Social Communication Skills-
Secondary 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
  ➢ 'Developing verbal reasoning skills'

- Attendance at the AET courses or Autism Awareness courses. Your speech and language therapist can advise the child’s school on how to access these courses if they are available in your area.

- 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.

- Accessing information from relevant sources;

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Speech and Language Therapy – Social Communication- Secondary age
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 communication
   • Break down instructions in small steps and give them to the child a step at a time.
   • 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 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 your child to think about problems and solutions independently. When a small problem arises, ask your child to think how it can be solved. Help them predict what may happen if you follow their suggestions. Encourage them to think of alternatives. Keep a mind map of what you are discussing as you go along.

2. See advice sheet provided ______________________ .
3. **Including the child in targeted level social communication interventions** e.g.
   - Social skills groups run by the Inclusive Education Service
   - Lego Therapy groups
   - Talk About Teenagers

   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 emotional understanding and regulation, for example, the 'Incredible 5 point Scale' or 'Zones of Regulation' (see references below)
   b. to develop independent reasoning and problem solving skills, for example, the 'I LAUGH' approach (see reference for 'Thinking about you, thinking about me').
   c. to develop narrative skills, for example, KS3/4 Secondary Talk Narrative by Black Sheep Press.

5. **Using social stories and comic strip conversations** to support the child's skills in understanding social situations. Your speech and language therapist can advise parents or schools on how to access these interventions if they are available in your area.

**References:**

The Incredible 5 point scale by KD Buron and M Curtis, Autism Asperger Publishing, 2003

The Zones of Regulation, L Kuypers, Think Social Publishing, 2011

Thinking about you, thinking about me, M Garcia Winner, Think Social Publishing, 2007

Its raining Cats and Dogs: an autism spectrum guide to the confusing world of idioms, metaphors and everyday expressions, Michael Barton, Jessica Kingsley, 2011
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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For Scarborough Whitby, Ryedale Area: 01723 342472

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