

Social Communication, Social Understanding, & Emotional Wellbeing

A series of practical lectures with Wendy Rinaldi, PhD.

Date: September 19th 2017

Venue: The Scotsman Hotel, Edinburgh (3 minutes walk from the station!)

Please note that if you are coming by car, the hotel has an agreement with the station to enable conference guests to use the station carpark with a discount

Wendy has some 30 years experience of working with children and teenagers as a therapist and researcher in education. Her PhD, with the London University Institute of Education Dept of Educational Psychology and Special needs, is in Pragmatics (language in context). Wendy's practical lectures, described on the next page, are open to all professionals working with children at primary and secondary school who have special needs – from those with specific needs such as ASD or specific language/learning difficulties to those with more general learning difficulties. Lectures 1 to 4 are also open to nursery staff and apprentices. Please note that teaching assistants and apprentices should attend with their ASNCo or mentor.

Wendy will show you ways in which you can effectively develop pupils' social understanding and social communication to enhance their emotional well being and mental health. The focus will be on pupils with SEN but Wendy will include ideas and activities that can be used with pupils who don't have special needs but may have or be vulnerable to mental health problems. There will additionally be many ideas and activities to enable teachers to more effectively help children affected by poverty catch up socially with their peers and develop a more positive self awareness/self esteem in light of the disadvantages poverty can bring. The lectures include illustrations from Wendy's published work together with ideas that teachers, health professionals and their assistants can use to develop their practice generally.

A note from Wendy: I have organised content so that you can attend as many lectures as you would like – just the one or all seven. I have done this because I know budgets can be tight and some schools/services may not be able to afford whole day attendance – however it is recommended to opt for the whole day if you can - the lectures are linked as you will see at the end of the day! Also please note that L1, L 2 and L3 are sequential.

Fees:

Morning only £95

Short day (9am-2pm) (L1, L2 and L3) £125 (includes lunch)

Afternoon only (L4, L5, L6, L7) £95; £85 without L7

Whole Day: £195, includes lunch

L4 to L6 can be attended singly for £35 per lecture (£68 for 2 lectures); £18 for L7

L1 (double lecture 9.10 – 11.30) can be attended singly for £65

Tea/coffee can be purchased separately as required

To apply and/or for terms please email orders@wendyrinaldi.com

Closing date for bookings is August 22nd

Closing date for payments is September 5th

Lecture 1 (double lecture) SOCIAL COMMUNICATION & SOCIAL UNDERSTANDING. 9.10am latest (start of day sooner if everyone has arrived!) (registration from 8.30)

Drawing upon her published work, Social Use of Language Programme (SULP), in this session Wendy will give you tips on how to help pupils develop social communication in a way that is meaningful to them. She will include activities that can eventually be used in a whole school approach and with families.

The Social Use of Language Programme was developed by Wendy over several years and has been proven to be effective in a number of independent research studies – please email enquiries@wendyrinaldi.com for a summary of studies.

Break: 11am

L2 & L3 - KNOWING ME, KNOWING YOU: Friendship, Self Esteem & Emotional Well Being.

Lecture 2 : 11.15

In these two lectures Wendy will present some of the elements of SULP that are important for pupils' emotional well-being and social behaviour. She will explain why and how these elements have proved effective with illustrations from her own practice. A further section will explore the relationship between self-awareness and friendship, the development of friendship strategies and the ability to appreciate other people's perspectives (...and, yes, children with autism can develop this ability!)

LUNCH 12.15 (approx.)

Lecture 3 KNOWING ME, KNOWING YOU PART 2: 1pm

Lecture 4 INFERENCE. 2 pm

In this lecture, Wendy will help you to understand a key aspect of pragmatics – inference – drawing upon her doctoral research and her work as a therapist with children and teenagers. Wendy will explain how difficulties with inference can easily be mistaken for a problem with social behaviour and impact upon the children's emotional well being as well as their learning across the curriculum. She will help you with what to look out for and give you tips for how you can develop skills in these areas drawing upon her own published work.

Break: 2.45

Lecture 5 LANGUAGE ORGANISATION/RELEVANCE 3 pm

This lecture will focus on another key aspect of pragmatics that can have significant impact socially and across the curriculum and yet is little studied or understood. Wendy will help you to identify difficulties in this area and will demonstrate her teaching programme Language Choices.

Lecture 6 GET IT & GET IT ACROSS (GIGIA): 3.45 pm.

The lecture presents Wendy's new assessment and teaching programme to help pupils understand language concepts underpinning subjects across the curriculum and communicate what they've learned. Emanating from Wendy's original work *Language Concepts to Access Learning*, GIGIA incorporates a metacognitive approach (knowing what you know) so that pupils appreciate the purpose of activities and the conceptual links, including 'chaining' to help pupils understand more difficult or abstract concepts, GIGIA focuses on the language concepts which give meaning to the Maths/Science ones that are then linked – in this way it should help pupils with special needs gain more from the other schemes and activities that you are using already. GIGIA is informed by UK government guidance and the programme's framework is driven by the learning needs of pupils, drawing upon Wendy's experience as a practitioner and researcher with children who have special needs. This session explains the principles underpinning the programme, with general tips for practice, and demonstrates some of the teaching activities from the Maths programme for the concept of time.

Lecture 7 Mini lecture: BACK TO THE BEGINNING! GETTING GOING WITH LANGUAGE. Developing vocabulary, word combinations and grammar. 4.45 – 5.15pm

This lecture is suitable for teachers working with children from the earliest stages of language development and/or children with English as an additional language. It will include activities to focus children's concentration and present a metacognitive approach to developing early vocabulary in a way that facilitates word-finding abilities as the vocabulary grows! Activities to develop word combinations and grammatical elements will also be included.

Close of day: 5.30 pm for anyone who wishes to stay a little longer to browse resources

Some evaluations from those who have attended Wendy's practical lectures previously

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I thoroughly enjoyed the whole day. I have learned so much and I improved my own CPD considerably. Helen Pitfield, Outreach teacher

As a Maths subject leader, I was very interested in GIGIA and I can see this being very beneficial in my own school to help youngsters understand the meanings behind the vocabulary. Vicki Turner, Vice Principal

It was refreshing to attend a day's training that was focussed on intervention. So much of the time assessment, features of or implications are the focus. This was very much about 'so what can we actually do about it'. I found the Language Choices particularly helpful. I can see how it would easily apply to the work I do with primary and secondary school children with language disorders. Kerry Jane Keeling, SLT

Both lectures I attended were extremely helpful. The ideas and theory were really informative; I'm so sorry that we weren't booked for the whole day, SENCO (name supplied confidentially)

I was very interested in the GIGIA Maths & Science schemes. I think they could completely change the approach to teaching these subjects with SEN. I already had some knowledge of your social language programme but the message, "Teaching the Skills" was really important for me. Gill Ashley, Speech and Language Advisor, Education Dept, Thurrock Council.

I found the day really interesting. Wendy was very knowledgeable and able to convey her expertise in an accessible and engaging way. I feel that it would benefit all of my colleagues to know more about this important area. Helen Nation, Educational Psychologist

Many thanks for the day, I found a lot of it very useful. I particularly liked the information on self-esteem and improving this as well as friendship. Sarah Hassnip, SLT

I found the practical lectures on social communication and social understanding very interesting and very helpful coming away with new things to try with the children and how to deal with difficult areas; also with a lot more confidence. I'm now very excited to try activities like special chair, scorecards and snazzy boxes! I'd like to thank you again for your time and knowledge - it's been very enlightening and I'm eager to use these new methods. Elly Dodds, TA, Heath farm School, Charing.

I found your practical lecture very interesting and I think it will be of great benefit to the children in my classroom, Janice Munden, teacher, Heath farm School

I really enjoyed your practical lecture session in London. I teach Communication and Social Skills at my SEN college and this seminar gave me more ideas and activities to use and in what order to use them – so many thanks. It felt like the tip of the iceberg for me, there is so much to learn. Jane Farringdon, class teacher

I really enjoyed the day and it was good to browse the materials. The social communication and social understanding activities were practical and I could see how they could be implemented. I found the Knowing Me, Knowing You lectures interesting, especially how the ability to appreciate other people's perspective can be developed. Overall there was quite a lot of take in (two days worth in one!) but I guess it might be hard for participants to be released to attend for 2 days. Senior Educational Psychologist (name supplied confidentially) Early Intervention Service

The session on pragmatics and particularly inference was very helpful to identify the different areas where there may be difficulties for the young person. It was also helpful for me to consider the key components of social communication and understanding to be able to support schools in identifying specific difficulties and build interventions and support to meet individual needs. Dr Rebecca Murphy, Educational Psychologist

Every lecture was great but *Get It and Get It Across* was particularly helpful – the approach of helping children to understand abstract concepts needed for curricular subjects. Alison Roberts, Speech-Language Therapy team leader.

Thankyou for the day, it was interesting and gave helpful points on practical application, stages of treatment and some focus on generalisation, Katie Hyde, Highly Specialist Speech & Language Therapist, CAMHS, Notts Healthcare Trust

Continued on next page

I gained many ideas that can be adapted and incorporated into my practice. I particularly enjoyed the lectures on inference and self-esteem/emotional wellbeing. Kavita Bhikha, speech and language therapist, Notts Healthcare Trust

It has been a really interesting day, packed with helpful information. The inference and language organisation lectures were particularly useful in day to day assessment with children and young people, identifying these needs and how to support them. Charlotte Cockcroft, educational Psychologist