

Communication

Communication is a key skill for all of our pupils to develop and is supported in many ways, for example; PECS, Makaton and Aided Language Displays (ALD). It is important that communication is functional and meaningful which means activities need to be exciting, motivating and meaningful for your child. Let's get communicating! Please refer to the Speech and Language link for more information and where to find communication support:

<https://www.strathmore.richmond.sch.uk/page/?title=Speech+and+Language&pid=152>

Please choose a starter and range of activities that best suit your child below

Starter activity

Motivating Music!

This starter activity is around choosing, requesting and moving to music.

There are three variations but all you need is music on any device!



Motivating Music

Focus: request and find a favourite song when given a choice (e.g. songs displayed on an iPad). Your child needs to touch or reach for their favourite song.

Use Makaton to support this task with 'more' and 'finished'.



Motivating Music – Actions!

Focus: request actions using an ALD or other preferred method of communication when moving along to music.

Use Makaton to support this task with 'stop' and 'go' when dancing! You could play musical statues or musical chairs.



Motivating Music – 'Simon Says'!

Use Mummy/Daddy instead of Simon. When it is your child's turn remind them to use their name and an instruction e.g. "John says touch your feet!"

You should always have a turn first to model the activity e.g. 'Mummy/Daddy says wave your arms.'

Focus: comment on actions they are making e.g. "Wow! Great arm lift", "I can touch my head too!"

Extension: use positional language e.g. up, down, in, out, on and under.



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Favourite Toy!

Resources: one favourite toy.

Play with the toy and make it exciting! Hold toy in front of your child to prompt communication.

Focus: attending activity, requesting more (reaching) or finished (pushing away) with preferred means of communication.

**Massage!**

Resources: pillows, cream (different coloured cream/scents), shaving foam, an iPad/music source to play relaxing music.

Spend some time relaxing and requesting using massage or deep pressure.

Focus: calm time at the end of the day or after something busy. Requesting more, requesting different body parts (e.g. hands or feet) and music.

The link below has free resources related to touch (massage) and music.

<https://tacpac.co.uk/>

Sensory Balls at Home

Resources: ball, tin foil, paper, paint and boxes or buckets.

Explore a range of different textures and sounds by covering a ball in different materials with varying textures and throwing it into different boxes or buckets.

Focus: sensory exploration, requesting more and finished with preferred means of communication.

**Bubble Painting**

Resources: bubbles (washing up liquid, water), cup, paper, food colouring or paint. Mix bubbles with food colouring or paint in a cup. Blow into the cup. Place paper on top, then peel the paper back.

Use a straw to blow into the mixture to create the bubbles. Place the paper on top of the bubbles to make the painting.

Focus: requesting and commenting using preferred method of communication e.g. "I see big red bubbles"

**DIY Salt Dough Handprints**

Resources: 1 cup flour, 1 cup salt, ½ cup water, bowl and spoon.

Mix the ingredients together.

Knead and roll out on a flat surface. Press a hand or foot into the dough to make a print mark. Bake at 150 degrees Celsius for 2 to 3 hours. When it has cooled you can paint it.

Focus: Requesting and commenting using preferred method of communication e.g. "I want hand", "I want red paint"

**Sensory Bottles!**

Resources: transparent water bottle, water, food colouring, pompoms, glitter, elastic bands, pasta, stones, any small appealing objects you can find!

Make a sensory bottle with your child by placing the small objects into the bottle. Next fill the bottle with water, add food colouring if you have it and screw the lid on tight – secure with tape.

Focus: Requesting using preferred method of communication - items or actions (e.g. "water in", "blue in", "shake"), 'more' and 'finished'.



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Water Oil Experiment

Resources: oil; water; food colouring; use the end of spoon to dip into a cup, cups, bowls, a pie pan (or similar)

Link:

<https://www.growingajeweledrose.com/2013/04/science-for-kids-experiments.html>

Focus: Commenting on what is happening, answering questions e.g. “what will happen if I add...?”



Guess the Song!

Resources: iPad, phone, laptop etc.

Use a range of different songs e.g. favourite cartoon theme songs. Give your child 5 to 10 seconds of listening to the song and see if they can guess what song it might be! Extend the time if necessary.

Focus: Communicating using preferred method of communication, answering the question “What song can you hear?”.



Snack and Meal Times

Meal and snack times are an important part of your child's day.

This is a great time to promote communication through commenting and questioning e.g.

“What would you like in your sandwich?”

“Can you cut the tomato?”

“What do you need to cut the tomato?”

Focus: commenting, answering questions and requesting.

Below are some Aided Language Displays and Makaton signs to support you with the activities.

Please do not worry if you do not have a printer.

You can print screen the visual you need as a photo and use this with your child.

Use Makaton signs to help you and any device or communication aid your child has e.g. PECS, ALD, iPad.

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<http://www.brainparade.com>

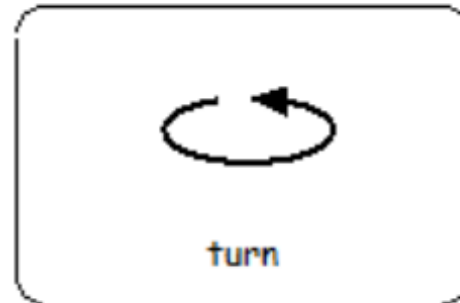
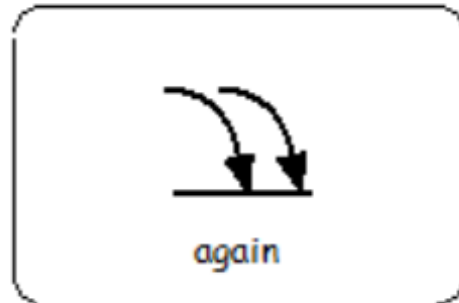
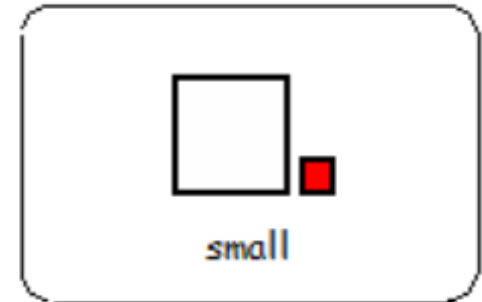
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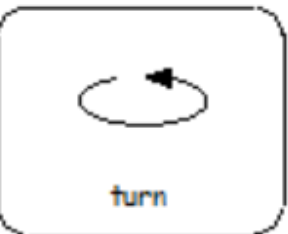

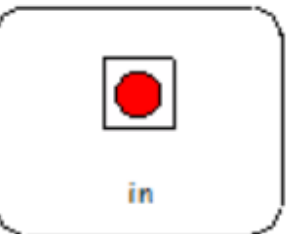


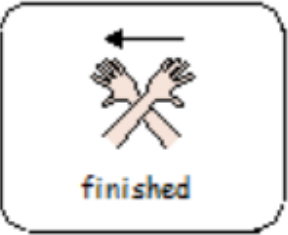


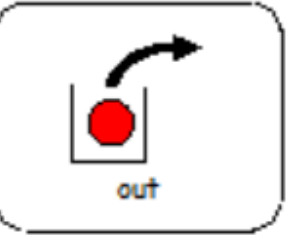

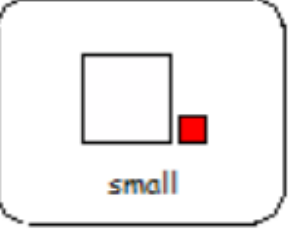

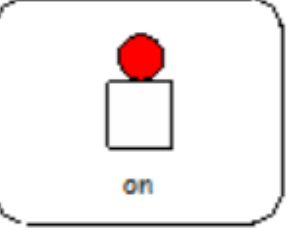
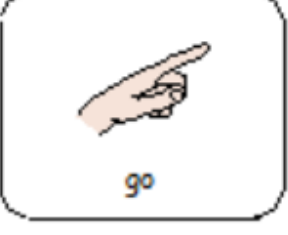




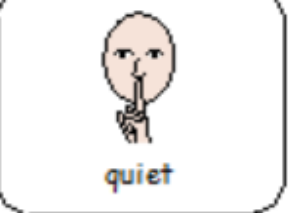


<https://www.sensoryapphouse.com/>

<https://www.visuals2go.com/>

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 <p>I</p>	 <p>see</p>	 <p>more</p>	 <p>turn</p>	 <p>red</p>	 <p>in</p>
 <p>My</p>	 <p>want</p>	 <p>finished</p>	 <p>big</p>	 <p>green</p>	 <p>out</p>
		 <p>again</p>	 <p>small</p>	 <p>blue</p>	 <p>on</p>
		 <p>go</p>	 <p>loud</p>	 <p>yellow</p>	 <p>up</p>
		 <p>stop</p>	 <p>quiet</p>	 <p>orange</p>	 <p>down</p>

Communication



I



see



More



I



want



finished



My



again

Communication



go



big



stop



small



turn