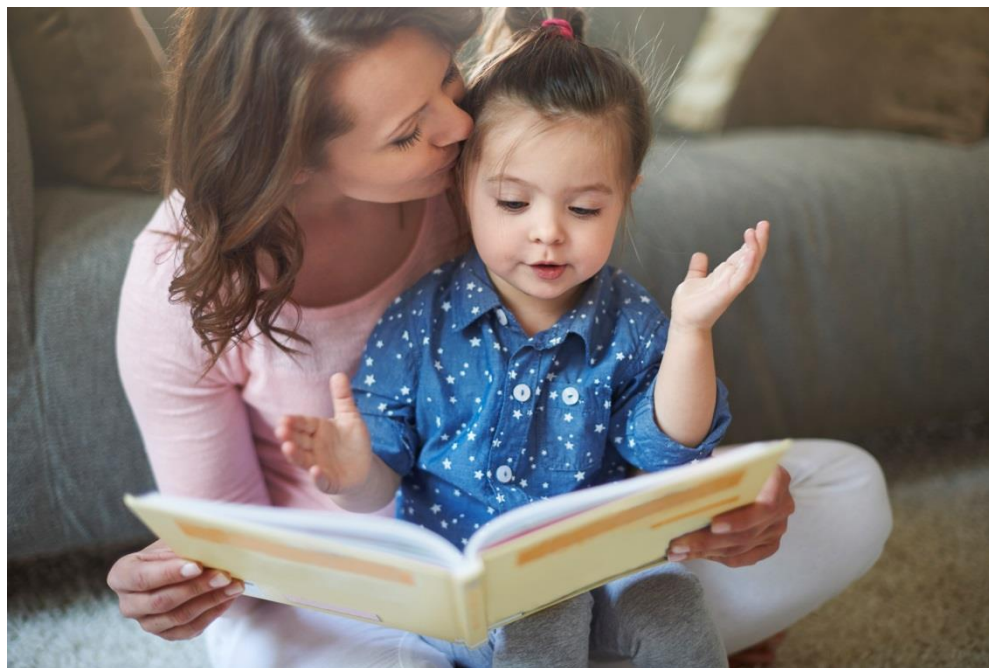


# Speech and Language Therapy

14<sup>th</sup> March 2020



# Workshop Outline

- Look at how communication develops
- Give ideas of how to help at home
- Understand what to expect from our service



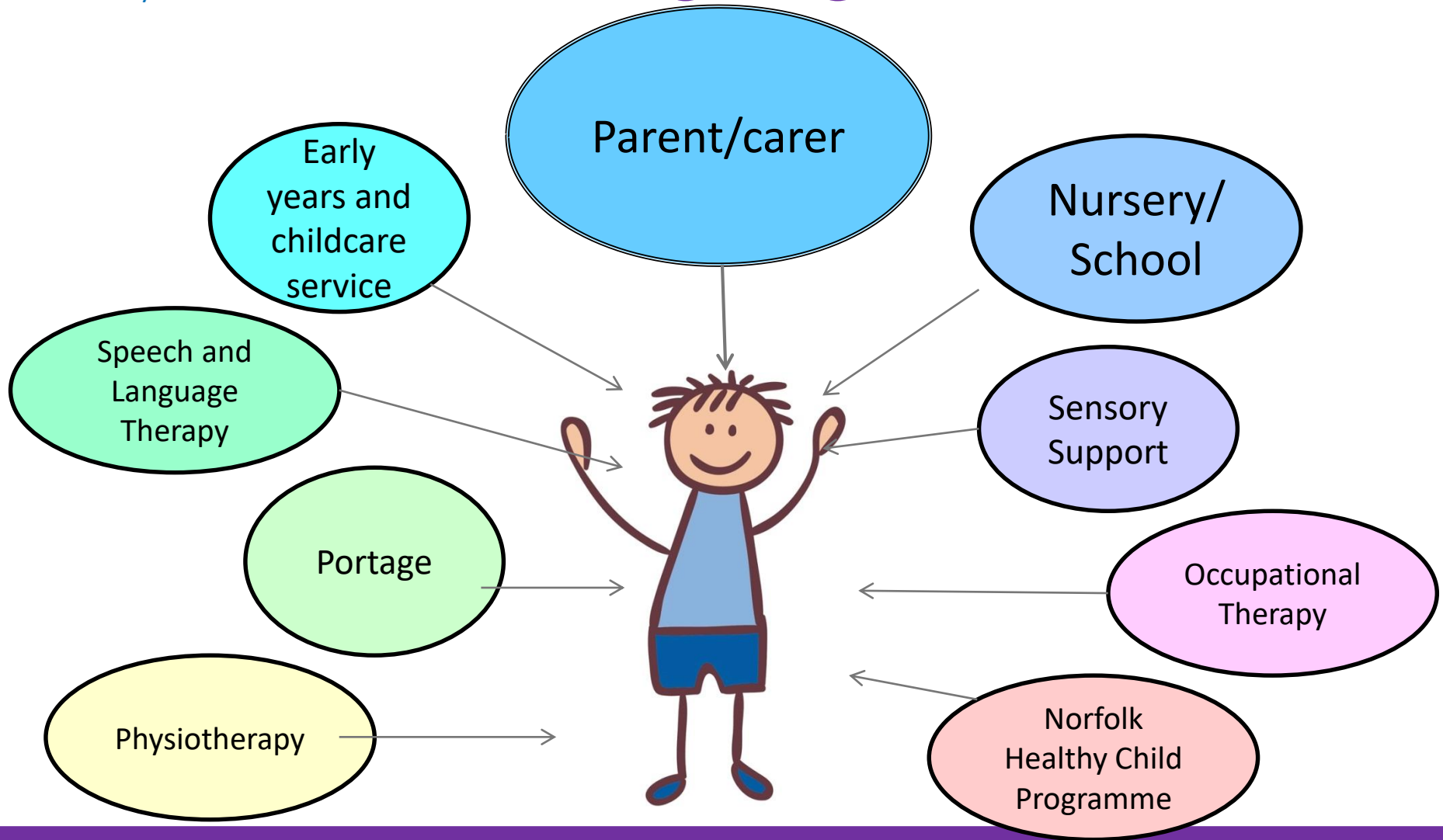
## You said

- ! There was not enough early support for children with additional needs and their families
- ! Describing a child as discharged was causing anxiety when they needed further support
- ! Parents/Carers did not know what to expect from the service

## We did

- ✓ New early intervention groups for pre-school children with additional needs
- ✓ We changed our language to use the term 'transfer of care' when further support was needed
- ✓ Parents/carers of pre-school children invited to an information session

# Working together



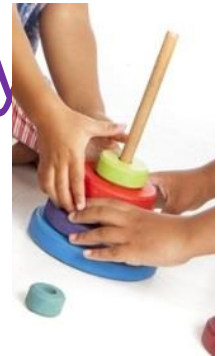
# Key partner to success:

- **Parents/Carers**
  - You know your child best
  - Your child enjoys playing with you
  - Everyday you are talking and playing together



# Your child

- All children develop their communication and interaction skills differently
- Your child may not have difficulties in all areas, but others might
- You may be familiar with some of the ideas we will cover, but for others this may be new information

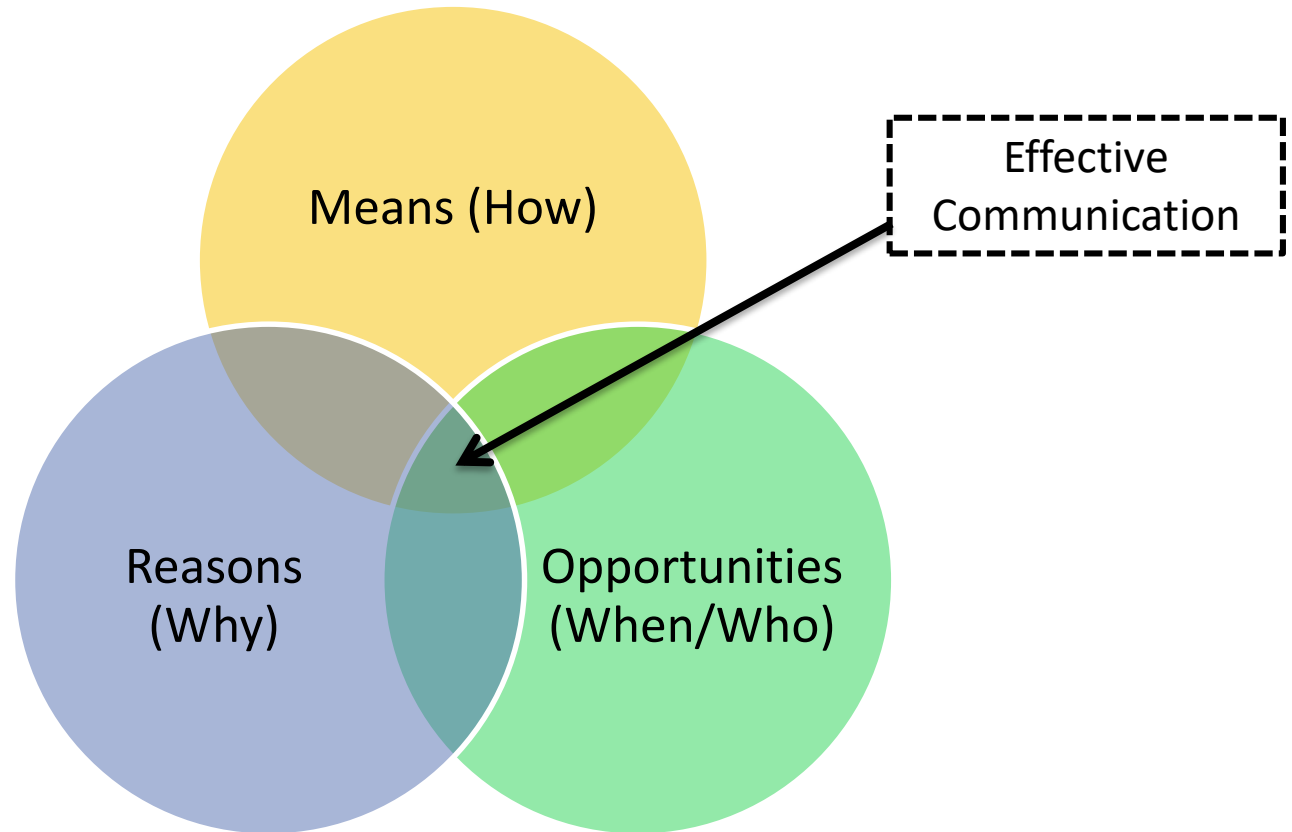


# How can we help?

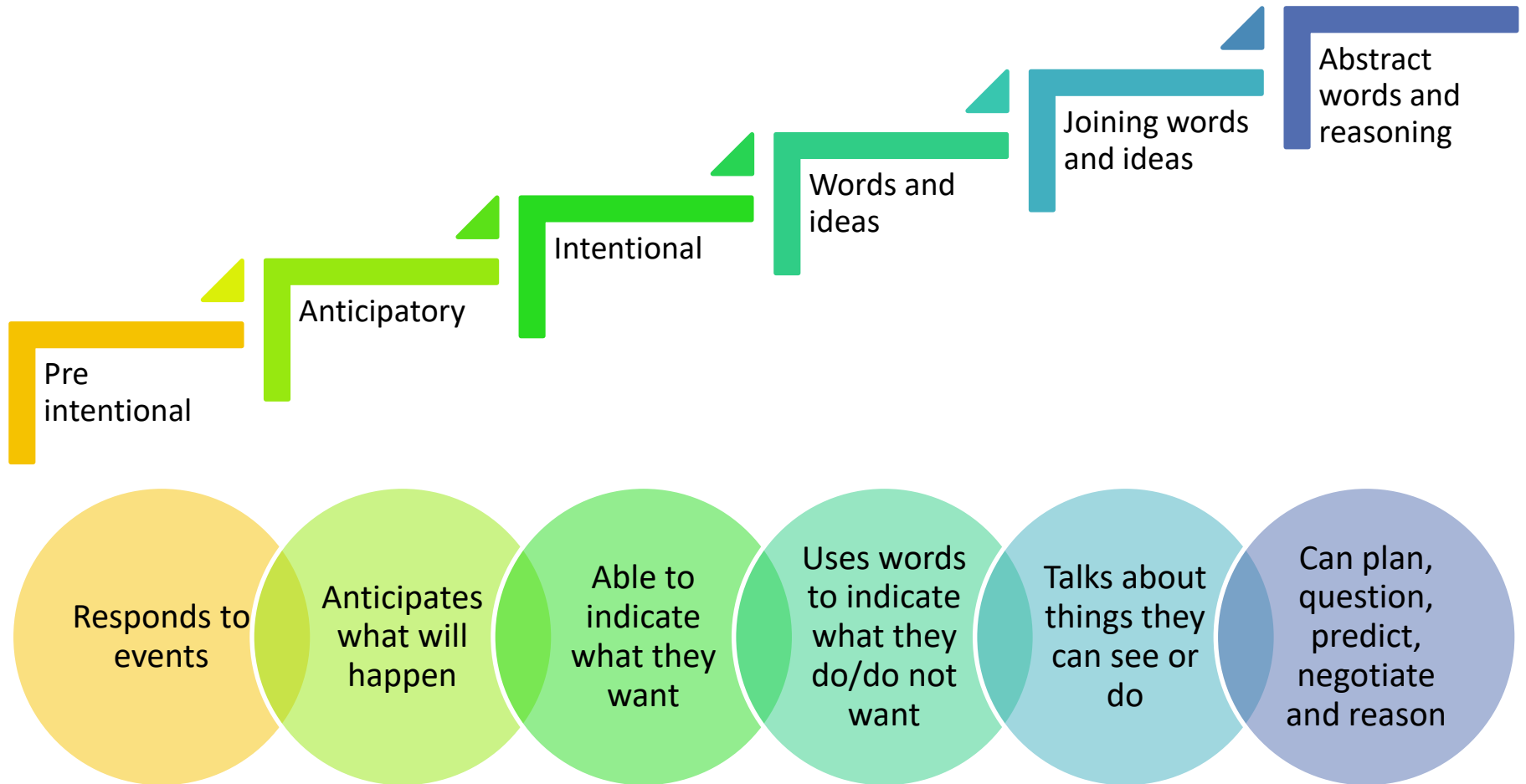
- Therapy aims to support development of the best possible communication skills for the individual child or young person
- For some children and young people this may be using speech and spoken language. Other youngsters can most effectively communicate through a range of signs, symbols, and other communication aids
- The Speech and Language Therapist will agree a plan with you to meet your child's needs

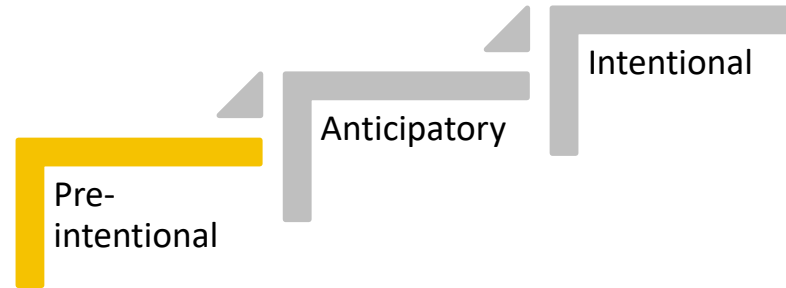


# Effective communication



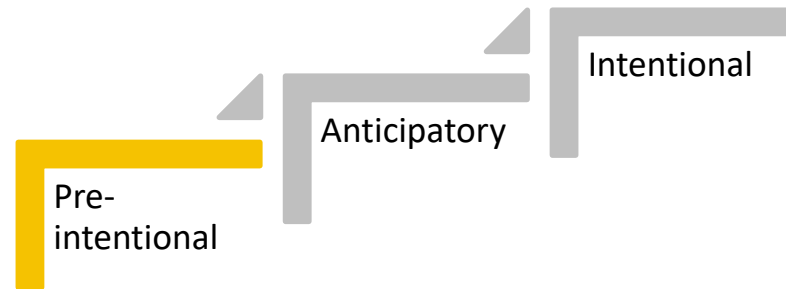






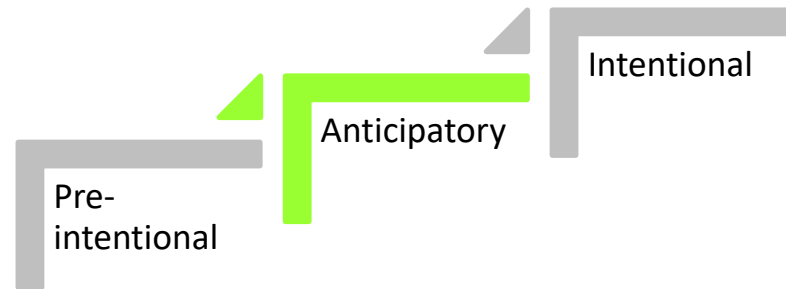
## Communication skills

- Indicates likes, wants, dislikes, awareness of familiar and unfamiliar
- Cries and makes vegetative sounds
- Smiles and laughs
- Makes vowel type sounds
- Sounds become more complex 'baba.'



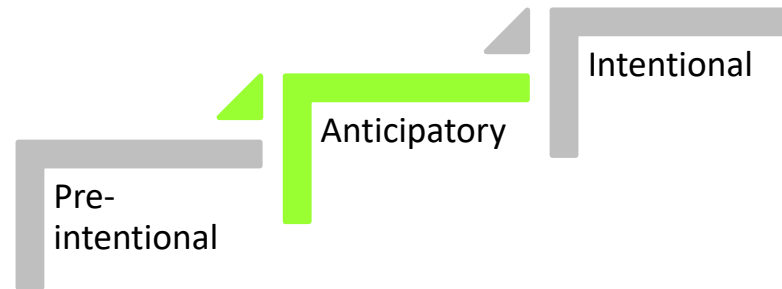
# How to Help

- Broaden Sensory experiences
- Intensive Interaction experiences
- People play
- Cause and Effect toys

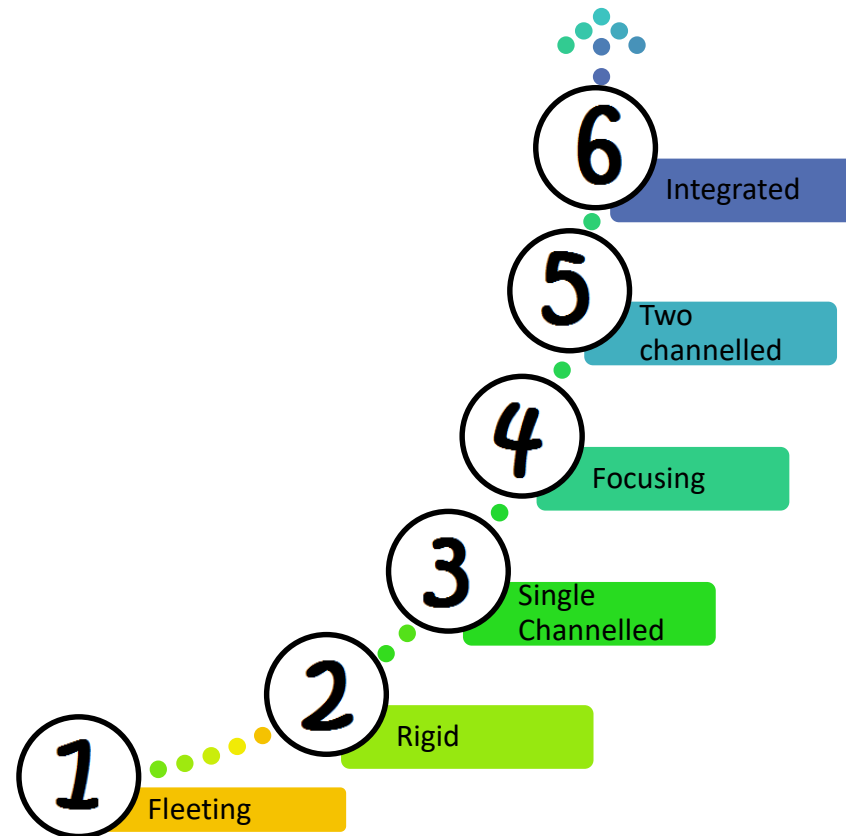


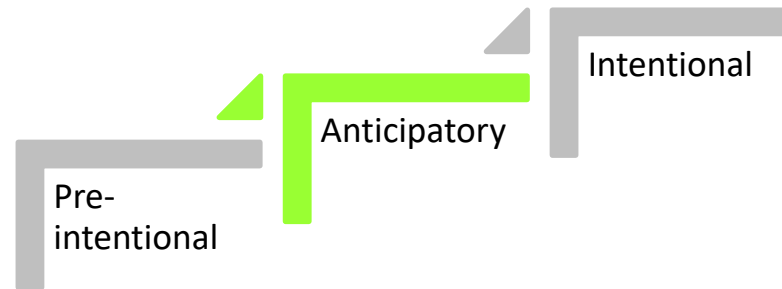
# Communication skills

- The child will react in consistent ways **before** an event
- These responses might indicate likes, wants, dislikes, rejection, awareness of familiar and unfamiliar
- The child might vocalise
- Developing joint attention
- The child may use an increasing range and variation of speech sounds and vocalisations



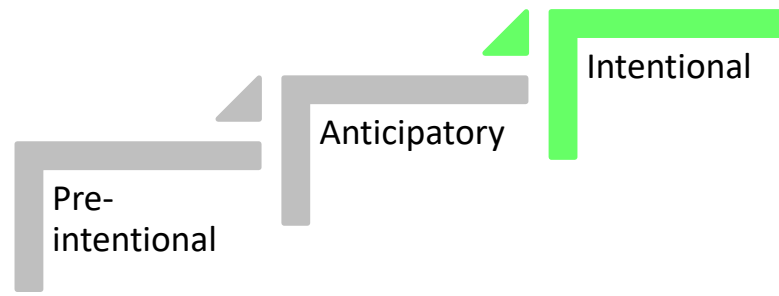
# The importance of paying attention



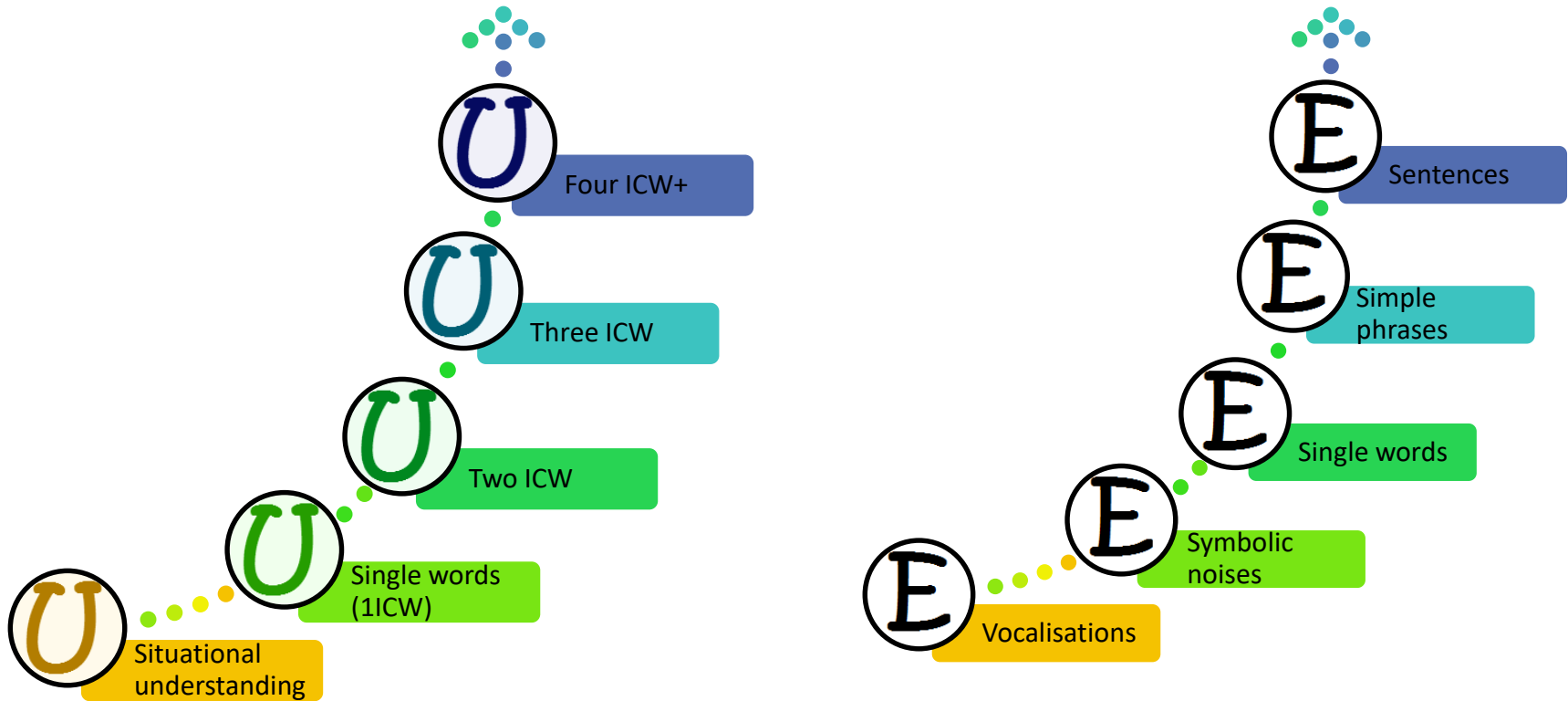


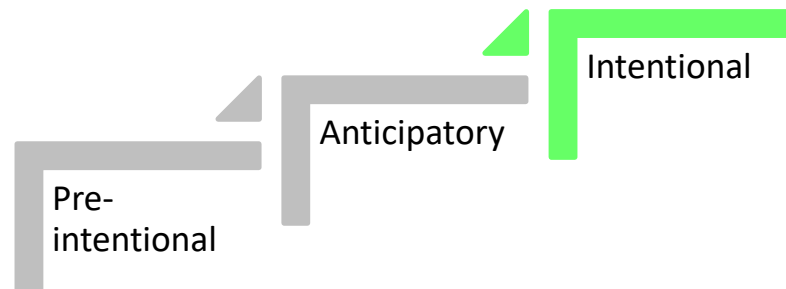
# How to help

- **Don't anticipate** the message
- **STOP** and **WAIT**
- Interpret, respect and act on the message consistently
- Consistent response from adult will support intentional communication.
- Messages could be body movements with or without vocalisations.
- People games



# Communication skills





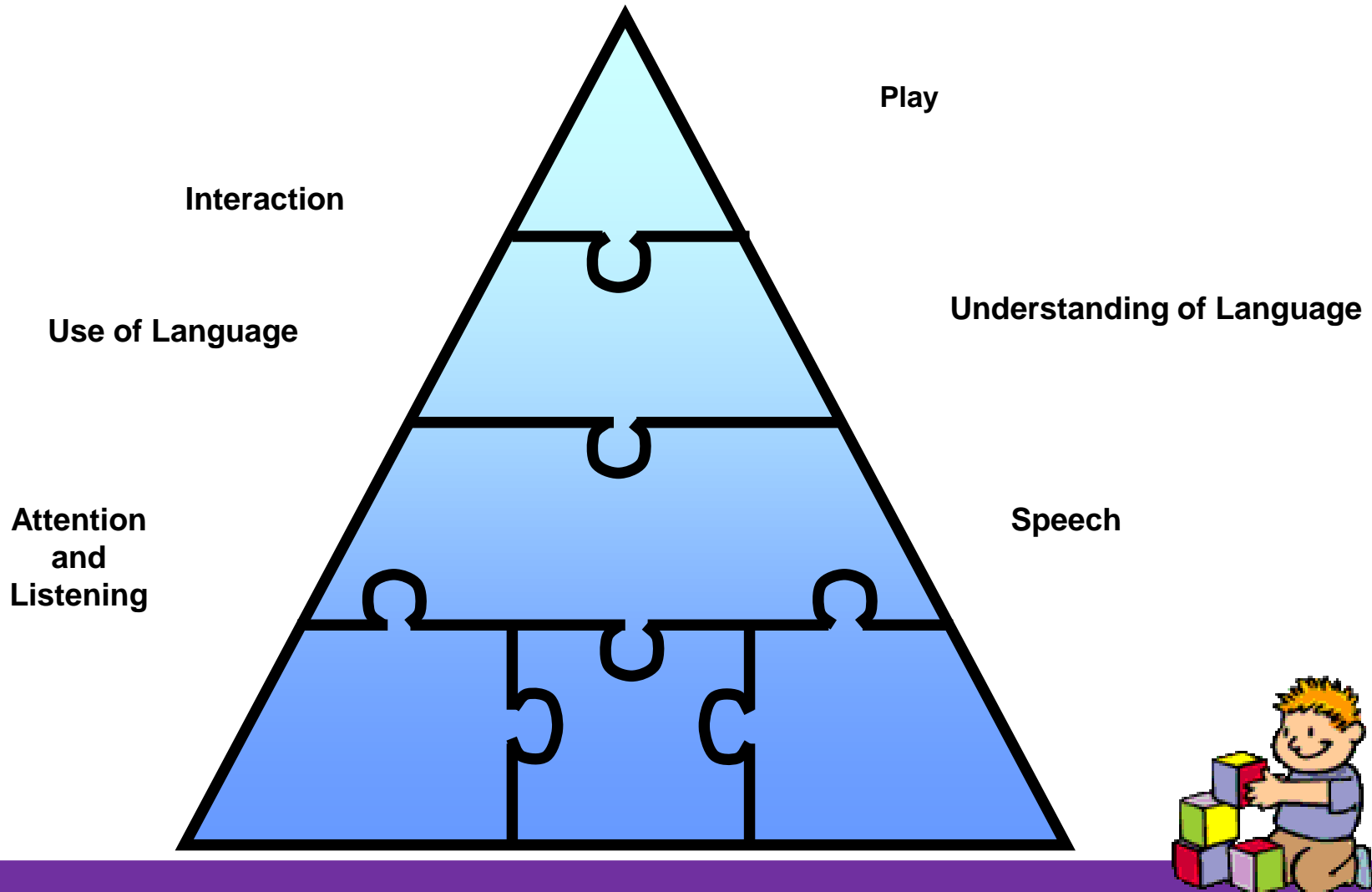
# How to help



feeding-your-little-one-with-words.mp4



# Completing the puzzle



# Individual approaches

- Shared Attention
- Play
- Intensive Interaction
- Objects Of Reference
- Modelling alternative communication behaviours
- Making Choices Interaction Routines (routine with play)
- Communication Passports

# More information

- [Salt.ecch.org](http://Salt.ecch.org)
- [www.talkingpoint.org.uk/](http://www.talkingpoint.org.uk/)
- [www.ican.org.uk/](http://www.ican.org.uk/)
- [small-talk.org.uk/](http://small-talk.org.uk/)
- [hungrylittleminds.campaign.gov.uk/#2](http://hungrylittleminds.campaign.gov.uk/#2)
- [www.justonenorfolk.nhs.uk/childhood-development-additional-needs/supporting-development/communication](http://www.justonenorfolk.nhs.uk/childhood-development-additional-needs/supporting-development/communication)



# Any Questions?

