

**Training programme 2019 – 2020**

# **Supporting the Needs of Children and Young People with Speech, Language and Communication Difficulties, and Physical/Sensory Difficulties**



## **Introduction**

The following courses are provided by the children's speech and language therapy, physiotherapy and occupational therapy departments from the Children's therapy team at York Teaching Hospital NHS Foundation Trust. We are proud to have a team of skilled and experienced therapists willing to share their expertise. Our desire is to build understanding and knowledge of children's speech, language and communication and their physical/sensory development. This will lead to a workforce that is confident in identifying when a communication/physical difficulty might exist, know universal strategies to support the children, and know how and when to seek out appropriate specialist support. Through training, we can help support schools in meeting the needs of children and young people with speech, language and communication difficulties, and physical and sensory needs, helping these children to reach their full potential.

Our courses are designed to suit practitioners from mainstream and special schools. They aim to provide a balance between theory, and practical, everyday strategies and approaches. All courses are written by specialist Speech and Language Therapists, Occupational Therapists and Physiotherapists with a wealth of knowledge and experience of their specialist areas, and the courses are based on evidence based practice. This is not an exhaustive list of courses, and we would be delighted to work with any school to offer a bespoke package for staff meetings, inset days or twilights according to individual schools priorities.

Our courses are run across the York Hospital Trust area, with venues in Scarborough, Malton, Tadcaster and Selby and York.

Setting/School specific courses:

If you are interested in any of these courses but the date/venue isn't convenient, or if you would like a number of staff to attend then we can come to your school/setting at a time convenient to you.

If you have any queries, or wish to discuss your individual schools' specific requirements, please do not hesitate to contact me.

**Gill Clarke**

Advanced Clinical Specialist – Lead for training

Allied Health Professionals – Children's Therapy Team

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# Autism

## Developing Communication in Primary School

What is Autism?

Why is he different?

Do I teach him the same way as his peers?

How can I help him interact more with others?

Can I help him make friends?



What language targets do I need to focus on?

How can I help him use the language he has to communicate?

This course will be suitable for teachers or teaching assistants that work with children with autism and/or social communication and interaction difficulties in primary schools. It offers a brief overview of what autism is, and advice/strategies to consider when working with children that already have some language (e.g. Single words and/or phrases) but they need support to develop their language and use it in everyday situations. The course aims to raise awareness of the key areas teaching staff should be targeting to support the child access learning. *Please note – this course was previously called Working with children with Autism/Social Communication Difficulties in Primary Schools.* **Cost:** £42 per participant

**York – Thurs 28th Nov 2019 1.30pm – 3.30pm.** The Community Room, Tesco, Askham Bar, YO24 1LW

For further information or to book a place please contact Gill Clarke 01904 724915 or email [childrenstherapytraining@york.nhs.uk](mailto:childrenstherapytraining@york.nhs.uk)



## Children's Therapy Team

# Autism

## Developing Communication in the Early Years.

What is Autism?

Why is he behaving differently than his peers?

What more can I do to develop his language?

Can I create opportunities for him to communicate?

Should I be working on his play?

How can I help him engage with people?



This course is suitable for SENCOs, teachers or teaching assistants and nursery practitioners that work with children with autism and/or social communication and interaction difficulties in early years. It is offering a brief overview of what autism is, and advice/strategies to consider when working with children with limited or no spoken language. The course aims to raise awareness of the key areas teaching staff should be targeting to support the child access learning. **Cost: £45 per participant.**

**York – Thursday 21<sup>st</sup> November 2019, 1.00pm – 3.30pm.** The Community Room, Tesco, Askham Bar. YO24 1LW

For more information to book a place, please contact Gill Clarke on 01904 724915 or email [childrenstherapytraining@york.nhs.uk](mailto:childrenstherapytraining@york.nhs.uk)

*Please note – this course was previously called “Working with non-verbal children in the early years with autism/social communication difficulties”*





## Children's Therapy Team

# Sensory Processing

## Supporting children with sensory processing difficulties

How do I know if a child has sensory processing difficulties?

What is sensory processing disorder?

What is sensory seeking?

What is sensory overload?

Why does he have such extreme reactions to noise/ touch/lights/ smells?



If a child has sensory processing difficulties, does it mean they have autism?

What can I do to help a child who has sensory processing difficulties?

Sensory processing refers to the way the nervous system receives messages from the senses and turns them into appropriate motor and behavioural responses. Children with sensory processing issues can be oversensitive to sights, sounds, textures, flavours, smells and other sensory input. Sometimes called sensory processing disorder (SPD), these issues happen because the brain has trouble organizing information from the senses. This training session will provide an over view of SPD, how the brain organises information from the senses and will provide practical suggestions to help children in the classroom environment.

**Suitable for:** teachers/TAs/Sencos who support children with SPD, or who want to find out more. Appropriate for primary and secondary practitioners.

**Cost:** £48 per participant

**Date/Venue:** York – Thursday 5th Dec 2019, 10:00-13:00. The Health Education room, Tadcaster Health centre, LS24 8HD (the venue is less than 5 minutes off the A64 with ample free parking)

*For further information or to book a place please contact Gill Clarke 01904 724915 or email [childrenstherapytraining@york.nhs.uk](mailto:childrenstherapytraining@york.nhs.uk)*



## Elklan Course - Speech and Language Support for 3-5s

**Who's this course suitable for?** This course is suitable for teaching assistants, playgroup assistants, teachers and sencos working with children aged 3-5 years old. You will need to commit to completing a portfolio of homework which will require regular access to an early years setting in order to complete the accreditation.

**Course Tutors:** Gill Clarke, Rachel Shearer and Louise Nasir (Speech and language therapists)

**Venue:** the Health Education room, Tadcaster health centre, Crab Garth Tadcaster, LS24 8HD

**Dates:** Wednesdays 9:30-3:00: 8<sup>th</sup> January 2020, 29<sup>th</sup> January 2020, 26<sup>th</sup> February 2020, 11<sup>th</sup> March 2020, 1<sup>st</sup> April 2020

**Cost: £265.** This cost includes 10 taught sessions, Accreditation Fee, portfolio marking and a copy of the course handbook 'Language Builders'

Completion of this course will give you an externally verified and accredited level 2 or 3 qualification which is on the Qualifications and Curriculum Framework (QCF).

**To book:** Please email Gill Clarke at [childrenstherapytraining@york.nhs.uk](mailto:childrenstherapytraining@york.nhs.uk) or ring 01904 724915

### Feedback from Previous Attendees

*"This course has been fantastic! I've learnt a great deal"*

*"I think the course was fantastic and I have learnt a lot. The tutors were really fantastic too and I think gave us the information at the right level and were able to answer all of our questions"*

*"Fantastic course! I feel like I've learnt a lot in a short space of time"*

**Please turn over for full course contents**

# Elklan Course - Course Content

## Day 1. Weds 8th January 2020, 9:30 - 15:00

### **WHAT IS INVOLVED IN COMMUNICATION**

- Identify the processes involved in communication.
- Demonstrate the wide range of communication difficulties.

### **COMMUNICATION FRIENDLY SETTINGS, ADULT-CHILD INTERACTION AND WORKING WITH FAMILIES**

- Consider what a Communication Friendly Setting is and how to achieve it.
- Understand the effect of adult-child interaction on the development of communication skills.
- Reflect on how to engage families to support their child's communication skills.

## Day 2. Weds 29th January 2020, 9:30 - 15:00

### **DEVELOPING PLAY FOR LANGUAGE**

- Explore the link between play and language development.
- Know how to develop play to support language and communication.
- Identify skills required for successful social communication and share ideas as to how to promote these.

### **LEARNING TO LISTEN AND UNDERSTAND THROUGH NON VERBAL COMMUNICATION AND VISUAL STRATEGIES**

- Understand the development of listening and attention and how to support this.
- Explore the importance of non-verbal communication behaviours.
- Reflect on the use of visual information to help children learn and understand.

## Day 3. 26th February 2020, 9:30-15:00

### **PROMOTING THE DEVELOPMENT OF VOCABULARY**

- Explore how children learn words and the typical pattern of vocabulary development.
- Discuss strategies to help children develop a rich and varied vocabulary.

### **UNDERSTANDING SPOKEN LANGUAGE**

- Practise modifying the adult's language through an understanding of information carrying words.
- Consider how to use information carrying words to develop all aspects of communication.

## Day 4. Weds 11th March 2020, 9:30 – 15:00

### **THE BLANK LANGUAGE SCHEME (OR LANGUAGE FOR THINKING)**

- Discuss supporting verbal reasoning skills, including why & how questions, inferencing, sequencing, predicting.
- Practise modifying the adult's language accordingly.

### **ENCOURAGING EXPRESSIVE LANGUAGE AND NARRATIVE SKILLS.**

- Develop strategies to encourage the use of sentences and expressive language.
- Discuss how to support children learning additional languages.
- Share ideas to develop narrative skills.

## Day 5 – Weds 1st April 2020, 9:30 – 15:00

### **SUPPORTING CHILDREN WITH UNCLEAR SPEECH AND DEVELOPING PHONOLOGICAL AWARENESS SKILLS.**

- Know the development of speech sounds.
- Discuss strategies to support children with unclear speech.
- Consider the link between speech, reading and writing.
- Review phonological awareness and the four main components.

### **MANAGEMENT OF STAMMERING AND OTHER ISSUES RAISED DURING THE COURSE.**

- Explore the appropriate management of children who stammer.
- Revise any issues from the course as requested by the course participants.
- Present evidence of applying knowledge gained across the course during everyday activities

To book a place, please email Gill Clarke at  
[childrenstherapytraining@york.nhs.uk](mailto:childrenstherapytraining@york.nhs.uk) or ring 01904 724915







## Speech and language support in the Classroom 5-11s

### Who's this course suitable for?

This course is suitable for teaching assistants, Classteachers and Sencos working with children aged 5-11years old. It provides information and strategies to develop the communication skills of all children, but especially those with speech, language and communication needs. Completion of this course will give you an externally verified and accredited level 2 or 3 qualification which is on the Qualifications and Curriculum Framework (QCF) You will therefore need to commit to completing a portfolio of homework tasks in order to complete the accreditation.

### Course Tutors:

- **Claire Elsdon** (Senior Educational Psychologist)
- **Gill Clarke, Louise Nasir and Louise Watkins** (Speech and Language Therapists)

### Venue:

**Tadcaster Health Centre LS24 8HD.** Tadcaster Health centre is just 10 minutes from York along the A64. The venue has ample free parking, and the Coastliner bus stops right outside.

### Dates:

**Wednesday 29<sup>th</sup> April, Wednesday 13<sup>th</sup> May, Wednesday 10<sup>th</sup> June, Wednesday 24<sup>th</sup> June, Wednesday 15<sup>th</sup> July 2019 from 9.30am to 3pm**

### Cost:

**£265 . This includes 5 taught days, accreditation fee, portfilio marking and a copy of the course handbook 'Language Builders'**

Refreshments are provided, but please bring your own lunch. Alternatively, there are shops/café's within a 2 minute walk including Sainsburys, Costa and Cooplands.

**To book, please email Gill Clarke at [childrenstherapytraining@york.nhs.uk](mailto:childrenstherapytraining@york.nhs.uk) or ring 01904 724915**

# Elklan Course - Course Content

## Day 1. Wednesday 29th April 2019, 9.30am to 3pm

### **WHAT IS COMMUNICATION?**

- Identify the processes involved in communication.
- Demonstrate the wide range of communication difficulties and the impact this has for the child.

### **UNDERSTANDING NON-VERBAL COMMUNICATION, DEVELOPING LISTENING AND ATTENTION SKILLS**

- Understand the power of non-verbal communication (NVC) and identify non verbal behaviours.
- Explore strategies to support children with poor listening and attention.

## Day 2. Wednesday 13th May 2019, 9.30am to 3pm

### **DEVELOPING MEMORY AND INDEPENDENT LEARNING**

- Learn about making Mind Maps™ accessible to all.
- Learn new visual strategies to help pupils work independently in the classroom.

### **MODIFYING ADULTS' SPEECH TO HELP A CHILD UNDERSTAND LANGUAGE**

- Practise modifying the adult's language through an understanding of information carrying words.
- Consider how to make activities harder/easier to ensure flexibility in meeting the needs of individual children

## Day 3. Wednesday 10<sup>th</sup> June 2019, 9.30am to 3pm

### **UNDERSTANDING BEYOND SIMPLE SENTENCES**

- Discuss supporting verbal reasoning skills, including why & how questions, inferences, sequencing, predicting and use a language scheme which supports the development of these skills
- Practise modifying the adult's language accordingly including the use of questioning.

### **PROMOTING VOCABULARY DEVELOPMENT**

- Understand how children learn new words.
- Develop a range of strategies to support the learning and retention of new words.

## Day 4. Wednesday 24th June 2019, 9.30am to 3pm

### **ENCOURAGING EXPRESSIVE LANGUAGE DEVELOPMENT AND STORYTELLING SKILLS**

- Discuss techniques to develop syntax (grammar) and narrative skills.
- Learn new ideas to support narrative development.

### **PROMOTING EFFECTIVE COMMUNICATION AND SOCIAL SKILLS**

- Reflect on the effects that interaction patterns between adults and children have on communication.
- Develop active listening and support for children to speak out.
- Identify skills required for successful social skills and share ideas as to how to promote these.

## Day 5. Wednesday 15th July 2019, 9.30am to 3pm

### **SUPPORTING CHILDREN WITH UNCLEAR SPEECH AND EXPLORING THE LINK BETWEEN SPEECH, READING AND WRITING**

- Identify the development of speech sounds.
- Discuss strategies to support children with unclear speech.
- Consider the link between speech, reading and writing.
- Review phonological awareness and the four main components.

### **MANAGEMENT OF STAMMERING AND OTHER ISSUES RAISED DURING THE COURSE**

- Share ideas to support children who stammer.
- Present evidence of applying knowledge gained across the course during everyday classroom activities.

To book a place, please email Gill Clarke at  
[childrenstherapytraining@york.nhs.uk](mailto:childrenstherapytraining@york.nhs.uk) or ring 01904 724915





## Children's Therapy Team

# Makaton Taster Sessions

Makaton uses signs, symbols and speech to help people communicate. This Makaton Taster session will give you a general introduction into what Makaton is and who uses it, with the opportunity to learn 30 - 50 signs. A taster session is perfect if you are new to Makaton, or are supporting a child who uses Makaton and need to know the basics

### ABOUT MAKATON....

Makaton is a language programme using signs and symbols to help people to communicate and is designed to support spoken language. Signs are used, with speech, in spoken word order. This helps provide extra clues to help a child understand what someone is saying. Using signs can help people who have no speech or whose speech is unclear. With Makaton, children and adults can communicate straight away using signs and symbols. Many people then drop the signs or symbols naturally at their own pace, as they develop speech.



### Taster Session Dates

A taster session is a perfect way to start and you will have opportunity to learn and practice some basic signs in a friendly and supportive environment led by our approved, licenced Makaton Tutor, Cath Brown. **Cost:** £25 per person

**Date:** Thu 11th June 2020 1.30 – 3.00pm

**Venue:** The community room, Tesco, Askham Bar, York

More sessions will be added in different areas according to need. If you would like to attend a Makaton taster please email Gill [childrenstherapytraining@york.nhs.uk](mailto:childrenstherapytraining@york.nhs.uk) giving your area and we will run a session when there is enough interest.

Alternatively, the Makaton taster session can be run in your setting at a cost of £100 if you wish to train a number of your staff. Please contact Gill to discuss this option.

*For further information or to book a place please contact Gill Clarke 01904 724915 or email [childrenstherapytraining@york.nhs.uk](mailto:childrenstherapytraining@york.nhs.uk)*



# Developmental Language Disorder Free Workshop

There is a special educational need more prevalent than autism – one that is likely to impact on children in every school. But very few teachers have heard of it and even fewer know how to help. Developmental Language Disorder (DLD): described by the tes as “the most common special educational need you have never heard of”.

Research indicates around 7.5 per cent of children begin school with a language disorder that is unexplained by any other condition, with DLD the likely cause. DLD often has no outward signs. These children can have verbal comprehension difficulties, difficulties drawing on their (limited) vocabulary skills or difficulties putting ideas into sentences. Children with DLD will have higher than average rates of social and emotional behavioural problems, are more likely than their classmates to have problems with their peers, and problems paying attention. Only around 11 per cent of these children meet curriculum targets.

## ‘book our free workshop on Developmental language disorder’

In order to celebrate Developmental language disorder awareness day on 18th October 2019, we are offering schools the opportunity to book our free DLD workshop during the autumn term. This workshop will explore what DLD is, how it can be identified, what the implications are for learning, and what can be done to support these children in schools.

This 1 ½ hour session can be delivered as a twilight into your setting. We have a limited number of sessions available and these will be offered on a first come first served basis. Please feel free to join with other schools in your cluster/MAT. To book a training session, please email Gill Clarke at [childrenstherapytraining@york.nhs.uk](mailto:childrenstherapytraining@york.nhs.uk)

For more information on Developmental Language Disorder please visit [www.radld.org](http://www.radld.org)



## Children's Therapy Team

# Deeper thinking – Developing language for reading.

If a child doesn't understand stories how can I help?

How do verbal reasoning skills develop and why are they important for reading?

How can I use questioning effectively to develop a child's understanding?

How does children's understanding of different questions develop?

How can I develop a child's understanding of language so it impacts on their reading comprehension?

What are the key language skills which underpin understanding of stories?



The course teaches the **Blank Language Scheme** - a structured framework for working out the types of questions a child can understand, and the theory behind the popular intervention 'Language for Thinking'. You will learn how to adapt questions so they are at the right level for the understanding of the child in order to develop a deeper understanding of spoken and written language. This course is suitable for class teachers, TAs and Sencos in KS2 and KS3 although staff working in KS1 would also benefit. **Cost: £42 per person**

**Thu 21st Nov 2019 1.30 – 3.30pm Tadcaster Health centre**, Crab Garth, Tadcaster, LS24 8HD. The venue is less than 5 minutes off the A64 with ample free parking. The Coastliner bus stops outside the health centre.

For more information or to book a place please contact Gill Clarke on 01904 724915 or email [childrenstherapytraining@york.nhs.uk](mailto:childrenstherapytraining@york.nhs.uk)





## Supporting Children with Unclear Speech.

If a child has speech problems will it affect their phonics?

What is speech?

How does a child develop speech?

How can I help them in a classroom setting?

What is normal speech development?

Why do they have speech problems?

What other skills does a child need to develop speech?

How will it affect them?

When should I be worried?

Who do I need to refer to Speech and Language Therapy?



To find out the answers to these questions and more, come along to our **'Speech Sounds Workshop'**. Cost: £42 per person

### York

**Thur 24th Oct 2019 1.00pm to 3.30pm**, The community room, Tesco Askham bar, York

**Thur 14<sup>th</sup> May 2020 1.00pm to 3.30pm**, The community room, Tesco Askham Bar, York

For more information or to book a place please contact Gill Clarke by emailing [childrenstherapytraining@york.nhs.uk](mailto:childrenstherapytraining@york.nhs.uk)

# What it takes to Talk

Developing Speech, Language and Communication in the Early Years

How can I help all children develop their communication skills?

How do language skills develop in the early years?

How can I create an environment that promotes and encourages language development?

Why is play important?

Why is their speech so hard to understand?

Why don't they follow instructions?

How can I develop listening and attention?



How can I support children who find communication difficult?

Which children should I be concerned about?

Who do I need to refer to Speech and Language Therapy?

The fundamental importance of Children's language development in the early years cannot be underestimated. There is a direct correlation between children's language development and their educational attainment and achievement, and their life chances. This course will explore how language skills, attention and play skills develop including understanding, expressive language and speech. It will also explore developing an environment which promotes children's communications.

This course is suitable for any practitioners working with children 0-5 in pre-school settings or schools, as well as childminders. Attendance at both sessions is required. **Cost: £84 per person**

**Tadcaster – 15<sup>th</sup> October and 19<sup>th</sup> November 2019, 9.30 – 11.30am.** Tadcaster Health Centre, Crab Garth, Tadcaster, LS24 8HD (2 minutes off the A64 and ample free parking)

*For more information or to book a place please contact Gill Clarke on 01904 724915 or email [childrenstherapytraining@york.nhs.uk](mailto:childrenstherapytraining@york.nhs.uk)*

# Developing language skills in the Classroom- Supporting children with expressive and receptive language difficulties.

I find it hard to listen  
and concentrate

I find it hard to  
understand concept  
words

Understanding  
different sentence  
structures is really hard

Sometimes I wait, then  
copy what others do

I find problem solving,  
inference, cause and effect,  
making predictions difficult

I 'get the wrong end of the stick'  
or understand things literally.

I find it really hard to tell a story or  
recount an event so that it makes  
sense

I miss off word  
endings such as ---  
ed, ---ing, ---s etc

I sound disorganised or  
muddled when talking  
in longer sentences

I find  
understand  
ing new  
words  
tricky

I find it hard to remember  
what you've asked me to do

It's hard to understand what  
you're saying so I quickly loses  
interest

I only follow part of an  
instruction and find it  
difficult to follow a series  
of instructions.

I'm easily distracted and I  
may disrupt others

I might answer at a tangent  
or fail to answer questions  
correctly

My sentences sound immature  
compared to my peers

I miss out the small  
words in a sentence  
that carry less  
meaning e.g.  
is/was, a, and

# Speech, language and communication skills are important for:

- ❖ supporting positive self esteem and confidence.
- ❖ developing resilience.
- ❖ learning to read, to achieve well at school and maximise their personal and social life chances. Children whose speech, language and communication needs are resolved by five and a half years of age are more likely to develop literacy skills and have good academic and social outcomes. Children with persisting speech, language and communication needs achieve half as many A\*-C grades as their peers.
- ❖ participating in decision-making , engaging positively at school, to have positive relationships with peers and develop independence and self advocacy.

## We know that...

- ❖ Children with speech, language and communication needs experience a high rate of behaviour difficulties.
- ❖ Good communication is essential for a successful transition
- ❖ Good communication skills help children and young people escape from disadvantage.

Supporting children's speech, language and communication thus contributes to a wide range of outcomes in achievement, social competence, behaviour and mental health.

There are likely to be 2 or 3 children in every class who experience difficulties with expressive language and/or understanding of language. This session will enable you to find out what you can do to support and help these children understand language in the classroom and develop their expressive language skills.

## Workshop

**Date:** Thu 13th February 2020 1pm to 4pm

**Cost:** £48 per participant.

**Venue:** The Community Room, Tesco, Askham Bar, York., YO24 1LW

***"Schools which 'turn the dial' on language and communication are able to turn the dial on a number of key school improvement priorities from raising attainment to narrowing the gap and improving behaviour."***

Jean Gross, the former Government Children's Communication Champion.

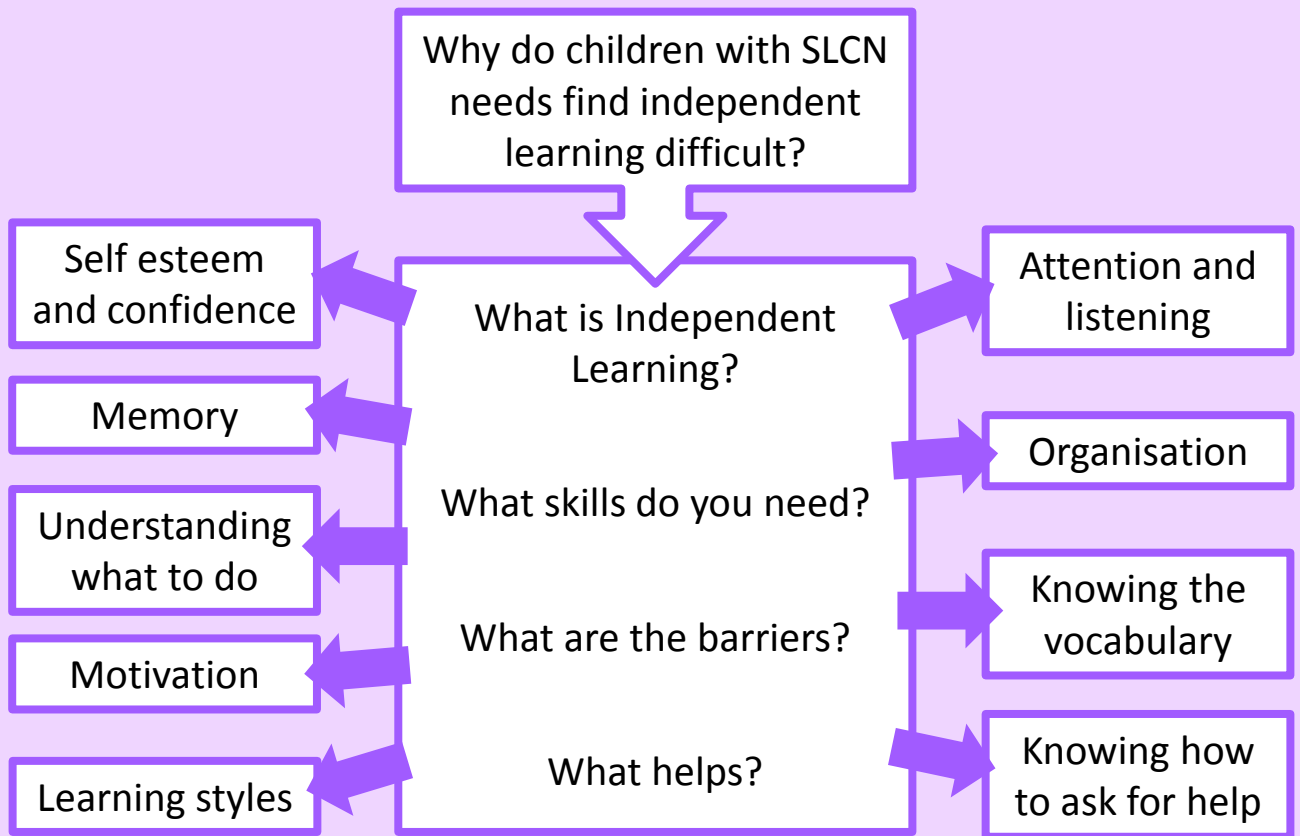
***"Language is the basic educational skill and children who have difficulty with language are liable to have difficulty with everything else. Whatever else they may need to learn or be taught, they will need language first"*** - Anne Locke

*For more information or to book a place please contact Gill Clarke on 01904 724915 or email [childrenstherapytraining@york.nhs.uk](mailto:childrenstherapytraining@york.nhs.uk)*



## Children's Therapy Team

# Enabling Children with Speech, Language and Communication Difficulties to be Independent Learners



Many children with speech language and communication needs find it challenging to work independently. This course will focus what the barriers might be and strategies to support children to work independently.

**Suitable for:** staff working in KS2/KS3

**Cost:** £42 per participant

**Venue:** York, Thu 12th Mar 2020 1:30-3:30. The Community Room, Tesco, Askham Bar

*For more information or to book a place, please contact Gill Clarke on 01904 724915 or email [childrenstherapytraining@york.nhs.uk](mailto:childrenstherapytraining@york.nhs.uk)*



# Language and behaviour.

I constantly fidget or swing on my chair.

I avoid eye contact

I don't do what you ask or follow instructions

I'm often late and forget things like homework, my PE kit or the right books

When someone asks me a question I might answer with something completely unrelated.

I might answer back, say things that are rude or use bad language

I never seem to know what I'm supposed to do even though you've told me.

I have meltdowns and end up getting sent out

I find it hard to make and keep friends

This course will explore behaviour as communication, and help 'peel the onion' on understanding challenging behaviour, and will help you consider how language difficulties may be contributing to behaviour. It will help you to consider that behaviour can be a form of communication, and to identify which students may be struggling with communication, trying to better understand and respond to problematic behaviour in the classroom. Finally, it will help you consider strategies which can be put in place to support the child in school. Suitable for primary and secondary school practitioners.

**Cost:** £36 per person.

**Tue 10th December 2019 3.30-5.00pm Tadcaster Health centre**, Crab Garth, Tadcaster, LS24 8HD. The venue is less than 5 minutes off the A64 with ample free parking. The Coastliner bus stops outside the health centre.

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# The Evidence.

- In Wetherby Young Offenders Unit, research showed around 60% of inmates had speech, language and communication needs
- 75% of young people who have Social, Emotional and Mental Health needs also have communication problems
- Developmental Language Disorder (DLD) is now used as the term when children are not developing language as you would expect them to be – they will use shorter utterances, they may struggle to understand what you have said or asked them to do; they have difficulties with communicating with people. They say less and what they say is less complex. They tend to not understand context.
- Roughly 2 children in every classroom will experience DLD. However, the child may be viewed as or “wilfully naughty” or having behavioural difficulties instead.
- “Poor communication and ineffective acquisition of language are associated with behavioural problems, in turn linked to worse outcomes throughout life” UCL Institute of Health Equity.
- If a child lacks the verbal language skills to communicate their needs, express their wishes, negotiate their wants, understand what they’ve been asked to do or respond appropriately to subtle social rules then a child will have to express that in a different way. As a child goes into secondary school, challenges will become greater because the language you need to access the curriculum becomes more complex



## Children's Therapy Team

# Selective Mutism

What is selective mutism?

Why do children become anxious about speaking to some people?

How can I identify if a child in my setting or class has 'selective mutism'?

What professionals can help and when should I refer a child to get more support?

What helpful information is available on the internet and how do I find it?

What can I do to help a child with selective mutism?

How can I help parents and others in my setting support that child?

What approaches are used to help children with 'selective mutism'?



This session explains what selective mutism is, what causes it, how to create a 'selective mutism friendly environment', and how to help children with selective mutism in your school/setting.

**Cost:** £42 per person

**Venue:** Tadcaster – Wed 3<sup>rd</sup> June 2020 1.30-3.30pm, Tadcaster Health Centre, Crab Garth, Tadcaster, LS24 8HD (2 minutes off the A64 and ample free parking)

*For more information or to book a place please contact  
Gill Clarke on 01904 724915 or email [childrenstherapytraining@york.nhs.uk](mailto:childrenstherapytraining@york.nhs.uk)*

# Developing Vocabulary

I find it hard to learn and remember new words

I muddle words that mean similar things

Not knowing what some words mean is holding me back in my reading

I don't always know what people are asking me to do because I don't know the vocabulary

Sometimes I get stuck and can't think of the word, it's really frustrating!



## Did you know....

- ✓ Vocabulary at age 5 has been found to be the best predictor of whether children who experienced social deprivation in childhood were able to 'buck the trend' and escape poverty in later adult life.
- ✓ Children coming in to school with poor vocabulary are less likely to take in and learn new words than their peers who have more words in their vocabulary.
- ✓ Children from low income families hear significantly less words compared to other children.
- ✓ If children are in the lowest 20% with vocabulary knowledge at age 5, and you want them to move to an average level within 3 years, they would have to learn 20 new words a day, every day for those 3 years!

This course will explore why vocabulary skills are important, with a specific focus on practical strategies to promote vocabulary skills for all children, but especially those with vocabulary difficulties. **Cost:** £42 per person

**Tadcaster- Wed 4th March 2020, 1.30 – 3.30pm** Tadcaster Health Centre, Crab Garth, Tadcaster, LS24 8HD (2 minutes off the A64 and ample free parking)

*For more information or to book a place please contact  
Gill Clarke on 01904 724915 or email [childrenstherapytraining@york.nhs.uk](mailto:childrenstherapytraining@york.nhs.uk)*

# Supporting children to eat safely

How can I help him eat enough lunch?

What are the risks?

Should I be concerned about this?

Why can't she eat some foods?

What foods can he safely have at lunchtime?

Should I contact the speech & language therapist?

What is texture modification?

When should I refer?

Why does she cough when she drinks water?



Often children with developmental delay, learning difficulties and medical conditions have some form of eating or drinking difficulty and are at increased risk of choking when eating. Sometimes their swallow is unsafe unless we make modifications to their drinks, food, positioning or the utensils they use to feed themselves. This course is suitable for staff working in schools and nurseries who have children with identified feeding difficulties. Practical activities are included to learn about positioning and texture modifications. **Cost:** £36 per participant

\*The International Dysphagia Diet Standardisation Initiative (IDDSI) has published new standardised terminology and definitions for texture modified foods and thickened liquids for children and adults with swallowing difficulties.

## York

**Wed 16<sup>th</sup> Oct 2019, 3.30 – 5.15pm.** The play room, Child Development Centre, York Hospital

**Wed 20<sup>th</sup> May 2020, 3.30 – 5.15pm.** The Playroom, Child development centre, York Hospital

*For more information or to book a place, please contact Gill Clarke on 01904 724915 or email [childrenstherapytraining@york.nhs.uk](mailto:childrenstherapytraining@york.nhs.uk)*





## Children's Therapy Team

# Helping Picky Eaters

Helping picky eaters develop a more positive relationship with food

Should I be concerned about him not eating?

Why does mum send food she won't eat?

Why doesn't she respond when I coax her?

Is this just picky eating?

Why is his lunch box always the same 3 foods?

Is mum worried about her eating?



Should I contact the speech & language therapist?

Why does she gag when she sits near the kitchen?

Food is a huge part of our routine. Increasingly larger numbers of pre-children are described as having feeding difficulties. Two thirds of these children will gradually manage an acceptable diet. However one third of pre- school children with feeding difficulties will still be struggling with eating when they are school age. This course shares some theory about picky eaters and ideas for trying to change children's relationship with food and working as a team with parents and professionals.

**Cost:** £36 per participant

**Venue:** York – Wed 18th March 2020, 3.30 – 5.15pm. The play room, Child Development Centre, York Hospital

*For more information or to book a place please contact Gill Clarke by emailing [childrenstherapytraining@york.nhs.uk](mailto:childrenstherapytraining@york.nhs.uk)*