



aiming high with communication

Summary of Emma Nahna's NZSTA Symposium presentation

- We took a brief tour of the Elklan Speech & Language Support for 5-11 years course
- Training by SLT tutors for Teachers, SENCOs, RTLB, RT:Lit, Teacher Aides.
- 10 x 2hr sessions.
- Learners complete portfolio tasks after each session, and the tutor gives feedback.
- Strategies taught in the courses are listed on the "What Works" database of evidenced interventions to support children's speech, language and communication. What Works was developed by The Communication Trust, a coalition of over 50 voluntary organisations with expertise in speech, language and communication and is endorsed by the Royal College of Speech and Language Therapists. <http://www.thecommunicationtrust.org.uk/whatworks>
- SLT Tutors are trained by Elklan, and receive the training manual, DVD video clips, and a licence to deliver the course - similar to how Hanen training & licensing is delivered.
- Once you have completed the tutor training, you are able to purchase the manuals and licence to deliver any of the other Elklan courses, without attending further training.

Discount

Henrietta McLachlan has offered a **10% discount** off all resources, assessments, posters etc from the Elklan and STASS online shops to be used between Sept 7th and Sept 22nd post the conference (so for 2 weeks). The discount applies to purchases, but not to postage costs.

www.elklan.co.uk & www.stass.co.uk

Discount code: **2017NZ10**

Excited??

If you liked what you heard about Elklan, and you might be interested in either finding out more, or doing the tutor training in NZ, PLEASE get in touch. It will only happen if there is enough interest. There's no obligation at all to follow through with it.

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**SPEECH &
LANGUAGE
THERAPY**

GROWING COMMUNICATION ABILITY

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aiming high with communication

Speech & Language Support for 5-11s

All Elklan courses are
accredited through
apt awards
(formerly OCNSWR)



A course for those working with children aged 5-11 years. It provides information and strategies to develop the communication skills of all children but especially those with speech, language and communication needs.

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SPEECH & LANGUAGE SUPPORT FOR 5-11s

This course is designed to run over 10 sessions, usually delivered weekly but can be run over three separate days.

What does the course teach?

WHAT IS COMMUNICATION?

- Identify the processes involved in communication.
- Demonstrate the wide range of communication problems children can exhibit.

UNDERSTANDING NON-VERBAL COMMUNICATION, LISTENING, ATTENTION & USING VISUAL STRATEGIES.

- Identify non-verbal communication behaviours.
- Explore strategies to support children with poor listening and attention.
- Encourage the development of independent learning skills and use of visual support strategies.

DEVELOPING MEMORY SKILLS

- Explore how memory works and ideas to support different learning styles.
- Use of mind mapping in the classroom.

DEVELOP ACTIVITIES TO FACILITATE THE LEARNING OF LINGUISTIC CONCEPTS

- Modify adult's speech to help a child understand language.
- Use the technique of Information Carrying Words (ICW's) to develop children's understanding.
- Consider how to make activities harder/easier to ensure flexibility in meeting the needs of individual children.

UNDERSTANDING BEYOND SIMPLE SENTENCES

- Use a language scheme which supports verbal reasoning skills and helps children to answer why & how questions, make inferences, sequence their ideas and make predictions.

PROMOTING VOCABULARY DEVELOPMENT

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

ENCOURAGING EXPRESSIVE LANGUAGE DEVELOPMENT

- Discuss techniques to develop syntax (grammar) and narrative skills.
- Consider issues pertinent to students learning an additional language.

PROMOTING EFFECTIVE COMMUNICATION & SOCIAL SKILLS

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

SUPPORTING CHILDREN WITH UNCLEAR SPEECH & EXPLORING THE LINK BETWEEN SPEECH, READING & WRITING

- Identify the development of speech sounds.
- Discuss strategies to support children with unclear speech.
- Consider the link between speech, reading and writing.
- Review the 4 main components of phonological awareness.

MANAGEMENT OF STAMMERING & APPLICATION OF ALL STRATEGIES LEARNT.

- Share ideas to support children who stammer.
- Make a poster to present evidence of applying knowledge during everyday activities.

“ A very well focused and excellently delivered course. I have gained valuable learning experiences that have greatly enhanced my own personal development and in return this will benefit children in my setting.
- Emer McG ”

“ Excellent course, it really helped develop my knowledge of how I should listen and speak to children. It helped me gain knowledge of helping children with speech difficulties and to improve children's communication generally.
-Sinead M ”

Core Courses

Click on a course to find out more or search for courses near you:

Speech & Language Support for 0-3s



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Speech & Language Support for 3-5s



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Speech & Language Support for 5-11s



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Speech & Language Support for 11-16s



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Speech & Language Support for Post 16s



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Speech & Language Support for Vulnerable Young People



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Communication Support for Pupils with Complex Needs



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Speech & Language Support for Pupils with SLD



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Communication Support for Verbal Pupils with ASD

10 SESSION



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Specialist courses:

For those who have completed a ten-week course and wish to take their learning further.

Supporting Verbal Pupils with ASD

5 SESSION



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Supporting Children with Hearing Difficulties



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Supporting Children with Unclear Speech



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Supporting Children and Adults using AAC



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Courses designed for parents and carers:

invaluable for those in school or early years settings who don't wish to complete a Core course.

Click on a course to find out more or search for courses near you:

Let's talk Under 5s



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Let's talk 5-9s



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Let's talk Special Children



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Let's talk Together



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Communication Counts for Adults and Young People with Learning Difficulties



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128
settings implemented Talking Matters



1,329
staff received cascaded training delivered by 101 accredited practitioners



13
settings involved in University of Sheffield 'impact on children' trial



8,964
children reached through the Talking Matters project



126
children identified to take part in the 'impact on children' trial



Impact on practitioners

Practitioners rated themselves before and after Talking Matters on 13 questions.

They showed improvements in all 13 areas, with mean scores increasing from 26.21 to 37.27, an increase of some 42%.



Impact on children

The University of Sheffield 'impact on children' study showed that Talking Matters makes a statistically significant impact on children's receptive and expressive language.



Children who received Talking Matters progressed by an average of seven months in their language development...



...Children in the control group, who did not receive Talking Matters, progressed by only two months.

Practitioners can access Elklan's evidence-based Speech and Language Support for 0-3s course. This is the only accredited training in speech, language and communication that is aimed specifically at those working with babies and very young children.

<http://www.elklan.co.uk/courses/practitioners/speech-and-language-support-for-0-3s>

Early years settings can be awarded Elklan Communication-Friendly Setting accreditation for training and supporting all staff in communication and language development. Accredited settings need to show evidence of embedding this knowledge to support young children

<http://www.elklan.co.uk/information/commissioners-schools/0-5yrs/becoming-an-elklan-communication-friendly-early-years-setting>

Find out more

Download the evaluation report and find further information on Elklan at <http://www.elklan.co.uk>



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ABILITY

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SPEECH &
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Speech & Language Support for 3-5s

All Elklan courses are
accredited through
Ascentis awards.



A course for those working
with children aged 3-5 years.
It provides information & strategies to
develop the communication skills of all
young children but especially those with
speech, language & communication needs.

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SPEECH & LANGUAGE SUPPORT FOR 3-5s

This course is designed to run over 10 sessions, usually taught weekly but can be delivered over three separate days. What does the course teach?

1. WHAT IS COMMUNICATION?

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

2. 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.

3. PLAY AND SOCIAL COMMUNICATION

- 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.

4. LISTENING, LOOKING AND UNDERSTANDING SPOKEN LANGUAGE

- 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.

5. 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.

6. 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.

7. 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 use information carrying words to develop all aspects of communication.

8. 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.

9. 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.

10. 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.

“Excellent. quite inspiring.
A good range of information and ideas that can be incorporated into everyday work with preschool children.

-Jane W ”

“Very worthwhile and enlightening. It has already proven of great value in our approach to children in my setting with all members of staff - giving some great ideas and insight into children's communication and speech development.

- Wilma C JJ ”



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Speech & Language Support for 11-16s

All Elklan courses
are accredited
through Ascentis.



A course for those working with young people aged 11-16 years. It provides information and strategies to develop the communication skills of all young people but especially those with speech, language and communication needs.

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SPEECH & LANGUAGE SUPPORT FOR 11-16s

This course is designed to run over 10 sessions, usually taught weekly but can be delivered over three separate days.

What does the course teach?

1. WHAT IS COMMUNICATION?

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

2. INTERACTION, LISTENING AND ATTENTION

- Reflect on the effects that styles of interaction have on communication.
- Discuss listening, attention control and effective support strategies.

3. MEMORY AND LEARNING

- Explore a model of memory
- Develop strategies to improve learning and memory retention.

4. MEMORY (CONTINUED) AND UNDERSTANDING SPOKEN LANGUAGE

- Use visual tools to support understanding, memory and learning.
- Reflect on the importance of non-verbal communication.
- Explore strategies to help students to understand spoken language.
- Consider issues pertinent to students learning an additional language.

5. UNDERSTANDING ABSTRACT LANGUAGE

- Discuss supporting verbal reasoning skills: inferencing, sequencing and predicting.
- Practise applying the Blank (Language of Learning) model.

6. PROMOTING VOCABULARY DEVELOPMENT

- Discuss how words are learnt and how to choose words to target.
- Develop a wide range of strategies to promote the learning of vocabulary.

7. EXPRESSIVE LANGUAGE SKILLS

- Discuss techniques to develop sentence structure and the link between oracy and literacy.
- Consider how to encourage students to identify their difficulties and ask for appropriate help.

8. PROMOTING EFFECTIVE COMMUNICATION AND SOCIAL SKILLS

- Identify skills required for successful social communication.
- Explore strategies to promote pragmatic skills and emotional literacy.
- Discuss the impact social communication difficulties have on learning in different curriculum areas.

9. THE LINK BETWEEN SPEECH, LANGUAGE, READING AND SPELLING.

- Reflect on the challenge of clear speech.
- Consider the impact that difficulties with articulation, past and/or present, have on vocabulary learning, language development, reading and spelling.
- Review phonological awareness.

10. LINKING IT ALL TOGETHER

- Learners plan and present evidence of applying knowledge gained across the course during everyday activities.

“ I have really enjoyed this course. It has been one of the most knowledgeable courses that I have ever been on. It has helped me in my everyday work. ”
- Tara G

“ I found the course excellent. It was very interesting from start to finish. The topics covered were very useful to me in the classroom. The pupils really benefited from all that I had learnt. ”
- Diana J

