

Social Communication Skills- preschool 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 young children with language and social communication difficulties through:

- Attendance at our training courses:
 - *Developing speech, language and communication skills in the Early Years (please contact Gill Clarke on 01904 724915).*
 - *Working with children with autism/social communication difficulties – early years (please contact Gill Clarke on 01904 724915).*
 - *Attendance at the ELKLAN courses. Your speech and language therapist can advise the child's setting on how to access these courses in your area.*
 - *Attendance at the AET (Autism Education Trust) courses. Your speech and language therapist can advise the child's setting 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.....



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 communication

- Use simple short sentences when talking to the child
- Give the child one instruction at a time
- Call the child's name or tap them gently on the arm to get their attention before talking to the child.
- When the child is playing or looking at something of interest, make comments about what the child is doing or looking at in simple words.
- Avoid asking the child questions
- When you play with the child a game that they are enjoying, stop and wait for your child to show you that they want the game to continue. They may do this by pulling your hands, looking at you, asking for more etc. For example, after you blew some bubbles and the child popped or looked at them, stop and look at the child, holding the wand expectantly near your mouth. Similarly, after you tickled the child and had a laugh, hold your hands near the child's body and look at him or her expectantly.
- Play simple turn taking games with your child by rolling a ball or a toy car to each other, taking turns to roll vehicles down a click clack track or to put jigsaw pieces in an inset tray.
- Spend a few minutes daily playing with the child. Join in with what the child has chosen to play with. Copy the child's actions and expand by doing a new thing with the same toys. Make comments about what the child is doing. Keep it fun.
- Give the child 5 minute warnings of what you will do next by telling them or showing them a picture of the next activity, for example, going to the supermarket, bedtime etc.
- When you ask the child to stop an activity that they enjoy in order to do a routine or outing, for example, lunch or picking up older siblings from school, give the child a warning, then use an egg timer to help them see how long they have before they need to finish their activity.
- Use puppets and toys at school to act out stories that the child likes. Break the story down in a handful of simple steps

2. See advice sheets provided:

- a. 'Using visual supports for understanding and expressive communication'.
- b. 'Creating communication opportunities'

3. Including the child in targeted level early interventions e.g.

- a) Pyramid groups.
- b) 'Language through Listening' groups
- c) Musical interaction
- d) Peer group interventions to encourage shared play
- e) Play scripts

Your speech and language therapist can advise parents or schools on how to access these interventions if they are available in your area

4. Implementing a focused intervention to support language development, for example, the Early Vocabulary Building Programme.

References:

More than Words: the Hanen Programme for parents of Children on the Autism Spectrum

Talkability: the Hanen Programme for parents of Verbal Children on the Autism Spectrum

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;

For York and Selby Area: 01904 726599

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

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

Bu bilgileri değişik bir lisanda ya da formatta istiyorsanız lütfen telefon ediniz ya da e-posta gönderiniz



01904 725566

email: access@york.nhs.uk



Braille



Audio e.g.
CD



Large print



Electronic

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

© 2017 York Teaching Hospital NHS Foundation Trust. All Rights reserved.

www.yorkhospitals.nhs.uk