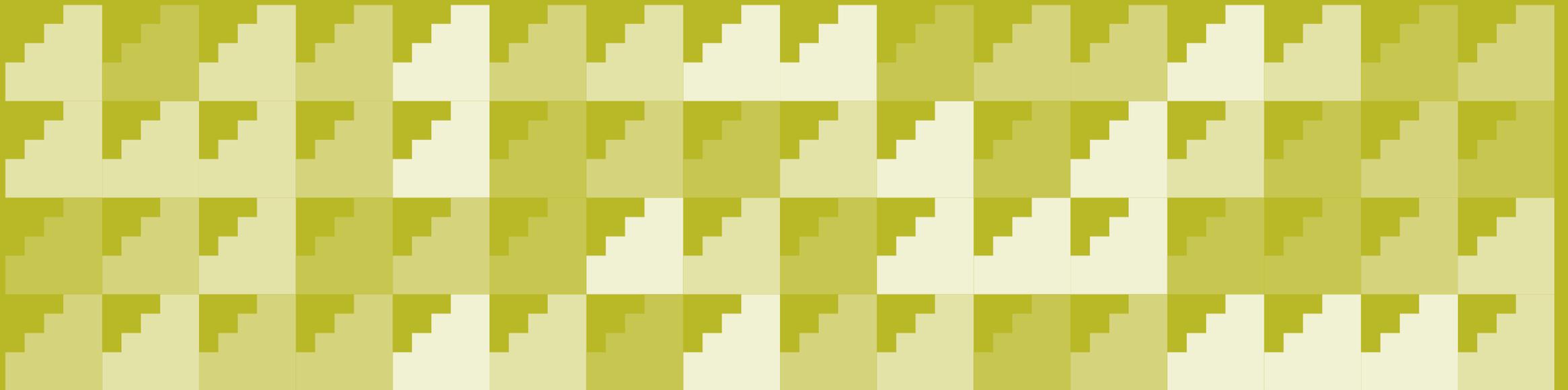


Greater Manchester (GM) 10 Tips for Talking: The Evidence Underpinning their Development and Guidance for Use



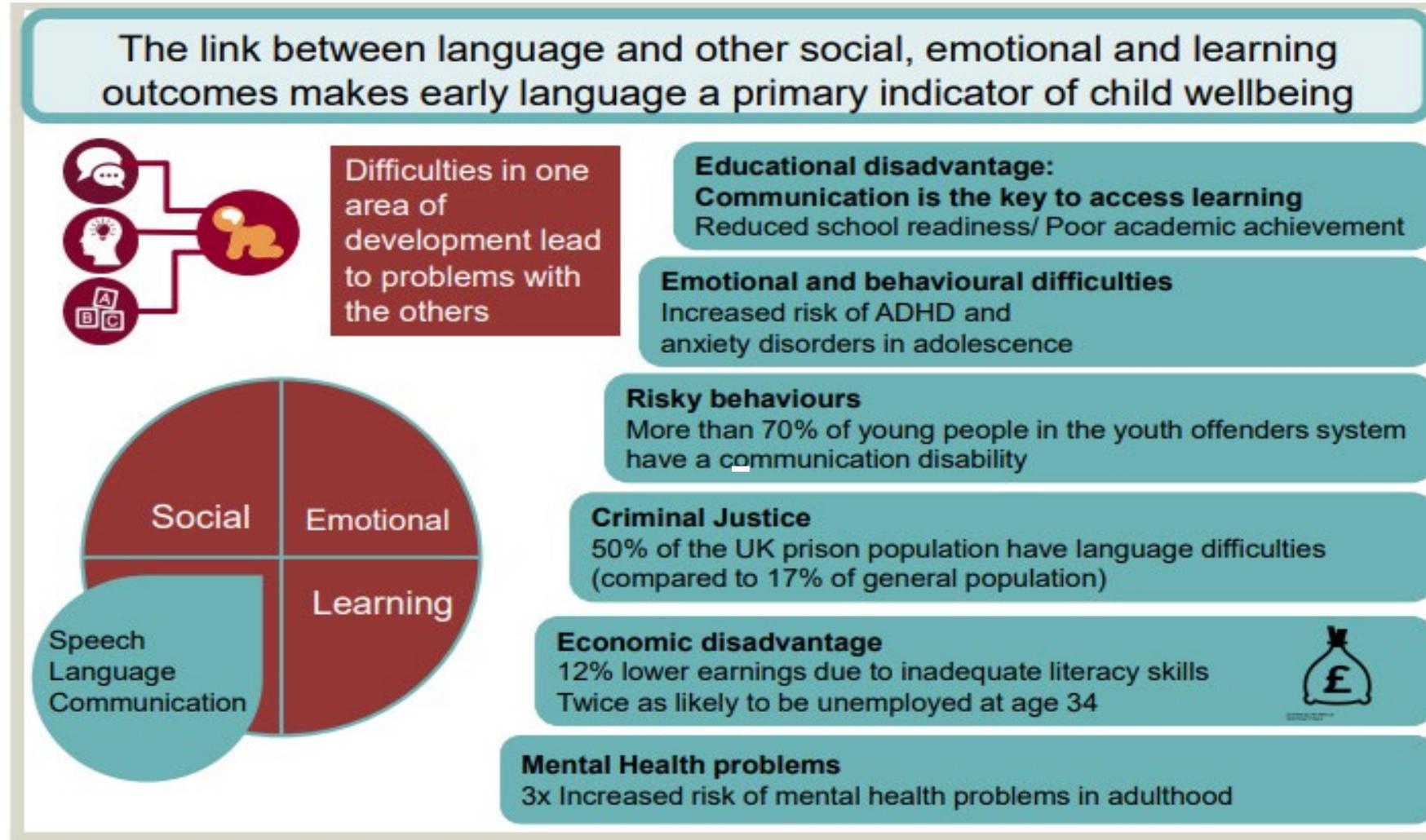
Please have the following link open and click on the individual links whilst we are talking:

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

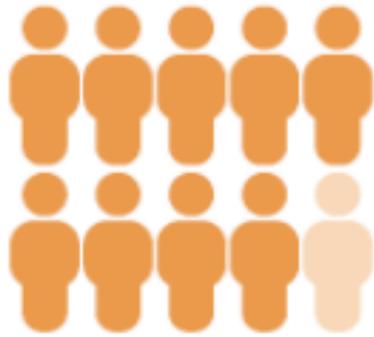
OR

Google - GM 10 Tips for Talking

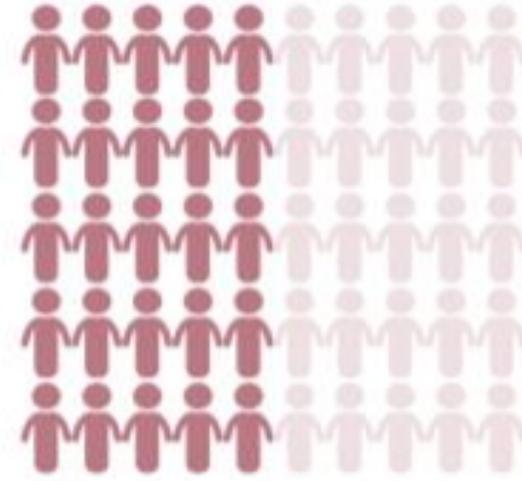
Why does early language matter?



The scale of the issue



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



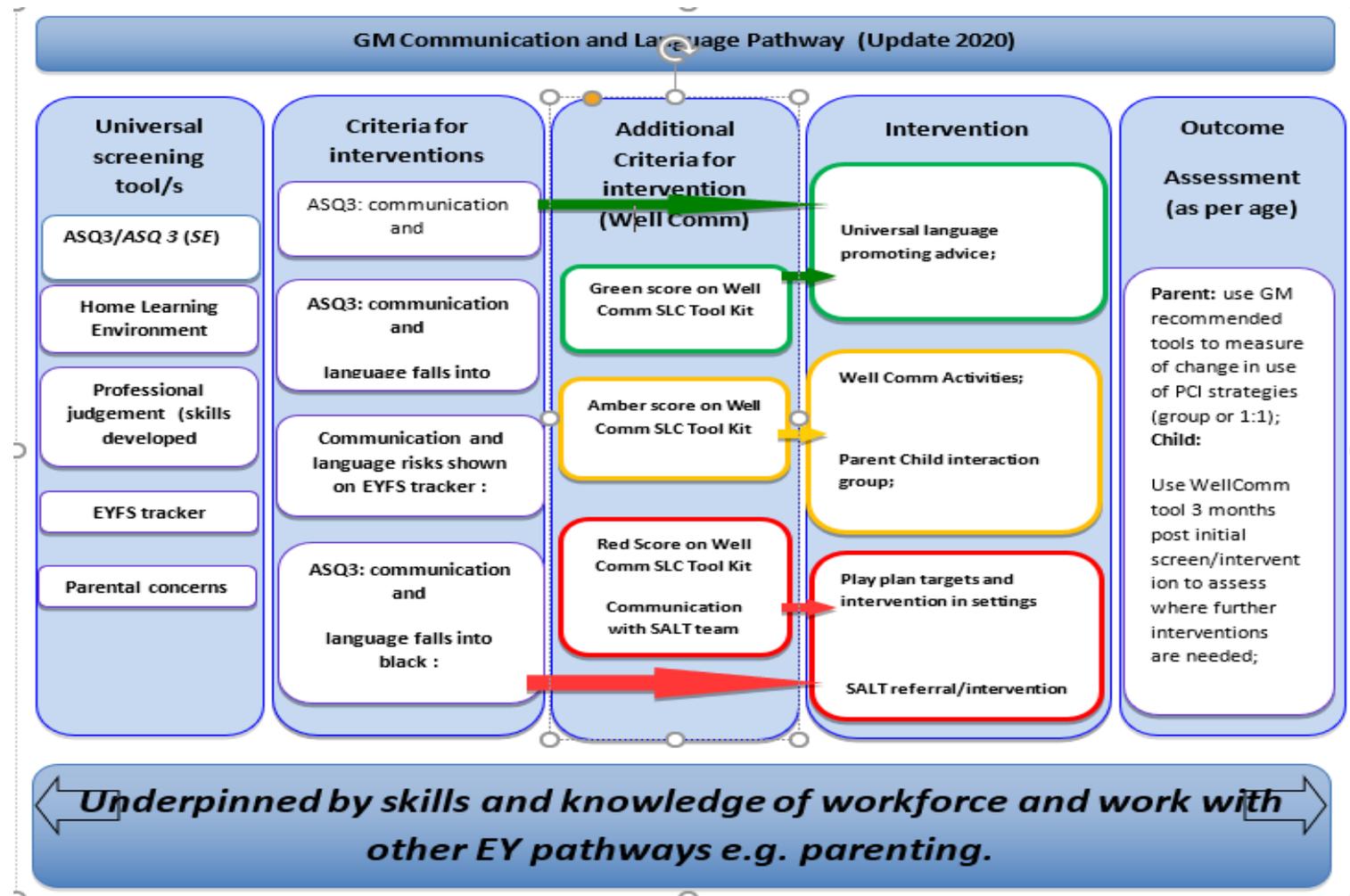
Children from socially disadvantaged families are more than **twice as likely** to be diagnosed with a SLCN. Due to social clustering, more than **50%** of children living in areas of high social deprivation may start school with SLCN.

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)

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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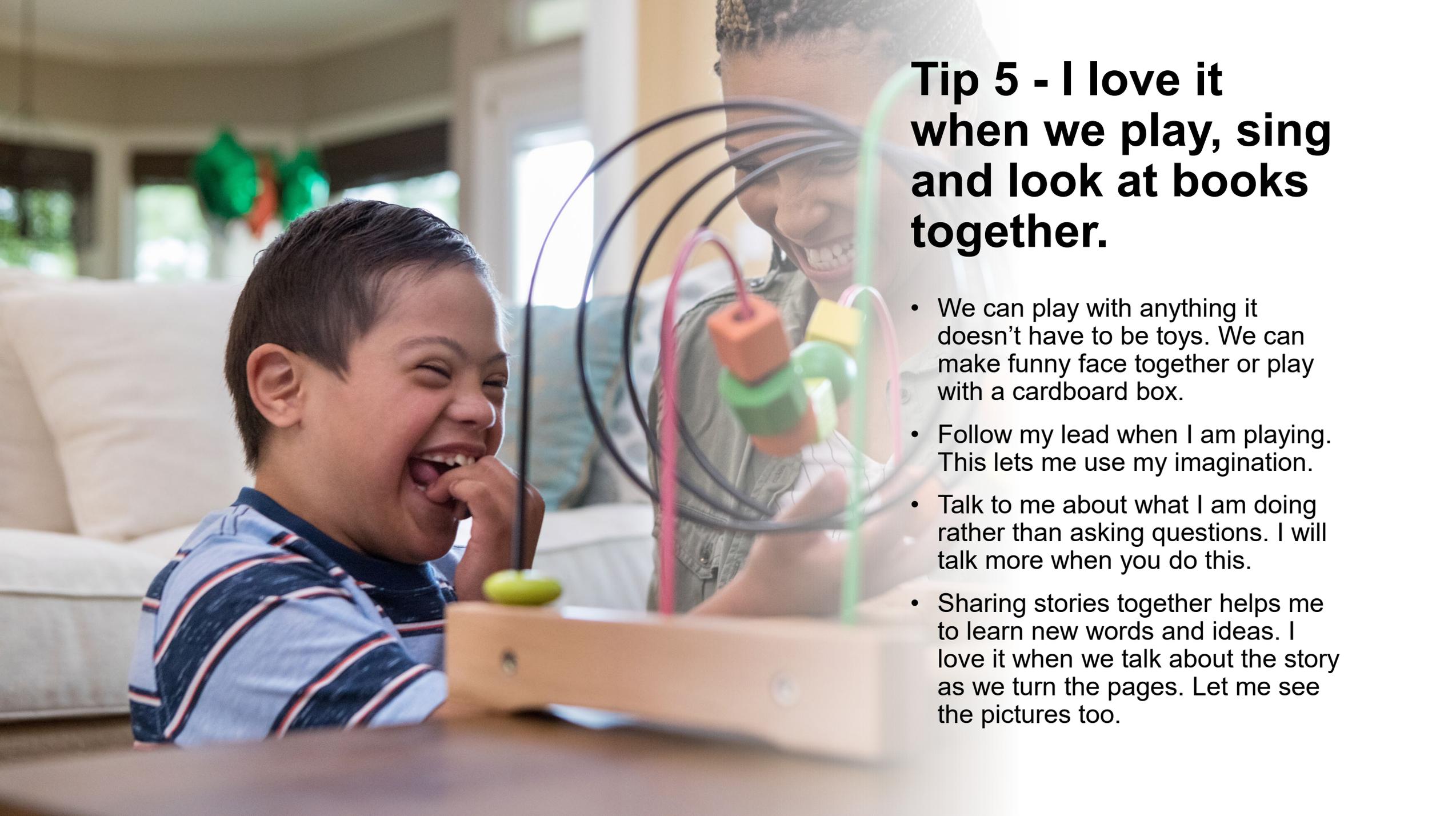
Tip 4 - Don't ignore me.

- 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
-



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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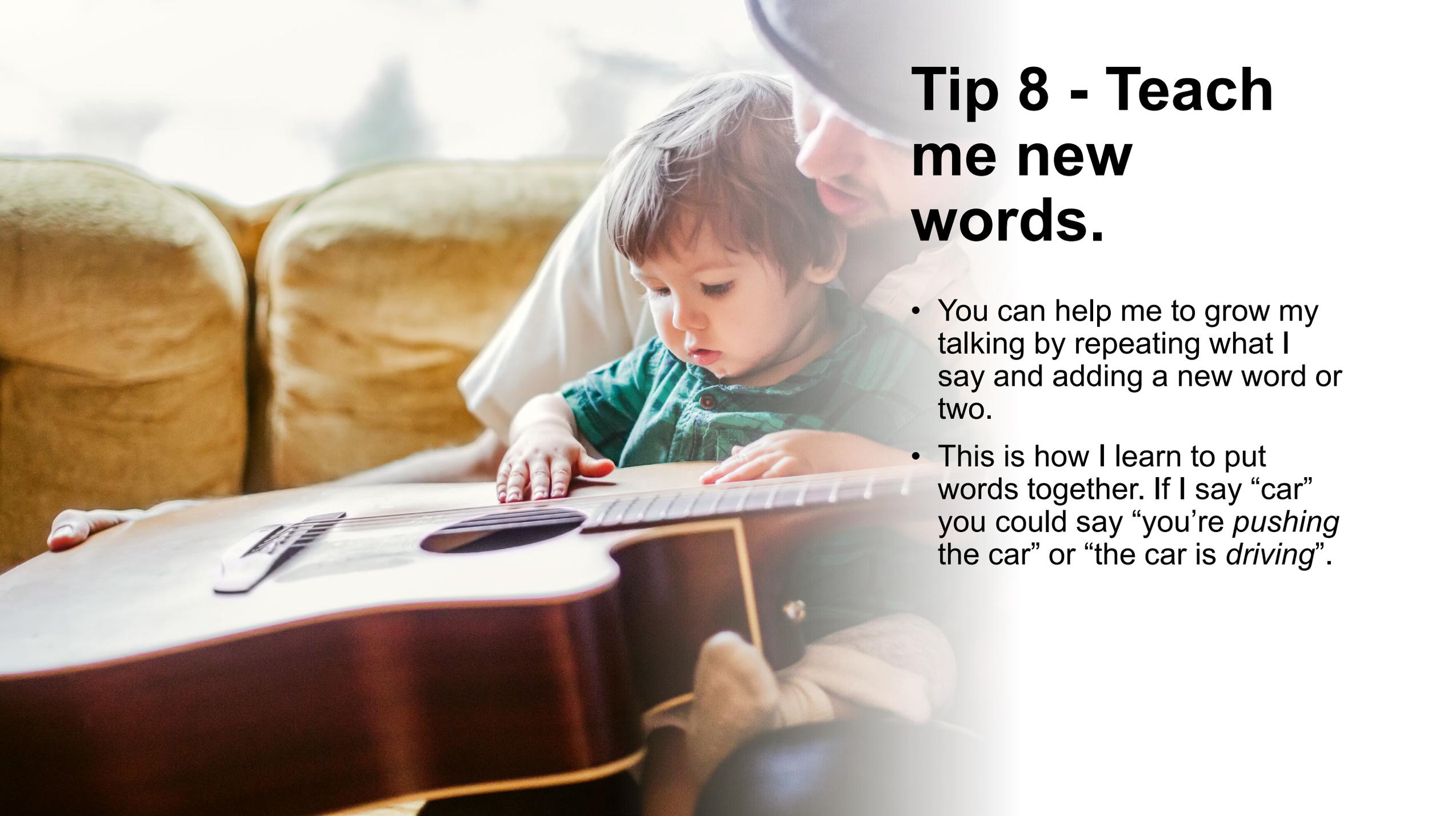


Tip 7 - Play talking tennis with me.

- 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
-



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
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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. In the center, a baby wearing a white long-sleeved shirt and mustard-colored corduroy overalls looks up towards the right. To the left, a woman with blonde hair and a purple top is smiling and looking at the baby. To the right, a man with a beard, wearing a white t-shirt and a blue zip-up hoodie, is smiling broadly and looking at the baby. In the foreground, the hands and arms of another person, wearing a blue shirt and a gold bracelet, are visible, 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.

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.
-

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
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