, J. & Strand, S. (2007). *Longitudinal patterns of behaviour problems in children with specific speech and language difficulties: Child and contextual factors* British Journal of Educational Psychology, 77, 811-828

Mackie L, Law, J (2010) *Pragmatic language and the child with emotional/behavioural difficulties (EBD): a pilot study exploring the interaction between behaviour and communication disability* International Journal of Language and Communication Disorders 45, 4 397-410

NICHD Early Child Care Research Network, 2003 *Do children's attention processes mediate the link between family predictors and school readiness* *Developmental Psychology*, 39(3),581-593

Pons F Lawson J Harris P L and De Rosnay M (2003) *Individual differences in children's emotion understanding: effects of age and language*. *Scandinavian Journal of Psychology* 44 4 347-353

Wassenberg R, Hendriksen J G M, P P. M. Hurks, F J. M. Feron J.S. H. Vles J Jolles (2010) *Speed of Language Comprehension is Impaired in ADHD* *Journal of Attention Disorders* 13 4 374-385)

Zadeh Z Y Im-Bolter N and Cohen N J 2007 *Social Cognition and Externalizing Psychopathology: An Investigation of the Mediating Role of Language* *Journal of Abnormal Child Psychology* 35, 2

## Overview

Learning Outcome 1	Power point presentation slides, with associated notes	Related AC*	Learner sheets
Information/ revision	<ul style="list-style-type: none"> <li>• Speech, language and communication – a reminder</li> </ul>		
Pre-session activity:	Ages and stages of language development	1.3	✓
Information/ revision	<ul style="list-style-type: none"> <li>• What are speech, language, and communication needs (SLCN)?</li> </ul>		
Information	<ul style="list-style-type: none"> <li>• What are behaviour, social and emotional difficulties?</li> <li>• They may have a diagnosis</li> </ul>	1.4	
Information	<ul style="list-style-type: none"> <li>• Associations between SLCN and BESD</li> </ul>	1.2	
Information	<ul style="list-style-type: none"> <li>• How SLCN may affect behavioural, emotional and social development in children and young people</li> </ul>	1.2	
Information	<ul style="list-style-type: none"> <li>• Children and young people with SLCN are at risk of developing BESD</li> </ul>	1.2	
Activity 1a	Children and young people with SLCN are at risk of developing BESD	1.2	✓
Activity 1b	How could difficulties with the social use of language impact on interactions?	1.2	✓
Information	<ul style="list-style-type: none"> <li>• SLCN can appear to be BESD</li> </ul>	1.2	
Information	<ul style="list-style-type: none"> <li>• Why is behaviour a form of communication?</li> </ul>	1.1	
Information	<ul style="list-style-type: none"> <li>• Children and young people with BESD are more likely to have SLCN</li> </ul>	1.3	

Activity 1c	How many have BESD+SLCN in your setting?	1.3	✓
Information	<ul style="list-style-type: none"> <li>• How behaviour difficulties can affect speech, language and communication development</li> </ul>	1.4	
Information	<ul style="list-style-type: none"> <li>• CYP with BESD might be particularly likely to have difficulty with social communication skills</li> </ul>	1.4	
Activity 1d:	The effect of behaviour, social or emotional difficulties on speech, language and communication development	1.4	✓
Information	<ul style="list-style-type: none"> <li>• Associations between BESD and SLCN</li> </ul>	1.4 2.1	
Activity 1e	CYP with SLCN may develop BESD	1.4	✓
Transfer into practice	Reflect on learning from this outcome		✓

## Learning Outcome 2

### Understand how to support positive speech, language and communication development for children and young people with behavioural, emotional and social difficulties

#### Assessment criteria

- 2.1 Identify key barriers to behavioural, social and emotional development that are experienced by children and young people with speech, language and communication needs
- 2.2 Explain effective strategies to overcome barriers to support the speech language and development of children and young people with behavioural, emotional and social difficulties
- 2.3 Explain how adapting adult language and interactions can support a child's behaviour, emotional, social skills, as well as support their communication development
- 2.4 Explain how positive changes to the communication environment can support communication development for children and young people with behavioural, emotional and social difficulties

#### Information sources

**1. [www.talkingpoint.org.uk](http://www.talkingpoint.org.uk)**

Talking Point has a wealth of information about the ages and stages of children's speech, language and communication development from birth to 17 years. It also includes ideas on how to support children's development at each stage. There are also a number of factsheets available which have been translated into a number of different languages.

Talking Point also has information specifically for different professional groups including people working in the Early Years, teachers, health visitors, GPs and Speech and Language Therapists. There is also a section for young people.

**2. Social emotional aspect of learning (SEAL)**

The social emotional aspect of learning (SEAL) approach can be used to develop pupil's social and emotional skills. Downloadable resources are available and can be found at the below links:

**[www.teachfind.com/search/apachesolr\\_search/m%3Aprimary%20\(B%2526A%20OR%20seal\)](http://www.teachfind.com/search/apachesolr_search/m%3Aprimary%20(B%2526A%20OR%20seal))**

**[www.education.gov.uk/publications/eOrderingDownload/DFE-RB049.pdf](http://www.education.gov.uk/publications/eOrderingDownload/DFE-RB049.pdf)**

**3. Communication Friendly Settings**

**[www.thecommunicationtrust.org.uk/publications/checklists.aspx](http://www.thecommunicationtrust.org.uk/publications/checklists.aspx)**

Information and guidance on communication friendly environments.

4. **[www.autism.org.uk/living-with-autism/approaches-therapies-and-interventions/skills-based-interventions/visual-supports.aspx](http://www.autism.org.uk/living-with-autism/approaches-therapies-and-interventions/skills-based-interventions/visual-supports.aspx)**

This shows how visual support can be useful for children and young people with autistic spectrum disorders; the same strategies can also be useful for children and young people with SLCN.

5. **The Inclusion Development programme (IDP)**

The IDP includes some information on strategies and the environment. This IDP has now been archived but many of the resources can be found at:

**Further Reading**

Cross, M (2011). *Children with social emotional and behavioural difficulties and communication problems: There is always a reason*. Jessica Kingsley Publishers (in press)

**References**

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Cooper P and Jacobs B (2011) *Pupils making a difference: enhancing the power of the student peer group to promote positive social, emotional and behavioural outcomes*. Emotional and Behavioural Difficulties 16 1 5-13

Dweck CS (2008) *Mindset:the new psychology of success* USA Ballatine books

Gallagher, T. M. (1999) *'Interrelationships among children's Language, Behaviour, and Emotional Problems'*. Topics in Language Disorder 19, 2, 1-15.

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Hancock TB , A P Kaiser and EM Delaney (2002) *Strategies to Support Language and Positive Behavior Topics in Early Childhood Special Education*, 22, 4, 191-212

Nind M & Weare K *Evidence and outcomes of school based programmes for promoting mental health in children and adolescents* Paper presented at the European Conference of Educational Research, Vienna, 28-30 September 2009 Symposium: *Making Use of Evidence: Messages for Pedagogy from Systematic Reviews of Evidence in Inclusive Education*, Inclusive Education Network

Parsons and Branagan(2005) *Language for Thinking* Speechmark publishing

Powell S, Tod J (2004) *A systematic review of how theories explain learning behaviour in school contexts*. In: *Research Evidence in Education Library*. London: EPPI-Centre, Social Science Research Unit, Institute of Education.

Swinson J and Harrop A (2005) *An examination of the effects of a short course aimed at enabling teachers in infant, junior and secondary schools to alter the verbal feedback given to their pupils* *Educational Studies* 31 2 115 - 129

Zeidner M, Matthews G and Roberts R D (2009) *What we know about Emotional Intelligence. How it Affects Learning, Work, Relationships and Our Mental Health*. MIT Press

## Overview

Learning Outcome 2	Power point presentation slides, with associated notes	Related AC*	Learner sheets
Activity 2a:	SLCN barriers to learning behavioural, social and emotional skills	2.1	✓
Activity 2b:	Positive interactions?	2.2 2.3	✓
Information	<ul style="list-style-type: none"> <li>Effective adult strategies to develop communication, behavioural, emotional and interaction skills</li> </ul>	2.2 2.3	
Information	<ul style="list-style-type: none"> <li>Developing communication skills in children with BESD</li> </ul>		
Activity 2c	Developing communication skills in children with BESD- How could you put these into practice?	2.2 2.3	✓
Information	<ul style="list-style-type: none"> <li>Helping children and young people learn how to interact with each other</li> </ul>	2.2	
Activity 2d:	Communication friendly? True or false?	2.4	✓
Activity 2e:	What happens in your setting to support CYP with SLCN and BESD?	2.2 2.3 2.4	✓
Transfer into practice	Reflect on learning from this outcome		

### **Assessment criteria**

- 3.1 Identify and explain current evidence based approaches to understanding children and young people's behaviour
- 3.2 Explain how setting wide strategies to promote positive behaviour and emotional and social development can be adapted to support children and young people with speech, language and communication needs
- 3.3 Explain, using examples, how individual strategies to promote positive behaviour and emotional and social development can be adapted to support children and young people with speech, language and communication needs

### **Information sources**

**1. Targeted Mental Health in Schools Project**

**[www.education.gov.uk/publications/standard/publicationdetail/page1/DCSF-00784-2008](http://www.education.gov.uk/publications/standard/publicationdetail/page1/DCSF-00784-2008)**

The document summarises existing knowledge about effective interventions to help children with mental health problems.

**2. Nurture group information**

This free guide supports the strategic integration of all agencies involved in the delivery of child and adolescent mental health services (including schools) so that they can work together to deliver flexible, responsive and effective early intervention mental health services.

**[http://www.nurturegroups.org/data/files/Who\\_we\\_areFurther\\_Info/The\\_six\\_principles\\_of\\_nurture\\_groups.pdf](http://www.nurturegroups.org/data/files/Who_we_areFurther_Info/The_six_principles_of_nurture_groups.pdf)**

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Cohen, N.J. (2003). *Overlap of communication impairments and social-emotional problems in infants*. IMPrint, 37, 19-21

Dallos, R Draper R (2010) *An Introduction to Family Therapy: Systemic Theory and Practice* Open University press

Kennerly H (2009) *Overcoming Childhood Trauma A self help guide using CBT techniques* Robinson London.

Music G (2011) *Nurturing natures. Attachment and children emotional sociocultural and brain development* Psychology press

## Overview

Learning Outcome 3	Power point presentation slides, with associated notes	Related AC*	Learner sheets
Information	<ul style="list-style-type: none"> <li>• Effective approaches to BESD/mental health difficulties</li> </ul>	3.1	
Activity 3a:	Effective approaches to BESD/mental health difficulties	3.1	✓
Activity 3b:	How are the needs of CYP with BESD+SLCN reflected in....	3.2 3.3	✓
Information	<ul style="list-style-type: none"> <li>• Can adult communication contribute to BESD?</li> </ul>	3.2	
Information	<ul style="list-style-type: none"> <li>• Teach clarification skills....</li> </ul>	3.2	
Activity 3c:	Managing behaviour	3.3	✓
Information	<ul style="list-style-type: none"> <li>• If the CYP had SLCN these might have helped</li> </ul>	3.3	
Transfer into practice	Reflect on learning from this outcome		

## Learning Outcome 4

**Know how to work with others in order to support the speech, language and communication development of children and young people with behavioural, emotional and social development needs**

### Assessment criteria

- 4.1 Explain ways to work with parents and families in supporting children and young people's speech, language and communication needs that also promotes positive behaviour
- 4.2 Explain the roles of other professionals who may be involved in joint or integrated working to promote positive behaviour and emotional and social development needs of children and young people

### Information sources

**1. Families at risk review**

[http://tna.europarchive.org/20080530145436/http://www.cabinetoffice.gov.uk/social\\_exclusion\\_task\\_force/families\\_at\\_risk.aspx](http://tna.europarchive.org/20080530145436/http://www.cabinetoffice.gov.uk/social_exclusion_task_force/families_at_risk.aspx)

*Reaching Out: Think Family Analysis and themes from the Families at Risk Review* (2007). This report details stresses that exist in families at risk.

**2. Stress and resilience factors in parents with mental health problems and their children**

<http://www.scie.org.uk/publications/briefings/briefing23/index.asp>

SCIE Research briefing 23: Stress and resilience factors in parents with mental health problems and their children. This briefing focuses on factors contributing to either stress or resilience in families where one or both parents have mental health problems.

**3. Language and Social Exclusion Issue 4. I CAN Talk Series**

[www.ican.org.uk/What\\_is\\_the\\_issue/I%20CAN%20Evidence.aspx](http://www.ican.org.uk/What_is_the_issue/I%20CAN%20Evidence.aspx)

This publication summarises for the first time, the links between speech, language and communication and social exclusion. The report identifies speech, language and communication needs (SLCN) as the missing link in the social exclusion chain.

### References

Gascoigne M. (2006) *Supporting children with speech, language and communication needs within integrated children's services* RCSLT Position Paper, RCSLT: London. This document is available from the RCSLT website: [www.rcslt.org](http://www.rcslt.org)

Long C E, Gurka M J, Blackman J A (2008) *Family Stress and Children's Language and Behavior Problems* Results From the National Survey of Children's Health Topics in Early Childhood Special Education 28 3 148-157

Zwarenstein M, Goldman J, Reeves S (2009) *Interprofessional collaboration: effects of practice-based interventions on professional practice and healthcare outcomes* (Review) The Cochrane Collaboration. JohnWiley & Sons, Ltd

## Overview

Learning Outcome 4	Power point presentation slides, with associated notes	Related AC*	Learner sheets
Activity 4a	List the stresses there might be on a family with a CYP who has BESD+SLCN	4.1	✓
Information	<ul style="list-style-type: none"> <li>Working in collaboration with families</li> </ul>	4.1	
Activity 4b	Who does what?	4.2	✓
Information	<ul style="list-style-type: none"> <li>Many others could also be involved...</li> </ul>	4.2	
Activity 4c	Increasing collaboration?	4.2	✓
Transfer into practice	Reflect on learning from this outcome		✓

## Assignment

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	Assessment criteria
<b>Task A</b>	1.1,1.2,1.3,1.4,2.1,2.2,2.3,2.4

### **Produce briefing notes or a report for an induction presentation aimed at new workers in a children and young person's setting**

**Section 1:** Introduction to highlight why it is important for anyone working with children and young people to understand the links between BESD and speech, language and communication (SLC). To include:

- An overview of the links between language, behaviour, emotional and social difficulties and how the worker can support positive speech, language and communication developments for children and young people with behavioural, emotional and social difficulties. This will be a summary of the key points of the following sections.

**Section 2:** Explain why behaviour can be seen as a means of communication. Describe:

- The range of behavioural, emotional and social difficulties that children and young people may experience
- How these difficulties can affect speech, language and communication development.

**Section 3:** Explain how speech, language and communication needs may affect behavioural, emotional and social development in children and young people. Give examples of different aspects of speech, language and communication needs and how they might impact on a child's;

- Behavior
- Emotional development
- Development and use of social skills.

Support explanations with evidence from relevant research.

**Section 4:** Review and report on relevant research about the incidence of speech, language and communication needs and behavioural, social and emotional difficulties in children and young people.

**Section 5:** Identify key barriers to behavioural, social and emotional development that are experienced by children and young people with speech, language and communication needs.

**Section 6:** Explain a range of strategies that could be used to overcome these barriers. Include explanations of:

- How adapting adult language and interactions can support a child’s behaviour, emotional, and social skills, as well as support their communication development
- How positive changes to the communication environment can support communication development for children and young people with behavioural, emotional and social needs.

	Assessment criteria
<b>Task B</b>	3.1,3.2,3.3

**Write a leaflet for staff that explains how strategies and approaches to behavioural, emotional and social development can be adapted to meet speech, language and communication needs.**

The leaflet should cover the following issues:

1. Explain best practice strategies used to promote positive behaviour within a setting
2. Explain how staff could adapt these strategies to support children and young people with speech, language and communication needs
3. Use a case study approach to give a detailed explanation of how one of these strategies would work in practice to promote positive behaviour, emotional and social development for a child or young person with speech, language and communication needs
4. A summary statement which gives indicators of how to recognise whether speech, language and communication needs have been met.

	Assessment criteria
<b>Task C</b>	4.1

**Present a model of practice that shows different ways in which practitioners can work with parents and families in supporting the speech, language and communication needs of children and young people with behaviour, social and emotional difficulties.**

Give explanations of how this can enhance support for children and young people, using evidence where possible.

	Assessment criteria
<b>Task D</b>	4.2

**Task D (ref: 4.2)**

**Complete the following table – identifying other professionals and describing their roles, and how they may be involved in joint or integrated working to promote positive behaviour as well as the emotional and social development of children and young people.**

Summarise the different ways in which professionals can work together to support the speech, language and communication development of children and young people with behaviour, social and emotional difficulties.

Explain the benefit of practitioners in the setting working together with other professionals. Comment on the advantages for

- The children and young people
- Parents and families.

Other professionals	Their role in promoting...	How to work together	Benefits for children	Benefits for families	Benefits for practitioners
Speech and language therapist	Speech, language and communication	Meetings with practitioners and families to set joint objectives	Children's needs met by all working towards the same outcomes	Families know the plans and how to support at home	All professionals working together





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*Hello* is a campaign run by The Communication Trust, a group of over 40 charities and not-for-profit organisations with expertise in children's communication. *Hello* is making children's communication skills a priority in schools and homes across the country by providing information on communication development, guidance on how to spot if children are struggling and where to go for more information and support.

Please visit [www.hello.org.uk](http://www.hello.org.uk) for information on how you can help improve the communication skills of children and young people – so that they can live their life to the full.

