

Speech, Language & Communication Needs (SLCN) and links with behaviour.

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SEBD in practice – aims of this module

- To analyse and critique theories informing different approaches to pupils with SEBD.
- To develop systematic understanding and critically analyse policy and practice with regard to SEBD
- To consider the effectiveness and appropriateness of current provision for pupils with SEBD, gain the skills needed to advise teachers and support staff ... critically reflect on the interaction between environment and pupil
- To consider a range of possible approaches to support inclusion by critical reflection of their experience and that of others.

Today's content

9.15 – 10.45am What is SLCN?

- Communication Chain
- JIGSAW
- Ages or stages
- Context, models and systems.

11.15 – 12.30pm How does SLCN link to SEBD?

1.30 – 3pm Change SLCN, change behaviour?

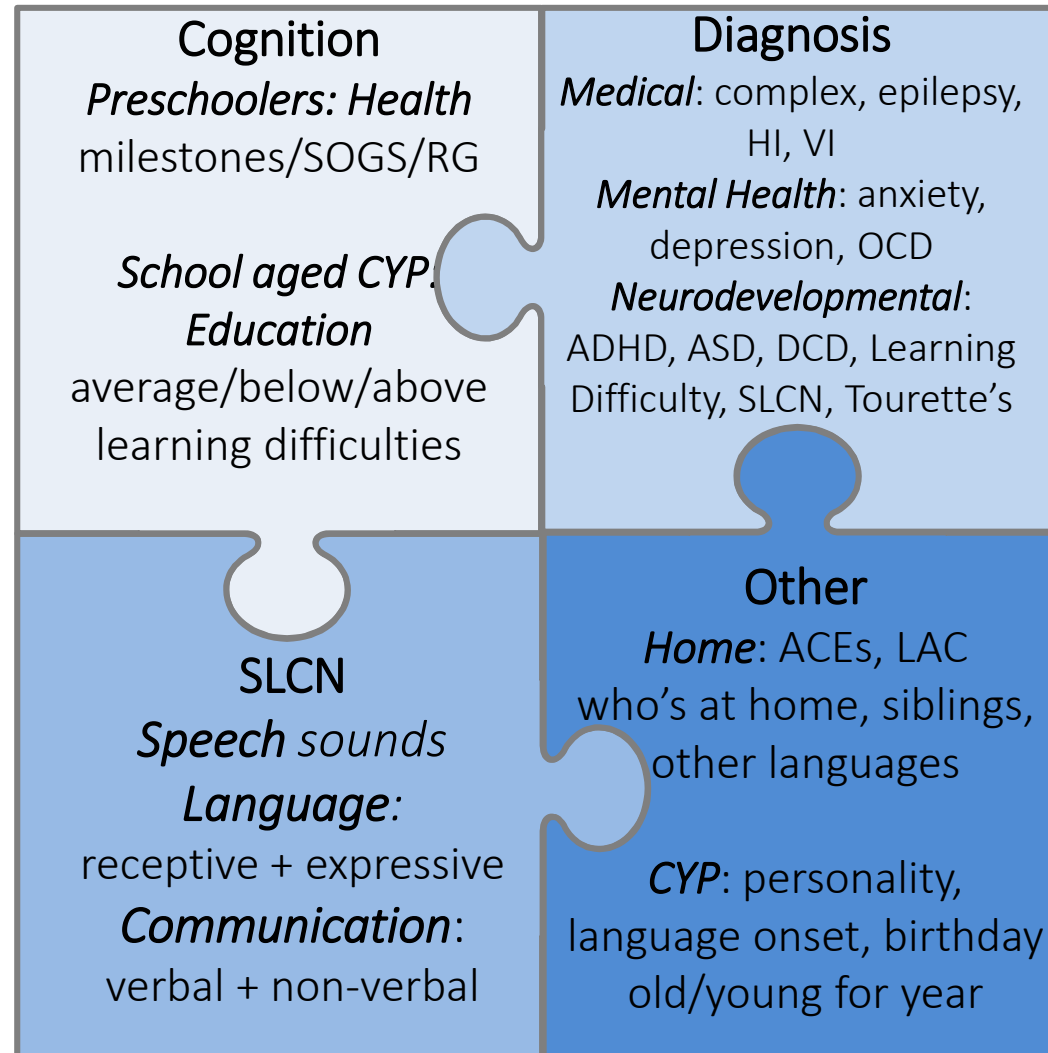
- 4 techniques to critically evaluate.

Communication Chain



JIGSAW (Ellis 2015)

Profiling strengths and needs



Adverse Childhood Experiences (ACEs)

10 most commonly measured Adverse Childhood Experiences (ACEs)

ABUSE



Physical



Verbal



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD ADVERSITIES



Mental
Illness



Incarcerated
relative



Domestic
violence



Parental
Separation



Substance
abuse

Ages or stages?

- https://www.thecommunicationtrust.org.uk/media/363847/tct_univs_peak_0-5.pdf
- https://www.thecommunicationtrust.org.uk/media/363850/tct_univs_peak_5-11.pdf
- https://www.thecommunicationtrust.org.uk/media/363856/tct_univs_peak_11-18.pdf

Universally Speaking checklist

Use this checklist if there is a child in your care who you think may have speech, language and communication needs. Read each statement and then tick the 'R' (red) column if the child strongly matches the statement, 'A' (amber) column if they occasionally match the statement and 'G' (green) if they do not match the statement.

Talking difficulties - what you might see and hear	R	A	G
1. Do they have a limited vocabulary? Do they...			
a. Use less words than other children their age			
b. Over-use general words - 'thingy', 'that', 'put', 'get'			
c. Use the wrong words for things - 'shark' instead of 'whale', or make up their own words like 'cuttergrasser' (awnmower)			
d. Use lots of fillers or hesitates a lot - 'um', 'er', 'y'know... like'			
2. What are their sentences like? Do they...			
a. Miss out the small words in sentences that carry less meaning - 'a', 'the', 'is/was', 'and'			
b. Miss off the endings of words - 'ing', 'ed', 's'			
c. Sound muddled or disorganised when talking in longer sentences			
d. Recall and re-tell events in a way that makes them difficult to follow			
3. Is their speech unclear? Do they...			
a. Miss out sounds from the beginning, middle or end of words, or use only a limited range of different speech sounds in their talking			
b. Substitute one sound for another - 'a' up of toffee' (a cup of coffee), 'yellow' (yellow)			
4. Do they have a stammer or stutter? Do they...			
a. Prolong or repeat some sounds or words, e.g. (b... all, or b-b-b-bat, or ball-ball-bat) or get 'stuck' on a word and no sound comes out			
b. Try to hide their difficulties by avoiding speaking in certain situations, or change what they were going to say mid sentence to avoid a word they find difficult			
5. Do they have literacy difficulties? Do they...			
a. Struggle to recognise initial sounds or sound out words			
b. Struggle with organising text in written work, with words missed out, and lots of grammar errors you wouldn't expect for their age			
6. Do they have behaviour difficulties? Do they...			
a. Have low self-esteem, seem withdrawn, do not initiate speaking in class, or become frustrated			
7. Do they have social interaction difficulties? Do...			
a. Other children find it difficult to understand them or possibly tease them about their talking			

Listening difficulties - what you might see and hear	R	A	G
1. Do they find it difficult to listen or understand? Do they...			
a. Fidget or not engage with tasks			
b. Struggle to follow long or complex sentences			
c. Watch other children so they can work out what to do or are the last to follow instructions			
d. Concentrate on non-verbal tasks for much longer than verbal ones			
2. Can they understand questions? Do they...			
a. Answer with an irrelevant comment			
b. Repeat part of the question			
c. Answer a slightly different related question			
d. Not respond			
3. Does new or less frequently used vocabulary take a long time to learn?			
4. Do they struggle to distinguish the difference between sounds in words? Do they...			
a. Struggle to break up words in order to read or spell			
b. Struggle to count out syllables in words			
c. Struggle to match sounds and letters			
5. Do they have literacy difficulties? Do they...			
a. Have difficulty understanding what they've read and making inferences			
6. Do they have behaviour difficulties? Do they...			
a. Have disruptive behavior or do they withdraw from activities/conversations			
7. Do they have social interaction difficulties? Do they...			
a. Have difficulties making friends or joining in with group activities			

Difficulties taking part - what you might see and hear	R	A	G
1. Do they find it hard to understand the rules of conversation? Do they...			
a. Avoid eye contact or stare at people when they are talking			
b. Struggle to take turns, interrupt too much, take over conversations or struggle to get involved			
c. Misunderstand other people's feelings and facial expressions			
2. Do they struggle to talk and listen with other children? Do they...			
a. Have difficulties joining in with group conversations, games and activities			
b. Fail to notice what others are doing or fail to pick up clues about how they are feeling			
c. Take over, get things wrong, or disrupt games			
d. Have situations when other children do not want to play or partner with them			
3. Do they take things literally? Do they...			
a. Struggle to understand jokes, idioms, sarcasm or metaphors			

On completing the checklist, if a child rates amber or red, this may be a cause for concern, so in the first instance you may find it useful to refer back to the Universally Speaking booklet to check their development in more detail and talk to their parents about your concerns. Universally Speaking may also be useful in supporting you to monitor progress. Where children have mainly red and amber ratings, it will be important to consider further assessment, so discussing this with your SENCO and the child's parents will be an important next step.

You could also consider other assessments (there is a range of assessments on Pearson Assessment's website: www.pearson.com) or use a Progression Tool to help identify where children are at in relation to their age and how they are progressing with developing these vital communication skills. The Progression Tools will give information to help you decide whether a child would benefit from a targeted intervention or whether they may need more specialist assessment and support and need referring to a speech and language therapist. More information about the Progression Tools can be found at www.thecomunicationtrust.org.uk/resources/progression-tools-primary/

Visit www.salkingpoint.org.uk for more information or use the more detailed checklist in the publication Don't Get Me Wrong available at www.salkingpoint.org.uk/resources/dont-get-me-wrong

Universally Speaking Age 5-11

The Communication Trust Every child understood

PEARSON

prevalence



Life Chances

Life chance indicators (Field 2010)

The Foundation Years:
preventing poor children
becoming poor adults

The report of the Independent Review on Poverty and Life Chances

Frank Field

December 2010

HM Government

Child Factors	Parent Factors	Environmental Factors
Cognitive (including language and communication) development at around age three	Home learning environment	Quality of nursery care
Behavioural, social and emotional development at around age three	Positive parenting	
	Maternal mental health	
	Mother's age at birth of first child	
Physical development at around age three	Mother's educational qualifications	

Disadvantage Cycle

Children from low income families lag behind high income counterparts by 16 months in vocabulary at school entry

School Readiness

Language Development at age 2 is a strong predictor of children's school readiness at age 4
(Roulstone et al 2011)

Vocabulary difficulties at 5 associated with poor literacy, mental health and employment outcomes at 34

(Law et al 2009)



Early identification of speech and language delay as a risk factor for difficulties in literacy, interaction and persisting speech and language difficulties (Snowling et al 2010)

Vocabulary at 5 is a very strong predictor of qualifications achieved at school leaving age and beyond (Feinstein and Duckworth 2006)

50-90% of children with persistent communication difficulties go on to have reading difficulties

EXAM

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Criminality

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



Behaviour/ vulnerability

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

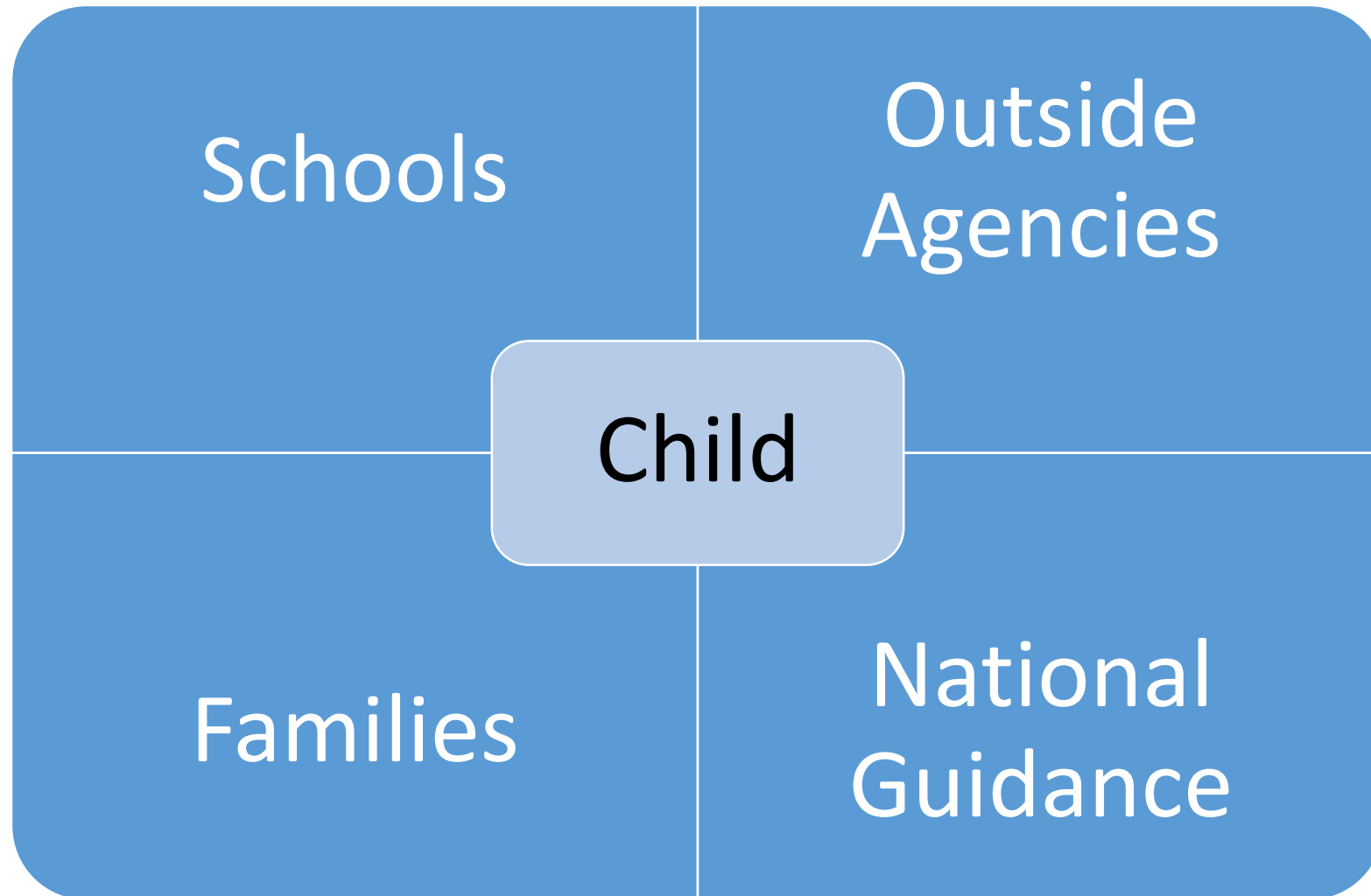


Mental Health

40% of 7 to 14 year olds
referred to child
psychiatric services had
an undiagnosed
language impairment



Child centred approach



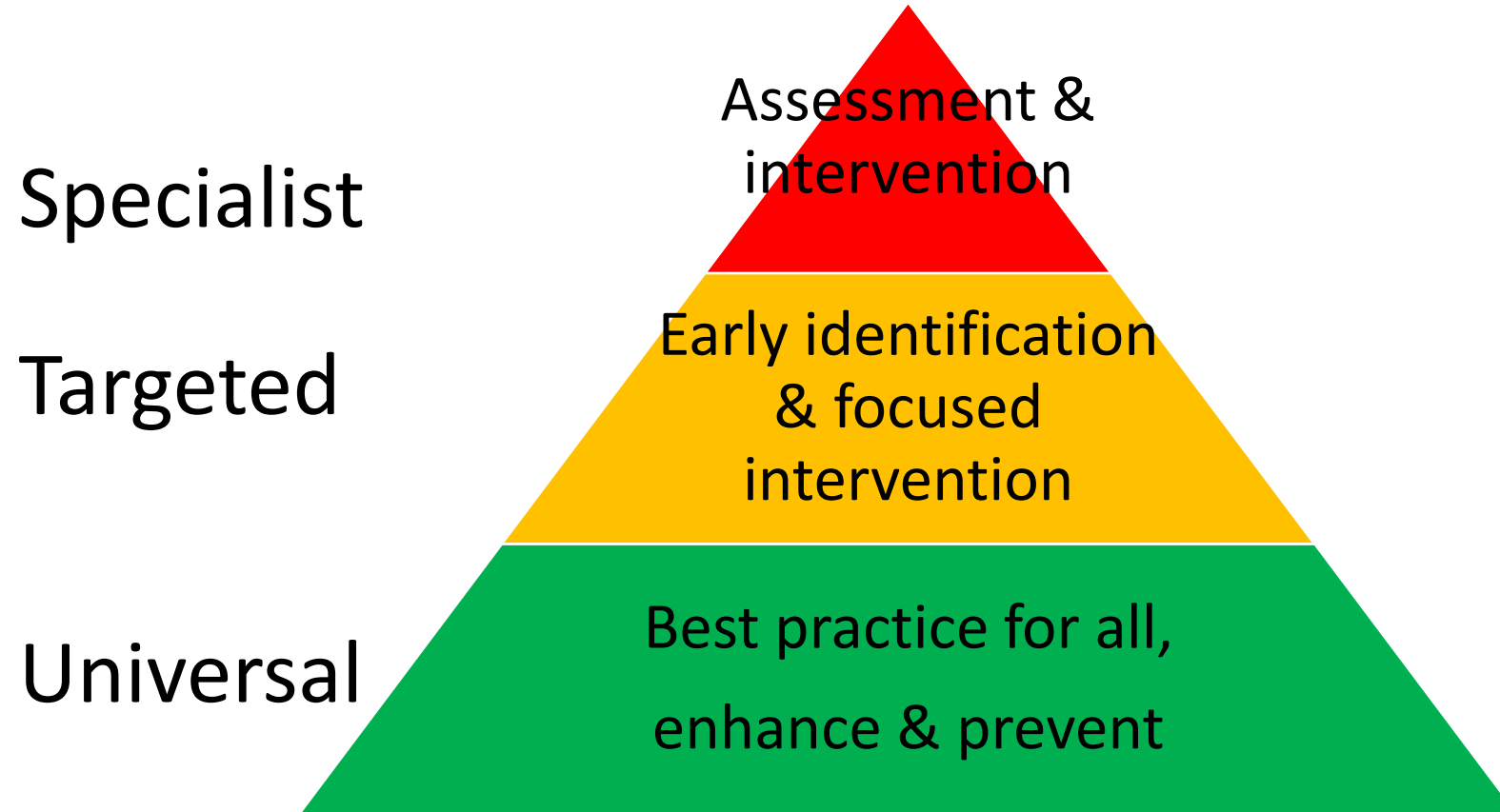
Balanced system



©M.T.GASCOIGNE 2012



Service delivery model & graduated response



Universal

Best practice for all, enhance & prevent

- WellComm Screen
- Speech Link
- Language Link
- Elklan training
- Bespoke training

Targeted

- Early identification & effective intervention
- Examples
 - WellComm Intervene
 - Speech Link Programmes
 - Language Link Programmes
 - Elklan Resources to inform IDP
 - Small Group Interventions
 - Individual Intervention
 - e.g. Carmarthenshire Early Intervention Resource

Specialist

- Onward referral and assessment
- May need direct therapy,
e.g. speech sounds, stammering.

Specialist

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- Assessment
- Therapy, e.g. speech sounds, stammering.



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Key reading about SLCN and behaviour

- <https://journals.sagepub.com/doi/pdf/10.1177/001440291408000203>
- <https://www.rcslt.org/-/media/Project/RCSLT/rcslt-behaviour-a4-factsheet.pdf>
- <http://www.sec-ed.co.uk/best-practice/the-links-between-language-ability-and-behaviour/>
- <http://pamelasnow.blogspot.com/2018/06/behaviour-as-form-of-communication.html>

https://www.childrenscommissioner.gov.uk

File Edit Go to Favorites Help

If children don't get help, problems get worse.

Ben is 2.

He lives with his mum and dad. They are living in poverty and are homeless, staying in a B&B provided by the council. Both parents have poor mental health. This home life affects Ben's development, both because his mum and dad spend less time playing with him, and since they are isolated. Ben doesn't get to play with other children.

Children in the same situation:

123,520 Children in England live in temporary accommodation

593,000 Children live in material deprivation and severe low income

900,000 Live with parents that have poor mental health

Ben is 5.

His family didn't get any help and now dad is drinking too much. Ben has started school, but is already behind his classmates: he has failed to meet more than half of his developmental benchmarks. He finds it hard to communicate and manage how he feels, has difficulty understanding things, and loses his temper when he is confused.

Children in the same situation:

81,828 Last year 81,828 children reached less than half of the 'early years' development benchmarks on starting school

150,000 Approximately 150,000 boys aged 5-10 have a "behaviour disorder" (more than twice the rate of girls)

472,000 Children live in families where an adult has alcohol or drug dependency

Ben is 12.

He now lives with his mum and step dad. He never received help for his emotional and communication problems, and this has led to angry outbursts and violent behaviour at home and school. He has been expelled from school. He doesn't get on with his parents either, and spends a lot of time out of the house.

Children in the same situation:

7,720 Children were permanently excluded in 2016/17

90,756 Children not in mainstream education

270,572 Boys aged 11-16 have a mental health disorder

Ben is 14.

He is in a gang and 'tune' drugs between areas. His mum and step dad wanted him out of the house because he is aggressive. After a fight where he got stabbed, the council agreed to take him into care. No foster family will take him and so he is placed in a children's home 100 miles away. This is one of three children's homes Ben is placed in within a year.

Children in the same situation:

30,000 Children in England are believed to be in gangs

573 Children were admitted to hospital last year with stab wounds

7,880 Children in care had two or more homes last year

Ben is 16.

He ran away from his children's home, was caught up in a fight and is now in custody. He also has a daughter Chloe, 6 months old. He has no qualifications and no contact with his family. When he gets out of jail next year he intends to return to the area where he grew up. He doesn't know where he'll live.

Children in the same situation:

891 There are 891 children in custody in England

118,100 There are 118,100 16-18 year olds in England not in education or training

6,105 Babies born to parents under 18 last year

47,876 Of children with special education needs fail to get any level-2 qualifications (GCSE or equivalent) by age 19

20:27
09/07/2019

Key reading about SLCN and its impact on behaviour and life chances.

- <https://www.childrenscommissioner.gov.uk/wp-content/uploads/2019/07/cco-vulnerability-2019-infographic.pdf>
- <https://www.sciencedirect.com/science/article/pii/S0190740916300536>
- <https://onlinelibrary.wiley.com/doi/full/10.1111/1460-6984.12338>

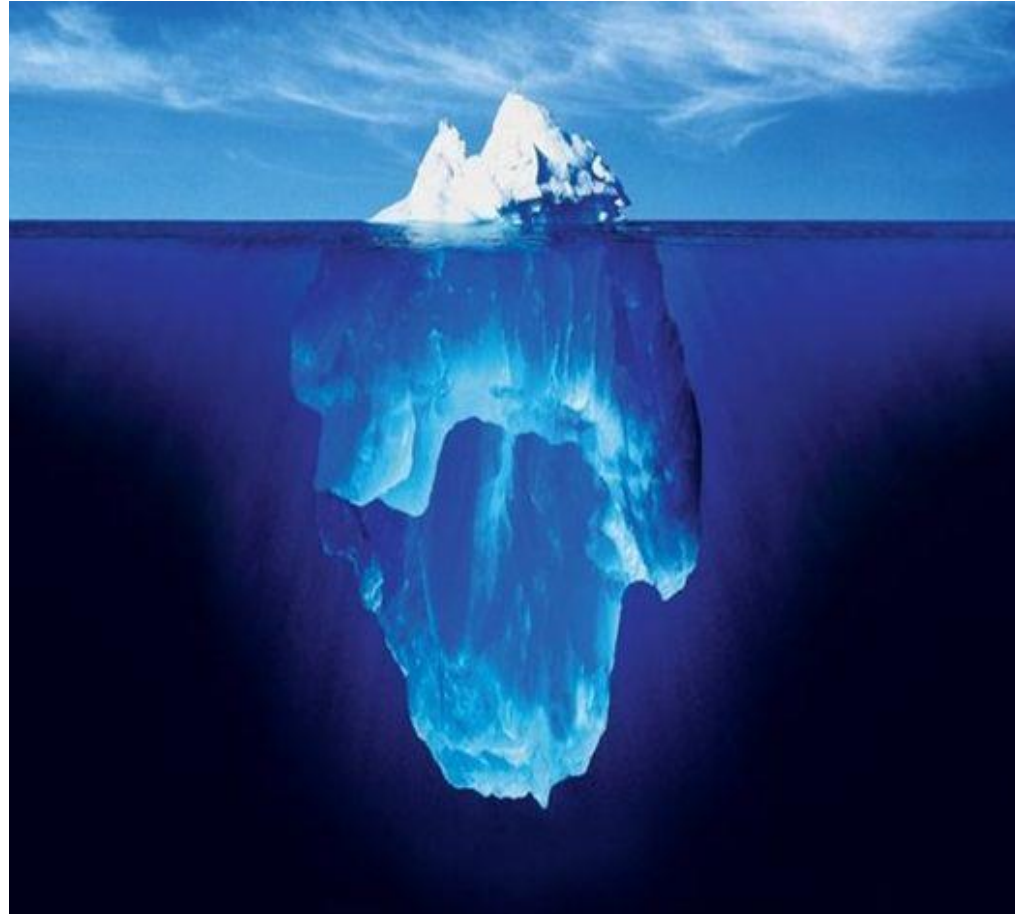
SLCN and young offenders

- https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3379727
- <https://www.tandfonline.com/doi/abs/10.3109/17549507.2011.578661>
- <https://onlinelibrary.wiley.com/doi/full/10.1111/1460-6984.12339>

The links between SLCN and SEBD, Lindsay, G. & Dockrell, L. (2012).

- CYP with SLCN are more likely to develop SEBD
- The main areas are peer relationships, prosocial behaviour and emotional regulation
- We need to see the whole person to build a profile of strengths and needs
- A diagnosis doesn't describe need.
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219632/DFE-RR247-BCRP6.pdf

What's under the water?



10 principles of emotional regulation (Park & Tew, 2007)

- Think about why people do and say things ...
- What feelings might cause them to do that?
- Ask yourself what's really going on, not just what's on the surface
- Use all the information available to work out the story behind what people do and say
- Think about how your behaviour influences situations
- Listen with an open mind
- Look for signs of emotional heat and step in early
- Notice and share your own feelings.

Measurable outcomes



Impairment

Structural language

Colourful Semantics and BLANK levels of questioning

Functional communication

Means, Reasons and Opportunities, More Than Words

Emotional regulation

Incredible 5 point scale, Black sheep emotions, emotional keyrings

Social interaction/communication

Talkabout, Lego therapy, comic strip conversations and Social stories

Means, Reasons and Opportunities



Figure 5 Money and Thurman's model of communication (1994)

Activity

- Visual timelines
- Stop, think and plan
- Visual listening boards
- Task lists
- Class rules
- Checklist/observation and feedback structure

Participation

- Social interaction/communication (see previous slide)
- Clear roles in school
- Being part of school community
- Life skills
- Relationships with people (More than words book)
- Input into annual reviews

Other resources

- <https://www.autismprogress.org/Portals/2/Autism%20Progress%20Handbook.pdf>
- <https://www.slcframework.org.uk/>
- <https://www.tes.com/news/what-role-does-executive-function-play-classroom>



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Action plans

Visual Structure and Organisation – Do you think the pupil knows ...

What they have to do? (their role in the activity, clear visuals indicating expectations, turn taking and roles)

Why they have to do something? (the desirability of the task, sensory exploration / cause & effect / tied to special interests or real life events)

What is happening next? (the sequence of activities, objects of reference, activity baskets, photo/picture schedules, written day planner)

What the steps are within the activity? (Count down strips, visual timers, written help box)

Social Communication - Do you think the pupil knows...

What to say/communicate (visuals such as objects, photos, pictures, written words remind the child how to ask for help, comment, respond to questions etc)

When to take part (when to initiate) (the activity includes opportunities for student participation)

Emotional Regulation - Do you think the pupil knows....

How to soothe or engage by themselves? (how to regulate their emotions) (access to sensory supports, visual choices of coping strategies)

That others are responsive and a source of emotional support?

Blank levels of questioning

- Blank, Rose and Berlin 1978
- Verbal reasoning – understanding and answering questions
- Structured and developmental
- Concrete to abstract.

QUALITY INTERACTIONS



1

NAMING

Find one like this
What can you see?
What is it?
Say this...
What did you hear?
What did you do?

2

DESCRIBING

What happened?
What shape is it?
What size is it?
What colour is it?
Where is it?

BLANK LEVEL QUESTIONS

4

IDENTIFY

How are these the same?
Tell me something else
you could use...
Tell me a story...
Find me one to use with
this...
Tell me the beginning
middle...end...

3

PREDICTING

What will happen if...?
Why?
What could you do?
How can we tell...?
What should we use that?
Why is ... made of ...?



10 second rule



1. Ask a question.
2. Wait 10 seconds for a response.
3. Repeat the same question.
4. Wait another 10 seconds.
5. Ask a rephrased question.

Blank and Behaviour

- **At level 1**

- Very simple phrases with lots of non-verbal communication to reinforce.
 - No questions or sequence.
- “Sam. No hitting.”

- **At level 2**

- Tell the child what happened with simple vocabulary, plain phrases in sequence, with clear impact on others. Again lots of nvc reinforcement.
 - No questions or pupil narrative.
- “I am sad. Molly was on the bike. Jack pushed Molly. Molly bumped her head. No pushing.”

Blank and behaviour

At level 3

- Use a first, next, last sequence to ask the child to describe what happened.
- Tell the child how the other person felt and why the behaviour is not ok. Then move on.
- Don't ask them any how or why questions.

Blank and behaviour

At level 4

- When the pupil is calm and able to listen, ask them the usual restorative practice questions ...
 - Tell me what happened.
 - How did you/they feel?
 - How can we fix this?

If they can't answer the why/how, use a level 3 approach and tell them how the other person felt and why the behaviour isn't ok. Then move on.

Defocussed communication



Focused communication

Opposite or in front of the pupil.

Ask a question with an expected answer.

Prompt and fill silences before they answer.

Praise their answer.

Ask another question ...

Defocused communication: practical

Sit next to them.

Make a comment, as if you were thinking out loud.

Wait for them to respond.

Continue with this comment/response approach.

Count these exchanges.

Defocused communication

Sit next to them

Join in their activity

Match their expressive language level.

Make a comment, as if thinking out loud.

Wait for them to respond.

Continue with this comment/response approach.

Differentiated Adult Language

- Use simple familiar vocabulary
- Use a 'skeleton' grammar; key words, short phrases
- Say one phrase and pause
- Comment and respond, avoid question and answer
- Use simple questions, e.g. *where, what, who?*
- Avoid more complex question types, e.g. *why, how?*
- Use plenty of non verbal communication
e.g. eye contact, facial expression and gesture

Differentiated Adult Language

- Increase intonation and stress to help add meaning
- Integrate objects or pictures in activities to support understanding
- Ensure your word order = your action order

e.g. *“before we can go out, you’ll need your coat on Josh”*

“Josh ... coat on, then out to play.”

- Have a help strategy
- Have reasonable expectations for behaviour and emotional control; these are in line with their overall level of ability.

Differentiated Adult Language

Strategies to help manage behaviour are:

- Avoid false questions, e.g. *shall we put your coat on now? is it bedtime?*
- Use clear phrases instead *“let’s put your coat on”, “it’s bedtime now”*
- Tell them what you do want, not what you don’t.

e.g. *Hollie, hands down* instead of *don’t touch that Hollie*

Critically evaluate these four techniques

- Action plans
- BLANK levels
- Defocused communication
- Differentiated Adult Language.

Let's vote!

Go to www.menti.com and use the code 52 86 76

Multiple Choice

Mentimeter

0	0
Action plans	BLANK levels
0	0
Defocussed communication	Differentiated adult language

0

06:53
10/07/2019

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Thank you and good luck!

