

The SCIP intervention

The SCIP intervention takes the theoretical position that social pragmatic skills emerge as children develop and are dependent on the interaction of social cognition and language development in early childhood.

The intervention therefore consists of three main components:

1. Social Understanding and Social Interpretation (SUSI)
2. Pragmatics (PRAG)
3. Language Processing (LP)

1. Social Understanding and Social Interpretation (SUSI)

Activities in SUSI develop children's ability to understand their own and other people's thoughts, feelings and intentions.

Children will practise reading subtle social signals of, for example, interest and boredom. They will learn more about routines and being flexible and will work on skills essential for reciprocal relationships, friendships and appropriate interactions with others.

Complicated ideas like white lies, hints and tricks will be taught through stories and drawings.

2. Pragmatics (PRAG)

Activities in PRAG develop knowledge about the rules of conversational exchanges. Children will work on finding suitable topics in conversation, giving enough, but not too much, information, taking turns and matching what they say to the people and the situation they are in.

These are key skills for social interaction. Children need to be able to adapt their use of language in order to 'fit in'.

Children learn how to be more aware of their own skills by watching the SLT or a puppet breaking the rules and giving advice on how to improve the conversation.

PRAG listening skills: SLT and child using puppet to demonstrate looking and listening



broke into a cottage
 belonging to three
 bears



a handsome



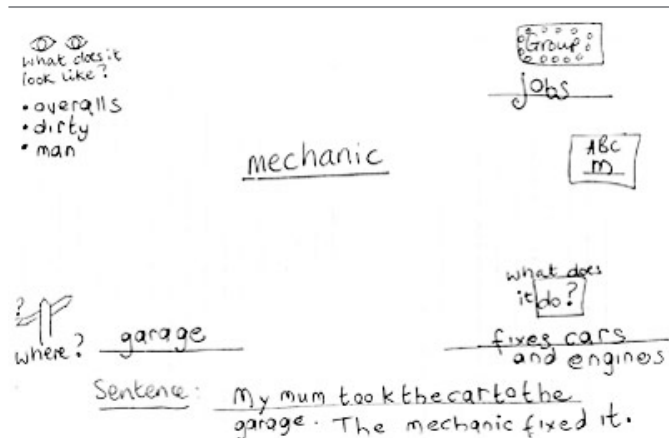
LP understanding narrative: child drawings of creating a new story from fairy tale elements

3. Language Processing (LP)

Activities in LP help develop vocabulary, understanding and production of stories and non-literal and idiomatic language. Children are encouraged to notice when they have or have not understood and to ask for clarification when needed.

This component is important because improved language skills help children to learn about the thoughts and intentions of others, make predictions, solve problems and use spoken language for conversation and friendship. Children use word maps to learn as much as they can about each new word.

LP understanding word meanings: image shows child's word web for mechanic



Three phases of SCIP

The SCIP intervention is delivered in three phases:

- Phase 1 – develops core skills and assists with refining the Phase 2 intervention plan
- Phase 2 – an individualised plan of intervention is derived to match the child's profile of need and parent/carer priorities for intervention
- Phase 3 – provides a focus on generalisation with close working between the SLT, parent/carer and school staff to provide real world practice of key social interaction skills

SCIP intervention has been compiled into a manual which describes the procedures for assessment, intervention planning and delivery and contains over 150 therapy activities.

The SCIP Manual is available from:

www.napierhillpress.co.uk

More information

For more information on the SCIP Manual please contact Catherine Adams, the Principal Investigator (PI).

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