

Barnet Children's Integrated Therapy Universal Training Menu

Spring 2022

We are pleased to share with you the universal training menu for spring 2022. The training sessions are FREE and will be delivered virtually using Microsoft Teams by the Barnet Children's Integrated Therapy service. Our universal training may be accessed by anyone supporting a child or young person who lives or has a GP in Barnet. To register for any of these courses please click on the 'book at this link' hyperlink beside the course you wish to attend. This will direct you to the eventbrite page for that course where you will enter your name and email address - make sure you spell your email address correctly or you will not receive the link to join. Registration for each course will close 3 hours before the time of the session to allow us to send the link to all participants in good time. If you have any questions about a particular course please email nem-tr.barnetcit@nhs.net and someone will get back to you.

10.01.2022 **Key word signing** [Book here](#)

15:30-16:30
Parents and School staff

Aims:
To understand the importance of non-verbal communication.
To learn a range of signs to use with children in the classroom context.
To understand how to use signs to support children's understanding of language.

11.1.2022 **Setting up language groups in school** [Book here](#)

09:30-10:30
Primary School staff

Aims:
Support in identifying targets for the group
How to set up and run the groups
Tips for supporting strategies
How to evaluate progress

12.01.2022 **Social Skills (College and Secondary students) Part 2 -** [Book here](#)

15:00-16:30
College and secondary school staff and parents

Developing assertiveness and managing a disagreement

Aims:
A follow-up session with a focus on supporting positive adolescent interactions for teaching and support staff which draws on the evidence-base for teaching assertiveness and provides practical support to:

- develop assertiveness to say no
- say sorry,
- recognise differences between fact and opinion
- manage arguments

18.1.2022 **Toolkit training** [Book here](#)

09:30-10:30
Primary School staff

Aims:
To support school staff with their knowledge of the toolkit
To understand the different areas of language and communication and how the toolkit sections fit with that
To think about targets and different ways to support your child to achieve them
To learn how the toolkit manual can be used to support your children

24.01.2022

Interactive story-telling

[Book here](#)

14:00-15:00

Aims:

We'll be looking at how and why storytelling can support a child or young person's communication skills.

Parents, carers, early years, primary and complex needs

We will be sharing strategies to make storytelling engaging and motivating, so that it can become part of a daily routine. Finally, we will look at personal storytelling, why this is important and how you can support a child/YP with this.

25.01.2022

Supporting children with behavioural and sensory feeding difficulties Part 1

[Book here](#)

10:00-11:30

Aims:

Seating / positioning

Different methods of feeding

Different equipment

Any sensory concerns with food textures

The environment at the time of feeding

Messy play and food play

Food textures/texture hierarchy

Parents and school staff

25.1.2022

Supporting receptive language targets

[Book here](#)

09:30-10:30

Aims:

To go through different receptive language targets and to model how you can work on these with the children you are supporting

Primary school staff

To discuss activities you can use within your setting to work on these targets

To support with any receptive language targets you have been provided with, to work on with children

25.01.2022

Fine motor skills

[Book here](#)

10:00-11:00

Aims:

To gain a general understanding of what fine motor skills are

To consider the challenges associated with fine motor skills , at school and at home.

Parents and school staff

To look at how to help our children to overcome these difficulties with tips and strategies to use in the classroom

25.01.2022

Fundamentals of Communication in children with ASD or social communication difficulties

[Book here](#)

12:30-13:30

Aims:

Develop an understanding of the Fundamentals of Communication.

Learn strategies that can be used to develop these skills using an Intensive Interaction therapy technique.

Gain confidence in working with minimally verbal children with ASD/Social Communication Difficulties.

Parents and school staff

01.02.2022 **Supporting expressive language targets** [Book here](#)

09:30-10:30
Primary School staff
Aims:
To go through different expressive language targets and to model how you can work on these with the children you are supporting
To discuss activities you can use within your setting to work on these targets
To support with any expressive language targets you have been provided with, to work on with children

03.02.2022 **Classroom strategies for children with a hearing loss** [Book here](#)

15:30-16:30
Primary School staff
Aims:
To increase awareness of challenging environments for children with a hearing loss
To think about strategies to support children learning in less optimal listening environments
To provide options for tools to support listening and learning in challenging environments
To identify sources of auditory disruptions in your own learning environments

08.02.2022 **Developing vocabulary** [Book here](#)

09:30-10:45
Primary and Secondary School staff
Aims:
To raise awareness of the importance of vocabulary development
How to select new vocabulary words for your child
To learn different methods and strategies to support vocabulary development

09.02.2022 **Vocab 2: Supporting the development of vocabulary in the secondary school - What's funny about learning words - the link between humour and word knowledge classroom and at college** [Book here](#)

15:00-16:30
College and secondary school staff and parents
Aims:
This second vocabulary-for-adolescents session is to enable teachers and others working with YP to see the funny side of developing vocabulary skill. The session covers some theory underlying humour development, how it is related to the development of lexical skills and some practical strategies to enhance vocabulary development in adolescents.

10.02.2022 **Bucket Time Attention Intervention** [Book here](#)

15:15-16:30
Primary School Staff
Aims:
To gain an understanding of what the Attention Autism approach is: the four stages of attention
To gain an insight into a range of activities and strategies to work on attention skills
To learn how to set up and run attention autism intervention.

10.02.2022
15.30-16.30
EYFS staff

Setting up language and listening groups in Nurseries for children with a hearing loss

[Book here](#)

Aims:
Support in identifying aims for the group
Tips for supporting strategies
Group structure and environment
Review and evaluation of progress

22.02.2022
10:30-11:30
School staff

Sensory Circuits

[Book here](#)

Aims:
To gain an understanding of sensory processing
To be able to identify sensory needs in the children that you work with
To be able to address sensory needs through the use of sensory circuits and sensory diet
To be able to trouble shoot signs of dysregulation throughout the day through adopting a sensory first aid approach

22.02.2022
09:30-10:30
Parents of preschool children and nursery/ reception staff

Using strategies to support the development of young children's language

[Book here](#)

Aims:
To understand how those in the child's daily environment can support their language development and think about daily opportunities for this
To learn about ways you can play with your child and adjust your communication so that your child will understand more and learn new words
Decide which changes you will try

22.02.2022
15:30-16:30
Primary School staff and parents

Supporting primary school children who have speech sound difficulties: Part 1

[Book here](#)

Aims:
This will cover typical speech sound development and the signs that a child may need help.
There will be guidance about when to refer to SLT and some practical tips.
Support strategies will then be explored in more depth in Part 2 on 16.11.21, which you can access live by booking a place or via a pre-recorded webinar.

23.02.2022
15:30-16:30
Parents, EYFS and Primary School staff

Hearing levels and Speech & Language development in a child with hearing loss

[Book here](#)

Aims:
To be aware of communication difficulties typical in the different hearing Losses
The different types of hearing difficulties and their impact
additional factors that impact the communication skills of the child with a hearing loss

Top 10 facilitation strategies to language development in the child with a hearing loss
Recognising compensatory strategies in children with a hearing loss

24.02.2022

Blanks Levels of Questioning

[Book here](#)

15:30-16:30

Parents and school staff

Blank Levels The Blank model separates questions and directions into four levels. They show how understanding of abstract language develops for children. Why use Blank Levels? To help adults change their language so that the child understands what they are being asked; To encourage the development of verbal reasoning skills (e.g. 'what do you draw with?', 'what might happen next?'); To help set appropriate language targets

01.03.2022

Supporting children with behavioural and sensory feeding difficulties Part 2

[Book here](#)

16:00-17:30

Professionals

Aims:

For professionals (who have previously attended part 1) this training course provides information and advice around how best to support children with behavioural and sensory feeding difficulties in their setting using evidence based intervention strategies.

02.03.2022

Supporting eating and drinking of children with dysphagia

[Book here](#)

15:30-16:30

Parents and School staff including Meal Time Supervisors, Teaching Assistants and Teachers

Aims:

To understand the words we use when talking about eating and drinking difficulties
To know the basic anatomy and stages of normal eating & swallowing
To be aware of the signs and risks of eating & drinking difficulties
To understand the levels of texture and why we use them
To identify strategies to support young people with eating & drinking difficulties

02.03.2022

Comprehension (college and secondary students) part 2 - Supporting Adolescents to understand classroom and placement language - top tips for clarifying

[Book here](#)

15:00-16:00

College and secondary school staff and parents

Aims:

This session follows on from Comp 1 (delivered 17.11.21) and describes both what is meant by higher level language and some approaches to supporting YP to understand higher level language when used by others. The session refers in more detail to Blank levels 3 and 4 in illustrating the functions such as analysing, explaining, predicting or evaluating.

03.03.2022 **Fundamentals of Communication in children with ASD or social communication difficulties** [Book here](#)

15:30-16:30

School staff and parents

Aims:

Develop an understanding of the Fundamentals of Communication.

Learn strategies that can be used to develop these skills using an Intensive Interaction therapy technique.

Gain confidence in working with minimally verbal children with ASD/Social Communication Difficulties.

08.03.2022 **Supporting receptive language targets** [Book here](#)

09:30-10:30

Primary school staff

Aims:

To go through different receptive language targets and to model how you can work on these with the children you are supporting

To discuss activities you can use within your setting to work on these targets

To support with any receptive language targets you have been provided with, to work on with children

08.03.2022 **Supporting primary school pupils with speech difficulties: part 2 (follow up to part 1)** [Book here](#)

15:30-16:30

Primary School staff and parents

Aims:

The session will cover ideas for helping children produce different sounds and change their speech patterns.

There will be an opportunity for a live Q & A with the presenters.

09.03.2022 **Using symbols for initiation** [Book here](#)

15:30-16:30

School staff and parents

Aims:

What are symbols?

Why use symbols? What are the benefits?

When should you use symbols?

Considering individual students' needs

The practical implementation in the classroom and beyond

09.03.2022 **Stammering 1 (Transitions 16+ and Dysfluency Pathways) - Stammering – what it is , how it presents and what you can do about it at school and at college** [Book here](#)

15:00-16:30

College and secondary school staff and parents

Aims:

Increase your awareness and understanding of what stammering is and the impact it can have on young people

Enable you to support YP who stammer through initial support strategies including talking with young people about their stammering and making your setting a place where students feel safe to stammer

15.03.2022

Supporting primary and secondary pupils who stammer/stutter

[Book here](#)

15:30-16:30

Primary and Secondary School staff and parents

Aims:

Raise awareness of how stammering can affect pupils within a school environment.

Increase confidence in talking to pupils about their stammering.

Share strategies for supporting pupils in learning and social situations.

Ideas for creating an environment that is supportive for pupils who stammer will be shared.

There will be an opportunity for a live Q & A with the presenters.

It is explained how this is easier to achieve when staff and pupils approach stammering as being different from fluent speech but not necessarily something that needs to be stopped or controlled.

21.03.2022

Core Boards

[Book here](#)

15:30-16:30

School staff and parents

Aims:

In this training we will be introducing the ideas behind core boards and how to use a core vocabulary approach in AAC. We'll also share some ideas for implementation.

22.03.2022

Supporting primary school children with speech difficulties – condensed

[Book here](#)

13:00-14:00

Primary School staff and parents

Aims:

This is a one-session version of the training suitable for both education staff and parents.

This provides guidance about typical speech development and when to refer to SLT. Practical tips are shared for helping children produce sounds correctly and change their speech patterns.

23.03.2022

Supporting pre school children with social communication needs

[Book here](#)

15:30-16:30

EYFS staff and parents

Aims:

Have an overview of communication development.

Have a better understanding of the 'terminology'.

Think about different strategies and therapy approaches you can use in the classroom.

23.03.2022

Social Skills Targets and Interventions

[Book here](#)

15:30-16:30

Primary school staff

Aims:

To provide practical support to identify needs and set targets for children with social communication difficulties.

To provide strategies to facilitate successful social communication in the classroom.

23.03.2022

Introduction to using zones of regulation

[Book here](#)

15:30-16:30

Aims:

The zones of regulation is an approach used to teach self-regulation to Children and Young people with learning difficulties by categorising emotions and states into four coloured zones. This training will look at:

Parents, EYFS
and School
staff

*The detail of the Zones of Regulation,
How to teach a child or young person to use it
Examples of this approach in practise.*

23.03.2022

Stammering 2 (Transitions 16+ and Dysfluency Pathways)

[Book here](#)

15:00-16:30

Following on from the introductory session, this session aims to

- *describe the approach to Stammering Therapy in Barnet*
- *how to support the YP as they undertake therapy*

College and
secondary
school staff
and parents