

Communication

Communication is a key skill for all our pupils to develop and it is supported in many ways, for example: PECS, Makaton, Aided language Displays (ALD) and more. 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 choose a starter and set of activities that best suit your child from the options below:

Starter activity.**What's in the bag?!**

What's in the bag?

What's in the bag?

Let's see, Let's see what's in the bag?

**What's in the bag?!**

Have 2 x items in the bag that are exciting to your child e.g. bubbles, toy.

Sing lyrics once and play with the toy for up to 10-20 seconds and repeat.

Focus: engaging e.g. looking at the bag and watching, anticipating toy or motivating item and possibly reaching for item or toy.

**What's in the bag?!**

Have 4 x items in the bag that are exciting to your child e.g. bubbles, toy.

Sing lyrics above once and play with the toy for up to 10-20 seconds stop playing with the toy for up to 5 -10 seconds to see if the child will request more or make a request. E.g. more bubbles or signing more (Makaton).

Focus: Making a simple request and attending an activity with an adult.

What's in the bag?!

In the bag put up to 4 items that are similar and can be associated with a room, place or weather. E.g. 1) Sunglasses, sun cream and shorts: What would the weather be like if I was wearing these? Sunny! 2) Toilet roll, toothbrush and shampoo: Where are these from? Bathroom!

Focus: answering question of where? Where does this go? What weather would it be if I was wearing these clothes?



Communication

Bubbles!

Resources: bubbles, or washing up liquid / shampoo, water.

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



Music Shaker! Make a shaker with resources below!

Resources: Box, water bottles, rice, pasta, beads

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



Songs: you can sing their favourite songs or use an iPad, speaker or radio.

Play the songs sitting next to your child, stop the song at different times. Dancing and clapping to favourite songs.

Focus: requesting more, reaching, pressing play (more) pressing stop (finished) with preferred means of communication.



Bubble snake: Make long bubble snakes!

Resources: Water bottle bottom cut off, sock, washing up liquid, shallow container, elastic band and food colouring.

Focus: making simple requests using ALD boards, Makaton signs or preferred communication e.g. 'bubbles up!' 'More bubbles up!'



Flour Play! Sensory Play requesting.

Resources: Flour, water, spoons, bowls, food colouring, sprinkles, anything!

Focus: making simple requests using ALD boards, Makaton signs or preferred method of communication e.g. 'more flour', 'more red', 'red in', 'more mix'.



Spa! Have a DIY Spa session in your house, massage, nails, wash feet / hands.

Resources: bowl of water, soap, creams, nail varnish, cucumbers (for eyes!), shampoo, towels, music.

Focus: making simple requests using ALD boards, Makaton signs or preferred communication e.g. 'more bubbles', 'massage leg', 'massage foot', 'my turn'.



Communication

Taking turns and playing a game

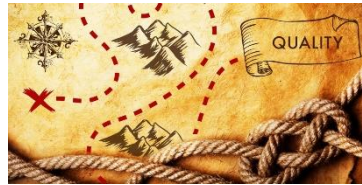
Resources: board game, game online (e.g. helpkidzlearn)

Focus: Making comments about a subject and staying on topic. Taking turns, commenting on whose turn it is, commenting what is happening in the game e.g. 'I am winning'.

**Treasure hunt!**

Resources: hide an object in the room or house and give clues to where it could be! Let your child comment as they are looking.

Focus: Making relevant comments. Commenting on actions. E.g. 'is it in the sink?' 'Under the table?' 'Where is the toy?' 'In the big cupboard'.

**Making jewellery**

Resources: pasta, food colouring, string, old clothes torn up, old bottle caps, cheerios', cardboard, plastic etc.

Focus: Making more complex requests to make jewellery. E.g. 'I want to make a necklace', 'I want 3 blue pasta', 'I want scissors to cut'.

**Useful links**

<http://www.brainparade.com/products/see-touch-learn-free/>

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

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

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



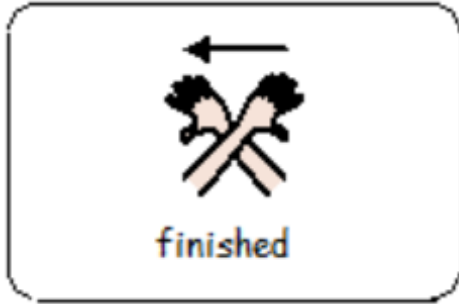
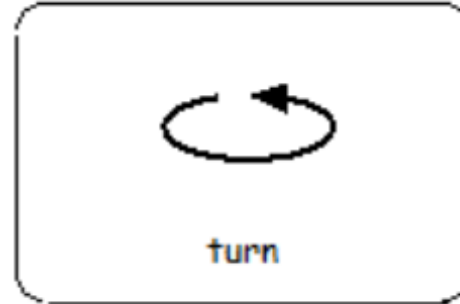
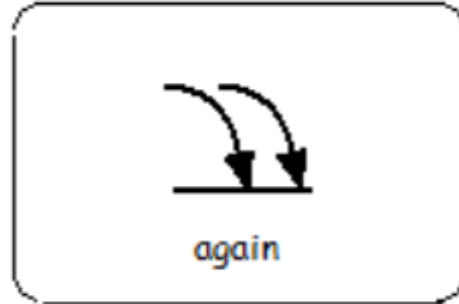
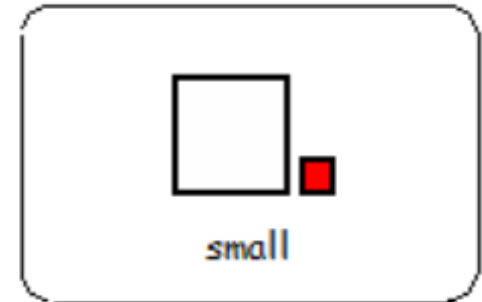
Below is some Aided Language Displays and Makaton signs to support you with the activities

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




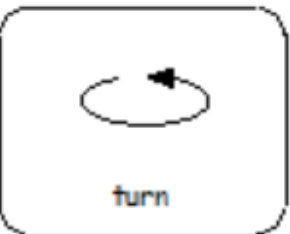

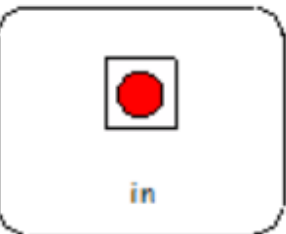


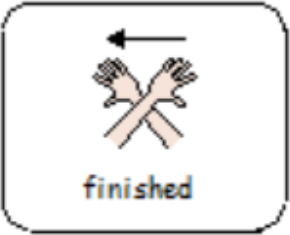


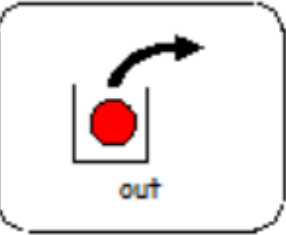
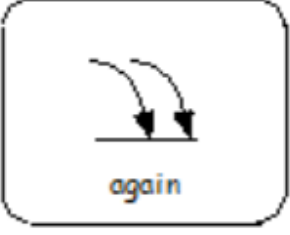
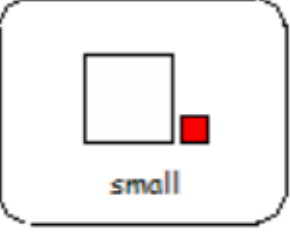

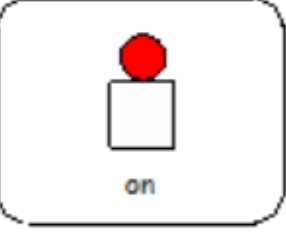
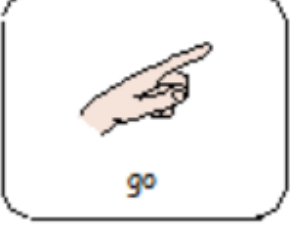
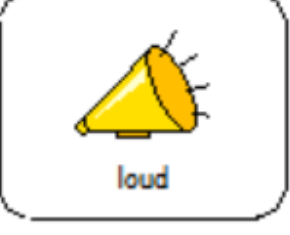

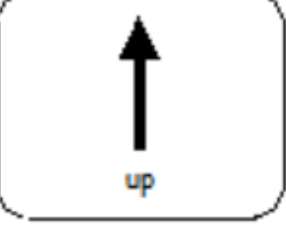

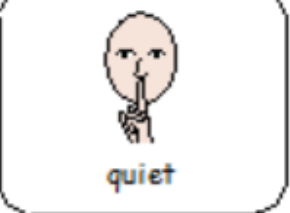

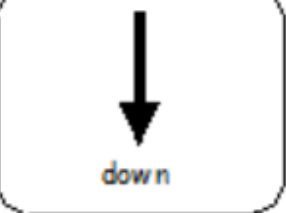
You can print screen the visual you need as a photo and use this with your child.

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

Communication



Communication

 <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