

Launch into Language



Supporting Children's Talking at Home
Version 1.2- Draft

Aims of Today's Session

- To learn about my child's communication development.
- To talk about ideas I can use at home to support my child's communication and talking.
- To talk about what's next.



What is communication?

What does your child do if they see something they can't reach?

- ▶ Non verbal communication
- ▶ Understanding talking
- ▶ Talking
- ▶ Speech sounds



Talking

This tower shows how talking is made up of different parts. Language builds on the foundations of play, interaction and attention. Social interaction is important at every level.

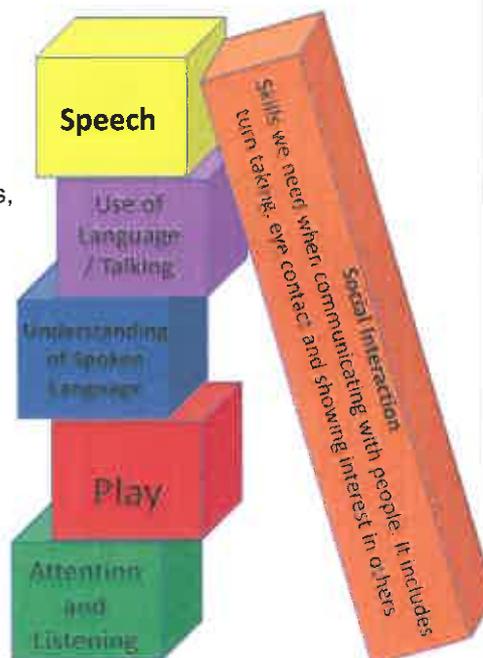
The individual sounds you use e.g. "k" "s" "b".
Sounds together make a word e.g. c + a + t = cat

Using spoken words and sentences, even if the sounds aren't right e.g. 'bubu' instead of bubbles

Understanding what words and sentences mean

Exploring toys and the world around them

Focusing on language or play activities and listening to spoken words.

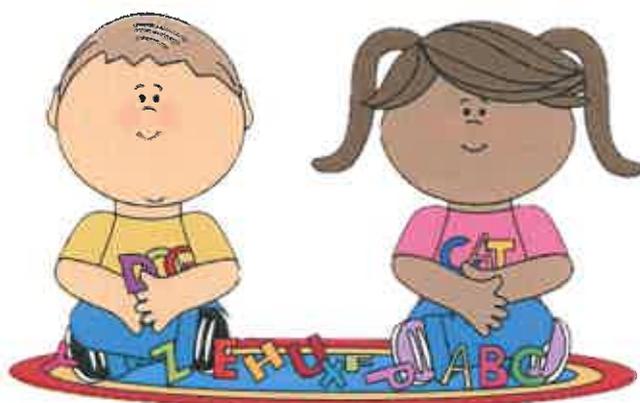


Communication is complex

In reality the communication tower is far too simple....



What language to use?



Keep our language
alive and I will
thrive

Who is your child with most?

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8am	Nursery	Nursery	Nursery	Nursery	Nursery	Home	Home
9am	Nursery	Nursery	Nursery	Nursery	Nursery	Home	Home
10am	Nursery	Nursery	Nursery	Nursery	Nursery	Home	Home
11am	Nursery	Nursery	Nursery	Nursery	Nursery	Home	Home
12pm	Nursery	Nursery	Nursery	Nursery	Nursery	Home	Home
1pm	Home	Home	Home	Home	Home	Home	Home
2pm	Home	Day	Home	Home	Home	Home	Home
3pm	Home	Home	Home	Home	Home	Home	Home
4pm	Home	Home	Home	Home	Home	Home	Home
5pm	Home	Home	Home	Home	Home	Home	Home
6pm	Home	Home	Home	Home	Home	Home	Home
7pm	Home	Home	Home	Home	Home	Home	Home
8pm	Home	Home	Home	Home	Home	Home	Home
9pm	Home	Home	Home	Home	Home	Home	Home

- ▶ Parent/carer involvement is essential
- ▶ Parents /carers are the best teachers

Let my child choose how to play with a toy	Let my child have their dummy while playing	Use our best language	Wait for my child to start the conversation – leaving silences
Ask my child to repeat things – “Say...”, “you say it”	Show I’m listening by repeating what my child says correctly	Comment on what my child is looking at	Turn the television / radio off
talk clearly	Get down to my child’s level	Keep your language simple	Ask my child to name things e.g. “What’s this?”
Emphasise key words	Keep phone out of sight	Give my child time to talk	Pretend you understand me

What do you think? Is it helpful or unhelpful?

Video Clip

- <https://www.bbc.co.uk/tiny-happy-people/how-to-make-a-ball-run/z4kk8xs>

Attention and Listening

Good attention is needed for children to listen and begin to understand language. Attention develops through various stages

Attention Level	Ideas to help
Stage 1 I am very distractible. I attend to something for a very short period of time and will flit between a variety of things	<ul style="list-style-type: none"> - Follow my lead and play with the things I am interested in e.g. blowing bubbles together, playing with cars. - Use my interests and incorporate these into the different areas of play e.g. dinosaurs in the water tray.
Stage 2 I can concentrate on a task I am motivated by for a longer period of time but I am unable to focus on more than one task	<ul style="list-style-type: none"> - Give me time to complete an activity of my own choosing - Gain my attention by calling my name or touching my arm before talking to me.
Stage 3 I can still only attend to one activity at a time but I am starting to find it easier to stop and listen to an adult	<ul style="list-style-type: none"> - Say my name before giving me any instructions or expecting a response. - Remove any other background distractions
Stage 4 I am able to shift my attention to and from tasks more easily and require less adult support	<ul style="list-style-type: none"> - Let me know when it's time to listen - Use visual prompts such as hands in the air or clapping to gain my attention - Tell me that I can carry on working whilst listening to you.
Stage 5 I can perform an activity whilst listening to an adult giving instructions but I no longer need to look up at them to listen	<ul style="list-style-type: none"> - Give me information in a clear sequence e.g. wash your hands and put your coat on instead of 'before you put your coat on, wash your hands' - Praise me for 'good listening'

Top tips for supporting your child's attention and listening skills

- Reduce the background noise e.g. turn the TV off when playing with me
- Reduce visual distractions e.g. keep a minimum amount of toys in the room we are playing in, as the more things I can see the more likely I will be to flit between activities
- Get down to my level as it helps me look at you when talking
- Use my name to get my attention
- Follow my lead in play and play along with the toys I am enjoying as I am more likely to stay and play for longer
- Encourage me to stop what I am doing before giving me instructions
- Keep instructions short and simple



Play

Level of Play	Examples of Play
Exploring objects and situations	Your child works out what things are by using their senses (looking, hearing, feeling, smelling and tasting).
Recognising objects	Your child recognises objects by using them correctly. They will pick up a cup with juice and drink from it or use a brush on their hair. These are real actions and not pretend.
Object play	Your child pretends to use objects on themselves. They will pick up an empty cup and pretend to drink.
Character play	Your child involves characters (such as a dolly or dinosaur) in their pretend play. They will give the dinosaur a drink.
Acts out routines	Your child acts out simple routines in play. They pretend to scan food with a toy till or give teddy a bath and put his pyjamas on.
Role play	Your child will start by dressing up, e.g. wearing a fireman's hat. They then pretend to be a character (fireman) and imagine things they haven't seen/done. They involve other children to create a story.



Play

**Sit face to face
with me when
we're playing!**

**Let me choose
what I want to
play with!**



**Join in and play
like I am!**

How to use screen time

- Make screen time 'you and me' time
- Remember to also keep time to play together away from screens and technology!

Understanding language Activity



Developing understanding

Situational Understanding - through routines, objects, actions and then through gesture / signs.



True understanding of the words you use – with no clues.



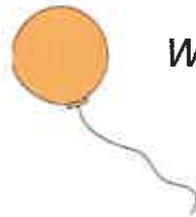
True understanding of simple sentences and complex longer sentences.

How to help: Visuals



How to help: Use comments, ask fewer questions

Reduce the number of questions you use, try to comment rather than question where possible.



What have you got?

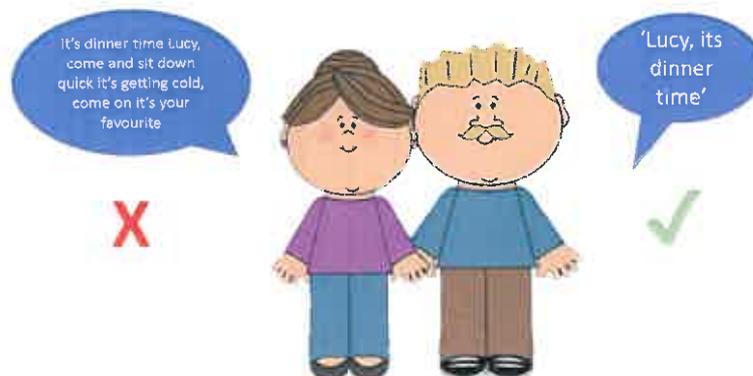
change to **“A big balloon!”**

What's that?

change to **“Yummy Ice-cream”**



How to help: Use shorter sentences



Emphasise the important words and repeat them again and again

Activity

How can we simplify these phrases?

Too long....	Easy to understand....
Go and get your shoes and coat it's time to go	Get your shoes
Put your drink down and get your coat because we're going now.	Stop
I've told you to stop fighting with your brother and come and sit down, it's time for tea.	It's Teatime
Oh look! What colour is the ball?	It's a Big ball

Developing use of language

Discoverers - I may cry because I am tired or hungry or feel uncomfortable. I may laugh or giggle and smile and make noises such as squeals, coos and babbles.



Communicators - I am starting to show understanding of routines and what happens next e.g. when you run a bath I get excited because I know I will play in the water. I show you what I like or don't like by turning away. I can use different sounds e.g. blowing raspberries, babbling. I may use some gestures or make up my own signs for things e/g patting my nappy or pointing to my mouth when hungry.



First word users - I am able to say simple words to name and ask for things. I may begin to use first words such as 'no' 'yes' 'want' 'mine' 'it' 'that' or words which are important to me such as 'car'.



Combiners - When I know about 50 words, I may start to join them together. I may use words and phrases to comment, describe and ask simple questions.

What can you do to help? Discoverers

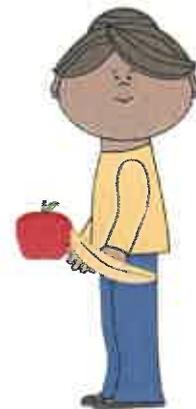
Get face to face with me. Put away your phone and sit opposite me. This can be on the floor or on a chair. It's much easier for me to listen, focus and learn when you are at my level instead of trying to tune in to conversations that are over my head.

- Show me how to take turns without words. E.g. if I blow raspberries, copy me and wait to see if I do it again.

What can you do to help? Communicators

Say the words that I would say if I could. E.g. If I bring a packet of crisps to you because I can't open them you can say "open the crisps" to help me know what to say.

- Offer me choices so I can hear the words I need to use for things that I want. E.g. At lunch or snack time give me a choice such as "do you want milk or juice?" Hold both items out for me so I can look and make a choice. When I reach for one label it for me so I can learn what it's called.



What can you do to help? First word user

Comment on what I'm interested in E.g. If I see a fire engine and I look at and/or point to it label it for me "a fire engine"

- Don't ask me lots of questions such as "What's that?", "What colour is this?", "is that a fire engine?" It can make me feel very frustrated if I don't know the answer and doesn't help me learn what to say.

What can you do to help ? Combiners

Show me how to make my sentences longer. If I use 1 or 2 words repeat back what I say and add some new information



Speech clarity

Unclear speech in children with language delays is not unusual. If your child has difficulty in one or more other areas, it could be important to target these areas first, as these are the foundations of communication.

How to help:

- React to what I say, not how clearly I say it
- Repeat what I say correctly... please don't make me repeat words
- Don't pretend to understand me... ask me to show you

Dummy Facts

- Prolonged dummy sucking (past 2 years of age) causes dental problems which can be hard to correct e.g. front teeth protruding or an open-bite, with an obvious gap between the top and bottom teeth (when brought together).
- Using a dummy puts a child at-risk of ear infections.
- Talking with a dummy in the mouth will prevent the tongue from moving freely around the mouth and forming speech sounds correctly.
- **By the time the child is 18 months old, instead of being a comforter it will have become a HABIT.**



Social Interaction

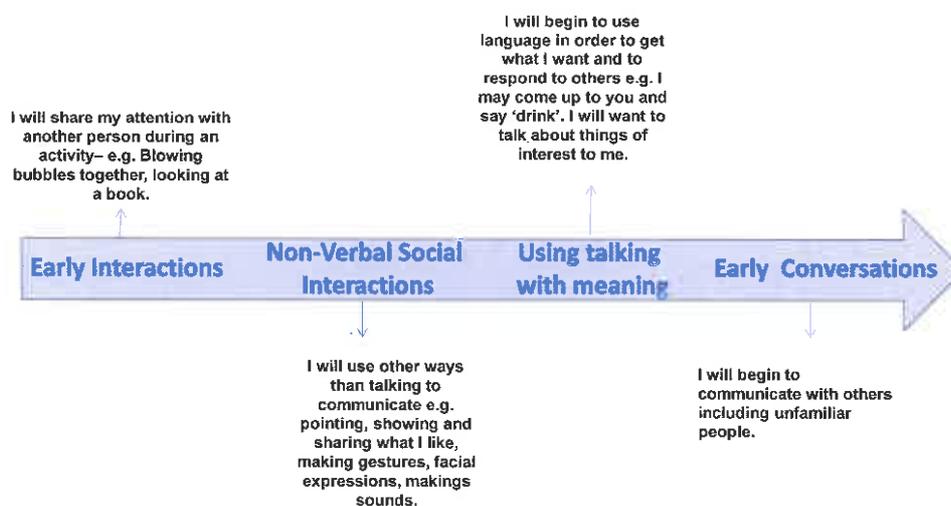
I may be able to talk but can I communicate effectively?

To be able to communicate effectively in social situations, I need to use:

- appropriate eye contact
- to listen
- to be able to understand the other person
- Know how to start a conversation
- to be able to take turns

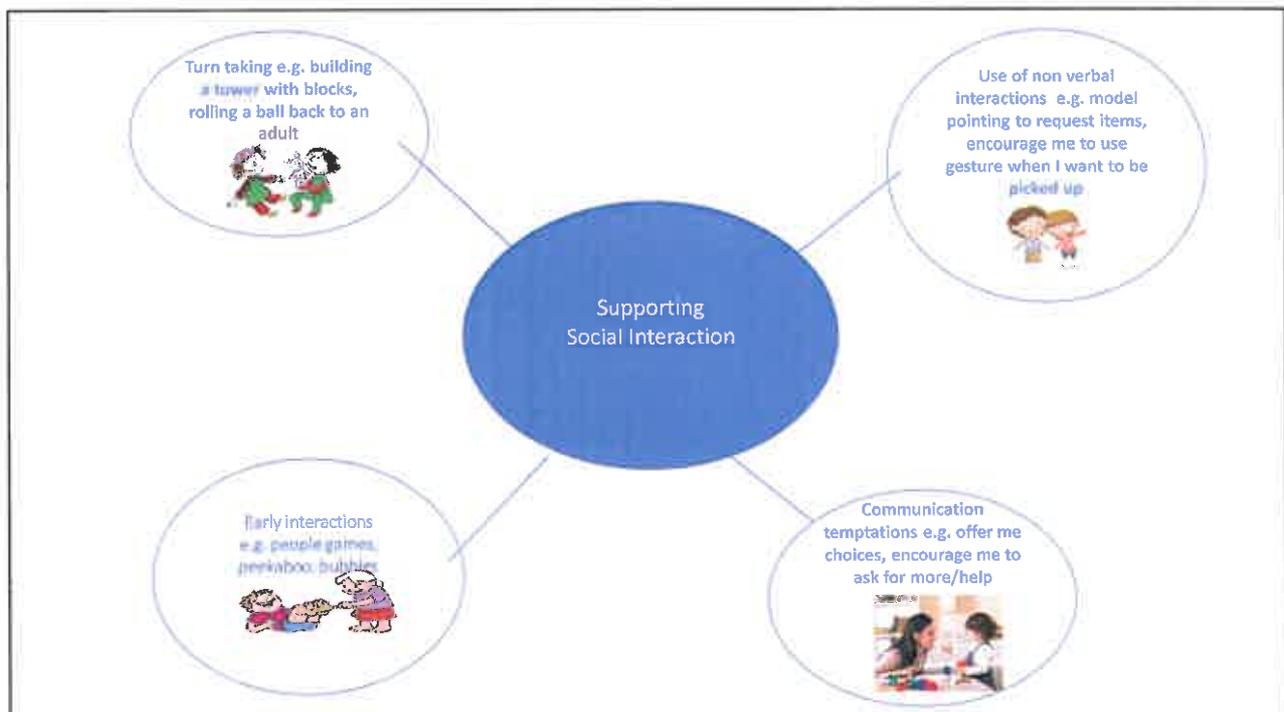
I need these skills as a basis to develop speech and language skills (Fundamentals of Communication).

Social Skills development



Social skills are very complex and can be difficult to teach.

Children with communication difficulties may require extra support to develop these skills, so it is important to be aware of the different areas and how they can be supported.



Home plan

You will already be doing lots of things to support your child's communication without realising it.

Have a look at this list and tick those that you are already doing.

Think about 1 or 2 new things you would like to try.

Strategy	Already do this	Would like to do more
I sit facing my child at their level when playing (Face to Face)		
I let my child choose what to play with (Observing)		
I give my child time to communicate by allowing silences (Waiting/ Listening)		
I join in and play the way my child wants to (Following their lead)		
I notice and talk about what my child is interested in (Commenting)		
I respond even when I don't understand them by copying or saying what they are trying to tell me (Imitating/Interpreting)		
I expand on what my child says by saying a grammatically correct sentence (Adding More Words)		
I use more comments than questions (Reducing the Pressure)		
I take turns by responding to my child when he tries to tell me something to keep the conversation going (Turn Taking)		

Any questions
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laith' / 'Launch into Language
feedback form'

