



# Learner Materials

Work with parents, families and carers to support their children's speech, language and communication development

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.

Special thanks to Lisa Morgan, Professional Director of The Communication Trust and author of these materials. Thanks also to Mary Hartshorne, I CAN's Director of Outcomes and Information for her guidance and expertise.

These materials can be reproduced in whole or in part. Information can be included in other publications and presentations for non-commercial use. When using information from these materials please use by copyright of The Communication Trust. These are not for commercial use.

© The Communication Trust qualification materials, third edition, June 2016

## Contents

---

### Learner materials

#### **Work with parents, families and carers to support their children's speech, language and communication development**

This unit (Y/601/2877) 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>

Introduction.....	4
Activities and portfolio tasks Learning Outcome One .....	8
Activities and portfolio tasks Learning Outcome Two .....	13
Activities and portfolio tasks Learning Outcome Three .....	20
Activities and portfolio tasks Learning Outcome Four.....	25
Useful resources and information .....	31

## Introduction

---

Speech, language and communication are crucial skills, central to children and young people's development. Supporting these skills to develop effectively is vitally important and has many positive effects on all areas of a child or young person's development. Many children and young people however, experience difficulties with areas of speech, language and communication and have speech, language and communication needs (SLCN).

This unit aims to develop the ability of those working with children and young people to work in partnership with parents to support their child's speech, language and communication development.

This unit 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)

## 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 and skills. For the outcomes focusing on skills, you will need to demonstrate this in relation to real work activities. This might mean being observed or using approaches such as a reflective diary. Your tutor will talk to you more about this.

Learning outcome	Assessment criteria
<b>1.</b> Understand the importance of parental support for the development of speech, language and communication	<b>1.1</b> Outline the nature of the parent/child relationship at key stages of a child's life in relation to speech, language and communication <b>1.2</b> Explain the influences of different parenting styles on speech, language and communication development <b>1.3</b> Explain how supporting effective speech, language and communication between parents and children could influence their relationship and overall development at home.
<b>2.</b> Be able to work in partnership with parents to support their child's speech, language and communication development	<b>2.1</b> Explain issues and challenges for parents which may influence how they support their child's speech, language and communication development <b>2.2</b> Support parents to understand their valuable role in supporting their child's speech, language and communication development <b>2.3</b> Explain a range of ways to work with parents to support their child's speech, language and communication development <b>2.4</b> Demonstrate ways of how to develop and maintain a parent's confidence in supporting their child's speech, language and communication development.

**3.** Be able to support parents to use activities and approaches to support their child's speech, language and communication development

**3.1** Provide parents with appropriate advice and sources of information to support their child's speech, language and communication development and sources of information to support their child's speech, language and communication development

**3.2** Explain ways to support parents in how to use activities and approaches to support their child's speech, language and communication development

**3.3** Evaluate the ways in which own role can be effective in supporting parents to support their children's speech, language and communication development.

**4.** Understand the importance of working in partnership with parents of children with speech, language and communication needs and relevant professional agencies

**4.1** Explain why it is important to be able to work in partnership with parents of children with SLCN

**4.2** Identify useful sources of information and relevant organisations and services to support parents of children who have SLCN

**4.3** Explain the importance of partnership working across professionals, agencies and parents when supporting children with SLCN.

### **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 are also some portfolio tasks which will show your knowledge and skills in action. 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. Most of these resources are free however there are some which you may choose to pay for. 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 and portfolio 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.

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](http://www.talkingpoint.org.uk/slcf)

Activity 1a Supports AC 1.1  
**The role of the parent-child relationship at each stage**

Think about what you know regarding the development of speech, language and communication skills. Working in pairs, choose one stage and identify the important features of the parent’s role at that stage to help support their child’s speech, language and communication development. Your tutor will make sure that all the stages are discussed.

Each pair should feed back to the larger group. You can use the table below to record the suggestions that are generated from the group.

Key stage of a child’s life	The nature of the parent-child relationship – features of the parents’ role
<b>Newborn</b>	
<b>Becoming separate</b>	
<b>Early childhood</b>	
<b>Starting school</b>	
<b>Puberty and early adolescence</b>	
<b>Late adolescence</b>	



Consider the information that you have been given about the 4 different styles of parenting. In small groups of 3 or 4, think about how each of the different styles of parenting might affect the way a child develops their speech, language and communication skills. It might be helpful to reflect on some parents that you have worked with in your settings, and share your experiences of different parenting styles you have encountered. Remember to focus your discussions on the impact on a child's development of their speech, language and communication skills.

Each group should feedback their ideas to the larger group, to contribute to the shared learning.

<b>Parenting style</b>	<b>Key features</b>	<b>Potential influence on speech, language and communication development</b>
<b>Authoritarian</b>		
<b>Authoritative</b>		
<b>Permissive</b>		
<b>Uninvolved</b>		

Consider the information that you have been given about parental involvement in children's development.

Work with a partner to share ideas about how effective speech, language and communication support could contribute to a child's development. Consider all aspects of speech, language and communication and the relationship between the parent and child. Use the information that you have learned about the influence of parental involvement in speech, language and communication development. An example might be that parents may be more likely to play with their child if their speech, language and communication skills are developing well, as they can communicate more effectively. Try to consider examples for different age groups too.

Feed back your ideas to the group.

1. Parents more likely to play with their child as they can communicate effectively
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Portfolio Task 1.1	Assesses AC
Outline the nature of the parent-child relationship at key stages of a child's life in relation to speech, language and communication	1.1
Explain the influences of different parenting styles on speech, language and communication development	1.2
Explain how supporting effective speech, language and communication between parents and children could influence their relationship and overall development at home	1.3

Develop an information leaflet, or a brief presentation for your setting to raise awareness of the importance of parental support for speech, language and communication development. You will need to include;

- An outline of parent-child relationships at different stages of a child's life in relation to speech, language and communication
- What the influences of different parenting styles on children and young people's speech, language and communication development might be
- The benefits for the parent-child relationship and the child's overall development at home of parents supporting their child's speech, language and communication.

You may find it useful to use real examples to support your explanations.

Learning outcome 1  
**Transfer into practice 1**

- Identify one thing that you found the most useful or interesting from your learning.
- Identify one thing that you will change about your practice as a result of this learning.
- Record how you think your work with parents will improve as a result of this learning.

Activity 2a Challenges for parents Supports AC 2.1

Read one of the following case studies; choose the one that most closely matches the age group you are working with. Think about the reasons that this parent may not be able to support their child’s speech, language and communication development and why this may cause a problem.

**Benjamin**  
 Benjamin is a 3 year old child who seems to be slow in developing his communication skills. You would like to involve his parents to support the development of his speech and language. However, whenever you try to talk to them about it they cannot see that there may be a problem. You suggest some strategies of support but you see that they are not using them. His parents don’t take up your offer of a meeting, and seem disinterested in the ideas that you are suggesting.

**Bhavisha**  
 Bhavisha is 12 years old. In the classroom she is often slow to start activities, and seems to struggle to follow instructions without lots of prompts. When she knows what to do she is very compliant. You would like to talk to her parents about the difficulties that she is having. When you mentioned your concerns after school one day her mother seemed to feel that there was nothing wrong and brushed your comments aside. You have tried to invite her parents into school, but they will not commit to a date. Her mother said that she was ‘probably just being lazy’.

Possible challenges for the parent	In relation to speech, language and communication, this could lead to:

Think about each of the challenges you have identified. As a group, come up with a possible solution to support this parent to overcome each barrier. You can record the suggestions below in the table.

Challenge for the parent	Possible solutions

In pairs, think of:

- Two examples of how a parent could support speech, language or communication through an everyday event or activity
- Two examples of a time or activity for parents which has a specific focus on communication.

Share these ideas with the rest of your group.

**Everyday event or activity**

1.

2.

**Specific focus on speech, language or communication**

1.

2.

Think about the different ways that you work with parents in your setting. This might be ways that you meet with them, communicate with them or involve them in activities in your setting. Based on this, describe ways that this has helped parents to support their child's speech, language and communication skills. This might be activities that you have done or approaches and information that you have given them.

Record some of your ideas below. One idea has been completed for you.

<b>Things we have done or used</b>	<b>How this helps parents support their child's communication skills</b>
Home school diaries	Up to date information about how we feel a child is developing. Can suggest ideas and activities to do



Portfolio task 2.1 Partnership working with parents	Assesses AC
Explain issues and challenges for parents which may influence how they support their child's speech, language and communication development	2.1
Explain a range of ways to work with parents to support their child's speech, language and communication development	2.3

Prepare some guidance for your setting about 'Partnerships with parents to support their child's speech, language and communication'.

- Include some information explaining the challenges for parents which may influence how they support their child's communication
- Explain different ways to work with parents to support their speech, language and communication
- Make sure you consider how you can overcome any of the challenges raised to ensure these ways can work effectively for parents.

Portfolio task 2.2 Supporting parents to understand their role in supporting speech, language and communication	Assesses AC
Support parents to understand their valuable role in supporting their child's speech, language and communication development	2.2
Demonstrate ways on how to develop and maintain a parent's confidence in supporting their child's speech, language and communication development	2.4

This part of learning outcome 2 will be assessed in relation to your direct work with children and young people, and is an opportunity to put your learning from the unit so far into practice.

To demonstrate your learning for part of learning outcome 2 and all of learning outcome 3, you will need to keep a reflective diary, detailing your work with parents in helping them to support their child's speech, language and communication. A suggested format is included at portfolio task 3.1.

For the assessment criteria 2.2 and 2.4, in your diary show clearly;

- ✓ how you have supported parents to understand their valuable role in supporting their child's speech, language and communication
- ✓ how you developed and maintained a parent's confidence in their support for their child's speech, language and communication.

Learning outcome 2  
Transfer into practice 2

- Identify one thing that you found the most useful or interesting from your learning.
- Identify one thing that you will change about your practice as a result of this learning.
- Record how you think your work with parents will improve as a result of this learning.

Activity 3a

Supporting speech, language and communication development

Supports AC

3.1

Choose one of the recommended resources which provides information for parents on how to support their child's speech, language and communication. Summarise for your group, the main points it raises. Consider if and how this resource may be useful for the parents you work with.

**Name of resource**

**Advice/approaches/strategies it suggests:**

**Age range of children/young people it's aimed at:**

**How this might be useful for the parents I work with:**

Portfolio Task 3.1 Supporting parents using activities and approaches	Assesses AC
Provide parents with appropriate advice and sources of information to support their child's speech, language and communication development	3.1
Explain ways to support parents in how to use activities and approaches to support their child's speech, language and communication development	3.2
Evaluate the ways in which your own role can be effective in supporting parents to support their children's speech, language and communication development	3.3

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. Assessment criteria 2.1 and 2.3 are also covered though this activity.

You will need to keep a reflective diary, describing at least 3 ways that you have supported parents with activities and approaches for supporting their child's speech, language and communication skills. These should be sessions or resources that you have provided for parents that have enabled them to support their child's speech, language and communication development in a way that is relevant to your setting, for example:

- An information booklet, linking directly to the work you are doing as part of this term's topic, that links the content of the work with speech, language and communication skills
- An open morning, with a speech, language and communication theme, that relates to the curriculum or targets you are currently supporting
- A workshop that offers a hands on opportunity for parents to work alongside each other, observing speech, language and communication activities being modelled by staff

It could also include more informal 1:1 advice or activities such as home visits.

Make sure that your work helps everyone in the family to understand their role in supporting their child's speech, language and communication skills. Consider how you might make sure that dads understand their role too. This might mean that you need to include pictures that engage dads and grandparents as well as mums, or maybe suggest different activities for each of the members of the family supporting a child.

**Your reflective diary should include the following features:**

### **Planning**

You will need to include some information on the planning of your session including:

- What your support was
- The main speech, language and communication aims that you want to communicate to parents
- The reasons that you think these are important
- The ways that they link to the work that you are currently doing
- The activities that you are going to demonstrate/model/describe
- Sources of information that parents might find helpful for supporting their child

### **Delivery**

You need to describe clearly what your work with parents included and how you supported them.

### **Evaluation**

Reflect on the planning and delivery of your support. Write down your thoughts about:

What worked really well?

What did not work so well?

What the outcomes of the support were?

What feedback the parents gave?

How could I improve this support?

You can use the forms below to keep your reflective diary.

Include any relevant information on the context: for example;

- particular challenges for parents
- the age of their children
- your setting

### **Contextual information**

Who the support was for; any challenges and how to overcome them; where the support took place

### **The aim of your support**

### **The support**

For example, parent workshop, home visit. Include information on why you chose this approach and detail on how you delivered this support.

## Evaluation

What worked well?

What worked less well?

What the outcomes from this support were?

Feedback from parents

## Reflection

How could I improve this support?

I enabled parents to understand their valuable role in supporting speech, language and communication by:

I developed and maintained parents' confidence by:

(assessment criteria 2.2 and 2.4)



Activity 4a

Supports AC

**Working with parents of children and young people with SLCN**

4.1

We know that working in partnership with parents is important for the development of all children and young people. For parents of children with SLCN there may be additional factors that make this partnership working even more crucial.

Consider the needs of a parent of a child or young person with SLCN. You might want to draw on your experience of working with a parent in your setting. Write down some thoughts about why it is important to work closely with this parent; you will need to think about the parent, the child or young person and your setting.

Use the table below to record your ideas.

Parent	Child	Setting

There are a number of organisations and support services for supporting parents of children and young people with SLCN. These may be local or national.

Research two different sources of support for families of children with SLCN. One should be a **national** organisation/resource and one should be a **local** service. Give a brief summary of the organisation/resource and what they do to the rest of your group.

As each person feeds back, record the different sources of information and organisations that you have heard about or used. Collate the information together to use in the portfolio task 4.2

### National organisation

Name	What they provide	Where to find them

### Local organisation or service

Name	What they provide	Where to find them

This task will help you to gather as much information together as possible for parents. It will help you to keep all relevant sources of support together, and have it easily accessible. By researching the exact type of support available, you will be able to give parents up to date, accurate information about the information and help they can get.

Produce an information leaflet or poster for parents of children with SLCN. It needs to contain a list of helpful organisations and sources of information that the parents will find useful. You will need to make sure you research the organisations and services so that you can include information about what services are available. Therefore, include a statement about each organisation and what parents can expect to find there. An example is included below, although this is not complete.

**Talking Point**

Talking Point is an information website that covers all aspects of speech, language and communication development. On the website you will find .....

Think about the different people who would work in partnership to support a child with SLCN. Work in small groups to discuss the importance of working together, and the implications of what might happen if they didn't. Make sure you consider the role of parents, professionals such as a speech and language therapist and teacher, and different agencies that might be involved.

Record the outcomes of your discussions below. An example has been included for you.

Who?	Why is it important that they work in partnership with others?	What might happen if they don't?
Parents	They know their child better than anyone and have lots of information to share	Families might feel isolated Staff may not be aware of good strategies for supporting a child
Speech and language therapist		

Portfolio Task 4.2 Information and support for parents	Assesses AC
Explain why it is important to work in partnership with parents of children with SLCN	4.1
Explain the importance of partnership working across professionals, agencies and parents when supporting children with SLCN	4.3

This task will allow you to show that you understand the key reasons for working with parents of children with SLCN and any additional considerations that you may need to make for them.

Write a statement explaining the importance of partnership working for children or young people with SLCN. Your statement should include the importance of;

- your work in partnership with parents
- why other professionals and agencies should also work in partnership with parents and each other.

It doesn't need to be long – a paragraph will be sufficient.

## Learning outcome 4

### Transfer into practice 4

- Identify one thing that you found the most useful or interesting from your learning.
- Identify one thing that you will change about your practice as a result of this learning.
- Record how you think your work with parents of children and young people with SLCN will improve as a result of this learning.

## Useful resources, information and organisations

---

### Learning Outcome 1

- 1. [www.understandingchildhood.net](http://www.understandingchildhood.net)**

Understanding Childhood provides downloadable information leaflets for parents and childcare professionals and covers children's emotional development from birth to adulthood.
- 2. <http://psychology.about.com/od/developmentalpsychology/a/parenting-style.htm>**

This article provides information on different parenting styles.
- 3. *"The impact of parental involvement, parental support and family education on pupil achievement and adjustment: a review of the literature"***

Charles Desforges with Alberto Abouchar, 2003

This article provides information on the importance of parental involvement and the relationship between parental involvement, parental support and family education on pupil achievement in schools.
- 4. [www.familyandparenting.org/All-Our-Publications/For-Practitioners/Early+Home+Learning+Matters+-+A+Brief+Guide](http://www.familyandparenting.org/All-Our-Publications/For-Practitioners/Early+Home+Learning+Matters+-+A+Brief+Guide)**

For information about engaging and working with parents.
- 5. [www.foundationyears.org.uk/wp-content/uploads/2011/10/Parents\\_asPartners\\_case\\_study\\_barnsley.pdf](http://www.foundationyears.org.uk/wp-content/uploads/2011/10/Parents_asPartners_case_study_barnsley.pdf)**

This looks at using parent champion to overcome the barriers that some parents experience in getting involved with their children's early learning and using local services.
- 6. [www.pre-school.org.uk/providers/research/353/fathers-involvement-in-early-years-settings](http://www.pre-school.org.uk/providers/research/353/fathers-involvement-in-early-years-settings)**

This link considers involving fathers with their children's early learning. There is also a case study involving fathers which can be found here: [www.foundationyears.org.uk/wp-content/uploads/2011/10/Parents\\_asPartners\\_case\\_study\\_blackburn.pdf](http://www.foundationyears.org.uk/wp-content/uploads/2011/10/Parents_asPartners_case_study_blackburn.pdf)
- 7. PEAL: [www.peal.org.uk](http://www.peal.org.uk)**

PEAL training and resource materials support practitioners to encourage and develop parental involvement in children's early language.

8. <http://epee.ioe.ac.uk/epee/epepdfs/RB%20summary%20findings%20from%20Preschool.pdf>

This link references research regarding the home learning environment.

9. [www.education.gov.uk/publications/eOrderingDownload/DFE-RB134.pdf](http://www.education.gov.uk/publications/eOrderingDownload/DFE-RB134.pdf)

This research highlights the role of language in early educational outcomes.

## Learning Outcome 2

1. [www.familyandparenting.org/our\\_work/All-Other-Subjects/Early-Home-Learning-Matters/Parents-Section](http://www.familyandparenting.org/our_work/All-Other-Subjects/Early-Home-Learning-Matters/Parents-Section)

Early Home Learning Matters brings together the evidence about the vital role of parents in securing good outcomes for children.

2. [www.foundationyears.org.uk/wp-content/uploads/2011/10/Parents\\_asPartners\\_case\\_study\\_blackburn.pdf](http://www.foundationyears.org.uk/wp-content/uploads/2011/10/Parents_asPartners_case_study_blackburn.pdf)

This link looks at developing creative ways of bridging the gap between practitioners and parents, especially fathers.

3. [http://www.familyandparenting.org/our\\_work/All-Other-Subjects/Early-Home-Learning-Matters/Practitioners-Section/Engaging+parents/Barriers-to-parental-involvement](http://www.familyandparenting.org/our_work/All-Other-Subjects/Early-Home-Learning-Matters/Practitioners-Section/Engaging+parents/Barriers-to-parental-involvement)

This link has some useful information about some of the barriers parents face when trying to support their child's learning.

4. [www.ican.org.uk/sitecore/content/ICAN2/Global/Content/Audience%20Menu/Parents%20and%20carers.aspx](http://www.ican.org.uk/sitecore/content/ICAN2/Global/Content/Audience%20Menu/Parents%20and%20carers.aspx)

I CAN training resources and strategies for working with parents.

5. [www.stokespeaksout.org](http://www.stokespeaksout.org)

Stoke Speaks Out is a multi-agency project to look at the issues underlying children's language deficits in Stoke on Trent.

## Learning Outcome 3

1. [www.talkingpoint.org.uk/Parent/Directory/Free%20Resources%20for%20Parents.aspx](http://www.talkingpoint.org.uk/Parent/Directory/Free%20Resources%20for%20Parents.aspx)

Talking tips for parents

2. **Chatter Matters:** <https://shop.ican.org.uk/node/4>

This DVD contains a fascinating programme offering dozens of brilliant ideas to help develop a child's speaking and listening skills throughout their preschool years.



- 3. Talk Together: <https://shop.ican.org.uk/node/14>**  
A simple 8 page illustrated booklet which explains the importance of language, the key milestones in a child's speech and language and development, how to support children's language development, and what to do if they think there is a problem.
- 4. Babbling Babies: <https://shop.ican.org.uk/node/17>**  
*Babbling Babies* is an illustrated activity pack to promote communication development of babies from birth to 18 months.
- 5. Toddler Talk: <http://shop.ican.org.uk/toddler-talk>**  
*Toddler Talk* is an illustrated activity pack to promote communication development of toddlers from 18 months to 3 years old.
- 6. Listen Up: [www.thecommunicationtrust.org.uk/resources/resources/resources-for-parents.aspx](http://www.thecommunicationtrust.org.uk/resources/resources/resources-for-parents.aspx)**  
The Communication Trust have developed resources to encourage listening, understanding, interaction and play. For pre-school children, Listen Up 0-5, includes a card game with fun activities and advice on how parents and early year's workers can use the resource. For school aged children Listen Up 5-11 includes a fun fortune teller with activity cards. These short and simple activities can be done easily and quickly with no resources or with everyday things.
- 7. Raa Raa the noisy Lion: [www.raaraathenoisylion.com](http://www.raaraathenoisylion.com)**  
Raa Raa the Noisy Lion is a quality television programme designed for 2-4 year olds. Airing on CBeebies every weekday at 9.05am and on CBeebies iPlayer, the new series explores children's communication skills through the use of Raa Raa's 4 Rs - repetition, rhyme, rhythm and retelling. Activity packs can be accessed at the above link.
- 8. National Family Week: [www.nationalfamilyweek.co.uk](http://www.nationalfamilyweek.co.uk)**  
National Family Week is the largest annual celebration of families and family life in the UK. National Family Week is also part of the new website [www.familytime.co.uk](http://www.familytime.co.uk), a one stop destination for families with children of all ages.
- 9. Progress Checker: [www.talkingpoint.org.uk/Parent/Directory/Progress-Checker.aspx](http://www.talkingpoint.org.uk/Parent/Directory/Progress-Checker.aspx)**  
An interactive Progress checker for children up to 5 years which can be used as a guide to support finding out where individual children are at in terms of their speech, language and communication development.
- 10. Talk to Your Baby: [www.literacytrust.org.uk/talk\\_to\\_your\\_baby](http://www.literacytrust.org.uk/talk_to_your_baby)**  
A campaign run by the National Literacy Trust to encourage parents and carers to

talk more to children from birth to three. The website has many useful resources for parents.

11. **London Clinical Excellence Network Bilingualism: [www.londonsigbilingualism.co.uk](http://www.londonsigbilingualism.co.uk)**  
This website references information about supporting children and young people who are learning more than one language
12. **[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

#### Learning Outcome 4

Useful organisations:

1. **I CAN [www.ican.org.uk](http://www.ican.org.uk)**  
I CAN is the children's communication charity. I CAN works to support all children's speech, language and communication development.
2. **Afasic [www.afasic.org.uk](http://www.afasic.org.uk)**  
Afasic works to support children with speech, language and communication impairments and their parents, enabling them to overcome their speech and language difficulties.
3. **The Communication Trust [www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)**  
The Trust aims 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.
4. **Early Support: Information for parents on speech, language and communication needs: [www.education.gov.uk/publications/standard/publicationdetail/page1/ES14](http://www.education.gov.uk/publications/standard/publicationdetail/page1/ES14)**  
This booklet explains how children normally develop communication, language and speech and how adults can help in these processes. This publication also explains how to set about getting professional help. It also explains about speech and language therapy – what it is, who provides it, how to get it and what to do with it, once you have it.
5. **Watch your language: [www.afasic.org.uk](http://www.afasic.org.uk)**  
A resource for parents/carers of young people 11+ to share with youth and leisure services.

- 6. The Parent's Voice: Advocating for your Child. [www.afasic.org.uk](http://www.afasic.org.uk)**  
This 30 page booklet aims to encourage and empower parents to become involved in influencing and improving services for children and young people.
- 7. The SLI Handbook: <http://shop.ican.org.uk/node/22>**  
This book will help parents to understand this complicated and confusing difficulty, by describing what SLI can look like in children of all ages and how it is different from other forms of speech, language and communication needs.
- 8. [www.rcslt.org/speech\\_and\\_language\\_therapy/how\\_to\\_find\\_an\\_slit/howtofind](http://www.rcslt.org/speech_and_language_therapy/how_to_find_an_slit/howtofind)**  
Explains how to find a Speech & Language Therapist.



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