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<td>46</td>
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</tbody>
</table>
Introduction

“Speech, language and communication are crucial to every child’s ability to access and get the most out of education and life.”

Balls and Johnson (DCSF, 2008b) introduction Better Communication

These guidelines are a revised and updated version of those produced by Swindon’s Early Years Team and the Speech and Language Therapy service which were entitled ‘Speech and Language Friendly Early Years Settings’.

They retain much of the original content, but now include the new ‘Early Language Pathway’ and associated documents to guide practitioners in their decision making regarding children’s speech, language and communication development. These guidelines are also now accessed online and downloaded rather than distributed as a printed copy for ease of access, economy, and updating purposes.

This local guidance can be used alongside other national documents and guidance, including:

- The ‘Universal Level’ of knowledge and skill produced by the Communication Trust, which all early years practitioners should have access to. Use this to audit the knowledge and skills of your staff to determine the areas in which you need to up-skill.
  http://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/the-slcf.aspx

- The new children and young people’s level 3 diploma that includes modules on speech, language and communication, including a mandatory module (EYMP5 – Support children’s speech, language and communication)

We hope you will find them useful in supporting your work, and fundamentally, supporting the young children in your setting.

Speech & Language Therapists & Support Practitioners
working in the Early Years in Swindon
Speech, Language and Communication…
The Basics

2011 was the national year of communication and branded as the ‘hello’ campaign. Some really useful resources were produced which clearly explain what we mean by speech, language and communication for both parents and practitioners. These clear and easy to read documents can be downloaded for yourself at: http://www.thecommunicationtrust.org.uk/resources/resources.aspx.

Take a look at these documents…..

**Misunderstood**
This document explains what speech, language and communication needs are, includes advice and guidance on how to support communication development and also includes a section for parents to give them guidance on what to do if they suspect their children may have a communication difficulty.

**Universally Speaking**
This document shows where children should be with their communication skills at any given age, as well as helping you to find out whether the children you work with are on the right track, what helps them learn to talk and listen and what to do if you have concerns about any of their communication abilities. There are booklets for pre-school, primary school and secondary aged children.

**Small talk**
This document provides information about what helps children aged 0-5 learn to talk and listen, whether they are on the right track and what to do if the parents have concerns about their child.
Summary of speech, language and communication skill development

The diagram below illustrates that attention and listening is a foundation skill for all the other areas, and that they build on each other rather than develop in isolation. This model also shows the usual order of priority of concern and intervention.

The development of speech sounds

This is an area where practitioners find it difficult to identify whether a child is developing typically. The following illustration shows the ages at which 90% of British children have usually achieved which sounds:

(Dodd, Holm, Hua & Crosbie, 2003)
The Early Language Pathway

This pathway, developed in 2011, brings together all the documents used by ECaT (Every Child a Talker) and Speech and Language Therapy into one procedure for practitioners. It helps you decide whether:

- No action is needed
- To monitor the child’s progress over a period of time and then review your decision
- To refer a child to speech and language therapy (SaLT).

The following documents are part of the Early Language Pathway:

**Child Monitoring Form**
This typical development chart has been used successfully by ECaT settings to monitor the speech, language and communication development of all children in the setting. The form and guidance notes on using it are on pages 6 and 7.

*BRISC (Bristol Surveillance of Children’s Communication)*
This document includes a series of age-specific sheets for practitioners to fill in for a child that they are concerned about. It helps them to decide whether to monitor or refer the child. Guidance for using *BRISC* sheets is on page 10.

**ARMMS (Advise, Reassure, Monitor, and Model Strategies)**
Even though you are referring a child, there are still things that you can be doing in your setting to help the child and their family. The ARMMS checklist and some guidance can be found on page 12-13 and there are leaflets to back up your spoken advice and the strategies you model to parents on the Swindon Early Years Childcare Workforce Development website:
http://schoolsonline.swindon.gov.uk/res/slt/Pages/leaflets.aspx

The Speech & Language Therapy referral form can be found online at:
http://swindonspeechandlanguagetherapy.wordpress.com/how-do-i-get-my-child-seen/
Early Years Language Pathway

Pre-school pathway – Speech & Language Therapy referral

Concerns raised re: pre-schooler’s communication skills

Setting to complete BRISC (downloadable from our website)

Are boxes on BRISC “referral” criteria ticked?

Monitor.
Use strategies on SALT website
Setting to consider buying in training.

Are concerns re: Language alone?

Are concerns re: speech sounds?

Are concerns re: interaction/social communication, stammer, cleft, eating + drinking, voice, hearing impairment?

Is the child 2½ or older?

Implement strategies (see our website)

Are the concerns re: speech sounds?

Is the child 3½ or older?

REFER

REFER

REFER
The Child Monitoring Form

The Child monitoring form has been developed as part of the ECaT (Every Child a Talker) project as a way of monitoring a child’s progress in all areas of communication. Following positive feedback from our 20 ECaT settings, we are now aiming to roll it out to all settings in the authority. It is designed to be a tool that brings together and summarises observations and information from a child’s learning diary. We did not intend for it to be seen as a lot of extra work for staff!

- The form is something that staff should try and complete for every child in order to ensure accurate monitoring. Key workers could complete for their children. Using the form routinely will also help to prevent children from slipping through the net.

- The monitoring form can also highlight areas for development across the setting. If for example, lots of children are shown to be at risk of delay in listening or attention, this would indicate the need to develop practice which targets these skills specifically, in order to raise standards. If children are ahead in areas, this should also encourage staff to consider if they are providing opportunities that challenge and support children’s communication skills at a higher level.

Guidance on completing the chart

- Staff should complete the form by highlighting skills that they have observed or have been documented. It may be helpful to use the same form but complete in a different colour for each date that progress is reviewed.

- Progress should be reviewed regularly. Settings have been doing this three times a year (once every two terms). It may however be a good idea to keep the form in the child’s learning diary so that staff can highlight skills as and when they are observed.

- Age bands on the form overlap. These age bands are consistent with those detailed in the EYFS (Early Years Foundation Stage) and aim to reflect the variation in children’s language development.

- When completing the form, staff should initially look at the first age band a child fits into. If for example, you are looking at a child of 25 months, you would want them to be secure with the skills detailed in the 16-26 month band and would look at this initially. There may be evidence of skills emerging in the 22-36 age band, so these could be recorded next.

- A delay may be indicated if a child is at the top of the age band but is still not demonstrating a number of the skills outlined.

- If a delay is suspected after completing the child monitoring form, Staff will need to complete the *BRISC. This will give clear guidance on if a referral to the Speech and Language Therapy service is required.
### Speech, Language and Communication progress monitoring sheet for children in the Early Years

**Child's name:**

**D.O.B:**

**Gender:**  
- Male [ ]  
- Female [ ]

**Setting:**

**ELLP:**

**Identified Speech and Language difficulties?**

**EAL?**  
- Yes [ ]  
- No [ ]

**Language:**

#### Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Attention and Listening</th>
<th>Understanding</th>
<th>Talking</th>
<th>Speech sounds</th>
<th>Play &amp; Social skills</th>
<th>Warning signs</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-11 months</td>
<td>Turns towards and locates sounds</td>
<td>Responds to different tones of voice</td>
<td>Fleeing attention — not under child’s control</td>
<td>Stares &amp; looks when hears own name</td>
<td>Consists to communicate</td>
<td>Veriﬁes consonant and vowel sounds in syllable and sentence</td>
</tr>
<tr>
<td></td>
<td>Responds to frequent words e.g. ‘no’, ‘love’</td>
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<tr>
<td>5-26 months</td>
<td>Concentrates intently on something they choose for a short time</td>
<td>Responds to duplicate stimulus</td>
<td>Moves to sounds in music</td>
<td>Can select a familiar object on request</td>
<td>Can point to some body parts</td>
<td>Uses single words but continues to babble and experiment with sounds</td>
</tr>
<tr>
<td></td>
<td>Recognises and imitates sounds and music</td>
<td>Can follow simple instructions</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10-26 months</td>
<td>Likes rhymes and rhythm in stories</td>
<td>Tries to join in rhymes with actions or vocalisations</td>
<td>Attention absorbed in activity of choice</td>
<td>Follows instructions containing two key words e.g. ‘Where’s mummy’s coat?’</td>
<td>Beginning to put two words together e.g. ‘more juice in the cup’</td>
<td>Speech may be unclear, errors include missing and repeating words, e.g. ‘told’ for ‘told’</td>
</tr>
<tr>
<td></td>
<td>Recognises and imitates sounds and music</td>
<td></td>
<td></td>
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<tr>
<td>22-26 months</td>
<td>Can be drawn from activity of choice if attention is fully gained e.g. using child’s name</td>
<td>Interests in noises used in stories</td>
<td>Attention absorbed in activity of choice</td>
<td>Follows instructions containing three key words e.g. ‘shave your teddy in the box’</td>
<td>Understands simple ‘who’, ‘what’ and ‘where’ questions</td>
<td>Speech may be unclear, errors include missing and repeating words, e.g. ‘told’ for ‘told’</td>
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<td>30-50 months</td>
<td>Listens to others if interested</td>
<td>Increased attention to stories</td>
<td>Anticipates words/phrases/events in a story or rhyme</td>
<td>Follows instructions containing two parts e.g. ‘Pick up the car and give it to baby’</td>
<td>Learns new words and uses them to communicate</td>
<td>Speech mostly understood by others. May not have, ‘hi’, ‘bye’, ‘no’, ‘yeh’</td>
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<td>40-60 months</td>
<td>Demonstrates active listening e.g. responding to what they’ve heard with comments or actions</td>
<td>Can concentrate and sit quietly when appropriate</td>
<td>Can now listen and ‘do’ for a short time in a range of situations and with different people, this varies according to the demands on task</td>
<td>Understands and enjoys rhymes</td>
<td>Follows a simple story without pictures</td>
<td>Speech mostly understood by others. May not have, ‘hi’, ‘bye’, ‘no’, ‘yeh’</td>
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**Statements apply to sexe at age limit in each age band**

**Term 1**

- Not turning to familiar sounds
- Not avoiding stimuli
- Not exploring toys or environment
- Not vocalising

**Term 2**

- Not understanding the names of familiar objects
- Not interested in copying toys or the environment
- Not showing interest in familiar adults
- Not babbling

**Term 3**

- Doesn’t understand the names of familiar objects
- Doesn’t relate toys to real life
- Doesn’t show interest in familiar adults
- Using few words
A bit more about ‘key words’…

The child monitoring form and speech and language therapists often describe a child’s development of their understanding in terms of how many key words they can understand.

NB - Key words are also referred to as ‘information carrying words’

A ‘key word’ is a word that the child must understand in order to know the full meaning of a sentence. They are the words that carry the main meaning of the sentence. Key words/information carrying words are the basis of a system called the Derbyshire Language Scheme. It gives us a way to assess a child’s level of understanding and how to develop that understanding to the next stage. Please refer to the section on ‘Training’ for information about Derbyshire Language Scheme courses.

Derbyshire Language Scheme levels are based on the number of words in the sentence where choices have to be made (i.e. the number of key/information carrying words.).

For example:

- A child who is used to playing with dolls and tea sets is given a cup and a doll. You say, “Give the doll a cup”. What the child has to do is obvious. They have no other objects but those two, so it’s the natural thing to do is give the doll a drink from the cup. There’s no choice, so no information carrying words are present, as a correct response to this instruction does not require any understanding of language.

- Now give the child a plate and a spoon as well. Repeat what you said (“Give the doll a cup”). This time there is a choice of objects to give the doll, i.e. a spoon or a plate. The child could get the instruction correct by chance but if they always get it right, even if you change the instruction to “Give the doll a spoon”, then you can assume they understand one key word sentences. There is only one information carrying/key word so this instruction is at a one word level. (Speech and Language Therapists will often underline the information carrying words in a sentence to make it clear).

- Now add a teddy to the doll, cup, spoon and plate. This time you say, “Give the teddy a cup” or you could say, “Give the doll a plate” or “give the teddy a plate”. You have a choice of “people” and a choice of objects so your sentence has two information carrying words and is at a two word level. Notice that the length of sentence hasn’t changed but the number of choices has increased so the sentence is more difficult to understand. It doesn’t matter how many objects or “people” you have to choose from (unless it’s too many for the child to take in at once), what matters is whether there is an alternative choice for that word.
If I want to make this a three word level sentence there are a few options:

a) I could add in an action. Unless the action is obvious from the object (e.g. we usually brush with a brush) there will always be a choice of action so, to get the instruction correct, the child will have to understand the meaning of the action word.

So I could say, “make teddy dry the plate”. (Sometimes a Speech and Language Therapist might give you alternatives in a language activity e.g. “make teddy/dolly wash/dry the plate/cup”).

OR

b) I could add in a concept of size (big/little) – here you would need a big and little cup as well as a big and little plate.

e.g. “Give teddy/doll the big/little cup/plate

OR

c) I could add in a preposition (on/in/under)

e.g. put the teddy/doll on/under the spoon/plate

Four word level would be extended in the same way. We now have a big and little teddy and a big and little doll and the plate, cup and spoon and we can use an action. So a four word level instruction with all those choices could be “make the big teddy wash the cup”

After four word level we could look at more choices and that would be more advanced, but this is the stage where a child begins to understand more complex grammar like pronouns (he/she), tenses (ran, am running, will run), harder prepositions (behind, in front) etc… and also understand what sentences mean if they are joined together by “and”, “or”, “because” etc., so we tend to look at and develop those areas of language.
Using *BRISC
(BRISC = Bristol Surveillance of Children’s Communication)

★ The surveillance sheets must be used in conjunction with the information book. Copies are downloadable free from: http://swindonspeechandlanguagetherapy.wordpress.com/how-do-i-get-my-child-seen/

★ Use the surveillance sheet which is closest to the child’s age

★ At the top of the page, complete all details

★ In the middle section, there are suggestions about questions you could ask, and space for you to record the parents / carers responses and your observations. Use this to gather information about the child’s speech, language and communication skills.

★ In the bottom section, headed ‘Criteria for referral’ please tick the points in either column which apply

If you have ticked something in the LEFT HAND column, the child needs to be referred to the speech and language therapy department. Tick the ‘Refer to SLT’ box at the bottom of the page. Attach the surveillance sheet to a referral form, and send both to the address on the referral form.

If you have ticked items in the RIGHT HAND column, the child needs monitoring; this means supporting the family to put some advice in place, and putting some interventions in place in the setting. The family could also be referred to a children’s centre (send in with a copy of BRISC form) to discuss what support would be useful. Tick ‘Monitor’ at the bottom of the page and make a note of when you will review their progress. Remember – you may have to use a different surveillance sheet at the next review if this is closer to their age.

★ The surveillance sheets are intended to offer guidance on when to refer to Speech and Language Therapy, and when to refer to a Children’s Centre.

See page 11 for an example of a complete *BRISC form
Example of a completed *BRISC form

North Bristol NHS

Surveillance Sheet: Age 2½ years

<table>
<thead>
<tr>
<th>Child's name</th>
<th>TOMMY SMITH</th>
<th>Completed by</th>
<th>Jane Brown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of birth and age</td>
<td>01.09.08 2;4 years</td>
<td>Job title</td>
<td>Early Years Practitioner</td>
</tr>
<tr>
<td>NHS number</td>
<td>Date 24.01.11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Information Gathering

How many words does your child use? Is he linking words? Has he made progress over the past few months? Can you understand his words?

Can he fetch familiar objects when you ask him to? – with or without non-verbal clues?
Does he respond to other instructions such as ‘See if the postman has been?’ and ‘Go and wash your hands’?

Is his play becoming more imaginative? Will he act out little sequences with toys, e.g., putting teddy to bed, waking him up, giving him dinner. Will he let you play with him?

Can he concentrate for a short while on something he chooses to do?

How many words does your child use? Is he linking words? Has he made progress over the past few months? Can you understand his words?

Notes/Examples

Only 2 words used: “mummy”, “no”. These 2 words are clear. Mum reports no new words in past few months. First word was said age 2 years. No sound effects used. Some babbling heard. Not linking words together.

Responds to single word requests and follows simple instructions e.g. put the car in the box and routine-based instructions e.g. wash hands, line up. Knows body parts. Mum and staff have no concerns.

Let’s others play with him. Likes cards – drive them along, crashes them, pretends to get petrol. Not keen on books. Watches lots of TV (Mum advised to reduce this).

Mum reports he is an active child, but he will sit and play with activities of his choice and for snack.

Yes, he does point at things he wants, but does sometimes have tantrums if he can’t communicate.

Criteria for Referral

REFER to Speech and Language Therapy if the child shows a pattern similar to the following:
- No pretend play
- Few or no words, or no increase in the number of words over the past 3 months*
- Understands familiar words but not short instructions unless the context makes it clear or unless non-verbal clues are used*.
- Rejects adult’s attempts to play together
- Very short attention span

MONITOR if the child shows a pattern similar to the following:
- Pretend play is developing
- Uses a number of single words and vocabulary is increasing slowly. May be beginning to combine words*
- Understands easy instructions even without contextual and non-verbal clues*
- Prefers to play alone but tolerates adult joining in
- Is intelligible to main carer most, but not all, of the time but others often cannot understand him

Where the child is exposed to more than one language, the * items are likely to be delayed.

<table>
<thead>
<tr>
<th>Action</th>
<th>Refer to SLT</th>
<th>Monitor</th>
<th>Follow-up in weeks/months</th>
<th>3 mths</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td></td>
<td>NO</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Using ARMMS

ARMMS stands for: Advise, Reassure, Monitor Model Strategies.

Even though you are referring or monitoring a child, there are still things that you can be doing in your setting to help the child and their family.

Use the checklist as a way of recording the advice and strategies you are going to implement in your setting, or that you have recommended to parents. Keep the checklist in the child’s notes.

**Remember:**
Only choose one or two strategies or pieces of advice at a time.

There are leaflets available to support your spoken advice on most of the strategies and advice in the chart. They are listed on pages 34-35 and you can print them from this website: [http://schoolsonline.swindon.gov.uk/res/slt/Pages/leaflets.aspx](http://schoolsonline.swindon.gov.uk/res/slt/Pages/leaflets.aspx)

- For support with strategies – look for dates for the ‘play and language’ course.
- For support with advice – look for dates for the ‘language rich environments course’
ARMMS Checklist

ARMMS = Advise + Reassure + Monitor + Model Strategies

<table>
<thead>
<tr>
<th>Child’s Name:</th>
<th>Date BRISC completed:</th>
<th>Date of 1st review:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date 1st review is due:</td>
<td>Outcome of BRISC:</td>
<td>Date of 1st review:</td>
</tr>
<tr>
<td>Date 2nd review is due:</td>
<td>Outcome of 1st review:</td>
<td>Date of 2nd review:</td>
</tr>
<tr>
<td>Refer</td>
<td>Monitor / Refer</td>
<td>Monitor / Refer</td>
</tr>
<tr>
<td>Refer</td>
<td>Monitor / Refer</td>
<td>Monitor / Refer</td>
</tr>
</tbody>
</table>

Remember, you do not need to advise everything all at once. SMART targets are realistic, and achievable.

<table>
<thead>
<tr>
<th>ADVISE...</th>
<th>Date advice given</th>
<th>1st review date</th>
<th>2nd review date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get face to face so your child can see and copy you</td>
<td></td>
<td></td>
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<tr>
<td>Attend a group to increase opportunities for contact with peers and broaden play activities</td>
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<tr>
<td>Sing songs and rhymes. Singing slowly will help the child to learn the words as well as the tune. Use action songs and rhymes to help the child’s understanding. (Leaflet available)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Share books and visit the library. Point and look at the pictures. (Leaflet available)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use gesture and signing especially with children who need help understanding. (Leaflet available)</td>
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<td></td>
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</tr>
<tr>
<td>Play together. Children need parents to get involved and have fun.</td>
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<tr>
<td>Blow bubbles and pull faces</td>
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<tr>
<td>Give up using a bottle, use an open cup instead. Bottles are not recommended for children over 12 months old. (Leaflet available)</td>
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<tr>
<td>Limit dummy use. Sleep times only at age 12-24 months; then give up the dummy totally. (Leaflet available)</td>
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<tr>
<td>Reduce the time spent with the TV on. The Talk to your baby website recommends 30 min per day for under 2's, 1 hour per day for 2-4 year olds. (Leaflet available)</td>
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<thead>
<tr>
<th>REASSURE:</th>
<th>Date advice given</th>
<th>1st review date</th>
<th>2nd review date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many 2 year olds will make a late start but have speech and language skills within normal limits by the age of 3 years old. This is especially true for children who are good at understanding what you say to them.</td>
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<tr>
<th>MONITOR:</th>
<th>Date advice given</th>
<th>1st review date</th>
<th>2nd review date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review after 3 months. Is the advice being followed? Has the home environment changed at all? Has the parent’s interaction style changed at all? Consider other risk factors for vulnerable families. If a child makes little progress, BRISC will suggest they need referring to SLT. If you aren’t sure, please contact Janet Hunt SLT for further advice (Tel 07913-482726).</td>
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<tr>
<th>MODEL STRATEGIES...</th>
<th>Date advice given</th>
<th>1st review date</th>
<th>2nd review date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make comments, say what your child sees. (Leaflet available)</td>
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<tr>
<td>Add a word to expand what the child said. (Leaflet available)</td>
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<tr>
<td>Repeat the same words again and again. (Leaflet available)</td>
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<tr>
<td>Take turns, give your child time to speak. (Leaflet available)</td>
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<tr>
<td>Follow what your child is doing. Talk about what the child is doing and is interested in. This will increase their motivation to interact and talk with you. (Leaflet available).</td>
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</table>
Intervention / Support Resources

The Early Language Pathway lists several resources for practitioners to use in supporting children whose speech, language and communication skills they are monitoring.

For those children who have been referred to Speech and Language Therapy, their therapists may suggest targets, activities or strategies for the family and/or setting to implement.

- **Black Sheep Narrative Resources**
  
  [www.blacksheepress.co.uk/products/narrative/early+years](http://www.blacksheepress.co.uk/products/narrative/early+years)

- **Spirals**
  
  [http://www.spiralstraining.co.uk](http://www.spiralstraining.co.uk)

- **Toddler Talk & Babbling Babies**
  
  [https://shop.ican.org.uk/catalog/2](https://shop.ican.org.uk/catalog/2)

- **Letters and Sounds**
  

You may also like to refer to these resources produced by the Communication Trust:

- **Listen Up**
  
  [http://www.thecommunicationtrust.org.uk/media/3163/postcards_pre_school_final.pdf](http://www.thecommunicationtrust.org.uk/media/3163/postcards_pre_school_final.pdf)

- **Summer Talk**
  
  [http://www.thecommunicationtrust.org.uk/media/7170/summer_talk.pdf](http://www.thecommunicationtrust.org.uk/media/7170/summer_talk.pdf)

- **Top Tips Leaflet**
  
  [http://www.thecommunicationtrust.org.uk/media/1429/top_tips_leaflet_final.pdf](http://www.thecommunicationtrust.org.uk/media/1429/top_tips_leaflet_final.pdf)

- **Raa Raa**
  
  [http://www.thecommunicationtrust.org.uk/resources/resources/resources-for-parents/raa-raa-the-noisy-lion.aspx](http://www.thecommunicationtrust.org.uk/resources/resources/resources-for-parents/raa-raa-the-noisy-lion.aspx)

Other activity cards have been produced by Swindon Speech & Language Therapists and can be found on the Swindon Early Years Childcare Workforce Development website: [http://schoolsonline.swindon.gov.uk/res/slt/Pages/leaflets.aspx](http://schoolsonline.swindon.gov.uk/res/slt/Pages/leaflets.aspx)
Individual Play Plans (IPPs)

According to the Code of Practice, an IPP must:

- Show how your setting is supporting the child and their family
- Be developed in partnership with the parents and child
- Record information on how the child will be supported in a manner that is additional or different to the normal record keeping for all children within your setting
- Clearly outline priority targets for the child and strategies to meet those targets
- Suggest a time-scale for the review of the targets
- Be monitored and reviewed regularly (ideally every 6 to 8 weeks) with the parents, the child and all other agencies involved
- Be clearly dated and signed by all who contribute

When writing targets it is important that they are:

S - specific
M - measurable
A - achievable
R - realistic
T – timed

Specific-The target should be written using very clear and precise language so that anyone could follow them, stating what we want the child to do and not, not to do, therefore stating the behaviour you hope to achieve.

Measurable-The target should clearly outline what the child is expected to do or achieve in order to meet the target (eg. including how many times or for how long) using phrases that describe something which can be observed and measured, for example, ‘to play for 1 minute with chosen activity’ and not ‘to stop throwing the sand’. Adult support and resources required to meet the target should be included.

Achievable- The target should take into account the child’s present level of ability and be within his/her capabilities. E.g. if a child can attend for 1 minute, increase to 2 minutes.

Realistic- The target should be meaningful and relevant. It should draw upon the strengths of the child, explaining what the child can do and what the next step is.

Timed- The target should clearly state a time limit to be reviewed (usually 6-8 weeks).

Once an IPP has been written, it is important that you monitor and record progress.

When writing IPP targets, it is important to firstly think about the area of speech, language and communication you are targeting.
What do I target first?

- Look at your child monitoring form or *BRISC – which area(s) does the child need support with.
- If a Speech and Language Therapist has seen the child – what areas does it say in the report that the child needs to develop?
- Look back to the pyramid diagram on page 3 for developmental order.

Pages 40 – 47 contain examples IPP targets, and page 48 has a blank IPP template.

*If you need more guidance in developing targets for a child, contact your Early Years Consultant or the Speech and Language Therapist.*
Strategies for supporting...

Attention/Listening skills:
- Simon says
- Action songs/rhymes
- Listening lotto / games
- Listening walks
- Hiding/identifying body sounds/musical instruments
- Use Visual props - Find ways to encourage children to look (Use objects / photographs/ pictures)
- Gain children’s attention: Make up rhymes, songs to gain children’s attention
  - Say the child’s name
  - Gently guide the child to focus them (i.e. touch the child’s arm, side of face)
- Use simple instructions
  - Tell them what is happening now/next – use simple visual timetables/picture cues to reinforce this
  - Tell them what you want them to do (i.e. ‘Lucy walk!’, rather than ‘Don’t run Lucy!’)

See page 40 for example IPP targets

Strategies to develop Social Communication
- Join in with children’s play – playing alongside, modelling play and interactions.
- Use specific praise during social situations – eg ‘good asking’, ‘good waiting’, ‘good sharing’.
- Create different ‘real’ and ‘imaginary’ situations that engage the children in playing and solving everyday problems together
- Make group activities (eg story time, welcome time, snack time) as interactive as possible using a range of multi-sensory resources (HAVE THE CHILDREN GOT SOMETHING TO SEE, TOUCH, HEAR, DO?)

See page 42-43 for example IPP targets
Strategies to develop Comprehension (Understanding):

- Role play activities (e.g. shopping, small world play)
- Real activities (e.g. preparing snack, washing hands, sweeping the floor)
- Outdoor play activities (e.g. finding items on nature walks, carrying out actions with a ball)
- Stories/books – ‘lift the flap’, guess who books etc
- Puppets/dolls/soft toys – (e.g. getting the puppet to follow an instruction)
- Simple ‘barrier games’ – (e.g. adult and child both have coloured bricks, adult hides bricks behind a barrier and requests child to ‘put the blue brick on the red brick’. Adult takes barrier down to show child their bricks and see if they match).
- Establish clear routines – inform children and help them to prepare for any changes to the routine. Use a simple visual timetable to demonstrate routines (using pictures or photographs) with written words.
- Have defined and clearly labelled (pictures/photographs) learning areas within your setting.
- Use real objects to show and talk about whenever possible.
- Use pictures/photographs and/or signs/gestures to demonstrate what you are saying.
- Provide clear and simple instructions – emphasise key words.
- Wait, don’t be afraid of silence! (It allows children time to process what has been said).
- Repeat an instruction in the same way, using the same words if a child seems not to understand.
- Use signs, gestures, pictures to support spoken language.

See page 44-45 for example IPP targets
### Strategies to develop Expressive Language:

- Visual cues/pictures
- Gestures and signs
- Games where children have to give instructions to each other or toys/puppets
- Stories/visits to encourage children to re-tell events
- Create opportunities for communication (rather than adult interpreting the child’s needs)
- Set up situations where children will make an expressive response (e.g. take all of the biscuits out of the biscuit tin!!)
- Use choice boards

<table>
<thead>
<tr>
<th>Model</th>
<th>NEVER correct child’s mistakes but do model the correct way of saying it. Expand on child’s utterance (e.g. Child ‘look a bus!’ Adult: ‘Yes a big red bus’).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>Value what the child says and show the child that you do (smiling, nodding etc). Don’t pretend to understand – suggest they slow down/use pictures or signs/show you what they are saying.</td>
</tr>
<tr>
<td>Use indirect modelling</td>
<td>Use a statement which presents the child with language they need (e.g. the child is looking for a biscuit to give to teddy, but can’t seem to find the words to communicate this, you may say ‘Oh where is the biscuit for teddy?!’)</td>
</tr>
<tr>
<td>Verbal support</td>
<td>Prompt the child if they get stuck on a word.</td>
</tr>
<tr>
<td>Present obstacles for the child to overcome (NB Create opportunities for obstacles within different learning areas)</td>
<td>Set up a situation which encourages the child to speak (comment or request) e.g. – ask the child to set table but don’t provide cups/ enough of something) – so they have to ask.</td>
</tr>
<tr>
<td>Time</td>
<td>Use open questions, and give the child thinking time to form ideas and express themselves. Slow down your input.</td>
</tr>
<tr>
<td>Provide choices</td>
<td>Give the child choices – forced alternatives. Model the language they need to use to request something –‘would you like milk or juice?’ Don’t move on to more than two choices, until you are sure that the child both understands and can express their choice. NB: Ensure the child both understands and expresses what they really want, and is not simply repeating the last word they hear, as this will lead to frustration. Support verbal choices with the use of pictures/photos or symbols to help the child to visualise their choice (choice board / choice mat).</td>
</tr>
</tbody>
</table>

See page 46-47 for example IPP targets
Pronunciation (Speech sounds)

We have not included any specific targets for speech sounds as it is very important that the Speech and Language Therapist takes the lead in identifying targets and strategies. However, there are strategies that you can put in place:

A child with pronunciation difficulties will be seen at their local clinic by a Speech and Language Therapist, who will work closely with the child and their parents to identify and work towards targets.

<table>
<thead>
<tr>
<th>Model</th>
<th>NEVER correct a child’s pronunciation. The child is not being lazy. REMEMBER: The world is a much easier place if people understand you. MODEL (repeat) back the correct way of saying the word (e.g. child says: ‘milt please’, you say: “oh you want milk, here’s your milk!’) In this way you are not directly correcting the child, but giving multiple opportunities to hear the word correctly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t pretend to understand</td>
<td>Generally, don’t pretend to understand, children can become frustrated. Try encouraging other ways of getting the message across (pointing, take me, show me). If all else fails, admit you can’t understand, reassure them (ie ‘maybe we’ll ask mummy later’) and re-focus the child on something else!</td>
</tr>
<tr>
<td>Ensure home/ setting links</td>
<td>Try having an ‘All about me’ book containing pictures/photos of important people/events/ objects from the child’s home environment and setting environment that the child could use to support their speech between home and setting.</td>
</tr>
<tr>
<td>Liaise with Speech and Language Therapist</td>
<td>If a Speech and Language Therapist is involved, ensure that you liaise with them to support the child in identifying key targets for development. If a Speech and Language Therapist is not involved, refer to *BRISC (page 10) or the Child Monitoring Form (pages 6-7)</td>
</tr>
</tbody>
</table>

You might find it useful to download our leaflet to give to parents or staff: http://schoolsonline.swindon.gov.uk/res/slt/Documents/SpeechSoundsBRISC.pdf
A bit more about…Stammering

Stammering can also be referred to as ‘stuttering’, ‘dysfluency’ or ‘non-fluency’.

Normal non-fluency

Young children may pause, hesitate or repeat words as they try to plan what they are going to say. This is developmentally appropriate and should be considered when stammering is suspected.

Features of Early Stammering:

- Frequent repetition of words, sounds or syllables
- Stretching out sounds
- Getting stuck on a word
- You notice the child is avoiding saying certain words, or will give up
- The child appears to be struggling to get their words out

Early stammering can occur consistently or come and go.

How can I help?

We have not included any specific targets for fluency as it is very important that the Speech and Language therapist takes the lead in identifying targets and strategies. However, there are strategies that you can put in place:

Observe

Observe and make a note of what the child is doing/how does it sound? (eg repeating words, or parts of words, getting stuck on words).

Model/repeat back

Don’t correct the child, or ask them to stop, slow down or take a breath! Concentrate on what the child says, rather than how they say it. It can be useful to repeat back what they have said ‘smoothly’ (eg child says ‘I see a cccat’, adult says ‘Oh yes, you can see a cat!’)

Time

Give the child time, some children need extra time to plan what they want to say.

Encourage turn taking

Encourage all the children to take turns. Children who stammer can often find it difficult when there is lots of competition to speak!
**Build confidence and self esteem**

- Develop confidence and self esteem. Praise the child's communication skills (e.g. 'Oh, that was a really good idea').
- Give specific praise (e.g. 'Thank you for sharing the train with Tyler, that was very kind of you'). This helps the child to develop a positive vocabulary about themselves.

**Refer to a Speech and Language Therapist at any age if:**

- Any of the features of early stammering are present
- Parents have expressed concern
- There is a family history of stammering, and the child is showing signs of stammering
- You are not sure – it can be difficult to tell the difference between normal non-fluency and early stammering

**Other Sources of Information:**

You might find it useful to download our leaflet to give to parents or staff that are concerned: [http://schoolsonline.swindon.gov.uk/res/slt/Pages/leaflets.aspx](http://schoolsonline.swindon.gov.uk/res/slt/Pages/leaflets.aspx)

The fluency service have a more detailed leaflet called **finding fluency – information for pre-school**. Contact Speech and Language Therapy to request a copy.

The British Stammering Association also has an informative website: [http://www.stammering.org/](http://www.stammering.org/)
Information about...Bilingualism

Did you know...?

- More children in the world grow up bilingual (speaking 2 or more languages) than monolingual (1 language), so it's perfectly natural!

ADVANTAGES:
- Stimulates brain development
- Develops confidence in learning
- Gives pride in their culture
- Helps feel secure in identities / deeper self-confidence
- Able to pick up new languages more easily
- More proficient readers

- It may take 2-3 years for children to achieve conversational competence in English and at least 5 years to achieve educational competence. It does also depend on factors such as child’s age, length of time in UK, level of proficiency in the first language, support available etc.

- Bilingualism does not cause speech and language difficulties. Bilingual children are no more likely to have speech and language difficulties than monolingual children.
  - If a bilingual child has difficulties learning all languages - they are likely to require Speech & Language Therapy support
  - If a bilingual child has difficulties learning only English – they only require support from their setting.

- To learn language, children need a strong foundation and a good model of language to learn from. A child who develops good use of the mother tongue is more likely to develop good English. So...
  - Parents should use the language they know best with their child.
  - If parents speak different languages...each should use their own language in separate situations with the child.
  - Even if a child has not heard much English before they start school, they should have no difficulty in picking English up, as long as they have a strong foundation in their first language.

- It is normal for children who are learning more than one language to...
  - CODE SWITCH – this means they mix words from different languages in on sentence.
  - STAMMER
  - Use EMPTY/NON-SPECIFIC VOCABULARY (e.g. um, er, this, thing, that) in the second language as they need lots of time to process and learn the vocabulary.
  - Go through a SILENT PERIOD – this may last several months. They are not being passive, but learning about all the languages they are hearing.
  - WATCH and COPY what others do
  - COPY and IMITATE what others say.
• Advice to give parents:-
  ➢ Talk to your child in your own language
  ➢ If you are using two languages at home, keep them separate – use them at different times or have one person speak one language.
  ➢ Enjoy your language - use it in public and help your child develop a cultural identity
  ➢ Find opportunities when your child can meet other adults and children who speak the same language.
  ➢ Encourage and praise your child’s attempts to communicate whichever language they use.
  ➢ Have fun with songs, rhymes and stories in your own language
  ➢ Don’t give up! If your child talks back to you in English, acknowledge their response and repeat back what they’ve said in your own language. If they’ve responded, it means they’ve understood!

• Helping bilingual children in groups:-
  ➢ Find out what the child’s home language is.
  ➢ Use a translation service or an interpreter where necessary. E.g.:
    • Alpha Plus (01984 656751)
  ➢ Work alongside the parent to help the child settle – use lots of gesture, open body language and visual props.
  ➢ Give the child lots of time to respond
  ➢ Find out some key words in the child’s first language you could use.
  ➢ You could encourage other children and parents to take an interest in other languages by learning a few words or a song.
  ➢ Encourage parents to speak their first language as they introduce their child to the new setting e.g. where toilets are, the routine, names of toys etc.
  ➢ Encourage parents to talk about pictures in books in their first language or to interpret as you read a story.
  ➢ All the strategies you would use with children who have speech and language difficulties will also be helpful for bilingual children, e.g. commenting on what they are doing, repeating what they’ve said, not asking test questions, model back the correct sounds and structures.
  ➢ Use visual prompts such as photographs, signs/gestures and pictures or symbols.
Bilingualism Advice Leaflets

You might find it useful to download our leaflet to give to parents and/or staff: http://schoolsonline.swindon.gov.uk/res/slt/Pages/leaflets.aspx

This leaflet is in English, but you can find similar advice in other languages on the following websites:

- Talk to Your Baby leaflets (say hello to your new baby, dummies & talking, talk to your baby in your own language, making the most of TV, talking with your baby, sharing songs & rhymes, sharing books with your baby, playing with your baby) http://www.literacytrust.org.uk/talk_to_your_baby/resources/418_quick_tips_available_bilingually_in_13_languages

Useful Websites

- www.naldic.org.uk – ‘National Association for Language Development in the Curriculum’ provides lots of info and publications on EAL and the curriculum.
- www.bilingualism-matters.org.uk – website by Scottish researchers for bilingual families. The ‘resources’ page is particularly useful, with many more websites, especially ‘what parents want to know about bilingualism’ and recommended books.
- http://www.literacytrust.org.uk/talk_to_your_baby/key_topics/1333_bilingualism_and_english_as_an_additional_language - various articles and advice, FAQs etc.

National Resources

- Primary National Strategy ‘Supporting Children Learning English as an Additional language’ – Guidance for practitioners in the Early Years Foundation Stage
- Both early years and primary Inclusion Development Programme resources contain some information on EAL and SEN.
Information about…Selective Mutism

What is it?
‘Selective Mutilm’ (previously known as ‘Elective Mutism’) describes children who are able to talk quite freely in some situations (e.g. with their families at home) but who have been persistently silent in other situations (e.g. outside the home and with less familiar people) for 2 terms or more. Selective Mutism is not shyness or stubbornness; it is a psychological problem, often with no identifiable cause. Children with selective mutism seem to freeze and become unable to speak. It is sometimes referred to as a social anxiety or a phobia of talking.

It is a rare condition (estimates range from 0.7% - 2% of children having Selective Mutism) and usually reported between age 3-5 years. More girls than boys are affected, and bilingual children and those with other speech and language difficulties are also slightly more likely to display it.

It can be hard to distinguish between these children and those who are exceptionally shy. Shy children will gain confidence and start to interact over time, whereas children with selective mutism will remain silent and not acknowledge interaction attempts.

Be aware that children who are learning English as an additional language often go through a ‘silent period’. This is not selective mutism; they are just taking time to acclimatise, to begin to tune in to the sounds of English in the setting, and to learn what is expected before they have the confidence to try out the language themselves.

How can I help?
Intervention for children with Selective Mutism must be carried out with extreme sensitivity and often progress is very gradual. The approach commonly recommended is a step-by-step behavioural therapy programme (described in several of the resources listed) to be carried out by a key worker that the child feels most comfortable with in the setting. The earlier this can be started, the better. If left untreated, behaviours can become entrenched and persist into adulthood. Treatment effectiveness depends on how long the child has had Selective Mutism, their age, whether they have additional difficulties, and the cooperation of all involved with the child. Staff in the setting should all familiarise themselves with what Selective Mutism is, and there is a helpful video called ‘Silent Children’ which could be watched as a team for this purpose.

Key Messages:
- Expect less, support more.
- A consistent and trusted key adult in the setting to work with the child. Building this relationship will take time.
- Build on situations where the child shows strengths
- Have lots of patience; progress is often slow.
- Different strategies work with different children.
- Work together with the child’s family (with child’s consent). Meet to share strategies, progress and ensure a consistent approach.
Tips and advice

Providing other means of communicating

- If the child does not answer the register verbally, allow them to acknowledge their presence in other ways, e.g. smile, nod, look, or raise a hand.
- Provide symbol cards and pictures fans with key messages on. Let children point to their selection of snack, toy etc.
- Avoid the dread of turn-taking in circle-time activities by asking who would like to say something, rather than waiting for each child to have a go.
- If children do not naturally speak out in circle time, help them contribute by doing something rather than talking. They can hold a clip-board, give out cards, show something they have brought from home.
- Encourage thumbs up or down to check if they understand.
- Visual timetables can provide a visual support for interaction and help reduce anxiety.

Encouraging interaction

- Do not pressure the child or bribe them to speak. Instead, model talk during play.
- Gently discourage others from speaking for the child.
- Encourage, and reward all attempts at communication by the child, but don’t make a fuss or show surprise as this can cause embarrassment.
- Make chatty or admiring comments, rather than asking questions.
- It is important to create an accepting and rewarding atmosphere in which the child feels comfortable, whether or not they talk.
- Sometimes sit the child at the front of the group for a story, to encourage attention and involvement.
- Use activities and games that don’t require verbal interaction e.g. puzzles, ball games.
- Find out the child’s hobbies, interests, likes and dislikes—these are a good starting point for conversations.
- Stand back when the child interacts with other children. Often they speak more without an adult present or watching.

Create other activities that involve use of the voice and oral structures

- Make noises for toy vehicles and animals in play situations or as sound effects for a story.
- Introduce play with puppets, because the child may ‘speak’ through the puppet, especially from behind a screen. Masks may be helpful.
- Encourage participation in noisy games and rhymes with predictable language such as ‘What’s the time, Mr Wolf?’
- Use activities that focus on the senses to develop the child's self-awareness
- Sing songs and rhymes.
Developing self-confidence/esteem

- Never talk about the condition in front of the child.
- Let them know you understand they find it hard to speak sometimes.
- Reassure the child that it’s OK if they don’t feel like talking just yet, there’s plenty of time.
- Encourage self-expression through open-ended creative, imaginative and artistic activities, which have no clear expectations.
- Every achievement by the child should be praised and rewarded.
- Give extra smiles and attention when children try anything new. Do things with the children or make things easier, rather than doing things for them.
- Any form of non-verbal communication from the child should be accepted and encouraged (e.g. smiling, waving) as this helps to build the positive relationships which are so vital in overcoming this problem.
- Parents can reduce the anxiety of separation by giving the child something of theirs to look after before they leave. Consider an early return so that a parent can join in and make the last part of the morning/day a positive experience.
- Include more activities where children talk, move or sing together for support.
- Play games involving interaction between pairs or the group, such as rolling a ball, rowing boats, ring games and rhymes.

Other treatments you may read about:

- Medication is not appropriate for younger children and is only used in a few cases for older children whose anxiety has led to depression and other problems.
- Cognitive Behavioural Therapy from mental health professionals is more appropriate for older children and adults. It challenges fears and perceptions through graded exposures.

Who else can help in Swindon?

Should we refer to Speech & Language Therapy?
A referral to Speech & Language Therapy is only recommended when children are persistently not talking in a setting for 2 terms (6 months) and are also thought to have speech and language difficulties (e.g. delayed speech and language development). Our role with respect to reluctant talking would be to determine, as far as possible, whether there is an underlying difficulty with speech, language or fluency. We can assess their understanding of language through tasks where they are just required to point or move toys around, but it is obviously more challenging to assess their spoken language and speech sounds. It is often useful if parents/carers can provide a tape/video of their child talking at home instead.

Should we refer to Educational Psychology?
If a child is persistently not talking in a setting for two terms (6 months), discuss prioritising the child for Educational Psychology involvement with your link Educational Psychologist. This will help establish the possible cause of a child persistently not talking. Educational Psychology can help you establish if onward referral is needed to other services.
Should we refer to Targeted Mental Health?
Children’s mental health services may become involved after Speech & Language Therapy or Educational Psychology have assessed the child and recommended a referral.

Please note: None of the above services usually diagnose Selective Mutism, but they will identify if a child is showing features of it. If a setting or family wanted a diagnosis, a referral would need to be made to the Paediatricians (e.g. through the GP or a practitioner) which may include a multidisciplinary assessment involving the above mentioned professionals.

References & Useful Resources

- **Selective mutism in children.** Cline, T & Baldwin, S (2nd edition 2004), London: Whurr
- SMIRA (Selective Mutism Information and Research Association). Website: [www.smira.org.uk](http://www.smira.org.uk) Lots of useful resources in the ‘downloads’ section. Tel: 0116 212 7411
- **The selective mutism resource manual.** Johnson, M & Wintgens, A (2001), Bicester: Speechmark Publishing
- **Silent Children: approaches to Selective Mutism**, 24 minute film. Available on VHS or DVD from SMIRA (website above)
- **Silent Children: approaches to Selective Mutism.** Sage, R. & Sluckin, A. Available on from SMIRA (website above)
- NHS Advice: [www.nhs.uk/conditions/selective-mutism](http://www.nhs.uk/conditions/selective-mutism)
Working alongside parents and other professionals

WORKING WITH PARENTS

- Use the *BRISC screening forms with parents to make joint decisions about whether to monitor or refer a child (see page 10)

- Look at ways to promote consistency both at home and within the setting. Share successful strategies between home and the setting e.g. picture cards and prompts, signs/gestures.

- Keep parents informed of the child’s progress, and celebrate successes and progress together.

- Share new topic vocabulary, planned changes in known routines and any other relevant information with the child’s parents so that they can reinforce new words or help to prepare their child for any changes to the routine.

WORKING WITH ALL ADULTS IN THE SETTING

- Make sure that everyone who works/comes into contact with the child understands the child’s needs and knows the best approaches/ways to help that child – particularly in situations that they may become vulnerable in – e.g. large groups, outdoor play, changes to the routine.

- If you have consent, share Speech and Language Therapy reports, advice and recommendations with all staff.

- Consider if there is any training that staff may need to help them support the child (see pages 30-31).

WORKING WITH PROFESSIONALS FROM OUTSIDE AGENCIES

- Encourage parents to inform you of all agencies involved in supporting their child so that strategies and actions to support progress can be jointly discussed and planned.

- Support parents in recognising that they are the key professionals within any planned meeting to discuss their child’s needs, as they know their child best (remember, parents can receive support from the ‘Parent Partnership Service’).

- Give professionals from outside agencies plenty of notice before planned meetings to ensure they are more likely to be able to attend or send a report to support any meeting.
How can I support the child who is reluctant to communicate during play?

Sit
with the child at eye-level

Watch
what the child is doing

Copy
what the child is doing with their toys

Talk
about what the child is doing

Wait
for the child to involve you in their Play

Avoid
asking questions, making suggestions

Smile
to show approval and interest

Ready
when the child is ready for you to be involved either copy their words/actions or give them word for what they are trying to say

Wait
again! Take your lead from the child!
Encouraging involvement in play:

Environment

Create an environment that encourages peer interaction.

REMEMBER:
- Large open spaces can encourage running, fighting, avoidance and discourages quieter activities.
- Ensure you have well defined areas by breaking up large open spaces with low partitions and furniture.
- Keep quiet and noisy areas separate.
- Link areas together that work well (e.g. Construction and Role Play areas).
- Create ‘private spaces’ where children are able to ‘get away from it all’!

STEP IN, SET UP and FADE OUT

- Set up interactions from inside the group (eg you are playing alongside the children and instigate the isolated child’s involvement in group play).
- You give suggestions to the isolated child (from outside the group) to encourage their involvement in the play.
- Try pairing up children (you could try pairing the isolated child with a very sociable child. NB Care should be taken to avoid the isolated child becoming overpowered).
- Provide collaborative tasks for children to complete in pairs – real tasks can bring about lots of positive interaction and children feel important and capable as a result (eg mixing a cake – one child pours, the other child mixes!)
- Direct conversations away from yourself – re-direct the conversation by drawing in quieter children and then fade yourself out.
- Set up a small group/activity and stay to play to model appropriate interactions.

YOU NG CHILDREN NEED YOU TO PLAY WITH THEM, RATHER THAN EXPECTING THEM TO PLAY WHILST YOU DO SOMETHING ELSE.
Getting going with signing in your setting…

In Swindon we regularly deliver the Signalong Foundation course (see section on ‘Training’ for more information). Many people complete the course but find it more challenging to start using it in their setting. Here are some top tips:

• **The more people that are trained, the better!**
  Settings that use sign most effectively are often ones that have several trained members of staff. Benefits are that you can remind each other of signs you’ve forgotten, and feel less self-conscious.

• **Make opportunities to keep learning new signs**
  Don’t just stick to the signs you learnt on the course and can remember – regularly look back through your manual or look at other resources available to learn new ones. Some settings have an item on staff meetings agendas where they all learn 2 new signs each week. Challenge each other to use those signs as much as possible that week.

• **Remember that it benefits all children not just those with communication difficulties**
  Don’t wait until you have a child attending your setting that needs sign as all children can benefit, especially: children with English as additional language, less confident/shy children, those with hearing loss/glue ear, visual and kinaesthetic learners. It provides children with an additional communication tool for communicating with people they meet in their everyday lives.

• **Analyse the times when you could be using sign**
  Look at the routine of your setting and plan ways of using sign in each activity. E.g.: making choices at snack time, adding actions to nursery rhymes, signing key words in stories, emphasising key concepts during messy play (e.g. dry, wet, full, empty), giving instructions during outdoor play (e.g. up, on, under, jump, walk), signalling the start of the next activity (e.g. snack time, story time, home time, tidy up).

• **Find ways of jogging your memory**
  There are a range of posters available on the Signalong website that you could stick in relevant areas of the setting. It is illegal to photocopy Signalong signs, but you could photograph yourselves or the children performing the signs.

• **Engage Parents**
  Let parents know why and how you’re using signs in the setting. Share your ‘signs of the week’ via. a noticeboard or newsletter. You may find it useful to give them a copy of our ‘talking hands’ leaflet; find this on the Swindon Early Years Childcare Workforce Development website: [http://schoolsonline.swindon.gov.uk/res/slt/Pages/leaflets.aspx](http://schoolsonline.swindon.gov.uk/res/slt/Pages/leaflets.aspx)

For more information on the Signalong system of signing that we use in Swindon, visit: [https://swindonspeechandlanguagetherapy.wordpress.com/using-signs-to-support-spoken-communication/](https://swindonspeechandlanguagetherapy.wordpress.com/using-signs-to-support-spoken-communication/)
More information on Speech & Language Therapy in Swindon

Visit http://swindonspeechandlanguagetherapy.wordpress.com/

On this website, you will find:

- Information about what a Speech and Language Therapist is
- How to refer a child to Speech and Language Therapy (including a downloadable referral form)
- Information about our services, including specialist services such as Fluency, Down Syndrome, Cleft Palate, and Hearing Impairment.
- Location of our clinics
- What to expect at the first appointment
- Links to useful leaflets and websites.
- Using signs to support spoken communication – how we use sign in Swindon.
- How to contact Speech & Language Therapy
Useful Websites

2011 was the National Year of Communication. The Communication Trust produced many excellent resources which will support your work. We have compiled a list of these online:
http://schoolsonline.swindon.gov.uk/res/slt/Pages/sltwebsites.aspx

During 2011 we also produced some ‘chatter cards’ of everyday talking activities. These can be found at the same link above.

www.talkingpoint.org.uk
Produced by the children’s communication charity ‘ICAN’. It contains a progress checker as well as lots of tips and advice.

http://en.commtap.org/
Website with ready prepared targets and activities linked to the EYFS and different areas of speech, language and communication.

http://www.earlyhomelearning.org.uk/
Early Home Learning Matters brings together the evidence about her vital role of parents in securing good outcomes for children, and provides practical information about how to plan and implement effective services to involve parents in their children’s early learning aged 0-5.

www.afasicengland.org.uk
Afasic is a UK charity for families of children with speech and language difficulties. They have some useful glossary sheets as well as information for parents.

The Early Support programme was developed by parents, carers and practitioners. It is used in LAs, hospitals and community-based health services across England to ensure families and carers with disabled children are kept at the heart of discussion and decision-making about their child.

http://www.wordsforlife.org.uk/
Information, advice, and ideas for communication and literacy development 0-11 years
Our Leaflets

Available from: http://schoolsonline.swindon.gov.uk/res/slt/Pages/leaflets.aspx

**Typical Development**
- **Development and tips** – Information on typical speech, language and communication development in 0 to five year olds and tips for its development
- **First words and joining words** – Information and advice on children’s first words and sentences
- **Speech sounds** – Information about the typical development of speech sounds and tips for helping children with unclear speech

**Creating a Language Rich Environment/Advice**
- **Buggy Chatter Does Matter** - Tips on making the most of a child’s time in the buggy
- **Does Your Child Dribble?** - Tips on helping children who dribble
- **Dummies** - The facts and tips on ditching it
- **Open cups and bottles** - Information and advice on moving children on to using an open cup
- **Singing** - Information and advice on how singing and music can help language development
- **Talking Hands** - Information and advice on using signs and gesture with babies and young children
- **Tips for sharing books**
- **TV Tips**
- **Baby Massage** - Useful information and tips about how baby massage can help develop communication skills. It includes ideas for songs to sing during baby massage.

**Interaction Skills for developing children’s language**
Information and advice on using the following interaction strategies to develop children’s language
- **Turn Take**
- **Follow the**
- **Expand**
- **Repeat**
- **Questions (being wary of them)**
- **Interpret**
- **Interaction Skills and Talk Time** - Key skills for developing children’s talking and tips on developing a daily talk time with your child
- **Stammering** – Basic information and advice on stammering in the early years
- **Talk to you child in your own language** – Information and advice for parents of bilingual children
Useful Books

How to Manage Communication Problems in Young Children
M. Kersner & J. Wright

Listen to Your Child: A Parent's Guide to Children's Language
D. Crystal

Children's Communication Skills: From Birth to Five Years
B. Buckley
Routledge; 1 edition (10 April 2003)

From Birth to Five Years: Children's Developmental Progress
M. Sheridan, A. Sharma & H. Cockerill
Routledge; 3 edition (26 Nov 2007)

Small Talk
R. Woolfson
Hamlyn; First edition (15 Jan 2002)

BabyTalk
S. Ward
Arrow; New edition edition (1 Jan 2004)

*BRISC (Bristol Surveillance of Children's Communication)
M. Gale, K. Holloway, S. Roulstone.
Speech & Language Therapy, North Bristol NHS Trust, 7th edition (2011)
## Sample Individual Play Plan Targets for Developing Attention & Listening

<table>
<thead>
<tr>
<th>Targets</th>
<th>Action</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look at pictures in books &amp; animals</td>
<td>Use a visual timetable and now/next board to show him what is expected of him. Show him the cue card for the activity and gently take him to the group. Let him hold the cue card until the activity is complete. If he moves away, return him, showing him his cue card. All adults need to do this consistently.</td>
<td>All adults to carry out these actions for every adult-directed activity each session at nursery. Visual timetable. Now/next board.</td>
</tr>
<tr>
<td>Identify environmental sounds</td>
<td>Use sound lotto games – either bought or ones you’ve created yourself. Play the tape of sounds (or make the sounds yourself behind a screen/under a blanket). Children need to identify the picture/object or say the word for what made the sound (e.g. doorbell, letter box, bird, clock, footsteps, crying, dog barking). Make sure to include animal sounds as this is what he likes.</td>
<td>Keyworker to play sound game once each week for 5-10 minutes. Use letters and sounds resource or other listening games and activities.</td>
</tr>
<tr>
<td>Sit for 2 minutes to circle time each session</td>
<td>Use a visual timetable and now/next board to show him what is expected of him. Show him the cue card for the activity and gently take him to the group. Let him hold the cue card until the activity is complete. If he moves away, return him, showing him his cue card. Once the activity is finished the cue card can be posted/put back on the chart etc. to indicate the activity is finished. All adults need to do this consistently.</td>
<td>Keyworker to sit with him each circle time and carry out these actions. Visual timetable. Now/next board. Posting box.</td>
</tr>
<tr>
<td>Choose a play activity during free play for 5 minutes</td>
<td>Use a choice board with cue cards for each activity available. Once the child has chosen their activity, gently take him to the group. Make sure books or animals are a choice as the child is more likely to stay longer at this activity. Let him keep the cue card. If he moves away before 5 minutes return him, showing him his cue card for his chosen activity. Use a timer to reinforce your expectations. Once the activity is finished the cue card can put back on the chart to indicate the activity is finished and he can choose another activity. All adults need to do this consistently.</td>
<td>Key worker to do this for first play activity each session. Choice board. Sand timer.</td>
</tr>
</tbody>
</table>

### Areas of strength/preferred play activities to be drawn on:
- Looking at pictures in books
- Animals

### Main areas for development to be addressed in this IPP:
- Attention & Listening – sitting with the group at circle time
- Attention & Listening – listening and identifying environmental sounds
- Attention & Listening – attending to an adult-led small group activity
- Attention & Listening – staying at a chosen activity for increased time

### Date of Review:
Present at Review

### Progress Report:
### Sample Individual Play Plan Targets for Developing Play

<table>
<thead>
<tr>
<th>Name:</th>
<th>D.O.B.</th>
<th>Start date for IPP:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SENC:</td>
<td>Parent/Carer:</td>
<td>Graduated Response:</td>
</tr>
<tr>
<td>Signature:</td>
<td>Signature:</td>
<td>ACTION/ACTION PLUS/STATEMENTED</td>
</tr>
</tbody>
</table>

#### Areas of strength/preferred play activities to be drawn on:
- Small world toys

#### Main areas for development to be addressed in this IPP:
- PLAY – To interact with a peer during play
- PLAY – To sequence two play ideas together
- PLAY – To play with an increased range of play activities

#### Targets
(specific and measurable, to be achieved by end of the half-term)

1. I will independently choose 3 different play activities during each week.
   - **Action**: Use the child’s interest in small world toys to explore other activities by gently taking them to the different areas and showing them how, e.g., drawing/painting small world toys, making dinner/tea for the small world toys, building a house from blocks for the small world toys. Use visual cue cards if needed to support the change in activity.
   - **Resources**: Key worker to support child to move from activity of choice to another activity once each session. Small world toys, Cue cards.

2. I will interact with one other child during an activity of my choice once each session.
   - **Action**: Play alongside the child and peers. Model ways in which they could interact, e.g., taking turns to do something, role playing conversations between the toys, passing an object to and from each other, asking for something. Support both children with prompts, e.g., gaining eye contact, saying the other child’s name first, suggesting words they could use. Praise good interacting skills, e.g., good asking, good waiting, good sharing.
   - **Resources**: One adult to play alongside the child during whenever they are with a peer.

3. I can sequence two ideas together in my play twice each session.
   - **Action**: Play alongside the child. Copy her play idea and then model how you could follow that with another idea. (E.g., if she pretend the character is eating, copy that and then pretend it is sleeping OR if the character is on a bus, model them stopping at a bus stop to let more people on). Always comment on what you’re doing using words to match.
   - **Resources**: One adult to play alongside child during free play activities every session.

#### Date of Review:
Present at Review:

#### Progress Report:
### Sample Individual Play Plan Targets for Developing Social Communication

<table>
<thead>
<tr>
<th>Targets</th>
<th>Action</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) I will tolerate one child playing with the same toys for two minutes once every session when playing with trains/cars</td>
<td>Adult to play alongside child to model and facilitate interactions with others. Use language such as “me next”, “my turn”, “wait”, “you next”. Give specific praise e.g. “good waiting”, “good sharing”. Use toys that involve turn taking/sharing e.g. a puzzle to take turns adding pieces, or bricks to take turns to add to a tower, or a book to take turns turning the pages.</td>
<td>Variation of transport toys available – at least one set each session. Key worker to play alongside child during free play before snack time.</td>
</tr>
<tr>
<td>2) I will take turns rolling an object to an adult twice each session</td>
<td>Adult to sit opposite child. Ensure your have the child’s eye contact before rolling the toy. Say “ready steady” and “go” as you roll it. Model language like “my turn”, “your turn”, “wait”. Give specific praise like “good waiting”, “good looking at me”, “good rolling”.</td>
<td>Selection of toys for rolling/pushing across the floor/table (e.g. cars, trains, balls of different sizes and types, hoops) Key worker to play this game with child each session after snack time on the carpet or during outside play. Use the ‘Language through listening’ black sheep press resource for more turn taking ideas.</td>
</tr>
<tr>
<td>3) I will use the word ‘more’ to request a song or music activity is repeated once each session.</td>
<td>Identify favourite songs, music making toys that the child enjoys. Stop the song every so often, or after each verse and wait. When the child makes some movement to indicate they want more, model the sign ‘more’ and say the word before carrying on. Give specific praise when the child attempts to do this himself.</td>
<td>Songs, CDs, instruments, music making toys. Provide opportunity for this during the daily song time – person leading song time to be responsible for this.</td>
</tr>
<tr>
<td>4) I will participate in a turn taking activity with an adult for 2-3 minutes, 2 times per session. OR ... with a peer.</td>
<td>Use interactive songs and rhymes (e.g. row the boat, pat a cake, rock a bye), or use a marble run, push car down a ramp, or push a car/ball to each other. Use words to match e.g. ‘ready, steady, go’. Use symbolic noises for the vehicles (e.g. choo, choo, beep beep, brum brum) or sing songs about vehicles.</td>
<td>Ensure there are toys out each session which will facilitate turn taking. Key worker to carry out turn taking activities three times each session (e.g. song time, transport play before snack, outside play with ball).</td>
</tr>
</tbody>
</table>

**Areas of strength/preferred play activities to be drawn on:**
- Trains/cars
- Balls/round objects
- Singing/music

**Main areas for development to be addressed in this IPP:**
- Social Communication – sharing toys with others
- Social Communication – taking turns
- Social Communication – requesting an object
- Social Communication – requesting something happens again
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<tbody>
<tr>
<td>5) I will use appropriate words to greet others</td>
<td>During registration, and at home time, model greeting words <strong>and</strong> signs (e.g. goodbye, hello) through songs as well as speech. Greet the child with hello (and the sign) when they arrive each day and similarly with goodbye when they leave. Use names too e.g. ‘hello Mummy, Goodbye Mrs Smith).</td>
<td>One member of staff to be on hand to greet/say goodbye. All staff to ensure they sing the hello and goodbye song each session.</td>
</tr>
<tr>
<td>6) I will use the ‘my turn’ symbol when I want a turn with a toy</td>
<td>Introduce the ‘my turn’ sign to the whole group. Play turn taking games where each child holds the symbol when it’s their turn. You can also use it when it’s their turn to tell news. Once familiar with the sign, put this on a board, and when you notice the child wants a turn, support him to select the ‘my turn’ symbol and give it to another child who wants the turn from.</td>
<td>My turn symbol to be used every session. Key worker to model use of it hand over hand.</td>
</tr>
<tr>
<td>7) I will use my communication book to make 3 requests each session</td>
<td>Support use of the book at snack time and two other times e.g. song time (to choose a song), small world (to choose an animal), music centre (to choose a CD), craft (to choose a resource). Create opportunities where the child needs to communicate e.g. don’t give him a cup/plate or put a toy out of reach, and ask the child to show you what he needs from his book.</td>
<td>Key worker to ensure communication book is present with the child each session and to ensure the symbols needed are there.</td>
</tr>
</tbody>
</table>

**Date of Review:**

**Present at Review:**

**Progress Report:**
### Sample Individual Play Plan Targets for Developing Receptive Language

<table>
<thead>
<tr>
<th>Targets (specific and measurable, to be achieved by end of the half-term)</th>
<th>Action (to be taken by the setting in liaison with parents/carers)</th>
<th>Resources (Who? When? Where?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) I can understand 50% of the action words (verbs) on the checklist.</td>
<td>Comment on outside play (e.g., riding, sliding, swinging, jumping, throwing, running, climbing) and snack time (e.g., eating, drinking, pouring, cutting, spilling, spreading). Play games that involve acting out activities, taking turns to give an instruction, and always comment on what she is doing using verbs. Sing songs that use action words. Do the signs that match the verbs to help the child understand the meaning. Take pictures of her doing things and then talk about what’s happening in the pictures.</td>
<td>All adults to comment on child’s actions throughout session, especially outside. Circle time leader to include a song that uses action words each session. Key worker to learn Signing signs for action words. Key worker to photograph child doing actions.</td>
</tr>
<tr>
<td>2) I will understand sentences of 3 key words – scoring 8/10</td>
<td>Talk about what he is doing, what he can see or pictures in a book, and familiar objects. Use 3 key word sentences – usually with subject verb object structure (who, what doing, and what) e.g., you are painting a picture. James is climbing the ladder. Emphasise key words. Always gain his attention before giving instructions. Use Derbyshire Language Scheme resources or Black Sheep Press resources provided by the therapist to carry out twice weekly small group activities targeting this area.</td>
<td>Key worker to do a twice weekly small group activities using resources provided and demonstrated by the therapist. Black Sheep Press resources Language Stages resources (Derbyshire Language Scheme).</td>
</tr>
<tr>
<td>3) I will understand negatives in the structure ‘no + object’ to talk about nonexistence, scoring 4/5 on reassessment.</td>
<td>Use these words to comment on situations (e.g., James has no shoes on, you have no juice, there’s no shaving foam, no bananas today, no cars in the box). Emphasise the word no by shaking your head and using the sign for no.</td>
<td>Staff to comment at snack time using no object, and at other times in the day where possible.</td>
</tr>
<tr>
<td>4) I will follow 2 word level instructions which include a size word (big/little) correctly twice each session.</td>
<td>When playing with toys with big and small versions of each (e.g., animals, vehicles, balls), comment on their size. Make sure there is an obvious size difference to start with. Play games where he has to help a puppet look for the big cow, the little horse etc. Use the signs for big and little to start with.</td>
<td>All staff to try and choose toys that have big and small versions of things. Key worker to spend 10 minutes each session with the child commenting on size during play.</td>
</tr>
</tbody>
</table>
**Progress Report:**

- **Date of Review:** Present at Review.

### Actions for Early Years

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
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<tbody>
<tr>
<td>5)</td>
<td>I will understand the actions, words, pulling and pushing by the end of term.</td>
</tr>
<tr>
<td>6)</td>
<td>I will understand the action words, pulling and pushing by the end of term.</td>
</tr>
<tr>
<td>7)</td>
<td>I will follow instructions with 1 key word by pointing or getting the object. 5 times each session.</td>
</tr>
</tbody>
</table>

**Key Worker Notes:**

- Comment on positions of things when playing e.g. in a doll's house, car garage, and especially during P.E. outside when children can be encouraged to group actions. Use in the words that you can pull/push and make some of these available each session.
- Give children opportunities to hear these words and experience the action. e.g. you're pulling the string, 'you're pushing the swing'. Use books and toys where you have to pull a tab or push a button and comment on this action. Outside you could push balls, pull ropes, etc.
- Key worker to play alongside child and comment using single words. At the end of the activity, spend 2 minutes checking the child's learning of the vocabulary in a search for the object game.

**Key Worker to Support Speech, Language & Communication in the Early Years:**

- Comment on positions of things when playing e.g. in a doll's house, car garage, and especially during P.E. outside when children can be encouraged to group actions. Use in the words that you can pull/push and make some of these available each session.
- Give children opportunities to hear these words and experience the action. e.g. you're pulling the string, 'you're pushing the swing'. Use books and toys where you have to pull a tab or push a button and comment on this action. Outside you could push balls, pull ropes, etc.
- Key worker to play alongside child and comment using single words. At the end of the activity, spend 2 minutes checking the child's learning of the vocabulary in a search for the object game.

**Supporting Speech, Language & Communication in the Early Years. Version 3-August 2016**
## Sample Individual Play Plan Targets for Developing Expressive Language

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date of Birth:</th>
<th>Start date for IPP:</th>
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<th>SENCo:</th>
<th>Parent/Carer</th>
<th>Graduated Response:</th>
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<td>ACTION/ACTION PLUS/STATED</td>
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| Signature: | |
|------------| |

### Areas of strength/preferred play activities to be drawn on:
- Stories/books
- Creative activities

### Main areas for development to be addressed in this IPP:
- Expressive Language – increase vocabulary of spoken words or signs
- Expressive Language – increase sentence length
- Expressive Language – use position words

### Targets (specific and measurable, to be achieved by end of the half-term)

#### 1) I will use 5 new object names during free play in nursery by the end of term.
- Label what he is looking at or pointing at and use the sign to match.
- Repeat words over and over in different situations so he can learn the full meaning of a word.
- When you think you’ve heard him say a word repeat back what you think the word might have been. Use a checklist to record new words.

#### 2) I will use 4 new signs spontaneously each week at nursery
- Staff use checklist to record words and signs so that gaps can be identified and these words focused on (e.g., if he’s not using many animal signs – incorporate these throughout the week in songs, free play and stories). Sing songs that have actions/signs each session.

#### 3) I will use 3 key words in a sentence (who, what doing and what) twice each session.
- Talk about what she is doing, what she can see or pictures in a book using 3 key word sentences with subject, verb, object structure (who, what doing and what). E.g., you are painting a picture, James is cutting the paper. Repeat the sentences and show her how she can extend them to contain these three elements.

#### 4) I will use 10 new action words (verbs) to talk about what I’m doing by the end of term.
- Use checklist to record action words used so that gaps can be identified and these words focused on. Comment on what she is doing or the toys she is playing with. Do over and over again (e.g., cutting, cutting the paper, cutting with scissors, I am cutting). Try taking pictures of her carrying out actions that you can then talk about together. Sing songs that include verbs (e.g., mulberry bush, wheels on the bus, if you’re happy and you know it).

#### 5) I will use the position words ‘in, on, under’ to talk about where things are during small group activities.
- Use the signs for position words as you comment on where things are. Find opportunities to comment on the position of things (e.g., in books) and provide activities where the children can be in, on, and under equipment. After he’s heard the words lots of times, prompt him to comment on where things are and use the signs as prompts.

### Action (to be taken by the setting in liaison with parents/carers)

#### 1) Label what he is looking at or pointing at and use the sign to match.
- Repeat words over and over in different situations so he can learn the full meaning of a word. When you think you’ve heard him say a word repeat back what you think the word might have been. Use a checklist to record new words.

#### 2) Staff use checklist to record words and signs so that gaps can be identified and these words focused on (e.g., if he’s not using many animal signs – incorporate these throughout the week in songs, free play and stories). Sing songs that have actions/signs each session.

#### 3) Talk about what she is doing, what she can see or pictures in a book using 3 key word sentences with subject, verb, object structure (who, what doing and what). Repeat her sentences and show her how she can extend them to contain these three elements.

#### 4) Use checklist to record action words used so that gaps can be identified and these words focused on. Comment on what she is doing or the toys she is playing with. Do over and over again (e.g., cutting, cutting the paper, cutting with scissors, I am cutting). Try taking pictures of her carrying out actions that you can then talk about together. Sing songs that include verbs (e.g., mulberry bush, wheels on the bus, if you’re happy and you know it).

### Resources (Who? When? Where?)

#### All staff to play alongside the child during free play and comment and sign single words that match what the child is looking at/doing.

#### Key worker to learn signs for activities the child tends to choose and then model these during play. Key worker to use these signs in song time where possible too.

#### Key worker to share a book each session with the child to comment on pictures. All staff to repeat back what the child said and add 1-2 words to make it into 3 key word sentence as they play alongside her.

#### Key worker to be responsible for checklist. All staff to ensure they sing a song that involves action words each session during circle time. All staff to comment on child’s play with a focus on using action words as many times as possible.

#### Key worker to look up signs for position words. All staff to comment on child’s play and pictures in books using the target words.
<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
<th>Staff Action</th>
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<tbody>
<tr>
<td>6)</td>
<td>I will link two words together in my talking 5 times each session by the end of term.</td>
<td>All staff to comment on child's play and activities using 2 keyword sentences and model how to make her single word into 2 word sentences.</td>
</tr>
<tr>
<td>7)</td>
<td>I will name 6 objects in each category of food, transport and animals.</td>
<td>Key worker to learn signs for food, transport and animals and share these with staff. Staff to comment on play using the target words as much as possible. Circle time leader to try and choose a story with a food/transport/animal theme.</td>
</tr>
<tr>
<td>8)</td>
<td>I will comment on my play activities 4 times each session.</td>
<td>Key worker to play alongside the child during free play.</td>
</tr>
<tr>
<td>9)</td>
<td>I will use a verb (action words) in sentences of at least 3 words 5 times each session.</td>
<td>Staff to find books that contain lots of pictures of children doing different things – look at one of these with the child each session. Circle time leader to sing a song that involves action words in a sentence each session. All staff to comment on child’s play using action words in a sentence.</td>
</tr>
<tr>
<td>10)</td>
<td>I will use 5 different adjectives (describing words) in sentences of at least two words by the end of term.</td>
<td>Key worker to inform all staff which are the target words. Key worker to create opportunities to model these words in at least one activity each session.</td>
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Date of Review: Present at Review: Progress Report:
## Individual Play Plan

<table>
<thead>
<tr>
<th>Name:</th>
<th>DOB:</th>
<th>Start date for IPP:</th>
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<td>Review Date:</td>
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<tr>
<th>Key person:</th>
<th>Parent/Carer Signature:</th>
<th>Level 1 □ Level 2 □ EHCP □</th>
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</thead>
</table>

### Child's strengths / preferred play activities / interests:
- 
- 

### Area(s) of learning to be supported:
- 
- 

### My Targets:

**What I (child) will try to do....**

1. 

2. 

3. 

**What adults will do to help me**

**Resources**

(who? when? where?)

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