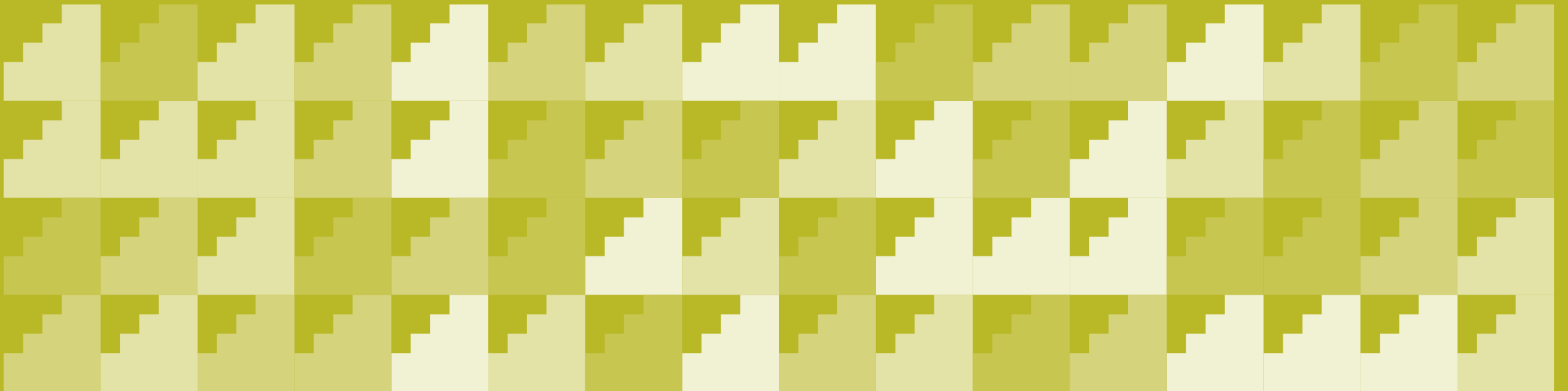


# Greater Manchester (GM) 10 Tips for Talking: The Evidence Underpinning their Development and Guidance for Use



Please have the following link open and click on the individual links whilst we are talking:

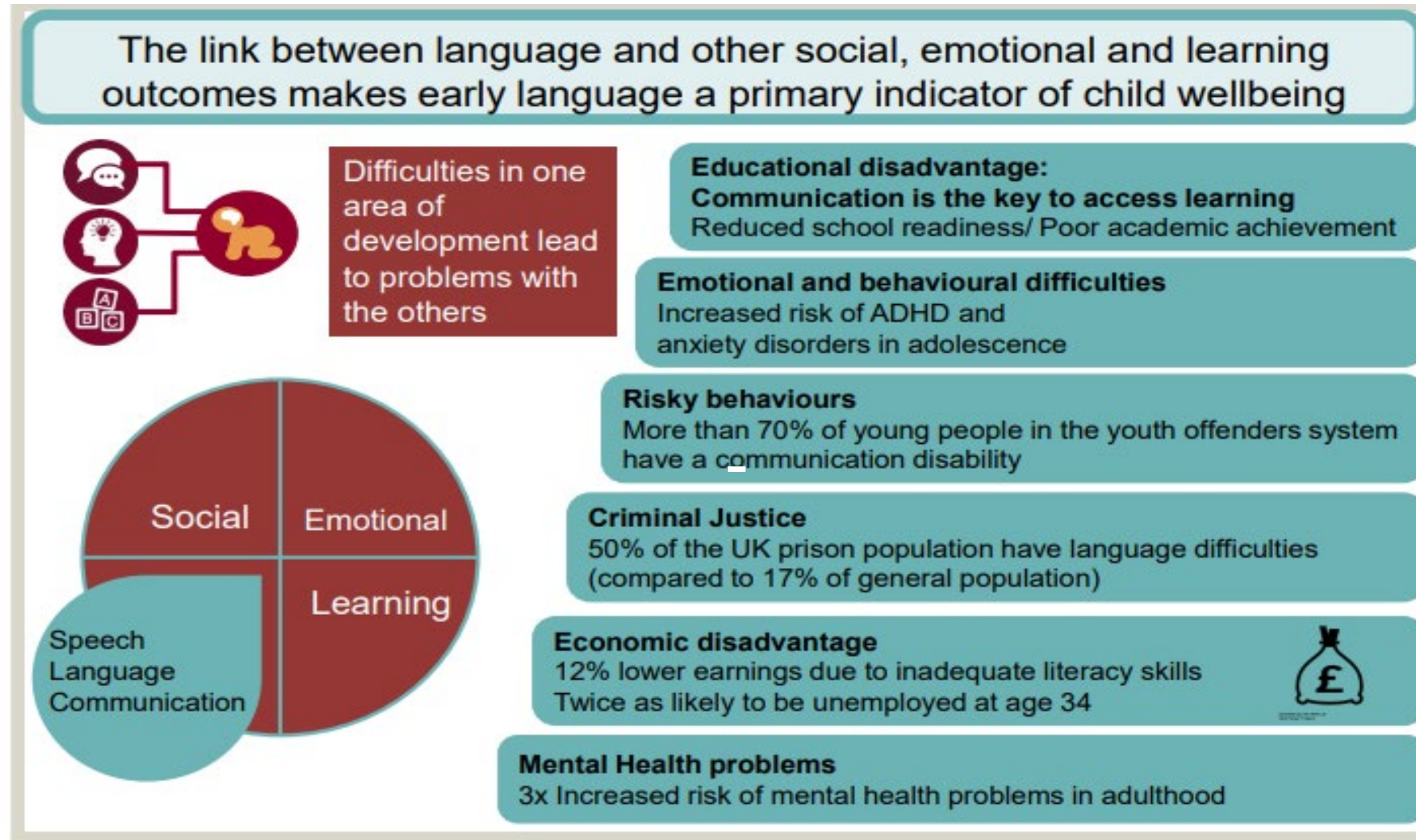
<https://greatermanchester-ca.gov.uk/gm10tipsfortalking>

OR

Google - GM 10 Tips for Talking

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# Why does early language matter?



# The scale of the issue



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**Approximately 10%** of children and young people have long-term SLCN which cause them significant difficulties with communication or learning in everyday life



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Children from socially disadvantaged families are more than **twice as likely** to be diagnosed with a SLCN. Due to social clustering, more than **50%** of children living in areas of high social deprivation may start school with SLCN.

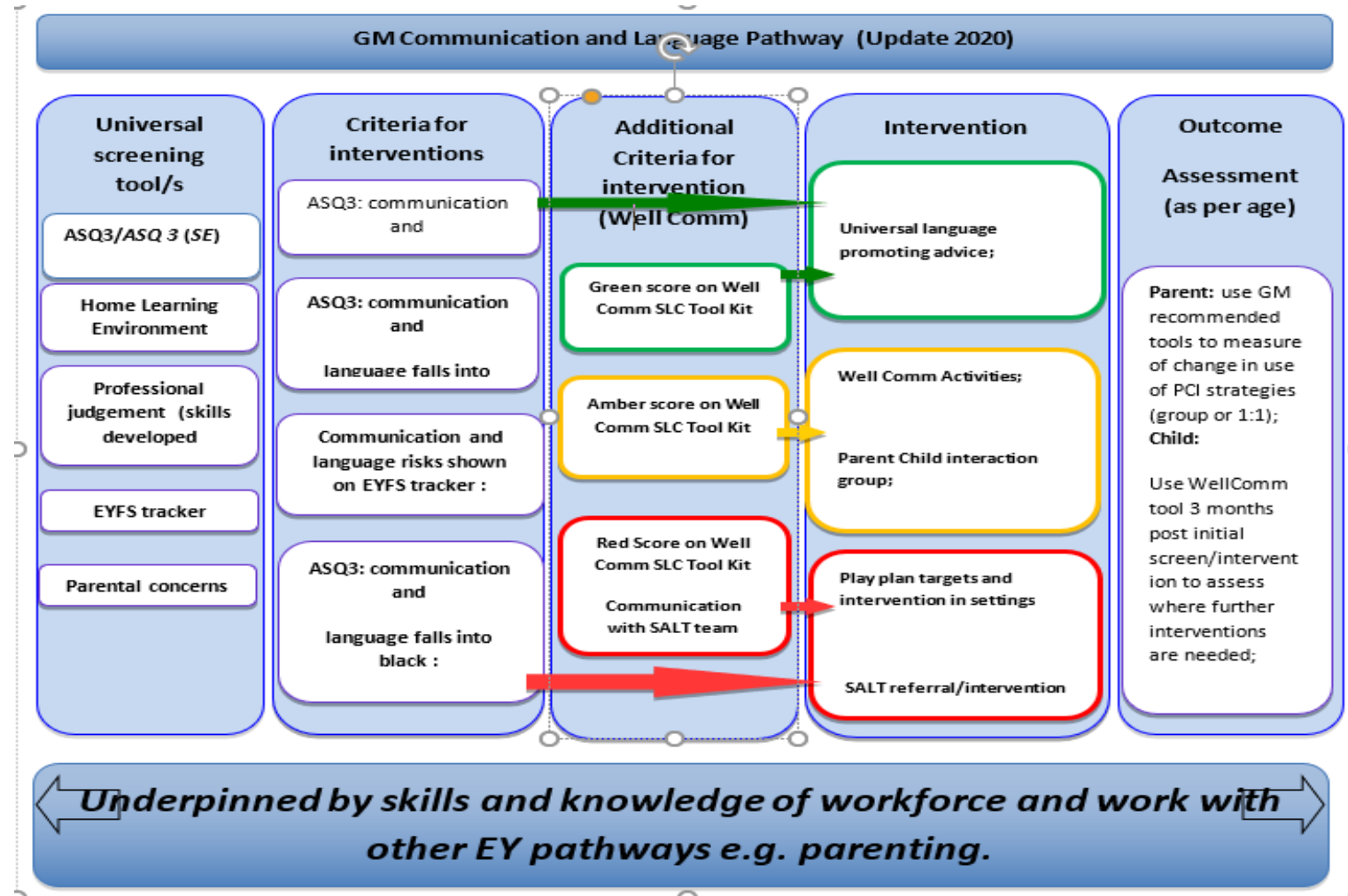
# Why the Early Years are so important

- “The foundations for virtually every aspect of human development – physical, intellectual and emotional – are laid in **early childhood**. What happens during these early years (starting in the womb) has lifelong effects on many aspects of health and well-being– from obesity, heart disease and mental health, to **educational achievement and economic status**.” “health inequalities are **not** inevitable and **can** be significantly **reduced**”

*Sir Michael Marmot (2010)*

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# GM SLC Pathway





**Tip 1 - When I am in mum's tummy I can hear. I love to listen to your voice when you talk or sing to me. I even like to listen to your favourite music.**

- Hearing you helps me to recognise you and builds a bond between us. Voices and music that I know will comfort me when I am born.



# Best time to promote Tip 1

- Early Help practitioners and Health Visitors during antenatal visits during pregnancy
  - Midwives during scan appointments or given out in the green pack
  - Preparation for Parenting Questions
  - From 15 weeks as soon as foetus hearing develops
  - When liaising with large families in different settings
  - Attachment and Bonding classes
  - Bump to baby courses
  - New parents viewing childcare settings. Bury plan to provide a workshop in settings to share these tips with new parents to be.
  - 18 month intervention visit – parents may be expecting another baby
  - Encourage Dads and other family members to speak to the bump so that other voices become familiar.
  - Encourage during everyday routines such as when doing housework, playing music or rubbing cream on stretch marks.
-





**Tip 2 - Cuddle me close so I can see your face and talk to me as soon as I am born.**

- I love it when you talk in a high pitched, singsong voice. People all over the world talk this way to babies because it helps us to learn.
- I might not be able to talk yet, but I will respond in my own way. I might look hard at your face, move my mouth when you talk or even wave my arms and legs. These all mean I am bonding with you.

# Linking Tip 2 with perinatal work

- Health visitor contacts
  - Midwife as soon as baby is born
  - Strengthening Families worker
  - During ASQ at 2 months
  - When delivering feeding and skin to skin contact information
  - Part of Salford '5 to Thrive' model
  - Display posters of tips in Children Centres
  - Baby massage and sensation classes
  - Incredible Years programme in Salford
  - Childminder parental handbook
  - Model and discuss at parent groups
  - Encourage singing and talking during everyday routine such as feeding and changing
  - Nursery rhyme booklets with a list of song ideas for parents
-





**Tip 3 - Talking about things that interest me or tell me how you think I am feeling.**

If I look or point at something talk about that. This shows me you understand me.

# Modelling Tip 3

- School/ nursery teacher model during stay and play sessions so parents can see examples
  - During baby groups; talking whilst doing messy play
  - Tapestry App & Dojo App – record interactions with children in a setting for parents to watch at home
  - At groups where children are referred due to WellComm score
  - Parent and child interaction groups
  - Encourage particularly with young parents who think it is awkward
  - 2 month ASQ check – helps to understand there is a delay with development
  - Mirror play and running commentary
  - Use a character/ puppet for the child to talk and use imagination with
  - Follow child's lead on what interests them
  - Exaggerate facial expressions when talking to baby; name emotion to help match expression with emotion
  - Acknowledge children's emotion to show interest and listening attention
  - Walk and talk sessions with Health Visitor
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## Tip 4 - Don't ignore me.

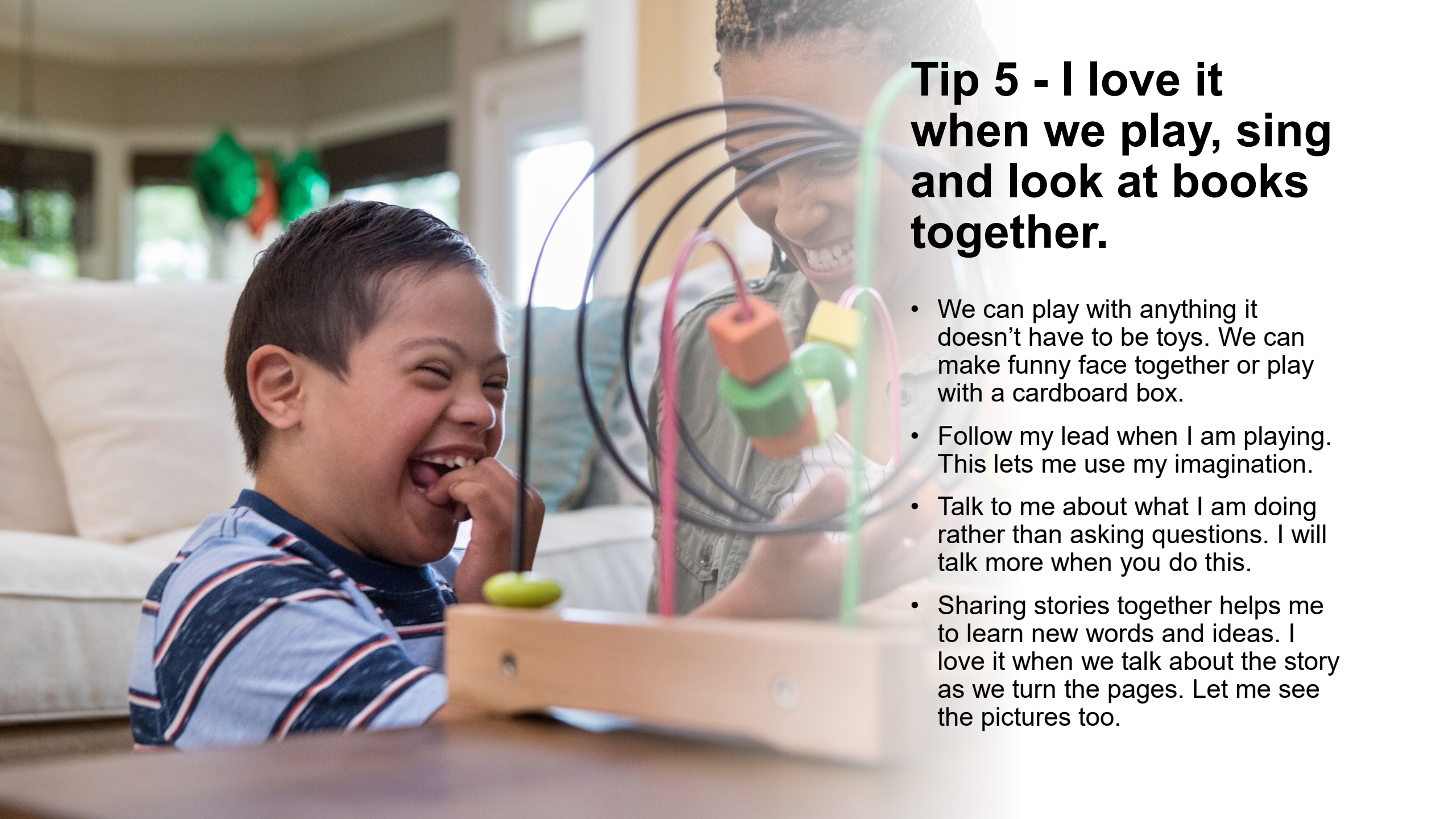
- Grown ups are experts in talking and I learn everything from you.
- Put your phone down, turn off the telly and let's have a chat.
- I can hear you really well when it is quiet. I like to listen carefully to your talking. This will help me to become a good listener and a good talker.





# How to introduce Tip 4

- Encourage during meal times and bed time – no distractions such as phones/ TV
  - During home time collection – greet children with smiley face and conversation
  - Talking home work at school
  - Incredible Years – value of attention
  - Home visits - Early Help practitioners and Health Visitors asking for TV to be switched off during visit not just on silent
  - [Through the eyes of a child video clip](#)
  - Model negatives so parents understand distractions
  - EPEC (Parent Group Leaders) conduct exercises to highlight what it feels like to be a child
-

A woman with short dark hair is smiling and playing with a young boy. They are both looking at a colorful string-and-button toy. The boy is laughing and has his hand near his mouth. The toy consists of a wooden base with several loops of string (black, pink, green) and colorful buttons (orange, yellow, green) attached to them. The background is a bright, indoor setting with a white couch and some green decorations.

## **Tip 5 - I love it when we play, sing and look at books together.**

- We can play with anything it doesn't have to be toys. We can make funny face together or play with a cardboard box.
- Follow my lead when I am playing. This lets me use my imagination.
- Talk to me about what I am doing rather than asking questions. I will talk more when you do this.
- Sharing stories together helps me to learn new words and ideas. I love it when we talk about the story as we turn the pages. Let me see the pictures too.

# How to reinforce Tip 5

- Model during home visit or stay and play
  - Provide song sheets
  - Resource bags with song represented by puppets
  - Videos of staff modelling songs and reading stories through Dojo App
  - Inviting parents to Bookstart sessions
  - Link with Dolly Parton Imagination Library titles
  - Library visits with parents
  - Home work linked to reading and singing
  - Link to Hungry Little Minds resources
  - Nursery rhymes are good starting point being familiar to all
  - Encourage following child's lead during reading
  - Introduce reading into bedtime routine
  - Bath time singing
  - Give a book to play with during nappy change
-



# Tip 6 - Talk to me all the time.

- Talk to me when we are playing or doing everyday things like shopping, having a bath, nappy changing or eating tea.
- It doesn't matter if you say the same things over and over again, this is how I learn.



# How to reinforce Tip 6

- Model language through play – verbally label resource
  - Videos to show turn taking – share with parents
  - Model how to talk during meal times
  - Model ‘babble’ conversations
  - Link what the child is doing with what the parent is doing
  - Importance of pointing and showing the child what is being talked about
  - Encourage older children to talk with younger children
  - Running commentary of everyday tasks
  - Give parents advice on waiting for child to respond
  - Encourage parents to speak in first home language – reassure that child will pick English up at nursery or school.
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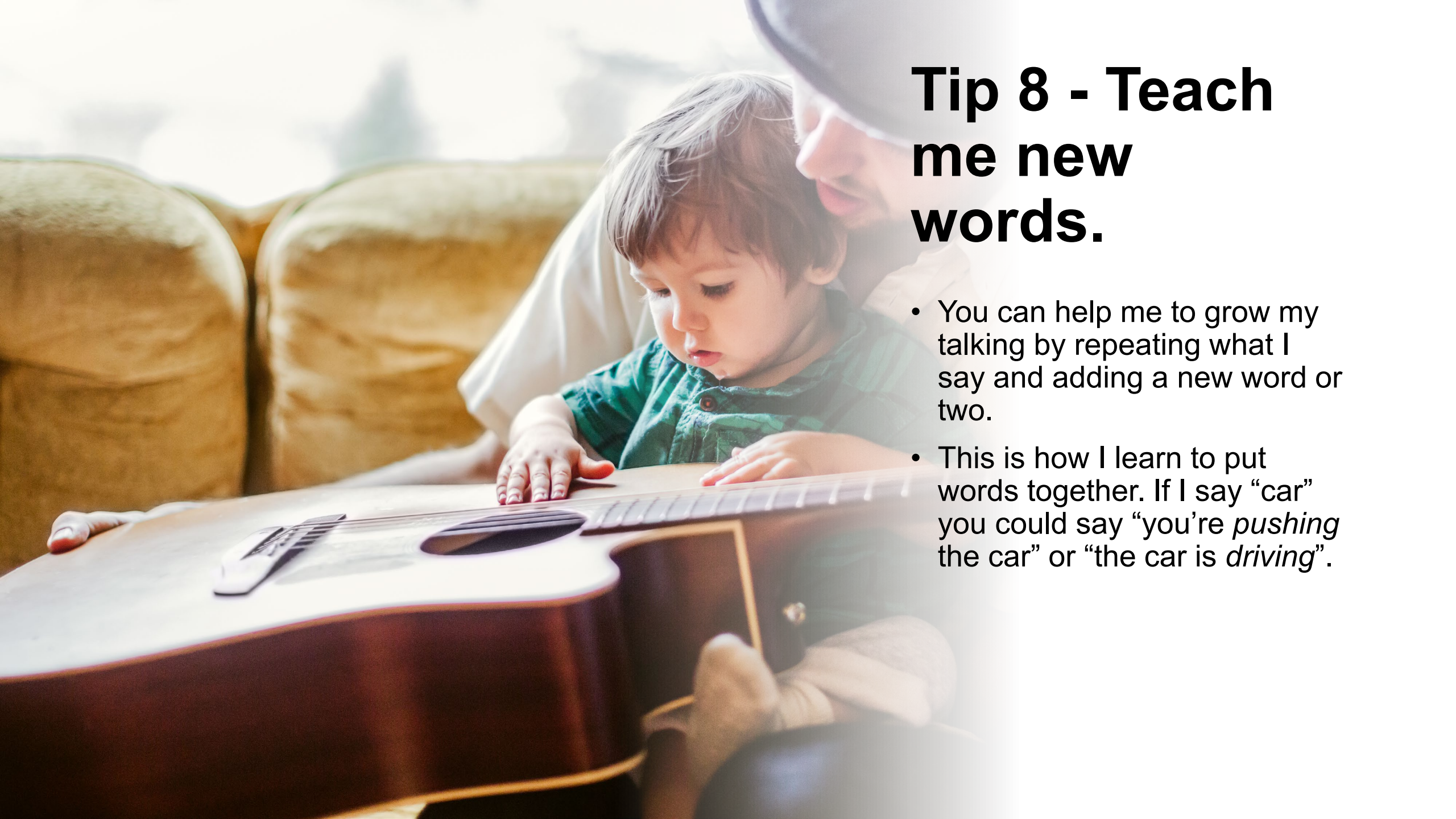
## Tip 7 - Play talking tennis with me.

- Say something to me and then give me lots of time to respond.
- It helps to count to 10 in your head before speaking again. This is how I learn to take turns.
- When I'm a baby I still like to play talking tennis. Watch out for my smiles, sounds and looks. This is my way of talking to you. As I get older, I will start to use words.

# Modelling Tip 7

- Call and response songs
  - Comment on what a child is doing
  - Keep the conversation going during play 'my turn, your turn'
  - Demonstrate what 10 seconds of waiting for the child to respond looks like
  - Model good interactions and pointing out how the child responds to show what children are capable of
  - Think about positioning – be at child's level, eye contact
  - Repeat sounds child makes
  - Intensive interaction – mirroring, adding and extending the child's interests, wait for cues on the communication
  - Observe, Wait and Listen approach
  - Less is more – two word simple replies
-



A photograph of a man and a young child sitting on a light-colored couch. The man, wearing a grey beanie and a white shirt, is holding an acoustic guitar. The child, wearing a green patterned shirt, is looking down at the guitar. The background is a bright, out-of-focus window.

## Tip 8 - Teach me new words.

- You can help me to grow my talking by repeating what I say and adding a new word or two.
- This is how I learn to put words together. If I say “car” you could say “you’re *pushing* the car” or “the car is *driving*”.

# Modelling Tip 8

- Add narrative/ descriptive commentary to child's play
  - Repetitive sounds; e.g. Heads, Shoulders, Knees and Toes
  - Describe objects around the child and hold them up
  - Use signs to help children understand
  - Use verbs and location words to put sentences together
  - Be responsive in the moment
-






## **Tip 9 - Take my dummy out when I am talking.**

- Dummies get in the way and stop me talking clearly.



# Advice around Tip 9

- Bed time/ nap time only
  - No dummies in nursery
  - Dummy free zones in children's centres
  - Ask parents to take the dummy away when the child is happy/ playing
  - Talk to parents at 9 month check about removing dummies by 12 months
  - Raise awareness for parents around impact dummies and bottles have on speech sounds
  - Encourage set clear of rules of when to use a dummy
-

A photograph of a family of four sitting on a light-colored, textured couch. A man with a beard and short dark hair, wearing a white t-shirt and a grey zip-up hoodie, is smiling broadly at the camera. A woman with blonde hair, wearing a purple top, is looking down at a baby. The baby, wearing a white long-sleeved shirt and mustard-colored overalls, is looking up at the man. Another person's arm and hand are visible in the foreground, reaching towards the baby. The background shows a window with green foliage outside.

## **Tip 10 - Use the language you know best when you talk to me at home.**

- This will help my brain to grow and I will learn English quickly if I already know the words in our home language.



# Messaging to support Tip 10

- Speak in own language at home
  - Encouraging speech is the most important thing a parent can do
  - Signpost to agencies for support
  - Ask parent for keywords from home language – shows value of home language
  - Many strengths to being bi-lingual related to cognitive abilities in other areas of learning
  - Share GM10 translated documents as starting point
  - Learning first language at home will aid understanding in learning second language at childcare setting
-

# How to use the GM Tips for Talking

1. Identify a family who needs support to increase the quantity and quality of language used at home.
2. Decide which tip is the most appropriate to focus on.
3. Discuss /model /coach /give suggestions /support.
4. Provide the written tip as an aide memoir.
5. Review progress.

**OR**

Use each tip as the focus of a group activity with lots of discussion, modelling, examples and practice.

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# How to use the GM Tips for Talking (cont.)

- Link up the tips with other GM resources e.g., how to support Dads, resources for multilingual families.
  - Tiny Happy People (THP) resources produced by BBC. *(Each tip has a matrix of clip links for further targeting)*
  - Matrix helps you locate tips best for children with additional needs, for Dads, for multilingual families etc.
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# What else is on the GMCA website?

- Individual tips with a child voice over which you can show to families at home or in a setting – also see linked BBC THP resources.
  - Printable poster A3 - all 10 tips simplified.
  - Printable leaflet A4 - all 10 tips.
  - Printable individual tips in a PowerPoint format – also see linked BBC THP resources.
  - Printable tips in 14 additional languages.
-

# What else is on the GMCA website?

- Supporting multilingual (MLL) families
  - Support for staff working with MLL families
  - Support for interpreters working in an SLC session
  - In development - Additional targeted support for dads and their role in developing SLC skills
  - In development – Targeted Baby & BookStart additional resources
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# For More information contact

- Your local Speech ,Language and Communication champion or lead
- [Michelle.morris@nca.nhs.uk](mailto:Michelle.morris@nca.nhs.uk)

