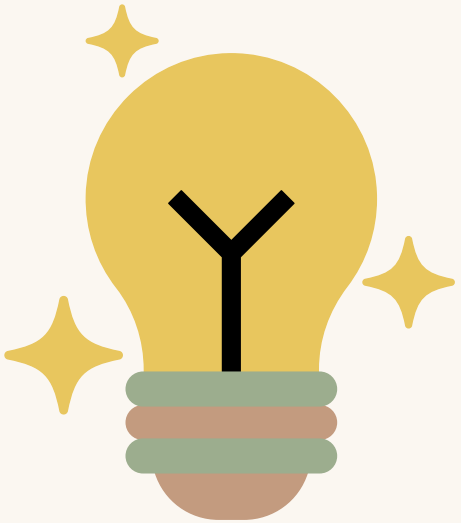
Best Practice Network

#EYSENConference

Workshop Slides

Super Sensory SUPPORT STRATEGIES



Hi there! We are the KP SEND team!

Introduction

Passionate about having high aspirations for all children and embedding the Kids Planet CARE values of providing a neuro-affirming community and in turn creating a safe place for children and families with SEND, where they have improved outcomes.

Support our team to feel valued in the role of SENDCos.

AIM OF TODAY

The number of children and young people with EHC plans increased to 517,000, as at census day in January 2023, up by 9% from 2022.

Annual DfE Census – Local Authority EHC Plan data

While there is no magic wand, WHAT IS THE SOLUTION?

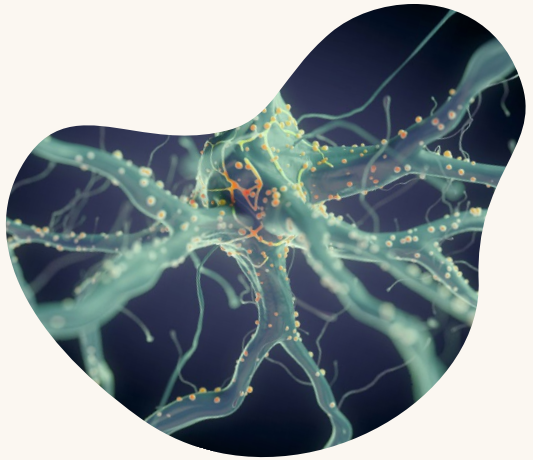
- DISCUSS SENSORY INTEGRATION
- SHARE OUR FAVOURITE SENSORY STRATEGIES
- DEMONSTRATE SIMPLE INDIVIDUAL REASONABLE ADJUSTMENTS

MENTIMETER

What is SENSORY INTEGRATION?

Starts at 22 weeks gestation & continues until we are 20!

From the body to the brain



Helps us to use our bodies effectively

Feeling safe & making sense of the world

SENSORY DYSREGULATION

We all have sensory preferences and tolerances, such as sounds, food, and smells. Different situations can trigger varying levels of anxiety, leading to diverse reactions that can unknowingly impact our bodies.

GLASSES OF WATER

Picture our sensory system as glasses of water; ideally, each glass should have the perfect amount of water to avoid being over or under responsive.

MISCOMMUNICATION

Sensory dysregulation occurs when the neurons in the brain lack consistent communication with each other.

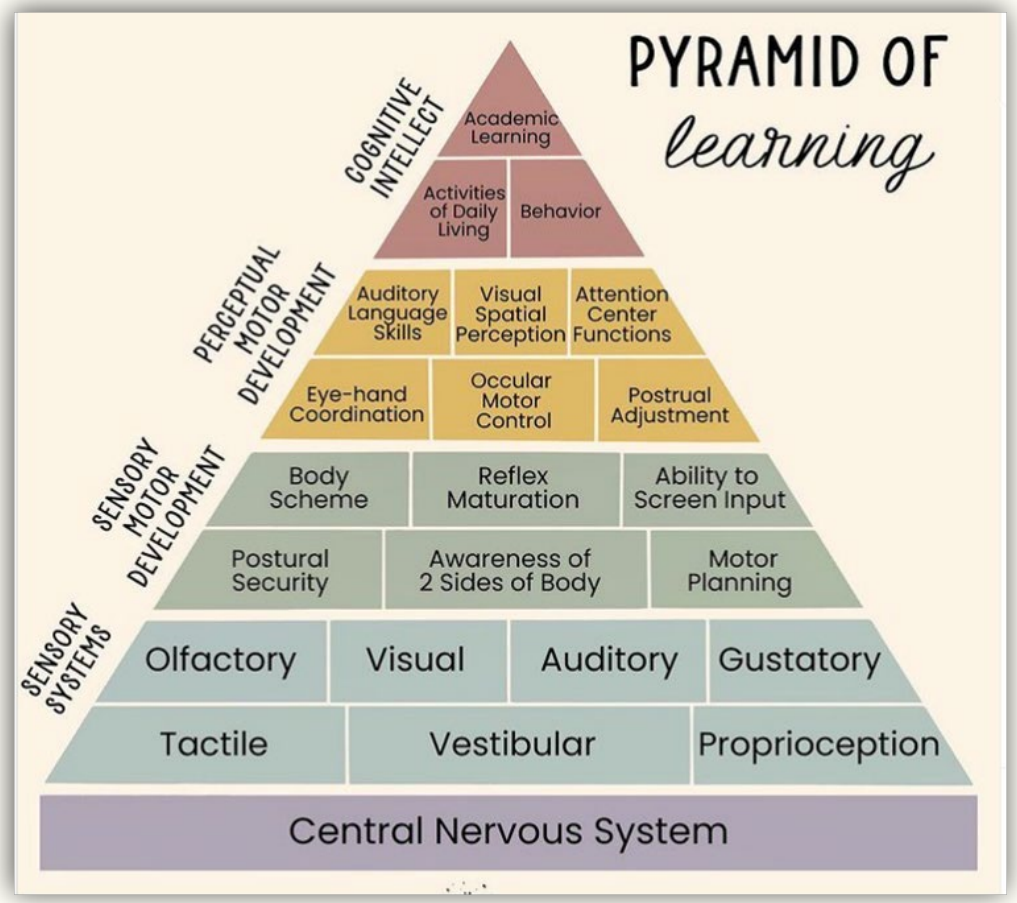
FIGHT, FLIGHT OR FREEZE

When children are triggered, they may exhibit explosive or inconsolable behaviour, which can cause them to avoid or overreact to various situations.

IMPACT ON LEARNING AND DEVELOPMENT

Sensory processing and development are intertwined

The misinterpretation of incoming sensory information may directly compromise the individual's ability for learning and social interaction.



Children need adults to co-regulate; looking to adults for how to act/respond to a situation.

Enhancing sensory integration helps children feel secure, leading to a relaxed limbic system in the brain.

When the prefrontal cortex (cognitive) system of the brain is at ease, it becomes primed for learning. This results in an increased ability to adjust responses to environmental demands, acquire new skills, and move towards better outcomes.

SUPPORTING SENSORY INTEGRATION

Be a sensory detective

AT ANY STAGE...

...the central nervous system needs sensory input to maintain attention.

HABITS

Children use sensory-motor experiences to help them to be alert for tasks, these are referred to as habits, e.g. fidgeting.

MOVEMENT

Most children need to engage in movement activities to achieve and maintain attention.

THINK

How many children (or adults) do you know who can sit still and pay attention?

STRATEGIES

Consider development

STAGE NOT AGE

What is the intention/skill?

Reasonable Adjustments

Ordinarily Available Provision

Break out spaces

Observation

SEND observation that identifies strengths to support areas for development

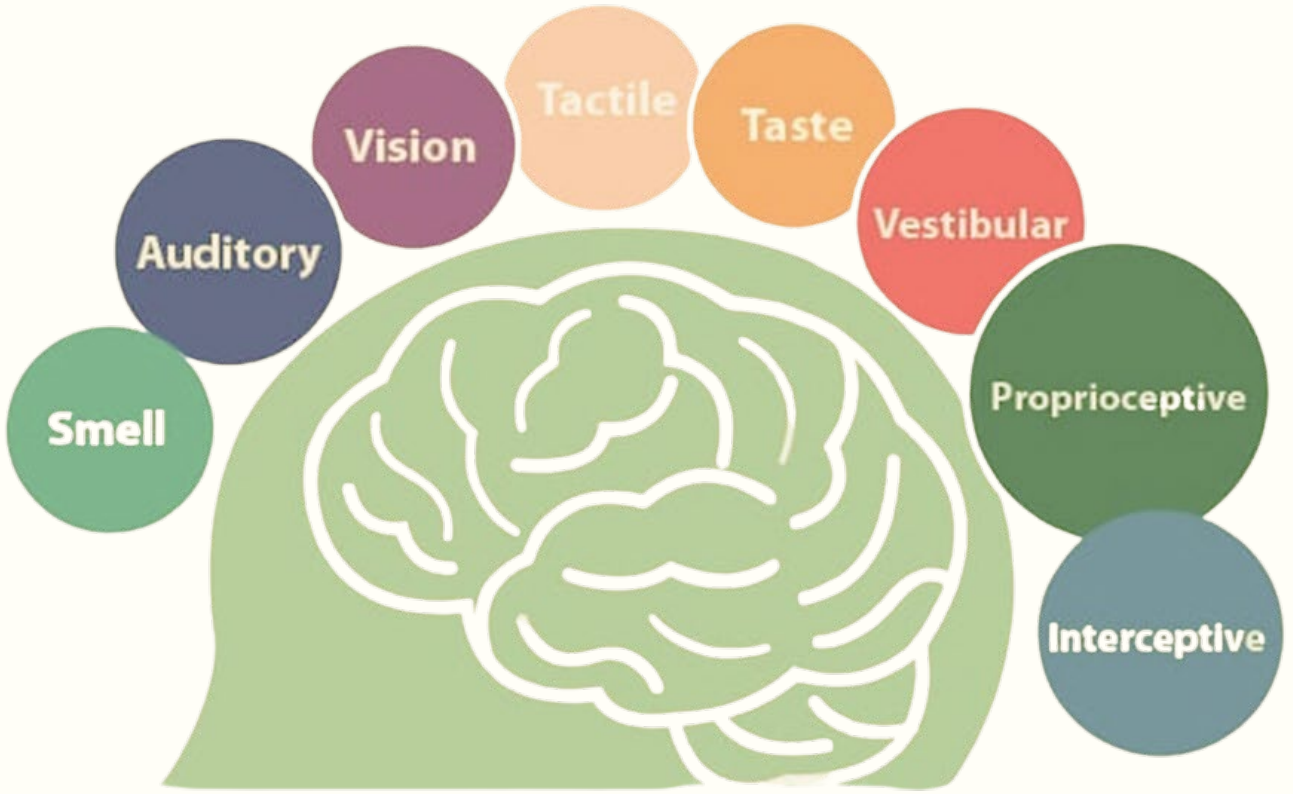
Visuals

Multi sensory group Interactions

Emotional Coaching

8 SENSES

3 HIDDEN POWERHOUSE SENSES



Vestibular Sense

This sense relates to gravity, movement and emotional security

- Balance and coordination
- Sleep/wake cycle
- Arousal and attention levels
- Eye movements
- Detecting head movements

It develops until 10 years old, which is why children seem to seek and crave movement

VESTIBULAR

Under responsive- Seeking behaviours

WHAT WE MIGHT SEE

• Always on the go, may seek rocking, spinning, jumping, being upside down

• Likes fast repetitive spinning motion and doesn't get dizzy

• May seem unaware of dangers, and heights. Seek climbing on surfaces, windowsills, and hanging upside down

• Constant fidgeting

• Need movement to stay alert

HOW WE CAN SUPPORT

• A regular change of position can help maintain their attention e.g. lying on tummy, sitting on the floor, sitting on a chair during group interaction time, or kneeling

• Movement breaks, enable child to move around the room, give them a purpose e.g., collecting items at tidy up time

• Jumping on a trampette, running, jumping, skipping, hopping, climbing, rolling over or bouncing on a gym ball, wheelbarrow walks, walking on all fours

• Provide a fidget toy to keep their hands busy

• Heavy activities/tidying, stacking chairs, cleaning wiping tables, flipping tyres, weighted wheelbarrows/trollies

• Promoting yoga and forward rolls which provide regular changes in position and challenge centre of gravity through moving head out of midline.

• Create a spinning box of safe resources. E.g. scarfs, gymnastic ribbons etc.

• Wobble cushion, ball chair, TheraBand on the legs of chair while sitting.

VESTIBULAR

Over responsive- Avoidant behaviours

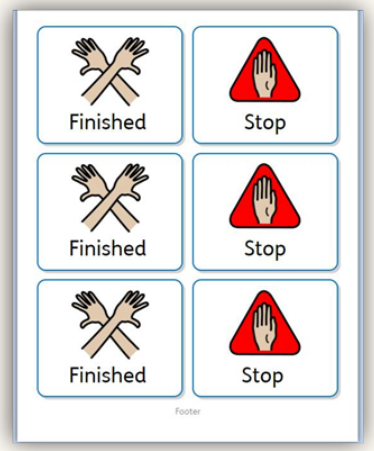
WHAT WE MIGHT SEE

- Dislikes head being tilted backwards. E.g. nappy change.
- Becomes anxious and distressed when feet leave the ground
- May have difficulty walking on uneven surfaces.Trips/loses balance, limited coordination
- Holds onto things when walking.
- May dislike turning around, running
- May appear hesitant to explore the room if a busy environment

HOW WE CAN SUPPORT

- Break down activities into small, more easily manageable steps and use visual cues such as FINISHED.
- Use your hands to help the child develop their awareness of their body position.
- Gradually introduce slow predictable movements such as spinning, rocking/roller boards. Trampettes, rocking horses, gym ball.
- Use visual markers so the child has a clear aim of where to go e.g. put their favourite cushion on the floor so they can aim to be sitting on top of it.
- Allow feet to be grounded
- Allow the child time when completing stairs, allowing them to go first or last in a line of others and have handrails available to use


core balance


Finished
Stop
Finished
Stop
Finished
Stop
Footer

Proprioceptive Sense

Proprioception is the message from muscles and joints

- It tells us where we are in space and how body parts relates to one to another.
- The ability to sense the orientation and plan movements of our body in the environment.
- Work out the amount of force being exerted.

When the proprioceptive sense is activated, it feels good, releases serotonin (happy hormone).

PROPRIOCEPTIVE

Under responsive- Seeking behaviours

WHAT WE MIGHT SEE

- Heavy-handed/footed.
- May lean on people, furniture, feel pressure on them.
- Runs up and down the same pathway.
- Bumps into objects and finds it difficult to avoid obstacles.
- Seeks rough and tumble play.
- May hide and squeeze into small places, go behind cupboards.
- May self-stimulate – e.g. humping.

HOW WE CAN SUPPORT

- Physical activities – running, climbing, circuits or obstacle courses. Use of gym ball; bouncing on, rolling over.
- Resistance/weight bearing activities – pulling, pushing, heavy-duty carrying objects, lifting items with some weight.
- Theraband around front two chair legs, to be off the floor to allow child to rest feet on and push through allowing some resistance.
- The child uses a lap weight.
- Yoga is a great activity that both stretches and compresses muscles and joints for good feedback for this sensory system.
- Use individual spots or the 'arm's-length rule' to judge personal space.

PROPRIOCEPTIVE

Over responsive- Avoidant behaviours

WHAT WE MIGHT SEE

- Sensitive to touch.
- Difficulty sitting next to others.
- Dislikes tight clothing.
- Poor balance, may find it difficult to dress, climb stairs, sit on a chair.
- May tip toe walk and runs from one area to another.

HOW WE CAN SUPPORT

- Offer fine motor skills in a larger size before moving smaller.
- Provide proprioceptive activities but in short bursts to enable individuals to adapt to movement.
- Use nature walks and yoga.
- Have a mat/wobble cushion for the child to sit on.
- Vibration massage.
- Provide loose clothing.


PhysiQue


Sensory Direct
Therapy Putty
Medium/Soft - 56g
sensorydirect.com
THP02RED

Interoceptive Sense

The interception system is comprised of internal sensors that let us know what our internal organs are feeling

- There are little receptors located throughout the inside of our body, in our organs, muscles, skin, and bones which gather information from the inside of our body and send it to the brain.
- The brain helps to make sense of these messages and enables us to feel things such as hunger, fullness, pain, body temperature, nausea, need for the bathroom, tickle and physical exertion.
- Additionally, interception allows us to feel our emotions and self-regulation.
- Only kicks in when the brain becomes aware of it.
- It also directly impacts our ability to read other people's physical and emotional states.

INTEROCEPTIVE

Under responsive- Seeking behaviours

WHAT WE MIGHT SEE

- May not interpret signals for thirst and hunger and so many do not seek drink and food.
- May not recognise needing a bowel movement.
- Not being sure if they need to vomit, can become overwhelmed and often react inappropriately.
- Doesn’t notice when in pain/injured.

HOW WE CAN SUPPORT

• Social stories to manage hunger, toileting, emotions.

• Temperature activities (hot and cold).

• Yoga/Mindfulness/Self-regulation/Emotion matching games/Breathing exercises.

• Heavy duty work to support understanding of their bodies.

INTEROCEPTIVE

Over responsive- Avoidant behaviours

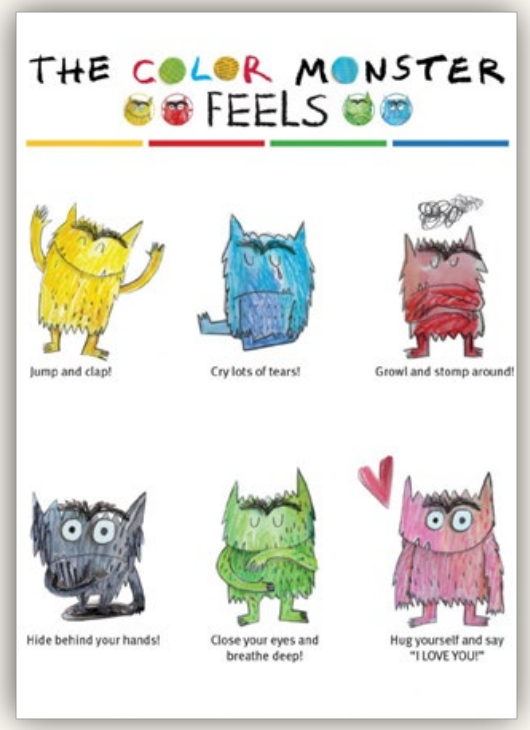
WHAT WE MIGHT SEE

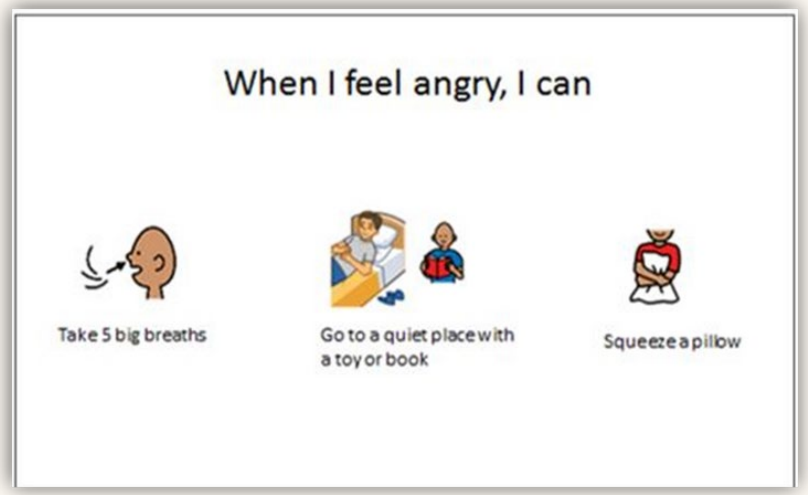
- May be over-sensitive to when they are hungry or thirsty and seek water and food continuously.
- Respond to only small changes in the body in an exaggerated way.
- Complain about pains and aches regularly.
- Unable to identify emotions accurately.
- Struggles to settle/can seem very alert.

HOW WE CAN SUPPORT

- Manage overeating food expectations.
- Temperature activities (hot and cold).
- Yoga/Mindfulness/Self-regulation/Emotion.
- Matching games/Breathing exercises.


Pip and the
Bag of Buddies
Bag of
Buddies


THE COLOR MONSTER
FEELS
Jump and clap!
Cry lots of tears!
Growl and stomp around!
Hide behind your hands!
Close your eyes and breathe deep!
Hug yourself and say "I LOVE YOU!"


When I feel angry, I can
Take 5 big breaths
Go to a quiet place with a toy or book
Squeeze a pillow

Sensory Profile – Sensory Integration Timetable

Child's Name:

Use the *Sensory Profile – Support Strategies* document to create a Sensory Integration timetable.

When I'm dysregulated, my individual sensory integration activities support me back to a state of calm.

STAGE 1 – Energy lifting section		
The aim of the alerting activities is to provide vestibular and proprioceptive stimulation. This prepares the brain for learning and the demands of the day. E.g. • Jogging on the spot. • Bouncing 10 times on a ball. • Jumping on the spot / jumping jacks. • Bouncing 10 times on a trampette. • Rolling over a peanut ball. • Skipping. • Hopscotch.		
STAGE 2 – Organising section		
The aim of the organising section includes activities that have been individually identified during the above phase and require motor sensory processing, balance and timing.		
Senses	**Hypersensitive Activities**	**Hyposensitive Activities**
Sight Vision		
Hearing Auditory		
Taste Gustatory		
Smell Olfactory		
Touch Tactile		
Proprioception Body position		
Vestibular Balance and Coordination		
Interoception Thirst, hunger, anxiety		
STAGE 3 – Calming section		
The aim of the finishing with calming activities ensures that as the child leaves the circuit, they are feeling calm, centred, regulated and as ready for the next activity of the day as possible. E.g. Weighted resources. Stretching over a gym ball. Calming fidget toys. Give themselves a hug. Slow rocking movements.		

***Some children may be able to recognise when they are becoming dysregulated and want to communicate their need to participate in their sensory integration timetable. Use visual supports so the children can request the break without the need for verbal communication. ***

IN SUMMARY

Children need co-regulation, patience, commitment and perseverance.

There is NO MAGIC WAND, we are working with the child's neurological processes so it will take months.

If children are struggling in their environment, they will unconsciously gravitate to what their body needs or go into a state of anxious dysregulation – fight, flight or freeze response.

Our role is to respect this, investigate their sensory profile and anticipate and encourage appropriate ways to support and meet their needs with sensory integration routines.
Create environments that contain reasonable adjustments to support your neurodiverse community, which enable all children to access the full learning and development opportunities and increase

IMPROVED OUTCOMES

REFLECTION

We would love your feedback!

THANK YOU!

Any Questions?

Working together to inspire your world

thrive
Removing barriers to learning

How to handle outbursts and meltdowns

Presented by

Viv Trask-Hall

Head of Product and Innovation

viv.trask-hall@thriveapproach.com

thrive
Removing barriers to learning

What are outbursts and meltdowns?

- Developmentally start around 18 months
- Intense storms of emotion
- Inability to express through words
- Communication through body and behaviour

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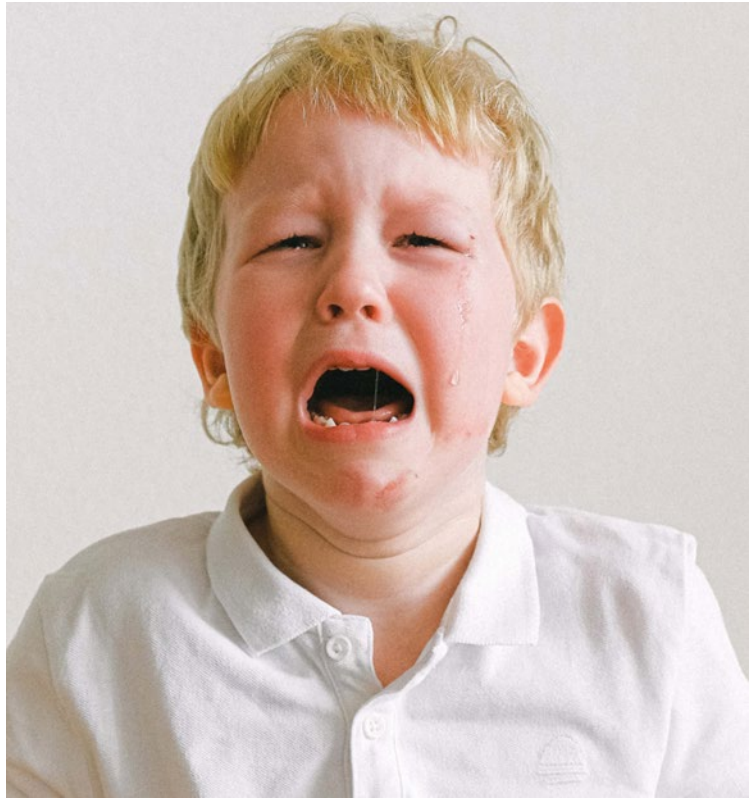
Removing barriers to learning

Why do outbursts and meltdowns happen?

- HALT
- Ignored, worried or anxious
- The imbalance skills ‘I want’ v ‘I can’t’
- The frustration of freedoms



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Meltdowns

- Emotionally driven
- Hyper arousal
- Limbic overrides cortex
- Unable to hear, reason, calm, connect

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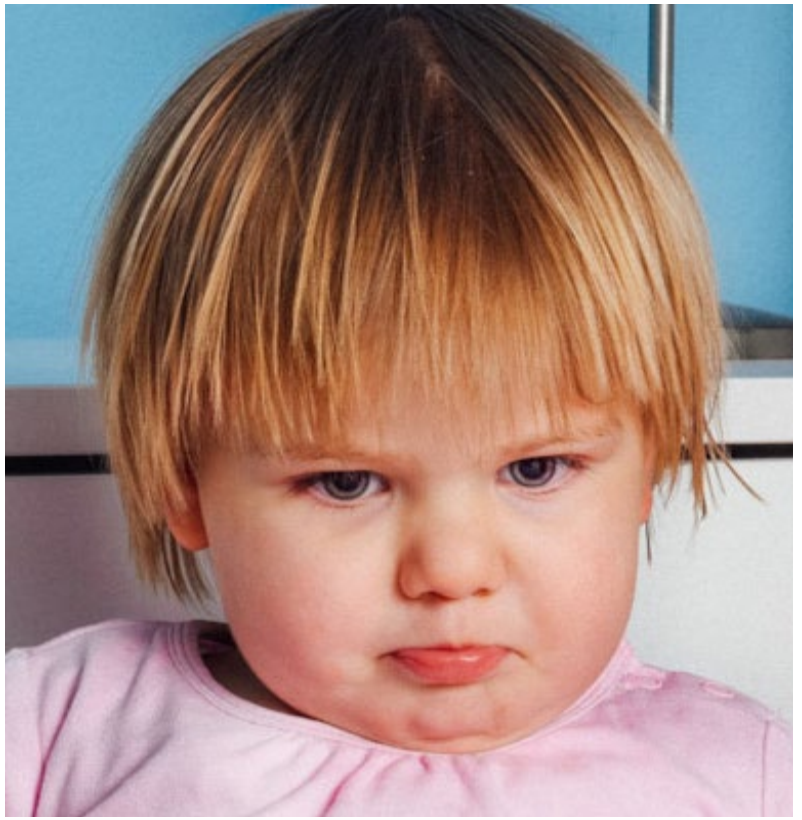
Removing barriers to learning

Outbursts

- Non-emotionally driven
- Control
- The imbalance skills ‘I want’ v ‘I demand’
- The frustration of boundaries



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Removing barriers to learning

CALM-LY-DEAL

- C – Cuddle, hold or positive touch
- A – Acknowledge and attune
- L – Listen and validate
- M – Move on
- D – Do not give in
- E – Explain and encourage
- A – Authority with empathy
- L – Look, listen and learn

- L - Loving
- Y - You

thriveapproach.com

THRIVE IMPACT

“I have been absolutely blown away by how much we have been able to achieve in such a short space of time.”

Samantha Gaymond | Headteacher of Stocksbridge Junior School | Sheffield

thrive
Removing barriers to learning

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OxEd
& Assessment

ORAL LANGUAGE IN THE EARLY YEARS

SEND and what can be done to help

Best Practice Network

Creators of Nuffield Early Language Intervention

Nuffield Early Language Intervention Preschool

Iram Siraj OBE

Professor of Child Development and Education
University of Oxford

> Every child's life is part lottery, as none can determine their gender, ethnicity, parents or place of birth.

'Putting the EYFS Curriculum into Practice'
Julian Grenier & Caroline Vollans (2023)

Iram Siraj OBE

Professor of Child Development and Education
University of Oxford

“

These random, and often cruel, factors are the strongest determinants of life prospects, which is precisely why early education is so important.

—

‘Putting the EYFS Curriculum into Practice’
Julian Grenier & Caroline Vollans (2023)

Iram Siraj OBE

Professor of Child Development and Education
University of Oxford

> It is during the early years of rapid physical growth and brain development that children benefit the most from high-quality education and schooling – which then becomes a protective factor, ameliorating the risk from the birth lottery.

'Putting the EYFS Curriculum into Practice'
Julian Grenier & Caroline Vollans (2023)

OXED – WHAT DO WE DO?

Best Practice Network

OxEd & Assessment (OxEd) is a University of Oxford spin-out company

- OxEd aims to provide **world class assessments**, **intervention** and **training**, to improve educational outcomes for **children around the world**

- Based on the world-leading research of Professor Charles Hulme and his team, OxEd develops:
  - Evidence-based interventions (e.g., NELI and NELI Preschool)
  - Evidence-based educational assessment apps (e.g., LanguageScreen, ReadingScreen)
  - CPD-accredited online training

- Everything OxEd does is based on the **science of learning**:
  - Many **highly-evidenced research papers** about assessment and intervention
  - Highly **rigorous measurement** of assessment and intervention efficacy

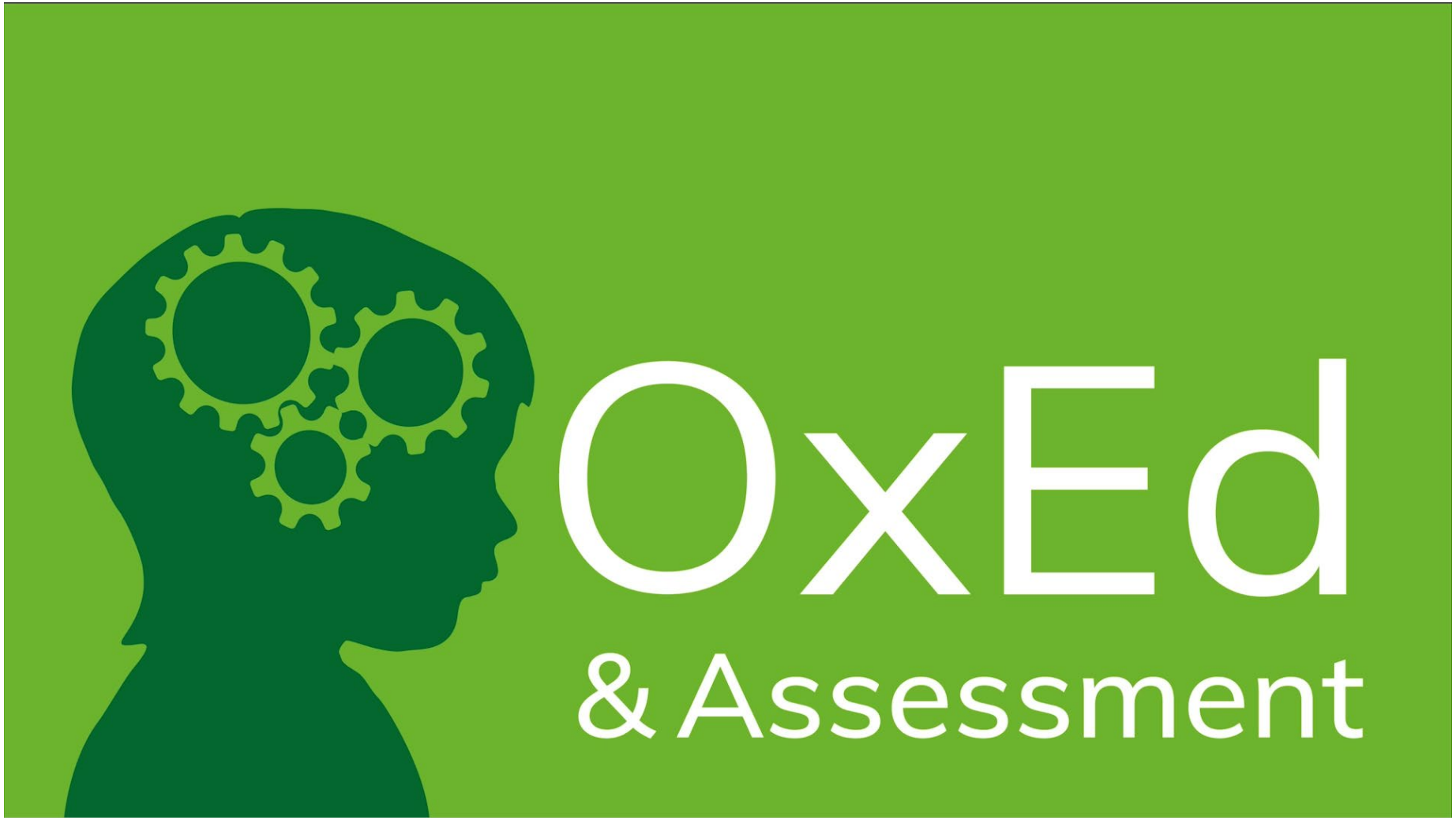
Professor Charles Hulme
Founder and CEO

Professor Maggie Snowling
Founding Director

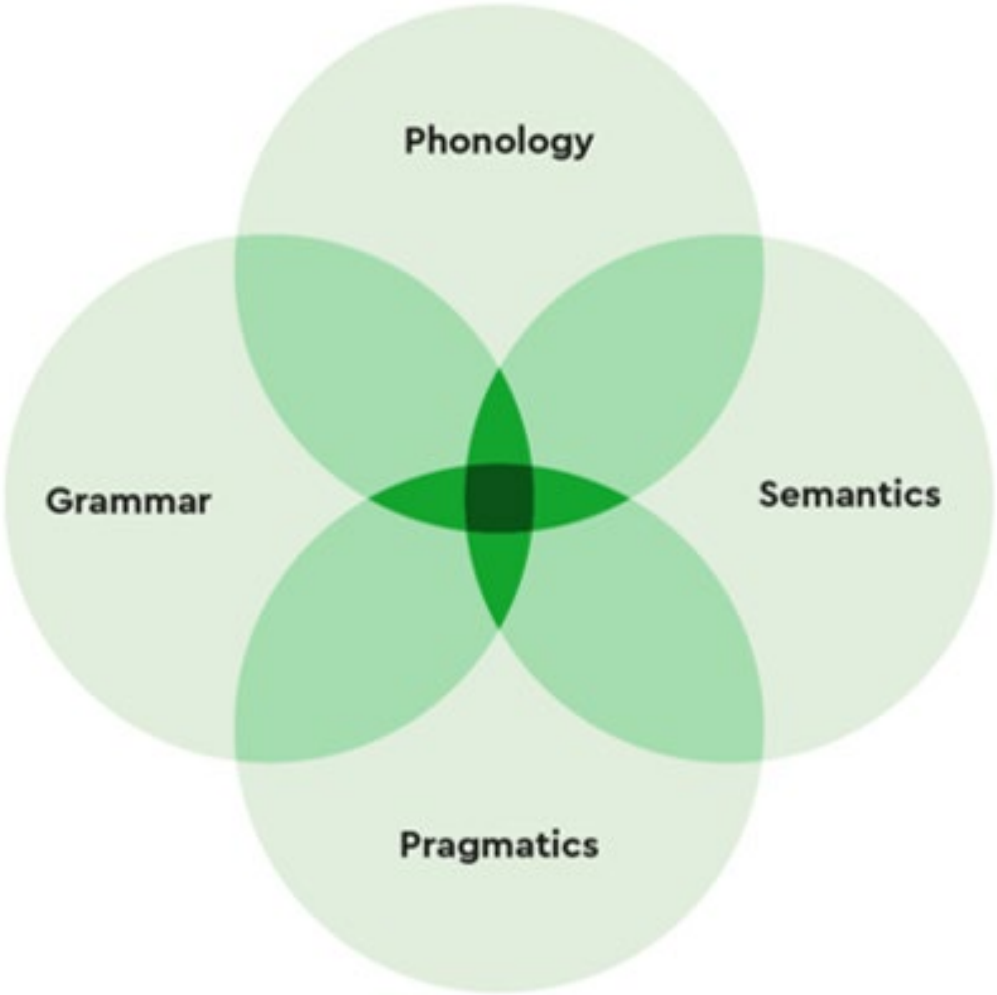
Dr Gillian West
Director

Mariela Rios Diaz
Research officer, PM, former SEN support & nursery practitioner

WHY ARE ORAL LANGUAGE SKILLS IMPORTANT?



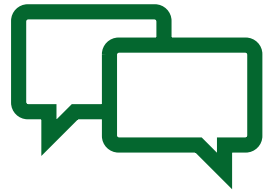
LANGUAGE IS COMPLICATED!



We are juggling many skills or processes:

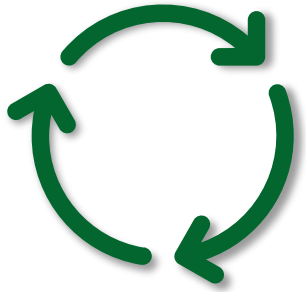
- which words to use (vocabulary)
- the sounds in those words (phonology)
- the order we put the words in and their form (grammar)
- what words and sentences mean (semantics)
- how we choose to express that meaning (pragmatics).

LANGUAGE IS COMPLICATED!



To understand speech, children need to be able to:

- Listen/attend
- Understand words
- Understand sentences
- Process language for meaning



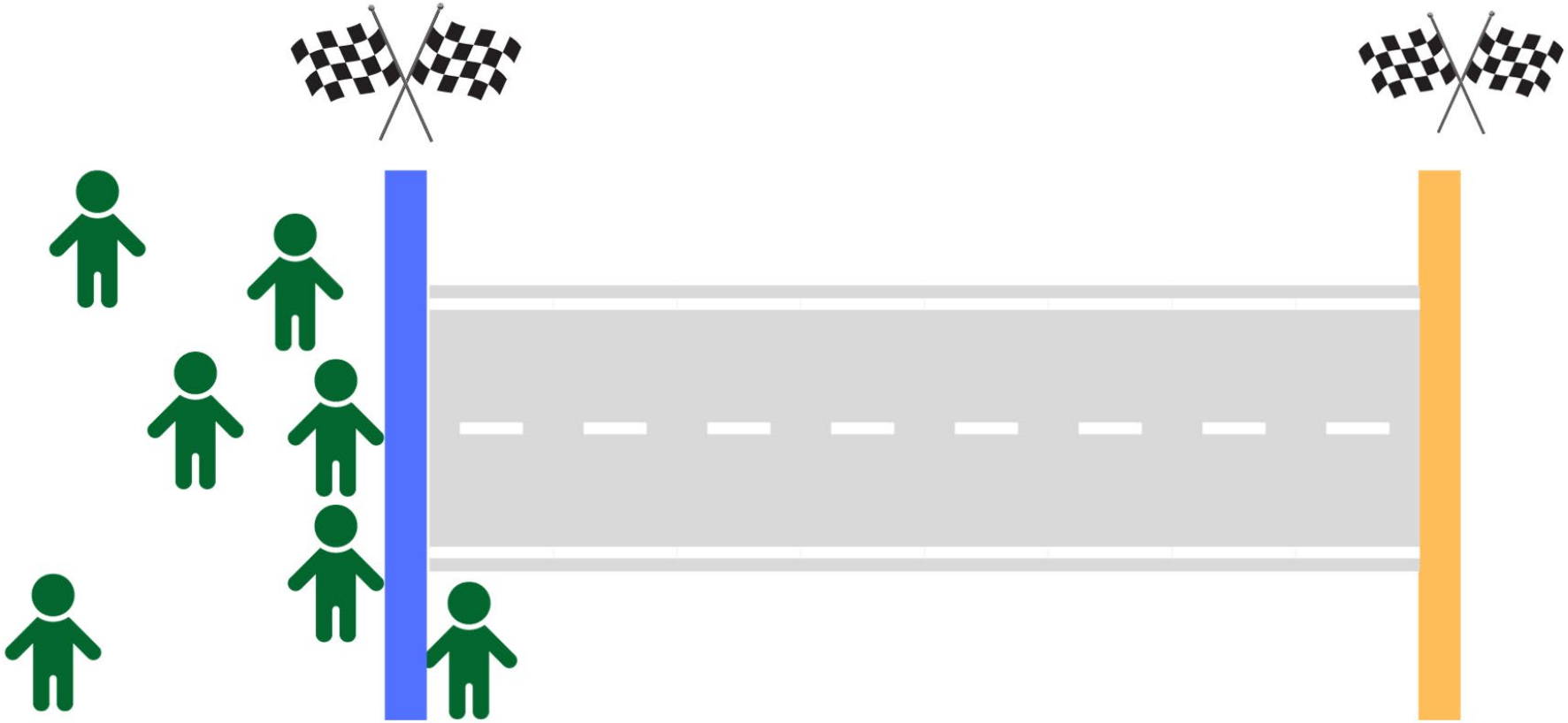
To communicate effectively using speech, children need to be able to:

- Choose words
- Plan words in a sentence
- Combine sentences to build a narrative
- Speak clearly and fluently

Children with *speech* difficulties may be referred to speech and language pathologists but *language* difficulties are often 'hidden'. Children with language difficulties most often come to child services IF they develop secondary behaviour problems.

THE PROBLEM...

A 'marathon' where not everybody starts at the start line and fall behind the finish line.



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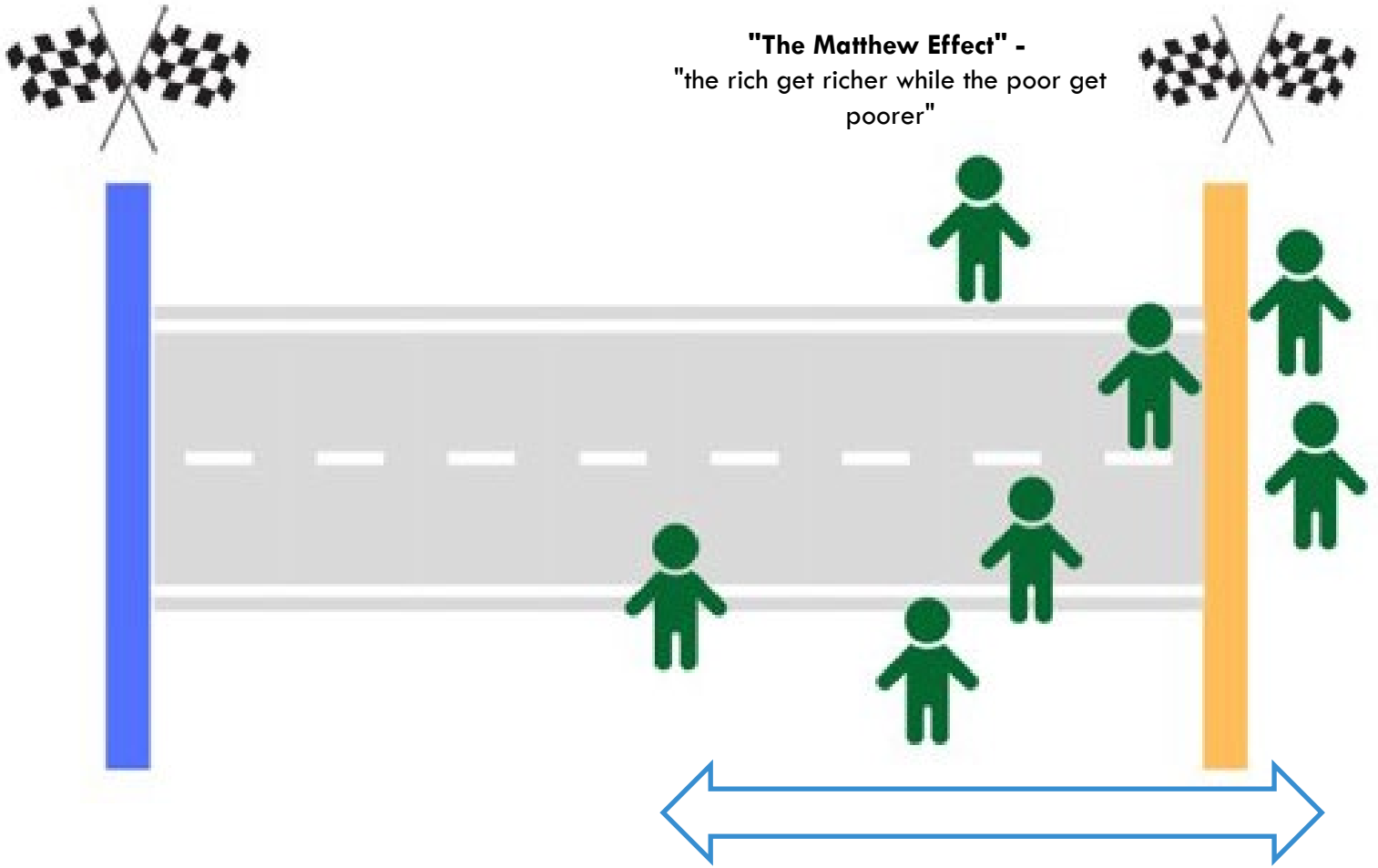


"Because when you're behind from the start you rarely catch up, because, of course, your peers don't wait, **the gap** just widens and this has a huge impact on social mobility.

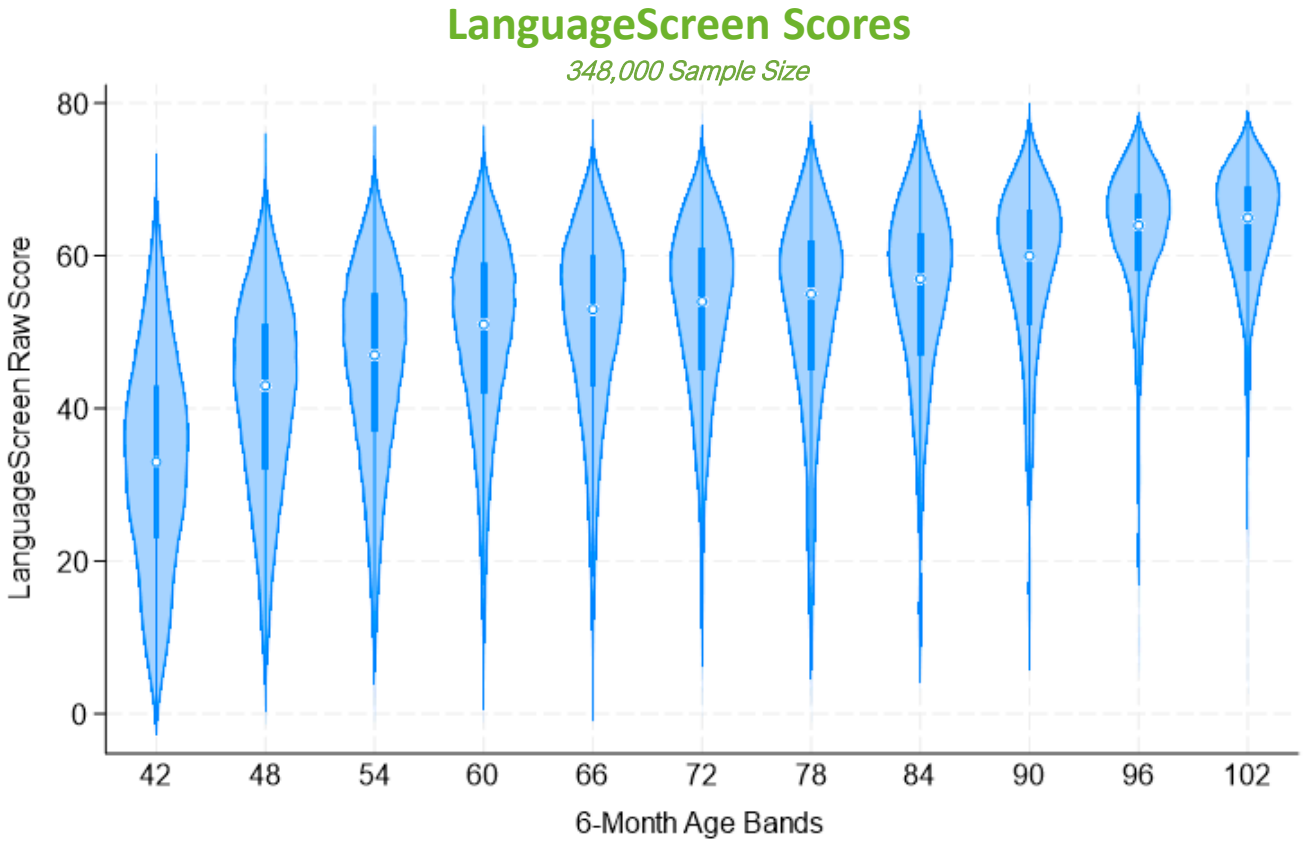
On average, disadvantaged children are four months behind at age five. That grows by an additional six months by the age of 11, and a further nine months by the age of 16.

So, by the time they take their GCSEs they are, on average, 19 months behind their peers…"

-MP Damian Hinds (2018)

POOR LANGUAGE PERSISTS OVER TIME UNLESS ACTION IS TAKEN

Oral language skills are foundational to access all formal education and for long term success in the workplace. Language skills are key to communication, social skills, mental health, learning to read, write and mathematical skills.



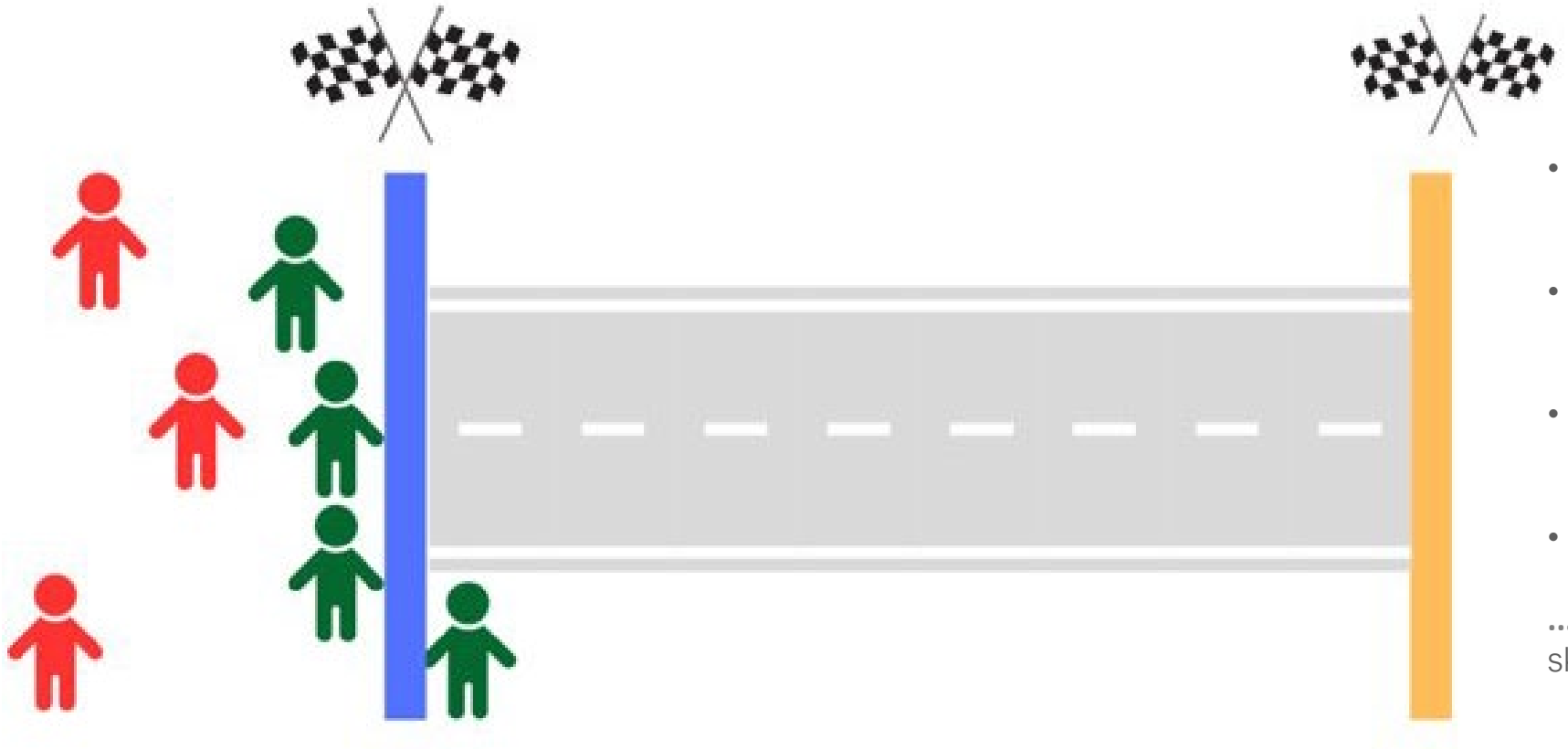
- Long “tails” of underperformance that persist over time
- Strongest correlation of poor language is with socio-economic (rather than whether English is the first language in the home)
- This gap gets wider over time – the Matthew effect – dragging down attainment across multiple subjects
- We must take action early to improve overall short-term and long-term outcomes

[1] e.g. Hjetland, H. N., Lervåg, A., Lyster, S.-A. H., Hagtvet, B. E., Hulme, C., & Melby-Lervåg, M. (2019). Pathways to reading comprehension: A longitudinal study from 4 to 9 years of age. *Journal of Educational Psychology, 111*(5), 751–763; Hulme, C., Nash, H. M., Gooch, D., Lervåg, A., & Snowling, M. J. (2015). The foundations of literacy development in children at familial risk of dyslexia. *Psychological science*, *26*(12), 1877-1886; Hjetland, Lervag, Lyster, Hagtvet, Hulme, Melby-Lervag. Journal of Educational Psychology (2021)

[2] Hulme, C., Nash, H. M., Gooch, D., Lervåg, A., & Snowling, M. J. (2015). The foundations of literacy development in children at familial risk of dyslexia. *Psychological science*, *26*(12), 1877-1886

THE PROBLEM...

Who is at greatest risk of starting (and falling) behind?



- 7 -10% of children can be considered to have clinically **significant language difficulties**
- Children coming from **less well-resourced backgrounds**
- Children from families where **English isn't the first language**
- Children with **SEND** or **familial risk of SEND**

...are at much higher risk of having poor language skills at school.

Dr Julian Grenier CBE

“

The Education Policy Institute (EPI) (2020) reported that children with SEND are, on average, 10 – 15 months behind other children by the end of the EYFS.

‘Putting the EYFS Curriculum into Practice’
Julian Grenier & Caroline Vollans (2023)

Dr Julian Grenier CBE

“

To be more inclusive, we need to ‘scaffold up’ so that every child takes part in, enjoys, the same early years curriculum. We need to call time on the type of ‘differentiating down’ which can leave children with SEND accessing an impoverished, watered down curriculum.

‘Putting the EYFS Curriculum into Practice’
Julian Grenier & Caroline Vollans (2023)

A SNAPSHOT OF EARLY YEARS IN THE YORKSHIRE & THE HUMBER FROM 22/23...

Best Practice Network

Two Early learning goals and areas of learning by characteristics for All SEN, EHC plan, Known or believed to be other than English, Known to be eligible for free school meals, Listening, attention and understanding and 2 other filters in Yorkshire and the Humber 22/23

			Listening, attention and understanding	Speaking
First language	Known or believed to be other than English (EAL)	Children at emerging level	28.0%	30.5%
		Children at expected level	72.0%	69.5%
Free school meal eligibility	Known to be eligible for free school meals	Children at emerging level	27.9%	27.5%
		Children at expected level	72.1%	72.5%
SEN provision	All SEN	Children at emerging level	62.4%	62.6%
		Children at expected level	37.6%	37.4%

Data from: Create your own tables, Table Tool – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)

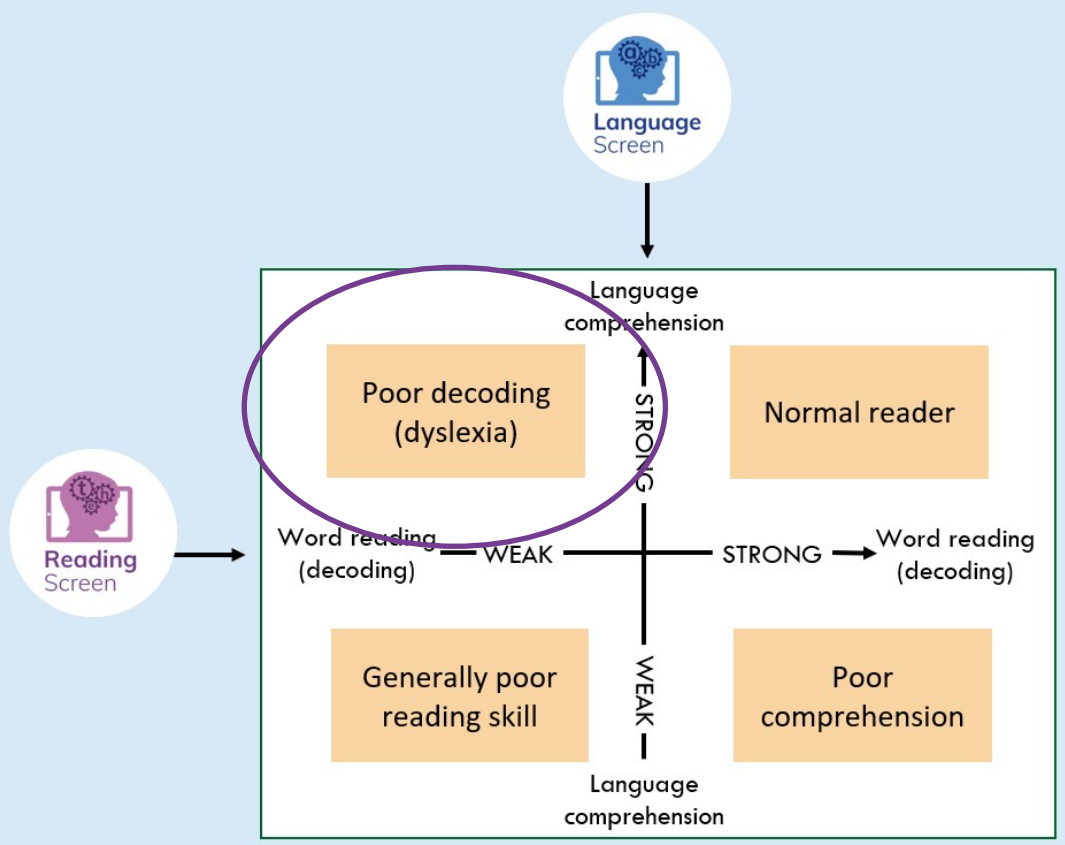
LANGUAGE AND SELECT TOPICS IN SEND IN EYS AND BEYOND

- *Language underpins our entire curriculum and is vital for PSE development*

- Reading Disorders
- Language Disorders
- Mathematics disorders
- Behavioural issues
- Autism Spectrum Disorder (ASD)

READING DISORDERS

A Simple View of Reading: L x D = READING COMPREHENSION



"Reading is '*parasitic*' on language..."

Reading comprehension at 8.5 years is predicted by:

- word-level literacy skills at 5.5 years
- and language skills at 3.5 years.

Hulme et al. (2015)

"For children with poor decoding skills, it seems decoding can be a **bottleneck** for the development of reading comprehension [...] **Once a text has been decoded, the only limit on comprehension is variations in [language].**

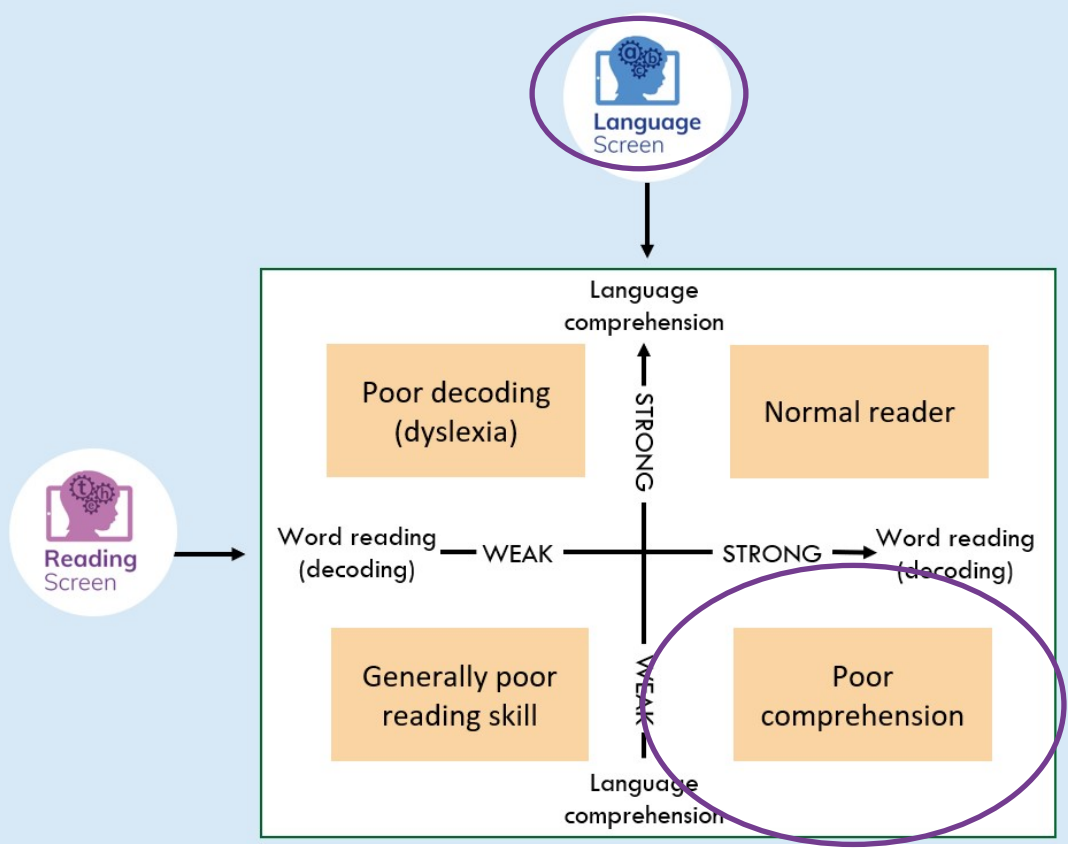
Lervåg, Hulme & Melby-Lervåg (2018)

Hulme, C., Nash, H. M., Gooch, D., Lervåg, A., & Snowling, M. J. (2015). The Foundations of Literacy Development in Children at Familial Risk of Dyslexia. Psychological Science, 26(12), 1877-1886. https://doi.org/10.1177/0956797615603702

Lervåg, A., Hulme, C., & Melby-Lervåg, M. (2018). Unpicking the developmental relationship between oral language skills and reading comprehension: It's simple, but complex. *Child Development, 89*(5), 1821–1838. https://doi.org/10.1111/cdev.12861

LANGUAGE DISORDERS

Developmental Language Disorder and 'poor comprehender' profiles



"Developmental Language Disorder is diagnosed when children fail to acquire their own language for no obvious reason. This results in children who have difficulty understanding what people say to them, and struggle to articulate their ideas and feelings.

Recent research has shown that, on average, 2 children in every class of 30 will experience DLD severe enough to hinder academic progress."

RADLD, 2023

INTERVIEW

Maggie Snowling: Why schools need to look beyond dyslexia

Then there are children who have developmental language disorder: they have both serious and persistent oral language problems and problems with reading and maths. These are the children who are really hidden in our classrooms.

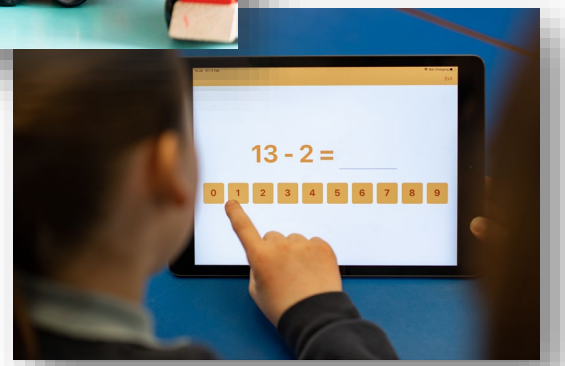
MATHEMATICS DISORDERS

Studying the comorbidity of RD and MD – Moll, Göbel & Snowling (2015)

"Whereas Reading Disorder (RD) is an impairment in word decoding and fluency, Mathematics Disorder (MD) is defined by a deficit in the acquisition of basic numerical operations. **However, many children with reading disorder experience arithmetic problems and, likewise, many with mathematical disorder also have reading problems"**

… These findings are consistent with the view that individuals with RD have a language-processing impairment that affects the use of the verbal number code.

In contrast to the pattern observed for RD, **children with MD were impaired not only on the verbal number tasks but also on the nonverbal measures.**



Kristina Moll, Silke M. Göbel & Margaret J. Snowling (2015) Basic number processing in children with specific learning disorders: Comorbidity of reading and mathematics disorders, Child Neuropsychology, 21:3, 399-417, DOI: 10.1080/09297049.2014.899570

BEHAVIOUR AND LANGUAGE

How do you communicate with little language?

Evidence for an association between language difficulties and socio-emotional and behavioural problems in children comes from numerous studies[1]

A meta-analysis of 27 longitudinal studies - small but significant negative correlation between language skills and later behaviour (r = − 0.14, 95% CI [− 0.16, − 0.11]), such that poor early language skills were associated with higher rates of later behaviour problems.

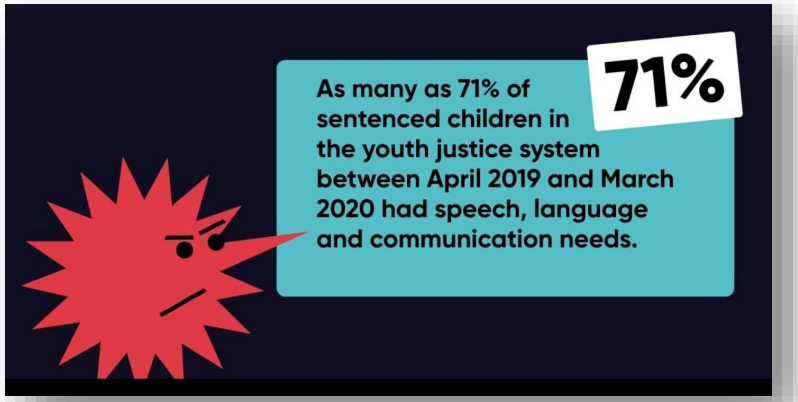
(Chow et al., 2018)

Children with language impairments were between 1.84 and 2.26 times more likely than peers to exhibit behaviour problems in later childhood and adolescence.

(Yew and O'Kearney, 2013)

NELI programme requirements such as sitting still, listening, and participating in small group and individual sessions, along with rewarding children for participating in the programme, contribute to these improvements.

(West et al., 2022)



Speech and Language UK, 2023

1(e.g., Chow & Wehby, 2019; Hollo et al., 2014; Morgan et al., 2015; Spilt et al., 2015; St Clair et al., 2011).

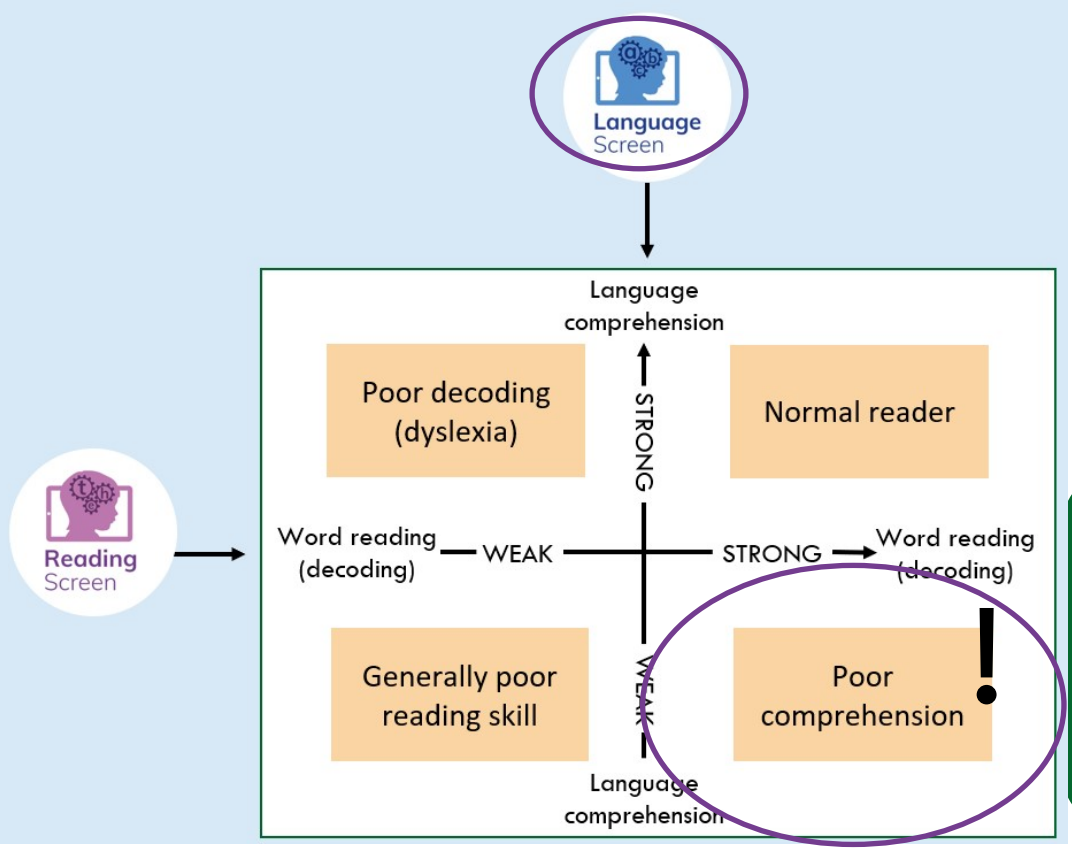
Chow, J. C., Ekholm, E., & Coleman, H. (2018). Does oral language underpin the development of later behavior problems? A longitudinal meta-analysis. School Psychology Quarterly, 33(3), 337–349.

West G, Lervåg A, Snowling MJ, Buchanan-Worster E, Duta M, Hulme C. Early language intervention improves behavioral adjustment in school: Evidence from a cluster randomized trial. J Sch Psychol. 2022 Jun;92:334-345. doi: 10.1016/j.jsp.2022.04.006. Epub 2022 May 7. PMID: 35618379.

Yew, S. G. K., & O'Kearney, R. (2013). Emotional and behavioural outcomes later in childhood and adolescence for children with specific language impairments: Meta-analyses of controlled prospective studies. *Journal of Child Psychology and Psychiatry, 54*(5), 516–524. https://doi.org/10.1111/jcpp.12009

AUTISM SPECTRUM DISORDER (ASD)

Truly a spectrum, including in language...



DSM-5 Autism Diagnostic Criteria

A. Persistent deficits in social communication and social interaction across multiple contexts, as manifested by the following, currently or by history (examples are illustrative, not exhaustive, see text):

1. Deficits in social-emotional reciprocity, ranging, for example, from abnormal social approach and failure of normal back-and-forth conversation; to reduced sharing of interests, emotions, or affect; to failure to initiate or respond to social interactions.
2. Deficits in nonverbal communicative behaviors used for social interaction, ranging, for example, from poorly integrated verbal and nonverbal communication; to abnormalities in eye contact and body language or deficits in understanding and use of gestures; to a total lack of facial expressions and nonverbal communication.
3. Deficits in developing, maintaining, and understanding relationships, ranging, for example, from difficulties adjusting behavior to suit various social contexts; to difficulties in sharing imaginative play or in making friends; to absence of interest in peers.

Specify current severity: Severity is based on social communication impairments and restricted, repetitive patterns of behavior. (See table below.)

Asperger's, Social (Pragmatic) Communication Disorder or Semantic Pragmatic Disorders reveal the complexities of language...

These children can become very skilled decoders but struggle with aspects of semantics, pragmatics, inferential skills and non-literal language coupled with other social skills.

LANGUAGE, LANGUAGE, LANGUAGE: SO WHAT CAN WE DO?

Best Practice Network

Another problem...

Intervening in language is quite difficult as language skills are very stable...

Among others...

- Zucker et al., (2013); Moore el al (2014); RCT by Bleses et al (2018) have, through various interventions, improved vocabulary instruction but not overall language skills.

Bleses, D., Højen, A., Justice, L. M., Dale, P. S., Dybdal, L., Piasta, S. B., ... & Haghish, E. F. (2018). The effectiveness of a large-scale language and preliteracy intervention: The SPELL randomized controlled trial in Denmark. *Child Development*, *89*(4), e342-e363.

Moore, W., Hammond, L., & Fetherston, T. (2014). Strengthening vocabulary for literacy: An analysis of the use of explicit instruction techniques to improve word learning from story book read-alouds. *Australian Journal of Learning Difficulties*, *19*(2), 153-172.

Zucker, T. A., Cabell, S. Q., Justice, L. M., Pentimonti, J. M., & Kaderavek, J. N. (2013). The role of frequent, interactive prekindergarten shared reading in the longitudinal development of language and literacy skills. *Developmental Psychology*, *49*(8), 1425.

THE GOOD NEWS...

We did it!

Nuffield Early Language Intervention Preschool

To our knowledge, this is **the first RCT to demonstrate substantial improvements** in children's overall oral language skills from a whole class language enrichment programme[1]

1 West el al (2023), Journal of Child Psychology and Psychiatry.

NELI PRESCHOOL – SHOWN TO BE EFFECTIVE

- **Nursery-delivered oral language programme** for children in the year before they enter formal education, that includes:
  - 20-week evidence-based language **intervention for all children**, as well as **additional targeted support** for the children who need it the most.
  - An easy-to-use and reliable **assessment of language skills (LanguageScreen)**
  - **CPD-certified training and end-to-end support**

- **An efficacy trial** in 21/22 has already shown NELI Preschool to be effective:
  - **Significantly improving the language skills of ALL children**
  - **Also improving the language skills of those with the weakest language skills**
  - **Rated very highly for acceptability, feasibility and fidelity**

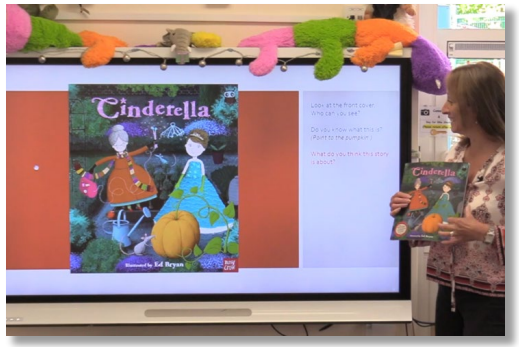
NELI PRESCHOOL PROGRAMME: WHAT IS INCLUDED?

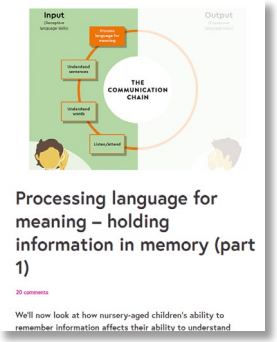
1. **Training:** Online, asynchronous, comprehensive, CPD-certified training and mentored for practitioners

2. **LanguageScreen:** An assessment tool to enable practitioners to quickly and reliably identify children's language needs and measure of progress

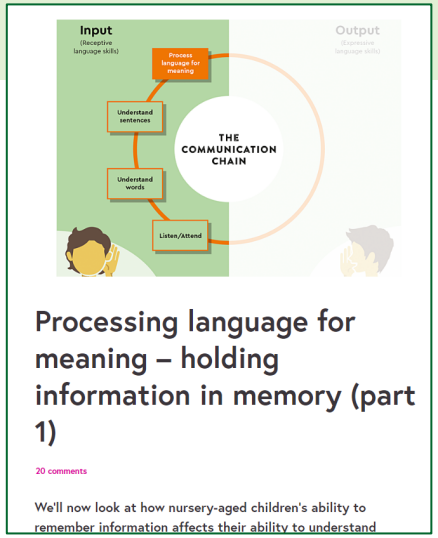
3. **Guided Intervention:** High-quality, intensive, child-friendly programme for all, including:
   - **Whole class enrichment**
   - **Additional targeted support**

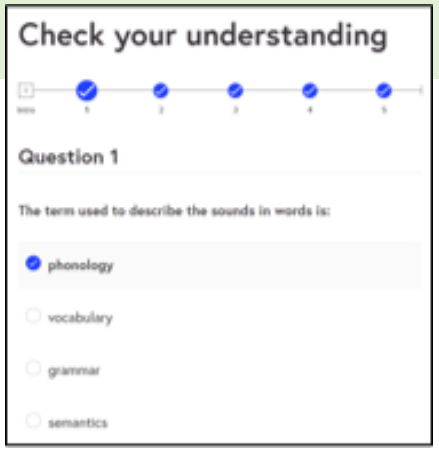
4. **Continuous support by research team and mentors**: ensuring staff have everything they need throughout the programme

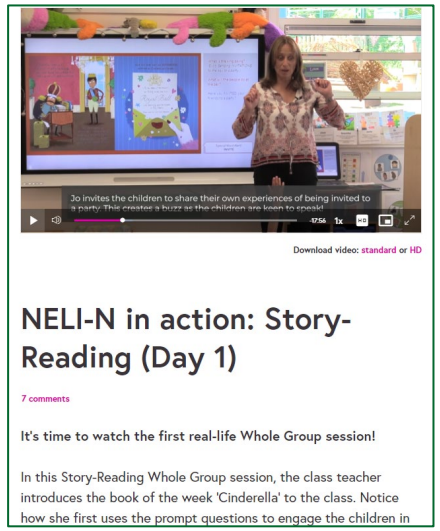




1 - COMPREHENSIVE ONLINE TRAINING

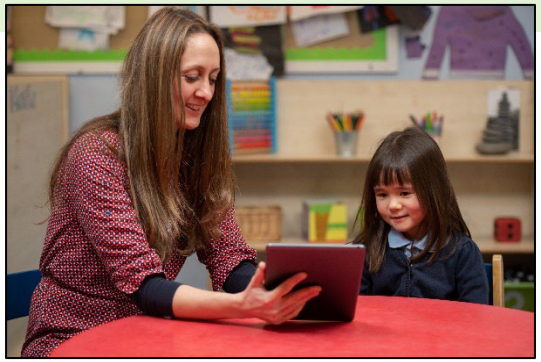






- **CPD-certified training** (8 – 10 hours) that is delivered digitally with **support from remote mentors**, including research team and speech and language professionals
- Focussed on:
  - **Knowledge** of oral language development
  - **Strategies** to support oral language development
  - How **NELI Preschool** works
  - **Best practice** in NELI Preschool that can be extended beyond the programme

2 - LANGUAGESCREEN



- We know assessment shouldn't be focussed on what a child can/can't do – LanguageScreen provides an **objective 'snapshot' of a child's language ability**
- Language assessments are not done often, therefore they **should be powerful and robust**
- 10 – 15 minutes, equivalent to SaLT assessments (co-validated), administered by any adult in the setting and provides individual and group results
  - Provides a **standardised** score (according to age) in a database of over half a million points!
- Allows you to **select children for additional targeted support** and **monitor child and class progress**
- Example later on...

3 INTERVENTION DELIVERY: KEY INFORMATION

- 20-week guided intervention targeting:
  - **Vocabulary knowledge**
  - **Narrative (storytelling) skills**
  - **Active listening**

- Built around the shared reading of **20 wonderful books** published by Nosy Crow which contain a mixture of **traditional folk tales, contemporary stories and non-fiction**

- Provides evidence-based **whole class enrichment,** as well as **small group and 1-1 language intervention for the bottom 20-25%** of children (as measured by LanguageScreen)

NELI PRESCHOOL: USUAL PROGRAMME TIMELINE

1

Training: Teaching staff complete online training

2

Assessment: All children assessed with LanguageScreen and targeted intervention groups decided

3

Intervention Delivery: a 20-week guided programme that includes:

- **Whole class enrichment for ALL children**
- **Additional targeted support for those with the weakest oral language skills**

2

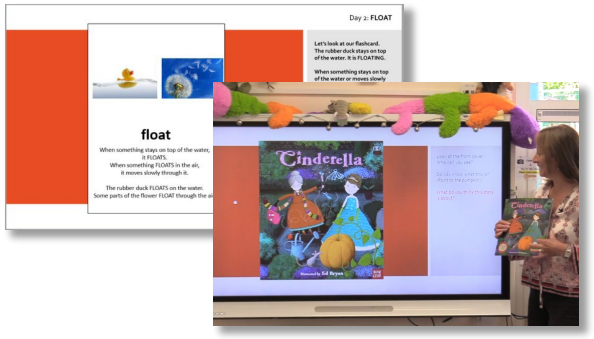
Assessment: Children reassessed with LanguageScreen to measure progress

4

Continuous support: ensuring staff have everything they need throughout the programme

3 INTERVENTION DELIVERY: KEY COMPONENTS

Whole class enrichment



Whole Group Sessions

- 5 x per week
- Digital slides, book readings, questions on story, whole-class activities
- Flashcards to teach target vocabulary

Additional targeted support

Small Group Sessions

- 3 x per week
- Printed materials (weekly session cards, sequencing cards, press-out characters) used to enrich and reinforce target vocabulary

Individual Sessions

- 1 x per week
- Printed materials used as in small group sessions
- Focus on retelling the stories with vocabulary words

3 INTERVENTION DELIVERY: PROGRAMME STRUCTURE

What?	Who?	Monday	Tuesday	Wednesday	Thursday	Friday
Universal language enrichment for all children	Whole Group 15-20 minutes	Day 1 Storybook reading	Day 2 Special Word 1	Day 3 Special Word 2	Day 4 Special Word 3	Day 5 Special Word 4
Additional language support for children with weak language skills	Small Group 10-15 minutes	Session 1 Retelling the story		Session 2 Special Words 1 & 2		Session 3 Special Words 3 & 4
	Individuals 5-10 minutes				One-to-one Retelling the story	

A ‘GUIDED’ INTERVENTION WITH BUILT-IN FLEXIBILITY

There are lots of different ways we can travel in this picture. What can you spot? *(Point to ship, speedboat, helicopter and rocket.)*

Look at this! *(Point to the parachute.)*
– What is it called?
– Why is it attached to the rocket?

Where have the dinosaurs landed?
– Have you ever SPLASHED in the sea before?

Special Word Alert!
SPLASH

"Easier" blue questions

"Harder" red questions

Meaningful questions to ask

0 comments

We have already looked in some depth at how to help develop children's expressive language skills, and we have mentioned that one powerful tool we can use is questioning. This step will help explore the kinds of questions that are likely to be most meaningful for the children.

The point is to get children talking!

THE 'ENCOURAGE' ICON

Introduction to NELI Preschool Small Group sessions

0 comments

Welcome to the NELI Preschool Small Group sessions! In the following steps, we will guide you through the delivery of these sessions and even show you some sessions delivered in real life! Heads up: You will need your NELI Preschool colleague from your preschool for a couple of activities in the next few steps, so make sure you both plan time t
training together.

Download video: standard or HD

NELI Preschool in action: Individual Sessions (Child A)

0 comments

Special Words Activities

Materials: DECIDE cards (in resouces)

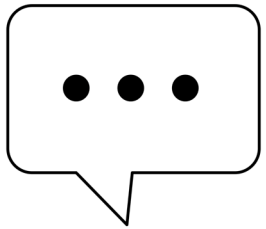
Today we are going to DECIDE some things. Have a look at these pictures. Have a little think and then make your DECISION.

Use Neli to model the first decision **"I like the scooter. I'm DECIDING to play with the scooter."**

Show pairs of cards to the children and ask them to decide in turn. **Which would you like to play with? The scooter or the bike? You DECIDE.**

Encourage the children to tell you what they decide and why.

You can model DECISIONS for the children by saying "[Eliza] DECIDED she wanted to eat the pear, not the banana. [Hussein] DECIDED he wanted to play with the scooter, not the bike, etc."



Script

Jack and his mum were very poor and had to sell their cow.

Jack did not sell the cow. He SWAPPED the cow for magic beans.

The magic beans turned into a huge beanstalk. Jack DECIDED to climb it.

The beanstalk grew all the way into the sky. A mean giant with a lot of gold lived there.

While the giant was sleeping, Jack stole his gold.

The giant woke up from his nap. When he saw Jack, he YELLED and FOLLOWED him.

Jack quickly climbed down the beanstalk and chopped it down. The giant disappeared.

Jack and his mum are not poor any more, because Jack had the giant's gold.

Encourage the children to use the special words where appropriate, and use the story sequence cards to remind the children what happens in the story and in what order.

PLAY, CHILD-LED INTERACTIONS & CONTINUOUS PROVISION

"All activities were fantastic. The children enjoyed learning all about the life cycle of a frog. They used the word 'mate' when they saw two ladybirds together on a leaf. ***Their learning was even further enriched by having real tadpoles in our nursery which they enjoyed watching them grow like Franklin Frog****."*

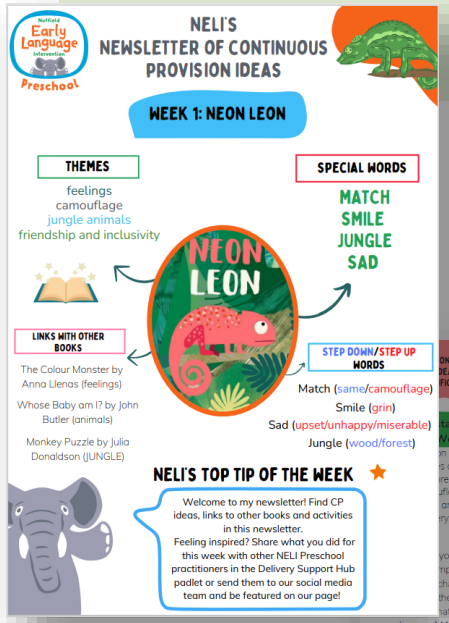
Week 1
Making changing colour bracelets, Neon Leon

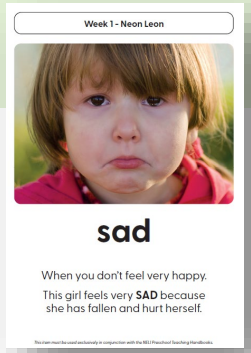
Week 8
Pet Store home corner, How to Look after your Dinosaur

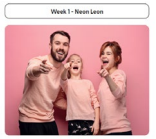
Week 10
Role Play, Little Red Riding Hood

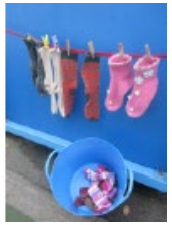
Week 13
Sponge dinosaur paintings, 'Dinosaur Rocket'

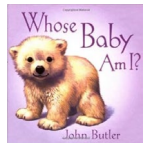
NELI'S NEWSLETTER OF CONTINUOUS PROVISION IDEAS

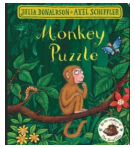


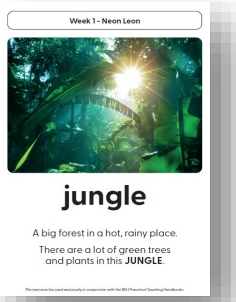


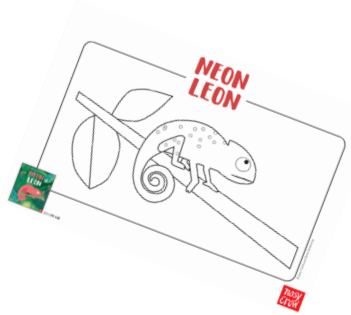






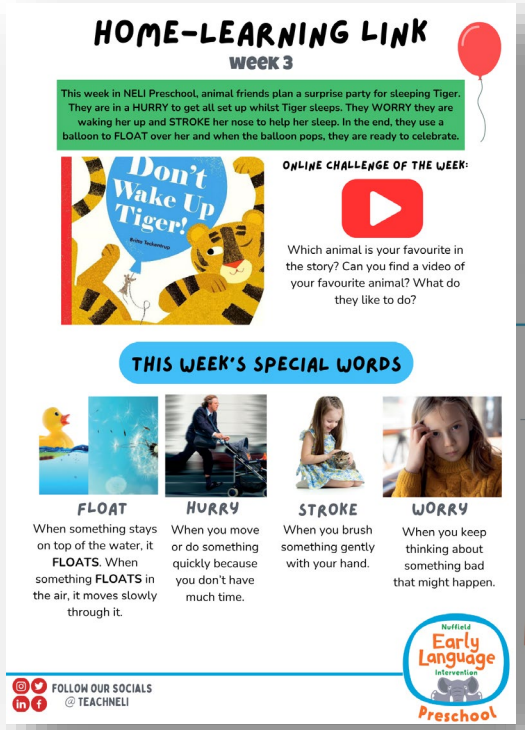


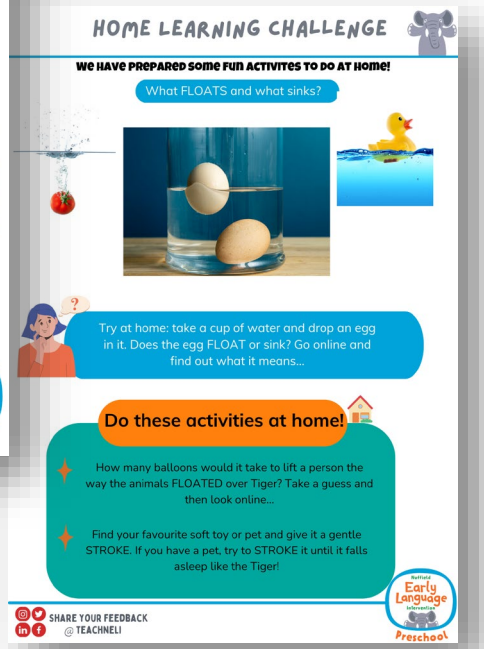


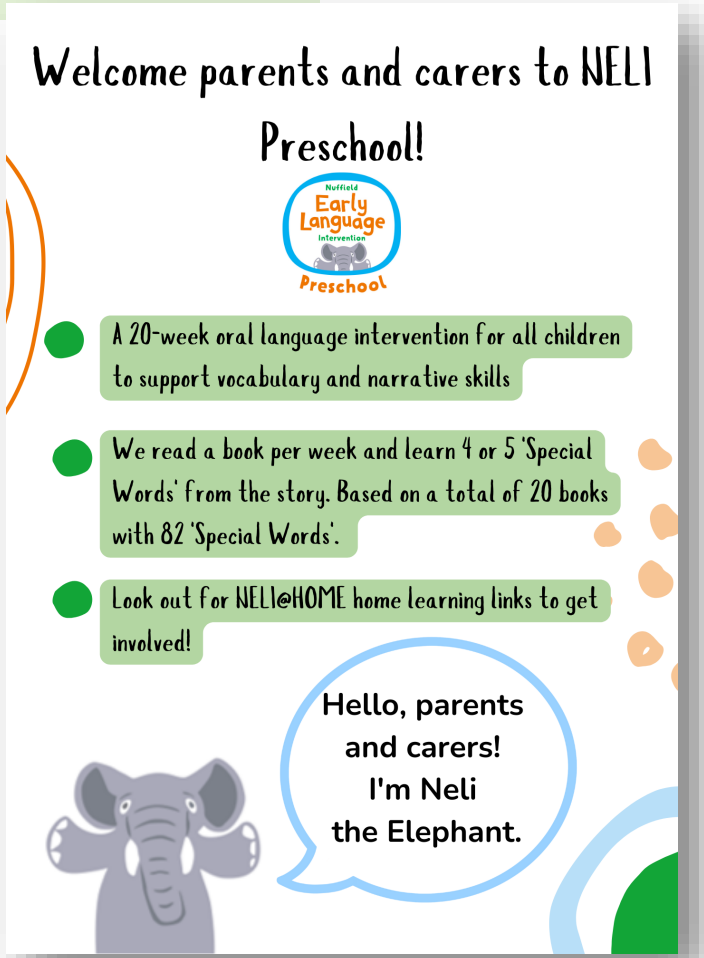


SUPPORTING SETTINGS WITH PARENTAL ENGAGEMENT

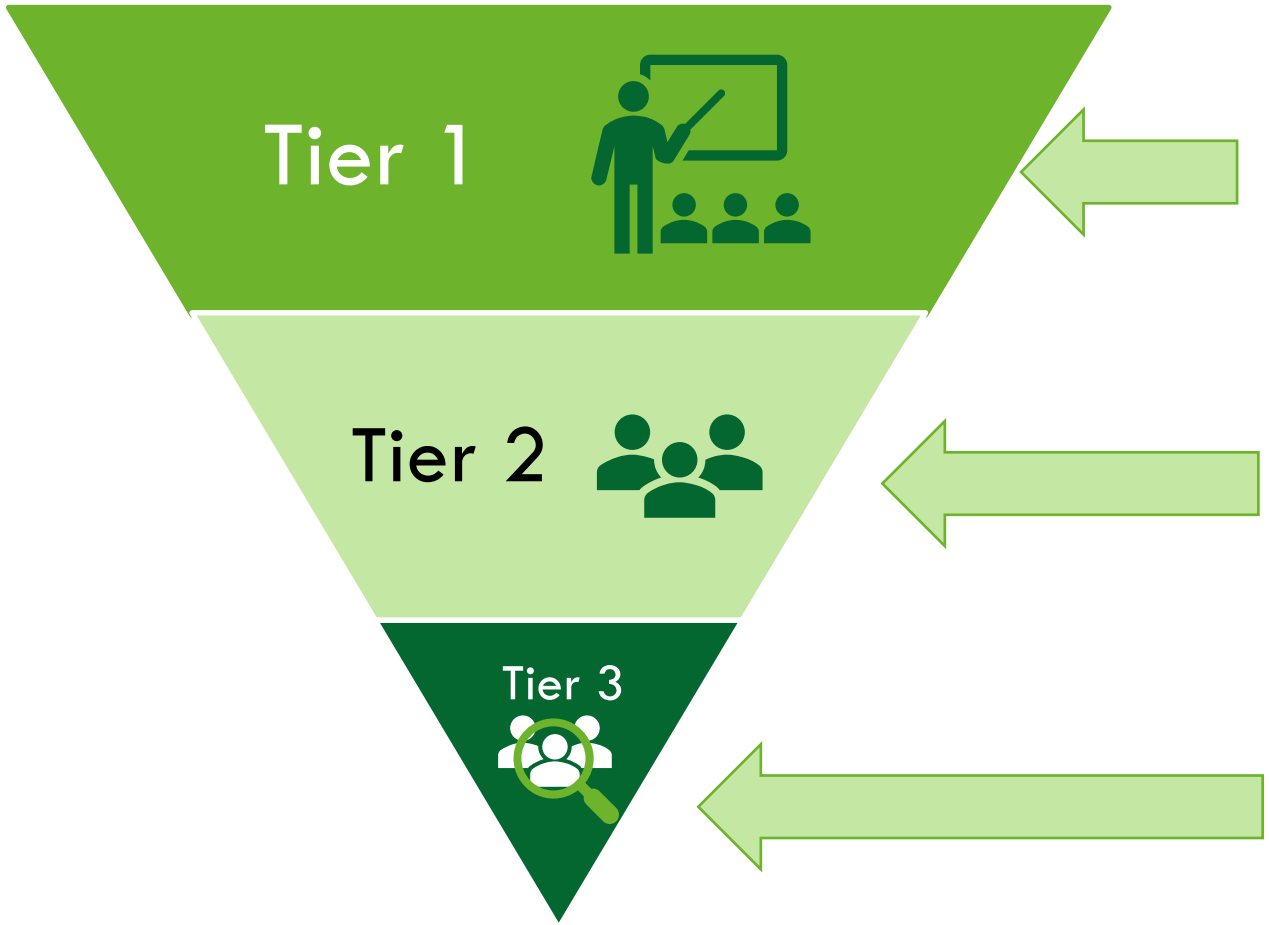
- *Home learning links and parents' awareness of NELI Preschool*







A TIERED APPROACH TO ASSESSMENT AND INTERVENTION



Assessment:

- Track progress of all students
- Select children that need Tier 2 support

Language Screen

Training and Enrichment:

Nuffield Early Language Intervention Preschool

Assessment:

- Measure impact of intervention
- Progress tracker completes two cycles of SEND Graduated Approach

Language Screen

Training and Intervention:

Nuffield Early Language Intervention Preschool

Evidence from LanguageScreen and progress tracker (Targeted Intervention) can be used to robustly support a SaLT referrals for pupils who make little/no progress with Tier 1 and 2 NELI Preschool intervention.

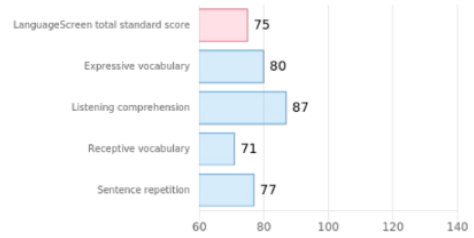
NELI PRESCHOOL PROGRESS TRACKER & LANGUAGESCREEN – TIER 2

- *Valuable language tracking tools*

LanguageScreen assessment results for Harry Potter
Hogwarts, Year 3, 7yr 1mo

Date/time assessed	Age at assessment	Assessment language	Expressive vocabulary	Listening comprehension	Receptive vocabulary	Sentence repetition	LanguageScreen total standard score	LanguageScreen total percentile rank
06/02/2023 14:00	6yr 5mo	English (UK)	80 (RS: 8)	87 (RS: 7)	71 (RS: 8)	77 (RS: 3)	75	5

LanguageScreen Profile for Harry Potter



Harry's LanguageScreen Total standard score is 75. This equates to a percentile rank of 5, a score that places Harry within the bottom 5% of children in their age group.

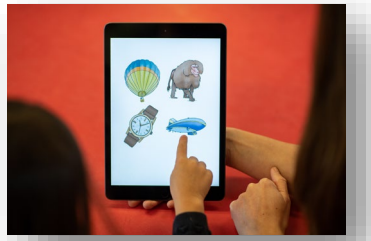
Harry's language skills are a clear cause for concern; Harry should be given language intervention if possible.

The graph shows the LanguageScreen Total standard score as well as the differences between standard scores on the subtests obtained by Harry. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

Harry's highest scores is for Listening Comprehension, a test that assesses the ability to understand spoken stories and includes questions tapping both literal and inferential understanding of text. Harry's lowest scores is for Receptive Vocabulary, a test that taps vocabulary understanding as assessed by the ability to match spoken words to pictures.

Expressive Vocabulary (EV) assesses the ability to name pictures; a measure of vocabulary knowledge (24 items).
Listening Comprehension (LC) assesses the ability to understand spoken stories; a measure of both literal and inferential language comprehension and expressive language skills (3 stories, and a total of 16 questions).
Receptive Vocabulary (RV) assesses the ability to match spoken words to pictures; a measure of vocabulary understanding (23 items).
Sentence Repetition (SR) assesses the ability to repeat sentences; a measure of language comprehension and production skills (14 items).

Raw Scores (RS) are simply the number of correct answers on each subtest. Raw scores are hard to interpret because different subtests have different number of questions, and the expected score on each subtest will increase as a child gets older.
The pattern of **standard scores** for each child across the different LanguageScreen subtests shows their profile (what subtests they found easier and what subtests they found harder). However, differences between subtests may reflect many factors, including lapses of attention, and should not be overinterpreted.



Name:	Storytelling Progress Tracker							EAL: Yes/No			
Storytelling Progress (Week 1) Neon Leon				Storytelling Progress (Week 10) Little Red Riding Hood				Storytelling Progress (Week 20) Stardust			
MATCH	SMILE	SAD	JUNGLE	SMELL	CHASE	DELICIOUS	HELP	STAR	WISH	WIN	FAMILY
Child's story (write down exactly what the child says):				Child's story (write down exactly what the child says):				Child's story (write down exactly what the child says):			
Total Number of Words: Date:				Total Number of Words: Date:				Total Number of Words: Date:			
Notes:				Notes:				Notes:			

Receptive and Expressive Language Skills Checkpoints (highlight and date when evidence seen in the child's story or noted during continuous provision)

18-24 months	24-36 months	36-48 months	48 – 60 months
• Listens and responds to simple commands using the pictures in the story, such as *where's Leon?/where's the beach?* • Understands action words in the story, such as *show me jumping/eating/running* • Uses naming words and familiar action words • Begins to combine 2 words together	• Enjoys listening to a short story with pictures • Understands action words in the story, such as *show me jumping/eating/running* • Begins to understands simple describing words • Uses a variety of words, including lots of action words • Beginning to use early describing words • Links 4-5 words together • Begins to use early grammar / word endings such as (*going*) plurals (*cats*) and pronouns (*me, him, she*) • Begins to use '*and*' to link ideas • Often misses out small grammatical words and endings such as '*boy kick ball*'	• Understands *who, what doing and where* using pictures in the story • Understands a wider range of vocabulary and describing words in the story • Begins to understand why questions at a basic level during the story • Uses 4-6-word sentences • Remembers and enjoys retelling familiar stories • Begins to explain 'why' things happen, at a basic level • Uses talk to explain what is happening (in the pictures) • Uses small grammatical words and endings, such as. '*My brother is kicking the ball.*' • Begins to use a range of tenses (such as, play, playing, will play, played) but still makes grammatical errors such as, *runned*	• Understands *why* and *how* questions about the story • Able to predict what may happen next in the story. • Understands instructions containing sequencing words, first, next, last • Uses well-formed sentences (may still make some grammatical errors) • Uses future and past tense • Able to join sentences together with 'and', 'but' or 'because' • Able to sequence main events in the story • Using language to explain *why* things happen in the story

A CASE STUDY…

"We were delighted with the end-of-year data. We scored fourth highest nationally. **Of the 52 children who were assessed using LanguageScreen, 13 children were 'much below average'. Only two remained 'below' by the end of the programme.** These two children had other identified needs which was a barrier to them making the same progress as the other 11 children in this group. **The majority of children moved into the average range after the six-month programme, with nine children scoring 'well above' after six months of NELI Preschool, compared to none when they were baselined**," Rogers says.

LESSONS FROM THE LATEST EVALUATION OF SURE START INITIATIVE

- **Access to a nearby Sure Start centre at early ages increased the likelihood of children being recorded as having a special educational need or disability (SEND) at age 5, but significantly decreased the proportion of children recorded as having a SEND at ages 11 and 16 by 3%. By age 16, the probability of having an Education, Health and Care Plan decreased by 9% (or over 1,000 children a year). Further analysis suggests that Sure Start likely increased reporting of need for some children while reducing the actual need for support for others.**

- Children who benefitted most were EAL/FSM-eligible/SEND children – exactly the same as NELI in Reception

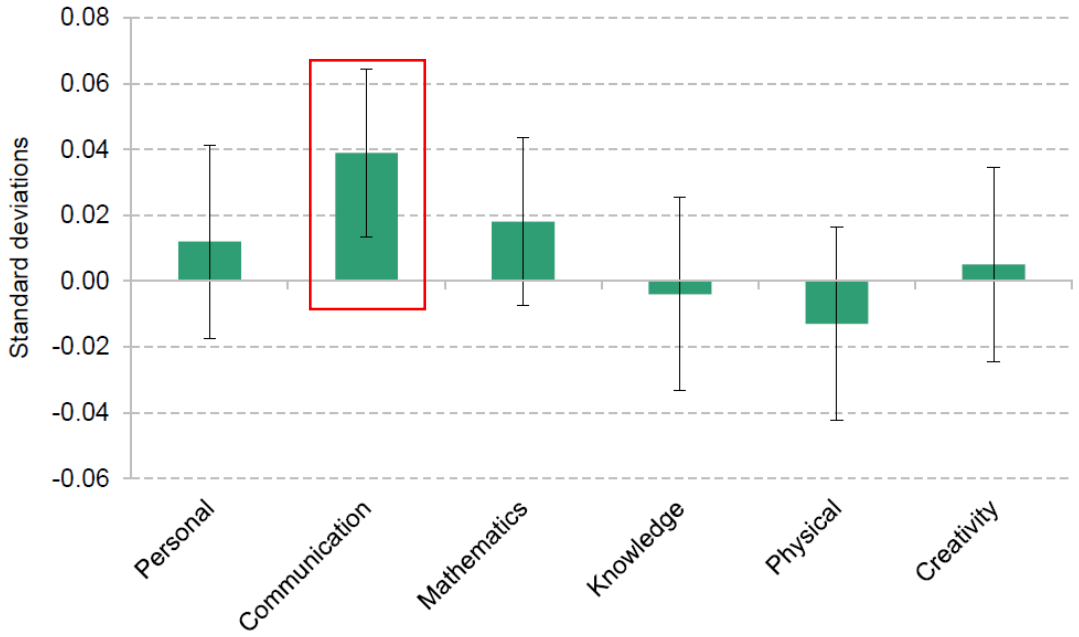
- "The **largest effect** by far, and the **only statistically significant** effect, is on communication and language skills, which were improved by Sure Start."

- Long term impact on better outcomes in language and maths

As funding is shifting to the expansion of childcare, nurseries have a big responsibility, particularly in SLC.

THE COMPOUNDING EFFECTS OF LANGUAGE…

Figure 4.2. Effect of Sure Start on developmental scores at age 5



"We find **strong evidence for the benefits of Sure Start on academic performance, particularly at older ages, with the effects especially large for children from low-income families and those from a non-white background. The effects on performance seem to grow over time as children get older**. There are many plausible explanations for these rising effects, with one possibility being **that improvements in communication skills at age 5 for children exposed to Sure Start play a role in helping children to better access the curriculum from an early age, developing stronger foundations on which to build throughout school."**

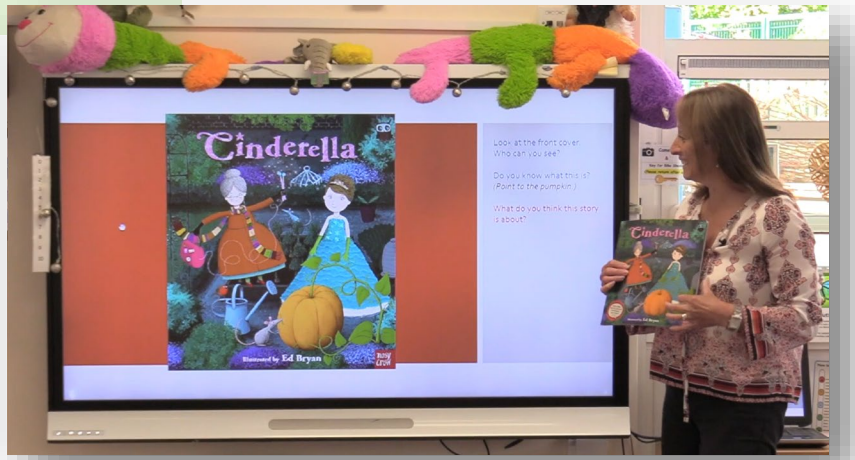
Iram Siraj OBE

Professor of Child Development and Education
University of Oxford

> It is during the early years of rapid physical growth and brain development that children benefit the most from high-quality education and schooling – which then becomes a protective factor, ameliorating the risk from the birth lottery.

'Putting the EYFS Curriculum into Practice'
Julian Grenier & Caroline Vollans (2023)

WE ARE RECRUITING FOR THE LARGEST RCT IN THE EARLY YEARS TO DATE!



SCAN ME

Find out more and express your interest!

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