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<b>Module Code:</b>	EDN505
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<b>Module Title:</b>	Supporting Children and Young People: Communication and Interaction
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<b>Level:</b>	5	<b>Credit Value:</b>	20
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<b>Cost Centre(s):</b>	GAEC	<b>JACS3 code:</b>	X300
		<b>HECoS code:</b>	100462

<b>Faculty</b>	SLS	<b>Module Leader:</b>	Emma Constantine
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Scheduled learning and teaching hours	30 hrs
Placement tutor support	0hrs
Supervised learning eg practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total contact hours</b>	<b>30 hrs</b>
Placement / work based learning	0 hrs
Guided independent study	170 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>Programme(s) in which to be offered (not including exit awards)</b>	Core	Option
BA (Hons) ALN/SEND	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Pre-requisites</b>
None

<b>Office use only</b>		
Initial approval:	03/04/2020	Version no: 1
With effect from:	01/09/2020	
Date and details of revision:		Version no:

## Module Aims

The aim of the module is to enable students to:

- Understand typical development of communication and interaction in children
- Develop understanding of difficulties experienced by some children/young people in relation to communication and interaction
- Assist in the overcoming of barriers to learning and well-being posed by having communication and interaction needs.

## Module Learning Outcomes - at the end of this module, students will be able to

1	Demonstrate knowledge of how speech, language and communication develop within typical parameters.
2	Examine and discuss a range of needs that can arise in relation to communication and interaction, such as speech and language delay, impairments or disorders.
3	Develop confidence in identifying children who may be experiencing barriers to learning due to difficulties with communication and interaction.
4	Critique strategies to enable children who experience difficulties with communication and interaction to access learning and to develop relationships with others.

<b>Employability Skills The Wrexham Glyndŵr Graduate</b>	<b>I = included in module content A = included in module assessment N/A = not applicable</b>
<b>CORE ATTRIBUTES</b>	
Engaged	I
Creative	I
Enterprising	
Ethical	I A
<b>KEY ATTITUDES</b>	
Commitment	A
Curiosity	I A
Resilient	
Confidence	A
Adaptability	A
<b>PRACTICAL SKILLSETS</b>	
Digital fluency	
Organisation	A
Leadership and team working	
Critical thinking	A
Emotional intelligence	A
Communication	A

## Derogations

N/A

## Assessment:

### Indicative Assessment Tasks:

Participants will be required to complete two inter-related tasks of 4000 words in total.

1. Reflecting upon previous placement experiences, first-hand knowledge or observations made on visits to resource provisions as part of the module, focus upon either an individual pupil (with due regard to ethical considerations) or a specific type of communication and interaction need. Provide an overview of the communication and interaction needs(s), linking theory to practice.

2. A teaching pack designed to support the pupil or the need identified in part (1). The pack would include a lesson plan and actual resources needed to deliver the short teaching activity along with a rationale to explain the intended learning outcomes and how the teaching and learning activity would support the theoretical learner or the actual learner's specific needs. Module participants will present these teaching packs to their peers for feedback.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2	Case Study	50%
2	3, 4	Coursework	50%

## Learning and Teaching Strategies:

The module will be delivered using an interactive, reflective approach drawing upon the experiences of the participants and examination of the social context of curricular policies and decisions.

A variety of learning and teaching strategies may be used to include a selection from:

- Lectures
- Workshops
- Blended learning
- Group activities/practical tasks
- Individual and group tutorials

Each module will be supported by a Moodle module space in line with the University minimum requirements.

### Syllabus outline:

- Defining 'communication and interaction'.
- Examining the differences between 'speech', 'language' and 'communication'.
- Typical development of speech, language and communication in young children.
- How can communication and interaction go wrong?
- Focus on a range of learning difficulties affecting communication and interaction, such as speech and language delay, impairments or disorders.
- The potential impact of such learning difficulties on learning and emotional well-being.
- Current initiatives and provision for children and young people who need extra support with communication and interaction.
- Strategies to help overcome barriers to learning in communication and interaction.
- Reflection on visits to resource provision in mainstream settings where pupils with communication and interaction needs are supported.

Please note that 'inclusive practice' is a core theme running throughout all relevant modules. Therefore when delivering your module content please ensure that reference is made to 'inclusivity' within the context of your delivery.

### Indicative Bibliography:

#### Essential reading

Department for Children, Schools and Families (2008), *The Bercow Report: A review of services for children and young people (0-19) with speech, language and communication needs*. Nottingham: DCSF.

Bercow, J. (2018), *Bercow: Ten years On*. London: ICAN

#### Other indicative reading

Cheminais, R. (2015), *Special educational needs for qualified and trainee teachers*. Third edition. London: Routledge.

Daines, B. (1996), *Spotlight on SEN: Speech and language difficulties*. NASEN/AFASIC

Eleftheriades, A. (2015), *Building blocks for communication*. London: Routledge.

Farrell, M. (2012), *Educating special children*. London: David Fulton.

Hannell, G (2013), *Identifying special needs*. London: Routledge.

**Indicative Bibliography:**

Ripley, K. and Barrett, J. (2008), *Supporting Speech, Language and Communication Needs*. London: SAGE

Whitehead, M. (2004), *Supporting language and literacy development in the early years*. London: PCP.