

What will I get as a licensed tutor for I CAN Early Talk training?

As a Licensed Tutor for Early Talk training delivery you will receive a Training Manual. This is divided into two sections:

Tutor Notes on how to deliver the training, including slide by slide notes & cross references with resources. This includes a comprehensive set of guide notes on suggested areas for discussion during delivery, a guide to who will benefit from the training, the necessary criteria that tutors should meet in order to deliver the course and a section on resources required to deliver the course. It also includes a general resources checklist, a programme for the full day of training to be delivered by the licensee with timings, suggested content and copies of all necessary resources needed for activities.

Tutor Resources including PowerPoint Presentation (the presentation can be saved to your pc/USB drive or printed from the CD at the back of the manual).

All information is clearly presented in the Training Manual to deliver the course. The tutor will need to prepare activities before delivering the course, templates for activities are provided in the Tutor Resources section. All information for course participants is included in the delegate book, including a copy of the training slides with spaces provided for note taking.

So what is Early Talk training?

[Early Talk 0-5 years](#) is I CAN's highly successful communication and language programme, aimed at the early years workforce in partnership with parents. *Early Talk 0-5 years* training courses and accreditation programmes have been independently evaluated as enhancing the learning environment for all children, with a long-term positive impact on staff and practice. (For information on accreditation please see XXXXX Document).

Developed over 10 years, *Early Talk 0-5 years* provides a suite of programmes that enables you to support all young children's communication skills through a range of strategies and techniques that are aimed at supporting practitioners and the pre-school workforce to modify their styles of interaction with young children, changing the layout of the pre-school environment and engaging in alternative methods for delivering the Early Years Foundation Stage Curriculum. Every element of *Early Talk 0-5 years* will contribute to your Level 3 Children and Young People's Workforce Diploma, or the Continued Professional Development Award in Speech, Language and Communication.

What are the differences between Early Talk *Supporting* and Early Talk *Enhancing Communication and Language* training courses?

[Early Talk Supporting Communication and Language one-day training course](#) focuses on developing practitioners' strategies and interaction styles to maximise their opportunities to develop every child's skills in communication and language.

What are the learning outcomes for the supporting level training?

The purpose of the *Supporting Communication and Language training* is to increase delegates':

- Knowledge of typical speech, language and communication development
- Knowledge and confidence using strategies to promote communication and Language development
- Knowledge of strategies to develop a communication-enabling environment

- Knowledge of the signs of speech, language and communication needs and sources of local support.

Who will benefit from the supporting level training?

Knowledge of communication skills and development is relevant to anyone who works with young children, although supporting communication training is ideal for all early years/pre-school practitioners, childminders and nursery nurses who have not had previous training in this field or would benefit from a refresher.

Speech and language therapy assistants who have limited experience of working with children in early years/pre-school settings may also find supporting level very beneficial.

Early Talk Enhancing Communication and language one day training course explores speech, language and communication needs in pre-school children and looks at how delegates can target communication support for children who need more practice to develop their communication and language skills.

What are the learning outcomes for the enhancing level training?

The purpose of the *Enhancing Communication and Language training* is to increase delegates’:

- knowledge of typical speech, language and communication development
- knowledge and awareness of two common theoretical models used to explore “metalinguistics”, to aid identification of speech, language and communication needs
- knowledge and confidence using targeted strategies to promote communication and language development in children with mild SLCN
- knowledge of the importance of assessment and collaborative working with external professionals in supporting children with SLCN.

Who will benefit from the Enhancing level training?

- Early years practitioners who are working towards I CAN’s Early Talk accreditation as an Enhanced Service for Children’s Communication.
- Early years practitioners who have previously attended some training on speech, language and communication needs, and who are regularly dealing with young children who have speech, language and communication needs. This particularly refers to SENCOs, development officers or similar.
- Speech and language therapists (SLTs) who are supporting children in pre-school settings (although Unit 1 will not provide SLTs with new information about speech and language development, it may give insights into the level of knowledge and areas of support required by early years colleagues.) Other units concentrate on children with speech and language needs within the curriculum.
- SLTs who are new to working with pre-school children.
- SLT assistants working with pre-school children or settings.
- Other professionals who may make up part of the pre-school setting team.
- This training is not aimed at practitioners who have no knowledge of speech, language and communication difficulties or who are inexperienced.

What does the course content include for each of the different levels?

Both courses follow the same framework and are divided into 4 sessions, ideally to be delivered in one day respectively but this could be delivered in 4 twilight sessions. The day is designed to be flexible with more time to be spent on areas where the Licensed Tutor deems on the day/during the session that this would be most appropriate for the cohort of delegates being trained.

Timings are not provided other than a suggested time for delivery of each unit. These are just suggestions and licensees should feel able to modify these accordingly once they have had an initial experience of delivering the training.

The training is a mixture of direct lecture style delivery mixed with activities and discussion sessions and forward planning/target setting across the day.

Structure of training: supporting communication & language:-

Unit 1: What is communication?

Unit 2: What you can do to develop communication

Unit 3: Creating a communication friendly environment

Unit 4: What difficulties might children experience: Who can help?

Plenary: Target setting, using the resources, evaluation.

Close

Structure of training: enhancing communication & language:-

Unit 1: What are speech, language and communication needs (SLCN)?
development and the identification of SLCN

Unit 2: SLCN and the early years curriculum

Lunch

Unit 3: Approaches to support children with SLCN to access the curriculum

Unit 4: Assessing SLCN and developing collaborative practice.

Plenary: Target setting, using the resources and evaluation

Do these courses stand independently and could delegates apply to do one or both?

The Supporting Communication & Language course is designed as an introduction to speech, language and communication development from birth to five years, an overview and opportunity to explore core communication strategies and useful environmental layouts that will result in communication supportive environments for children.

The Enhancing Communication & Language Course explores what speech, language and communication needs are, how they impact on children's communication development and why this in turn affects how they access the EYFS. *The Enhancing course* ideally requires delegates to have undertaken the Supporting Communication Course and to have spent some time embedding these approaches into their daily practice. This is not a prerequisite in order to apply for the Enhancing level training however.

Does the cost of the course include any resources?

Yes, for each course respectively I CAN will provide each delegate with a delegate book including course notes and hard copies of course PowerPoint slides and activity sheets. There is a mandatory flat rate fee applied for each delegate book which is required in order to attend the course.

However I CAN also offer toolkits which are provided free of charge. The number of toolkits required will vary – for whole setting training the numbers of toolkits required is likely to be less than for a course with delegates attending as individuals. For supporting communication and language training, the optional toolkit is called Understanding Communication Development. For Enhancing Communication Development training the toolkit is called Exploring Communication Development.

Why is there a Reflective practice and Guided Learning Workbook provided in the delegate book?

This is provided in Section three of the delegate book for each level of Early Talk training. It is designed to provide additional self-led study and practice in observation, analysis, reflective practice and planning in early years around supporting children's speech, language and communication development. Both levels of training allow practitioners to:

- Consolidate learning
- Embed new knowledge in practice
- Allocate time for reflection
- Share experiences with peers.

Each respective workbook provides approximately 3-4 hours of guided learning for each delegate to complete following attendance of the training course/s.

Delegate books are strictly allocated at one per delegate and may not be purchased for one between two or more people.

What do I need to provide for my delegates before the course?

We recommend that you provide comprehensive information for your delegates in the lead up to running any training course which includes details on: venue, date, timings, agenda for the day, whether they need to bring *lunch and/or whether food is available at the venue or nearby, transport options available to and from the venue, etc. and your contact details.

*It is not a stipulation that you have to provide lunch for your candidates.

Where can I obtain more information on Early Talk training?

More information about I CAN and *Early Talk* is available online at www.ican.org.uk/earlytalk

What is the maximum numbers for delegates on each course?

For supporting level, the maximum number of delegates is 25.

For Enhancing level, the maximum number of delegates is 20.

Is there any equipment needed in order to deliver the training?

A laptop or PC will be required to run the PowerPoint slides together with an overhead projector. It is recommended that you ensure there are tables/surfaces available for delegates in order for them to lay out their delegate books, activity sheets and other resources that are referred to during the course. A vast majority of schools have this equipment although it is recommended that you ensure this is the case when discussing venue and dates as you may be running the training from an alternative venue other than a nursery or school premises.

Does the training room need tables to be set up in a certain way?

We recommended aiming for cabaret style layout as there are a number of group activities throughout the day that require groups of up to 5 people.

Where can I obtain more information on Early Talk training?

More information about I CAN and *Early Talk* is available online at <http://www.ican.org.uk/What-we-do/Early%20Years.aspx>