

Tier	Resource	Purpose	Audience	Time	Outcome
Targeted	This course builds on the foundation knowledge from “Introduction to Speech, Language and Communication course” offered as universal training. Training package: SLCN and Behaviour This session covers how language development is linked to social, emotional and behaviour difficulties, which people call SEBD. It explores language and communication development within the JIGSAW model, and how evidence is key to identifying strengths, differences, and needs, to then agree decisions about next steps with confidence. There is also an introduction to different ways to adapt adult communication, which fit with an inclusive environment whether whole class, small group or with individual learners.	To understand by learning: • how they develop and relate to learning, social relationships, emotional regulation and behaviour. • what do we mean by language capacity and language demand. • the power of early identification, and the impact of adaptive adult communication for a language-aware inclusive approach. • different approaches to reduce language demand and how they work. • how to create consistent language-aware approaches with parent/carers.	Small group of 8-10 Suitable for: • Education staff supporting pupils with Additional Learning Needs, ALN • Parent/carers in an Elective Home Education role.	2 x 3h sessions: 6h total In person 2h preparation and evaluation Price on request	m Understand developmental expectations for verbal reasoning, social communication and emotional regulation in the context of the individual JIGSAW profile of a learner. m Recognise the impact on emotional regulation and behaviour when language demand is greater than their language capacity. m Clear structured framework to support parent/carers who have concerns about emotional regulation and/or behaviour, with shared expectations based on developmental profile not just age. m Understand different adaptive adult communication and their role in language-aware inclusive approaches m Transfer of learning to practice: - l differentiated Blank level questions - l defocussed communication - l adaptive adult communication to prevent emotional dysregulation - l language-aware adult communication shared with parent/carers to create consistency in different settings and support regulation and behaviour at home.

Language and Behaviour: self-assessment		
Format: ✓ Yes ✗ Not Yet		
1. Understanding the relationship between language and behaviour	✓	✗
I understand how language affects social communication, emotional regulation and behaviour.		
I understand language capacity vs language demand – the sequence of what, so what, now what		
I recognise when behaviour or emotional dysregulation may be linked to unmet language needs.		
2. Using the JIGSAW to interpret behaviour		
I can interpret possible reasons behaviour within the context of an individual JIGSAW profile.		
I can use developmental expectations to guide conversations with parent/carers.		
I can identify strengths, differences and needs using evidence from the JIGSAW model.		
3. Early Identification and Evidence-Informed Decisions		
I understand the importance of early identification for preventing escalation of emotional dysregulation or behavioural reactions.		
I can gather and use evidence to make confident, shared decisions about next steps.		
I can explain how language-aware practice supports emotional regulation and behaviour.		
4. Adaptive Adult Communication		
I can use adaptive adult communication strategies to reduce language load and prevent emotional dysregulation.		
I can apply differentiated Blank Level questions to match a learner's verbal reasoning level.		
I can use defocussed communication to reduce language demand and foster engagement.		
5. Creating Consistent Language-Aware Approaches		
I can explain the principles of a language-aware inclusive environment.		
I can share language-aware communication strategies with parent/carers to create consistency.		
I can support parent/carers to understand behaviour through a developmental and communication-focused lens.		
6. Applying Learning to Practice		
I can evaluate the impact of language-aware approaches on behaviour and emotional regulation.		
I can adapt my practice to reduce language demand in whole-class, small-group and 1:1 tasks.		
I can share my learning with others to promote consistent best practice approaches to improve outcomes in a wider, whole-school approach.		