

Communication building blocks



Speech and
Language Therapy
CYPIT

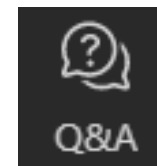
Disclaimer



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Families services

The purpose of the session today is to provide you with information on strategies which can be used with your child to support the development of their speech, language and communication skills.

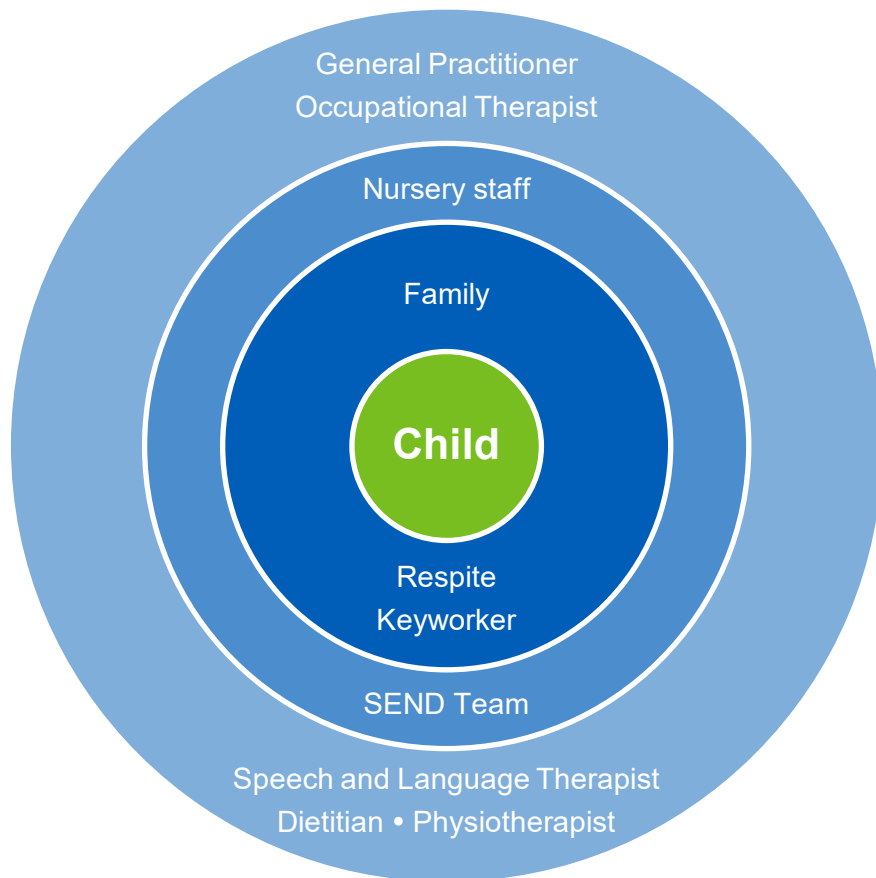
By attending this webinar, you are not referring your child to the Speech and Language Therapy service. You are welcome to use the Q&A function to ask questions. Given that this is a TEAMs webinar and is not designed to provide specific clinical intervention, any identifiable information you provide about your child will not be processed or retained.



Should you provide information regarding your child, we will not use this unless there is an identified safeguarding concern. My colleague is monitoring messages being sent to us to identify questions which require a response.

Messages with identifiable information will not be published. If this is the case, data will be used to escalate appropriately to the safeguarding team

Circles of support/ influence



Working together:

The people who will be able to make the most change are those closest to the child

Falvey, M. A., Forest, M., Pearpoint, J., & Rosenberg, R. L. (1997)

Consider this:

What makes you **want**
to **communicate?**

Communication

What makes someone good to talk to?

- Listen
- Respond
- Use eye contact
- Don't interrupt
- Be interested in what your conversation partner is saying
- Use open body language
- Don't ask too many questions
- Don't take over the conversation



Speech, language and communication



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Speech is the ability to combine sounds into words.

Language is talking (expressive) and understanding (receptive).

Communication is how we interact with others.

Communication Tree

Branches

Your child says lots of different words and uses sentences

Trunk

Your child understands what you are saying

Roots

Understanding that communication can influence a person

Desire to communicate

Turn-taking

Attention control

Enjoyment of being with someone

Listening

Play

Leaves and blossom

Your child pronounces all their letters/sounds properly

Environment

For communication to grow, children need those around them to:

- Use language at the right level
- Use the language the adult is most comfortable speaking



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Strategy 1: Get face-to-face

- **Connect** and **share** in the moment
- **Notice** what your child is **interested in**
- **Mirror** facial expressions, gestures and sounds
- **Respond** to **any attempts** of communication



Strategy 2: Allow the child to lead

- **Watch** for what your child is **interested** in
- **Wait** for your child to **start** the interaction
- **Listen** to your child (with ears and eyes!)
- **Respond** with interest



Strategy 2: Allow the child to lead

Ways to respond to your child:

1. **Copy** their actions and sounds
2. **Interpret** their actions and sounds
3. **Join in** and play
4. **Comment** on what is happening



Food for thought:

When children **lead** they get
the language they **need!**

Strategy 3: **Four comments to one question**

Your thumb represents **one question**, e.g. what's that?

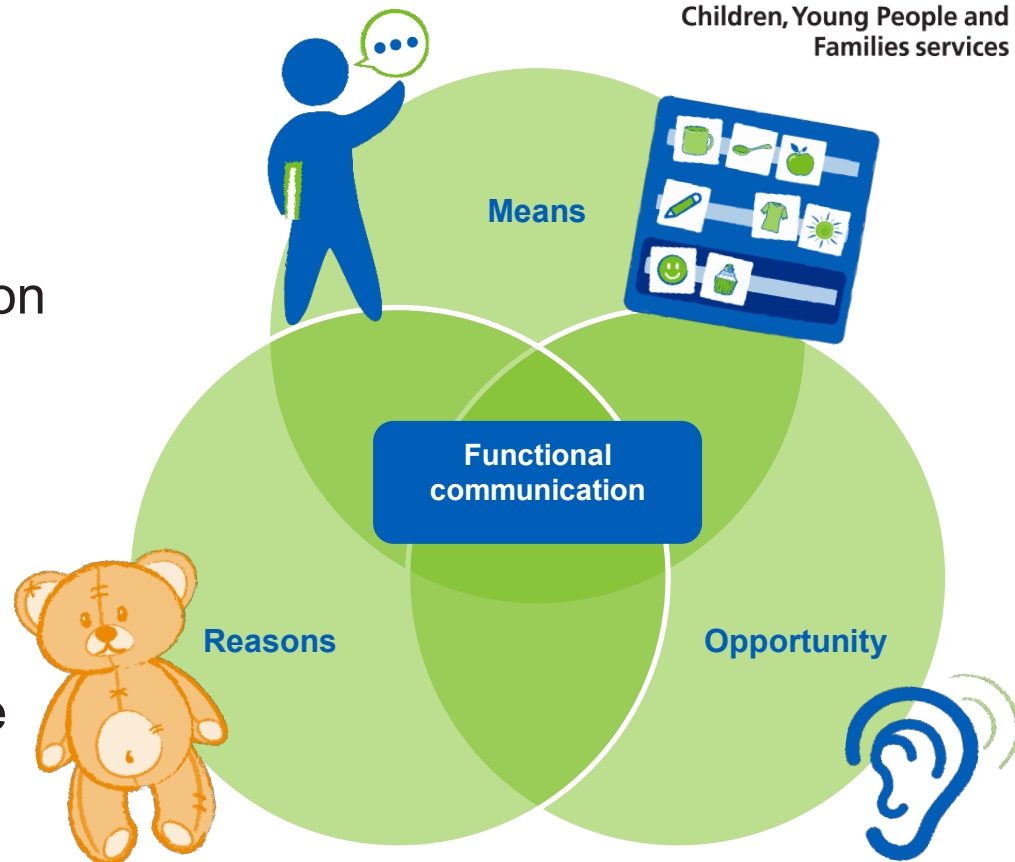


Make **four comments** about what is happening **before** asking another question

Means, reasons and opportunities

For a child to communicate, they need the **three** following things:

- **Means** – Does the child have a reliable method of communication that they know how to use?
- **Opportunities** – Does the child have an opportunity to use their communication skills?
- **Reasons** – Does this child have an irresistible reason to communicate with you?



Strategy 4: Creating opportunities

Sabotaging is setting up situations/problems so that a child needs to communicate with you to get what they want.

1. Identify what's **motivating** to your child?
2. Give your child a reason by **sabotaging!**
3. **Then pause for your child to notice**
4. Provide the **opportunity** for communication by waiting
5. Respond **immediately**



Strategy 5: Creating opportunities

Give your child food in packaging they can't open, or put a favourite item in a transparent, hard-to-open container



Give them their food without cutlery, or with the wrong cutlery



Give them the iPad/phone without entering the passcode



Give them a battery-operated toy without the batteries, or give them a wind-up toy without winding it up first

Give them a marble run without the marbles, or set up a race track, but don't provide cars

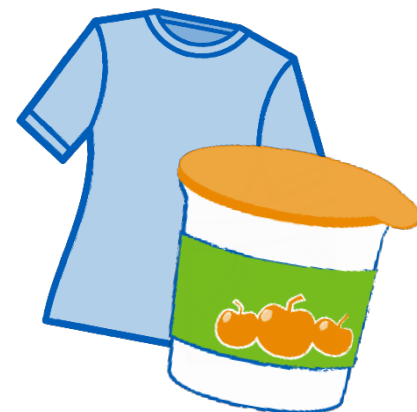


Put their favourite toy on a high shelf, out of reach



Strategy 5: Giving choices

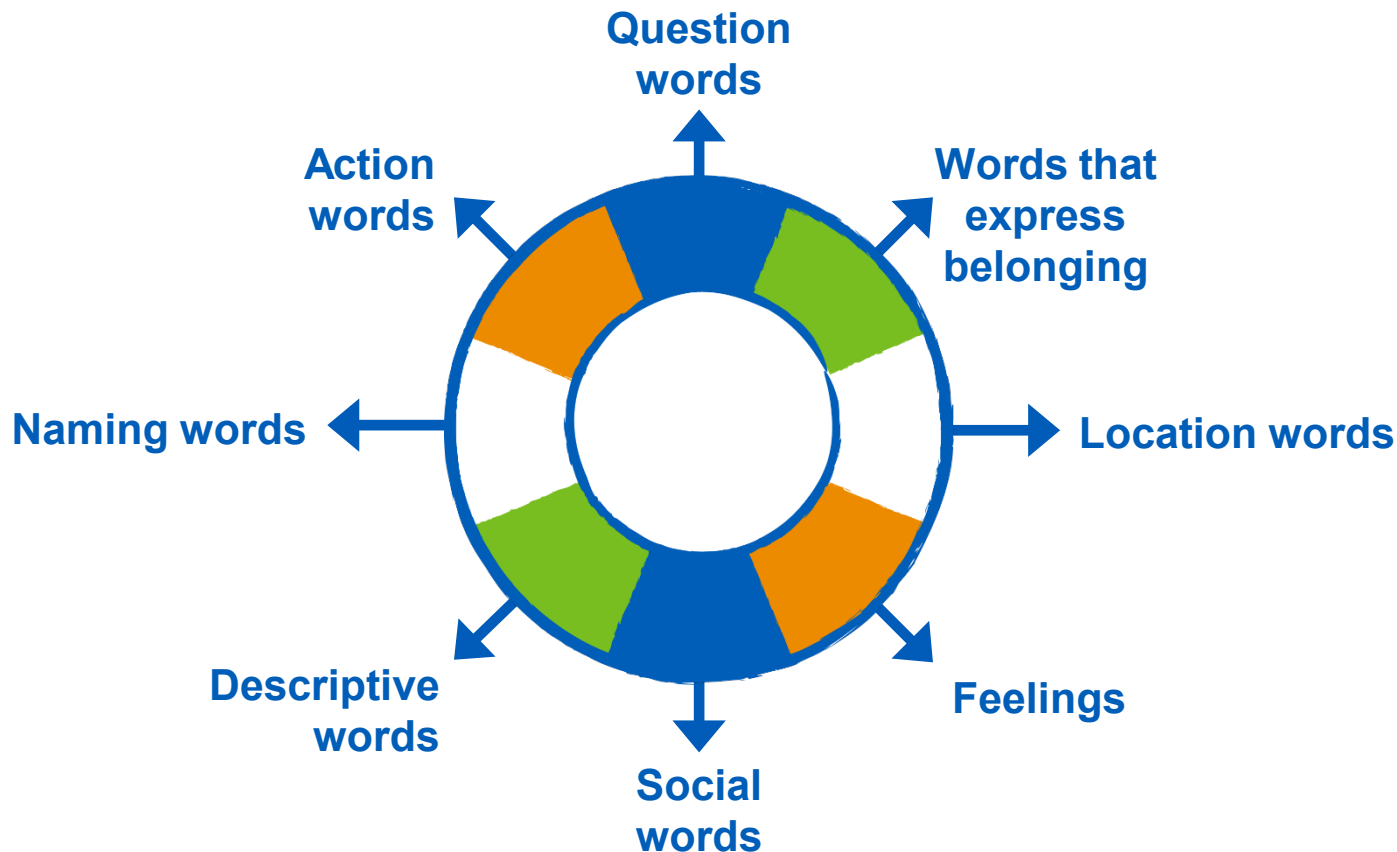
- Support the two choices **visually** with the object, picture or sign
- Start with a **motivating** and **less motivating** item when making choices
- Examples:
 - do you want a **yoghurt** or **top**?
 - do you want **juice** or **water**?
 - is he **running** or **jumping**?
 - is he **sitting** in the kitchen or **dancing** in the kitchen?
 - is it **in** or **on**?



Strategy 6: Vocabulary

- Make sure words are **functional** and link with your child's interests
 - **Repeat** and **emphasise** these words
 - Use **clues**
 - Keep it **positive!**
 - Try to use a **range** of different words
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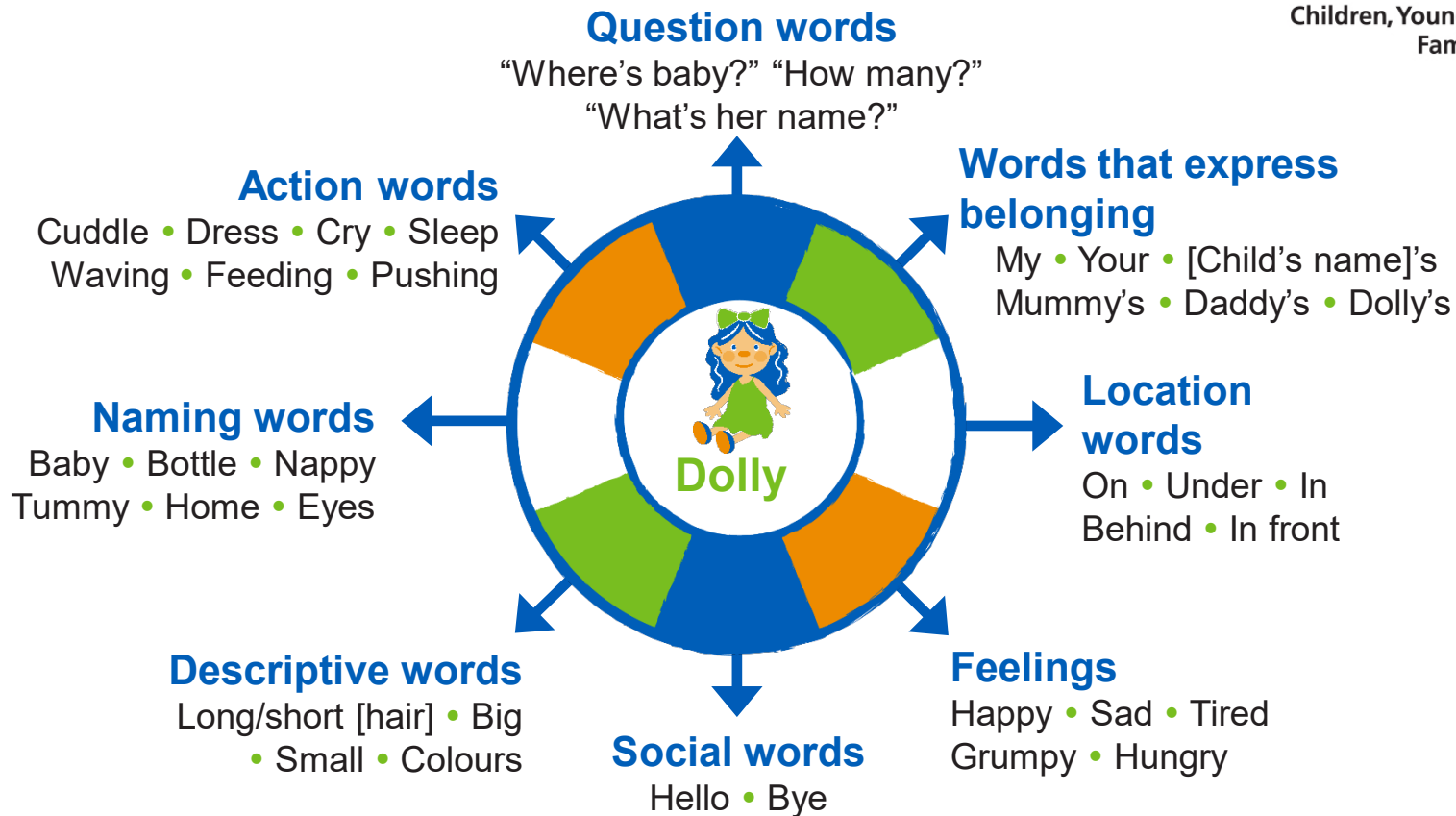
Strategy 6: Vocabulary



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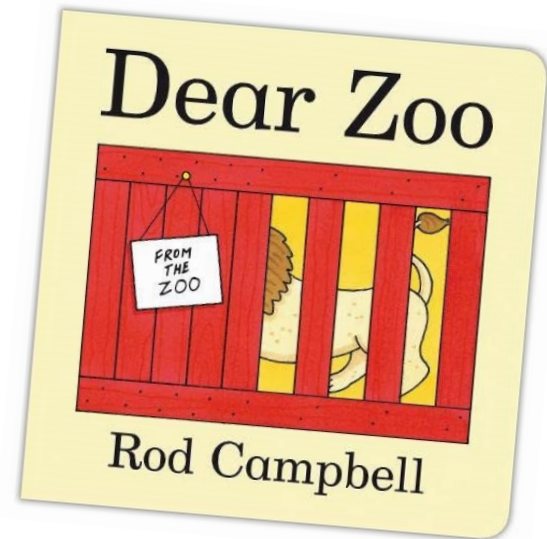
Strategy 7: Match + 1

- Expand your child's communication attempts
- 'Match + 1' examples:
 - Child: "car"
Adult: "**blue** car"
 - Child: "kick ball"
Adult: "**boy** kicking ball"
- Be sure to use **different types** of words
- Your child does not have to repeat it back – the emphasis is on **modelling**



Strategy 8: Books and songs

- **Rhyming** stories and **songs** can help your child develop their anticipation skills
- **Reading** with your child helps them to develop their **attention, listening** and **language** skills
- If your child knows a story or song well, why not try **pausing** to give them an opportunity **to join in!**



Language takes time to develop

To see **progress**, these strategies
need to be used **daily**



To recap:

1. Get face to face
2. Allowing the child to lead
3. Four comments to one question
4. Creating opportunities
5. Giving choices
6. Vocabulary
7. Match +1
8. Books and songs



Good relationships lead to...
good communication

Good communication leads to...
good relationships

Thank you for listening



Further help can be found via our website:

cypf.berkshirehealthcare.nhs.uk/communication