

Social Use of Language Programme

Family & Friends

BROCHURE

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INTRODUCTION

SULP Family and Friends is written for professionals who work closely with families or for families to purchase and use themselves. Where families are purchasing I liaise with the parents initially, and ideally meet the family if possible, to make sure the programme is suitable for them.

SULP Family & Friends follows the same skills and activity sequence as the school programme, and is underpinned by the same principles that have proven important for effectiveness, but it is written as a series of ‘family fun times’ - 20 to 30 minute time slots - where the family can get together and enjoy the various activities - stories, picture plays, { ã ä Å [çäs, Ägam^•Ää äÄ\ } ä â! •ÄG !ÄdÄ@Ää ä Ä

Many of the game activities can additionally be played whenever the family finds a spare moment e.g around the kitchen table, long car journeys (great for passing the time in a traffic jam!) a rainy day, an alternative to TV ...or, yes, even the computer! A number of the families I work with tell me their children actually prefer the family fun times to their PC/ipad/phone!

Here's a summary of the skills covered by the programme (more information on the next page)

SET 1:

Social Communication: eye contact; listening & empathy; conversational skills including talking turns, awareness of personal space, joining in & handing over; speaking rate & volume.

Self-Other Awareness: Appearance (your look), interests & friendship (your loves, likes & dislikes), self-esteem (your ups and your downs – feeling good about yourself).

SET 2:

Application of social communication to tricky social times: standing up for yourself without getting mad, compromise, speaking up when you don't understand, handling wind ups, put downs and bullies, understanding about helpful criticism, saying no to people you think are cool; memory strategies for following instructions and passing on information.

Self-Other Awareness 2: Communication and emotion, other people's perspectives, handling differences of opinion, decision making.

When I wrote Sulp-Family and Friends I very much had in mind that children need home time to be a place where they can relax and get away from school! So my main aim was to make sure it didn't feel like school at home. Also, having worked with many families, I realised that the programme is a learning journey for the whole family – many parents tell me that Sulp has given them a much greater understanding of social communication and this has enabled them to improve their own skills as well as helping their children.

Of all the work I do – and I enjoy it all – it is my work with families that I find the most inspiring and to be honest I would like to see more therapists and teachers work in this way. So I hope Sulp Family & Friends will be of interest to speech and language therapists, psychologists and specialist teachers as well as family support workers.

There are versions of Sulp Family & Friends for each age group – infants (approximately 4 to 7/8 years); juniors (approximately 9 to 12) and teenagers, so you can select the one you want according to the age of the children in the family. I have included a few mini-pictures on the description of the components on the next page of this brochure but you can see more examples in the school brochures (Sulp-Infant; Sulp Juniors; Sulp Secondary School & College) and these can be accessed on the website homepage. If you are a parent interested in using the programme yourself please take a look at the courses and resources section of the parent and family brochure, also accessed on the website homepage. Please do get in touch if you have any questions by emailing enquiries@wendyrinaldi.com or telephone 01483 268825.

Wendy

Dr Wendy Rinaldi (Doctorate in Educational Psychology & Special Needs)
Author/Founder Social Use of Language Programme

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HOW TO USE SULP - Family & Friends

SET 1 : Social Communication (Eye contact, listening, talking turns, awareness of personal space, rate and volume)
Self-Other Awareness (You and your body, interests & friendship, self-esteem)

SET 2 : Tricky Social Times: e.g It's Not Fair!, Getting along, Okay for you and me (compromise), Bullies, When you don't understand, Memory strategies)
Self-Other Awareness: Feeling emotion; Me, me me! (other people's perspectives), opinions & decisions.

1

In the SULP family & friends, **the manual** is called the **Mum & Dad's Book**. It includes a series of 'family fun times' - they are about 30 minute time slots - and the Mum & Dad's Book tells you what to do in each one, selecting stories, games, talking pictures and posters from the other books and downloads that come with the Mum & Dad's book.

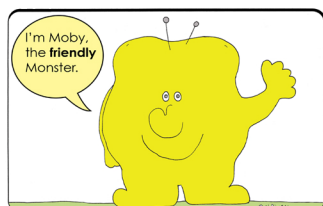


Please note that we are modern-day friendly and can accommodate requested title changes

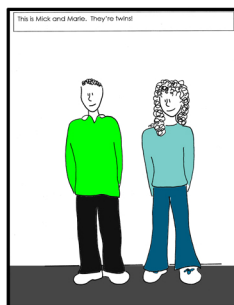
In the Teens version, the manual is called *The Family Guide*.

2

The **stories** enable the family to understand about the skill and how it can help. In the infant and junior versions, each skill has a friendly monster associated with it - e.g Looking Luke, Listening Lizzie & Betty Butting In and there are human characters too like Tina Talker and Rudy Rude! In some stories the characters speak to each other (and sometimes to the family!) in more of a cartoon style, but the pictures are clearer and larger than a traditional cartoon and the captions are colour-coded so that they complement the pictures and are not distracting. Below is a picture example from each version (the real pictures are A4!)



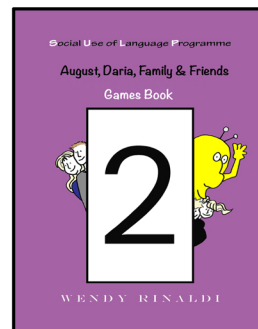
Example picture from the infant stories



Example pictures from the junior and teenage stories

3

The **games book** is used in conjunction with the Mum and Dad's book. It lists all the game activities used to practise the skills

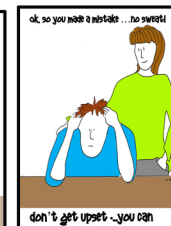


4

The **Printable Posters** are used at the carryover stage of each activity sequence to gently remind family about the skills! The idea is that in time the younger members of the family will use the skills automatically, day to day, but they need a helping hand to get to this point! The posters are emailed for you to print according to the licence that is emailed at the time of purchase.



Infant poster



Junior and teenage posters

5



The infant version of SULP Family & Friends (approx 4 to 7 years) includes mini movies.

The mini movies feature the SULP friendly monster characters; they help children to understand about the social and communication skills and include simple fun activities for the children to join in with. The characters talk to the children, and this makes them particularly engaging for young children.

SULP- FAMILY & FRIENDS: PRICES & ORDERING

To order please email **orders@wendyrinaldi.com** with full address, telephone number and email address. Please read **our terms** before placing your order. Delivery/transfer fee for any of the packages below is £10. Please note that electronic resources are not printable.

SULP-FF1 SULP FAMILY & FRIENDS SET 1

Includes Manual 1 (Mum & Dad's book nos 1), Games Book, Picture Play or Story file with licence (4 volumes; 20 stories); Mini Movies (in the infant version), Printable posters

Price £260 (single user licence)

Price for professionals (health clinics licence) £395

If you prefer the stories/picture plays as books the price is £500 - £600, please email enquiries@wendyrinaldi.com for exact price.

SULP-FF2 SULP FAMILY & FRIENDS SET 2

Includes Manual 2 (Mum & Dad's book nos 2), Games Book 2, Picture play or Story (3 volumes; 12 stories); Mini Movies (in the infant version), Printable posters

Price: £260 (single user licence)

Price for professionals (health clinics licence) £395

If you prefer the stories/picture plays as books the price is £500 - £600, please email enquiries@wendyrinaldi.com for exact price.

TERMS

Please read before placing an order for resources or CPD. Payment of your invoice confirms you have read and agreed the terms below.

Parents wishing to consult Dr Rinaldi will be sent consultation terms before making an appointment.

1.

The training and specialist resources described on this website are the intellectual property of Dr Wendy Rinaldi. The sale of Wendy's resources and training are on condition that should you wish to help other schools or services to implement her resources, you will need written permission from Dr Rinaldi.

2.

Books are printed to order on receipt of payment. If paying with school/authority cheque/BACS you should allow up to 10 working days for delivery from receipt of payment. If paying by personal cheque please allow 25 working days from receipt of payment. Tabards are handmade to order and you will be advised of a delivery timescale by email when your order is received. You can check the progress of your order by telephoning 01483 268825. Deliveries are with a next day courier service – your order will need to be signed for. Deliveries are delivered on weekdays only in term time unless agreed otherwise.

3.

Payment can be made by cheque, made payable to Wendy Rinaldi or electronically (preferred). We can only accept payment in sterling.

4.

As specialist materials, printed to order, books by Wendy Rinaldi are not refundable or returnable. We will help you as much as we can so that you are as sure as possible before your order and you can book a call with the author at orders@wendyrinaldi.com.

5.

If your books are damaged in transit we will replace them if you contact us within 5 working days after the date of delivery. Please make sure you open your parcel as soon as you receive it.

6.

Delivery prices quoted are for UK addresses only. Email orders@wendyrinaldi.com for the overseas delivery prices. Transfer of electronic resources is the same fee for UK and overseas.

7.

Books are VAT zero rated. The Talking Picture Books and Tabards are subject to Vat at the standard rate. VAT will be added to your proforma invoice if applicable at the time of ordering.

8.

All resources described on the website are the intellectual property of Wendy Rinaldi and are protected by copyright law.

9.

Wendy Rinaldi is a registered trade name.

About Wendy Rinaldi

I have been working now since 1983 as a speech and language therapist and since 1998, having gained my doctorate with the London University Institute of Education, as an advisor in psychology and special needs to professionals in health and education throughout the UK and overseas.

My experience is with children, teenagers and adults who have language and social communication needs, including those on the autistic spectrum. Most of my experience has been with students who are of average ability or with mild to moderate learning needs. My first posts were for the NHS, working in schools and health clinics, and I then worked for the charity ICAN where I developed a service for secondary school students in mainstream comprehensive schools.

I wrote my first publication in the late 1980s and now have around 15 programme titles including around 90 books/ebooks. I have been working independently since 1998, advising and training staff alongside my research into pragmatics (social communication and understanding). As well as my small group courses for professionals in the UK, I have been invited to speak at conferences in the UK and overseas (furthest trip to date - New Zealand!) I have also been involved with a number of very interesting projects, for example, I was a member of the working party developing web based guidelines for the DfE Primary National Strategy and I worked with the Surrey Youth Justice Service to look at the communication difficulties of young people at risk of offending (published in the RCSLT Bulletin, June 2011).

In addition to advising and training professionals in health and education (please see the CPD brochure for further information), I work with students and families myself and, as much as I enjoy my work with professionals, to be honest it's my work with students and families where I still feel happiest (please see the parents and families brochure for more information).

I set up the business *Wendy Rinaldi* in 1998. It's best described as a consultancy providing therapy, teaching, advisory services and specialist resources. I don't employ staff but have a team of people supporting me with admin and book production for example, along with my voicemail! I've noticed that people calling rarely leave messages these days, but please do because I always get back fairly promptly! The telephone number is 01483 268825.



*A somewhat grainy picture of me typing the first edition of *The Social Use of Language Programme* - back in the day of the typewriter! (We had just moved house while up against a deadline with the publisher - hence the mess!)*

COMMUNICATION LEARNING WELLBEING

Having worked now in education with students of all ages for some 35 years and having studied and researched pragmatics (social understanding and social communication) for even longer, it's clear that communication, learning and wellbeing are completely connected. As a speech and language therapist, my approach has always been to consider communication as my starting point, but the effects on learning and wellbeing have been plain to see in my students' progress.

In order to gain the positive effects on learning and wellbeing I believe the approach taken to developing language and social communication is important. It is the focus on understanding before use that in my experience makes a significant impact. When students (of all ages) can understand how a skill can help them this gives them a greater motivation and a better sense of their learning. As students with special needs get older, usually toward the end of primary school (or younger if the student is cognitively able with specific needs) they have a growing awareness of the difficulties they experience in comparison with others around them - no matter how hard we may try to protect them as caring professionals or family. At this time their self-esteem and wellbeing may be vulnerable – what can happen is that although students are aware of their difficulties, for example that they struggle with friendship or learning, and desperately want to improve, they are not aware of why they have these difficulties or what they can do about it. An approach to develop social understanding changes this – it helps students to realise where they may have gone wrong in the past and gives positive strategies to try instead. Rather than thinking 'it's me' (sometimes students tell me things like 'I'm rubbish', 'I don't like being me', 'I wish I was somebody else' or 'I hate my autism') they realise that it was simply that they weren't aware of how a particular skill or strategy could help them – or they forgot to use it – and they can improve if they use/remember to use it! This realisation alone improves students' wellbeing enormously and then with supported practice, as they see their progress, they begin to blossom (apologies if this sounds corny but it's honestly a good description – I have seen it many a time!)

When it comes to learning I find the approach to 'isolate and build' important. To explain a little more about this approach, you start with the basics (I call it 'back to basics' or 'learning checks' with the students) and use concepts/skills the student is likely to know already or find relatively easy to grasp, before linking and building to more difficult concepts and skills.

All my work is underpinned by these approaches and if you take a look at some of the specialist resources on the website (you can view or download brochures for each one) you will see examples for every aspect of language and communication – semantic knowledge (concepts, vocabulary and wordfinding) in the early years and for school subjects such as Maths and Science, grammar/syntax and pragmatics – inference, organisation/ relevance, social communication and social behaviour. I have also written a scheme for phonology based on these principles called *Sound*; not on the website. You can enquire about this scheme or anything else by emailing enquiries@wendyrinaldi.com

I hope you enjoy browsing the brochures,

Wendy
Dr Wendy Rinaldi (Doctorate in Psychology & Special Needs)