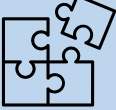









Storyboard at a Glance...

- Families
- Environment
- Workforce
- Identification
- Intervention
- Universal
- Targeted

Core Communication Boards

An Early Language and Communication Improvement Story Board from NHS Lanarkshire

 The issue	 The team	 Our idea
<p>High percentage of children with speech, language and communication difficulties attending children's centre.</p>	<p>Speech and Language Therapist Depute Head Early Years Workers</p>	<p>Use of core communication boards within nursery room will support children's receptive and expressive language development (had originally introduced boards for one child at specialist level and discussion regarding wider use came about when early years worker reported other children showing interest in boards)</p>
 Tools & resources we used.	 What we did	 The impact
<p>Selection of core communication boards (Supercore Learning Grids and custom made boards using Boardmaker UK)</p>	<p>Introduced core communication boards to selection of specific areas in one nursery room (hand washing, building, hairdressers, water play, sandpit, play dough, dressing up, drawing). Met with depute head to discuss trial and then with assigned Early Years Worker for information sharing and modelling. Early Years Worker then shared same with colleagues for implementation.</p>	<p>Positive feedback:</p> <ul style="list-style-type: none"> • Can be used on nursery floor, no additional time/resources required. • Some children showing interest in boards. • Some children (including those with limited language/speech sound difficulties) copying modelled key vocabulary and then using key vocabulary in spontaneous speech. <p>Challenges:</p> <ul style="list-style-type: none"> • Some children continually taking boards down from wall, off table, etc resulting in misplacement and therefore less consistent use • Staff remembering to use boards and in the manner modelled (during natural play/conversation).
 Our learning & Next steps	<ul style="list-style-type: none"> • Regular check-ins required in order to support staff and encourage more consistent use. • To expand use to second nursery room in the children's centre. • To introduce new boards as different activities/play areas created. • To gather more information about impact. 	
 Find out more	<p>katie.grewar@lanarkshire.scot.nhs.uk</p>	

