








**Storyboard at a Glance...**

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

## Early Communication Workshops

### An Early Language and Communication Improvement Story Board from Moray

|  <b>The issue</b>   |  <b>The team</b>   |  <b>Our idea</b>  |
|--|---|--|
| <p>Initially there was an awareness that developmental needs were not commensurate with children from 2/3 years ago. Also aware of pressure on SALT colleagues – recruit and capacity. Limited opportunities for parents to engage with peers.</p> | <p>Cat Mackenzie (CIO)<br/>           Thyra Storrier (T&amp;L teacher)<br/>           Hannah McDonald (SALT)<br/>           2 x SALT colleagues</p> <p>SALT presenters were excellent – could respond immediately</p>   | <p>How do we support early communication workshops for all ELC staff?</p> <p>Early sounds and what to expect for practitioners (for 2-5 year olds)</p> <p>Slide 2 refers to specifics/coverage of PP</p> <p>Foundation of project – everyone having general understanding of early communication skills. Potential for “top up” training in future.</p> <p>NEXT STEPS – record for parents to get a consistent message – Summer 2024</p> |
|  <b>Tools &amp; resources we used.</b>  |  <b>What we did</b>  |  <b>The impact</b>   |
| <p>PowerPoint developed by SALT</p> <p>5 finger rule</p> <p>Word wheel</p> <p>Simple/basic rules when communicating</p>  | <p>Initially 2hrs – afternoon (only for those that had 2's in ELC)</p> <p>Then subsequent sessions were 2 x 50 practitioners (AM and PM) – evaluations are available</p> <p>Joint delivery CM/TS/SALT</p> <p>Group activities for practitioners that attended</p> <p>Feedback forms completed</p>                             | <p>Feedback/evaluations can evidence impact on practitioners</p> <p>Generally positive</p> <p>Practical application at Rainbow Castle – 5 finger rule</p>  |
|  <b>Our learning &amp; next steps</b>   | <p>NEXT STEPS – evaluating impact through face to face visits/quality assurance</p> <p>Developmental stages and early speech sounds</p> <p>Barriers to communication – example of sweetie in mouth as an adult, resembles dummy</p> <p>Consider environment (RtA) and adult being essential part of child's communication</p> | <p>EI team – early communication package (Speak to Anne D) some overlap – stemmed from ELKLAN 0-3 approaches</p>   |
| <p>Online – COVID</p> <p>Face to face – group discussion and networking opportunity was key</p> <p>Dynamic when SALT are there in person to answer immediate questions</p>   |   |  |



**Find out more**

*Catherine.mackenzie@moray.gov.uk:*