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INTERVENTION OVERVIEW

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| **NAME OF INTERVENTION** | | | | |
| SULP (Social Use of Language) | | | | |
| **AREA OF FOCUS (PLEASE HIGHLIGHT)** | | | | |
| ***COGNITION AND LEARNING*** | ***COMMUNICATION AND INTERACTION*** | ***SOCIAL, EMOTIONAL AND MENTAL HEALTH*** | ***PHYSICAL AND SENSORY*** | ***SELF-HELP AND INDEPENDENCE*** |
| **INTENT** | | | | |
| Social Use of Language Programme by Dr. Wendy Rinaldi (Doctorate in Educational Psychology & Special Needs)  The aim of the intervention is to improve and raise awareness to social skills to enable pupils to participate in meaningful two way conversations. The programme starts by developing the basic skills of appropriate social etiquettes. It then raises awareness in how to recognise social clues of others and moves onto acceptance of differing opinions, learning how to compromise and being able to analyse social settings.  After the rolling two year programme has been completed the pupil should be able to have more of an understanding of appropriate and inappropriate conversations and be able to have an understanding and value other peoples’ opinions.  The programme promotes confidence with pupils’ communication skills and friendships. It highlights strengths and promotes acceptance of weaknesses as areas for development, allowing for self -worth and self -esteem to flourish. It gives opportunity to share emotional obstacles and empathy with differing emotional situations or peers.  The SULP programme encourages the pupils to self-evaluate their participation within the sessions. This allows them to take ownership of their journey, promoting independence and goal setting for the next sessions. | | | | |
| **IMPLEMENTATION** | | | | |
| The sessions are broken down with a warm up activity, two main focuses running alongside each other and pupil self –evaluation. An example of the two main focuses are eye-contact and appearance or listening skills and turn taking. These are worked through by various stories, role play, games, discussions and worksheets. Each skill/ topic is broken down often in a fun approach to create a relaxed environment allowing for mistakes to be accepted as normal to breakdown any barriers. Each pupil is expected to join in although never forced (pupils can be initially heavily supported when first attending but usually within a few weeks no support is needed.) Group rules are in place to allow everyone to have equal opportunity to join in and pupils self-evaluate at the end of the session if they feel they have achieved all the SULP rules.  An example of not achieving a SULP rule is if a pupil has been interrupting their friends, they won’t tick that rule icon and discussions take place about what was acceptable, what they are going to do next and what is their target next time? There is a lot of peer support and encouragement during this part of the session and the pupils often lead this. | | | | |
| **IMPACT** | | | | |
| The pupils are screened at the beginning of the year on all areas of social interactions from a scale of 0 to 4 with 4 being the poorest score. Initially horizontal lines are drawn across from each statement to the relevant number to indicate the level the pupil is on a particular skill for example  0 1 2 3 4  Eye-contact with an adult when speaking -----------------  It is advised screening takes place twice a year to monitor progress and a different coloured pen is used to make a hatching effect to indicate progress or regression.  In addition to the visual grid of screening I also give a short verbal breakdown report to mirror the grid to expand on the information for example  Fred will often look around the room when he is speaking and struggles to maintain eye contact when he is speaking. (Hence on number 3)  Both the grid and written reports are colour coordinated the same to make it easy to identify the information.  The impact on the pupils can vary from pupil to pupil but the screening system is a clear way to visually see where progress is being made and what aspects to focus on in the next term. | | | | |