



# **ECaT Club Meetings November 2016**



Presented by: Jan Stevens ELC/SLT

# Agenda

- ❖ Gap Task Feedback: Language Through Listening Pack
- ❖ Narrative Approach Catch-Up
- ❖ Baseline Audit Catch-Up
- ❖ News/Resources
- ❖ Practitioner/Parent Questionnaires
- ❖ TRUNK matters ... looking at the development of UNDERSTANDING
- ❖ Signed Nursery Rhymes: Incey Wincey Spider; The Grand Old Duke of York; Twinkle Twinkle Little Star
- ❖ The ECaT BIG Share!!



# Gap Task Feedback

- In small groups, share your experiences of using the **Language Through Listening** Pack:
  - Who?
  - Where?
  - When?
  - What happened/ Impact?

Then rate the programme using 4:1 ratio:  
[4 positive points for each negative point]



# Let's talk Narrative Approach ...

- ▶ Narrative workshop: 1 – 1.5 hours long
  - background & evaluation
  - opportunity to plan groups
  - whole staff team best

Why PRIORITISE this intervention?

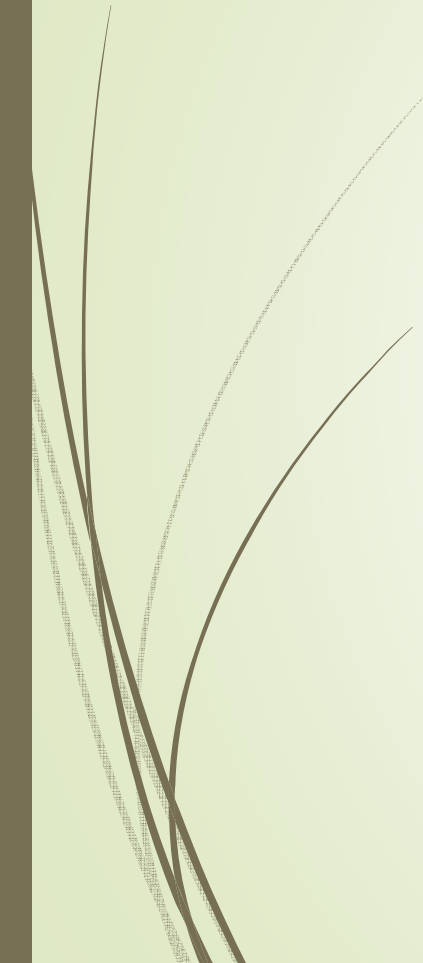
- universal setting-wide approach
- targeted small groups
- pre/post screening results
- evidencing impact
- qualitative & quantitative data

# News & Resources

- Barnardos Five to Thrive baby workouts
- Makaton Taster Sessions via NHS
- Parent Workshop Fliers: i) Early Communication & Language  
ii) Language & Literacy
- [www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk) :  
*Early Years Resources webpage:*
  - Poster [copy for each setting]
  - Universally Speaking 0-5 & 5-11:  
downloadable/interactive pdf/1 free copy
  - Progression Tool Age 3: £29.99 + p&p
  - Small Talk: downloadable/£2.99



# Practitioner & Parent Questionnaires

- ▶ Need to be done early in Autumn term
  - ▶ Will send out link with minutes of meeting again!
  - ▶ All new/new to settings practitioners to complete in October then please RE-DO in summer 2017
  - ▶ Ask small cohort of parents (10?) this term, then ask same group in summer 2017
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# Every Child a Talker Communication Tree

- ▶ We've looked at ROOTS
- ▶ Now planning to explore TRUNK = UNDERSTANDING
- ▶ Ages & Stages (link to statements in EYFS)
- ▶ Young children able to understand MORE than they can say
- ▶ Role of context & cues
- ▶ DLS: principles/stages/key words
- ▶ Importance of visuals/offering choice
- ▶ Supplementing your tracking of individual children



# Recognising a Child with Comprehension Difficulties

- ▶ Failure to respond appropriately to questions/instructions
- ▶ Waits before responding
- ▶ Copies/follows peers
- ▶ No response at all
- ▶ Frustrated/poor behaviours
- ▶ Repeats language (echolalia or supporting processing?)
- ▶ Frequent repetitions of instructions required

BUT a child can demonstrate comprehension of an instruction/activity NON-VERBALLY

Look at statements in Child Monitoring Tool AND Comprehension Table



# KEY WORDS

- ▶ Concept of CHOICE is fundamental to development of comprehension skills
- ▶ As child grows older he is able to process an increasing number of choices
- ▶ For young children language choices are best supported by use of visual prompts: real objects, then pictures
- ▶ Every choice is represented by an ICW
- ▶ Key Word = Information Carrying Word
- ▶ **Derbyshire Language Scheme:** this is a way of assessing verbal comprehension through the increasing complexity of adult instructions by decontextualizing the language used i.e. by taking away the non-verbal/context relevant cues

# DLS Demonstration

- ▶ Put the ruler in the tin
- ▶ Put the ruler in the tin
- ▶ Put the ruler in the tin
- ▶ Put the ruler in the tin
- ▶ Put the ruler in the little tin



# Derbyshire Language Scheme Ages & Stages for Comprehension Skills ...

- ▶ Single Word Level = 1WL
  - ▶ Two Word Level = 2WL
  - ▶ Three Word Level = 3WL
  - ▶ Four Word Level = 4WL
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- ▶ 12 -15 months
  - ▶ 18 – 24 months
  - ▶ 30 – 46 months
  - ▶ 48 – 60 months

These stages are approximate & NOT set in stone!!



# Group Task

- ▶ Using the activity sheets from the Big Book of Ideas, in small groups of 2-4, read through & discuss the activity ideas
- ▶ Practise setting up some of the activities with some of the resources available
- ▶ Reflect on children you work with in your settings; how would you introduce these activities for them
- ▶ What might make this kind of activity difficult to roll out?
- ▶ How else might you use the ICW approach with children apart from just as an individual or small group activity?

*Feedback your thoughts on flip chart paper*

# Strategies to support

## ➤ **Top Tips:**

gain attention first

commentary

chunking of instructions

reducing questions

pausing

waiting

using language at appropriate level

offering relevant choices

repeating

checking instruction has been understood

# Visual Cues ...

## ❖ Obvious:

Signing  
Natural gestures  
Pointing  
Photos  
Pictures  
Objects  
Facial expression  
Availability of meaningful choice  
(objects or pictures)

## ❖ Hidden:

Eye pointing  
Voice & intonation  
Body movements & posture  
Facial expression  
Lack of meaningful choice (objects  
or pictures)

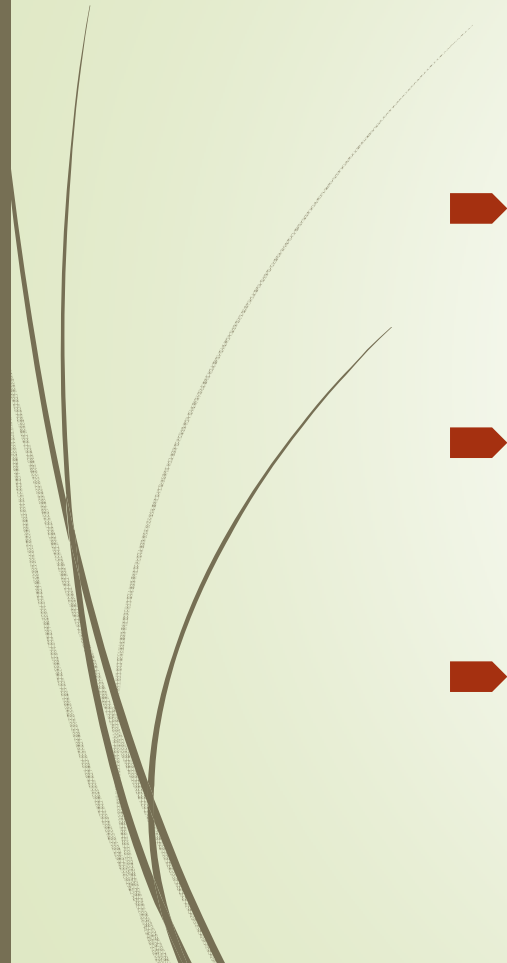


## Resources to support comprehension activities

- The Big Book of Ideas WELLCOMM [ISBN: 978-0-7087-1972-5] £80-90
- Babbling Babies & Toddler Talk ICAN £12.99



# Signed Nursery Rhymes

- ▶ Incey Wincey Spider
  - ▶ The Grand Old Duke of York
  - ▶ Twinkle Twinkle Little Star
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## ECaT BIG Share ...

- What has gone WELL linked to ECaT?
  - Any nuggets of ECaT wisdom?
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