

Hearing the voices of children and young people

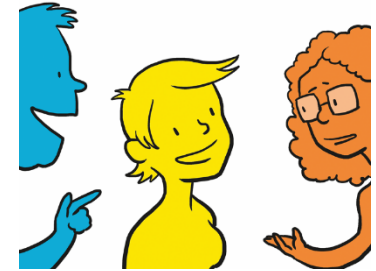
Seema Islam

Our Voice committee member and parent

Pamela Kennedy

Enfield Health School-age Speech and Language
Service

Talking Mats vision

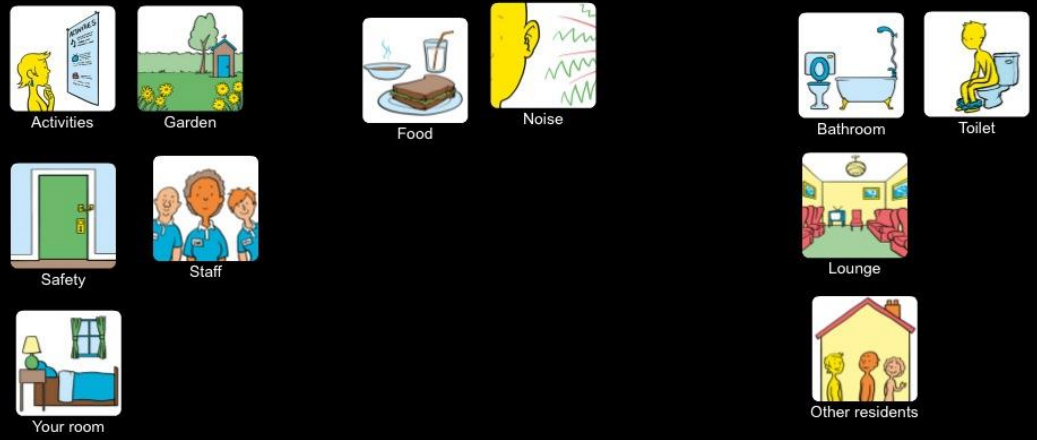
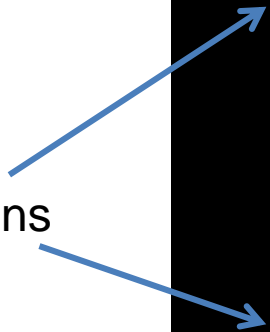


- To improve the lives of people with communication difficulties by increasing their capacity to communicate effectively about things that matter to them.

Top Scale



Options



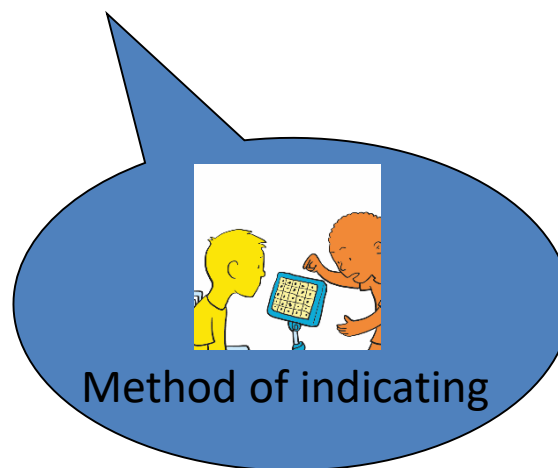
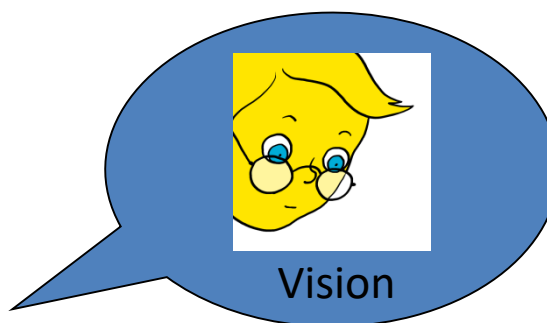
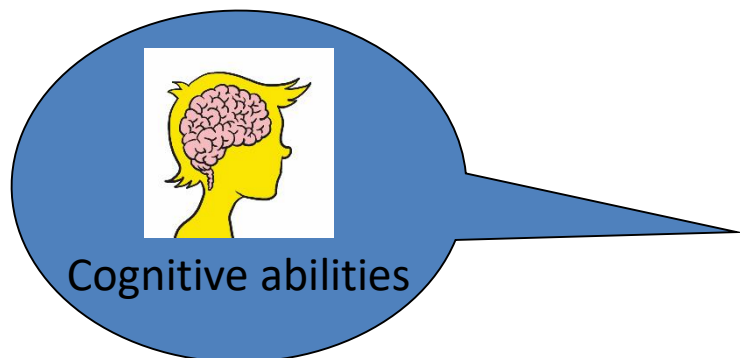
Where you live

Topic

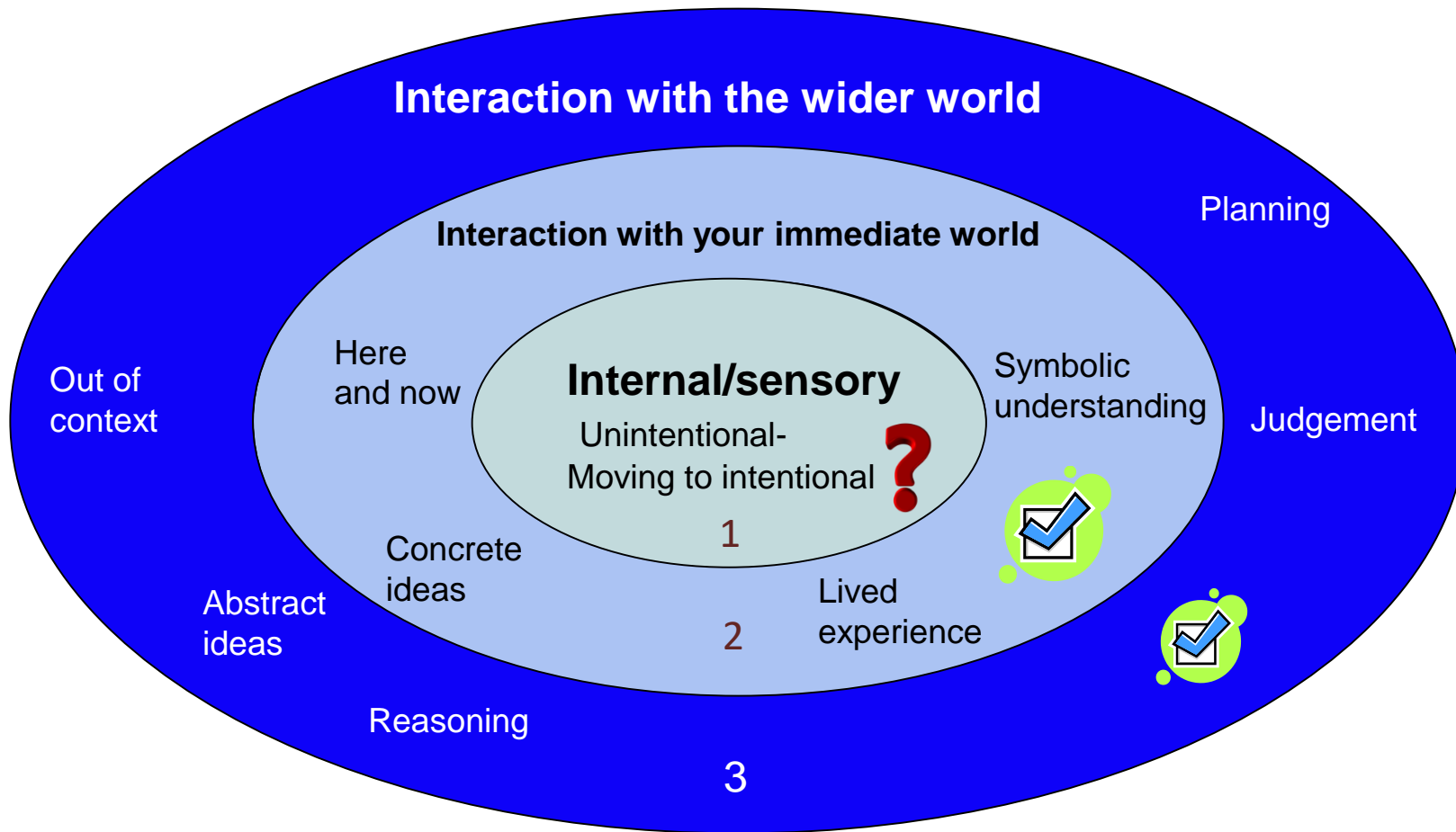


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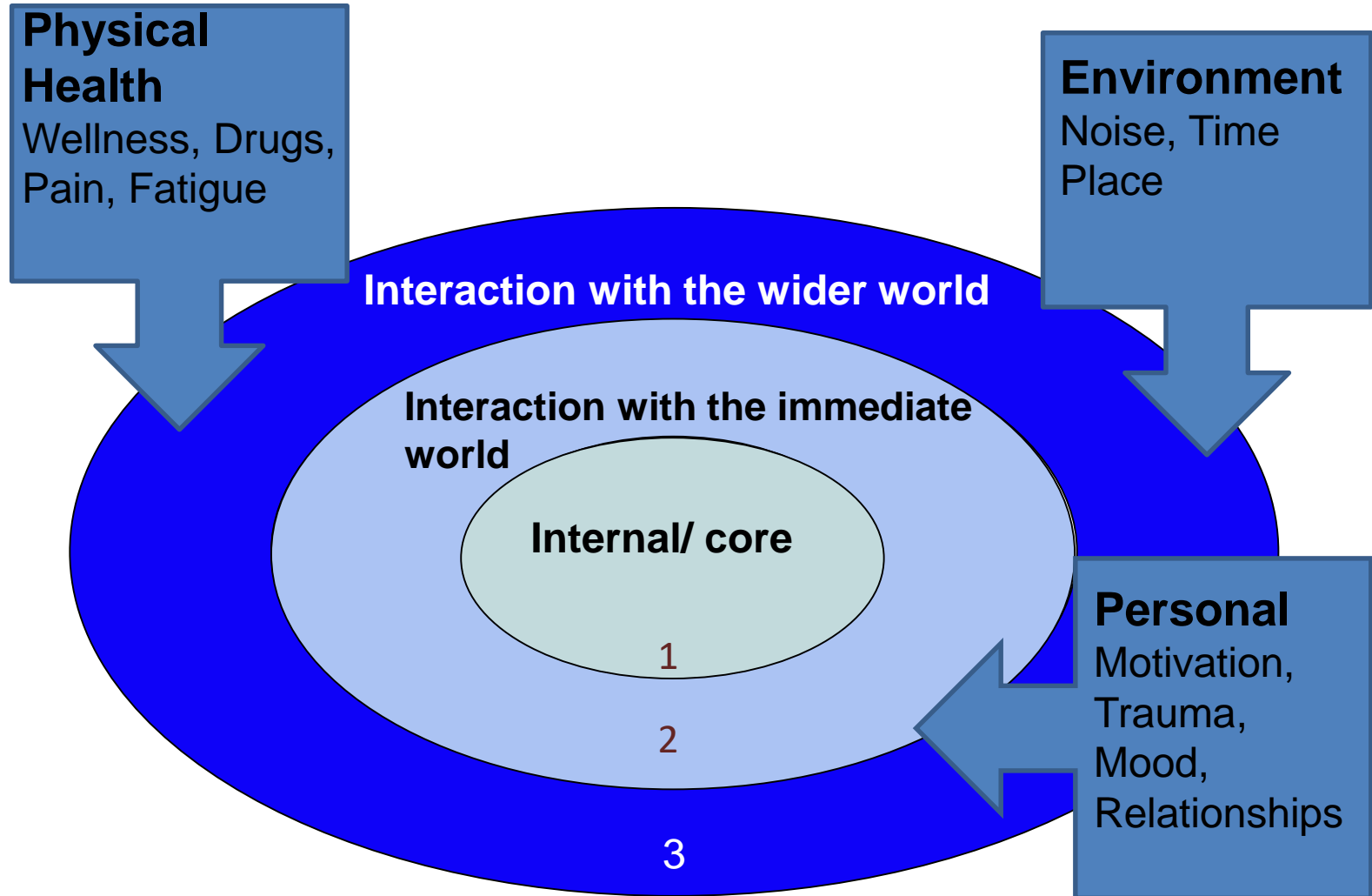
What the *'thinker'* needs to use Talking Mats?



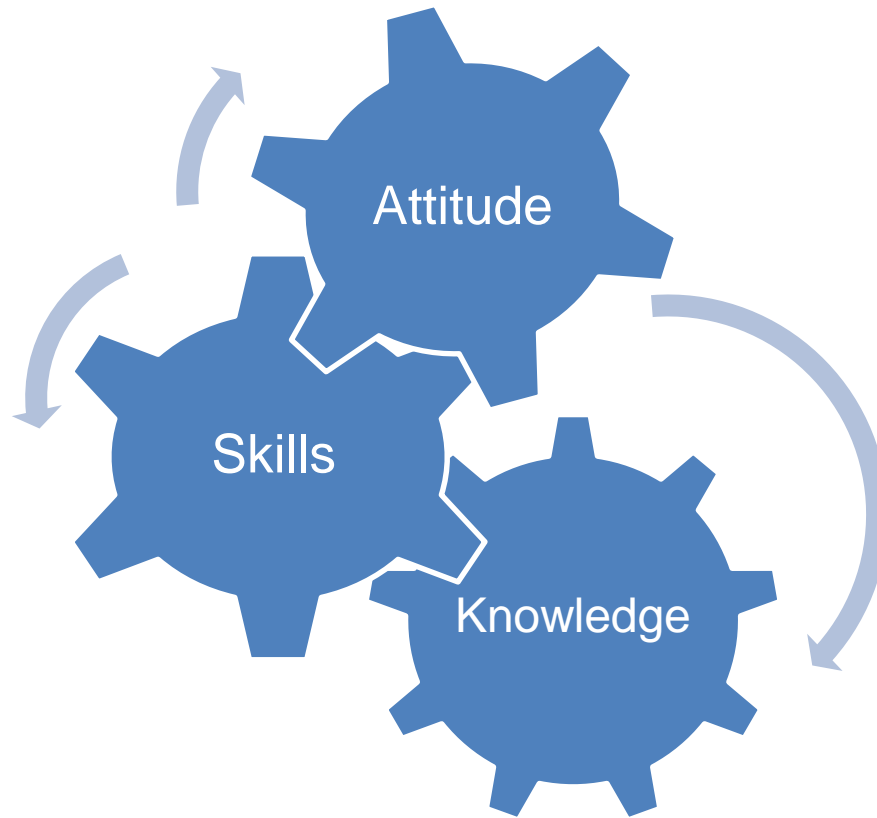
Life span model



Not a static model



What the listener needs



Before: Knowledge of the availability of the thinker to do a Talking Mat – Circles /Practice Mat

During:

Our attitude as listeners	Skills
Empathic	Maintaining engagement
Non-judgemental	Ask open questions (non leading)
Respectful	Monitor language levels: Amount, Complexity and Consistency
Reflective	Listen and observe verbal and non-verbal information
Empowering	Hand over control, think about best positioning
Patience	Give time to process and respond. Embrace silence
Flexible	Use blanks
Open -minded	Allow issues to emerge
Curious	Identify issues to submat

After: Determine action and outcomes

Video example - Archie

- What did you notice?
- What worked for Archie?
- What did Rhona do / not do?

Example of school-age TM



What do you want to find out?

- Interests?
- Likes and dislikes?
- What happened at school today?
- Is everything working for you at school?
- How do you feel about transport?
- How is your support working for you?
- What about going to the doctor or dentist?
- What about haircuts?