

EARLY YEARS SENCO FORUM





Putting Words Together created by Sarah McLeod

Our Aim: to overview **9 different models** of 2-word level phrases and a myriad of **activity ideas** to support the development of 2-word phrases.

Once children have a vocabulary of more than 20 words, they may start to put words together – how can we help support?

(some children will need many more than 20 – possibly in the region of approximately 50-100 words)

S₇ Show, do, demonstrate, model

I₁ Interesting – motivating and fun

M₃ Months and months of repeated opportunities, repeat, repeat & repeat

P₃ Pause – give time to respond

L₁ Language – directly teach new words through engaging games

E₁ Explore ‘voice’ – babble, symbolic sounds – ‘ooooo’- ‘ahhh’

A₁ Add words to single-word utterances ‘cat’ = big cat

B₃ Body experiences, as much as possible – verbs ‘experiences’

C₃ Commenting strategies

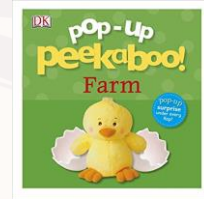
Putting Words Together

using the ‘Simple ABC’ approach ...

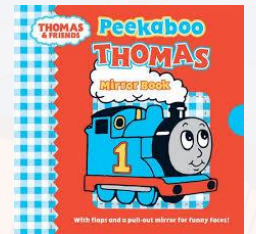


Putting Words Together

Bye/ Hello + name



- 'Bye Mummy', 'Hello teddy', 'Bye cat', 'Hello dog', 'Hello Thomas'



S₇
I₁
M₃
P₃
L₁
E₁

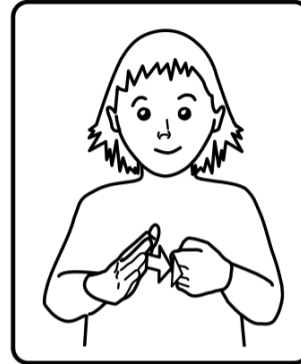
A₁
B₃
C₃



Putting Words Together

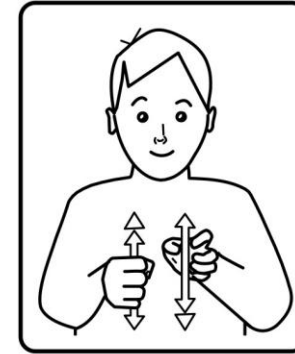
More + object

MORE



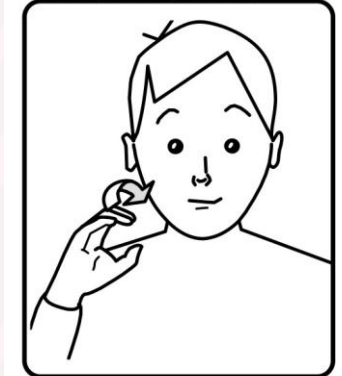
R. flat hand taps twice against back of L. fist (or flat hand). One of several **variations**.

MILK



Hands move up and down alternately with squeezing actions. Can be 'Y' hands or closed hands rub together (thumbs up). **Varies**.

DRINK, BEER, GLASS



Full 'C' hand moves to mouth with small backward tipping movement. Can also be used for **JUICE, WATER**.

- 'More **drink**', 'More **cake**',
'More **milk**', 'More **bubbles**',
'More **swing**' ...

Individual Core Membership

Includes signs, videos, & symbols from the Core Vocabulary

One login

£60

[Join here](#)

Group Core Membership

Great for sharing within a family and between professionals

Four logins

£90

[Join here](#)



It is useful to incorporate direct VERB 'body experiences' throughout sessions too. Useful verbs to learn first: **go, stop, jump, wash, open, close, push, fix fall, shake, blow, cry, climb.** Comment on activities - in 2 word phrases: **push car ...**

Putting Words Together

Object + gone



- 'Teddy gone', 'Ball gone', 'Car gone', 'Mummy gone' - **Bye teddy, Bye Sarah**



'BUILD A TOWER'
to the tune of Frere Jacques

VERSION 2:

(IF THE CHILD KNOCKS THE TOWER DOWN BEFORE IT IS FINISHED)

BUILD A TOWER, BUILD A TOWER,
BUILD IT UP... UP UP UP.
[CHILD'S NAME] KNOCKED IT DOWN
[CHILD'S NAME] KNOCKED IT DOWN
ALL FALL DOWN. ALL FALL DOWN.



Putting Words Together

Object + up/down or on/off



'Teddy up', 'Ball up', 'Tower down'
'Jeans on' – 'Top on' – 'Gloves on'

...



We're Going on a Bear Hunt

Michael Rosen Helen Oxenbury



Find objects as green as
grass



Putting Words Together



Colour + Object



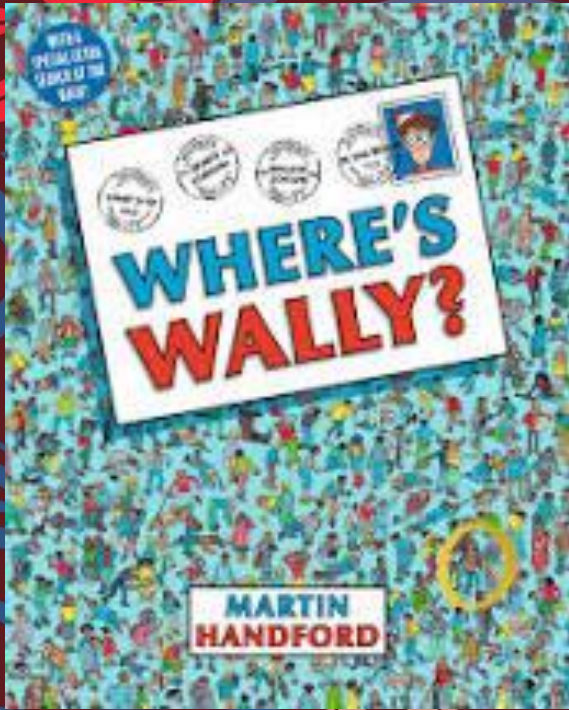
- Red teddy, red car, red boat, red pencil ...

Putting Words Together

Pronoun or **Noun** + Object












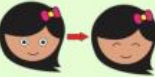


- My ball, Your ball, **Mum's** bag, **Dad's** nose, **Bunny's** eyes, **Ducky's** legs
- My leg, Your arm (*Plaster game*)

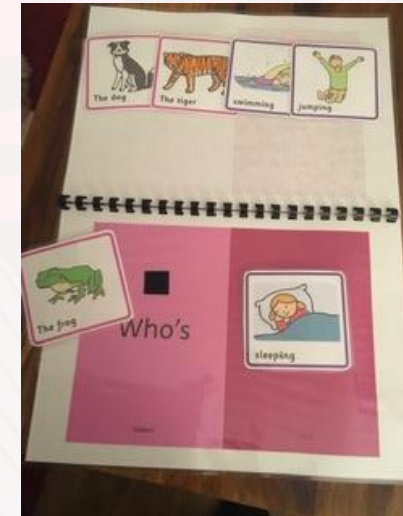


Putting Words Together

Subject + Action (verb)

Action + Noun

Simon 	says 	touch your nose 	touch your toes 
stomp your feet 	give a high five 	sit down 	stand up 
pat your head 	close your eyes 	dance 	jump up and down 



- Mum jumps, Dad paints, I hop
- Bespoke books, puzzles, pictures and 'Where's Wally' books?

Quick Resource Links:

- Smart chute: <https://www.smartkids.co.uk/collections/smart-chute>
- Plasters: <https://www.amazon.co.uk/Medrull-Waterproof-Plasters-Boxes-HAPPY/dp/B07HP9FKL5>
- Who's doing base board: <https://doverstls.co.uk/wp-content/uploads/2019/07/SVO-SV-book-blanks-Language-through-Colour.pdf>
- Verb images: <https://www.speechandlanguagekids.com/verb-picture-cards/>
- Simon Says visual: <https://www.teacherspayteachers.com/Product/Simon-Says-FREEBIE-1869451>
- Pop-up toys: <https://www.bakerross.co.uk/catalogsearch/result/?q=baker+ross+pop+up+toys>
- Pop 'n' catch: https://www.bakerross.co.uk/pop-n-catch-games?&gclid=EAlaIQobChMIsNTE56n97gIVE5ftCh3gagEyEAQYASABEgIAuvD_BwE
- Peek- a-boo books – www.ebay.co.uk
- Where's Wally? – www.ebay.co.uk
- Getting dressed puzzles: [https://www.tts-group.co.uk/thick-wooden-getting-dressed-jigsaw-puzzles-4pk/1000582.html?cgid=Early_Years-Jigsaws -- Games](https://www.tts-group.co.uk/thick-wooden-getting-dressed-jigsaw-puzzles-4pk/1000582.html?cgid=Early_Years-Jigsaws--Games)
- Makaton: https://makaton.org/TMC/Membership/Core_Membership

Putting Words Together

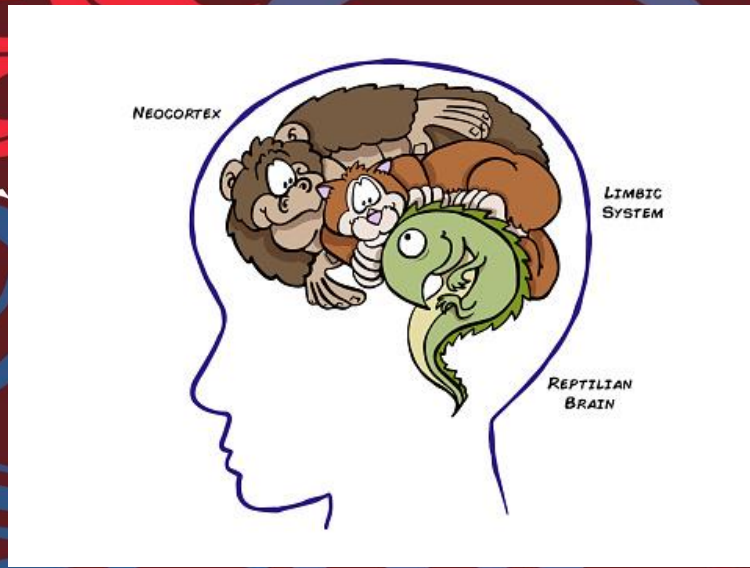
1. Hello/ Bye + Name – Hello Sarah/Mum/Dad
2. More + Object – More chocolate/orange/banana
3. No/Yes + Object – No orange
4. Object + Gone – Chocolate gone
5. Object + Up/Down/On – Ball up/down
6. Colour + object
7. Pronoun (my/your) or *noun* + object – my leg, your arm, Sarah's finger
8. Person + Action – Sarah jump/hop/ skip/run
9. Action + Noun – tickle feet/stamp feet/touch feet

- 1) **Hello/ Bye** + Name – Hello Sarah/Mum/Dad
- 2) **More** + Object – More chocolate/orange/banana
- 3) **No/Yes** + Object - No orange
- 4) Object + **Gone** - Chocolate gone
- 5) Object + **Up/Down/On-** Ball up/down
- 6) **Colour** + object
- 7) Pronoun (**my/your**) or person + object – My leg, your arm, Sarah's finger
- 8) **Noun + Action** – Sarah jump/hop/ skip/run
- 9) **Action + Noun** – tickle feet/stamp feet/touch

Putting Words Together

We have shared 9 ideas of phrases to provide repeated opportunities for extending children's language from **one-word level to two-word level**, alongside the **'SIMPLE ABC'** meme ... and a myriad of resources and website links - <https://www.ekhft.nhs.uk/patients-and-visitors/services/therapies/therapy-services-children-young-people/children-and-young-people-therapy/speech-and-language-therapy/patient-leaflets/> - Direct link to **NHS parent leaflets ...**

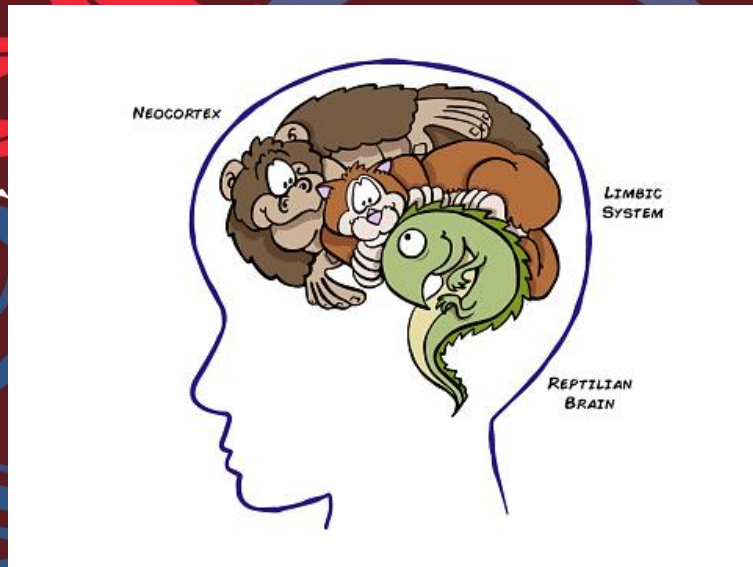
Time to share any questions, ideas, strategies and resources from yourselves...



The Neuroscience Behind SEMH

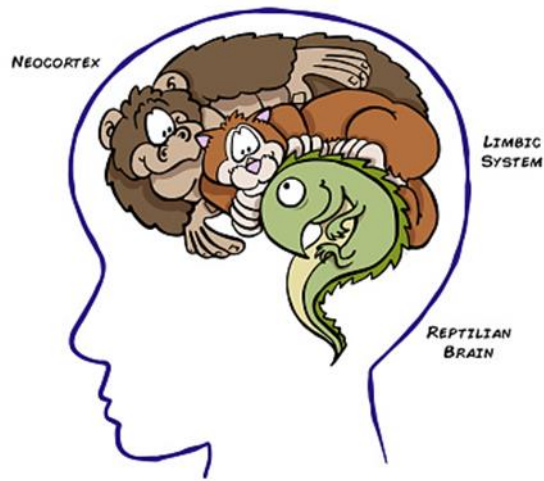
Our Aim...

Through consideration of the neuroscience behind SEMH, be able to look beyond the behaviours, through a new lens, and help support the development of an effective stress-regulation system



The Neuroscience Behind SEMH

At the heart of good social and emotional regulation lies an effective stress-regulation system ...



The Neuroscience Behind SEMH

Meltdowns, common as they are among young children, are a complicated physiological response related to the brain's threat detection system





The Neuroscience Behind SEMH

A 'stress response', a 'temper tantrum', a 'meltdown', 'dysregulated behaviour', 'withdrawal' involves two parts of the brain:

- Amygdala
- Hypothalamus

The Neuroscience Behind SEMH

As an analogy:

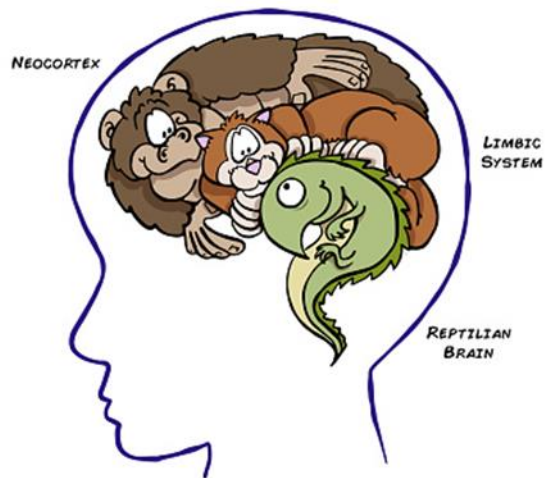
- The Threat: heat, cold, *cheese and onion sandwich/perfume/noise* ~ **fire**

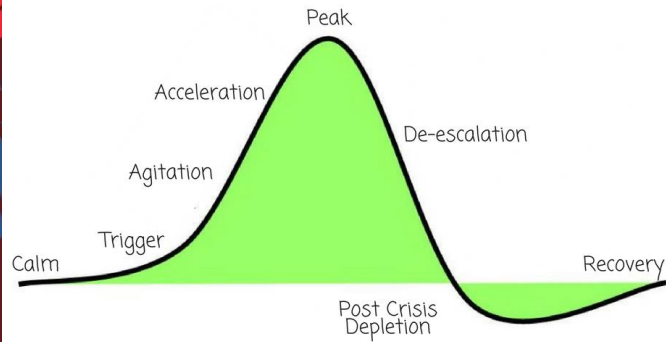


- Amygdala ~ **the smoke detector**



- Hypothalamus ~ **someone deciding whether to put oil or water on the fire** – with hormones like *adrenaline* and *cortisol*





The Neuroscience Behind SEMH

Children who are:

- **Disruptive or aggressive**
- **Chronically anxious**
- **Withdrawal or shut-down**

...are operating in the flight/fright/freeze mode

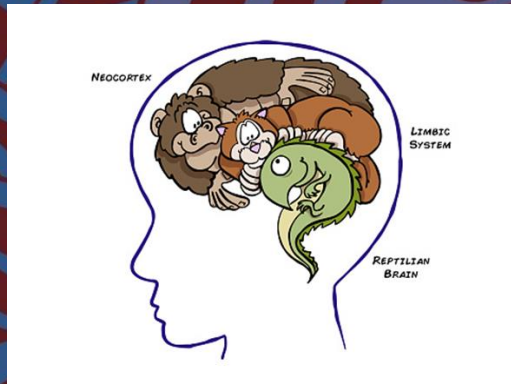
Effectively the lower brain structures (amygdala and the brain stem) are hijacking the Neocortex – frontal lobes - thinking brain. It is our role to lend our ‘thinking brain’ to help regulate

Looking Beyond Behaviours through a new lens



<https://youtu.be/Q6X3RAOi-ek>

original behaviour	preferred behaviour	strategies to be used by all staff	outcomes



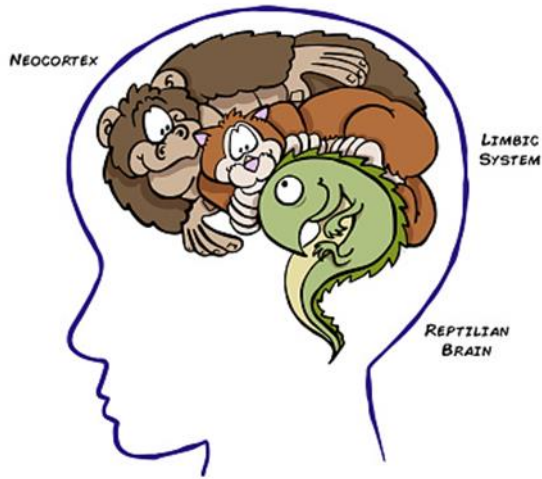
How can we look beyond the behaviours, through a new lens, and help support effective stress-regulation system?

- Observe carefully. Notice triggers and identify anxieties. Mitigate ‘threats’ that hijack the Neocortex - STAR ABC charts <https://www.kelsi.org.uk/early-years/equality-and-inclusion/resources>
- Notice what the child is communicating through their behaviour
- Regulate own stress responses– lend our ‘thinking brain’
- Provide nonverbal calmness - body posture, facial expressions – **mirror neuron**
- Calming sensory inputs – teach coping skills **calm-down strategies** – **sensory calming toys/calm space** <https://www.thirdspace.scot/wp-content/uploads/2020/08/NAIT-Safe-Space-Guidance-for-Schools-2020.pdf>
- As practitioners we can help build relationships through : Attune; Validate; Contain, Sooth -regulate
- Support parents - Solihull online <https://www.kentcht.nhs.uk/2020/11/06/online-solihull-approach-parenting-courses-for-anyone-caring-for-a-child-in-kent-and-medway/>
- Understanding your child – free online course with Kent community health <https://www.kentcht.nhs.uk/service/empowering-parents-empowering-communities-epec/>
- Continue to provide play and learning experiences which explore and encourage positive behaviour –circle time, puppets, persona dolls, stories (social stories) and role play
- Continue repeating clear expectations and boundaries supported with visual prompts
- Continue to simplify language
- Continue to enable feelings of success by ‘catching’ good –regulation
- Continue to develop children’s ability to describe and express their feelings
- Continue to model appropriate language
- Continue to use ‘labelled’ praise to reward specific actions ‘Good sitting’
- Continue to provide choices visually and verbally
- Support all - consider a Behaviour Support Plan to provide consistency/confidence for all the team

The Neuroscience Behind SEMH

‘Thrive’ uses the neuroscience behind what is occurring beneath the surface – and provides practical activities and strategies to support facilitating positive changes to establish a sense of safety that mitigates the ‘threat’...

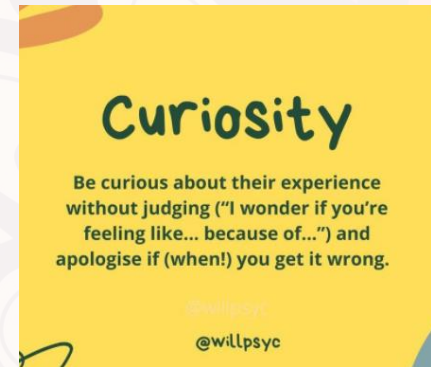
<https://www.facebook.com/ThriveApproach/>



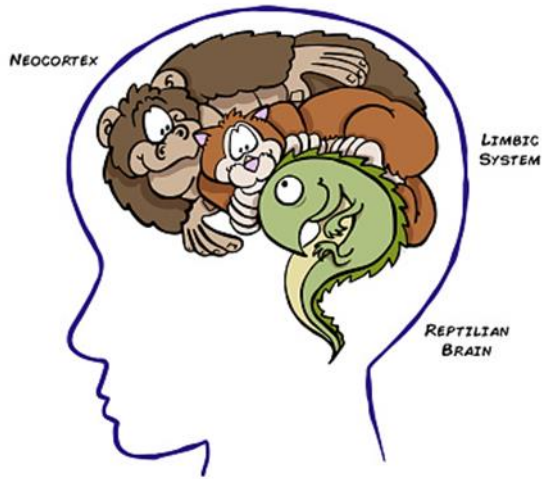
The Neuroscience Behind SEMH

<https://www.facebook.com/ThriveApproach/>

Many great resources can be found on the THRIVE Facebook page



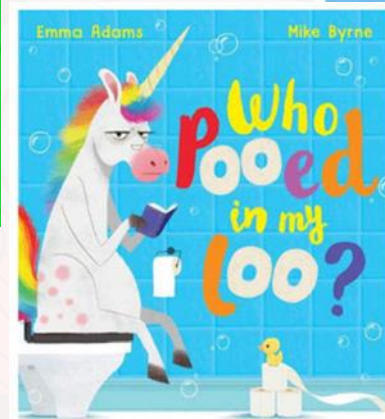
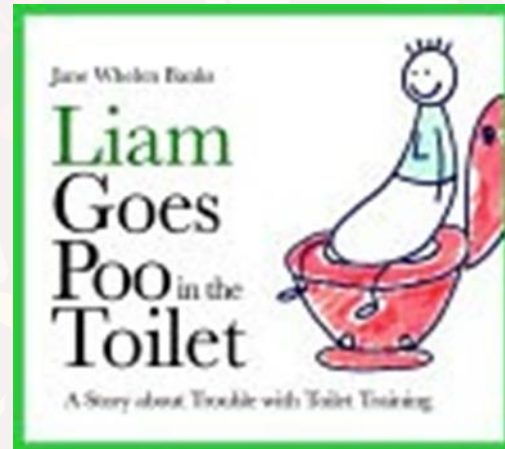
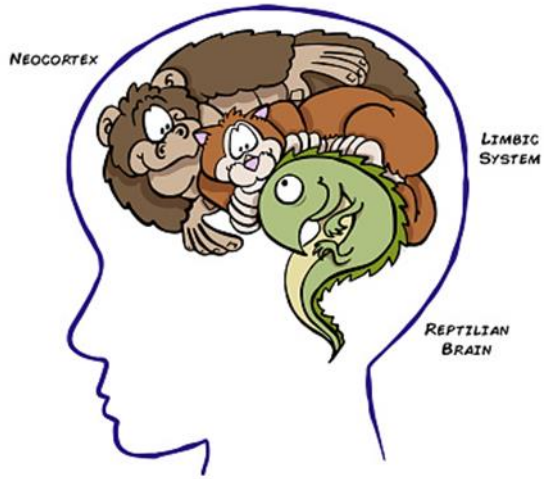
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The Neuroscience Behind SEMH

Networking Breakout Rooms

STLS *First-Ever* Competition



Toileting Support

<https://doverstls.co.uk/toileting-support/>

TOILETING SUPPORT

Toileting Support



Toileting Support

[SENCO Intimate care & toileting support flowchart](#)

[Supporting Toileting in Early Years Flowchart](#)

[Toilet Training – Parents Guide](#)

[Intimate Care Plan blank](#)

[Record of Intimate Care](#)

[Nappy schedule](#)

[Toilet ROUTINE](#)

[Supporting Toileting](#)

Supporting Toileting in Early Years

Speak with parents and carers regarding their child's toileting needs and how these are supported at home.

Offer all parents the information leaflet <https://www.ecy.org.uk/thinking-about-wee-and-poo-for-young-2>

Refer to the useful strategies overleaf and use where necessary.

Health Visiting Teams offer support to ALL children

If by age of 27 months, children are not demonstrating awareness of toileting needs – seek bespoke support from Health Visiting

Dover 0300 1233018
stls@doth.dorsethospitals.nhs.uk

Additional Support for parents to ensure continence is promoted appropriately

<https://www.ecy.org.uk/guide-to-early-toileting>

Complex medical needs identified by Health Care Professionals

<https://www.ecy.org.uk/guide-for-children-with-additional-needs>

and/or support to stabilise and travel (if <https://www.ecy.org.uk/>)

Strategies to support:

<https://www.ecy.org.uk/guide-to-early-toileting>
<https://www.ecy.org.uk/guide-to-early-toileting>
3MU-ADD.pdf

Additional Support for parents to ensure continence is promoted appropriately

<https://www.ecy.org.uk/guide-to-early-toileting>

Health Care Professionals to liaise with parents, Nursery, Portage as required to ensure that continence is promoted appropriately

Given the experiences of the last year, and the phenomenal support that settings within Dover District have shown to children and their families, DOVER STLS team wanted to send an almighty 'THANK YOU' to each and every one of you ... 'What the world needs now' are more people, just like you ...

Some
superheroes
don't wear
capes, they
work in Early
Years Settings
and Schools.

www.kathrynstinton.com

