



# Tutor Materials

Supporting positive practice with children and young people with speech, language and communication needs

The Communication Trust is a coalition of over 50 leading voluntary sector and community-based organisations with expertise in speech, language and communication.

We support the children's workforce and commissioners to meet the speech, language and communication needs of all children and young people.

We do this by raising awareness, influencing policy, promoting best practice among the children's workforce and commissioning work from our members

The Trust was set up in 2007 by children's charities Afasic and I CAN, with BT and Council for Disabled Children.

For more information on The Communication Trust please visit **[www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)** or call **020 7843 2526**

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

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### Tutor materials

#### **Supporting positive practice with children and young people with speech, language and communication needs**

This unit (L/601/2861) is part of the Level 3 Award in Supporting Children and Young People's Speech, Language and Communication.

Undertaking this unit will also support learners towards achieving a full and relevant level 3 qualification. Learners should check with their awarding organisation or training provider to see how the learning in this unit can support with achieving the Early Years Educator Level 3 criteria.

To see who offers this qualification visit the Ofqual Register [http:// register.ofqual.gov.uk](http://register.ofqual.gov.uk)

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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 and young people

To help embed crucial skills and knowledge in speech, language and communication within the workforce, The Communication Trust has developed the Level 3 Award in Supporting Children and Young People's Speech, Language and Communication, which consists of six level 3 units of qualification which have been accepted as part of the Qualifications and Credit Framework (QCF).

**To see how the units work together including rules of combination, please refer to relevant documents from your Awarding Organisation.**

### **Materials: an overview**

To support the delivery of these units, 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 learner confidence in understanding speech, language and communication**

If you would like to find out how confident your learners are in children's speech, language and communication, you could support them to use 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 learners are able to rate how confident you feel regarding different elements of speech, language and communication. This can then give them a profile of where they 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/slc](http://www.talkingpoint.org.uk/slc)**

## Support positive practice with children and young people with speech, language and communication needs

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This unit aims to ensure that practitioners are able to work alongside other professionals to effectively support children and young people with speech, language and communication needs.

In order to deliver this unit, it is essential for tutors to have strong expertise and significant experience in speech, language and communication needs.

This unit is worth 4 credits and amounts to around 40 hours of learning.

It is based on a solid understanding of children and young people's speech, language and communication development and skills. This is an optional unit as part of the Level 3 Award, therefore, prior to completing this unit of the qualification, you must complete the following two mandatory units:

- Support speech, language and communication development (A/601/2872)
- Support children and young people's speech, language and communication skills (L/601/2889)

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

Please see below an indication of each learning outcome along with the appropriate assessment criteria. 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. For learning outcomes 1, 2, and 4, which are knowledge based, we have included a good deal of information to support this learning. Where learning outcomes are more focused on skills in practice (learning outcome 3) less information is provided.

Because of the great range of strategies which may be available, and the diversity of ages and needs of children and young people that learners will be working with, these materials do not give numerous examples of strategies for learners to use. There is a focus on how to use universal strategies in a more targeted way with a very small number of strategies, with some activities, as examples. It is essential that tutors bring their own experience and expertise to this unit, tailoring it to the needs of their learners.

## Learning Outcome 1

### Understand the concept of positive practice when working with children and young people with speech, language and communication needs

#### Assessment criteria

- 1.1 Explain how to recognise and build on the strengths of a child or young person by giving different examples of positive strategies
- 1.2 Compare the differences between strategies based on children and young people's strengths and abilities and those based around children's difficulties
- 1.3 Provide examples of how current research evidence supports positive practice

**Information sources are provided at the end of this booklet.**

#### Overview

Learning outcome 1	Power point presentation slides, with associated notes	Related assessment criteria	Learner sheets
Information/ revision	<ul style="list-style-type: none"><li>• Revising Speech, Language and Communication</li><li>• Revising how you support speech, language and communication</li><li>• SLCN</li></ul>	Whole unit	
Information	What is positive practice?	Whole unit	
Information	Positive strategies	1.1	
Activity 1a	Comparing strategies based on strengths or difficulties	1.1 1.2	✓
Activity 1b	Positive practice in action?	1.1 1.2	✓
Information	Evidence for positive practice	1.3	
Portfolio task 1.1	Brief presentation	1.1 1.2 1.3	✓
Learning reflection 1	Transfer into practice	1.1, 1.2	✓

## Learning Outcome 2

Know how to work alongside speech, language and communication specialists to use appropriate strategies and targets to support children and young people

### Assessment criteria

- 2.1 Identify and describe the different strategies and targets that can support children and young people's speech, language and communication needs
- 2.2 Explain the process of how supportive strategies are selected and implemented to support children and young people's speech, language and communication needs
- 2.3 Explain own role in the process of how targets are set, monitored and evaluated along with specialist
- 2.4 Compare different examples of how strategies and targets have been used to support children and young people with speech, language and communication needs

Information sources are provided at the end of this booklet.

### Overview

There is a large amount of overlap from this outcome and outcomes 1 and 3.

Learning outcome 2	Power point presentation slides, with associated notes	Related assessment criteria	Learner sheets
Information	<ul style="list-style-type: none"><li>• A model of support</li></ul>	2.1	
Information	<ul style="list-style-type: none"><li>• Positive strategies include</li></ul>	2.1	
Discussion point	'from universal to targeted and specialist'	2.3	
Information	<ul style="list-style-type: none"><li>• Process of choosing and using supportive strategies</li></ul>	2.2	✓
Information	<ul style="list-style-type: none"><li>• Target setting</li><li>• Questions to help select targets</li></ul>	2.1 2.3	
Activity 2a	Considering your role in using targets	2.3	✓
Activity 2b	Target setting	2.3, 2.1	✓
Portfolio task 2.1	Draw diagram showing your own role and the role of the specialist in the target setting process	2.3	✓
Information	<ul style="list-style-type: none"><li>• Strategies to support children and young people's SLCN</li><li>• Sources of information</li><li>• General areas to cover</li><li>• Building on universal strategies</li></ul>	2.1	
Activity 2c	Developing universal strategies to support SLCN	1.2, 2.1, 2.3	✓

Activity 2d	Using structured interactions to support SLCN	1.1, 2.1, 2.4	✓
Information	<ul style="list-style-type: none"> <li>• Examples of structured interaction</li> <li>• Thinking time</li> </ul>	2.1, 1.1, 2.4	
Information	<ul style="list-style-type: none"> <li>• Adapting and modifying adult language and communication to support SLCN</li> </ul>	2.1	
Activity 2e	Adapting adult language	1.1, 2.1, 2.4, 3.2	✓
Activity 2f	Observing your own communication	1.1, 2.1, 2.4, 3.2	✓
Discussion	Enhancing the environment to support SLCN	2.1	
Activity 2g	Enhancing the environment to support SLCN	2.1, 2.4, 3.2	✓
Information	<ul style="list-style-type: none"> <li>• Adapting resources and tasks</li> </ul>	2.1	
Activity 2h	Adapting resources and tasks	3.2	✓
Information	<ul style="list-style-type: none"> <li>• Positive Strategies may focus on particular areas of speech, language and communication</li> </ul>	2.1	
Activity 2i	Strategies focusing on areas of speech, language or communication	1.1, 2.1, 3.2	✓
Information	<ul style="list-style-type: none"> <li>• Strategies focusing on areas of speech, language or communication</li> <li>• Strategies to support learning new words</li> </ul>	2.1	
Activity 2j	Learning new words	1.1, 2.1, 3.2	✓
Information	<ul style="list-style-type: none"> <li>• Research evidence for targeted interventions</li> </ul>	1.3	
Information	<ul style="list-style-type: none"> <li>• Specialist support</li> <li>• Specialist Assessments</li> <li>• Alternative and Augmentative Communication (AAC)</li> </ul>	2.1	
Discussion	Working alongside specialists		
Activity 2k	Working alongside speech, language and communication specialists	2.3 4.3	
Information	<ul style="list-style-type: none"> <li>• Working with specialists</li> </ul>	2.3 4.3	
Portfolio task 2.2	Developing leaflets or posters	2.1 2.2 2.4	✓
Learning reflection 2	Transfer into practice		✓

### Learning Outcome 3

**Be able to place children and young people at the centre of professional practice when working with children and young with speech, language and communication needs**

#### **Assessment criteria**

- 3.1 Review and identify the particular issues and implications of work setting for children and young people's speech, language and communication
- 3.2 Demonstrate ways to adapt and modify own communication, resources and tasks to support children and young people's speech, language and communication
- 3.3 Demonstrate effective ways to find out the views of children and young people and take them into account in planning and delivering practice

#### **Information sources on gathering children and young people's views:**

1. **The National Literacy Trust: Boys, Girls and Communication: Their views, confidence and why these skills matter**  
This is a survey of young people's views on communication which is found at:  
<http://www.ican.org.uk/~media/CAE4BB7A59F94C349A44DDB0A9CDBBE6.ashx>
2. **C4EO theme: Early Intervention**  
How can we find out what children with speech, language and communication needs like and don't like about their nursery experience? A practitioner-led research project funded by the Council for Disabled Children in Rochdale. [www.c4eo.org.uk/themes/earlyintervention/vlpdetails.aspx?lpeid=140](http://www.c4eo.org.uk/themes/earlyintervention/vlpdetails.aspx?lpeid=140)
3. **Children and Young People's Consultation**  
Consultation with children and young people to discover their views on the role adults play in supporting communication skills. This consultation reports what the young people said and their recommendations to the children's workforce.  
[www.thecommunicationtrust.org.uk/publications](http://www.thecommunicationtrust.org.uk/publications)
4. **Participation works: [www.participationworks.org.uk](http://www.participationworks.org.uk)**  
Participation works is a partnership of six national children and young people's agencies that enables organisations to effectively involve children and young people in the development, delivery and evaluation of services that affect their lives.
5. **Information for researchers and professionals about the Strengths & Difficulties Questionnaires**  
The Strengths and Difficulties questionnaire is a standardised questionnaire to find out about children's perceptions of their strengths and difficulties (for children aged 3 to 16 years) – <http://www.sdqinfo.org>
6. **'I don't come out with big words like other people'**  
This paper describes how to consult older children about their SLCN: Spencer, S., Clegg, J., and Stackhouse, J. (2010). 'I don't come out with big words like other people': Interviewing adolescents as part of communication profiling. *Child Language, Teaching and Therapy*, 26, 144.

7. [www.gov.uk/government/publications/the-perspectives-of-children-and-young-people-who-have-speech-language-and-communication-needs-and-their-parents](http://www.gov.uk/government/publications/the-perspectives-of-children-and-young-people-who-have-speech-language-and-communication-needs-and-their-parents)  
This research paper provides useful information about the importance of including parents in their child’s communication development.
8. **Involving children and young people with SLCN**  
This research project and practical toolkit supports practitioners with involving children and young people with SLCN.  
[www.thecommunicationtrust.org.uk/involve](http://www.thecommunicationtrust.org.uk/involve)

### Overview

This learning outcome will be assessed in relation to your direct work with children in your setting and is an opportunity for you to put your learning from the unit so far into practice. Learners will need to use strategies they have covered in learning outcome 2 for this unit.

Learning outcome 3	Power point presentation slides, with associated notes	Related assessment criteria	Learner sheets
Discussion	Why is it important to put the child or young person in the centre of our practice?		
Information	Child-centred practice		
Activity 3a	Issues and implications in settings	3.1	✓
Discussion	Children and young people’s views	3.3	
Information	Approaches to gain children and young people’s views		
Activity 3b	Example Advice Sheet	3.2 3.3	✓
Information	A simple rating scale	3.3	
Portfolio task 3.1	Action plan of issues and implications	3.1	✓
Portfolio task 3.2	Strategies in action Reflective diary	3.2 3.3	✓
Learning reflection 3	Transfer into practice		✓

## Learning outcome 4

### Understand how to work with others to support the social, emotional and cognitive needs of children and young people

#### Assessment criteria

- 4.1 Explain how speech, language and communication needs can affect social, emotional and cognitive development in children and young people
- 4.2 Explain how social, emotional and cognitive needs can affect children and young people's speech, language and communication
- 4.3 Review and report on the roles of other professionals in supporting children and young people and explain how to access additional support

#### Overview

Learning outcome 4	Power point presentation slides, with associated notes	Related assessment criteria	Learner sheets
Information	SLCN and other areas of development Social Emotional Learning	4.1	
Activity 4a	The possible impacts of SLCN	4.1	✓
Information	How can social, emotional and cognitive needs affect speech, language and communication?	4.2	
Activity 4b	Possible effects of social, emotional or cognitive needs on speech, language and communication	4.2	✓
Activity 4c	The roles of other professionals	4.3	✓
Portfolio task 4.1	Prepare for professional discussion	4.1 4.2	✓
Portfolio task 4.2	Draw a diagram showing other professionals	4.3	✓
Learning reflection 4	Transfer into practice		✓

## References, resources and publications

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- 1. ICAN Talk paper: The Cost to the Nation of children's poor communication:**  
[www.ican.org.uk/~media/Ican2/Whats%20the%20Issue/Evidence/2%20The%20Cost%20to%20the%20Nation%20of%20Children%20s%20Poor%20Communication%20pdf.ashx](http://www.ican.org.uk/~media/Ican2/Whats%20the%20Issue/Evidence/2%20The%20Cost%20to%20the%20Nation%20of%20Children%20s%20Poor%20Communication%20pdf.ashx)  
This PDF is useful when considering the impact of SLCN on a child's development.
- 2. *Don't get me wrong, Other Ways of Speaking, Misunderstood and A Generation Adrift***  
The Communication Trust website has a range of booklets for example *Misunderstood* and *Don't get me wrong* which present SLCN clearly and offer greater understanding of what SLCN may look like within your setting. These booklets also consider individual case studies. There is also a booklet *Other Ways of Speaking* which is an introduction to alternative and augmentative communication (AAC). To download these or look at other Communication Trust materials please visit:  
[www.thecommunicationtrust.org.uk/publications](http://www.thecommunicationtrust.org.uk/publications)
- 3. Afasic Glossary Sheets**  
Afasic produces a range of information sheets, leaflets and publications which provide important information to parents/carers, about young people with speech and language impairments and to the professionals who work with them.  
[www.afasicengland.org.uk/publications/glossary-sheets](http://www.afasicengland.org.uk/publications/glossary-sheets)
- 4. Talking Point**  
Talking Point provides links to information explaining ways to support children's speech, language and communication development at different stages. It includes developmental information and tips to support children in the following age ranges: 6-12 months; 12- 18 months; 18-24 months; 2-3 years; 3-4 years and 4-5 years. These are also available as downloadable factsheets and have been translated into a number of different languages. [www.talkingpoint.org.uk](http://www.talkingpoint.org.uk)
- 5. Enhancing Language and Communication in Secondary School Students**  
This link gives lots of information about an intervention study in London, showcasing collaborations between secondary schools, teaching assistants and speech and language therapy services. [www.elciss.com](http://www.elciss.com)
- 6. Primary and Secondary: Teaching and supporting pupils with SLCN**  
The Inclusion Development Programme also has an excellent module on children and young people with SLCN in primary and secondary school. It is recommended that you work your way through this resource, as it is both an interactive learning tool and a source of free resources such as case studies and checklists. [www.idponline.org.uk](http://www.idponline.org.uk)

**7. The Royal College of Speech and Language Therapists**

The Royal College of Speech and Language Therapists' website offers information about speech and language therapy and speech and language disorders, with signposting to other resources. [www.rcslt.org](http://www.rcslt.org)

**8. I CAN**

I CAN is the charity for children's speech, language and communication. The website has information about their free helpline service for parents and carers, resources, training opportunities, accreditation courses and specialist schools and services. There is information for parents, professionals and commissioners. [www.ican.org.uk](http://www.ican.org.uk)

**9. Elklan**

Elklan offer training and have developed a wide range of books full of strategies and approaches to support speech, language and communication. [www.elklan.co.uk](http://www.elklan.co.uk)

**10. What Works Database**

Research evidence for interventions to support speech, language and communication can be found here. [www.thecommunicationtrust.org.uk/whatworks](http://www.thecommunicationtrust.org.uk/whatworks)

**There's a range of books and publication on the subject of supporting SLCN:**

Anderson-Wood, L. and Smith, B.R. (1997) *Working with Pragmatics* Winslow Press Bercow review, 2008, [www.education.gov.uk/publications/standard/publicationDetail/Page1/D16-7520-0308](http://www.education.gov.uk/publications/standard/publicationDetail/Page1/D16-7520-0308)

Buckley B. (2003) *Children's Communication Skills from birth to five years* Routledge  
summary of typical speech and language development'

Burnett A. and Wylie J. (2007) *Chataway - Making communication count from Foundation Stage to KS3* David Fulton/ Routledge

An intervention approach to teaching spoken language skills

Griffiths F. (2002) *Communication Counts - speech and language difficulties in the early years* David Fulton

Hayden S. and Jordan E. (2007) *A Practical Guide for Supporting Pupils with Language and Communication Difficulties across the Curriculum* Routledge

Lancaster G. (2008) *Developing Speech and Language Skills* David Fulton/ Routledge

This has a particular focus on understanding and supporting children with speech impairments

Light J., Beukleman D, & Reichle J (eds) (2003) *Communicative Competence for Individuals who use AAC*; Paul Brooke

Martin D. and Miller C. (2003) *Speech and language difficulties in the classroom* David Fulton

McMinn, J. (2002) *Supporting Children with Speech and Language Impairment and Associated Difficulties*, Questions Publishing Co. Ltd

Ripley, K., Barrett, J. and Fleming, P. (2001). *Inclusion for Children with Speech and Language Impairments: Accessing the Curriculum and Promoting Personal and Social Development*. London: David Fulton.

Speake, J (2003). *How to Identify and Support Children with Speech and Language Difficulties*. LDA, Wisbech, UK

Stuart, L., Wright, F., Grigor, S. and Howey, A. (2002) *Spoken Language Difficulties: Practical Strategies and Activities for Teachers and Other Professionals*, David Fulton Publishers, London

Swindon LEA, *Guidelines for a Speech and Language Friendly School*, QED

Thompson, G. (2003) *Supporting Communication Disorders*, David Fulton Publishers, London

von Tetzchner S. & Grove N. (eds) (2003) *Augmentative and Alternative Communication Developmental Issues*; Whurr, London.

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Beck IL McKeown MG and Kucan L (2002) *Bringing Words to life*, Robust Vocabulary Instruction Guilford Press.

Dockrell, J.E., Stuart, M. and King, D. (2006) *Implementing Effective Oral Language Interventions in Preschool Settings*. In J. Clegg and J. Ginsborg (Eds.) *Language and Social Disadvantage*. London: Wiley

Gibbard, D. (1994) *Parental based intervention with preschool language delayed children*. *International Journal of Language and Communication Disorders*. Volume 29, Issue 2

Hutchinson, J. and Clegg, J. (2011) Education practitioner-led intervention to facilitate language learning in young children: An effectiveness study. *Child Language Teaching and Therapy*, 27: 151.

Lindsay G and Dockrell J (2012) *The relationship between speech language and communication needs (SLCN) and behavioural, emotional and social difficulties (BESD)*. The Better Communication Research Programme. Department for Education.

Nash, H. and Snowling, M. (2006) *Teaching new words to children with poor existing vocabulary knowledge: a controlled evaluation of the definition and context methods*, *IJLCD*, 41, 335-354.

Mashburn, A. J., Justice, L. M., Downer, J. T., & Pianta, R. C. (2009). *Peer effects on children's language achievement during pre-kindergarten*. *Child Development*, Vol. 80, No 3, 686-702.

Increasing interaction in this way may also benefit children with SLCN.

Webb, N.M. et al. (2009) *Explain to your partner: teachers' instructional practices and students' dialogue in small groups*. *Cambridge Journal of Education*, 39: 49.





[www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)