

Demonstration Project on Early Years Speech and Language Therapy Support

Tier 1: Whole Service Approach (Support for All)	Tier 2: Service Support (Support for Some)	Tier 3: Service Support Plus (Support for a Few)
<p>Focus Areas: (a) Support for the implementation of the objectives of the Aistear Curriculum Framework to develop competent and confident learners. (b) Information on and support for communication development in young children.</p> <p><i>Parent(s)/caregiver(s) engagement will be planned for at all stages of the Tier 1 process.</i></p> <ol style="list-style-type: none"> 1. Promotion of the concept of 'Communication Friendly Early Years settings and a language rich environment for children. <i>Early Years Team and SLT.</i> 1. CPD for Early Years team on Speech, Language and Communication Needs (SLCN): <ul style="list-style-type: none"> ○ The development of Speech, Language and Communication (SLC) in the young child. ○ Information on the impact of SLCN on children's development. ○ Support for the Early Years team to promote strategies to enhance learning within Early Years settings. <i>Early Years Team and SLT.</i> 2. Support for the implementation of approaches, strategies and activities to address identified whole setting communication targets. <i>Early Years Team and SLT.</i> 3. Establishment of a flexible strategy for the participation of parent(s)/caregiver(s) in their children's development: <ul style="list-style-type: none"> ○ Development of activity programmes for parent(s)/caregiver(s) and Early Years team for implementation in the child's learning, social and home environment. 	<p>Focus Areas: <i>Intervention and Support for children, identified with Speech, Language and Communication Needs, who require additional supports to those provided at Tier 1. This will involve the provision of specific training and support for the Early Years team to enable them to develop structured interventions for these children.</i></p> <p><i>Parent(s)/caregiver(s) engagement will be planned for at all stages of the Tier 2 process.</i></p> <ol style="list-style-type: none"> 1. SLT and Early Years Team Collaborative Support: SLT and Early Years Team work together to identify and support small groups of children who require additional supports to those provided at Tier 1. 2. Development/identification of evidence informed collaborative programmes and strategies to support children's engagement with the curriculum: Professional development, support, coaching and mentoring for Early Years Team members leading targeted programmes in order to ensure appropriate implementation of programmes and interventions. 3. Inter-disciplinary collaboration to support target setting and support for children's Learning Plans, including the ongoing review of such plans: <ul style="list-style-type: none"> ○ Collaborative planning and problem solving. ○ Sharing of knowledge, skills and expertise. ○ Generalisation of communication supports (where applicable). ○ Differentiated planning tailored to children's developmental needs in small group work. 4. Maximise participation of parent(s)/caregiver(s) of targeted children to: <ul style="list-style-type: none"> ○ Implement strategies to address speech, 	<p>Focus Areas: <i>Identification, Intervention and Support for children with Significant Persistent Speech, Language and Communication Needs who require additional supports to those provided at Tier 1 and Tier 2.</i></p> <p><i>Parent(s)/caregiver(s) engagement will be planned for at all stages of the Tier 3 process.</i></p> <ol style="list-style-type: none"> 1. Identification of children's Significant Persistent Speech, Language and Communication Needs. 2. Multi-disciplinary consultation and liaison with all agencies supporting the child and family - including referral to relevant HSE services and/or SLT assessment as determined by clinical need. 3. SLT works with assigned Early Years team member to develop the speech, language and communication abilities of children with identified significant persistent needs and ensures appropriate implementation of programmes and interventions. This may include: <ul style="list-style-type: none"> ○ Collaborative target-setting with relevant Early Years team member, child, parent(s)/caregiver(s). ○ Information and support for all Early Years team members and SLTs working with the child. ○ Working directly with the assigned Early Years team member, child and family on Speech, Language and Communication skills. ○ Support for the assigned Early Years team member in developing individualised Learning Plans to support generalisation of communication skills. ○ Support for the implementation of individual SLT programmes/interventions. 4. Where children are attending other services, the

<p><i>Early Years Team, Home & SLT</i></p> <p>4. Regular review of progress and adaptations to whole setting. <i>Early Years Team, service management, SLT, parent(s)/caregiver(s) and children.</i></p> <p>5. Promotion of reflective practice by the Early Years team, SLT and OT (included in the project) to support capacity building in Early Years settings. <i>Early Years Team, SLT and OT</i></p>	<p>language and communication needs.</p> <ul style="list-style-type: none"> ○ Embed the approach into the child’s everyday environment by working with children in conjunction with parent(s)/care giver(s) and Early Years team. 	<p>Early Years Team and school SLT will support their recommendations, in agreement with parent(s)/caregiver(s) and service clinicians.</p>
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Demonstration project on Early Years Occupational Therapy Support

Tier 1: Whole Service Approach (Support for All)	Tier 2: Service Support (Support for Some)	Tier 3: Service Support Plus (Support for a Few)
<p>Focus Areas: <i>Support for the implementation of the objectives of the Aistear Curriculum Framework so that the environment, activities and interpersonal relationships enhance personally meaningful engagement by all children. This involves supporting good practice in the use of space, time, resources and people so that all children can universally engage all activities at their own pace, preference and ability level, paying attention specifically to sensory, physical and social opportunities in the environment.</i></p> <p><i>Parent(s)/caregiver(s) engagement will be planned for at all stages of the Tier 1 process.</i></p> <p>1. Environment</p> <ul style="list-style-type: none"> ○ Enhance an understanding of environmental demands (physical, sensory and social) and their possible influences for all children’s engagement. This may include an analysis of all spaces to identify potential supports and barriers for engagement in enhanced sensory, motor and social learning experiences. ○ Enhance awareness of the value of predictable, organised and consistent environments and daily routines that support all children’s access to and participation in Early Years. <i>Early Years Team and OT</i> <p>2. Motor Skills</p> <ul style="list-style-type: none"> ○ Promote the importance of motor skill development and ability, and their relationship to life skills (e.g. putting on a coat and opening a lunch box), in order to support all children’s meaningful participation within the Early Years environment. <i>Early Years Team and OT</i> 	<p>Focus Areas: <i>Children who require additional supports to those provided at Tier 1 will be supported at Tier 2 through differentiated experiences. This will be guided by collaborative consultation between the Early Years team and OT, focused observation, activity analysis and scaffolding. Interventions, strategies and supports provided by occupational therapy at Tier 2 will be targeted towards identified needs and will be Early Years team led.</i></p> <p><i>Parent(s)/caregiver(s) engagement will be planned for at all stages of the Tier 2 process.</i></p> <p>1. Motor Skills</p> <ul style="list-style-type: none"> ○ Enhance the Early Years team’s awareness, observation and activity analysis skills regarding environmental and task challenges (e.g. washing hands) related to sensorimotor development. ○ Following the child’s lead, identify meaningful experiences and opportunities within routines and activities that promote engagement and motor skills development. ○ Offer activities at a graded level of challenge, with sufficient frequency, intensity and duration so that the child experiences mastery and skill development. <p>2. Self-Regulation</p> <ul style="list-style-type: none"> ○ Enhance the Early Years team’s awareness, observation and activity analysis skills on environmental demands and task difficulty level in relation to the child’s challenges with self-regulation. ○ Following the child’s lead, identify meaningful experiences and opportunities within routines and activities that engages the child and promotes the development of self-regulation (e.g. during transitions). 	<p>Focus Areas: <i>An individualised approach will be offered at Tier 3 to children requiring additional supports and accommodations to those provided at Tiers 1 and 2. Following collaborative consultation between the Early Years team, OT, parent(s)/caregiver(s), existing services and the child (as appropriate), targeted experiences for sensorimotor, self-regulation and social development will be facilitated within the Aistear Curriculum Framework.</i></p> <p><i>Parent(s)/caregiver(s) engagement will be planned for at all stages of the Tier 3 process.</i></p> <p>1. Motor Skills Mindful of the child’s personal preferences:</p> <ul style="list-style-type: none"> ○ Identify exploratory experiences related to sensory motor development in the Early Years setting. ○ Plan individualised strategies to scaffold engagement in satisfying experiences at the pace, frequency, intensity and duration as indicated by the child. ○ Model experiences by peers and adults at an accessible level of challenge that supports the child’s engagement and learning. <p>2. Self-Regulation Mindful of the individual child’s challenges with self-regulation:</p> <ul style="list-style-type: none"> ○ Enhance awareness and activity analysis skills in the Early Years team regarding the task difficulty level in the context of the environment (especially sensory and social) and the child’s capacity to succeed. ○ Establish routines that support self-regulation. ○ Identify calming space and resources for self-regulation and facilitate their use by the individual child. ○ Structure modelled experiences of successful self-

<p>3. Self-Regulation</p> <ul style="list-style-type: none"> ○ Promote an awareness of sensory processing and its role in self-regulation. Self-regulation refers to a child’s ability to be in a ‘calm-alert state’ that is suited to the task they are doing (e.g. arts and craft, playing on a climbing frame, eating lunch) and when transitioning between activities and environments. <i>Early Years Team and OT.</i> <p>4. Social Engagement</p> <ul style="list-style-type: none"> ○ Promote an understanding of the impact and application of social skills on learning and meaningful participation within the Early Years environment. <i>Early Years Team and OT.</i> <p>5. Promote the reflective practice of the Early Years team, OT and SLT (included in project) to support capacity building in Early Years settings. <i>Early Years Team, OT and SLT</i></p>	<p>3. Social Engagement</p> <ul style="list-style-type: none"> ○ Enhance the Early Years team’s awareness, observation and activity analysis skills on environmental demands and task difficulty level related to the child’s challenges with social interactions (e.g. turn taking). ○ Following the child’s lead, identify meaningful experiences and opportunities within routines and activities that promote engagement. ○ Offer activities at a graded level of challenge, with sufficient frequency, intensity and duration so that the child experiences success in social engagement. <p>4. Promotion of parental participation of targeted children to implement strategies to address self-regulation, social engagement and motor skills needs in every aspect of the child’s life.</p>	<p>regulation at a graded level of challenge, so that with sufficient frequency, intensity and duration the child experiences a ‘calm-alert state’.</p> <p>3. Social Engagement</p> <ul style="list-style-type: none"> ○ Identify meaningful social experiences and opportunities within routines and activities that engage the child. ○ Structure modelled experiences by peers and adults at an accessible level of challenge that supports the child’s social engagement and learning. ○ Increase the graded level of challenge from simple to more complex so that with sufficient frequency, intensity and duration, the child experiences success in social engagement. <p>4. OT works with assigned EY team member to ensure meaningful participation of children with significant persistent needs. This may include:</p> <ul style="list-style-type: none"> ○ Collaborative identification of needs and challenges which are preventing meaningful participation of the child within the Early Years environment. ○ Collaborative target-setting with Early Years team member, child and parent/caregiver. ○ Providing information and support for all Early Years team members and clinicians working with the child. ○ Working directly with the assigned Early Years team member on functional skills development, e.g. self-regulation, social skills, motor skills, self-care. ○ Support for the assigned Early Years team member developing an Individualised Learning Plan to support generalisation of skills. ○ Ongoing review of supports to ensure the child’s meaningful participation in the Early Years setting.
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