

Adult Strategies to Support Social Skills in 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.

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.

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.

Adult Strategies to Support Social Skills within Context

This pack provides strategies that can be used daily within playgrounds and outdoor settings.

What age range benefit from Adult Strategies Supporting Social Skills within 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

Area of Support	Aims	Resources
Adult Strategies	<ul style="list-style-type: none">• To provide a range of adult strategies to aid with:<ul style="list-style-type: none">○ Modelling language.○ Supporting collaboration and conflict resolution.○ Supporting empathy.	<p>From this Pack</p> <ul style="list-style-type: none">• Emotions Visuals <p>From School</p> <ul style="list-style-type: none">• Visual Timer (e.g. sand timer)

Adult Strategies

Overview

This pack will provide a range of strategies for use by adults to support the facilitation of social skills.

Adult strategies and facilitation will support the student's ability to:

- Participate in discussions within the classroom.
- Participate in conversations with peers.

In this pack you will find:

- Emotions Visuals

You may also need the following items from School:

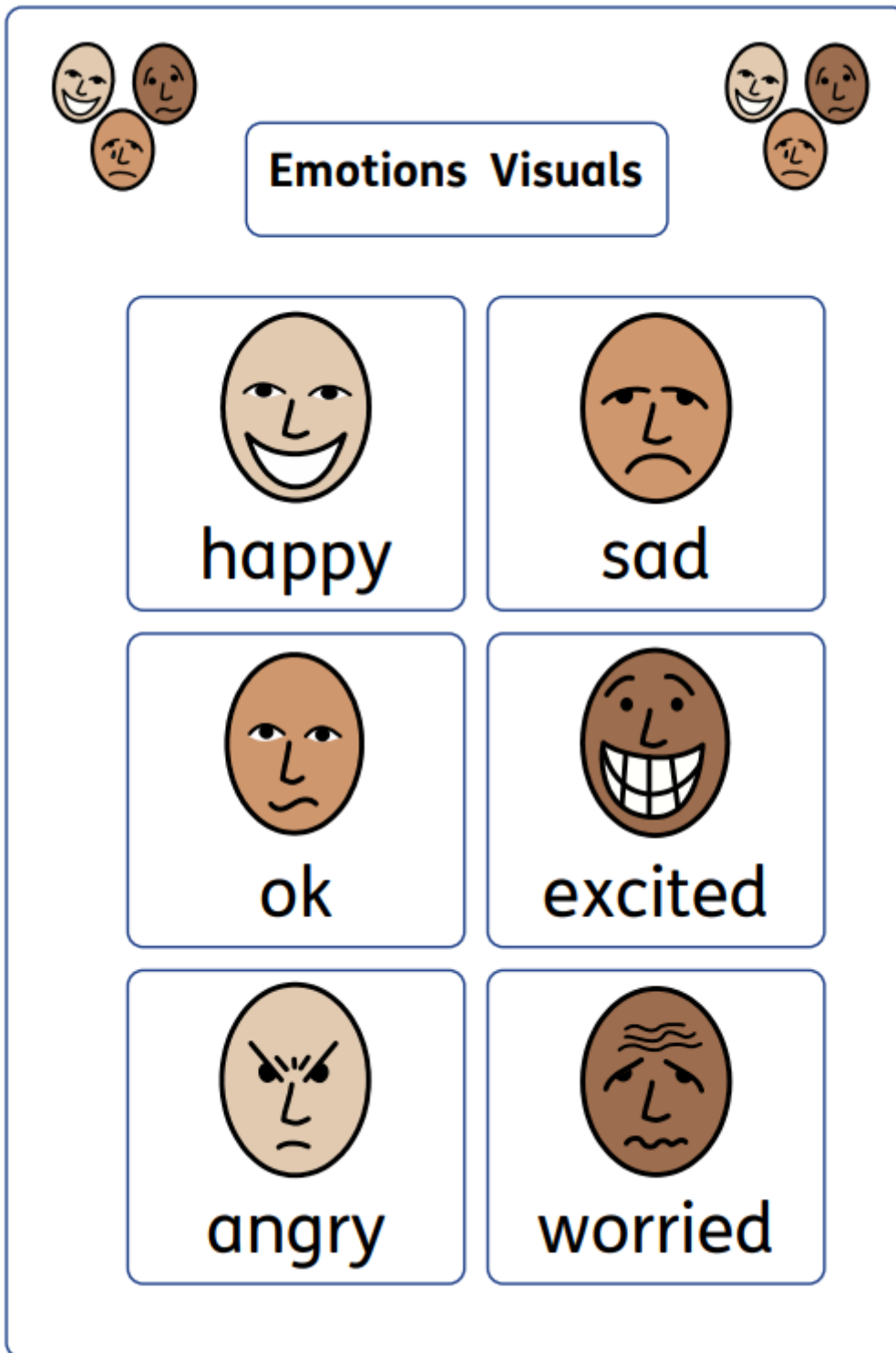
- Visual Timer (e.g. sand timer)

Resources







Key Strategies

Area		Additional Information	Examples	Supportive Resources
Model what the child could say to a communication partner	Initiating a conversation	<ul style="list-style-type: none"> The purpose of the support here is to model how to initiate a conversation or interaction. 	<ul style="list-style-type: none"> Can I play? Can I be on your team? Would you like to play ...? What are you planning to make? 	
	Continuing conversations.	<ul style="list-style-type: none"> The purpose of the support here is to model how to continue a conversation by responding to what the communication partner has said by making a comment or asking a question. 	<ul style="list-style-type: none"> That's a cool idea! Which football player is your favourite? 	
Supporting collaboration and conflict resolution	Questioning	<ul style="list-style-type: none"> It is important to support children with collaboration and conflict resolution by explaining why decisions are made. 	<ul style="list-style-type: none"> How did Beth feel when she missed out on a turn? What happened to make Tom cross during the game? How did you work together to build the sandcastle? 	From the pack <ul style="list-style-type: none"> Emotions Visuals
	Conflict resolution		<ul style="list-style-type: none"> First Simon with the bubble wand then then Sally's turn. Let's set the time so it's fair. 	From school <ul style="list-style-type: none"> Visual Timer (e.g. sand timer)
	<ul style="list-style-type: none"> Collaboration 	<ul style="list-style-type: none"> Some children and young people benefit from being assigned a role as you would in a club. 	<ul style="list-style-type: none"> Sally, can you help build this castle by filling the bucket with sand. 	

			<ul style="list-style-type: none"> • Matt, can you build this castle by digging a moat. • Ryan, can you build this castle by collecting shells to decorate it. • Great job working together! 	
Supporting empathy	<ul style="list-style-type: none"> • Labelling Emotions 	<ul style="list-style-type: none"> • It's important to support children to understand how others may feel within playground situations. • Try to avoid asking why and how questions as these can be tricky for children with SLCN to answer. • Forced choice alternatives can be used. 	<ul style="list-style-type: none"> • You pushed Yusuf; Yusuf now feels ____. • Matilda is crying, do you think she feels ____ or ____? 	
	<ul style="list-style-type: none"> • Supporting executive functioning 	<ul style="list-style-type: none"> • Ask older children and young people (with more developed language) to use their executive functioning and reasoning skills. 	<ul style="list-style-type: none"> • How can we solve that problem together? • What is a fair way to work out a solution? • What can you say if you don't like it when they do that? 	



The image shows a grid titled "Emotions Visuals" with six cards, each featuring a face icon and a label. The cards are arranged in a 3x2 grid. The top corners of the grid feature a group of three faces (one smiling, one neutral, one sad) in each corner. The central title "Emotions Visuals" is enclosed in a rounded rectangle. The cards are as follows:

 happy	 sad
 ok	 excited
 angry	 worried

Widgit Symbols © Widgit Software Ltd 2002 - 2024.