

TRAINING BROCHURE SUMMER TERM 2021

Hello!

TALK Halton is a DfE funded project aiming to raise awareness of Speech, Language and Communication in the Early Years. We are a team of Speech and Language Therapists, Early Years Practitioners and a Health Visitor working together to make communication everybody's business in Halton.

In this booklet you can find numerous free training sessions, focusing on Speech, Language and Communication. These have been tailor-made, based on the Training Needs Analysis provided at the beginning of the project. These training sessions will be given virtually for the foreseeable future.

We are also offering WellComm refresher sessions, and can offer WellComm workshops to practitioners who are new to WellComm on request.

We hope you find the training useful, and hope that it gives you the knowledge and confidence to be able to support children in their Early Years to be the best communicators they can be.

If you would like to discuss bespoke training for team CPD sessions/ INSET days please get in touch.



**GET TALKING
KEEP TALKING
AND TALK SOME MORE**

Overview of each training session

TALK Babies: Communication Development 0-12 months

Here we explore typical language development in the first year, and how to support communication.

TALK Adult-Child Interaction Part 1: Mind Mindedness and Hanen Approaches

Here we look at what makes a positive interaction, the positive impact they have, and how to implement in everyday practice.

TALK Adult-Child Interaction 2: Extending Expressive Language

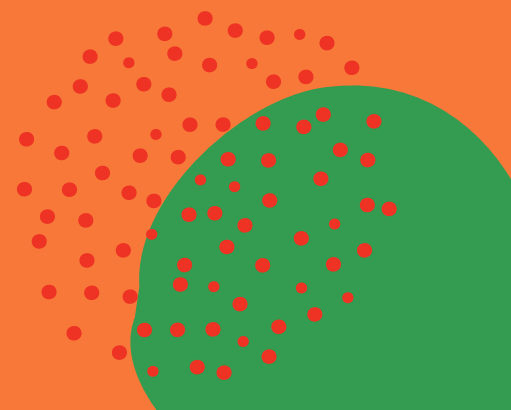
Here we look how to take talking further. Understanding the importance of developing expressive language skills and effective strategies to support this development.

TALK Norms: Introduction to typical language development 0-6 years

Here we look at the overall typical language development we expect to see in the first 6 years. Looking at strategies to support communication and the importance of developing vocabulary, and how language and literacy link together.

TALK Understanding

Here we look at the importance of comprehension, identifying children with comprehension difficulties and using a range of strategies (e.g. information carrying words and Blank Levels) to support the development of understanding.



Overview of each training session

TALK Speech Sounds

Here we look into how sounds are made, typical and non-typical speech development and early strategies to support speech.

TALK Difficulties: Types of Speech, Language and Communication Need (SLCN)

Here we delve in to the complexity of the language system. We look at the key characteristics of speech, language and communication difficulties, and how to support them.

TALK Stammering: An Introduction to Dysfluency

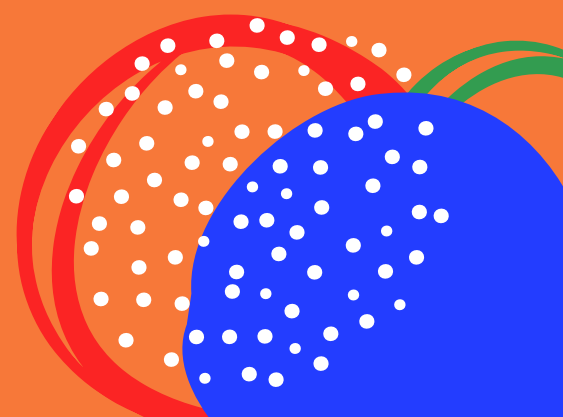
Here we look at terminology and how a child may present when experiencing fluency difficulties. We also look at a range of strategies to support children in the EY.

TALK Social Communication in the Early Years

Here we look at the difference between intentional communication and pre-intentional presentation. We focus on social communication development and difficulties, and support strategies for social communication difficulties in the EY.

TALK Support: Using EYFS Packs and Big Book of Ideas

Here we look at the 4 EYFS packs, provided by ChatterBug Speech and Language Therapy and how to implement them in a setting. We take a look at how this fits in with WellComm.



Overview of each training session

TALK Total Communication Environments

Here we look at the importance of the environment on communication and what makes a 'total communication' setting. We will delve into the TALK Halton total communication audit tool and how to use it to make your setting as effective as possible.

TALK Total Communication Workshop: An introduction to visual support strategies and Makaton

Here we look at what total communication approaches and strategies look like, why we use them and how to implement them in your setting. There will also be an introduction to Makaton signing.

TALK Story Scribing

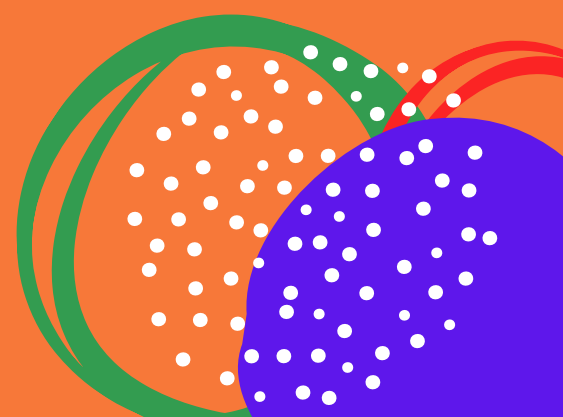
Here we explore story scribing and the benefits to implementing the approach in an EY setting.

TALK: An Introduction to English as an Additional Language (EAL)

Here we look at what it means to be bilingual, the typical pattern of learning English as an additional language, and ways to support this within the EY.

TALK Transitions

Here we look at a range of transitions and how they can impact children. We also look at a range of strategies to support transition, including visual supports and reflect on the role of the EY practitioner in supporting transitions.



TALK Babies: Communication Development 0-12 months

Here we explore typical language development in the first year, and how to support it.

Duration: 1 day

- ✓ Learners will know and understand the prerequisites for language development.
- ✓ Learners will identify factors that affect and support language development.
- ✓ Learners will know what typical language development is in the first 12 months and recognise the developmental stages of this.
- ✓ Learners will be able to identify when development is and is not typical.
- ✓ Learners will be able to identify and use and advise of activities to support communication development in the first 12 months.

Who is it for?

All Practitioners working with children in the EYs including Children's Centre Practitioners, social care, childminders, Baby Room leaders, EYPs.

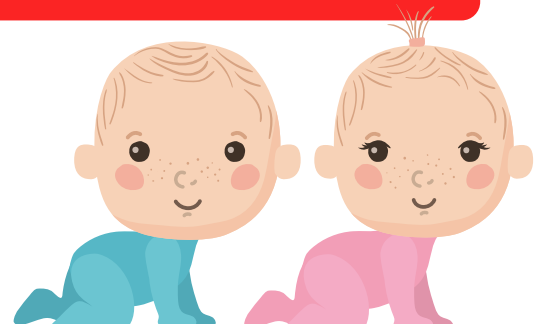
You may also be interested in...

Adult-Child Interaction

TALK Norms

Of particular interest to:

Practitioners working with babies



TALK EAL: An Introduction to English as an Additional Language

Here we explore what EAL is and how we can support young children learning EAL

Duration: 3 hours

- ✓ Learners will gain an understanding of what it means to be bilingual
- ✓ Learners will become familiar with some of the terminology relating to EAL
- ✓ Learners will gain an understanding of the typical pattern of learning English as an Additional Language
- ✓ Learners will gain an understanding of ways to support children learning English as an Additional Language within Early Years provision

Who is it for?

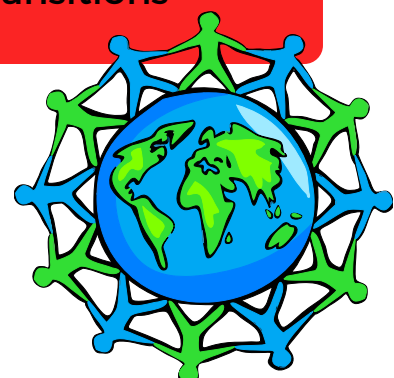
All Practitioners working with children in the EYs including Children's Centre Practitioners, social care, Childminders, EYPs

You may also be interested in...

TALK Norms
TALK Understanding
TALK Total Communication Environments
TALK Transitions

Of particular interest to:

All Early Years Practitioners



TALK Adult-Child Interaction

Part 1: Mind Mindedness and Hanen Approaches

Here we explore the importance of adult-child interactions and how to ensure we make every moment count by having high quality interactions with children

Duration: 3 hours



For learners to recognise key positive features of adult - child interaction strategies



For learners to understand the importance and impact of adult-child interactions



For learners to be aware of the key features of 2 evidence based approaches to support adult-child interactions



For learners to be able to implement key features of strategies in their everyday practice and share with other adults appropriately

Who is it for?

All Practitioners working with children in the EYs including Children's Centre Practitioners, social care, nursery teachers, childminders, EYPs.

Of particular interest to:

All Early Years Practitioners

You may also be interested in...

Adult-Child Interaction
Part 2

TALK Babies

TALK Understanding



TALK Adult-Child Interaction 2: Extending Expressive Language

Here we look at what makes a positive interaction, the positive impact they have, and how to implement in everyday practice.

Duration: 3 hours

- ✓ To understand the importance of developing expressive language skills (talking and vocabulary)
- ✓ To have an understanding of expressive language norms and how to apply this in your role
- ✓ To gain knowledge in effective strategies to support expressive language development

Who is it for?

All Practitioners working with children in the EYs including Children's Centre Practitioners, social care, nursery teachers, childminders, EYPs.

Of particular interest to:

Practitioners working with children 2 years and above

You may also be interested in...

TALK EAL
EYFS packs
TALK Norms



TALK Norms: Introduction to typical language development 0-6yrs

Here we look at the overall typical language development we expect to see in the first 6 years.

Duration: 3 hours

- ✓ To understand what typical communication is and how it develops
- ✓ To know what typical communication development looks like and have appropriate expectations for the children you work with
- ✓ To be familiar with and be able to use appropriate strategies to support communication in your role
- ✓ To understand the importance of developing vocabulary
- ✓ To know how language and literacy link together

Who is it for?

All Practitioners working with children in the EYs including Children's Centre Practitioners, social care, Nursery and Reception teachers/TAs, childminders, EYPs.

Of particular interest to:
All new staff as part of an induction programme

You may also be interested in...

Adult-Child Interaction
TALK Babies
EAL
TALK Understanding
TALK Speech Sounds



TALK Understanding

For those wanting to know more about how children's understanding develops, what can go wrong and practical strategies to support comprehension in the Early Years

Duration: 3 hours



Show understanding of the importance of comprehension (and all its terms) and be aware of typical comprehension development from birth.



To recognise alerting factors in order to identify children with comprehension difficulties and know how to assess understanding



To show a basic understanding of ICWs (Information Carrying Words) and know why they are useful in practice.



To understand the concept of Blank Levels and how they can be used in EY settings.



To be aware of and be able to use a range of strategies to support the development of understanding in typically developing children and children that have comprehension difficulties.



To know the role of the EY practitioner in supporting children's comprehension.

Who is it for?

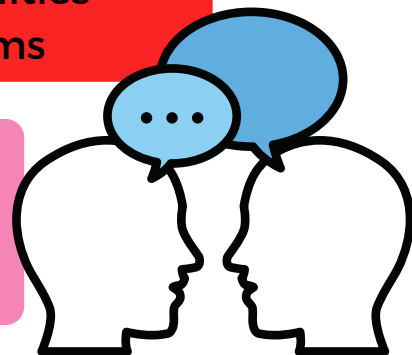
Experienced practitioners working with children in the EYs,

You may also be interested in...

Adult-Child Interaction
TALK Difficulties
TALK Norms

Of particular interest to:

Toddler room/pre-school practitioners, childminders, Nursery and Reception teachers/TAs



Here we delve into key characteristics of speech, language and communication difficulties and the complexity of the language system.

Duration: 3 hours

- ✓ Understand that the language system is highly complex and made up of different components which interact
- ✓ Show understanding of the components that make up language in order to help us to identify when children have difficulties
- ✓ Recognise the vocabulary used to describe aspects of speech, language and communication needs/difficulties
- ✓ Recognise the key characteristics of common speech, language and communication difficulties and how to support them

Who is it for?

All Practitioners working with children in the EYs including Children's Centre Practitioners, social care, Nursery and Reception teachers/TAs, childminders, EYPs.

You may also be interested in...

TALK Social Communication in the Early Years
TALK Stammering
TALK Speech Spounds
TALK Understanding
TALK Support: EYFS Packs

Of particular interest to:

Experienced practitioners who want to extend and deepen their knowledge about speech and language difficulties.



A deeper look into speech sounds development in the Early Years with strategies to support children.

Duration: 3 hours

- ✓ To be familiar with terminology associated with speech sound development, speech difficulties and interventions.
- ✓ To know how speech sounds are made and be able to describe the different types of sounds in the English language.
- ✓ To understand and identify typical patterns of speech sound development in pre-school children.
- ✓ To have an understanding of non-typical development and be familiar with different types of speech difficulty.
- ✓ To be able to implement a range of strategies in the early years to support speech sound development

Who is it for?

All Practitioners working with children in the EYs including Children's Centre Practitioners, social care, nursery teachers, childminders, EYPs.

You may also be interested in...

TALK Norms
TALK Difficulties
TALK Support: EYFS Packs

Of particular interest to:

Childminders, Toddler room/pre-school-based EYPs, Children's Centre practitioners, Nursery and Reception teachers/TAs



TALK Stammering: An Introduction to Dysfluency

Here we look at what the current research tells us about stammering, and how to provide effective support in the early stages of stammering.

Duration: 3 hours

- ✓ To be familiar with the terminology associated with dysfluency/ stammering
- ✓ To recognise when a child is experiencing fluency difficulties and why
- ✓ To show awareness and understanding of normal non-fluency in the Early Years
- ✓ For learners to be able to use a range of strategies to effectively support a child who is non fluent in the early years and to be able to share these with others.
- ✓ To be aware of the importance of early referral for dysfluency and the consequences of non or late referral

Who is it for?

All Practitioners working with children in the EYs including Children's Centre Practitioners, social care, nursery teachers, childminders, EYPs.

You may also be interested in...

TALK Difficulties

TALK Norms

Of particular interest to: All!



TALK Social Communication in the Early Years

What is social communication?
What is pre-intentional communication? What are the support strategies?

Duration: 1 day

- ✓ To reflect on the means, reasons and opportunities model
- ✓ To know the difference between intentional communication and pre-intentional presentation
- ✓ To have an understanding of social communication development and difficulties
- ✓ To be aware of overlapping features with attachment difficulties and social communication difficulties, and ASC.
- ✓ To be aware of support strategies for social communication difficulties in the Early Years
- ✓ To understand the role of the EY practitioner with children presenting with social communication needs.

Who is it for?

All Practitioners working with children in the EYs including Children's Centre Practitioners, social care, nursery teachers, childminders, EYPs.

Of particular interest to:

Anyone with a training need in social communication

You may also be interested in...

TALK Total Communication Workshop

TALK Adult-Child Interaction 1

TALK Support: EYFS Packs

TALK Transitions



TALK Support: Using EYFS Packs and Big Book of Ideas

Here we look at the 4 EYFS packs, provided by ChatterBug Speech and Language Therapy and how to implement them in setting.

Duration: 3.5 hours



Learners will know why and how to implement the EYFS packs effectively in EY settings



Learners will be familiar with what is in each ChatterBug EYFS pack and be confident to implement them



Learners will know which pack to use with which children



To relate the use of the EYFS packs to the Big Book of Ideas from the WellComm and understand how these can complement each other



To identify the challenges of running successful language groups and how to overcome them

Who is it for?

Practitioners who have a role in delivering intervention

You may also be interested in...

TALK Difficulties
TALK Story Scribing

Of particular interest to:

Practitioners who care for children aged 2-5



TALK Total Communication Environments

Here we look at the importance of the environment on communication. What makes a 'total communication' setting successful and effective?

Duration: 3 hours



To understand what a total communication environment is and the importance of a child's communication environment



To explore how to use an environmental audit



To become familiar with a range of strategies to create a total communication environment.



To reflect on how current EY setting supports communication.

Who is it for?

All Practitioners working with children in the EYs including Children's Centre Practitioners, social care, nursery teachers, childminders, EYPs.

You may also be interested in...

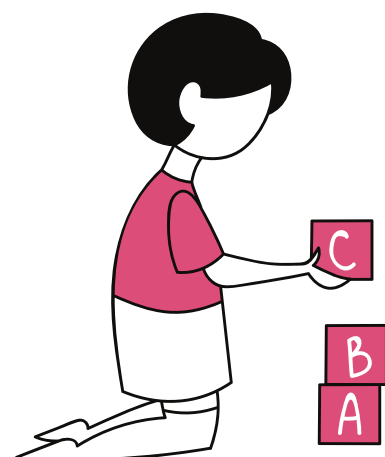
TALK Total Communication Workshop: An introduction to visual support strategies and Makaton

TALK Transitions

Of particular interest to:

Professionals looking to adapt their environment to meet the communication needs of the children.

Room leaders and communication leads



TALK Total Communication

Workshop: An introduction to visual support strategies and Makaton

Here we look at how to implement visual supports, and introduce you to some handy core Makaton signs to use in setting.

Duration: 1 day



Learners will understand what Total Communication approaches and strategies look like and understand why we use them



Learners will be able to implement total communication strategies into their own communication environment.



Learners will have an introduction to Makaton signing and will show a basic ability to use a variety of signs effectively

Who is it for?

All Practitioners working with children in the EYs including Children's Centre Practitioners, social care, Nursery and Reception teachers, childminders, EYPs.

Of particular interest to:

Any EY Practitioner
This workshop works well as an Inset day/full setting workshop

You may also be interested in...

TALK Social Communication in the EY

TALK Adult-Child Interaction

TALK Difficulties

TALK Total Communication Environments

TALK Transitions

TALK Norms



TALK Transitions in the Early Years

A look into transitions to nursery, out of nursery and within nursery. How can transitions impact children and how can we support?

Duration: 3 hours



To understand and identify a range of transitions



To understand the impact transitions can have on children's communication, development, learning and social/emotional well being



To understand and be able to use a range of strategies to support transitions including visual supports



To reflect on how you support transitions within your setting

Who is it for?

All Practitioners working with children in the EYs including Children's Centre Practitioners, social care, nursery teachers, childminders, EYPs.

You may also be interested in...

Adult-Child Interaction
TALK Norms
TALK Total Communication Environments

Of particular interest to:

Any practitioner



TALK Narrative: An intro to Narrative Therapy in the Early Years

Here we explore the principles and benefits of using the approach, and how to implement in a setting.

Duration: 3 hours

- ✓ Learners will know the key principles and evidence base behind this approach
- ✓ To recognise the benefits of using Narrative Therapy in EY settings
- ✓ Learners will be confident to implement a narrative approach in the EY setting

Who is it for?

All Practitioners working with children in the EYs including Children's Centre Practitioners, social care, Nursery and Reception teachers/TAs, childminders, EYPs.

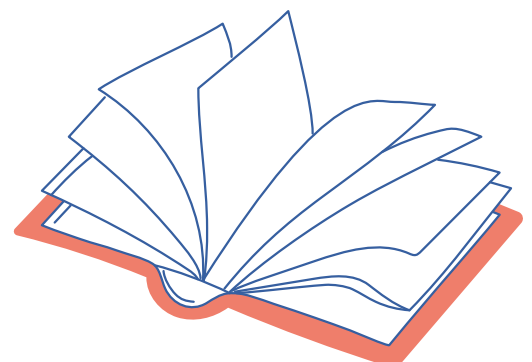
You may also be interested in...

Adult-Child Interaction

TALK Norms

Of particular interest to:

Practitioners working with nursery/reception aged children



A look at Story Scribing and Storytelling/acting in the early years. What is it and how can it help children with their Communication and Language, Literacy and PSED development

Duration: 3 hours



Learners will gain an understanding of what story scribing is.



Learners will understand how incorporating Story Scribing approaches can benefit children in the early years, helping to improve outcomes in communication and language, literacy and PSED.



Learners will be aware of the key features of story scribing sessions.



Learners will feel confident to implement story scribing approaches within their own practice.

Who is it for?

Suitable for all early years practitioners working with children 2 years and up but of particular use to those working within preschool rooms.

You may also be interested in...

TALK Total Communication Environments

TALK Total Communication Workshop

Of particular interest to:

Nursery and Reception teachers/TAs, preschool room leaders and practitioners

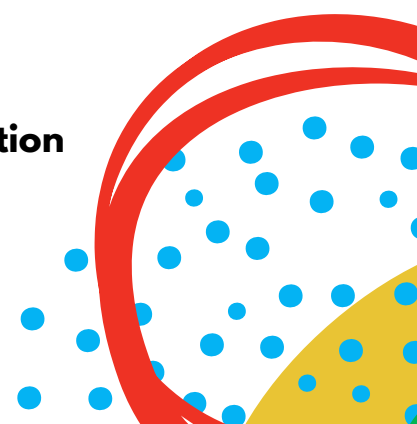


April 2021

Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22 <i>TALK Adult-Child Interaction 1 9.30-12.30</i>	23
26	27	28 <i>TALK Transition 13.00--16.00</i>	29 <i>TALK Norms 9.30-12.30</i>	30

To book on to our training sessions please email talk.halton@halton.gov.uk and provide the following information

- Name of setting and practitioner
- Course title and date of session
- Email address the link is to be sent to in order to access the training session.

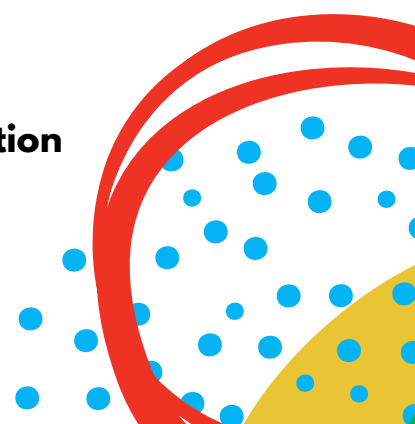


May 2021

Monday	Tuesday	Wednesday	Thursday	Friday
3	4 <i>TALK Difficulties</i> 9.30-12.30	5 <i>TALK Environments</i> 13.00-16.00	6	7
10	11	12 <i>TALK Extending Language</i> 9.30-12.30	13	14
17	18	19 <i>TALK Understanding</i> 9.30-12.30	20	21 <i>TALK Total Communication Workshop</i> 9.30-14.30
24	25	26 <i>TALK Babies</i> 9.30-14.30	27 <i>TALK Transition</i> 9.30-12.30	28
31				

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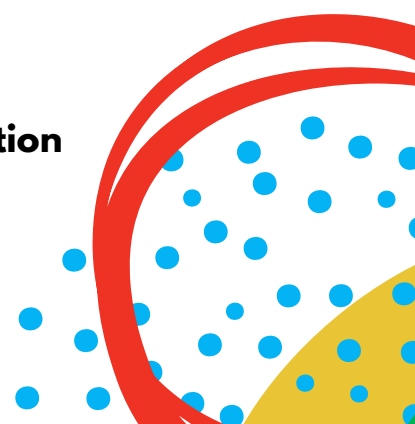


June 2021

Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
7	8	9 <i>TALK Support: EYFS Packs</i> 9.00-12.30	10 <i>TALK Speech Sounds</i> 9.30-12.30	11
14	15	16 <i>TALK EAL</i> 13.00-16.00	17 <i>TALK Social Communication in the EY</i> 9.30-14.30	18
21	22	23 <i>TALK Environments</i> 9.30-12.30	24	25 <i>TALK Stammering</i> 9.30-12.30
28	29	30 <i>TALK Story Scribing</i> 13.00-16.00		

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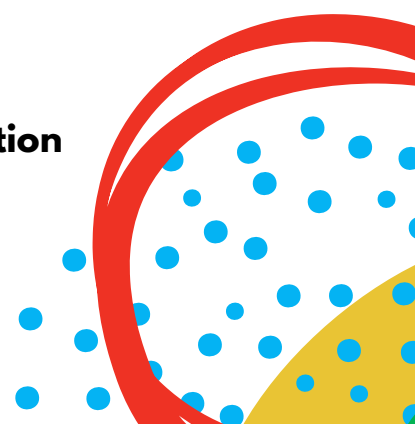


July 2021

Monday	Tuesday	Wednesday	Thursday	Friday
			1 <i>TALK Support: EYFS Packs</i> 9.00-12.30	2
5	6	7 <i>TALK Narrative Therapy</i> 9.30-12.30	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

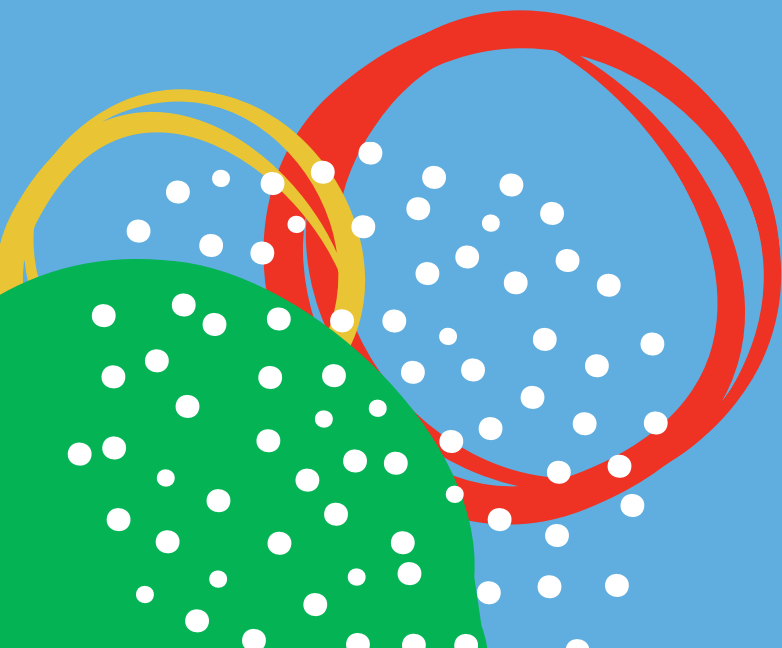
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- Name of setting and practitioner
- Course title and date of session
- Email address the link is to be sent to in order to access the training session.



**If you require any further
information about our TALK Halton
training or would like to discuss
bespoke training sessions for
team CPD/ INSET days please get in
touch**

talk.halton@halton.gov.uk



**GET TALKING
KEEP TALKING
AND TALK SOME MORE**