

Social Communication Skills- Primary school aged children

Information for parents, teachers and carers

For more information, please contact Speech & Language Therapy on:

For York and Selby Area: 01904 726599

For Scarborough Whitby, Ryedale Area: 01723 342472

UNIVERSAL LEVEL:

Support, enable and include children with social communication difficulties through;

- Attendance at our training courses;
 - **Introduction to working with children with Speech, language and communication needs**
 - **Working with children with autism/social communication difficulties – school age**
 - **Developing deeper understanding through spoken language to develop reading comprehension**

For further details please contact Gill Clarke on 01904 724915 or email childrenstherapytraining@york.nhs.uk

- Reading the information regarding social communication difficulties on our web site
- Being aware of the range and types of social communication difficulties that can occur.
- Having some awareness of what is within and outside of, the usually expected path of development of social communication skills.
- Attendance at the Autism Education Trust courses or Autism Awareness training. Your speech and language therapist can advise the child's school on how to access these interventions if they are available in your area
- Accessing information from relevant sources;



TARGETED LEVEL:

Help a child's social communication skills further by;

1. Being aware of how you can use simple strategies and adaptations to support the child's understanding and use of social communication

- Break down instructions in small steps and give them to the child a step at a time. Keep your language simple and your sentences short.
- Get the child's attention before you make a request by calling their name and use literal language when you explain something to them.
- Check that the child has understood after you have asked them to do something or you have explained something.
- Help the child learn new words around a topic at school by linking them to words the child already knows and by using photographs and information to support the child to understand how the words are used together in different contexts.
- Use planners and lists of activities that the child is expected to do in order to help them remember and keep track of where they need to be and what they need to do, for example, a list of what the child needs to do to get themselves ready for school in the morning.
- Talk about the child's emotions and how the child expresses them when you see the child being confused, sad, angry, anxious, bored, interested. Talk about your own emotions to help the child understand your perspective.
- Help the child to think about problems and solutions independently. When a small problem arises, ask the child to think how it can be solved. Help the child predict what may happen if you follow their suggestions. Encourage the child to think of alternatives. Keep a mind map of what you are discussing as you go along.

2. See advice sheet provided if needed (not needed at this stage)

3. Including the child in targeted level social skills interventions e.g.

- Social skills groups run by Specialist Teachers
- Lego Therapy groups
- Talking About Friends/Talking About School
- Time to Talk
- Your speech and language therapist can advise the child's school on how to access these interventions if they are available in your area

4. Implementing a published intervention

- a. To support understanding of non-literal language, for example, 'Idioms: people say the funniest things' from Black Sheep Press.
- b. To support narrative skills, for example, Narrative Therapy (Black Sheep Press Narrative resources for key stages 1 and 2).

5. Using social stories and comic strip conversations to support the child to understand social situations that they find difficult or confusing.

6. Setting up playground interventions at school to support the child to share play with peers.

- Think of a couple of playground games that the child can sometimes join in at break time, for example, tig. Teach the child how to play the game with a small group of children in an empty playground, so that he knows the rules and purpose of the game. Then set the game up during break time and encourage the child to join in. If you teach the child 3-4 different group games and set them up regularly at break time, the child is more likely to engage with peers.

References:

It's raining Cats and Dogs: an autism spectrum guide to the confusing world of idioms, metaphors and everyday expressions, Michael Barton, Jessica Kingsley, 2011

KS1 Looking and Listening through Narrative 3rd edition, Becky Shanks, Blacksheep Press, 2011

Talk about for Children: developing social skills, Alex Kelly, Speechmark, 2011

Talk about for Children: developing friendship skills, Alex Kelly, Speechmark, 2013

The new Social Stories Book, Carol Gray, EDS Publications, 2015

Comic Strip Conversations: illustrated interactions that teach conversation skills to children with autism and related disorders, Carol Gray, EDS Publications, 1994

Tell us what you think

We hope that you found this leaflet helpful. If you would like to tell us what you think, please contact:

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Teaching, Training and Research

Our Trust is committed to teaching, training and research to support the development of staff and improve health and healthcare in our community. Staff or students in training may attend consultations for this purpose. You can opt-out if you do not want trainees to attend. Staff may also ask you to be involved in our research.

Patient Advice and Liaison Service (PALS)

Patients, relatives and carers sometimes need to turn to someone for help, advice or support. Our PALS team is here for you.

PALS can be contacted on 01904 726262, or via email at pals@york.nhs.uk

An answer phone is available out of hours.

About Us

Providing care together in York, Scarborough, Bridlington, Whitby, Malton, Selby and Easingwold.

Caring with Pride:

Our ultimate objective is to be trusted to deliver safe, effective and sustainable healthcare within our communities.

Our values:

- Caring about we do
- Respecting and valuing each other
- Listening in order to improve
- Always doing what we can to be helpful

Please telephone or email if you require this information in a different language or format

如果你要求本資訊是以不同的語言或版式提供，請致電或寫電郵

Jeżeli niniejsze informacje potrzebne są w innym języku lub formacie, należy zadzwonić lub wysłać wiadomość e-mail

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Braille



Audio e.g.
CD



Large print



Electronic

Owner	Speech and Language Therapy (SFC group/VW)
Date first issued	April 2016
Review Date	August 2018
Version	2 (issued August 2017)
Approved by	VMT
Document Reference	SFC-P

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