

Total Communication Approach

<u>Intensive Interaction</u>	Reciprocal relationship with an attuned communication partner through eye contact, babbling, physical activity, familiar routines and burst and pause. Joint attention – sharing an object or activity.
<u>Symbols/Visuals</u>	<p>Visual timetables – Now, Now and Next, Now, Next and Then, Morning/Afternoon, Full day, Organiser.</p> <p>Traffic lights – Start, nearly finished and finished. Use when engaging in inputs/activities to help prepare for transition.</p> <p>Wait – Teaching to wait for object or activity, gradually increasing time. Use alongside earning tokens for set amounts of time to earn a reward.</p> <p>Help – For children to request help.</p> <p>Let's make a deal – Use a motivator to encourage engagement.</p> <p>Visual schedule – Teaching skills, such as dressing, using toilet, etc. Backward chaining - breaking down the steps of a task and teaching them in reverse order to give the child an experience of success and completion with every attempt.</p>
<u>Choice board</u>	A 'choices board' is made up of photographs/symbols showing the choice of toys and resources available in the setting. There must be a corresponding symbol attached to the appropriate toy or activity. For example, there must be a 'painting' symbol fixed to the easel or table where the children can paint or a 'book' symbol attached to the bookcase. The "choices" to be used can be decided by the adult, for example what snack is available that day, or by the children, for example choosing what toys can be available for the day. (For a child who is not yet using symbols a "choices box" can be used of the child's preferred toys and symbols/photos of these toys introduced.)
<u>Communication book</u>	Communication books are a way of representing speech / sentences and usually contain a large variety of symbols and words organised into different categories. The individual is required to point to the symbols to make up the sentence: they may or may not be able to speak the message as they do this. The number of symbols used to make up a sentence will be dependent on the individual's ability. Different parts of the sentence could be colour coded to help the client structure the sentences, for example, green for verbs, orange for nouns, blue for adjectives, pink for social phrases. Use of different communication functions: requesting ('I want'), commenting ('It was fun'), informing ("I saw a movie"), questioning, ("Who is it?"), labelling ("Red shirt
<u>PECS</u>	<p>Phase One- <i>focus is on teaching the basics of communication " I can affect others by what I do"</i></p> <p>Phase Two- <i>focus is on skills of distance and persistence</i></p> <p>Phase 3a: <i>focus is on beginning to demonstrate skills of discrimination of symbols</i></p> <p>Phase 3b: <i>focus is on discriminating between motivating symbols</i></p> <p>Phase 4: <i>focus is on learning to use the sentence strip</i></p> <p>Phase 5: <i>focus on attributes, questions</i></p> <p>Phase 6: <i>focus on Responsive Requesting; Commenting</i></p>
<u>Speech and Language Input</u>	<p>Black Sheep Resources – Interventions to develop the speech, language and social skills of children.</p> <p>Mr Potato Head – Requesting, Single word understanding, Prepositions, Linking words, Giving and Following key word instructions.</p> <p>Lego Therapy - In each session, the children work together to build a model following instructions to develop communication and social skills. Each child is assigned a role: an engineer, who has the instructions; a supplier, who has the bricks; a builder, who builds the model; a foreman or director, who's makes sure everyone works as a team.</p> <p>Conversation Train - uses the metaphor of a train to teach basic conventions of conversation to children with autism spectrum disorders (ASDs).</p> <p>Colourful semantics - aimed at helping children to develop their grammar but it is rooted</p>

	<p>in the meaning of words (semantics). Colourful semantics reassembles sentences by cutting them up into their thematic roles and then colour codes them. The approach has 4 key colour coded stages – who, what doing, what, where. There are further stages for adverbs, adjectives, conjunctions and negatives.</p> <p>Derbyshire language - a system of language intervention intended for children who have difficulties in developing language skills.</p>
<u>Makaton/British Sign Language</u>	<p>Nouns- focus on everyday objects, animals and motivators Expressive signs i.e. like, don't like, more, want, don't want Command signs i.e. stop, finished Activity signs i.e. play, toilet, rebound Adjectives to create 2 key word sentences i.e. red car Prepositions i.e. in, on, under, next to</p>
<u>Sensory Stories</u>	<p>Adapted stories related to theme covered. Use of props and visuals to support understanding of nouns, adjectives, concepts and themes of the story. Props will cover senses of tactile, visual, auditory, olfactory, gustatory and where appropriate proprioception and vestibular.</p>
<u>Oracy</u>	<p>The Oracy framework promotes the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication. The four areas are: Physical: Voice; Body language. Linguistic: Vocabulary; Language; Rhetorical techniques. Cognitive: Content; Structure; Clarifying & Summarising; Self- regulation; Reasoning Social & Emotional: Working with others; Listening and responding; Confidence in speaking; Audience Awareness.</p>
<u>Phonics – Read, Write, Inc</u>	<p>Set 1 Speed Sounds (sounds written with one letter): m a s d t i n p g o c k u b f e l h r j v y w z x and sounds written with two letters (your child will call these 'special friends'): sh th ch qu ng nk ck Words containing these sounds, by sound-blending, e.g. m-a-t <i>mat</i>, c-a-t <i>cat</i>, g-o-t <i>got</i>, f-i-sh <i>fish</i>, s-p-o-t <i>spot</i>, b-e-s-t <i>best</i>, s-p-l-a-sh <i>splash</i> At school, they will read <i>Read Write Inc. Phonics</i> Sound Blending Books and Red, Green and Purple Storybooks. Set 2 Speed Sounds: ay ee igh ow oo oo ar or air ir ou oy Words containing these sounds At school, they will read <i>Read Write Inc. Phonics</i> Pink, Orange and Yellow Storybooks. Set 3 Speed Sounds: ea oi a-e i-e o-e u-e aw are ur er ow ai oa er ire ear ure Words containing these sounds At school, they will read <i>Read Write Inc. Phonics</i> Blue and Grey Storybooks.</p>
<u>Literacy Leaves Guided Reading</u>	<p>The Literacy Leaves are a suite of book-based comprehension resources designed to support teachers with the teaching of reading, using whole books, rather than extracts. They are created for use in a whole-class reading session or a guided reading session when the skills of reading comprehension are being taught.</p>