

## General Strategies / Resources to Support Social Skills within Context

### Universal Strategies and Ideas to support SLCN

#### **Bi-Borough SLT Levels of Support**

The Bi-Borough School Aged Speech, Language and Communication Local Offer is provided through Central London Community Healthcare (CLCH) NHS Trust and the Bi-Borough Inclusion Service. The Whole System Approach works at a universal, targeted and specialist level, providing training and guidance to professionals and parents at all levels to identify and meet the needs of school aged children.

A child/young person may receive several packages from different levels at the same time, with specialist level interventions based on their need at a given moment in time.

Examples of this support includes:

- SLCN friendly lunch club
- Games club
- Structured Free Play
- Playground Buddy Schemes

Children and Young People can develop their confidence through being supported by other children and young people, via enrichment opportunities in school.

Children and Young People may also benefit from a communication supportive environment and adult strategies across classroom, playground, and other social settings.

#### **Supporting Social Skills Within Context**

These strategies and resources can be used daily to facilitate communication and interaction skills during less structured time and activities, for example during break and lunch times.

#### **Supporting Social Skills within Context Overview**

Children and Young People can require functional and naturalistic opportunities to practise their communication skills and / or make friendships.

## What age range benefit from Supporting Social Skills with Context?

The strategies, ideas and activities within this pack have been developed for a range of children and young people ranging from Reception to Secondary School.

Resources should be selected based on the child and young person's profile.

## Which students would benefit from Social Skills supports?

Students who have differences with social interaction, who have expressed that they would like to develop their social skills.

## How will supporting social skills in context support the students in the classroom and/or playground?

Developed social skills will help in many everyday situations, such as.

- Participating in discussions in the classroom.
- Participating in conversations with peers.

### Pack Overview

| <b>Area of Support</b> | <b>Aims</b>   | <b>Resources</b>   |
|------------------------|---|--|
| Additional Resources   | <ul style="list-style-type: none"><li>• To support children / young people to engage in social interactions with others for a variety of reasons.</li></ul> | <p>From this Pack</p> <ul style="list-style-type: none"><li>• Noise Meter</li><li>• Conversation Topic Cards</li><li>• Conversation Question Prompts</li><li>• Conversation Board</li><li>• Conversation Map</li><li>• Topic Question Support Cards</li><li>• Comments Chat Board</li><li>• Comments to Show you are Listening</li><li>• Narrative Planner</li><li>• Narrative Sentence Starters</li><li>• Story Mountain</li><li>• Narrative Visual Prompts</li><li>• Narrative Sentence Starters</li><li>• My News Visual Prompts</li><li>• Idea Sharing Checklist</li><li>• Incident Narrative</li><li>• Creating Stories Chat Board</li><li>• Listening to Music Chat Board</li><li>• Talking about TV Chat Board</li><li>• Turn Taking Board</li><li>• 2 Symbol Core Vocabulary Commenting Chart</li><li>• 8 Symbol Core Vocabulary Commenting Chart</li><li>• 15 Symbol Core Vocabulary Commenting Chart</li><li>• 28 Symbol Core Vocabulary Commenting Chart</li><li>• 30 Symbol Core Vocabulary Commenting Chart</li></ul> |

### General Strategies / Resources to Support Social Skills within Context

## Overview

This section of the pack will provide further resources to support social skills in context.

These resources have been designed to:

- Support students to make choices in the playground.
- Support students to participate in conversations.
- To support students to share their news and ideas.
- To support students to resolve conflict.
- To support students to participate in structured games.

- Idea Sharing Checklist
- Incident Narrative
- Creating Stories Chat Board
- Listening to Music Chat Board
- Talking about TV Chat Board
- Turn Taking Board
- 2 Symbol Core Vocabulary Commenting Chart
- 8 Symbol Core Vocabulary Commenting Chart
- 15 Symbol Core Vocabulary Commenting Chart
- 28 Symbol Core Vocabulary Commenting Chart
- 30 Symbol Core Vocabulary Commenting Chart

## Resources

In this pack you will find:

- Noise Meter
- Conversation Topic Cards
- Conversation Question Prompts
- Conversation Board
- Conversation Map
- Topic Question Support Cards
- Comments Chat Board
- Comments to Show you are Listening
- Narrative Planner
- Story Mountain
- Narrative Visual Prompts
- Narrative Sentence Starters
- My News Visual Prompts

### Activities

| Skill         | Resources from this Pack      | When to use?  | Instructions  | Adaptations  |
|---------------|-------------------------------|---|---|--|
| Volume        | Noise Meter                   | <ul style="list-style-type: none"><li>This can be used to support children / young people to understand the desired level of noise within a setting, but also the current noise level within the context.</li></ul> | <ul style="list-style-type: none"><li>Print and laminate the visual and place this in an easy to see location within the setting.</li><li>Using a white board pen, draw an arrow at the desired noise level.</li><li>Explain to students that the arrow represents the desired noise level for the current day, location and activity.</li><li>Where the noise level becomes too loud, prompt children/young people by explaining this and using the visual prompt to support this.</li></ul> |  |
| Conversations | Conversation Topic Cards      | <ul style="list-style-type: none"><li>The conversation topic cards can be used to introduce an area that can be discussed to learn information about others.</li></ul>  | <ul style="list-style-type: none"><li>Print and cut out the conversation topic cards.</li><li>Place the cards face down in a pile on the table and support children / young people to select a card and engage in a conversation in relation to this area.</li></ul>  | <ul style="list-style-type: none"><li>Consider individual student interests and select conversation cards based on these areas, in increase motivation to participate.</li></ul> |
|               | Conversation Question Prompts | <ul style="list-style-type: none"><li>This can be used to provide prompting questions to be asked in relation to the relevant topic card.</li></ul>   | <ul style="list-style-type: none"><li>Support children / young people to take it in turns asking each other questions in relation to find out information from their</li></ul>  |  |

|                        |                                    |   |   |   |
|------------------------|------------------------------------|---|---|---|
|                        |                                    |   | peers, using the sentence starters provided.  |   |
|                        | Conversation Board                 | <ul style="list-style-type: none"> <li>This can be used to support children / young people to identify the different components of having a conversation.</li> </ul>                                      | <ul style="list-style-type: none"> <li>Place the visual on the table and use this as a prompt to support children / young people to understand what is required of them during a conversation.</li> </ul> | <ul style="list-style-type: none"> <li>Consider whether individual children / young people require explicit teaching of key skills – ensure you have asked them if this is a priority.</li> </ul> |
|                        | Conversation Map                   | <ul style="list-style-type: none"> <li>This can be used to support children / young people to plan what they might say within a conversation.</li> </ul>  | <ul style="list-style-type: none"> <li>Support children / young people to pre plan questions they may ask and comments they may make to support their communicative success.</li> </ul>                   |   |
|                        | Comments Chat Board                | <ul style="list-style-type: none"> <li>This can be used to support children / young people to make comments in relation to something a peer has said.</li> </ul>  | <ul style="list-style-type: none"> <li>Place this in the centre of the conversation and support children / young people to make comments in relation to what has been said by their peers.</li> </ul>     |   |
|                        | Comments to Show you are Listening |   |   |   |
| Sharing News and Ideas | Narrative Planner                  | <ul style="list-style-type: none"> <li>This can be used to support children / young people to plan and share what they would like to say / share.</li> </ul>  | <ul style="list-style-type: none"> <li>Support children / young people to pre plan their news / a story to support their communicative success.</li> </ul>  | <ul style="list-style-type: none"> <li>Consider using the narrative visual prompts to support understanding.</li> </ul>   |
|                        | Story Mountain                     |   |   |   |
|                        | Narrative Visual Prompts           | <ul style="list-style-type: none"> <li>This can be used to support children / young people to understand the different components required to share information and form a cohesive narrative.</li> </ul> | <ul style="list-style-type: none"> <li>Use the visual prompts to reinforce the different word types required to share news.</li> </ul>  |   |

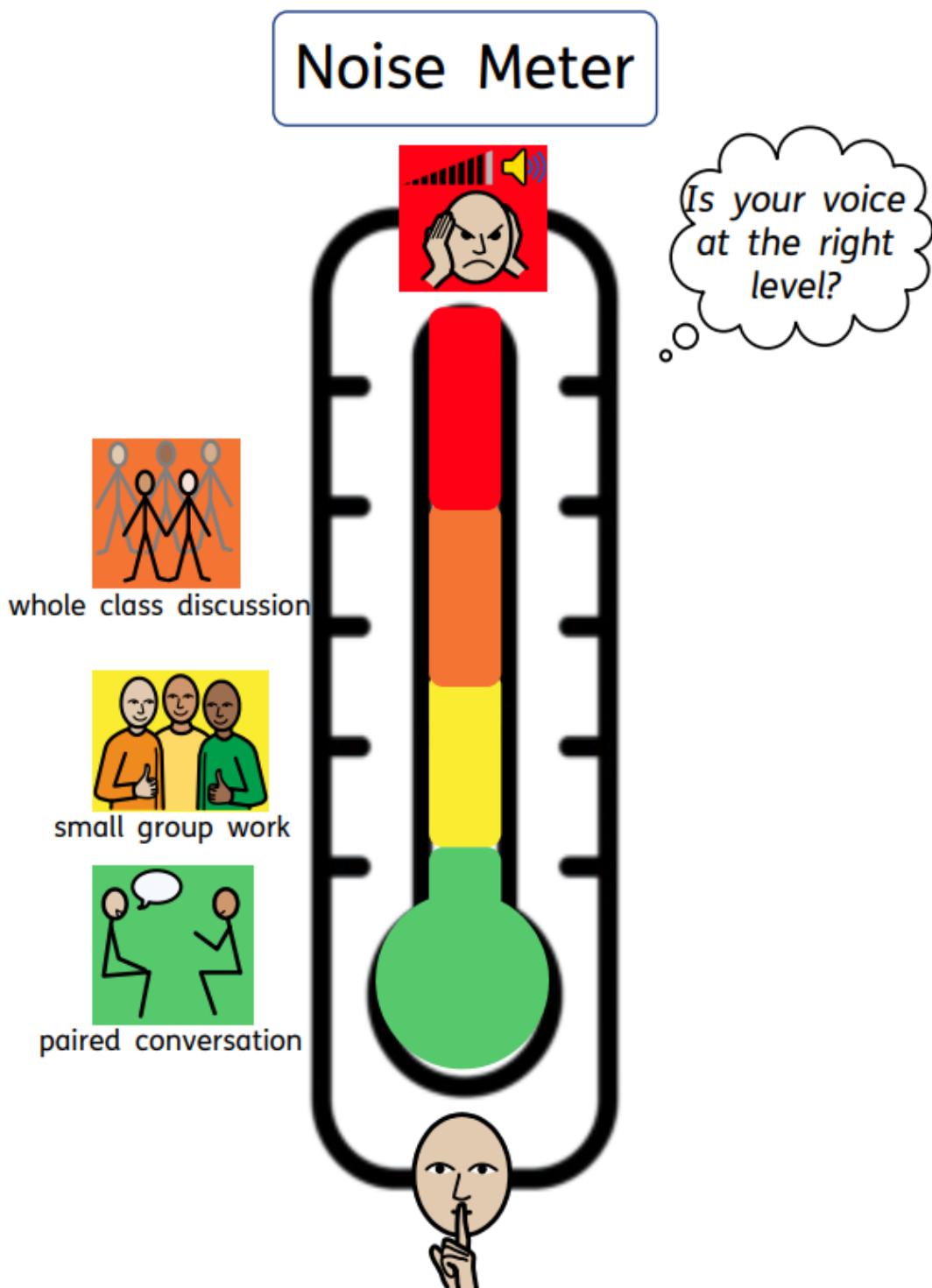
|                                       |                               |  |   |   |
|---------------------------------------|-------------------------------|--|---|---|
|                                       | Narrative Sentence Starters   | <ul style="list-style-type: none"> <li>This can be used to support children / young people to start their sentences when sharing an event or their news.</li> </ul>    | <ul style="list-style-type: none"> <li>Place this visual on the table to provide a sentence starter of what to say.</li> </ul>  | <ul style="list-style-type: none"> <li>Consider using the narrative visual prompts to support understanding.</li> </ul>   |
|                                       | Idea Sharing Checklist        | <ul style="list-style-type: none"> <li>This can be used to support children / young people to understand what an idea is and how to share this with others.</li> </ul> |   |   |
| Conflict Resolution                   | Incident Narrative            | <ul style="list-style-type: none"> <li>To support children / young people to discuss and/or problem solve social problems.</li> </ul>                                  | <ul style="list-style-type: none"> <li>Where a social problem has occurred, use the incident narrative, asking each question in turn to support them to explain what has happened.</li> </ul>   | <ul style="list-style-type: none"> <li>Consider the types of questions you are asking and whether the child / young person can answer what has been asked.</li> </ul> |
| Chatting in relation to a game/ topic | Creating Stories Chat Board   | <ul style="list-style-type: none"> <li>To support children / young people to use specific vocabulary in relation to a given area.</li> </ul>                           | <ul style="list-style-type: none"> <li>Ensure the chat board is placed on the table and visible to those children / young people involved in the conversation.</li> <li>Refer to key vocabulary whilst engaging in a conversation, pointing to this on the chat board.</li> </ul> |   |
| Chatting in relation to a game/ topic | Listening to Music Chat Board |  |   |   |
| Chatting in relation to a game/ topic | Talking about TV Chat Board   |  |   |   |
| Turn Taking                           | Turn Taking Board             | <ul style="list-style-type: none"> <li>To support children / young people to know when it is their turn and the turn of a peer.</li> </ul>                             | <ul style="list-style-type: none"> <li>Print and laminate the resources.</li> <li>Write the name of the child/young person on the corresponding area when it is their turn to have a go or wait.</li> </ul>   |   |
| Talking/ commenting                   | 2 Symbol Core Board           | <ul style="list-style-type: none"> <li>Core Boards can be used to:</li> </ul>  |   |   |

**General Strategies / Resources to Supporting Social Skills within Context**  
**Universal Strategies and Ideas to support SLCN**



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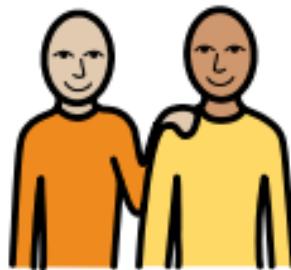
|  |  |  |  |   |
|--|--|--|--|---|
|  | <p>8 Symbol Core Board</p> <p>15 Symbol Core Board</p> <p>28 Symbol Core Board</p> <p>30 Symbol Core Board</p> | <ul style="list-style-type: none"><li>○ Increase communicative functions.</li><li>○ Provide a wider range of vocabulary.</li></ul> | <ul style="list-style-type: none"><li>● Place the core board in a central location so that it can be seen by all those participating in the conversation. Consider having multiple copies if required.</li><li>● When engaging in activities, use the core board to support you in elaborating on information and communicating for a range of functions.</li><li>● Allow children / young people to make their own comments should they generate these.</li></ul> | <ul style="list-style-type: none"><li>● Consider decreasing the number of symbols if a student makes an irrelevant comment / request or becomes overwhelmed with the number of options.</li><li>● Consider increasing the number of symbols on the core board to support a wider range of comments / requests to be made.</li></ul> |
|--|--|--|--|---|



## Conversation Topic Cards



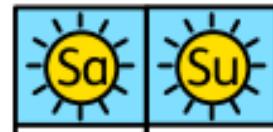
Family



Friends



School



Weekend



TV



Pets

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### Conversation Topic Cards



Sport



Food



Music



Animals



Computer games



Games

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#### RESOURCE: Conversation Question Prompts



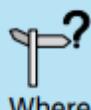
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#### Conversations



What's your favourite \_\_\_\_\_?



Where \_\_\_\_\_?



Who \_\_\_\_\_?



When \_\_\_\_\_?



What did you do on the \_\_\_\_\_?



What was \_\_\_\_\_ like?

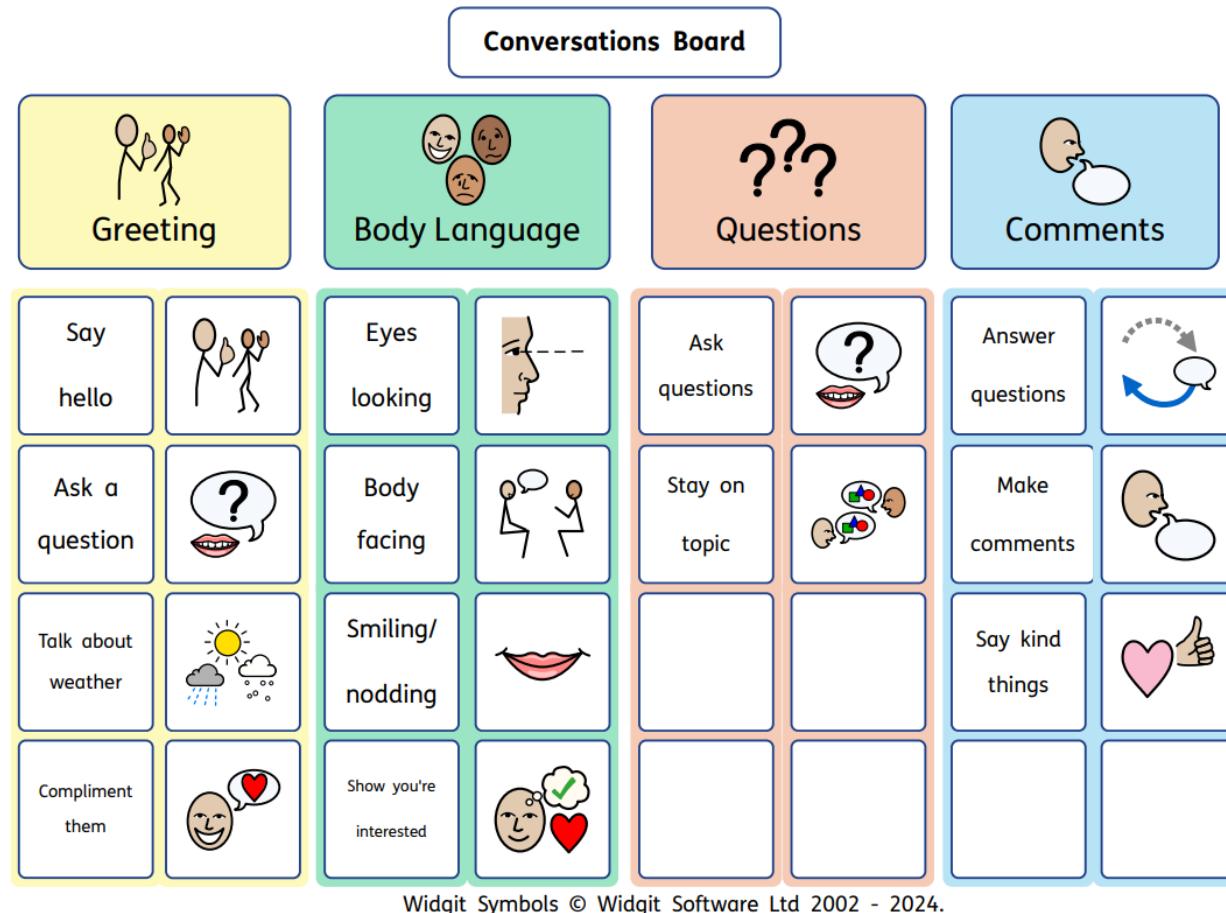
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#### RESOURCE: Conversation Board



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**communication**  
station

Bi-borough  
Communication  
Hub

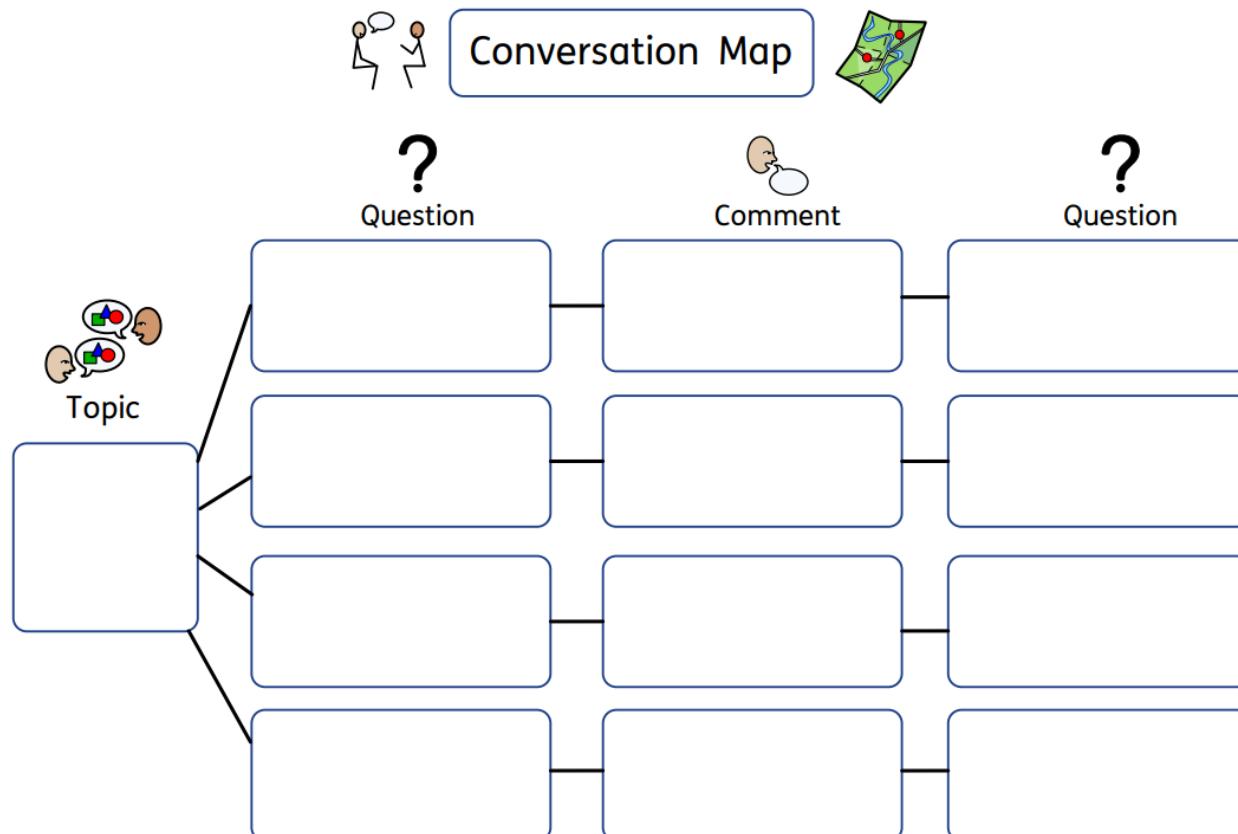
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#### RESOURCE: Conversation Map



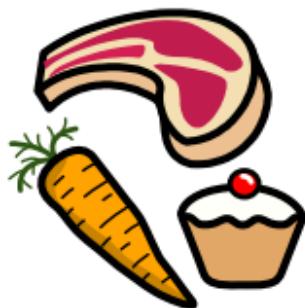
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## Asking Questions Support Cards

### Food



What is your favourite food?

Why do you like that food?

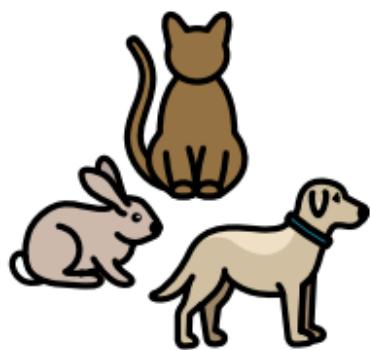
What food do you not like?

When do you eat food?

Why do we eat food?

Where do you get food from?

### Pets



What pets do you have?

Why do you have a pet?

What is your pet called?

How long have you had a pet?

Would you like a pet?

What pet would you like?

## Cinema



When did you last go to the cinema?

What is your favourite film?

Why is that your favourite film?

Why do people go to the cinema?

What would you like to see at the cinema?

Do you like going to the cinema?

## Computer games



Do you like computer games?

What is your favourite computer game?

Why is that your favourite computer game?

When did you last play on the computer?

Where do you play on the computer?

What games would you like to play?

## TV



What do you like to watch on TV?

Why do you like to watch that on TV?

When do you watch TV?

Who do you watch TV with?

Where do you watch TV?

## School



What do you like about school?

What don't you like about school?

What is your favourite lesson?

Why is that your favourite lesson?

What is your least favourite lesson?

## Music



Do you listen to music?

Why do you listen to music?

What is your favourite music?

What is your least favourite music?

Do you play a musical instrument?

What instrument do you play?

## Family



Who is in your family?

Do you have brothers and sisters?

Do you have any pets?

# Sports



What sports do you like?

Why do you like those sports?

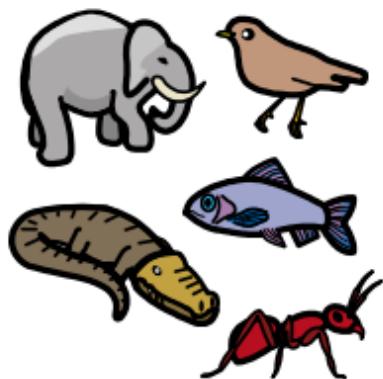
What sports don't you like?

Why don't you like those sports?

When do you play sports?

Why do people play sports?

# Animal



Do you have a favourite animal?

Why is that your favourite animal?

Do you like to go to the zoo?

Do you like animals?

Do you have any pets?

What pets do you have?

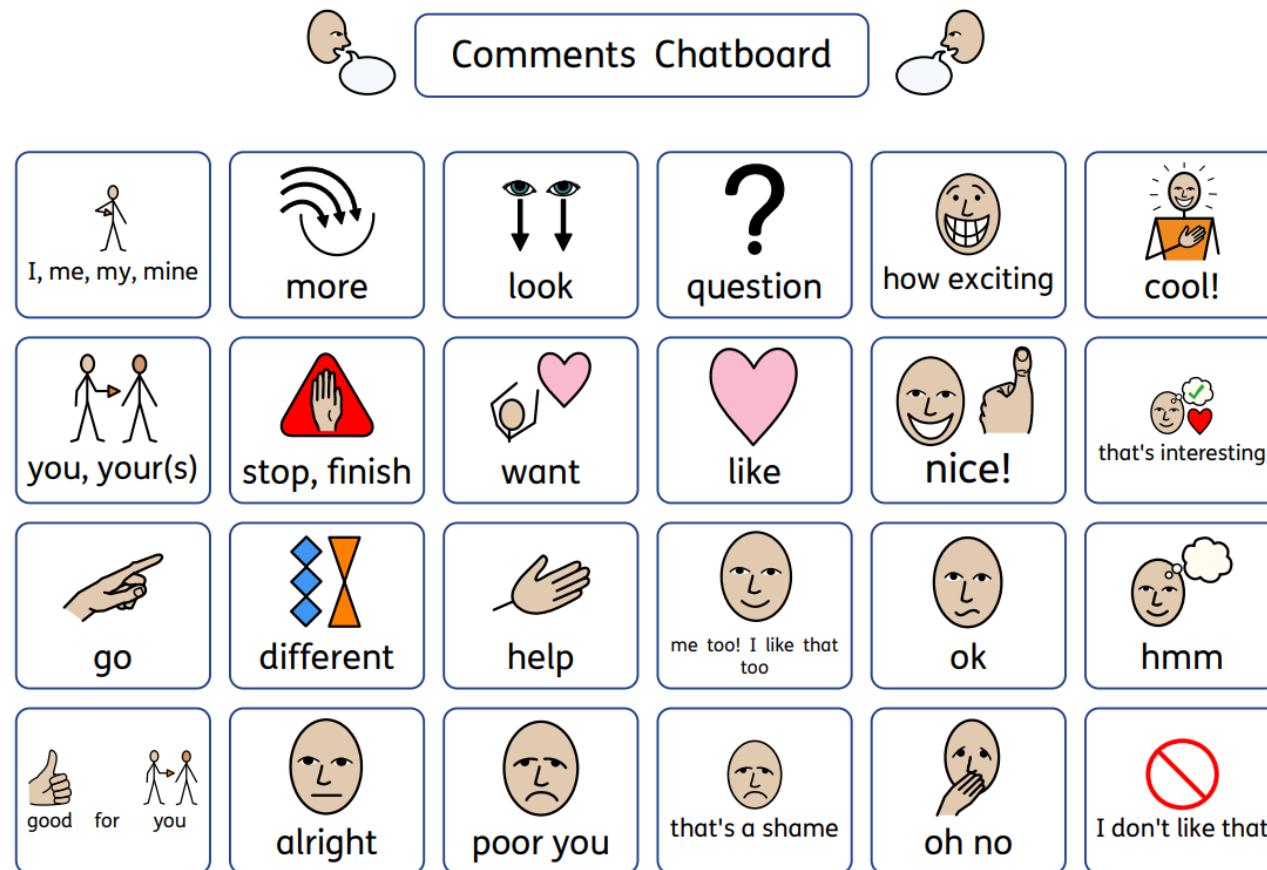
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### Universal Strategies and Ideas to support SLCN

#### RESOURCE: Comments Chat Board



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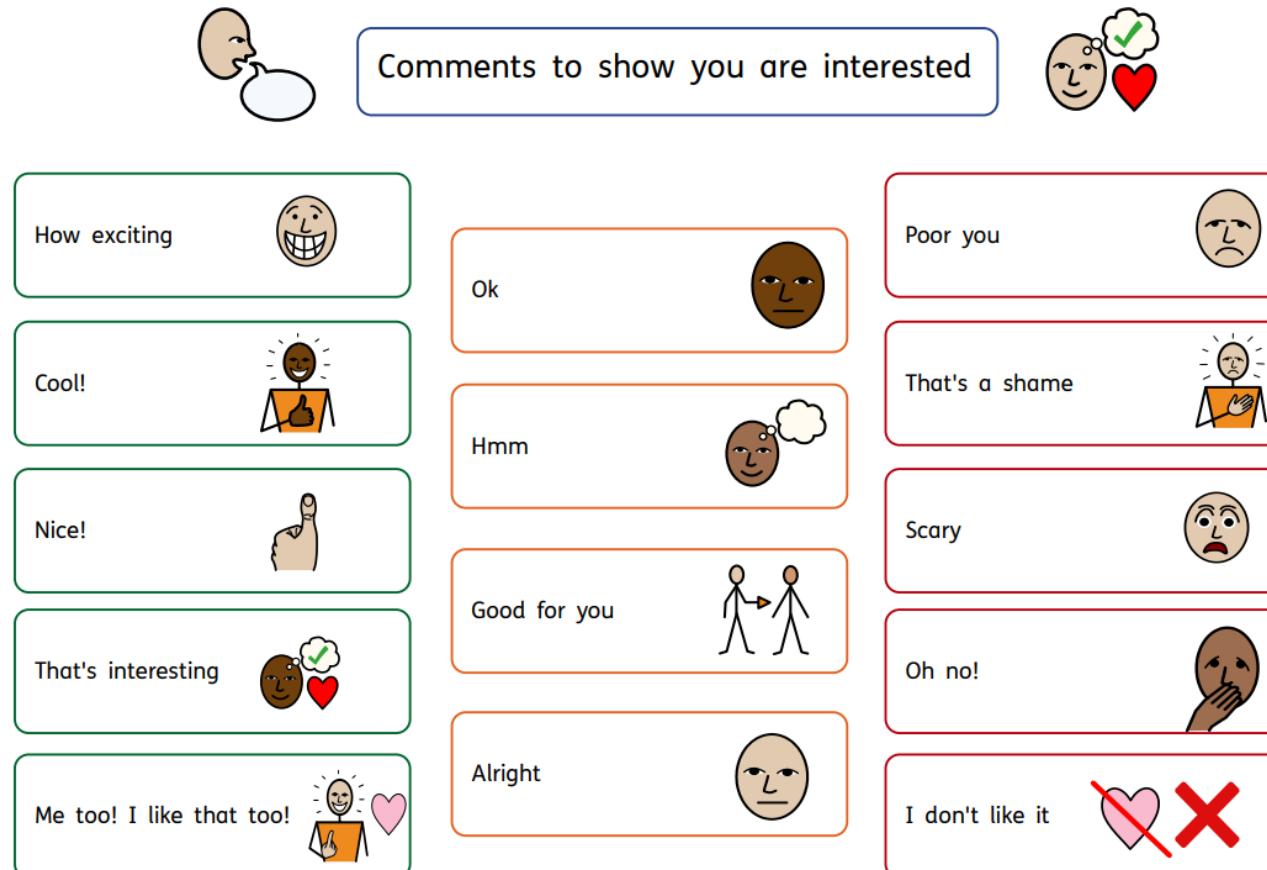
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### Universal Strategies and Ideas to support SLCN

#### RESOURCE: Comments to Show you are Listening



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## Narrative Planner

|   |   |  |   |
|---|---|--|---|
| <br>Plan             | <br>When?          | <br>Where?      | <br>Who?       |
|   |   |  |   |
|   | <br>What?          | <br>What doing? | <br>What like? |
|   |   |  |   |
| <br>What happened? | <br>Introduction |  |   |
|   |   |  |   |
|   | <br>Problem      |  |   |
|   |   |  |   |
| <br>Solution       |   |  |   |
|   |   |  |   |
|   | <br>Ending       |  |   |
|   |   |  |   |

Narrative Sentence Starters



In



the



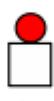
Morning



afternoon



evening



On



Saturday

\_\_\_\_\_



Me



and

\_\_\_\_\_

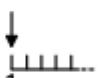
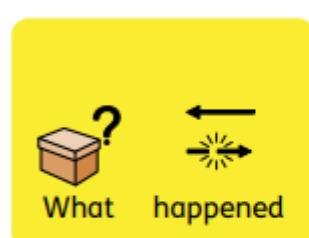


went to the



were at

\_\_\_\_\_

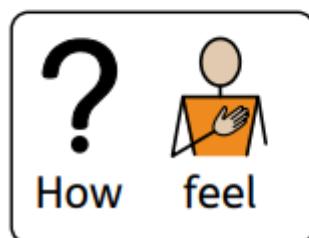


First,



we

\_\_\_\_\_



I



felt

\_\_\_\_\_



We



felt

\_\_\_\_\_

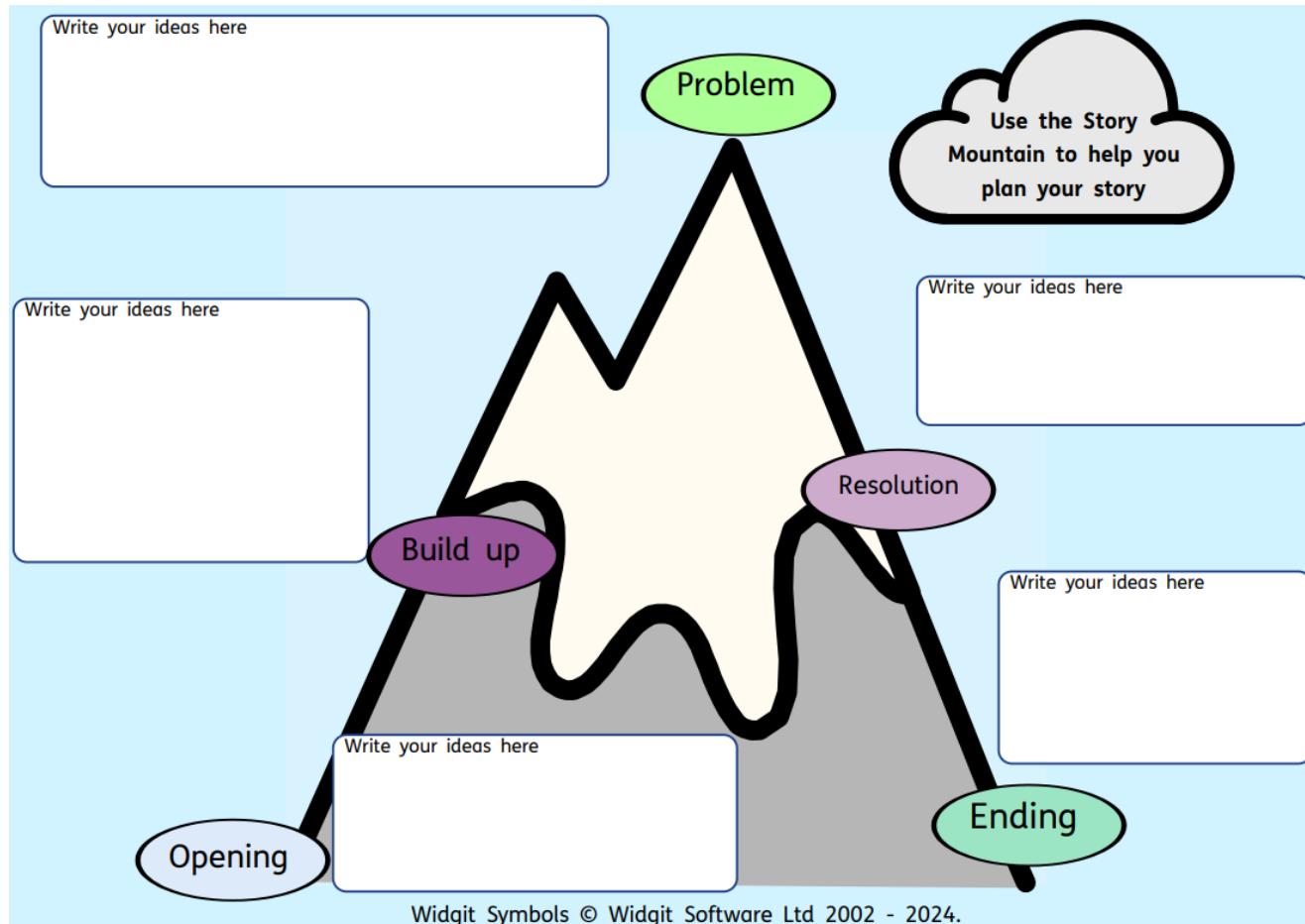
## General Strategies / Resources to Supporting Social Skills within Context

### Universal Strategies and Ideas to support SLCN

RESOURCE: Story Mountain



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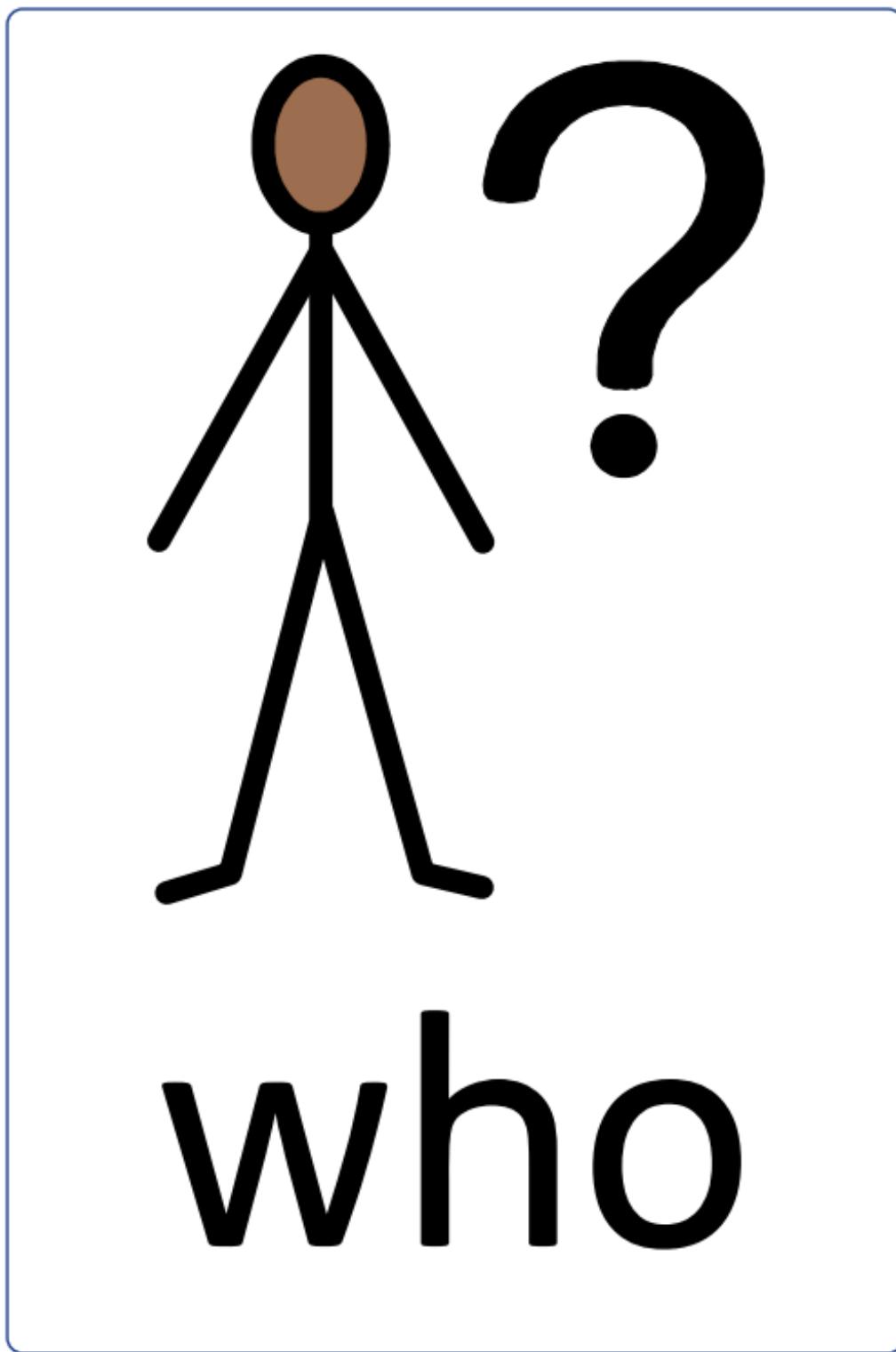


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**communication**  
station

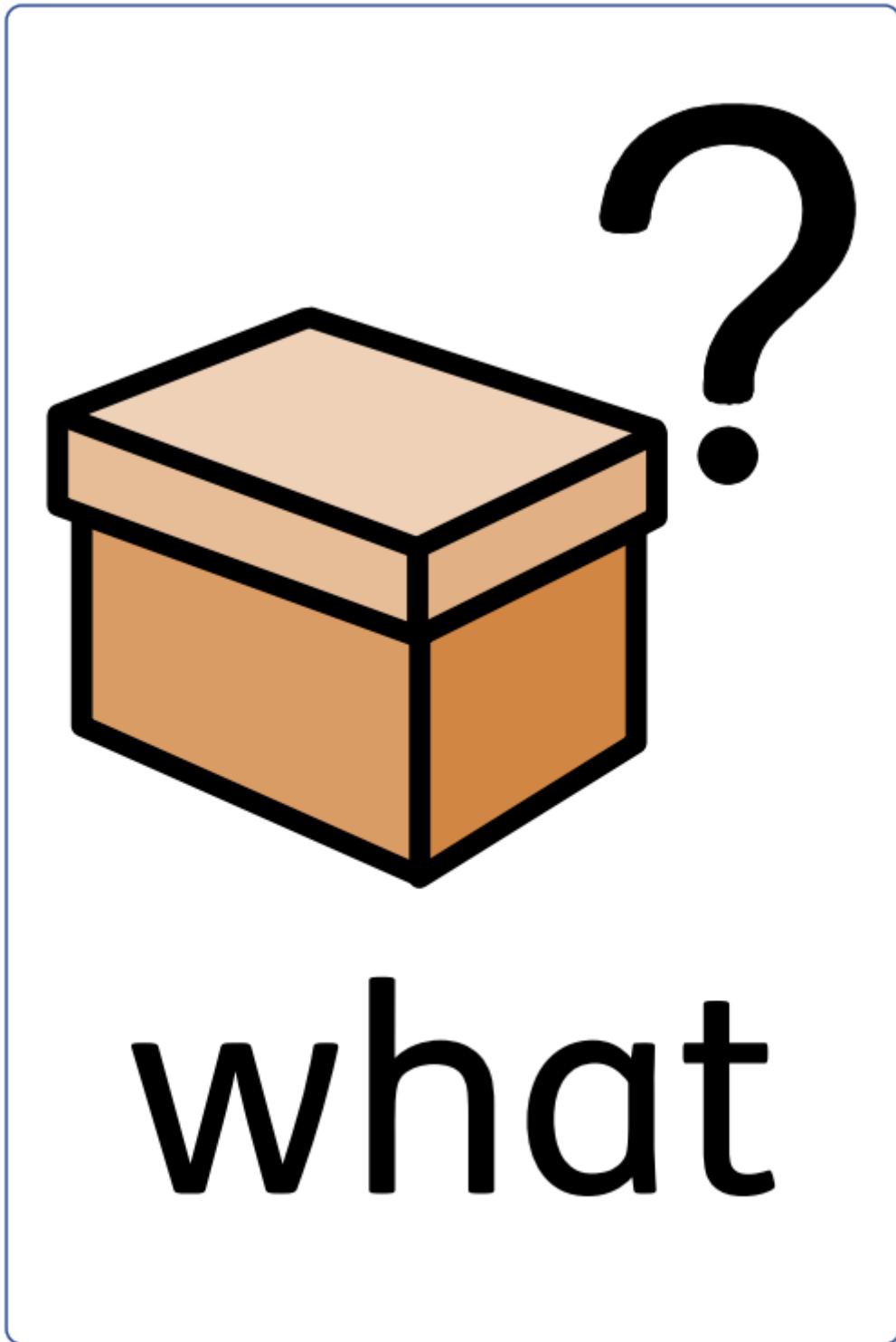
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Communication  
Hub



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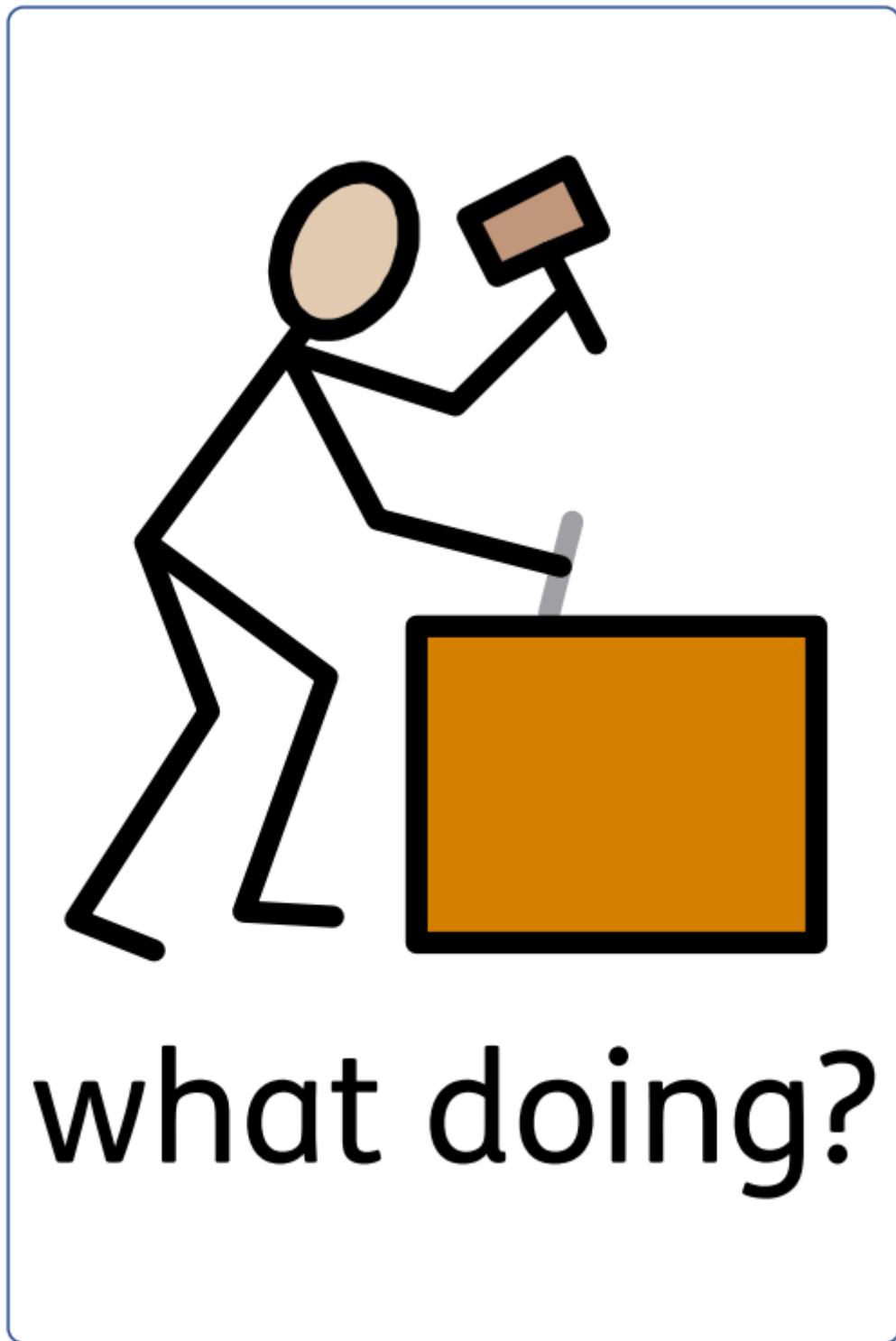


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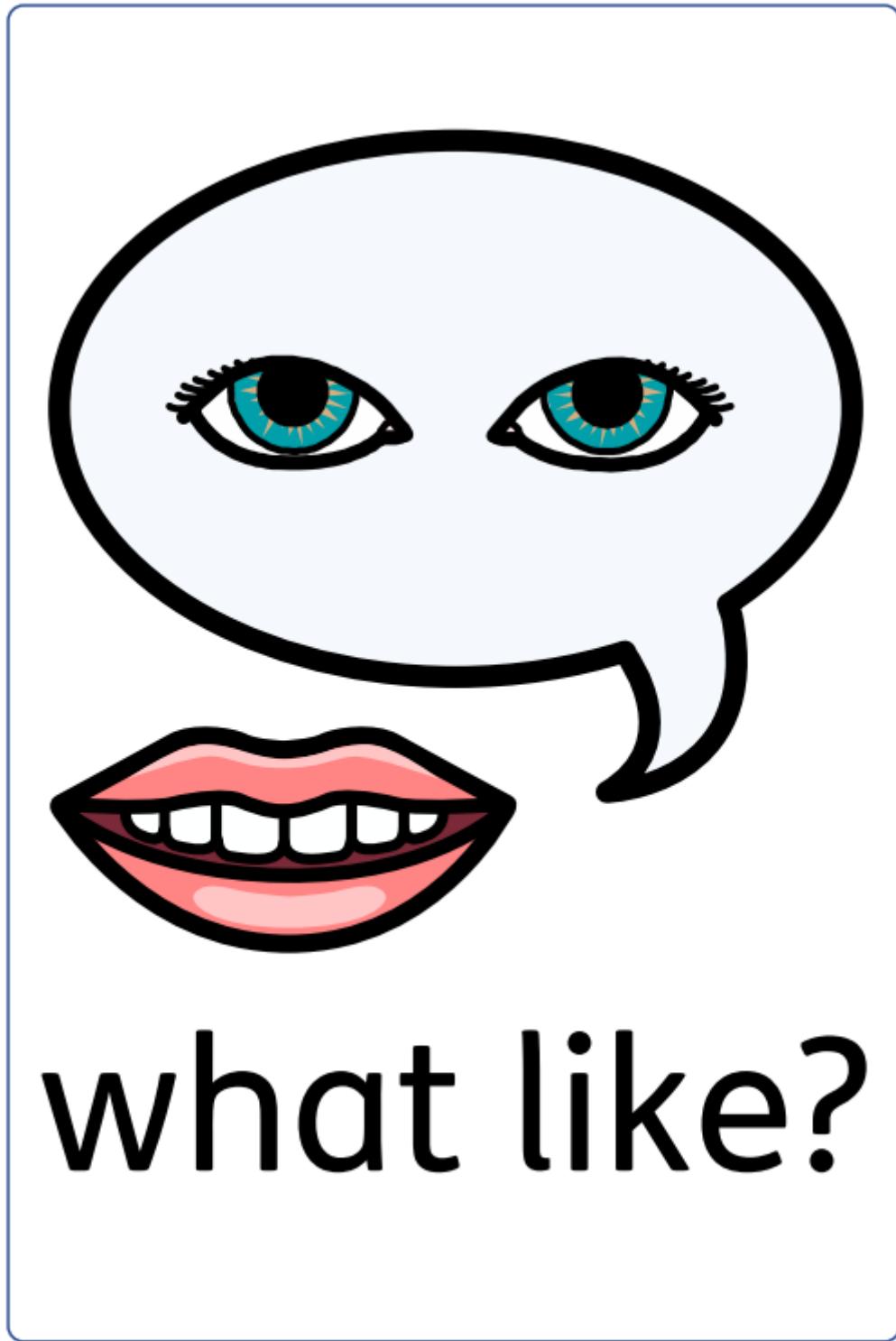


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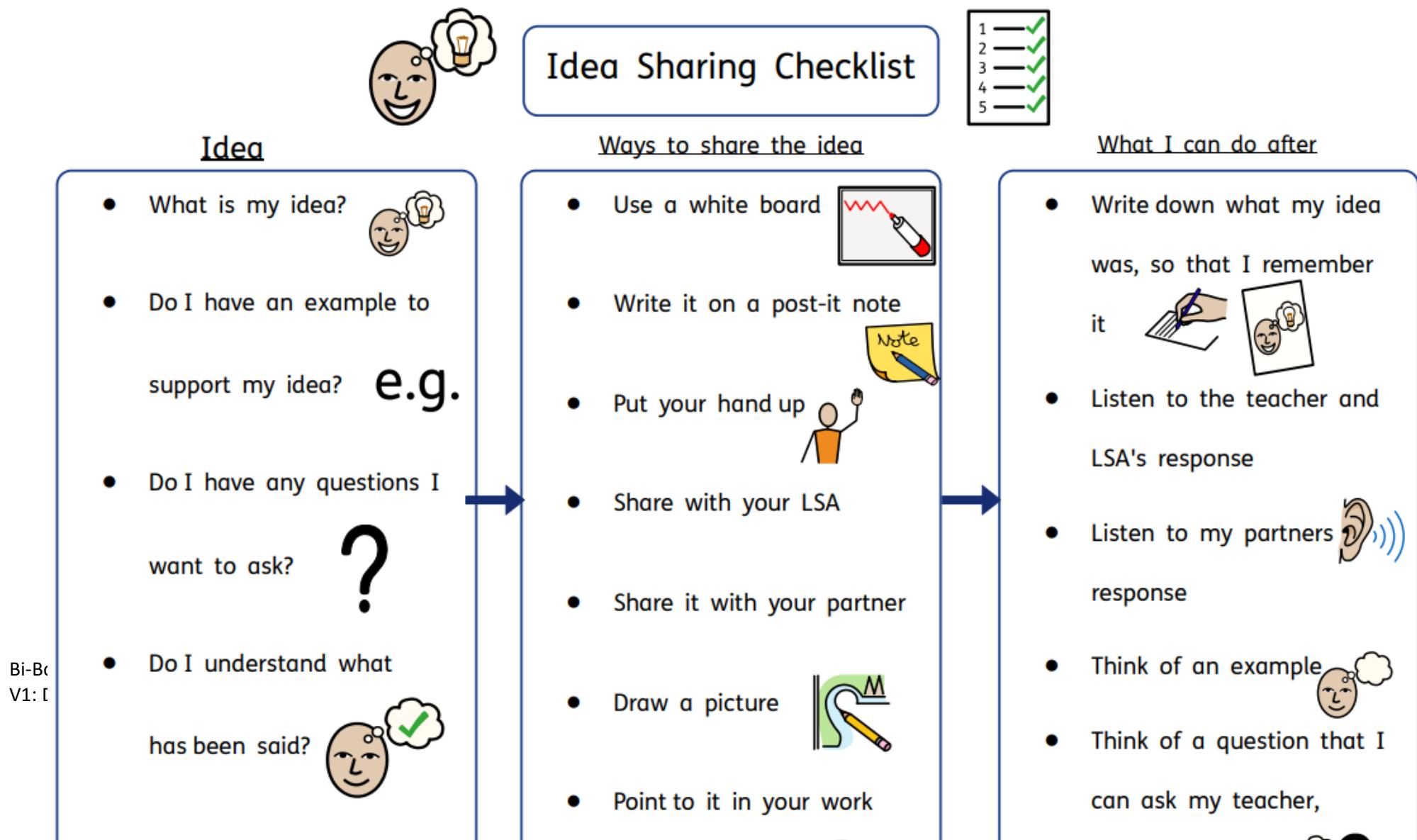


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# My News

 I'm going to tell you about...

|   |   |  |  |
|---|---|--|--|
|  Introduction                      |  When?                         |  Where? |  Who? |
|  What happened?                  | 1   |  |  |
|   | 2   |  |  |
|   | 3   |  |  |
|   | 4   |  |  |
|  Ending<br>(what it<br>was like) |  It was...                   |  |  |
|   |  I liked it because...       |  |  |
|   |  I didn't like it because... |  |  |



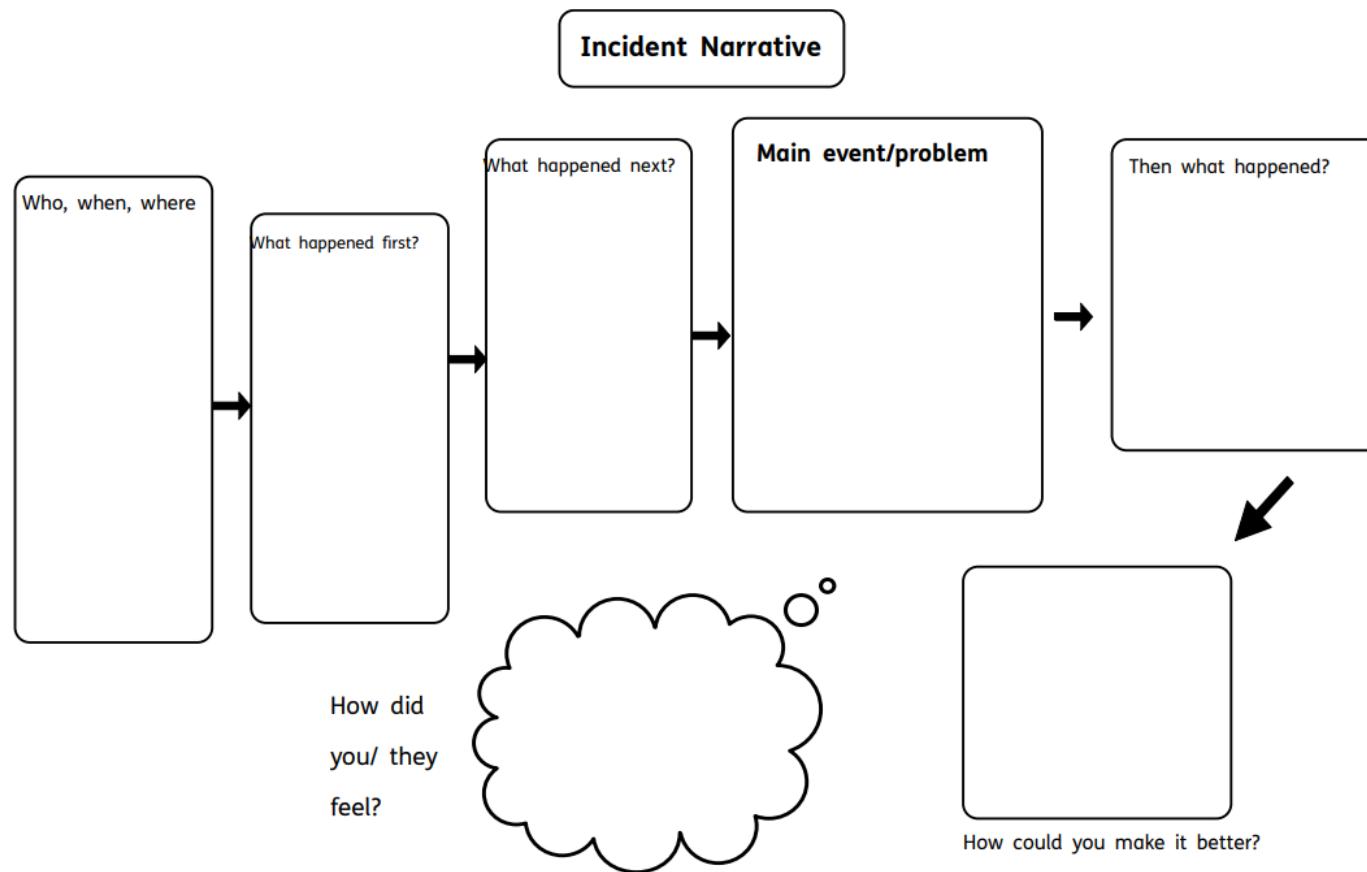
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#### RESOURCE: Incident Narrative



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Creating Stories Chatboard



I, me, my, mine

more

look

question

girl

boy

you, your(s)

stop, finish

want

this, that

cat

monster

go

different

help

find

city

home

like

funny

scary

run

school

forest

Bi-Bi  
V1: I

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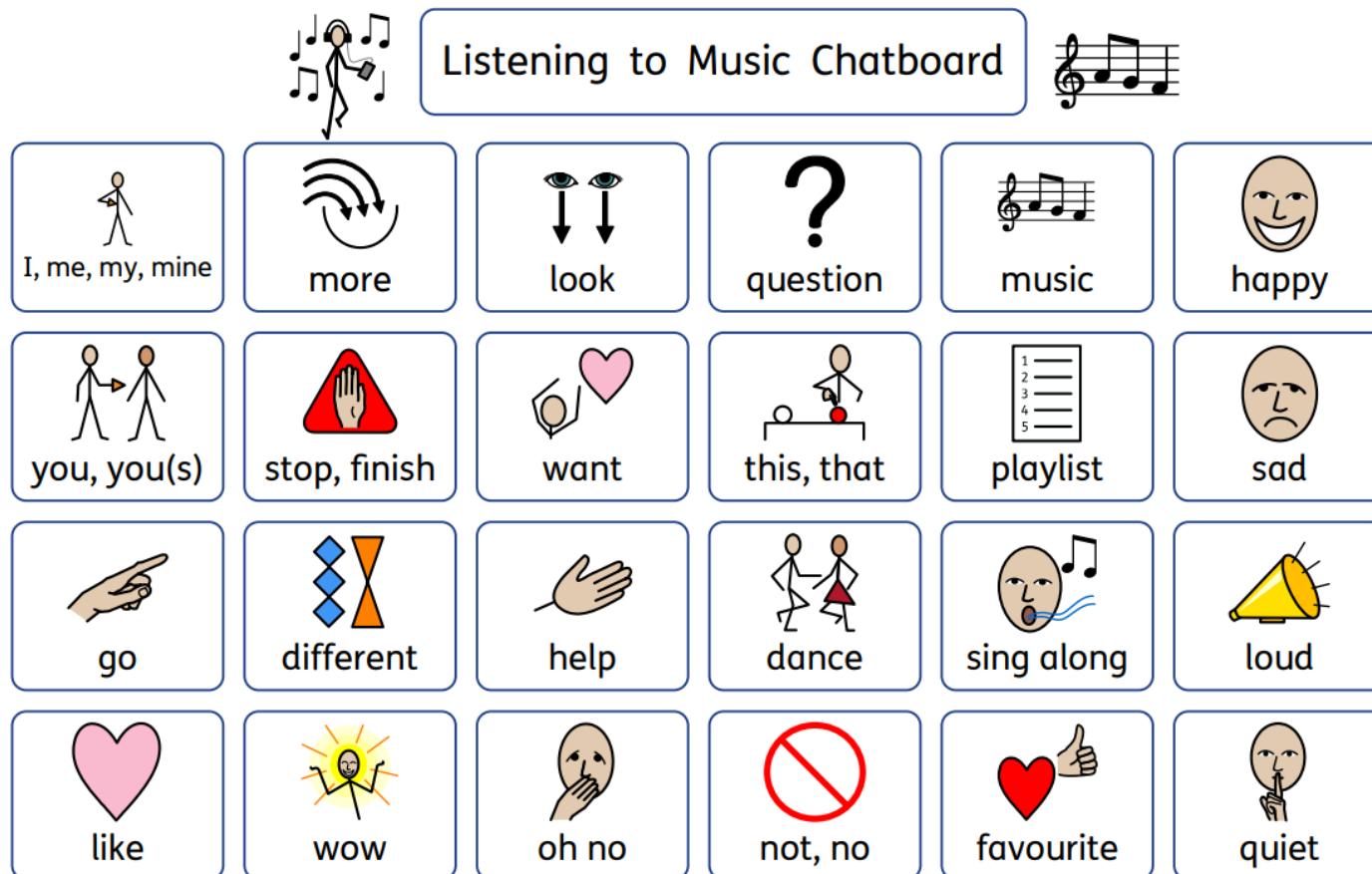
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### Universal Strategies and Ideas to support SLCN

#### RESOURCE: Listening to music Chat Board



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## TV Chatboard

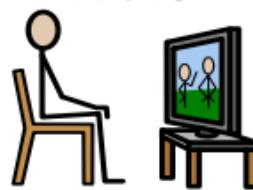
I, me, my, mine



Want



Watch



TV



You, your(s)



Like



Change



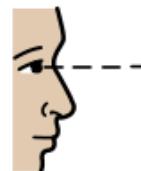
Remote



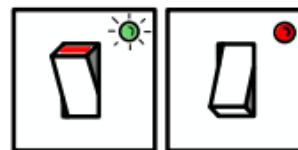
Stop (finish)



Look



Turn on/off



Programme



More



Wow



Oh no!



Different





## Turn-Taking Board

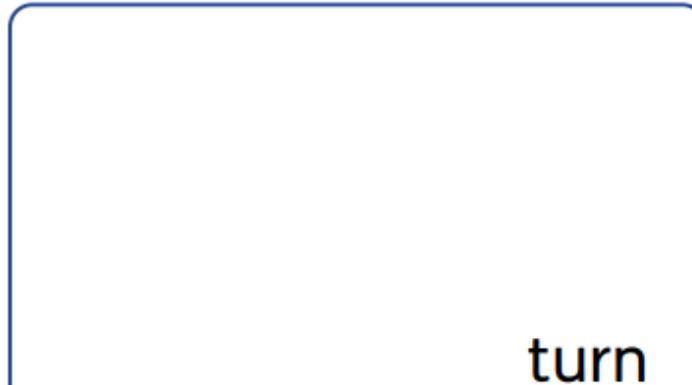


more, again

\_\_\_\_\_ turn



stop, finish

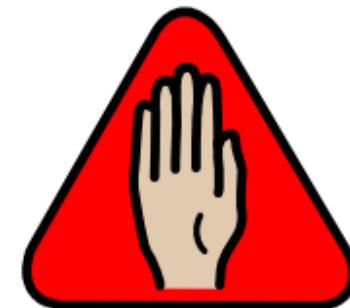


turn

### Core Vocabulary/ Commenting Chart



More, again



Stop, finished

### Core Vocabulary/ Commenting Chart



More, again



help



want



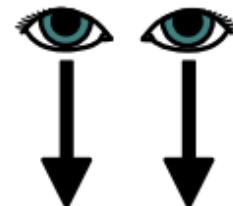
like



Stop, finished



different



look



don't like

### Core Vocabulary/ Commenting Chart



More, again



help



want



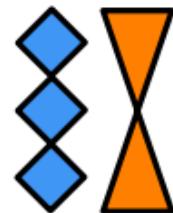
like



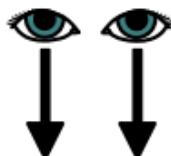
no, not



Stop, finished



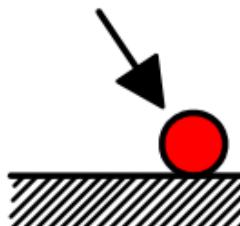
different



look

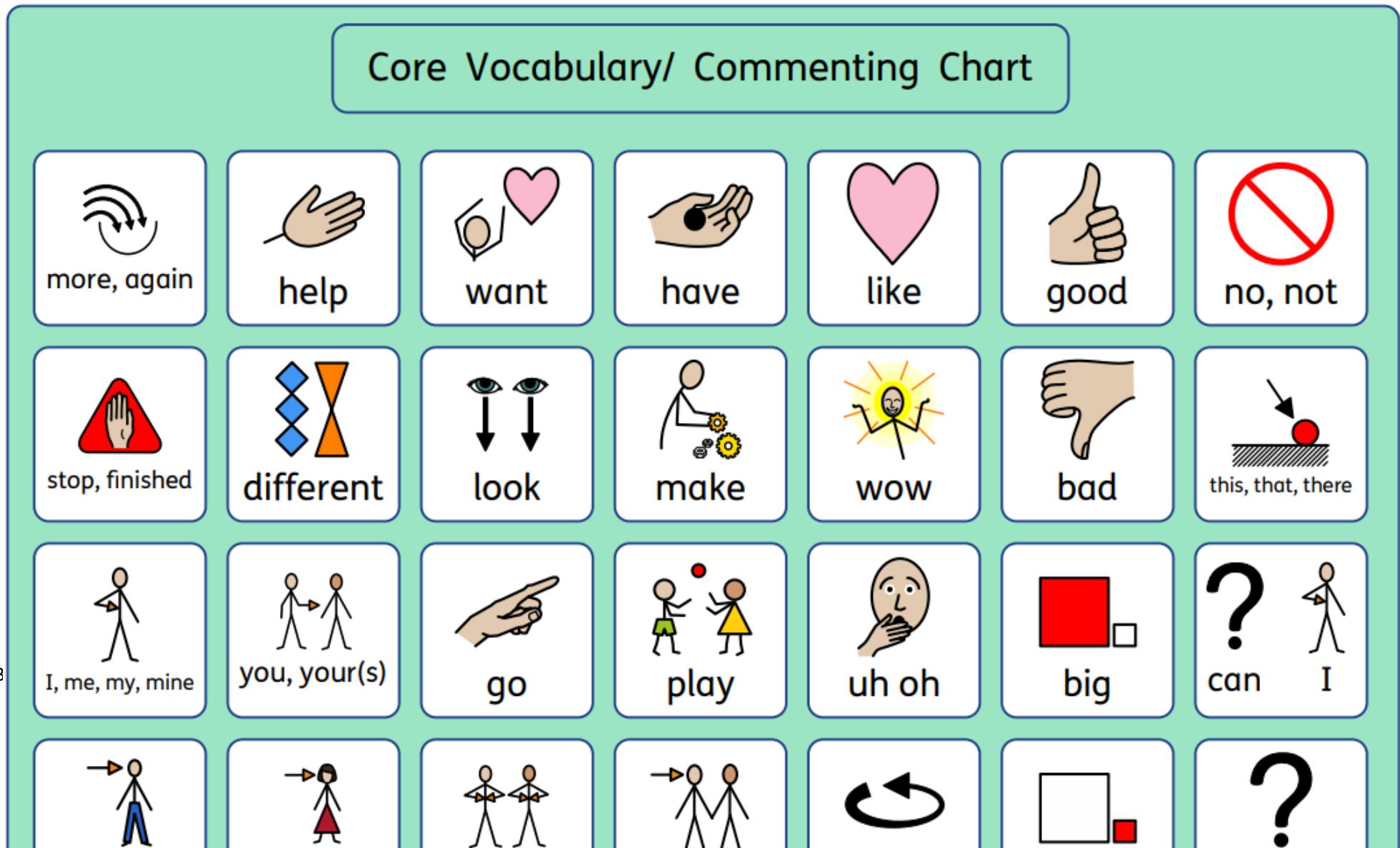


wow

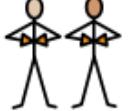
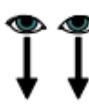
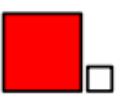
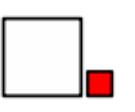


this, that, there





**Core Vocabulary/ Commenting Chart**

|   |   |  |   |   |   |
|---|---|--|---|---|---|
|    |    |    |    |    |    |
| I, me, my, mine   | we, us, ours  | more (again)   | look (see)  | turn  | question  |
|    |    |    |    |    |    |
| you, your(s)  | they, them, their(s)  | stop, finish   | want  | make  | play  |
|  |  |  |  |  |  |
| she, her(s)   | do, does  | different  | help  | big   | good  |
|  |  |  |  |  |  |
| he, him, his  | it  | go   | have, has   | little  | bad   |
|  |  |  |  |  |  |

Bi-B  
V1:

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