

“Why are we talking about
language?”

Rebecca Castello, SALT

James McTaggart, EYEP

Highland Council

Outline

- Many models, languages, aims
- Show the joins between educational/health approaches to childhood adversity
 - What PH has to show education
 - What education has to show PH
- Language and interaction development as a common strand

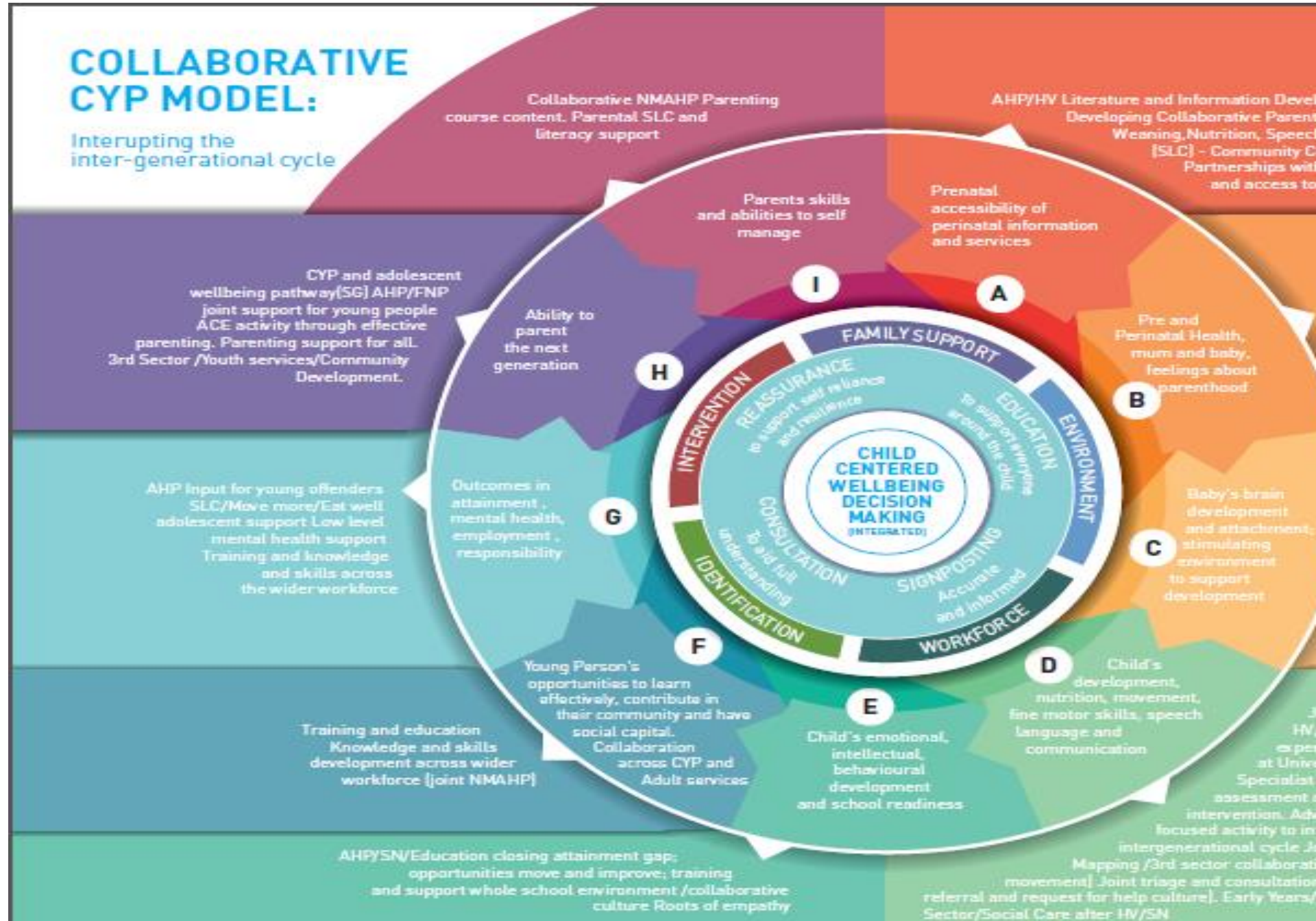
The transformational societal change movement in CYP AHP Services in Scotland!

Implementation of a transformational plan for children and young people, their parents, carers and families requiring support from allied health professionals (AHPs)



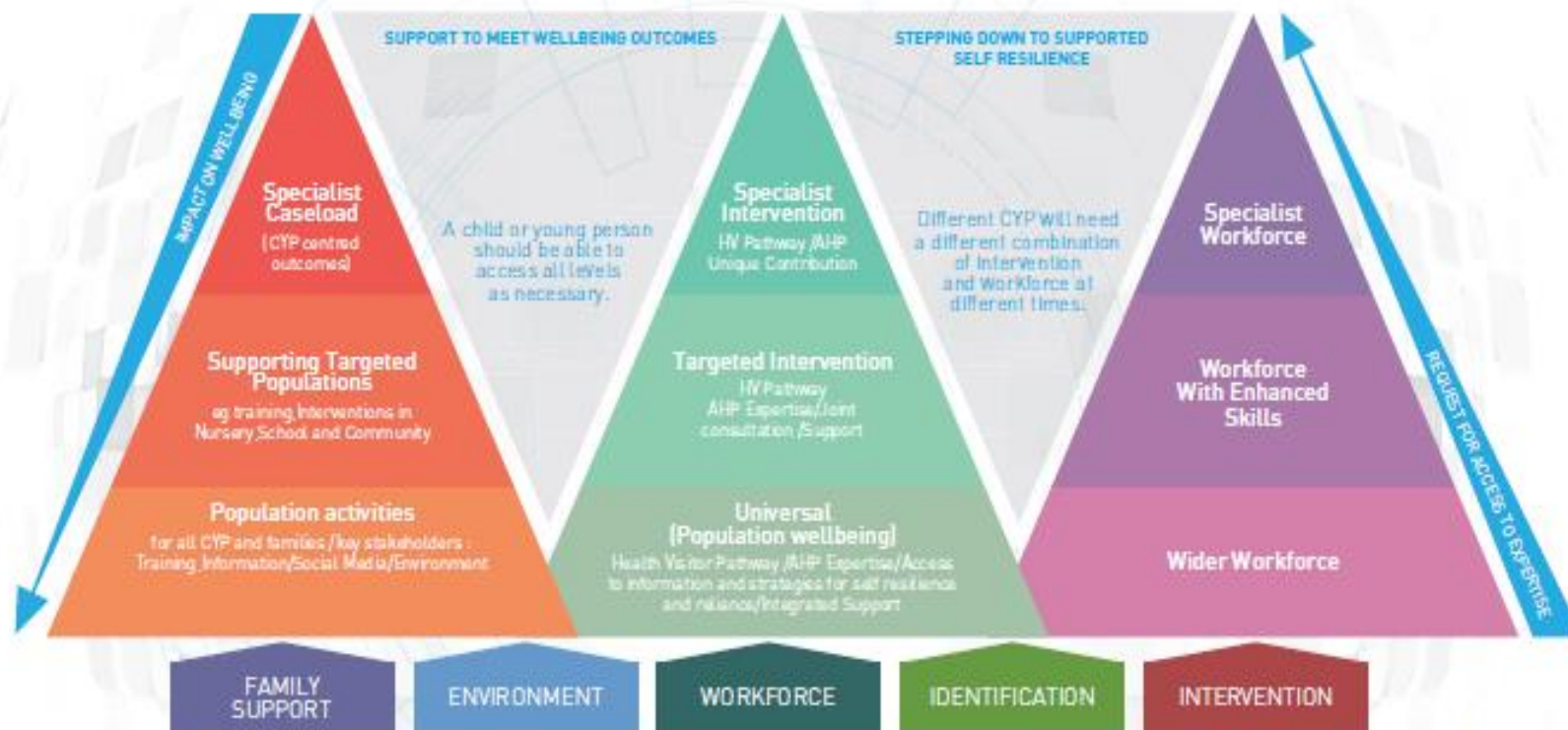
COLLABORATIVE CYP MODEL:

Interrupting the inter-generational cycle



USE OF RESOURCES TO ACHIEVE WELLBEING OUTCOMES VIA COLLABORATIVE TEAMS

Accessing Health Visitors, Public Health Nurses, Allied Health Professionals, Educators, 3rd Sector, expertise at best level (or multiple levels) to meet Children and Young People (CYP) centred and driven wellbeing outcomes



Balanced Systems® The Groups

Definitions

- Specialist:** For all CYP whose Well being outcomes cannot be met through universal and targeted provision alone and require higher levels of episodic interventions to support universal and targeted interventions
- Targeted Level:** Services and provision for CYP their families carers and key stakeholders where CYP is more likely to be identified as having Well being needs. Specific at risk groups (not necessarily active on the caseload of nursing/AHP)
- Universal:** All CYP, families, carers and key stakeholders. Includes activities for promoting development (general education, prevention, training)



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“This ACEs stuff ...”

- Some disease in middle age
 - Associated with childhood adversity
 - Inflammatory pathway?
- Adapting to a dangerous/resource poor world
 - Stress responses
 - Behaviours
- Lays down adaptive brain development
 - Except it's not!

So

Educators ...

- That's really interesting. So what's it got to do with us?

Public health folk ...

So

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- That's really interesting. So what's it got to do with us?

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- Please help us to prevent disease

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- We'd love to. But our main focus is to

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CLOSE THE

RAISE EQUITY GAP!

ATTAINMENT!

So

Educators ...

- That's really interesting. So what's it got to do with us?
- We'd love to. But our main focus is to raise attainment & close the equity gap

Public health folk ...

- Please help us to prevent disease
- So the ACEs research tells us some children will present as:
 - Scared
 - Easily in fight/flight/freeze
 - Reluctant to learn

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Educators ...

- That's really interesting. So what's it got to do with us?
- We'd love to. But our main focus is to raise attainment & close the equity gap
- Yes, we have lots of those. Take up a lot of time & resource – and don't do so well

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Public health folk ...

- Please help us to prevent disease
- So the ACEs research tells us some children will present as:
 - Scared
 - Easily in fight/flight/freeze
 - Reluctant to learn
- But the effects of ACEs can be buffered/prevented!

Pardon me for interrupting ...

- Children who have experienced adversity, but still go on to do well ..?
 - Quality of relationships!
 - Parents, yes, but also anyone really
- Can call this attachment, or
- Being SMMA

SMMA?

- Sensitive
- Mind-minded
- Attuned

SMMA

- Sensitive?
 - Noticing and responding to a need
- Mind minded?
 - Understanding behaviour as communicating a mental state
 - Feeling
 - Knowledge, or lack of
- Attuned?
 - Responding according to that appropriately
 - Including with language

Overlap!

Educators ...

- Ah, you mean “nurture!”

Developmental/PH folk

- Yes, it helps children feel safe, and opens up other developmental pathways

Overlap!

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- Ah, you mean “nurture!”
- So, how do we apply it?

Developmental/PH folk

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Relational education

Educators ...

- Ah, you mean “nurture!”
- So, how do we apply it?

Developmental folk

- Yes, it helps children feel safe, and opens up other developmental pathways
- You make everything RELATIONAL
 - Think from “inside” the child
 - Needs
 - Thoughts/feelings

“Hang on!”, says Education

- That’s just the same as reflective teaching
 - Sensitivity
 - Adjusting to the children – differentiation
 - Mind mindedness
 - Being aware of their learning & feelings/confidence
 - Changing what we do in the light of this
 - Attunement
 - Involving the children
 - Checking how it is going

SMMART!

- Sensitive
- Mind-minded
- Attuned
- Reflective
- Teaching

For example ...

- Key drivers for equity:

- Attendance
- Attainment
- Exclusion
- Engagement
- Participation

*What do these look like
if they are SMART?*

- *Sensitive*
- *Mind-minded*
- *Attuned?*

To raise my attainment - meet me where I am and hear what I am saying ...

Adults might measure ...		Young people might want to know ...	
Attendance	<ul style="list-style-type: none"> • % attendance for each pupil • attendance patterns 	<p>Am I safe in school?</p> <p>Am I welcome and welcomed? Have I friends?</p> <p>Are they flexible around my needs (health, young carer, etc)?</p> <p>Is there always someone to listen to me & help if I want?</p>	
Attainment	<ul style="list-style-type: none"> • headline literacy & numeracy • health & wellbeing indicators 	<p>Is the work right for me - not too easy or too hard?</p> <p>Does the teacher explain & help if I am stuck?</p> <p>Do my teachers believe I can do well?</p> <p>Do they notice what I am good at, and show it matters?</p>	
Exclusion	<ul style="list-style-type: none"> • no. of exclusions for each pupil • lengths of exclusions • no. of child plans in place 	<p>Will they never give up on me?</p> <p>Have they listened to me and understood what went wrong?</p> <p>Will I be helped when I can't cope rather than punished?</p> <p>Does someone understand the problems of my life?</p>	
Engagement	Engagement scales (Leuven)	<p>How will this work take me where I want to go in my life?</p> <p>Does my teacher value what I am doing?</p> <p>Does my teacher like me and inspire me?</p> <p>Do I really believe I can get better and learn more?</p>	
Participation	<ul style="list-style-type: none"> • uptake of activities & wider opportunities • membership of decision making groups 	<p>Are there things to do that I want to get involved in?</p> <p>Can I try things out and be helped if I'm no good?</p> <p>Is it fun and will my friends not laugh at me?</p> <p>Do I feel in control, with a chance to influence what happens?</p>	

with thanks to 40+ young people in Highland who took part in focus groups way back in 2010!

@JamesEdPsych

Two way street

Educators ...

- So it's more complicated than you think it is ...

Public health folk ...

Two way street

Educators ...

- So it's more complicated than you think it is ...

Public health folk ...

- How do you mean?

Two way street

Educators ...

- So it's more complicated than you think it is ...
- We know lots of other things that might count as adversity for children

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Two way street

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- How do you mean?
- What, you mean things that large scale longitudinal studies based on closed lists can't tell us?

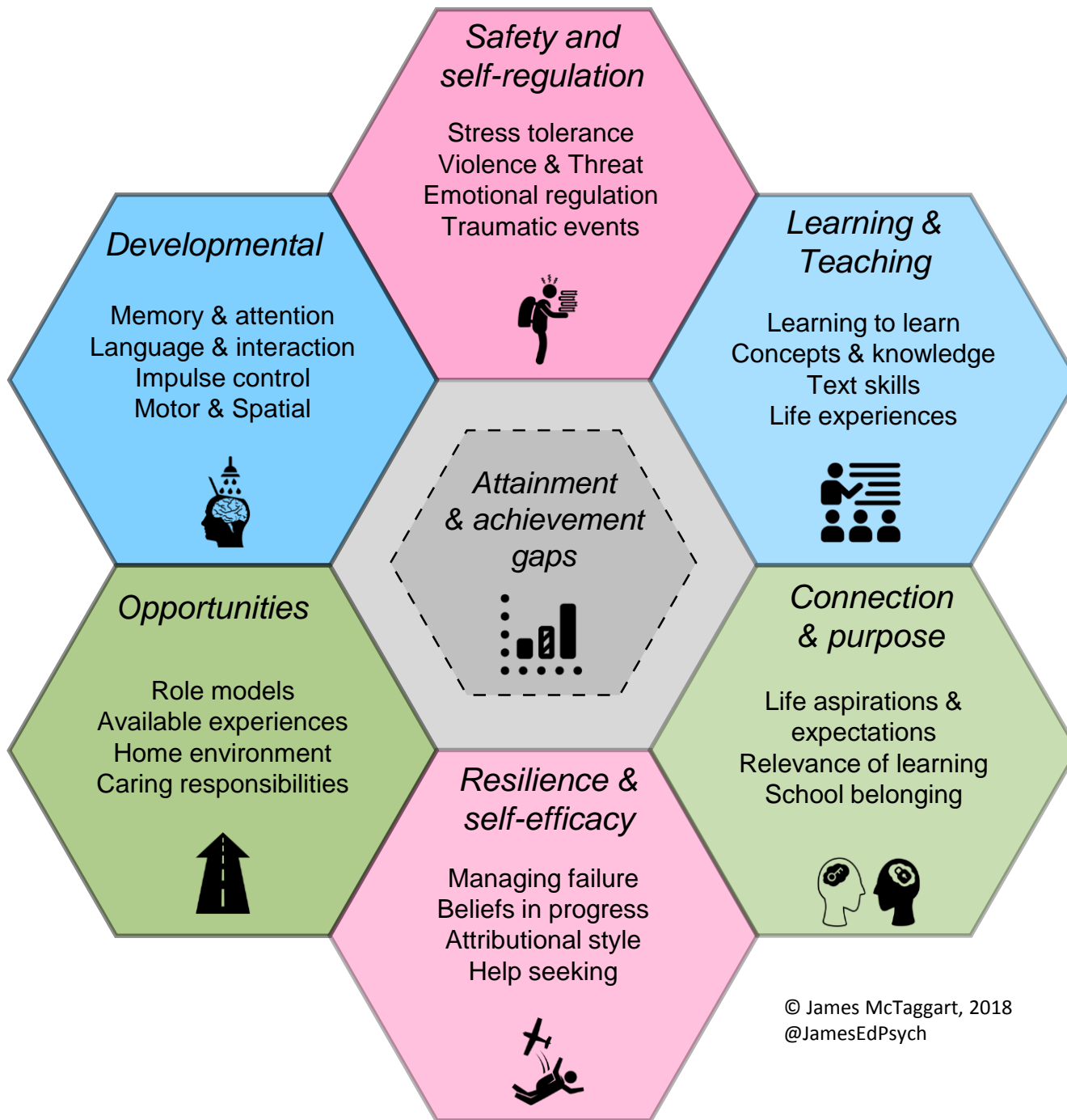
Two way street

Educators ...

- So it's more complicated than you think it is ...
- We know lots of other things that might count as adversity for children
- Yes, and we need to think wider than stress/trauma to know what to do

Public health folk ...

- How do you mean?
- What, you mean things that large scale longitudinal studies based on closed lists can't tell us?



Now my head hurts ...

- If only there was a simple framework we could share that made sense of all this.
- Hmm.
- Tumbleweed blows ...

Many models but only one child ...

Educators ...

- We are interested in children attaining/Achieving and we've learned that this involves being:
 - Safe
 - Nurtured
 - Included
 - Respected
 - responsible

Public health folk ...

- We want children to grow up Healthy, which involves being
 - Safe
 - Nurtured
 - Included
 - Respected
 - Responsible

Simple, but not too simple

- SHANARRI gives us a common framework
- Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, Included

Simple, but not too simple

- SHANARRI gives us a common framework
- Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, Included

Child development & ACEs research tells
us children need not only to be
SHANARRI

... but to EXPERIENCE themselves as
SHANARRI within positive relationships

What about in class?

- How do we make classroom interactions
 - Sensitive
 - Mind-minded
 - Attuned?
- Developing language and developing positive relationships have processes in common
- Teaching that develops language & interaction uses S, A, N, R, R, I to promote A and thus H

Words Up: Baby

Before birth - You can make a difference
Babies learn all sorts of things before they are born
Try...

Quiet time to talk



- Your baby needs to hear your voice clearly.
- Every day have a quiet time to talk to your baby.
- Turn off noisy things like the TV, kettle and phone.

Talk to your baby



- Your baby can hear, and will learn to recognise your voice.
- This will make your baby feel secure now, and when it is born.

Sing and play music



- Music and singing will help your baby learn words.
- Your baby learns from hearing favourite songs and tunes over and over.

Interesting voice



- Your baby will listen to, and remember, an interesting, tuneful voice better.

Baby talk - I learn when playing with you
Try...

Quiet time to talk



- Your baby needs to hear your voice clearly.
- Every day have a quiet time to play together.
- Turn off noisy things like the TV, radio and washing machine.

Face to face



- Cuddle and talk to your baby face to face.
- This makes your baby feel safe, and you can copy each other.

Pause and wait



- Your baby needs time to think what to do.
- Copy your baby's facial expressions and sounds.
- Wait, and your baby will copy you too.

Interesting voice



- Make your speech tuneful and interesting. Your baby will listen.
- Talk about what your baby is looking at.

First words - now I'm saying words too

Try...

Quiet time to talk



- Your child needs to hear you speak.
- Young children find it difficult to listen to your voice when it's noisy.
- Turn off things like the TV, phones and music.

Face to face



- Sit or bend down so your child can see you talking.
- This makes it easier for her to listen and copy.
- Take the dummy out. Your child may have something to say.

Pause and wait



- Wait for a few seconds.
- Let your child show you what he is interested in.
- Talk a little about it.
- Watch and listen again to see what he does.

Copy and add word



- Keep what you say short and simple.
- Say the main word again and again.
- Your child can then learn that word.

Words together - let's keep talking

Try...

Play and talk together



- Have fun playing together.
- Talk about what you are doing.
- Keep it simple.
- Your child will then learn the words.

Face to face



- Sit or bend down so you are face to face when you talk with your child.
- Say the words when giving choices (e.g. Do you want an apple or a pear?).

Pause and wait



- Wait... Count to 10 in your head.
- Give your child a chance to talk.
- Let him talk about whatever he wants to.

Copy and add words



- Show you understand by repeating back your child's words clearly.
- Add new words instead of asking 'What's that?' This will help her learn.

Words Up: Early

Talking together - chatting with you is fun

Try...

Play and talk together



- Have fun playing outdoors and indoors.
- Talk to each other about what you are doing.
- Let your child take charge of the game.
- Sometimes copy him.

Pause and wait



- Wait... count to 10 in your head before saying something else.
- It can take children a long time to think of what they want to say.

Copy and add words



- Listen to your child.
- Copy what she says but in the correct way.
- Add words to what she says.

Be careful with questions



- It's best to talk to your child about what he is interested in.
- Most questions don't teach words they only test. Try starting with 'I wonder...' instead of 'What...?'

Early Years Settings

Words Up: Early

Chatting now - talking helps me learn **Try...**

Play and talk together



- Have fun playing, singing, and looking at books together.
- Make your words sound interesting. This helps your child to listen.

Pause and wait



- Wait.... Give your child time to think and then tell you his idea.
- It can take children a long time to plan what to say.

Copy and add words



- When your child says "it" or "that" say the word she meant. Then say the same word in a sentence.

Be careful with questions



- Don't ask questions to teach new words. Instead say the words again and again in different sentences.

Primary 1

Words Up: Primary



Words Up: Primary (P2-7)

Listening and Talking Together

repeat
and revisit

use gestures
meaningfully

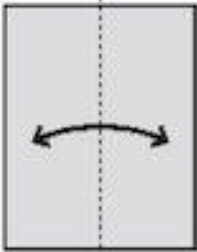
give thinking
time

be careful
with
questions




Origami boat

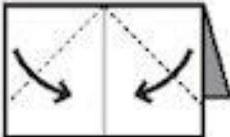
Follow these step-by-step instructions to make paper boat. Why not make a whole colourful fleet that can be released to sail on water, or be used as part of a display?

1

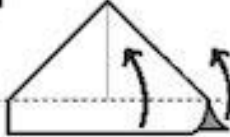
Using a rectangular piece of paper, fold it in half, as shown, and then open up.

2

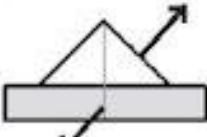
Then, fold it in half the other way, and crease it firmly.

3


With the folded side uppermost, fold the corners of the paper forward, to make two triangles that meet in the centre.

4

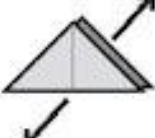
Fold the bottom edge of the paper upwards on both sides, and crease each fold firmly.

5


Using the middle fold, pull the sides outwards, so the centre creases become the outside folds of a square.

6


With the folded-up ends facing down, fold up the edges of the paper to meet the top point of the square, on both sides.

7

From the middle crease, pull the triangle outwards and then flatten into a square.

8

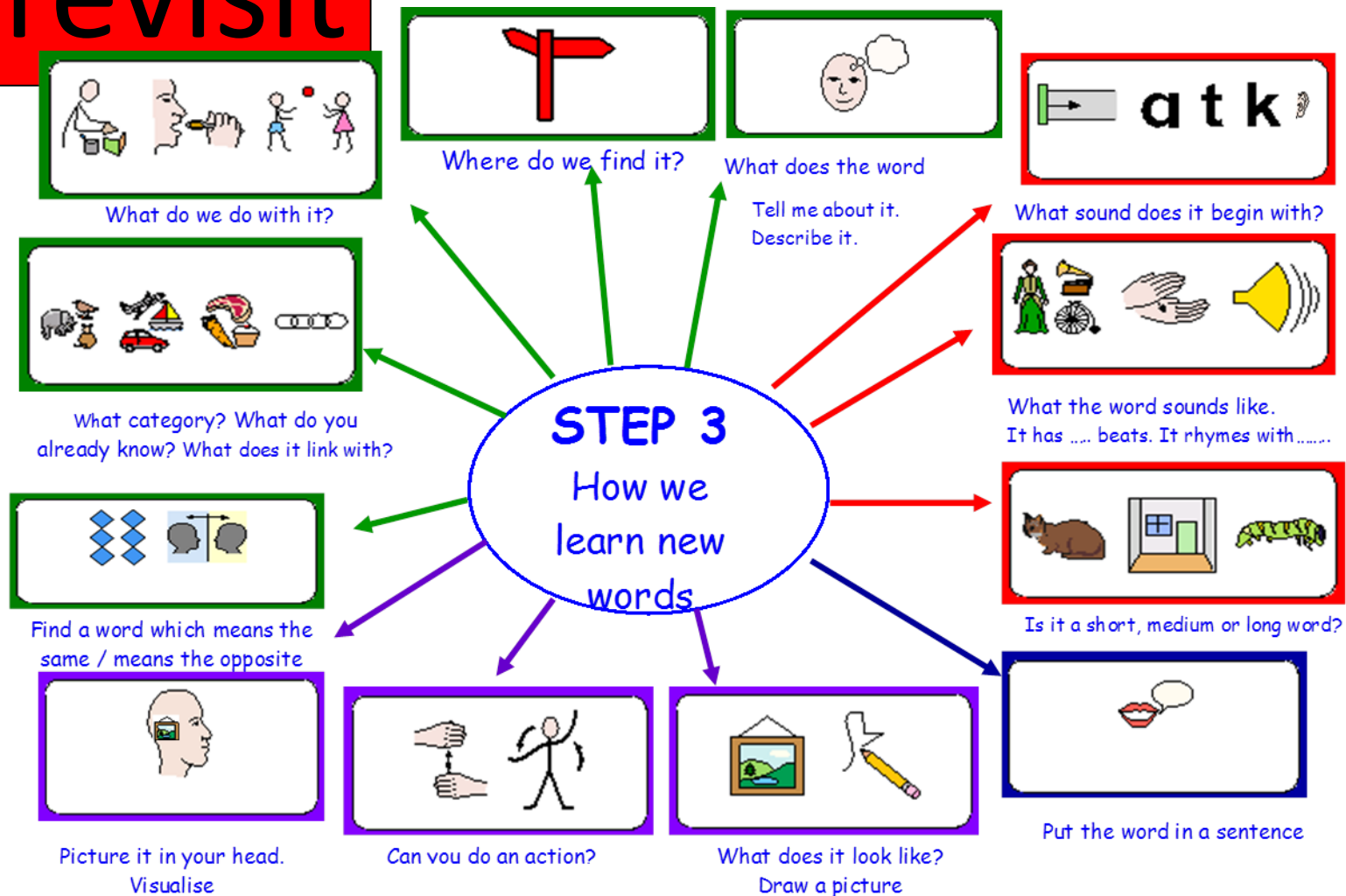
Pull the outside triangles to either side of the square to open it up into the boat shape.

9

Ensure the boat is flattened and the creases are all made firmly, so that the structure can be teased out to create a boat.

Can you find the
wimbly woo?

repeat and revisit



be careful
with
questions

1. Balance questions with comments
2. Check questions are developmentally appropriate

THE BLANK LANGUAGE SCHEME

Level I

Matching Perception -
the **whole** object

- Name an object - what is this?
- Point to an object - show me the...
- Point to an exact match - find one like this
- name something in the immediate past -
what did you see on the table?

THE BLANK LANGUAGE SCHEME

Level II

Selective analysis of
perception - **part** of the
object

- finding objects by function - which do we eat with?
- sentence completion - I put my hat on my
 - naming things that match - what goes with the spade?
 - sorting and categorising - what else is a fruit?
 - linguistic concepts - find a **blue** ball, find a **small** hat
- describe a scene - what is happening in the picture?
- name a difference - what is different about a dog and a horse?
- describe things - who? what? where?

THE BLANK LANGUAGE SCHEME

Level III

Re-ordering
perception - object in
its context

- follows a set of directions - put the dog in the box, put the lid on and give it to me
- gives an example with a condition - show me a animal that is *not* black
 - identifies similarities - how are these the same?
 - can arrange pictures in a sequence
 - tells a story / describes an event - what did you do today in games?
 - show theory of mind - what might Mum say? what might Mum feel?
 - give a definition - what is a mouse?
- summarise the story in a sentence - what have you done?
- predict - what might happen next?

THE BLANK LANGUAGE SCHEME

Level IV

complex and abstract
verbal problems - the
relationships between
objects, people, events
and reasons

- justify a problem - why will the boat float?
- identify the cause - what made the boy cry?
 - solve a problem - what could you do if you didn't have your lunch?
 - solve a problem from another person's perspective - what could Mrs Smith do if she didn't have any paper?
 - Make an inference from an observation - how can we tell that this book is old?
 - explain why something cannot be done - why can't penguins fly?
- select a means to a goal - what do we need to make Mother's Day card?
- explain the logic of compound words - why is this called a newspaper?



Using Blank levels to support behaviour

- What happened?
- Who does the teddy belong to?
- How is Joshua feeling? Why is he feeling x?
- What should you say to Joshua now?
- How can you do things differently next time?
- If you wanted to borrow Joshua's teddy, what could you have said?
- What would you have done / how would you have felt if somebody grabbed your teddy?
- So, what do you need to do now?

Language development as a buffer

- Developing language supports positive relationships
- Language & interaction can buffer ACEs
 - If you can say it, you don't need to behave it
 - Self-talk for self-regulation
 - A vocabulary and grammar of feelings
 - Essential for the key intergenerational buffer

Language development as a buffer

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- Language & interaction can buffer ACEs
 - If you can say it, you don't need to behave it
 - Self-talk for self-regulation
 - A vocabulary and grammar of feelings
 - Essential for the key intergenerational buffer ...
 - EDUCATION!

How does language promote

- SAFE
- HEALTHY
- ACTIVE
- NURTURED
- ACHIEVING
- RESPECTED & RESPONSIBLE
- INCLUDED

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