

# Children and Young People's Mental Health Learning Journey - Module Summary

## **Module 1: Introduction**

Find out what this learning journey will cover, how to use it, and how it was written and created.

## **Module 2: What are SLCN and SEMH?**

Find out what speech, language and communication needs are, what social, emotional and mental health needs are, and how to recognise them.

## **Module 3: Risk and Resilience**

Investigate the benefits of good communication skills on resilience, and the impact of communication difficulties on mental health and skill development.

## **Module 4: What if Young People have SLCN and SEMH?**

Explore why language skills are necessary for good mental health, and how SLCN can bring additional risks and problems for mental health.

## **Module 5: Universal Strategies for SLCN**

Find out what universal strategies are and how to use them to support children and young people.

## **Module 6: What Speech and Language Therapy (SLT) can contribute**

The role of the speech and language therapist, the settings they work in and sort of work SLTs do, evidence based interventions and the benefits of SLT

## **Module 7: Collaboration**

What is collaboration? Why and how to collaborate? Why doesn't collaboration always work?

## **Module 8: Identification and Assessment of SLCN**

Why assess a child or young person's speech language and communication skills? Who should we assess? Types of assessment used by SLTs, and problems with assessment. Things to notice (indicators of SLCN), including the views of CYP.

## **Module 9: Becoming a Communication Accessible setting**

Adopting the Communication Access Standards, meeting the 5 Good Communication Standards

## **Module 10: Asking the right questions**

Why questions can be problematic for children and young people (CYP) with Speech Language and Communication Needs (SLCN). How to make answering questions comfortable and how to ask questions that a CYP with SLCN can understand and answer.

## **Module 11: Communication in de escalation and debriefing**

What do stress and conflict do to the brain and communication skills? How can we communicate to help someone feel safe and to calm down? How to help a CYP develop the language skills to cope in stressful situations.

## **Module 12: SLCN, SEMH and risk assessment**

Revision of the general risks of Speech Language and Communication Needs (SLCN). Thinking about specific risks for CYP with SLCN in relation to behaviour that challenges, and how to design a risk assessment including SLCN.

## **Module 13: Developing a service for SLCN & SEMH**

A model of interventions in services. What speech and language therapy can contribute. Including the views of CYP in planning support and ways to help CYP engage with support.

## **Module 14: What's the story? The importance of narratives for mental health**

Why is storytelling important? What skills are needed to tell a story? The impact of Speech Language and Communication Needs (SLCN) on stories/narratives, and how we can help children and young people (CYP) develop narrative skills?

## **Module 15: Making interventions accessible**

Why do we need to make interventions accessible? How does language make things inaccessible or accessible? Some solutions and examples.