Learner Materials

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

The Communication Trust
Every child understood

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** or call **020 7843 2517**

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

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Contents

Learner materials

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

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**

Introduction

Speech, language and communication are crucial skills, central to children and young people's development. There is a strong and complex relationship particularly between speech, language and communication and behaviour, social and emotional development. There are many children and young people with identified behaviour, social and emotional difficulties who also have speech, language and communication needs (SLCN); and currently, for a large proportion of these, their SLCN have not previously been identified. It is therefore crucial for practitioners to have a clear understanding of this relationship to support their work with children and young people with behaviour, social and emotional difficulties.

This unit explores the way in which behaviour, 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.

You 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 you 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 you 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 you are following other pathways to gain this understanding you 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 you 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

Learning Outcomes and Assessment Criteria

This unit is worth 3 credits and amounts to around 30 hours of learning. There are 4 learning outcomes, each with a number of assessment criteria which assess your learning and practice. The following table highlights the learning outcomes for this unit alongside the allocated assessment criteria.

This unit includes learning outcomes which cover knowledge only. There are no specific requirements to demonstrate your skills in practice for this unit.

Learning outcome	Assessment criteria
1. Understand the links between language, behaviour, emotional and social development difficulties	**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.
2. Understand how to support positive speech, language and communication development for children and young people with behavioural, emotional and social difficulties	**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.
3. Understand how to adapt strategies and approaches to behavioural, emotional and social development to meet speech, language and communication needs	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.
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	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.

What's in this pack?

For each of the learning outcomes, your tutor will share with you plenty of information and ideas. In this pack you will find activities to support your learning. There is also an assignment which can be used to demonstrate your learning, ready for assessment. This booklet includes useful resource sheets to support your learning throughout this unit. Your tutor will explain how each of these will be used in more detail.

There is also a sheet highlighting some resources and websites which you might find useful. Where links are referenced we recommend you copy and paste these into your web browser. Your tutor may also give you some additional resources and references which are particularly relevant to you and your work setting or which update the resources we have suggested here.

Please note that we have provided activity templates which are meant to be flexible. You may well need extra space to complete these activities and we recommended you use additional sheets where necessary.

Further information

If you are taking the award, you need to complete the two mandatory units:

- Unit 300: Support speech, language and communication development

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

It is important to be aware that if you are completing the award, your tutor may combine learning from two or more units at the same time – this will make best use of learning time and save any repetition. This may also be the case for assessment activities. Your tutor will make sure it is clear which assessment criteria are being covered through which activities.

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 will then give you a profile of where you are confident, areas that would benefit from further development and signpost to further training.

For more information please go to: **www.talkingpoint.org.uk/slcf**

Pre-session activity   Supports AC
Ages and stages of language development   1.3

Talk with a child or young person you work with and try to observe them communicating in two different situations. Note down examples of their communication skills.

Name (keep anonymous)	
Age	
Attention listening, reasoning and understanding of what other people say	
Vocabulary; what words do they use and understand?	
Speech sounds, grammar and sentence building.	
Note examples of how they pronounce words and put words in sentences	
Verbal storytelling and narrative; how do they explain and tell stories? Are things in a logical order, are the key points there? Does it make sense?	
Conversations and social interaction	

Then

Using the ages and stages charts (see information sources), look to see if this child or young person's speech, language or communication skills are as you would expect for their age.

Alternatively you could think generally of the age group you work with and consider if they have the communication skills you would expect for their age.

Child or young person's name:	Age:

Expected language and communication skills	Do they have these skills?

How might speech, language and communication needs impact on behaviour, social or emotional development?

Choose one of the areas of speech, language or communication. Look at the example given of a possible difficulty a child or young person may have or you could choose your own example if you prefer.

In small groups, discuss what you think the impacts of this need might be on a child or young person's behaviour, social and emotional development. Share your ideas with other groups.

	Possible impact on behaviour	Possible impact on social development	Possible impact on emotional development
Speech For example if it is very difficult to understand what they say			
Understanding For example if they can't understand instructions with more than 5 words			
Talking For example if they struggle to remember and use the right words			
Communication For example if they are uncomfortable looking at people who are talking and don't know how to take turns in conversation			

In groups of three take on the roles below:

1. **One person does one of the following**
   - don't look at your conversational partner, keep your face still and don't acknowledge anything they say
   - talk to your conversational partner as if they were two years old
   - interrupt continually
   - keep introducing new ideas that have little to do with the current topic of conversation
   - choose your own topic of conversation and stick to it no matter what the other person says.

2. **Another person tries to have a conversation with them**

3. **The third person observes; the communication, behaviour and emotions in the interaction**

Then discuss:
   a. What was it like to have these communication difficulties? How did you feel? What did you want to do?
   b. What was it like to have a conversation with someone with these communication difficulties? How did you feel? What did you want to do?
   c. What did the observer notice about communication, feelings and behaviour?
   d. What are the implications for children with these sorts of communication difficulties? Consider the effects on their social interactions, friendships and school work. What might other children think of them and what effects could that have?

Use the information you have about how common speech, language and communication needs are amongst children and young people to consider the following questions.

How many children and young people you work with have BESD?

Given the incidence of SLCN in BESD, how many of them might have SLCN which has been unidentified?

What could you do to help identify them?

You may find it useful to look at checklists for identifying SLCN for example those in The Communication Trust publication *Don't Get Me Wrong.*

Work in pairs;

- You should each think of a child or young person you know and make a note of their behaviour, social and/or emotional difficulties, being as clear as you can

- Swap your outlines with each other

- Now consider how these difficulties might affect each child or young person's speech, language and communication development.

Their behaviour, social or emotional difficulties

Possible effects on speech, language and communication

Do you know anyone like this? Try to relate some of these reasons as to why children and young people with SLCN may develop BESD to a child or young person you know with SLCN.

Can you think of any other reasons?

SLCN has an impact on literacy which then causes frustration in class, reminds me of

....

They can't easily interact with others or make friends reminds me of

....

They don't see themselves as successful or able to solve problems, reminds me of

....

They find it hard to talk about feelings, reminds me of

....

- One thing I'll think differently about:

- Something I'll tell someone else:

- Something I'll do differently:

Activity 2a	Supports AC
SLCN barriers to learning behavioural, social and emotional skills	2.1

In learning outcome 1 you will have covered some information about the relationship between speech, language and communication and behaviour, social and emotional development.
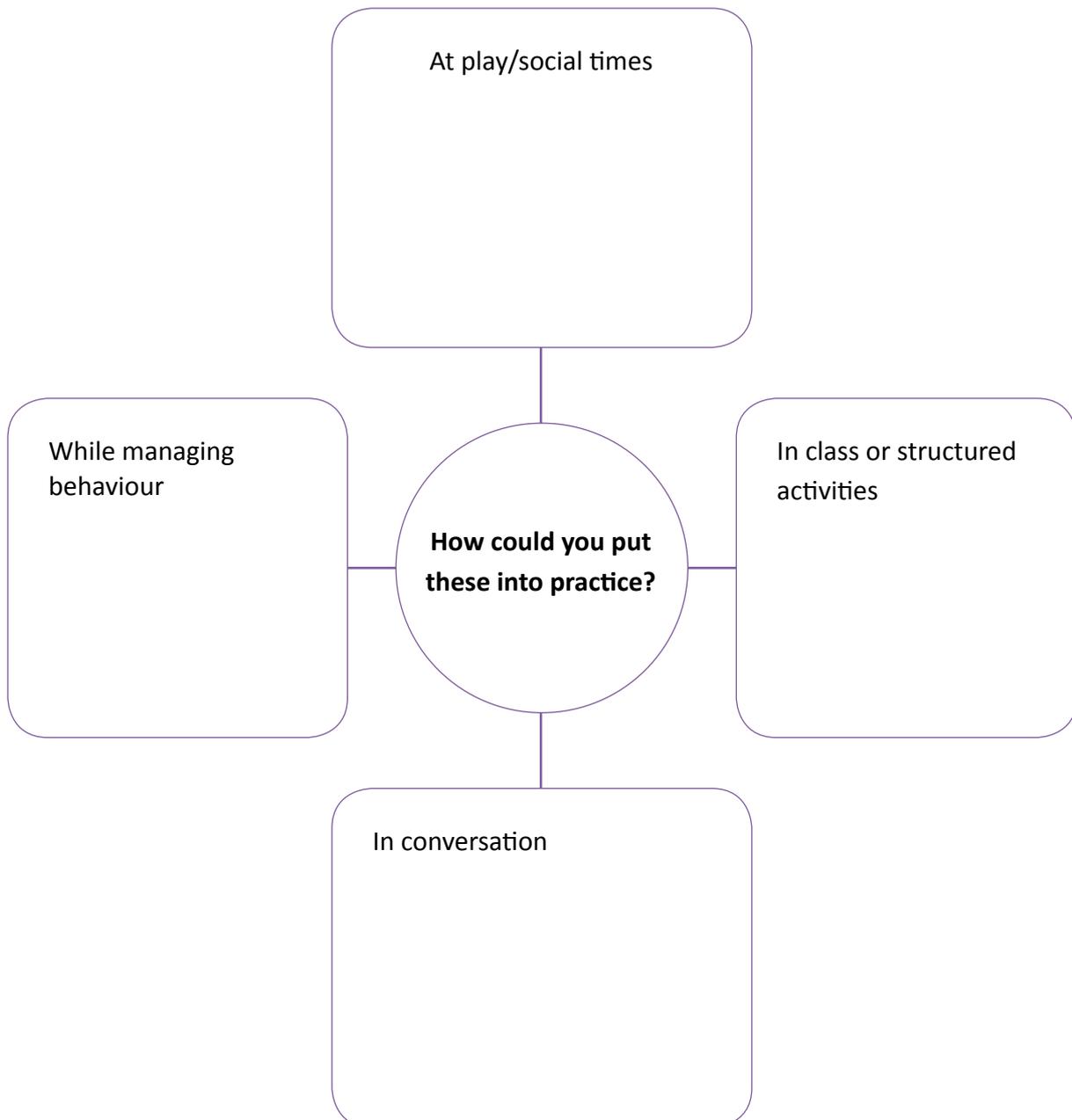
Using your learning from this discuss with a colleague why children and young people with SLCN find it difficult to learn behavioural, social and emotional skills. What effect does this have on them in important areas of their lives?

	Barriers to behavioural, social and emotional development for those with SLCN?
Learning	
Making friends	
Interactions with adults	
Interactions with peers	

We know that interactions with others help children and young people learn communication, behavioural, emotional and interactional skills. Work in pairs to decide which of these are effective adult strategies to develop communication, behavioural, emotional and interaction skills? Where you can, note your reasons for your decision.

	🙂	🙁	Why?
Consistent correction, don't do that or no!			
Specific praise for pro social behaviour 'great you gave him a turn'			
Talking about emotions as they happen 'he looks upset, look at his face'			
Asking lots of questions			
Dismissing or criticising their contribution			
Talking about what they're interested in			
Punish each inappropriate act by taking away an activity they like at the end of the week			
Accepting their ideas			
A positive and warm interaction; smiles, humour and eye contact			
Tell them how they're feeling			
Commenting on what they're doing			
Offer directions, orders and solutions			
Take equal turns			
General praise, "good boy"			
Explaining why a behaviour is not OK and what you'd like them to be doing, ' no, that hurt him', say, 'can I have a go'			
Give a constant running commentary on everything that is happening			
Modelling the language and behaviour you'd like to see			
Frowning or ignoring			
Contingent consequences, immediate and relevant to the situation, "if you snatch you can't have it "			
Listen and follow their lead			
Getting drawn into arguments about their behaviour			
A sting in the tail, "you did that well, why don't you always do that?"			
Praise for effort, strategies or choices			

Activity 2c
Developing communication skills in children with BESD -
How could you put these into practice?

Supports AC
2.2 & 2.3

You will have looked at strategies to develop communication, behavioural, emotional and interactional skills. Add examples of how you could use some of these strategies in your setting to this diagram.

At play/social times

While managing behaviour

How could you put these into practice?

In class or structured activities

In conversation

The environment has an important part to play in supporting children and young people's speech, language and communication.

Look at the following statements and decide if they would make an environment 'communication friendly' or not. Discuss your thoughts with your group.

	True or false
Lighting is irrelevant	
Lots of chatter makes for a stimulating environment	
Background music can help children focus	
Encourage listening skills by avoiding visual support	
Have visual displays which define and illustrate key vocabulary	
Be explicit about routines and expectations	

Observe in context or via a video you have taken. If you are using video, make sure you have the appropriate permissions.

Use the checklist below to identify:
• adult strategies to develop communication, behavioural, emotional and interaction skills
• opportunities CYP have to learn communication skills
• how to interact with each other
• how the environment facilitates communication

Then consider the direct effects of the above on children and young people.

Strategy/opportunity observed	Effects on children and young people
Adult strategies to develop communication, behavioural, emotional and interaction skills	
Opportunities CYP have to learn communication skills	
Opportunities CYP have to learn how to interact with each other	
How the environment facilitates communication	

Following your observation:

- Which area would you like to develop?
    - Adult strategies to develop communication, behavioural, emotional and interaction skills
    - Opportunities CYP have to learn communication skills
    - Opportunities CYP have to learn how to interact with each other
    - How the environment facilitates communication.

- How will you choose?
    - An area where you feel good practice could be developed further
    - Where you feel the use of additional strategies could have a big impact
    - Where you see something working with one group or pupils which could be applicable elsewhere
    - Where small changes could have a big effect
    - In a situation where it would be easy to judge the effect
    - Something you know people are interested in or keen to try.

- How could you do this?

- In collaboration with?

Activity 3a	Supports AC
Effective approaches to BESD/mental health difficulties	3.1

Look at the following approaches to supporting children and young people with behaviour, emotional and social difficulties.

Systemic

Considers the child or young person in the context of the family, school and wider system of people who support them and how they all interact

Behavioural

Assumes behaviour is learnt through reinforcement, so modifies behaviour through rewards and sanctions and identifying triggers

Cognitive

Recognises how thoughts influence feelings and actions. Reframes negative and unhelpful thoughts, there is a focus on the here and now

Therapeutic

Attachment theory, how past experiences can continue to affect us, the conscious and unconscious effect of emotions

In a pair, share what you know about any of the approaches. Consider:

Which are used in your setting?

_____

_____

_____

_____

Which do you find most useful?

_____

_____

_____

_____

What is the role of speech, language and communication in the approaches?

_____

_____

_____

_____

How are the approaches modified for children and young people who have SLCN as well as BESD?

_____

_____

_____

_____

In small groups, discuss how the needs of children and young people with BESD and SLCN are reflected, for your setting, in:

- **Behaviour policies:** e.g. de-escalation; managing behavioural issues as they occur; de-briefing behavioural incidents

- **Planning:** e.g. opportunities to develop communication skills; incorporating speech and language therapy targets into planning; adult interaction strategies

- **Observations:** e.g. developing adult skills in interaction.

Adult communication can impact positively or negatively on children and young people's behaviour.

Think of a recent situation where a child or young person was not behaving as you would expect.

What did you do or say....

The situation was:

_____

_____

_____

I did/said

_____

_____

_____

Identify any ways your communication supported the child or young person's behaviour positively

_____

_____

_____

Are there any other strategies you feel would have been useful?

_____

_____

_____

- Are there any areas of practice and policy you'd like to amend to reflect the needs of Children and Young People with BESD+SLCN?

- What is the first step towards this?

Activity 4a   Assesses AC

List the stresses there might be on a family with a CYP who has BESD & SLCN   4.1

Stress related to BESD

Other stresses 1

Family

Stresses related to SLCN

Other stresses 2
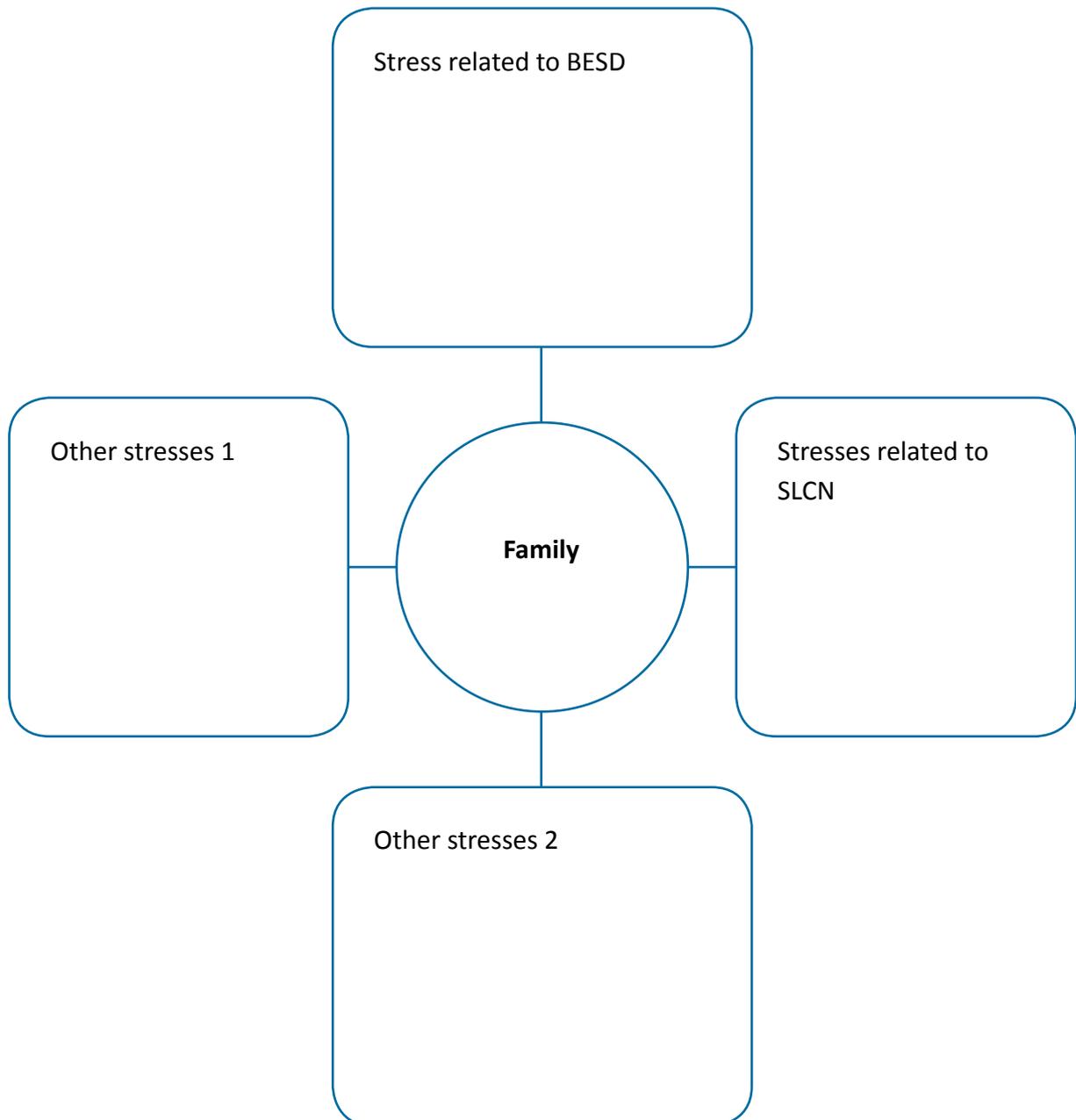
Consider which member of the children and young people's workforce:

- assesses speech language and communication skills

- aims to reduce psychological distress and to enhance and promote psychological well-being

- supports children who lack confidence or self-esteem as well as having poor social and/or behaviour skills

- assess using a variety of methods including psychometric tests, interviews and direct observation

- develops evidence-based SLCN intervention plans

- works with groups of children with BESD.

Clinical psychologist

Behaviour support worker

Speech and language therapist

Working collaboratively is an important factor in supporting children and young people. This activity looks at who may be involved and how they may work together to support children, young people and their families.

Share ideas in a group;

Who might be involved with a child or young person with SLCN & BESD in your setting?

What opportunities are there to learn from other professionals and share your own expertise?

- Observation

- Demonstration

- Joint supervision

- Discussion about roles and expectations

- Joint problem analysis, action planning and implementation

- Time to reflect?

What new opportunities could you set up?

How might this benefit children, young people and their families?

How could you work together to relieve the stresses on a family you identified earlier?

- Who would you like to understand better?

- Who would you like to meet with to find out more about their role/situation?

- How could you set up meetings with a professional or a family and perhaps spend some time with them?

Useful resources, information and organisations

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** or **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
      www.hello.org.uk/resources/resources/primary-school-poster.aspx
      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**
      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
      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.

1. **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)

   www.education.gov.uk/publications/eOrderingDownload/DFE-RB049.pdf

3. **Communication Friendly Settings**

   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**

   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.

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)

Learning Outcome 3

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

Learning Outcome 4

1. **Families at risk review**
   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
   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.

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** 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.