

Social Communication Intervention Programme

Catherine Adams



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SCIP Training



Introductory
training

Advanced
practitioner
training

Manual
fidelity
training

What is SCIP Intervention?

SCIP Intervention is a speech and language therapy method and resource for elementary school-age children with language, pragmatic and social communication needs

www.napierhillpress.co.uk

theoretical
framework of
intervention

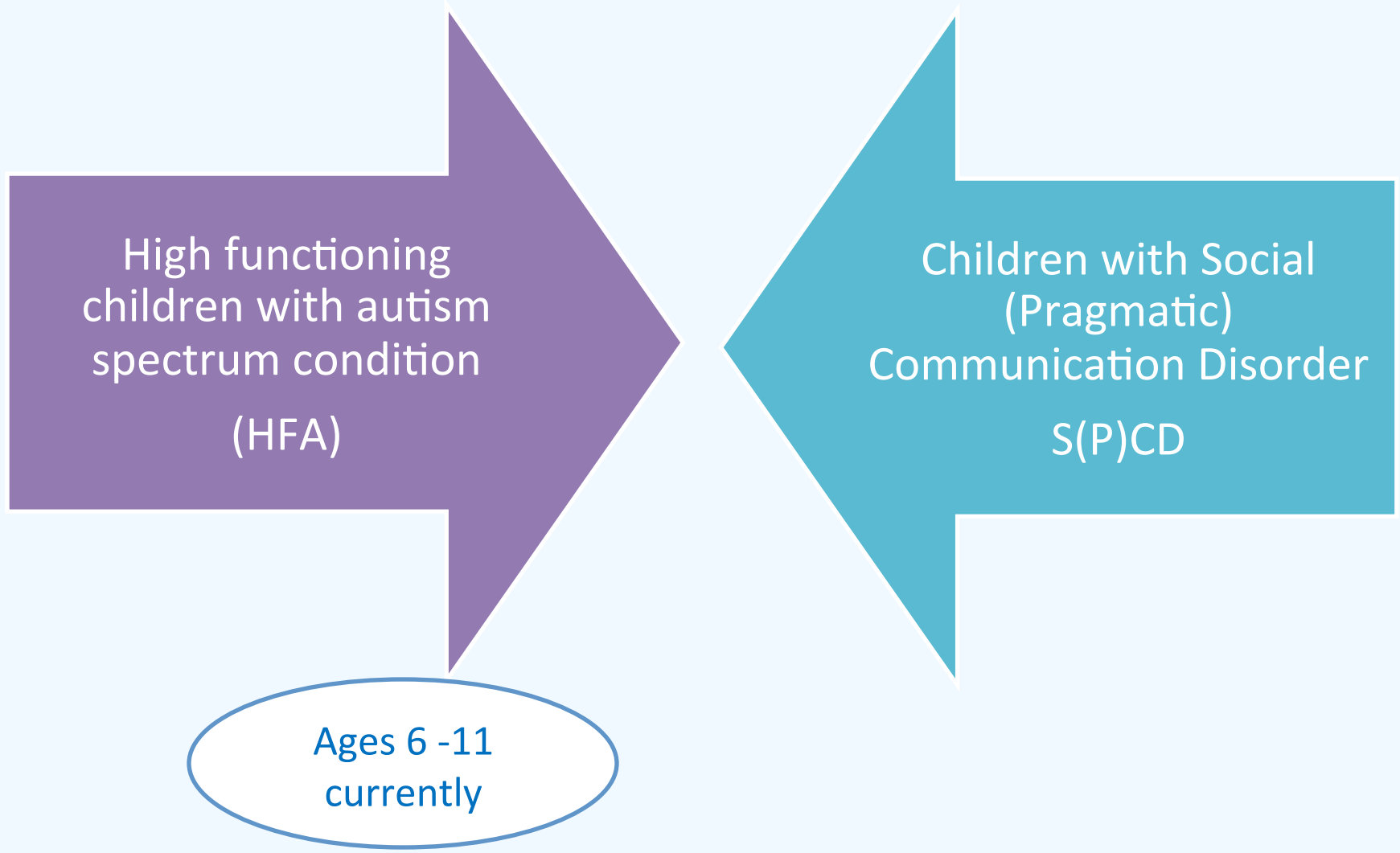
assessment
procedure

method of mapping
out an
individualised
intervention route

intervention
objectives

a set of detailed
therapy activities

Who is SCIP for?



Main pragmatic and language impairment

features observed in S(P)CD

From Adams C (2013) Pragmatic language impairment
in F. Volkmar (Ed.) Encyclopedia of

+ Mild social
interaction
difficulties

Pragmatics

Responsivity

Initiations

Turn-taking

Verbosity

Topic

Presupposition

Reference

Language impairment

Non-literal language

Inference

Word meaning

Narrative

Who can deliver SCIP Intervention?

SCIP Intervention is a
**specialist communication
intervention**

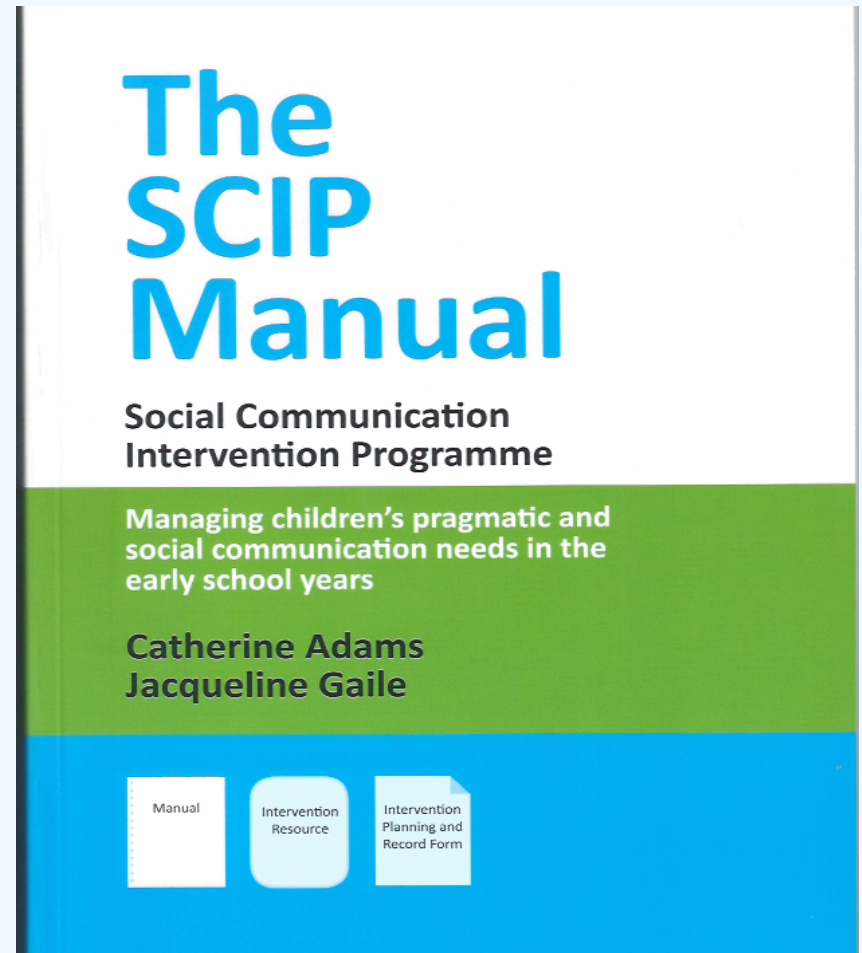
Speech-language practitioners
who have substantial
experience in working with
children with persistent
pragmatic, language and social
communication difficulties

Some parts of the intervention
may be delivered by
supervised speech-language
therapy assistants

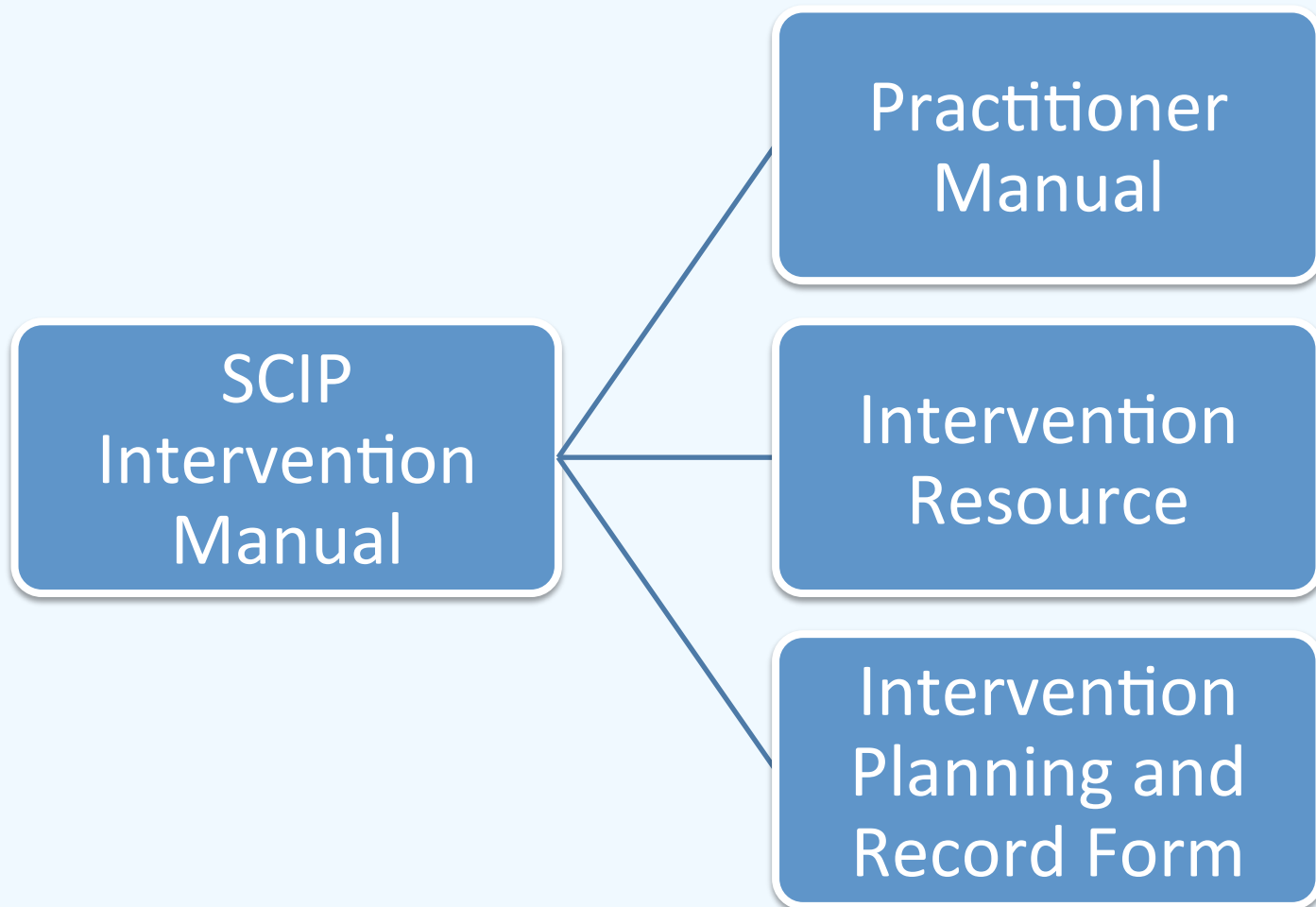
SCIP Intervention can be
delivered by teachers who
have specialist knowledge of
language and communication
disorders and have SCIP
training

The SCIP Manual

- Rationale and theoretical background
- Assessment to intervention planning procedure
- Three phases of intervention
- Over 150 SCIP therapy activities
- Procedure for developing personalised activities with a focus on generalisation
- SCIP intervention planning and record form
- www.napierhillpress.co.uk

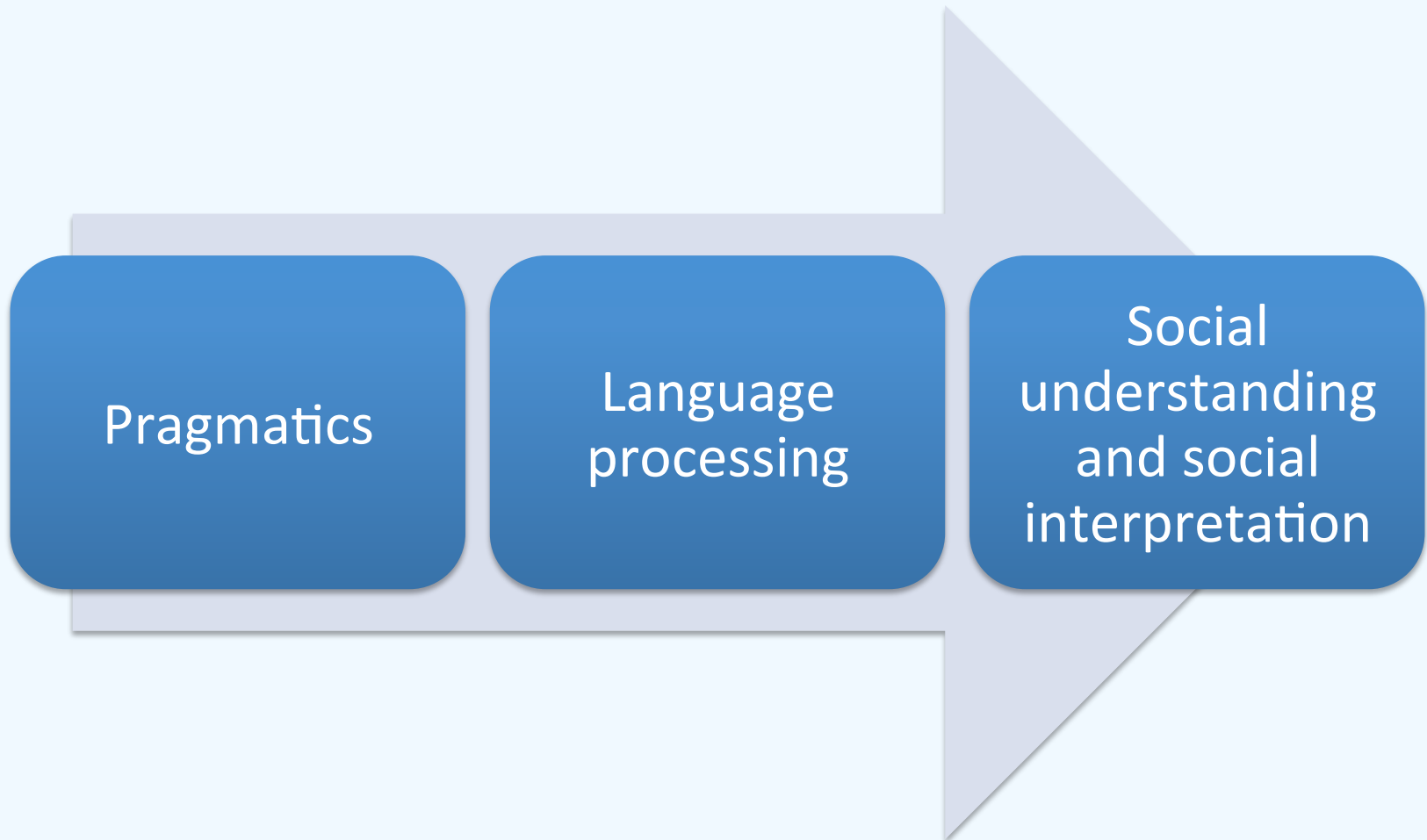


What is in the SCIP Manual?

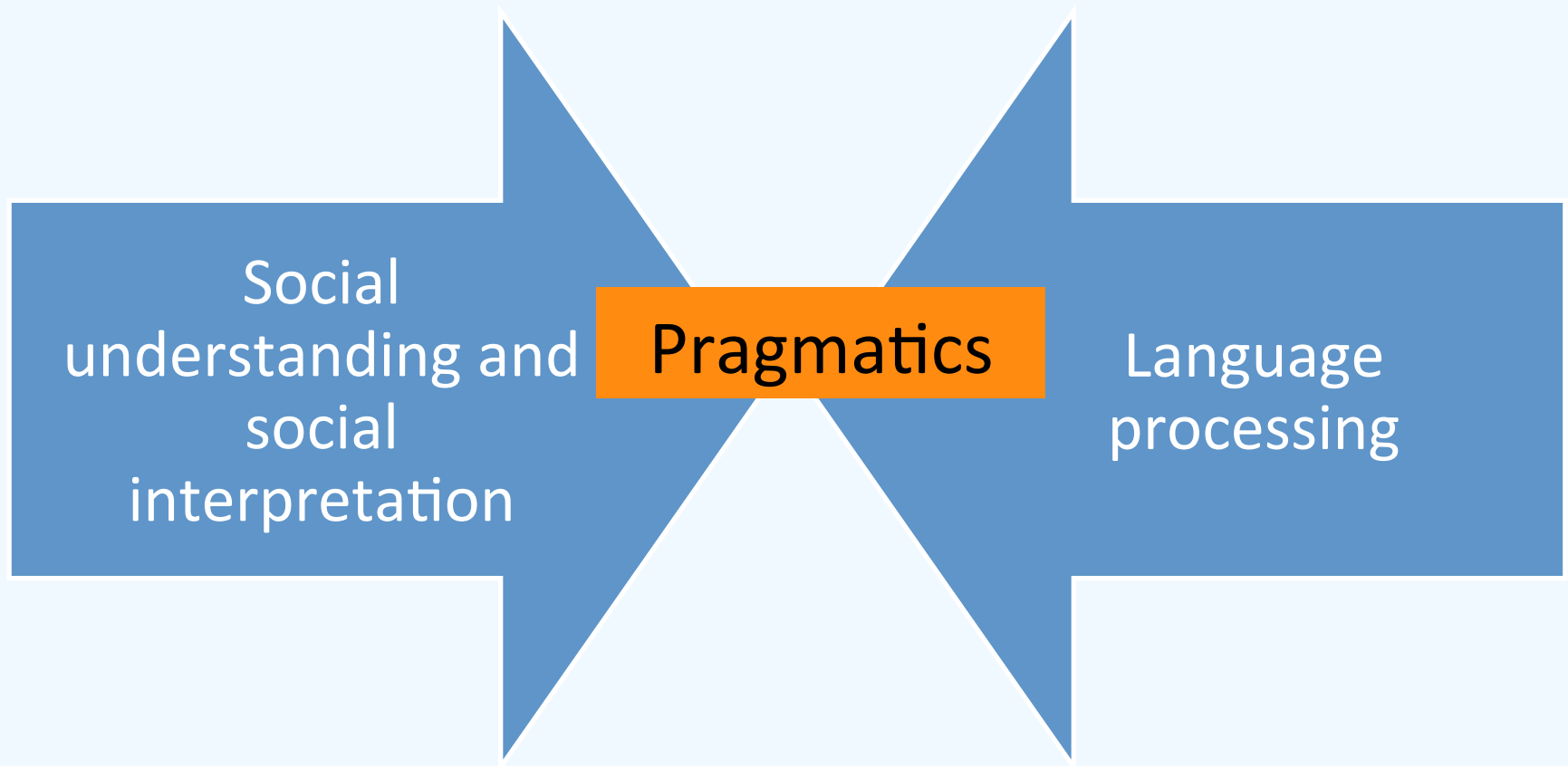


Underlying model of social communication development

Adams & Gaile 2015



Emergentist model of pragmatics



SCIP core principles 1: management and context of intervention

Compensation and
adaptation not
normalisation

Work closely with
and training carers
and education staff

Set up an inclusive
context for SCIP
Intervention

Mixed individual
and buddy work

Knowledge and
skills required to
deliver SCIP
Intervention

SCIP core principles 2: planning, generalisation and integration

Unpack the child's
communication needs
at the start

Use dynamic and
adaptive intervention
planning

Individualise and
personalise
intervention

Integrate social,
pragmatic and language
constituents of therapy

Incorporate
metacognitive and
metapragmatic
strategies and self-
monitoring

SCIP Introductory training

Overview of
SCIP
procedure

Step by step
guide to
Phases

Assessment to
intervention
Mapping

Examples of
therapy

Case example

Audience
activities

**Assessment
Process**
(2-3 hours)

- Standardised formal tests
- Non-standard observation
- Carer and teacher checklists

Intervention Mapping
(1-2 hours)

- Identification of core skills Phase 1 needs
- Identification of Phase 2 needs: SUSI, PRAG, LP

**Phase 1
Intervention**
(4-6 hours)

- Direct Phase 1 intervention (core skills)
- Phase 2 individualised planning

**Phase 2
Intervention**
(11-14 hours)

- Direct Phase 2 intervention (main intervention phase)
- Carer / teacher training
- Phase 3 planning

**Phase 3
Intervention**
(11-14 hours)

- Personalisation and generalisation of therapy
- Carer / teacher further liaison and training
- Agree: monitoring schedule and further SCIP intervention

Finish SCIP Intervention

**Assessment
Process**
(2-3 hours)

Intervention Mapping
(1-2 hours)

**Phase 1
Intervention**
(4-6 hours)

**Phase 2
Intervention**
(11-14 hours)

**Phase 3
Intervention**
(11-14 hours)

SCIP Intervention completed

Assessment (2-3 hours)

- Standardised assessments
- Non-standardised formal and observational measures

Functional measures:

- Carer checklist
- Teacher checklist

- Extract gaps in knowledge, performance and impressions of functioning
- Extract concerns with peer relationships, play and social situations and priorities for intervention
- Evaluate the problematic situation to extract key skills required to meet 'desirable outcomes'

ASSESSMENT SUMMARY

- Write a summary of strengths / needs
- Begin to identify priority areas for intervention

Children with social
communication needs have
complex problems

Structural language problems may
be overlooked (as they are less
obvious)

Why do we need a
comprehensive assessment?

Need to personalise intervention
Which components are most relevant for
this child's individual therapy plan?



Vocabulary...

expressive
receptive

CELF 4

Comprehension of spoken language...

sentence

CELF 4

TROG 2

above sentence / discourse
(e.g. narrative)

EERNIE

What aspects of language
and communication should be assessed?

Expressions of spoken language...

sentence grammar

CELF 4

above sentence / discourse (e.g.
narrative)

EERNIE

Pragmatic abilities...
in formal and informal settings

CCC-2

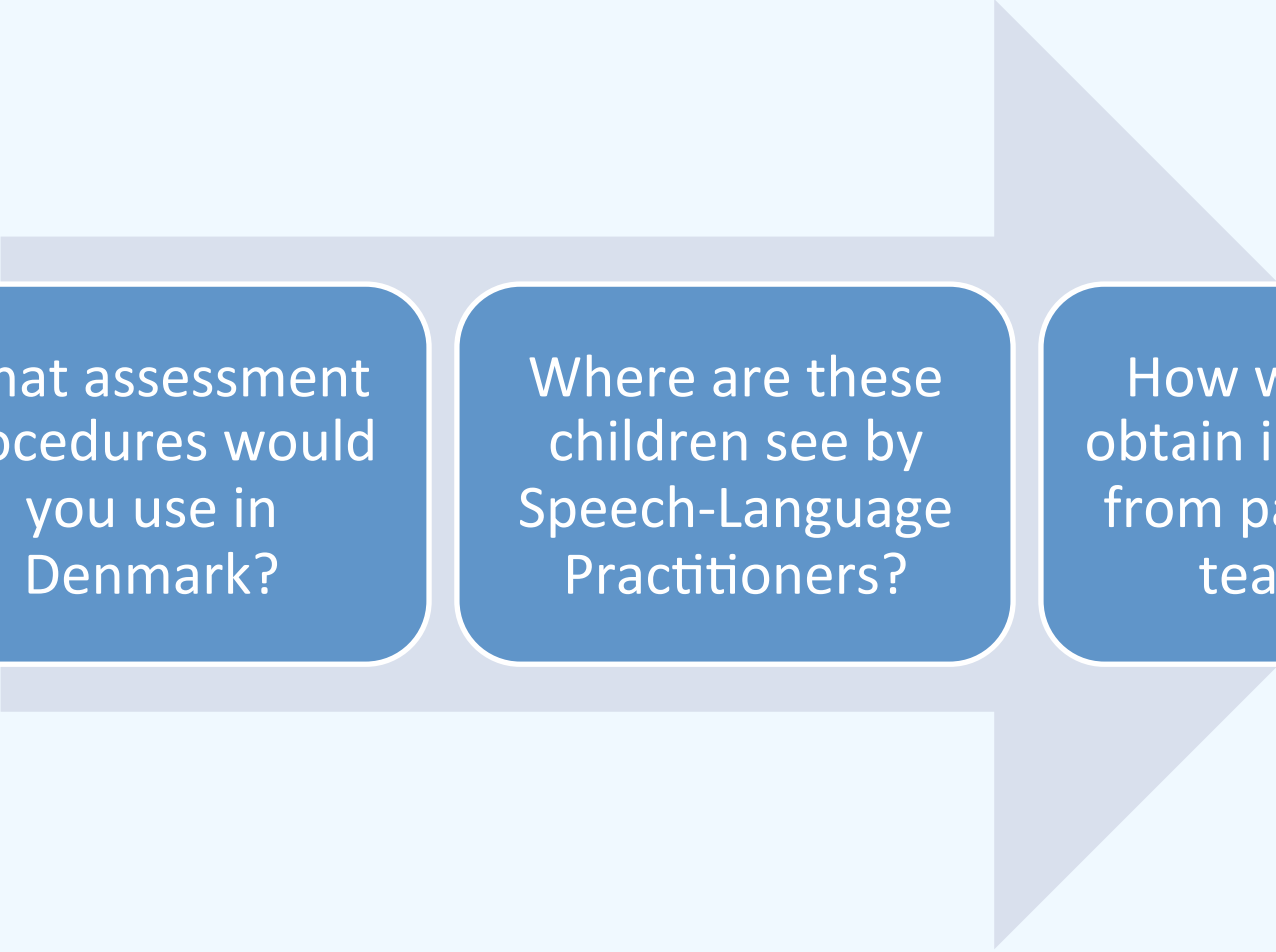
TOPICC

What aspects of language
and communication should be assessed?

Report of social communication abilities...
from carer
from teaching staff

Checklists

Activity 1



What assessment procedures would you use in Denmark?

Where are these children seen by Speech-Language Practitioners?

How would you obtain information from parents and teachers?

**Assessment
Process**
(2-3 hours)

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**Assessment
Process
(2-3 hours)**

**Intervention Mapping
(1-2 hours)**

**Phase 1
Intervention
(4-6 hours)**

**Phase 2
Intervention
(11-14 hours)**

**Phase 3
Intervention
(11-14 hours)**

SCIP Intervention completed

Assessment to Intervention Mapping

Phase 1 Intervention

CM	Comprehension Monitoring
USC	Introduction to Understanding Social Context
MPA	Basic Metapragmatic Awareness
BN	Basic Narrative
EM	Introduction to Emotions in Context
FR	Introduction to Friendship

Individualised intervention objectives for Phase 2

Phase 1 Intervention Core Skills

Phase 1 Section

CM Comprehension monitoring

USC Introduction to understanding social context

MPA Basic megapragmatic awareness

BN Basic narrative

EM Introduction to emotions in context

FR Introduction to friendship

Purpose

- Ensures the ability to monitor own understanding and to be able to ask for clarification.
- Establishes simple requests for repetition.

Phase 1 Intervention Core Skills

Phase 1 Section

CM Comprehension monitoring

USC Introduction to understanding social context

MPA Basic megapragmatic awareness

BN Basic narrative

EM Introduction to emotions in context

FR Introduction to friendship

Purpose

- Establishes the child's understanding of the conventions / expectations for a range of social situations.
- Understanding contexts will inform planning for Phase 2.

Phase 1 Intervention Core Skills

Phase 1 Section

CM Comprehension monitoring

USC Introduction to understanding social context

MPA Basic megapragmatic awareness

BN Basic narrative

EM Introduction to emotions in context

FR Introduction to friendship

Purpose

- Makes explicit reference to / practises conversation-enhancing behaviours.
- Develops a framework for discussion of personal social communication needs.
- Develops awareness for active listener profile

Phase 1 Intervention Core Skills

Phase 1 Section

CM Comprehension monitoring

USC Introduction to understanding social context

MPA Basic megapragmatic awareness

BN Basic narrative

EM Introduction to emotions in context

FR Introduction to friendship

Purpose

- Develops ability to sequence a story and retell a narrative.
- Underpins the child's ability to reflect on his own experiences.
- Introduces the child to the idea of predicting outcomes and understanding consequences.

Phase 1 Intervention Core Skills

Phase 1 Section

CM Comprehension monitoring

USC Introduction to understanding social context

MPA Basic megapragmatic awareness

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EM Introduction to emotions in context

FR Introduction to friendship

Purpose

- Discusses emotions in social situation.
- Underpins future work on understanding emotions.
- Identifies personal social issues and gaps in emotional understanding for Phase 2 therapy.

Phase 1 Intervention Core Skills

Phase 1 Section

CM Comprehension monitoring

USC Introduction to understanding social context

MPA Basic megapragmatic awareness

BN Basic narrative

EM Introduction to emotions in context

FR Introduction to friendship

Purpose

- Explores the child's current level of understanding of the basic foundations of friendships.
- Introduces the idea of shared interests in developing friendships.

PHASE 1

- All children should do all or most of Phase 1
 - 24 objectives in total
 - Time: 4-6 hours
 - Helps the child develop basic / simple level
 - self monitoring
 - self-correction
- } via concrete and easily demonstrable tasks

PHASE 1 CORE SKILLS PROGRESS AND TIME

Core skills objectives: 4-6 hours of direct intervention

The longer it takes, the more extensive the core difficulties

Response to therapy may be slower to emerge

Sample Phase I Therapy Activity

CM 4

COMPREHENSION MONITORING

Activity 3: Revising and recording strategies to signal non-comprehension

PURPOSE AND TARGET The child will create a visual reminder of strategies learned to ask for clarification

PROCEDURE Divide the sheet of card into two columns. Draw a green traffic light on the left and write 'I know' and underneath write / draw 'keep listening', 'keep working'. On the right, draw a red traffic light and write 'I don't know'.

Phase 1 Understanding Emotions in Context

Activity 3: Emotions Thermometer

Purpose: To create a visual representation of feelings and how they change using the child's own words, choice of colours and images to represent each feeling

Materials

Blank thermometer on A4 paper

Symbols, photos or words to represent emotions

Procedure

Following from EM 2 discuss that the task is to create a thermometer of feelings to show that feelings can change

Explain that the position and colour of each emotion on the thermometer has meaning e.g. red for angry, blue for sad, yellow for happy, orange for worried, afraid for green and purple for surprised

Use colours that are meaningful for the child

Encourage logical positioning of feelings on the scale, i.e., worried below scared e.g. happy at the bottom of the thermometer and angry at the top

Encourage child to illustrate the thermometer and add remaining emotions as symbols or words as appropriate for the child

Discuss events that may lead to these feelings in general terms and using the information on the child's feelings from Target 2 or from parent report

Input Guidance

Observe the child's responses and if he is unsuccessful or is finding the task too easy react in one of the following ways:

Ways to make the activity easier:

Ways to increase complexity:

N/A

Continue to build on this resource throughout Phase 2 activities

Phase 1 Record

Jake 7;2

Session number and date
Planned Content

Outcome and future action

Session 1

CM 1, CM 2

BN 2, BN 3

Check MP ability with

MP 2 activity as probe

Start Home School Book

CM 1: After modelling could say 'I don't know' and identify who 'did know'. Role reversal highlighted understanding. Prompting needed to think about ways of finding out.

CM2: Could give good clues in role-reversal.

BN 2: Didn't know what 'first' meant. Couldn't sequence without help. BN 3: lacked vocabulary and missed detail.

MPA 2: probe indicates start at MPA 3

Indications for future sessions/other observations from session

Follow up CM with activities in classroom suggested by LSA; work on how to ask for clues in CM. Repeat BN work. Keep sequences simple until narrative vocabulary established (first, next, last).

Session 2

BN 3 (repeat)

CM 2 (repeat with sabotage) + CM 3

MPA 3

Joint session with carer /support assistant to identify joint goals for USC therapy and link these to home support

BN 3: has worked on BN vocabulary so moved on to before and after. Still needed help with longer sequences (3 step photos).

CM 2 with sabotage - did very well and moved on to CM 3: more comfortable with guessing and asked for clues. Gave clue in role reversal. Said clues were the best way.

MPA 3: established listening poster for classroom and was able to point out successful ways of listening. Developed some vocabulary around listener/speaker roles.

Assessment to Intervention Mapping

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Finish SCIP Intervention

SUSI

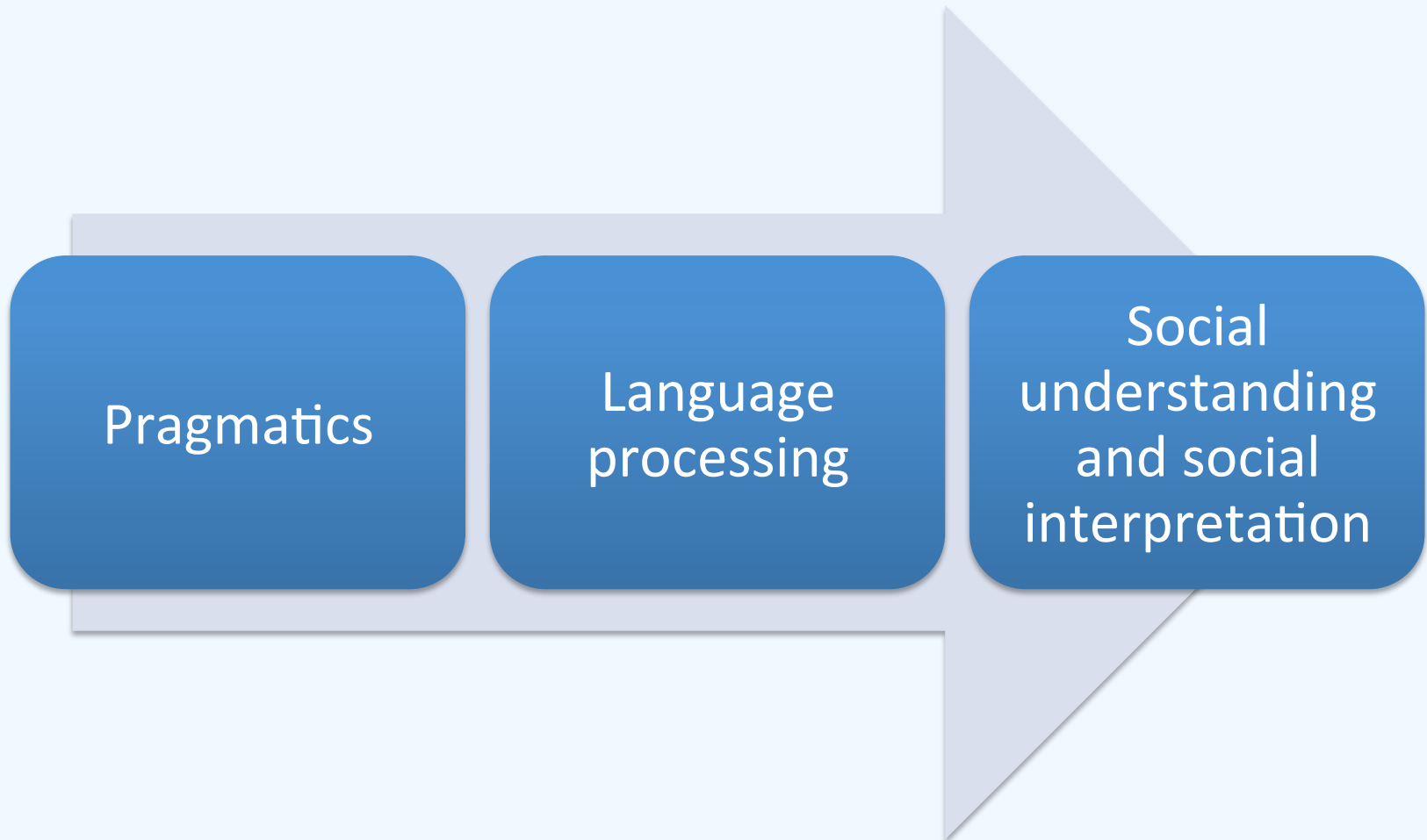
LP

PHASE 2 Intervention Components

PRAG

Underlying model of social communication development

Adams & Gaile 2015



Phase 2 Intervention Content Table

SUSI 1 Understanding social context cues in interactions		PRAG 1 Conversation and metapragmatic skills		LP 1 Vocabulary and Word Knowledge	
SUSI 2 Understanding emotion cues in interactions		PRAG 2 Understanding information requirements		LP 2 Improving Narrative Construction	
SUSI 3 Understanding and practising flexibility		PRAG 3 Improving turn-taking skills		LP 3 Non-literal language	
SUSI 4 Understanding thoughts and intentions of others		PRAG 4 Understanding and managing topic in conversation		LP 4 Discourse Comprehension	
SUSI 5 Understanding friendship		PRAG 5 Understanding and improving discourse style		LP 5 Enhanced Comprehension Monitoring	

Understanding and managing topic in conversation

PRAG 4

PRAG 4.1 Understanding topic in conversation

Therapy Activity	Title of therapy activity
PRAG 4.1.1	Identifying topic in narratives
PRAG 4.1.2	Identifying favourite topics
PRAG 4.1.3	Understanding flexible topics
Other therapy actions PRAG 4.1	Check Personal Information Record for child's obsessive and repetitive topics

PRAG 4.2 Understanding topic change conventions

Therapy Activity	Title of activity
PRAG 4.2.1	Signalling a topic change
PRAG 4.2.2	Identify and repair topic change errors

PRAG 4.3 Consolidating topic skills

Therapy Activity	Title of activity
PRAG 4.3.1	Understanding repetitive and irrelevant topics
PRAG 4.3.2	Identify and repair topic errors (personalised)
Other therapy actions PRAG 4.3	Check Personal Information Record for child's obsessive and repetitive topics

What does therapy activity PRAG 4.1.2 look like?		PRAG 4.1.2
Phase 2 PRAG 4.1 Understanding topic in conversation		
Activity 2: Identifying favourite topics		
<u>Purpose:</u> To introduce the metapragmatic notion of a favourite topic as something people like to talk about a lot		
<u>Materials</u> Occupations cards (Winslow Press) include a footballer and computer person Topic cards matched to each person's occupation A drawing of yourself and the child and blank cards for personal favourite topics Ideas for the child's favourite topics from the Personal Information Record		
<u>Procedure</u> Explain that some people have things that they like to talk about a lot. This is their favourite topic. This game is to sort out who likes to talk about each of the topics. Say, 'We're going to listen to a short story and see if we can sort out who would like to talk about this topic.' Set out some occupation cards and read the first story. Help the child to match the topic card to the appropriate person. Repeat with all occupations and support the child to use the words favourite topic when telling you matches to the story. Talk about why they like talking about this topic. Now set out the favourite topic cards and the occupations cards face down on the desk and play a matching pairs game. As each pair is matched repeat, 'that's right, that is his favourite topic'. As a mismatched pair is turned, say, '.....' topics that are not favourites for different lay another pairs game. Repeat the phrases to reiterate interest andideas of interest and boredom with other people's favourite topics. Write a definition of a favourite topic as 'something we talk about a lot'. List the child's favourite topics. Add the idea that 'other people might not like it' in the Home-School Book.		
<u>Input Guidance</u>		
Observe the child's responses and if he is unsuccessful or is finding the task too easy react in one of the following ways:		
Ways to make the activity easier:		Ways to increase complexity:
		Deliberately get some wrong and ask the child to

- SCIP has established route to Phase 2 intervention

assessment  intervention goals

- Individualised plan of intervention
- Intervention activities
all specified in the manual

SUSI

LP

Social understanding and social interpretation

SUSI 1: Understanding social context cues in interactions

SUSI 2: Understanding emotion cues in interactions

SUSI 3: Understanding and practising flexibility

SUSI 4: Understanding thoughts and intentions of others

SUSI 5: Understanding friendship

- Teacher comments: Inappropriate comments in social situations; Using language in wrong context
- Carer observations: sometimes seems as if he doesn't know what to say or ask for
- Practitioner observations in playground or school demonstrate lack of awareness of social cues

PRAG

SUSI

LP

Social understanding and social interpretation

SUSI 1: Understanding social context cues in interactions

SUSI 2: Understanding emotion cues in interactions

SUSI 3: Understanding and practising flexibility

SUSI 4: Understanding thoughts and intentions of others

SUSI 5: Understanding friendship

- Carer observations from CCC-2: Looks blank in a situation where most children would show a clear facial expression; Fails to recognise when others are upset or angry
- Limited emotion vocabulary use in Phase 1

PRAG

SUSI

LP

Social understanding and social interpretation

SUSI 1: Understanding social context cues in interactions

SUSI 2: Understanding emotion cues in interactions

SUSI 3: Understanding and practising flexibility

SUSI 4: Understanding thoughts and intentions of others

SUSI 5: Understanding friendship

- Carer report: I have to do the same things in the same order or he gets very upset
- CCC-2: Chooses the same favourite activity
- Teacher report: he sometimes won't start work until everyone is sitting down; He sometimes tells the other children what to do and it has to be just right or he shouts at them

PRAG

SUSI

LP

Social understanding and social interpretation

SUSI 1: Understanding social context cues in interactions

SUSI 2: Understanding emotion cues in interactions

SUSI 3: Understanding and practising flexibility

SUSI 4: Understanding thoughts and intentions of others

SUSI 5: Understanding friendship

- Carer report: Sometimes he says very embarrassing things to people
- CCC-2: Misses the point of jokes or puns; Hurts or upsets others without meaning to
- Teacher report: he doesn't understand tricks or jokes with peers

PRAG

SUSI

LP

Social understanding and social interpretation

SUSI 1: Understanding social context cues in interactions

SUSI 2: Understanding emotion cues in interactions

SUSI 3: Understanding and practising flexibility

SUSI 4: Understanding thoughts and intentions of others

SUSI 5: Understanding friendship

- Carer / Teacher report: Poor social interaction with his peer group
- CCC-2: appears anxious in the company of other children; is left out of joint activities; Unusual interests
- Playground observations of limited interactions with peers in social time

PRAG

Assessment to Intervention Mapping

SUSI

LP

Pragmatics

PRAG 1: Conversation and metapragmatic skills

PRAG 2: Understanding information requirements

PRAG 3: Improving turn-taking skills

PRAG 4: Understanding and managing topic in conversation

PRAG 5: Understanding and improving discourse style

- Conversational flow is problematic with frequent clashes or misinterpretations
- Shows lack of reciprocity in conversation
- Ignores speaker and / or does not look at person he is speaking to
- CCC-2: Ignores conversation overtures from others

PRAG

Assessment to Intervention Mapping

SUSI

LP

Pragmatics

PRAG 1: Conversation and metapragmatic skills

PRAG 2: Understanding information requirements

PRAG 3: Improving turn-taking skills

PRAG 4: Understanding and managing topic in conversation

PRAG 5: Understanding and improving discourse style

- Includes excess information
- Referents are sometimes unclear
- Talk is over-precise
- Talks about things either not established or already known

PRAG

Assessment to Intervention Mapping

SUSI

LP

Pragmatics

PRAG 1: Conversation and metapragmatic skills

PRAG 2: Understanding information requirements

PRAG 3: Improving turn-taking skills

PRAG 4: Understanding and managing topic in conversation

PRAG 5: Understanding and improving discourse style

- Lack of reciprocity in conversation
- Frequent clashes during conversation
- Does not take up his turn in conversation
- Difficult to interrupt the child's flow of talk in conversation

PRAG

Assessment to Intervention Mapping

SUSI

LP

Pragmatics

PRAG 1: Conversation and metapragmatic skills

PRAG 2: Understanding information requirements

PRAG 3: Improving turn-taking skills

PRAG 4: Understanding and managing topic in conversation

PRAG 5: Understanding and improving discourse style

- Frequently changes topic in conversation
- Does not signal topic change
- Dominates conversation
- CCC-2: talks repetitively about things no-one is interested in
- Talks about lists of things he has memorised; Moves the conversation to a favourite topic even though other don't seem interested

PRAG

Assessment to Intervention Mapping

SUSI

LP

Pragmatics

PRAG 1: Conversation and metapragmatic skills

PRAG 2: Understanding information requirements

PRAG 3: Improving turn-taking skills

PRAG 4: Understanding and managing topic in conversation

PRAG 5: Understanding and improving discourse style

- Can appear overly familiar in conversation
- Talks to unfamiliar people too readily
- Cannot change style to match different types of interactions
- CCC-2: Stands too close to people when talking to them

PRAG

SUSI

LP

Language Processing

LP1 Vocabulary and word knowledge

LP2 Improving narrative construction

LP3 Non-literal language

LP4 Discourse comprehension

LP5 Enhanced comprehension monitoring

- Naming / receptive vocabulary test scores in the impaired range
- Carer / teacher report: He gets frustrated because he cannot find the right words to say
- Teacher report: He mixes up words I know he knows, like saying lion for leopard
- Narrative or conversation interrupted by word searching or unusual word choices

PRAG

Assessment to Intervention Mapping

SUSI

LP

Language Processing

LP1 Vocabulary and word knowledge

LP2 Improving narrative construction

LP3 Non-literal language

LP4 Discourse comprehension

LP5 Enhanced comprehension monitoring

- Narrative test scores in the impairment range: ERRNI Recall; ACE Narrative subset
- Carer priorities: I can't tell what he means when he tells me something
- CCC-2: Gets the sequence of events muddled up; hard to make sense of what he's saying

PRAG

Assessment to Intervention Mapping

SUSI

LP

Language Processing

LP1 Vocabulary and word knowledge

LP2 Improving narrative construction

LP3 Non-literal language

LP4 Discourse comprehension

LP5 Enhanced comprehension monitoring

- Limited understanding of similes, metaphors and idioms
- Poor inferential comprehension
- Carer / teacher report: He misses the point of what is being said; He can't understand sayings like 'pull your socks up'

PRAG

Assessment to Intervention Mapping

SUSI

LP

Language Processing

LP1 Vocabulary and word knowledge

LP2 Improving narrative construction

LP3 Non-literal language

LP4 Discourse comprehension

LP5 Enhanced comprehension monitoring

- Impairment on formal testing of comprehension of complex sentences, text or conversation
- Child cannot follow thread of conversation in TOPICC or similar conversation sampling task

PRAG

Assessment to Intervention Mapping

SUSI

LP

Language Processing

LP1 Vocabulary and word knowledge

LP2 Improving narrative constructi

LP3 Non-literal language

LP4 Discourse comprehension

LP5 Enhanced comprehension monitoring

Practitioner observations from Phase 1 Comprehension monitoring therapy indicates need for further work

PRAG

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Phase 2 Intervention Content Table

END of ASSESSMENT TO INTERVENTION MAPPING

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SCIP Prioritisation guidelines:

Clinical judgement

- ❖ promote the most immediate change
- ❖ have maximum impact on the child's well-being
- ❖ best address language comprehension difficulties
- ❖ carers and teachers priorities for their children
- ❖ capitalise on the child's insight or readiness to change

Phase 2 Intervention Content Table

Prioritized Phase 2 content

SUSI 1 Understanding social context cues in interactions		PRAG 1 Conversation and metapragmatic skills		LP 1 Vocabulary and Word Knowledge	
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SUMMARY - Assessment to Intervention Mapping

- Principles and prioritisation guidelines for intervention planning
- CELF
- CCC-2
- TOPICC
- SLDT
- ACE Naming & Non-literal

Completed a SCIP Form

- SCIP PHASE 2 PLANNER for LP, PRAG and SUSI
- SCIP PHASE 2 PLANNING SUMMARY AND PRIORITIES
- Identify priority areas for intervention ready for discussion with carers and teachers

Activity 2: Assessing pragmatics and mapping to intervention

Targeted Observation of Pragmatics in Children's Conversation

TOPICC



Development of TOPICC

Take aspects shown to be important in previous studies

Each aspect coded in real time from video by trained observer and reliability coder

- **Reciprocity**
- **Listener Knowledge**
- **Verbosity**
- **Topic Management**
- **Discourse style**
- **Response Problems**

Rating scale:

3 = marked evidence of that behaviour across conversation; makes a marked impact on the interaction

2 = makes a moderate but still significant impact on the interaction

1 = is noticeable occasionally but makes only a slight impact on the interaction

0 = is never observed and the behaviour is typical of mature interaction style

Targeted Observation of Pragmatics in Children's Conversation (TOPICC) Observation Scale

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Reciprocity/Turn-taking					Guidance notes
Difficulties responding to questions	0	1	2	3	Child shows no or tangential response to adult initiation or response that does not reflect the speaker's intention or ignores speaker altogether; repeats question
Interrupts speaker frequently, or frequent pauses	0	1	2	3	Child misses cues to take turns either by interrupting or pausing excessively between turns
Reticence	0	1	2	3	Child is hesitant to contribute to conversation/respond. Conversation is hard work
Taking account of listener knowledge					
Giving too much detail and information	0	1	2	3	Child provides unexpected and excessive amount of detail in responses and/or provides unsolicited information
Giving too little information	0	1	2	3	Child provides under-elaborated accounts of events. References are unclear.
Verbosity					
Child dominates conversation	0	1	2	3	Child dominates the conversation by frequent initiation or lengthy responses
Child uses too many questions	0	1	2	3	Child repeatedly questions the interlocutor
Topic Management					
Obsessional Topics	0	1	2	3	Child changes topic to a favoured subject, lists facts or is over elaborate on given topic
Difficulties with topic maintenance	0	1	2	3	Child returns to previous topic unexpectedly or directs talk to irrelevant or tangential topics without warning, difficulty relinquishing topic
Stereotyped or unusual language	0	1	2	3	Child uses unexpected stereotyped words and phrases e.g. from film/tv or phrases used by adults
Discourse Style					
Proximity	0	1	2	3	Child stands or leans in unusually close or unusually far compared to interlocutor
Overly formal or overly friendly	0	1	2	3	Child appears stiff or distant or unusually over-familiar for this context
Non verbal behaviours	0	1	2	3	Child's non verbal response does not fit the social and/or communicative context in terms of gesture, prosody or facial expression*
Response problems					
Comprehension or linguistic limitation results in odd responses	0	1	2	3	Child appears not to infer correct meaning from previous exchange; Unusual responses or initiation due to lack of language comprehension of previous exchange

CHILD ID	TOPICC PICTURES SET				RATER ID
Category	Rating (Circle/tick choice)				Guidance notes
Reciprocity					
Difficulties responding to questions	0	1	2	3	Child shows no or tangential response to adult initiation or response that does not reflect the speaker's intention or ignores speaker altogether; repeats question
Interrupts speaker frequently, or frequent pauses	0	1	2	3	Child misses cues to take turns either by interrupting or pausing excessively between turns
Reticence	0	1	2	3	Child is hesitant to contribute to conversation/respond. Conversation is hard work

Activity 1 Video example TOPICC

Reciprocity/Turn-taking				
Difficulties responding to questions	0	1	2	3
Interrupts speaker frequently, or frequent pauses	0	1	2	3
Reticence	0	1	2	3
Taking account of listener knowledge				
Giving too much detail and information	0	1	2	3
Giving too little information	0	1	2	3
Verbosity				
Child dominates conversation	0	1	2	3
Child uses too many questions	0	1	2	3
Topic Management				
Obsessional Topics	0	1	2	3
Difficulties with topic maintenance	0	1	2	3
Stereotyped or unusual language	0	1	2	3
Discourse Style				
Proximity	0	1	2	3
Overly formal or overly friendly	0	1	2	3
Non verbal behaviours	0	1	2	3
Response problems				
Comprehension or linguistic limitation results in odd responses	0	1	2	3

Phase 2 Intervention Content Table

TOPICC example mapped to Phase 2

SUSI 1 Understanding social context cues in interactions		PRAG 1 Conversation and metapragmatic skills		LP 1 Vocabulary and Word Knowledge	
SUSI 2 Understanding emotion cues in interactions		PRAG 2 Understanding information requirements		LP 2 Improving Narrative Construction	
SUSI 3 Understanding and practising flexibility		PRAG 3 Improving turn-taking skills		LP 3 Non-literal language	
SUSI 4 Understanding thoughts and intentions of others		PRAG 4 Understanding and managing topic in conversation		LP 4 Discourse Comprehension	
SUSI 5 Understanding friendship		PRAG 5 Understanding and improving discourse style		LP 5 Enhanced Comprehension Monitoring	

**Assessment
Process
(2-3 hours)**

**Intervention Mapping
(1-2 hours)**

**Phase 1
Intervention
(4-6 hours)**

**Phase 2
Intervention
(11-14 hours)**

**Phase 3
Intervention
(11-14 hours)**

SCIP Intervention completed

**Assessment
Process**
(2-3 hours)

- Standardised formal tests
- Non-standard observation
- Carer and teacher checklists

Intervention Mapping
(1-2 hours)

- Identification of core skills Phase 1 needs
- Identification of Phase 2 needs: SUSI, PRAG, LP

**Phase 1
Intervention**
(4-6 hours)

- Direct Phase 1 intervention (core skills)
- Phase 2 individualised planning

**Phase 2
Intervention**
(11-14 hours)

- Direct Phase 2 intervention (main intervention phase)
- Carer / teacher training
- Phase 3 planning

**Phase 3
Intervention**
(11-14 hours)

- Personalisation and generalisation of therapy
- Carer / teacher further liaison and training
- Agree: monitoring schedule and further SCIP intervention

Finish SCIP Intervention

**Assessment
Process
(2-3 hours)**

**Intervention Mapping
(1-2 hours)**

**Phase 1
Intervention
(4-6 hours)**

**Phase 2
Intervention
(11-14 hours)**

**Phase 3
Intervention
(11-14 hours)**

SCIP Intervention completed

Phase 3: Transfer knowledge & skills to everyday experiences

Uses real-life problematic situations reported by

- parents / carers
- teachers

Creates the context for personalised intervention

PHASE 3

Unlike Phase 1 and Phase 2 (where all activities are available and prescribed), Phase 3 has no prescribed therapy content

Practitioners need to devise objectives specific to that child. They will be based on

- carers' and teachers' priorities
- the problematic situation
- the desired outcome
- the child's readiness for real world practice (strengths and weaknesses)
- the skills and knowledge learned in Phase 2

Practitioners will have a list of personalised, specific objectives for a child

Practitioners will prioritise these objectives:

- Decide on the top priority
- Specify the number of objectives to be achieved in Phase 3
 - could be one objective

Practitioners will prepare / work with parent / teacher for real world practice.

- Discussion and preparation sessions

Phase 2
intervention

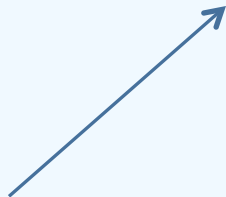
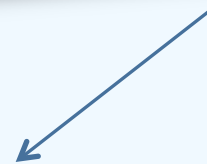
Parent / Teacher
priorities for
intervention

PHASE 3

Personalised activities

Therapist

Parent / Teacher



Sample of Phase 3 Planning

Phase 3 Planner <i>Daniel 9;6</i>		
Problematic situation and desired outcome	Personalised objective(s) for this situation	Phase 2 Objectives
<i>Carers report that Daniel will not engage in personal conversation with Granny when visiting her; would like him to be able to share some simple experiences with her</i>	<i>To use strategies to maintain conversation flow with extended family, e.g. grandmother To understand the importance of asking and answering questions to keep the conversation going To understand the role of interests in developing friendships</i>	SUSI 5.1 Understanding interests in friendship SUSI 2.3 Understanding complex feelings PRAG 1.4 Understanding reciprocity PRAG 4.1 Understanding topic in conversation PRAG 4.3 Consolidating topic skills LP 2.2 Telling complex and personalised stories

**Assessment
Process
(2-3 hours)**

**Intervention Mapping
(1-2 hours)**

**Phase 1
Intervention
(4-6 hours)**

**Phase 2
Intervention
(11-14 hours)**

**Phase 3
Intervention
(11-14 hours)**

SCIP Intervention completed

What next?

- Monitor (how often?)
- Review (agree when?)
- Further SCIP (when? why?)

Case Study Joe

Assessment at baseline

- 10 years 4 months
- Year 5 mainstream school
- TA support 5 hours / week
- Lives at home with mum and dad and two older sisters
- Sees his grandparents weekly
- Autism spectrum disorder preschool

Overview

SCIP pre-screening checklist	4/5 features of PLI/SCD
Children's Communication Checklist CCC-2 score Cut-off for DLD ≤ 55	GCC = 31 SIDC = -16
Ravens CPM centile midpoint	75
Test for Reception of Grammar TROG-2 standard score	88
Social Communication Questionnaire	Autism spectrum disorder
CELF Core Language Score	91

Joe's language scores (1)

CELF-4 Standard scores	Time 1
Concepts & Following Directions	7
Word Classes Receptive	8
Receptive Language Score	85
Recalling sentences	10
Formulated Sentences	10
Word Classes Expressive	7
Expressive Language Score	95
Understanding spoken paragraphs	8
Core Language Score	91

Joe's language scores (2)

Test or Subtest	Time 1
ERRNI Initial story telling SS	86
ERRNI Recall SS	69
ERRNI Comprehension	72
ACE Naming	14
ACE Non-literal	11
BPVS-2	108

TOPICCChild's ID: *Joe Time 1*

Picture Set: 2

Category

Rating *

Reciprocity/Turn-taking

Difficulties responding to questions	0	1	2	3
Interrupts speaker frequently, or frequent pauses	0	1	2	3
Reticence	0	1	2	3

Taking account of listener knowledge

Giving too much detail and information	0	1	2	3
Giving too little information	0	1	2	3

Verbosity

Child dominates conversation	0	1	2	3
Child uses too many questions	0	1	2	3
Obsessional Topics	0	1	2	3
Difficulties with topic maintenance	0	1	2	3
Stereotyped or unusual language	0	1	2	3

Discourse Style

Proximity	0	1	2	3
Overly formal or overly friendly	0	1	2	3
Non-verbal behaviours	0	1	2	3

Response problems

Comprehension or linguistic limitation results in odd responses	0	1	2	3
---	---	---	---	---

Joe does Phase 1 intervention



Phase 1
Intervention starts

Assessment to
Intervention in
Phase 2 planning

Gather responses
to Phase 1
Intervention to
adapt Phase 2 plan

SCIP PHASE 2

PLANNING SUMMARY

Joe

SUSI

PRAG

LP

SUSI 1

Understanding social context cues in interactions

PRAG 1

Conversation and metapragmatic skills

LP 1

Vocabulary and word knowledge

SUSI 2

Understanding emotion cues in interactions

PRAG 2

Understanding information requirements

LP 2

Improving narrative construction

SUSI 3

Understanding and practising flexibility

PRAG 3

Improving turn-taking skills

LP 3

Non-literal language

SUSI 4

Understanding thoughts and intentions of others

PRAG 4

Understanding and managing topic in conversation

LP 4

Discourse comprehension

SUSI 5

Understanding friendship

PRAG 5

Understanding and improving discourse style

LP 5

Enhanced comprehension monitoring

CCC-2 score = 2/3 frequent concerns

- 5. Talks repetitively about things no-one is interested in
- 9. Chooses the same favourite activities
- 10. Uses terms like he/it without making clear what he's talking about
- 13. Is babied, bullied or teased by others
- 14. Does not look at the person he is talking to
- 16. Is left out of joint activities by other children
- 18. Uses favourite phrases in inappropriate contexts
- 23. Pronounces words in over-precise manner
- 25. Can be hard to tell if he is talking about something real or make believe
- 26. Moves the conversation to a favourite topic
- 31. Ignores conversational overtures from others
- 35. It's difficult to stop him from talking
- 37. Tells people things they already know
- 40. Gets the sequence of events muddled up when telling a story
- 42. Includes over-precise information
- 48. Doesn't explain what he is talking about
- 49. Uses unusual words, or more adult-sounding phrases

CCC-2 to SUSI intervention mapping

Items identified by parents on CCC-2	Social Understanding and Social Integration (SUSI) Sections
18. Uses favourite phrases in inappropriate contexts 35. It's difficult to stop him from talking	SUSI 1 Understanding social context cues
9. Chooses the same favourite activities	SUSI 3 Understanding flexibility
13. Babied or teased by other children 16. Is left out of joint activities	SUSI 5 Understanding friendship

SCIP PHASE 2

PLANNING SUMMARY

Joe

SUSI

PRAG

LP

SUSI 1

Understanding social context cues in interactions

PRAG 1

Conversation and metapragmatic skills

LP 1

Vocabulary and word knowledge

SUSI 2

Understanding emotion cues in interactions

PRAG 2

Understanding information requirements

LP 2

Improving narrative construction

SUSI 3

Understanding and practising flexibility

PRAG 3

Improving turn-taking skills

LP 3

Non-literal language

SUSI 4

Understanding thoughts and intentions of others

PRAG 4

Understanding and managing topic in conversation

LP 4

Discourse comprehension

SUSI 5

Understanding friendship

PRAG 5

Understanding and improving discourse style

LP 5

Enhanced comprehension monitoring

CCC-2 to PRAG intervention mapping

Items identified by parents on CCC-2	PRAGMATICS Sections
31. Ignores conversational overtures from others	PRAG 1 Conversation and metapragmatic skills
37. Tells people things they already know 42. Includes over-precise information 48. Doesn't explain what he is talking about to someone who doesn't share his experiences	PRAG 2 Understanding information requirements
5. Talks repetitively about things no-one is interested in (2) 26. Moves the conversation to a favourite topic even though others don't seem interested 35. It's difficult to stop him from talking	PRAG 4 Managing topic in conversation
23. Pronounces words in over-precise manner 25. Can be hard to tell if he is talking about fantasy or reality 49. Uses unusual words, or more adult-sounding phrases	PRAG 5 Understanding and improving discourse style

CCC-2 LP to intervention mapping

Items identified by parents on CCC-2	LANGUAGE PROCESSING Sections
40. Gets the sequence of events muddled 48. Doesn't explain what he is talking about to someone who doesn't share their experiences 25. Can be hard to tell if he is talking about fantasy or reality	LP 2 Improving narrative construction

Add CCC-2 to Phase 2 Planner on Form

SCIP PHASE 2

PLANNING SUMMARY

Joe

SUSI

PRAG

LP

SUSI 1

Understanding social context cues in interactions

PRAG 1

Conversation and metapragmatic skills

LP 1

Vocabulary and word knowledge

SUSI 2

Understanding emotion cues in interactions

PRAG 2

Understanding information requirements

LP 2

Improving narrative construction

SUSI 3

Understanding and practising flexibility

PRAG 3

Improving turn-taking skills

LP 3

Non-literal language

SUSI 4

Understanding thoughts and intentions of others

PRAG 4

Understanding and managing topic in conversation

LP 4

Discourse comprehension

SUSI 5

Understanding friendship

PRAG 5

Understanding and improving discourse style

LP 5

Enhanced comprehension monitoring

TOPICC to intervention mapping

- Reciprocity/Turn-taking
 - Is responsive but does not initiate; minimal answers given, conversation is 'hard work'

PRAG 1
- Taking account of listener knowledge
 - Too much and too little information

LP 1

LP 2

PRAG 2
- Verbosity
 - stereotyped or learned phrases – *you don't want anybody to be sick*
- Topic Management
 - difficulties with topic maintenance

PRAG 4
- Discourse Style
 - Possibly unaware of intonation - *yeah, of course*

PRAG 5
- Response problems
 - overly literal comprehension – *it comes from the kitchen*

LP 3

SCIP PHASE 2

PLANNING SUMMARY

Joe

SUSI

PRAG

LP

SUSI 1

Understanding social context cues in interactions

PRAG 1

Conversation and metapragmatic skills

LP 1

Vocabulary and word knowledge

SUSI 2

Understanding emotion cues in interactions

PRAG 2

Understanding information requirements

LP 2

Improving narrative construction

SUSI 3

Understanding and practising flexibility

PRAG 3

Improving turn-taking skills

LP 3

Non-literal language

SUSI 4

Understanding thoughts and intentions of others

PRAG 4

Understanding and managing topic in conversation

LP 4

Discourse comprehension

SUSI 5

Understanding friendship

PRAG 5

Understanding and improving discourse style

LP 5

Enhanced comprehension monitoring

SCIP PHASE 2

PLANNING SUMMARY AND PRIORITIES

Joe

SUSI

PRAG

LP

SUSI 1

Understanding social context cues in interactions

PRAG 1

Conversation and metapragmatic skills

LP 1

Vocabulary and word knowledge

SUSI 2

Understanding emotion cues in interactions

PRAG 2

Understanding information requirements

LP 2

Improving narrative construction

SUSI 3

Understanding and practising flexibility

PRAG 3

Improving turn-taking skills

LP 3

Non-literal language

SUSI 4

Understanding thoughts and intentions of others

PRAG 4

Understanding and managing topic in conversation

LP 4

Discourse comprehension

SUSI 5

Understanding friendship

PRAG 5

Understanding and improving discourse style

LP 5

Enhanced comprehension monitoring

Phase 2 Intervention: first block plan for Joe's therapy

Be prepared to adjust plan according to outcome and response to each session

Phase 2 initial plan for session activities			
Session 1 SUSI 2.1.1, 2.1.2 PRAG 2.1.3, 1.2.3, 1.4.3	Session 2 SUSI 2.1.2, 2.1.3 PRAG 1.4.3 LP 4.2.2	Session 3 PRAG 1.2.3, 1.4.3, 2.2.1	Session 4 SUSI 2.1.2, 2.1.3, 4.2.1 PRAG 1.4.3
Session 5 SUSI 2.1.3, 2.1.4, 5.1.1 PRAG 2.2.3, 5.1.2	Session 6 SUSI 2.1.4, 2.3.1, 4.1.1, 5.1.4	Session 7 SUSI 4.2.1 PRAG 5.2.1, 5.2.4, 5.2.5	Session 8 SUSI 4.3.1, 4.3.2, 5.1.2 PRAG 5.3.1 LP 3.1.1, 3.1.2

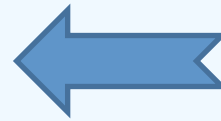
Modelling



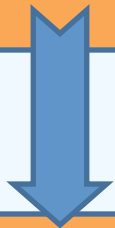
Planned sabotage



Role-play



Role-reversal



Role-reversal sabotage

Therapy
techniques in
SCIP
Intervention

PRAG 2.1.1

Phase 2 PRAG 2.1 Understanding impact of missing information

Activity 1: Understanding the concept of too much and not enough

Purpose: To teach the concepts of too much and not enough as an introduction to understanding the concepts of too much and too little information

Materials

Winslow Press Occupation Cards and multiple copies of pictures of key objects matched with those roles.

Examples: Painter and lots of paintbrushes; teacher and too many and too few pupils; dentist and mouths with lots of teeth/no teeth.

Examples: Horse gets a blade of grass or a whole bale of hay; cat has one tiny fish or a whole shoal to eat; dog has one stick to chase or too many or none

Cards with a symbol or written word: Too much / too many and not enough

Procedure

Introduce one of the occupations and talk about what the person does.

Ask the child to close his eyes while you attach a small picture to the main one.

“Open your eyes and tell me what you can see”.

Start with one picture – e.g. the football. “What can he do? He can kick it into the goal” etc. “Now close your eyes again and see what happens”. Now add many footballs to the picture. “Open your eyes. Tell me what you see. What will the footballer do now?” e.g., lots of footballs = the footballer doesn’t know which one to kick. ‘He is confused’.

Show the too much/many card and discuss what happened.

Talk about the link between too many and how the person feels.

Repeat with no football and discuss difficulties associated with this e.g. he might kick an imaginary ball and fall over.

Show the not enough card and discuss what happened.

Talk about the link between too many and how the person feels.

Repeat with other occupations asking the child to join in as soon as he can to explain what happens and use the words too much and not enough.

Input Guidance

Observe the child’s responses and if he is unsuccessful or is finding the task too easy react in one of the following ways:

Ways to make the activity easier:	Ways to increase complexity:
Teach one concept at a time, e.g. teach too much before not enough	

Phase 2 LP2.2 Telling complex and personalised stories

Activity 1: Telling complex stories

Purpose: To enable the child to re-tell events and stories listing key aspects of the story from the following elements: introduction, setting the scene, location, characters, events, problems, feelings, resolution, and conclusion

Materials

Winslow Press 4 Step and 6-8 step sequence sets

Traditional stories in sequenced picture sets

Blank cards to draw inferred scenes, thoughts, words or actions

Story telling chart of symbols for each story element listed above

Procedure

Create a story chart with the elements and wording or symbols as appropriate for the child.

Explain that the task is to tell a story and use the chart as a guide to make sure we tell all the 'important ideas'.

Model telling a story from a familiar sequence and marking these off on the chart the elements you are including as you go.

Repeat and support the child to now mark off the elements as you tell another story.

Repeat until he is familiar enough with the elements on the chart and can listen to you tell a story and recognise what bit of the story you have told with some independence.

Start role-reversal and set out a story that you have just told.

Support the child to start to tell the story while you mark off the elements on the chart. This will help the child keep track of what else he needs to explain.

Review at the end whether he told a full story with all the important ideas by looking at the chart and discussing what is missing, what he could try next time etc.

Repeat with stories the child knows well and with harder and longer sequences until he is including sufficient detail.

Parent report as outcome

- Improvements in social communication, social skills, and peer relations
- Speech clearer
- Narratives more organised, can talk about his day
- Much less impulsive, easier to get him to listen and respond to instructions
- Still difficult to share toys but much improved and some examples of him asking others to share rather than fighting

Teacher report as outcome

- Improvements in social communication, language use, and social skills in the classroom
- General behaviour in the classroom 'on task'
- Use of language in narratives
- Writing– confidence, spelling and motivation
- Able to ask for clarification when he did not understand
- Still has problems with turn taking in a group

Final activity!

Planning Phase 2 Therapy

- See instructions on sheet

SCIP PHASE 2

PLANNING SUMMARY

Activity 3 answers

SUSI

PRAG

LP

SUSI 1

Understanding social context cues in interactions

PRAG 1

Conversation and metapragmatic skills

LP 1

Vocabulary and word knowledge

SUSI 2

Understanding emotion cues in interactions

PRAG 2

Understanding information requirements

LP 2

Improving narrative construction

SUSI 3

Understanding and practising flexibility

PRAG 3

Improving turn-taking skills

LP 3

Non-literal language

SUSI 4

Understanding thoughts and intentions of others

PRAG 4

Understanding and managing topic in conversation

LP 4

Discourse comprehension

SUSI 5

Understanding friendship

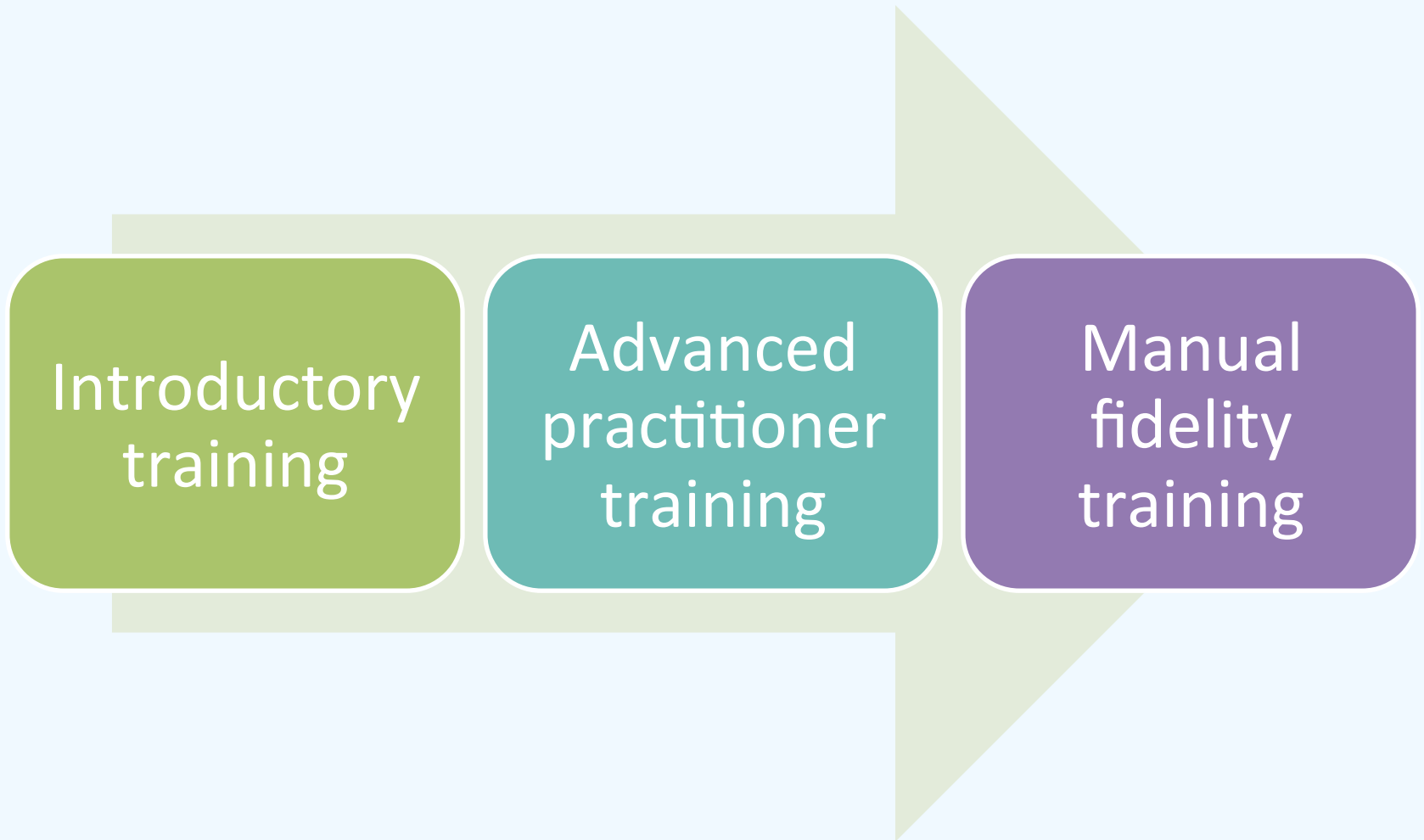
PRAG 5

Understanding and improving discourse style

LP 5

Enhanced comprehension monitoring

SCIP Training



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