

Norwich Opportunity Area Communication Champions

HANDBOOK: Training sessions for cascading

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About this pack of training sessions

This pack of training sessions for cascading is designed to be delivered by trained Communication Champions to teachers, SENCOs, and teaching assistants who work with children in Early Years settings.

Some of the sessions can also be used for delivery with parents, although some content and activities may need to be modified or omitted based on Communication Champions' knowledge of the parent group they are delivering to.

The sessions are linked to each other and build on the knowledge from the previous session, and therefore it is recommended that they are presented in the given order. The sessions are separated into 3 separate "blocks" – information is given below on the sessions included and intended audience for each block.

It is important that you deliver the course just as it's presented here and do not alter the slides or notes. However, you may wish to add examples of good practice or illustrations from your own experience or specific to your setting.

Delivery

Approximate timings are given for each session and each slide, but you may want to spend longer on some areas than others, depending on the participants' understanding and skills. We have suggested in italics what you might like to say to explain each slide but equally, you can use your own words if you feel comfortable and confident to do so.

Add experiences from your own practice whenever possible to scaffold participants' understanding. Participants may also add their own experiences from children they have worked with.

It is essential that this training is delivered by a “Communication Champion” who has attended all of the Stage 2 and Stage 3 Communication Champion training sessions, written by The Communication Trust and delivered by Communicate.

Communication Champion's role

The Stage 2 and 3 Communication Champion training you have done already is designed to equip you with all you need to fulfil your Champion role in your setting. Using your training and the information in this pack, you are equipped to provide identified and prescribed training to colleagues and parents around speech, language and communication, and how speech, language and communication can be supported in your setting and at home.

We already know why it is essential for all those working in early years settings to have an understanding of the importance of speech, language and communication:

- The amount of language directed at children in their childcare setting is a positive predictor of their language development
- Language skills are a key element in most measures of school readiness
- Language and phonological skills are the foundation of early literacy development
- Language is essential to children's social and emotional development and wellbeing

As a Communication Champion, your role is to:

- Cascade training to your colleagues and parents you work with around speech, language and communication, demonstrating how speech, language and communication can be supported in your setting and at home
- To act as the "expertise hub" in speech, language and communication in your setting
- To provide information, sharing your experience and knowledge from the training you have completed, with colleagues and parents
- Facilitate regular group discussion and activities around the topics covered in your Stage 2 and 3 training, to embed others' learning

Your role is not:

Your training as a Communication Champion has enhanced your knowledge around this important area. However, you must also remember that it hasn't given you the expertise of a speech and language therapist who has trained to degree level over several years.

Therefore, your role is not to formally assess and diagnose children's speech, language and communication needs (SLCN). Your new knowledge will support your setting to know better when they need to refer to speech and language therapy.

Structure of cascading training package

The pack of training sessions for cascading in your setting are divided into 3 blocks:

1. **CORE SESSIONS:** this block of sessions is at the “basic” or “universal” level; they are essential for delivery to all staff who work with children in your setting, as they provide a foundation of understanding of the key areas in speech, language and communication. All sessions should be delivered (rather than picking and choosing individual sessions) as they each build on each other, and when delivered together, provide a solid foundation of understanding around key principles.
2. **A STEP FURTHER:** this block of sessions is at the “intermediate” level. They extend on some of the topics that were introduced in the first block of sessions, and provide a more in-depth understanding of concepts and strategies relevant to specific areas of speech, language and communication. You may find that these sessions are more relevant for teaching staff rather than teaching assistants, for example, however teaching assistants will also benefit from these sessions, particularly if they are involved in directly supporting children with SLCN.
3. **WHOLE SETTING CHANGE:** there is only one session in this block, which is considered to be the more “advanced” session, as it is focused more at the strategic level, and is designed to encourage participants to think about changes that can be made at the level of the entire setting. The session involves looking at various resources that can be used to support whole setting change. You may find it helpful to deliver this training session in more of a “workshop” style to a more focused core group of staff, such as the leadership team in your setting, and make decisions as a group regarding next steps you want to take in your setting as a whole.
Some settings may even prefer to start with this session, as an audit in whole setting change with a core group of staff, in order to make a plan for the setting as a whole before delivering the earlier sessions to a wider group of staff.

See next page for a table showing the structure of the cascading training package.

CORE SESSIONS (basic/universal)	A STEP FURTHER (intermediate)	WHOLE SETTING CHANGE (advanced)
1.1 Speech, Language and Communication: Definitions, typical development, and impact on other areas of learning	2.1 'Attention and listening' and 'Understanding of language'	3.1 Whole setting change
1.2 Identification and assessment of speech, language and communication needs (SLCN)	2.2 Vocabulary and expressive language	
1.3 The communication environment, including the home environment and engaging parents	2.3 Speech sounds, and including children with SLCN and their parents	
1.4 Strategies and support for children with SLCN		

Resources required

You will notice that in this pack, you have been provided with 3 PDF versions of each training session. These are:

1. SLIDES – PDFs of the PowerPoint presentation slides, which can be projected onto a large screen for training delivery.
2. TRAINER NOTES – these are PDFs of the slides with notes for the Communication Champion under each slide. These notes include points for Champions to consider, background information, explanations of tasks, and links to further reading/references. Notes in italics are suggestions for what you might like to say to explain some slides, but equally, you can use your own words if you feel comfortable and confident to do so. You may find it helpful to have a printout of these notes available to refer to while delivering training sessions.
3. HANDOUT – these are PDF handouts of the slides for participants/learners. Each handout has 3 slides per page, with space to write notes next to each slide. These should be printed for participants to refer to and write notes on during each training session.

In addition to the above PDFs, you will also require:

- Computer equipment (PC/laptop etc) including speakers and internet access (to play videos)
- Flipchart and pens
- There are some other resources required for specific sessions – please see detailed session notes from the next page onwards

1. Overview of CORE sessions – Basic/universal level

- This section comprises 4 training sessions.
- The content is at the UNIVERSAL level – ie, it is intended to be delivered to ALL staff who work with children.
- Each session is 1 hour 30 minutes long.

Session	Session Aims	Resources
1.1 Speech, Language and Communication: Definitions, typical development, and impact on other areas of learning	<ul style="list-style-type: none"> • Understand the different terms ‘speech’, ‘language’ and ‘communication’ • Understand typical speech, language and communication development • Understand the potential impact of speech, language and communication needs (SLCN) on other areas of development 	<ul style="list-style-type: none"> • <i>Universally Speaking: the ages and stages of children’s communication development for children aged birth to 5</i> – enough copies for participants to share in pairs/small groups for activities. (NB: you may also like to look at the version of <i>Universally Speaking</i> for children aged 5-11 if this age group is relevant for your setting) • Videos – YouTube links are given on relevant slides.
1.2 Identification and assessment of speech, language and communication needs (SLCN)	<ul style="list-style-type: none"> • Understand what the term ‘SLCN’ means • Be aware of how to identify children with SLCN • Understand the relationship between learning English as an Additional Language (EAL) and SLCN • Know some strategies to support the identification of SLCN in children with EAL • Understand our roles and responsibilities for supporting children with SLCN 	<ul style="list-style-type: none"> • Videos – YouTube links are given on relevant slides.

	<ul style="list-style-type: none"> • Be aware of the processes and procedures in our setting for raising concerns 	
1.3 The communication environment: including the home environment and engaging parents	<ul style="list-style-type: none"> • Understand the importance of the communication environment to support all children's speech, language and communication skills, not just those with SLCN • Be aware of what makes a communication friendly environment • Understand the importance of the home environment for children's speech, language and communication development • Understand the importance of involving parents and carers in a child's care and support • Be able to support families of EAL children to support their child's speech, language and communication development 	<ul style="list-style-type: none"> • Videos – YouTube links are given on relevant slides.
1.4 Strategies and support for children with SLCN	<ul style="list-style-type: none"> • Be aware of strategies to support all children's speech, language and communication development, including those with SLCN • Identify strategies which can be embedded into your current practice 	<ul style="list-style-type: none"> • Videos – YouTube links are given on relevant slides.

2. Overview of A STEP FURTHER - Intermediate level

- This section comprises 3 training sessions.
- The content is at the INTERMEDIATE level – ie, it extends on some of the topics that were introduced in the first block of sessions, and provides a more in-depth understanding of concept and strategies relevant to specific areas of speech, language and communication.
- You may find that these sessions are most relevant for teachers, however teaching assistants will also benefit from these sessions, particularly if they are involved in directly supporting children with SLCN.
- Each session is 1 hour 30 minutes long.

Session	Session Aims	Resources
2.1 'Attention and listening' and 'Understanding of language'	<ul style="list-style-type: none"> • Understand what is meant by 'attention and listening' and why it's an important element of children's speech, language and communication development • Be aware of typical development of attention and listening skills • Learn some strategies and ideas to support children's attention and listening skills • Understand how 'understanding of language' fits in with children's overall speech, language and communication development • Be aware of typical development of comprehension skills • Learn some strategies and ideas to support children's understanding of language 	<ul style="list-style-type: none"> • Wellcomm – 1 copy to refer to during session and show participants • 'Listen Up' resource from The Communication Trust – free to download – print off examples of activities to show participants • Some toys/objects for ICW activity
2.2 Vocabulary and expressive language	<ul style="list-style-type: none"> • Understand what is meant by 'vocabulary' and why it's an important element of children's speech, language and communication development • Be aware of typical vocabulary development 	<ul style="list-style-type: none"> • Wellcomm Big Book of Ideas – 1 copy to refer to during session and show participants • Several copies of the book "The Very Hungry Caterpillar". • An exotic fruit/food/object to use

	<ul style="list-style-type: none"> • Learn some strategies and ideas to support children's vocabulary development • Be aware of the typical way in which children's expressive language and use of sentence structures develops • Learn some strategies and ideas to support the development of children's expressive language and sentence structures 	<p>for teaching vocabulary activity (you will teach two new words, but you only need to bring in the fruit/food/object for one of them). See suggestions of objects to use in notes underneath slide for this activity.</p> <ul style="list-style-type: none"> • Videos – YouTube links are given on relevant slides.
2.3 Speech sounds, and involving children with SLCN and their parents	<ul style="list-style-type: none"> • Be aware of the typical way in which children's speech sound systems develop • Know when to be concerned about a child's speech sound development • Learn some strategies and ideas to support the development of children's speech sounds • Understand the importance of involving children and young people with SLCN • Be aware of some strategies to help you to involve children and their families in their support 	<ul style="list-style-type: none"> • Wellcomm Big Book of Ideas – 1 copy to refer to during session and show participants • Examples of resources that you currently use to involve children with SLCN to show participants. This might include: <ul style="list-style-type: none"> - Communication passports - Visual schedules - All About Me poster - Sorting tasks • Videos – YouTube links are given on relevant slides.

3. Overview of WHOLE SETTING CHANGE – Advanced level

- This section consists of one training session.
- It is considered to be the more “advanced” session, as it is focused more at the strategic level, and is designed to encourage participants to think about changes that can be made at the level of the entire setting.
- You may find it helpful to deliver this training session in more of a “workshop” style to a more focused core group of staff, such as the leadership team in your setting, and make decisions as a group regarding next steps you want to take in your setting as a whole.
- The session is 1 hour 30 minutes long.

Session	Session Aims	Resources
3.1 Whole setting change	<ul style="list-style-type: none">• Be familiar with the Assess, Plan, Do, Review approach• Learn about training and resources available, including:<ul style="list-style-type: none">• The Early Years Communication Commitment resource• The Communication Trust Online Short Course• Plan how we are going to affect and evaluate change in our setting	<ul style="list-style-type: none">• Universally Speaking• WellComm• Show websites – Early Identification Framework, Early Years Commitment, TCT Online Short Course