



North

Yorkshire County Council

Children and Young People's Service

Identification of SLCN in Early Years

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Introduction

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Speech, Language and Communication

Speech Sounds can be described very simply as the sounds and sound combinations that are put together to make words and spoken language.

Language is a system of sounds and words that conveys meaning. It includes understanding (receptive language) and spoken words/talking (expressive language).

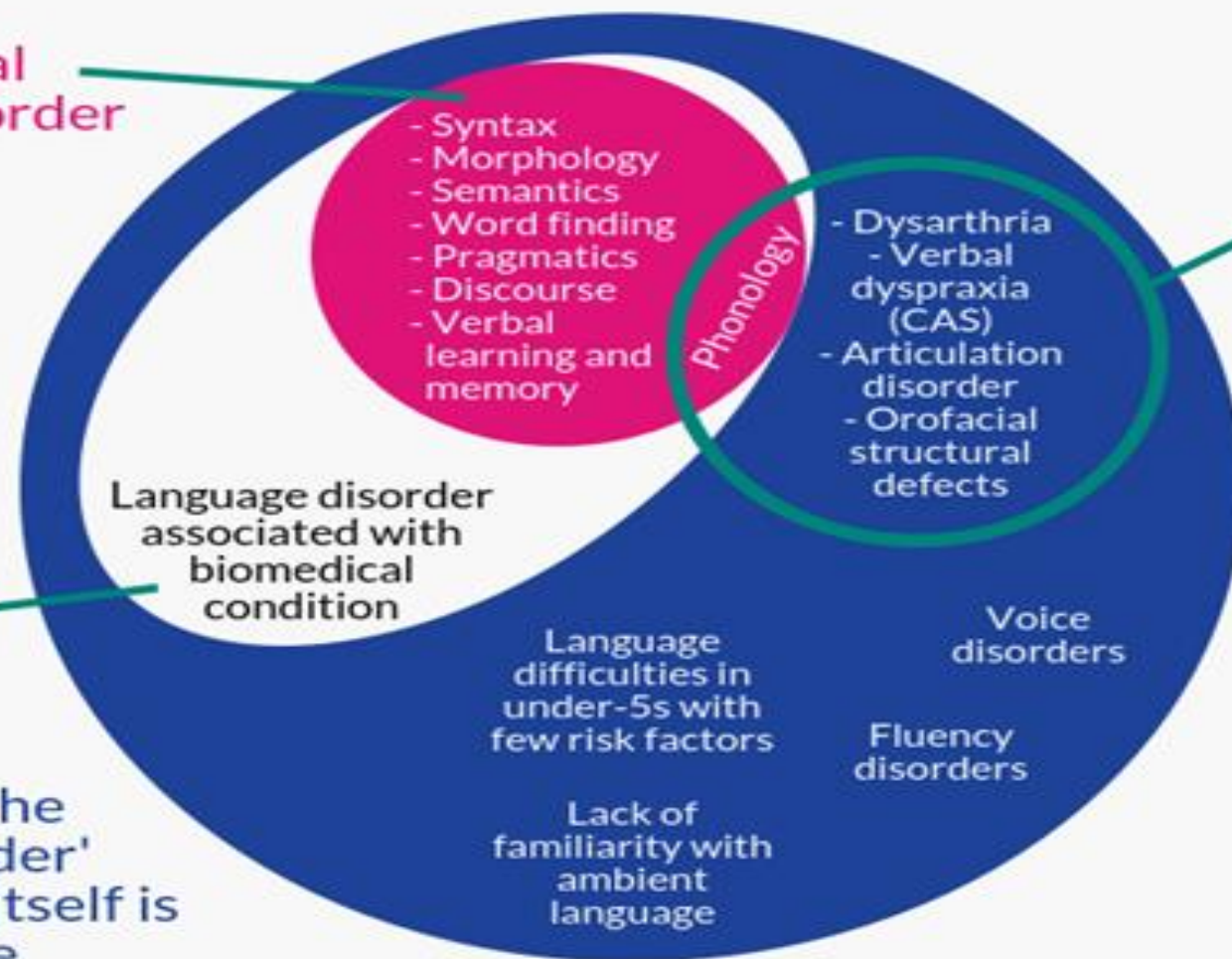
Communication is the sending and receiving of messages using spoken or written language, non-verbal sounds gestures, body language or symbols including writing. It is a two-way process.

Speech, language and communication needs - an overview:

Developmental Language Disorder

Speech Sound Disorder

Language Disorder

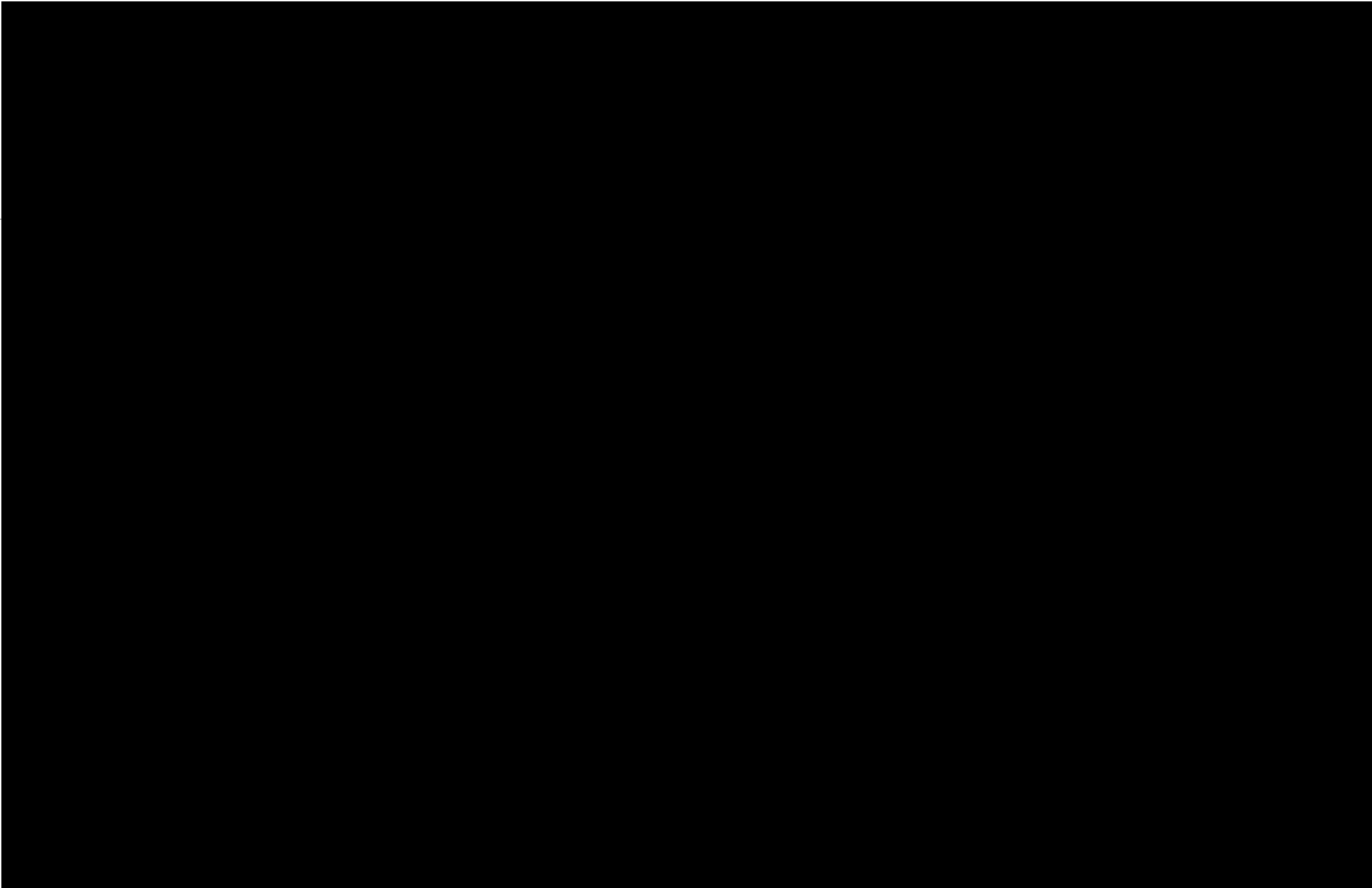


DLD sits within the 'Language Disorder' category, which itself is nested within the overall SLCN category

Adapted from Bishop et al. (2016)

Delayed Language Disorder





Poor communication skills impact on...



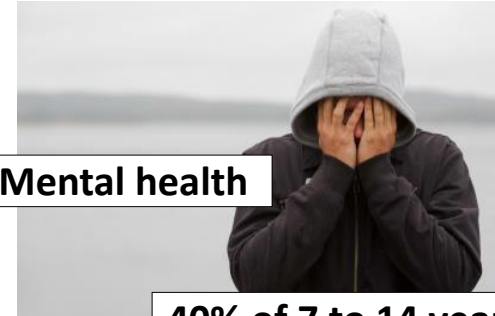
Educational achievement

•Vocabulary at 5 a powerful predictor of GCSE achievement



Behaviour/vulnerability

2/3 of 7-14 year olds with serious behaviour problems have language impairment



Mental health

40% of 7 to 14 year olds referred to child psychiatric services had a language impairment that had never been suspected



Employability

47% of employers say they can't get recruits with the communication skills they need



Criminality

65% of young people in young offender institutions have communication difficulties



Disadvantage Cycle

Children from low income families lag behind high income counterparts by sixteen months in vocabulary at school entry

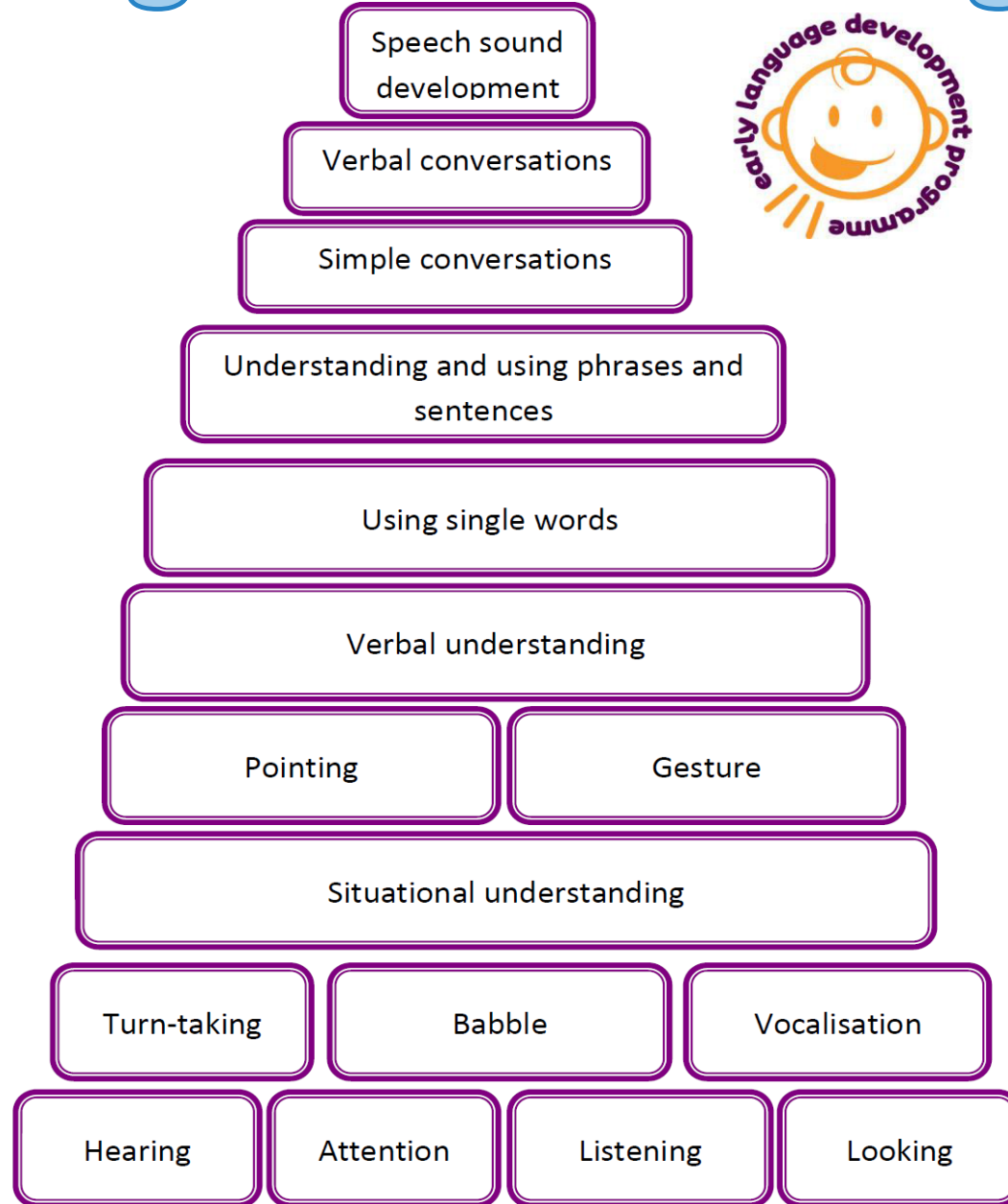
Why Talking to Children makes a Difference

Children's language outcomes have been linked to their language processing skills in infancy.

Talking to children matters, Early language experience strengthens processing skills and builds vocabulary.

Early exposure to language has significant and lasting effects on their later communication development and academic success.

Building Blocks of Language



What are we looking for?

- Attention and listening
- Phonological difficulties
- Expressive language difficulties
- Receptive language difficulties
- Social communication difficulties

Early Identification – what to consider

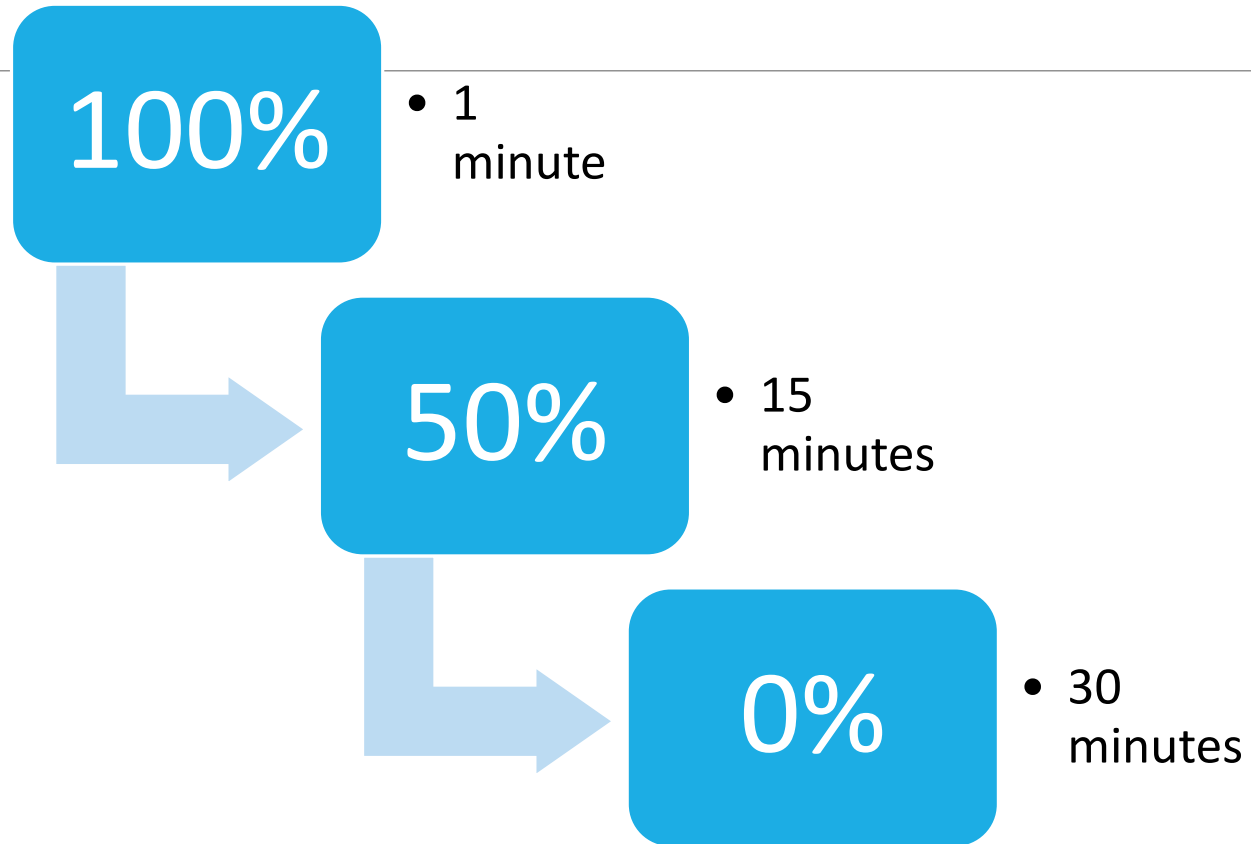
- Understanding and learning the routines
- Making themselves understood
- Making choices
- Poor attention or comprehension
- Limited access to play and learning
- Understanding language including nvc
- Following stories
- Joining in singing

- Sequencing and number work
- Making friends
- Poor awareness of time leading to insecurity
- Frustration and confusion leading to behaviours
- Learning new vocabulary and concepts
- Dealing with noise and distraction
- Coping with changes in routine
- Lack of self-esteem

Communication and Language

- ❑ Communication and language must be a priority in all settings
- ❑ Children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and verbal reasoning
- ❑ Dialogic book talk

Listening and Concentration



Instructions

Get into team of 3 – 4

First person in any of the teams to finish first will be declared the winner

Strategies to Improve Attention and Listening

Focus the child's attention before giving instructions

Make the child aware of good listening skills

Reduce background noise and distractions where possible

Remember to use an appropriate level of language

Check that the information has been understood.

Use pictures, objects and real situations to reinforce the language

Work for short periods of time

Refocus the child's attention when necessary to help him to keep on task

Take turns

Give praise and reinforce appropriate listening and attention.

Strategies to help understanding spoken language

Ensure child is attending to you before speaking to him

Be aware of the complexity of the language used

Be aware of the language demands of a whole class activity

Use a multi-sensory approach.

If there is a sequence of commands to follow, pause between each

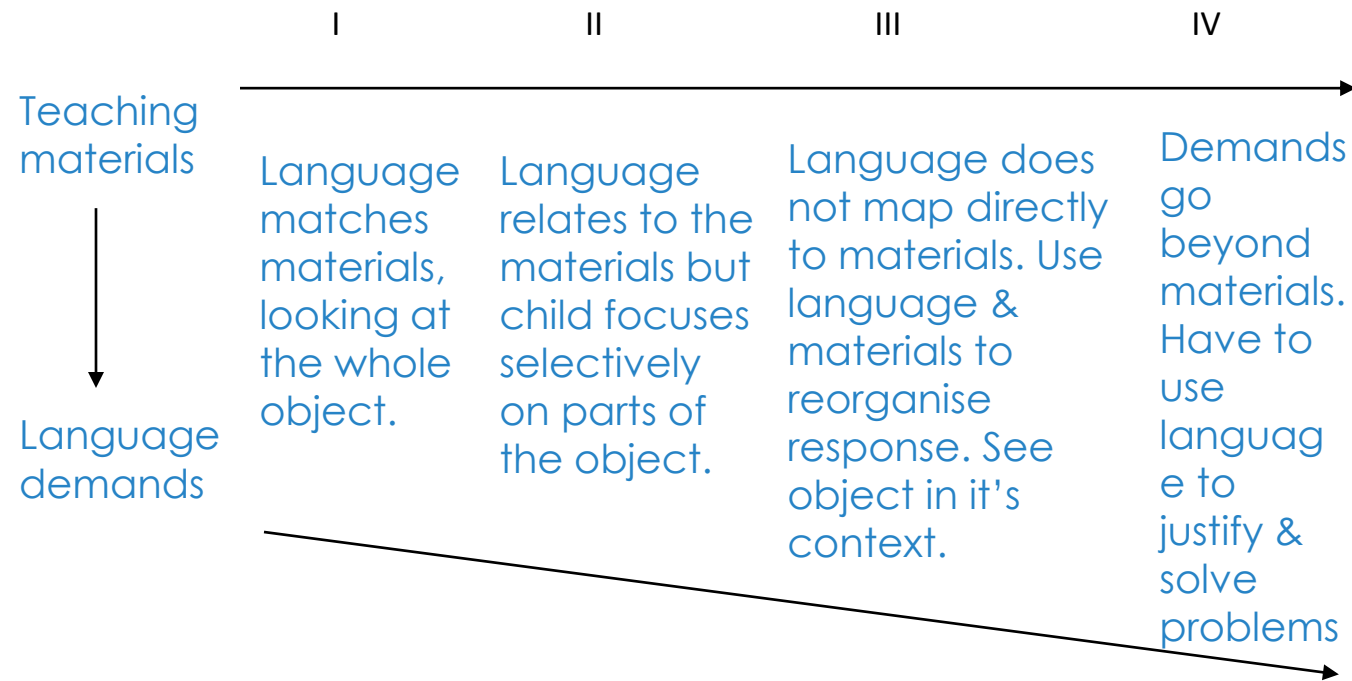
Encourage children to use strategies to process information

Encourage the child to tell you when he does not understand

Emphasise key words with slight stress and use N.V.C.

Avoid sarcasm and metaphors.

Language for Learning Model



Level 1 Questions

- What's this?
- Pick up/show me/give me the bubbles
- Find another pot of bubbles like this (show the pot)
- The child can also name something he saw and did in the immediate past (objects are in sight)
- What did you see?

Level 2 Questions

Function	Which can you blow?
Sentence completion	You're blowing.....
Things that go together	Bubble + wand (putting objects together)
Sorting and categorising (Give an example – objects in sight)	What else can you blow?
Linguistic concepts	Blow quickly/slowly/hard/soft. Which bubble is big /little? How many bubbles can you see?

Level 2 Questions

Describe a scene	What are Lois and Mika doing?
Talking about what can be seen or showing a picture or giving information and asking:	
Who?	Who is blowing bubbles?
What?	What is Lois doing?
Where?	Where are the bubbles going?

Level 3 Questions

Follow a set of directions	One more go with the bubbles and then give them to Tyler
Give another example BUT listen to extra conditions	What else can you play with which you can't blow?

Level 3 Questions

Narrative/re-telling events

Arrange pictures in a sequence	Arrange photos of bubble blowing
Tell a story or describe an event	Tell me how to blow bubbles
Summarise the story/event in one sentence	What have you done?

Level 3 Questions

Predict	What might happen next?
What does a character say?	(Real situation or book - Roxanne is crying because Niab has taken her bubbles) Niab, what do you say? or What could Roxanne say?
How does a character feel?	(Niab gives the bubbles back) Look! how does Roxanne feel now?
Define a word	What does 'enormous' mean?

Level 4 Questions

Justify a prediction	Why might the bubbles spill?
Identify the cause	How did you make the bubble so big?
Solve a problem	The bubbles have all gone! What can you do?
Solve a problem from another person's point of view	Varlie wants small bubbles. What should she do?

Level 4 Questions

Make an inference from an observation	How can you tell that Piotr doesn't like bubbles in his face?
Explain why something cannot be done	Why can't you blow bubbles in Piotr's face?
Select a means to a goal	What do we need to blow the bubbles? (bubble stick not in sight)

Percentage of Children Able to Respond at Different Language for Learning Levels

Level I	Naming things	60% of 3 year olds understand at level I and level II
Level II	Describing things Who? What? Where?	
Level III	Talking about stories and events	65% of 5 year olds understand at level III and level IV
Level IV	Solving problems and answering Why?	

Referrals

Referrals to Small Talk 12 to 24 months

Referrals to Building Blocks for Language 24 to 36 months

Referrals to SLT Service

Referrals to SPA – Portage, EYAT, C&I

Referrals to other health professionals

Early Years Communication and Interaction Drop-in for Parents

Tuesday 19th February	9.30 a.m. to 11.30 a.m.	Whitby Children's Centre, Byland Road, Whitby, YO21 1HY
Thursday 21st February	10.00 a.m. to 12.00 a.m.	Eastfield Children's Centre, Link Walk, Eastfield Scarborough, YO11 3LR
Friday 8th March	9.30 a.m. to 11.30 a.m.	Sherburn-in-Elmet Children's Centre, c/o Sherburn Library, Finkle Hill, Sherburn-in-Elmet, LS25 6EA
Friday 8th March	1.00 p.m. to 3.00 p.m.	Selby North Children's Centre, Flaxley Road, Selby YO8 4DL

Communication Champions - NYAOP

Recruiting: Early Years workers wanting a level 3 qualification in Supporting children and young people's speech, language and communication

Wendy Lee

WEBSITES

www.talkingpoint.org.uk

www.naplic.org.uk

www.communicationtrust.org.uk

www.rcslt.org

www.literacytrust.org.uk

