

Communication and Interaction

What it might look like	Strategies to support
<p>A child with delayed and/or disordered speech, language and communication development that is not due to factors such as:</p> <ul style="list-style-type: none">• Learning English as an Additional Language (EAL)• Social deprivation and impoverished language experience <p>The child presents with greater difficulty than the majority of other children of their age in:</p> <p>Interacting</p> <ul style="list-style-type: none">• interacting and playing with adults and with other children (the child may play alongside but show little awareness or interest in others or may actively avoid social contact)• taking turns and sharing toys	<p>Interacting</p> <ul style="list-style-type: none">• Follow the child's lead. Play alongside the child, observing their play and joining in by copying their actions and sounds. The aim initially is for the child to accept you playing alongside and then joining in their play.• Regularly involve the child in people play games, e.g. tickling games, chasing games, copying games• Use an individual intervention, such as Play Interaction or Intensive Interaction• Support the child to play with another child (who has good social interaction skills) using familiar people play games, e.g. Ready, steady, go and simple turn-taking games• Include the child in a small group intervention, such as, Fun Time, to extend their skills to interacting and taking turns within a group.• Provide a distraction free environment for individual and small group interactions• Help the child to notice, understand and respond to other people's non-verbal communication, including facial expression, body language, tone of voice

<p>Social Communication</p> <ul style="list-style-type: none"> • using language and non-verbal communication to interact with adults and other children • understanding social situations, following social rules and responding to social cues • understanding other people's feelings and intentions • managing transitions and changes in routine • insisting on "sameness", e.g. rigid routines, repetitive play 	<p>Social Communication</p> <ul style="list-style-type: none"> • Teach social rules through a more individualised approach, e.g. demonstrate, use puppets, Learning to Play and Work Together pack • Use Social stories' to teach and reinforce appropriate social behaviour in specific situations, e.g. taking turns on the trikes, asking another child for a toy, putting your hand up at carpet-time • Explicitly name emotions and help the child to recognise and begin to understand the feelings and thoughts of others
<p>Attending and Listening</p> <ul style="list-style-type: none"> • paying attention and listening in a 1:1 situation and in groups 	<p>Attention and Listening</p> <ul style="list-style-type: none"> • Create a good listening environment, e.g. provide appropriate areas in the room to support speaking and listening skills, i.e. a quiet, distraction free area • Use an auditory/visual cue to gain the children's attention, e.g. a tambourine • Call the child's name to gain his/her attention. Prompt them to look and listen and use 'good looking' and 'good listening' cue cards to reinforce this. • Sit the child close to an adult at listening times • Keep listening times short and interactive • Teach good attention and listening behaviours, e.g. Learning to Look and Listen in the Early Years • Practise attention and listening skills by playing looking and listening games, e.g. Kim's game, What's that noise? in a small group • Provide paired and small group story times
<p>Understanding</p> <ul style="list-style-type: none"> • understanding non-verbal communication (e.g. body language, gesture, eye contact) 	<p>Understanding</p>

<ul style="list-style-type: none"> • understanding words (nouns, verbs, describing words and concepts) • understanding sentences, instructions and questions 	<ul style="list-style-type: none"> • Use multisensory cues, e.g. objects of reference, photographs, signs, symbols, cue songs to support the child's understanding. These must be individualised and matched to the child's developmental level and used consistently by all the practitioners in the setting. • Simplify your language so that it matches the child's level of understanding and experiences. • Allow time for the child to process information, waiting at least 10 seconds for the child to respond • Vocabulary: use familiar words. Teach new words in context, using objects, pictures and multisensory experiences. Help the child to make connections between words, e.g. categories. Teach concepts one at a time e.g. 'big and not big' rather than 'big and little' • Instructions: Give instructions at the right level for the child, e.g. consider how many information carrying words the child can manage. Check with the child the s/he understands the instruction. Give the child time to carry out the instruction. Give one instruction at a time. Repeat the instruction if the child needs to hear it again. If the child is struggling to understand, show him/her what to do. • Questions: Ask questions at the right level for the child's understanding, e.g. 'what' questions are easier to understand than 'how' and 'why' questions. Avoid asking lots of questions. • Use of 'descriptive commentary' provide a gentle running commentary on what the child is doing as they are doing it, keeping your language simple and repetitive
<p>Communicating and Talking</p> <ul style="list-style-type: none"> • communicating their basic needs, e.g. requesting, using words or non-verbal communication • joining words together into phrases and sentences • expressing their ideas and feelings • asking and answering questions • telling a simple narrative 	<p>Communicating and talking</p> <ul style="list-style-type: none"> • Make sure the child had reasons and opportunities to communicate, e.g. offer choices of activities/songs/snacks; avoid anticipating needs so that the child must ask for a favourite toy or for a drink. • Teach vocabulary (nouns first, then verbs, then describing words/concepts). Make sure the child has opportunities to hear new words many times and to use them. • Use a vocabulary programme, e.g. Word Aware 2 or a concept checklist, to identify the language you need to teach. • Give a good language model when commenting on what the child is doing. • Teach the child to join words together by expanding on what s/he says. Repeat the child's words and add 1-2 words, e.g. if the child says "car", you could model "Mummy's car". • Use pictures to begin simple storytelling/narrative.

	<ul style="list-style-type: none"> • Teach the child to use additional/alternative means of communicating if appropriate (seek advice from the child's Speech and Language Therapist, your Area SENCO, or other professionals) e.g. signs, Picture Exchange Communication System PECS • Respond positively to the child's attempts to communicate
<p>Speech</p> <ul style="list-style-type: none"> • using speech sounds, i.e. their spoken language is unclear <p>Children may have echolalia- which means they are repeating noises, words and phrases that they have heard without understanding what they are saying</p> <p>SLCN may also impact upon social & emotional development (and behaviour) and learning.</p> <p>Please refer to Leicester City's SLCN pathway</p>	<p>Speech</p> <ul style="list-style-type: none"> • Value and respond to the child's attempts to speak. Focus on what the child is saying not how they say it • Provide a good speech sound model. Do not correct a child if they cannot say a word properly • Use a speech sound development chart to identify sounds the child can make and sounds they are having difficulty making. Remember that the sound may not be in the child's home language • Play games which encourage playful sounds, e.g. transport or animal noises • Play listening and auditory discrimination games • Follow Speech and Language Therapy advice