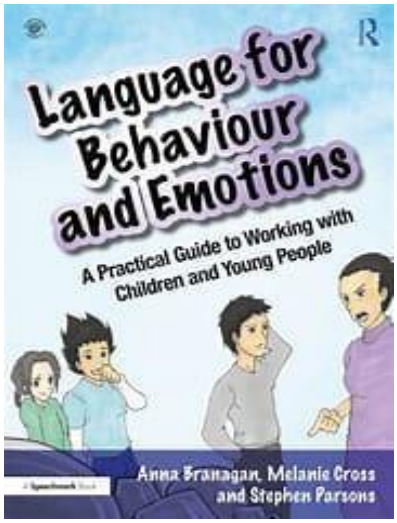
User Guide:
Language for Behaviour and Emotions

The intervention	Language for Behaviour and Emotions (Anna Branagan, Melanie Cross, Stephen Parsons) 
Where to find it. **How much does it cost?**	Language for Behaviour and Emotions: A Practical Guide to Working with (routledge.com) £44.99
What does it target?	Language and social skills.
Who is it for?	Young people with Social, Emotional and Mental Health difficulties (SEMH). There is no specific age range for the approach, but it is most suitable for Key Stage 2 and 3.
What is it?	Language for Behaviour and Emotions provides a systematic approach to developing five key skills: 1. Understanding language 2. Emotional literacy skills 3. Inferencing and verbal reasoning skills 4. Narrative skills 5. Social problem-solving The approach is based around 60 picture scenarios and accompanying questions and activities. Scenarios 1-20 are more appropriate for younger pupils and older pupils can start at scenario 21.
How does it work?	The activities can be delivered 1:1, in small groups or as a whole class.

Who can deliver it?	Language for Behaviour and Emotions can be delivered by teaching assistants and teachers.
How long does it take?	There is no set time frame for completing the programme. It is recommended that pupils work on the activities at least once per week for 30 minutes, but it may be more appropriate to complete several shorter sessions.
What resources do I need?	The book contains all of the resources needed to carry out the activities. Access to downloadable resources is included with the book, so that worksheets can be printed out.
How do I show progress?	Assessment materials are included in the book. Pupils should be assessed before starting the programme. The book includes suggestions of which level to focus on based on the pupil's initial score. If a child scores below 19 on initial assessment it is recommended that they complete activities from Language for Thinking (see separate user guide) Pupils should be re-assessed every 20 scenarios to allow further tailoring of the intervention.
What next?	• Apply the skills learnt during the intervention to real-life scenarios to help pupils to generalise the skills they have learnt.
Top Tips	• Having a whole group of children with poor social skills doesn't always work well. Consider including children who have better social skills but need to work on other areas such as confidence or self-esteem. These children can act as good models for the other children and may gain confidence from being in a group where they are successful. • Groups can be mixed ages, but try not to have more than 2 years between the oldest and youngest children in the group.
Additional resources	A short video by the authors explaining the Language for Behaviour and Emotions approach. Language For Behaviour and Emotions: An introduction - YouTube.
Evidence Base	There is a wealth of evidence that children and young people with SEMH often have underlying speech, language and communication needs (SLCN), and these can often be unidentified. Supporting SLCN for these individuals can lead to promoting positive outcomes and reducing risk of negative outcomes. RCSLT_SEMH_A4_2019_Web_Singles.pdf.