



Whole Establishment Nurture:

Language is a vital means of communication
(Inclusive Communication Environment)

Developed by



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...from Hillend Children's Centre for creating this document.

Rationale for resource

Applying nurture as whole establishment approach

A nurturing approach has been promoted as a key approach to supporting wellbeing, attainment, and achievement in Scottish education establishments. Local authorities have increasingly promoted a whole establishment, nurturing approach in response to the needs within this population, particularly with regard to closing the attainment gap, and have developed resources accordingly.

Hillend Children's Centre therefore explored Whole Establishment Nurture, utilised the 'Applying Nurture as a Whole School Approach' (ANSWA) framework to support the self- evaluation of nurturing approaches in the establishment.

Hillend Children's Centre focused primarily on Nurture Principle 4: Language is a vital means of communication. Staff identified that they wanted to develop guidance on what an inclusive communication environment looks like. This would include a range of information and resources Hillend Children's Centre utilise, so that staff in other establishments could further embed these ideas into their practice.

Therefore, this guidance highlights various techniques, strategies and activities used at Hillend Children's Centre to enhance the children's communication. This enables the children to receive relevant experiences which are appropriate and allow them to progress and develop purposeful skills for learning and life. This resource is primarily to support staff working with children at Hillend Children's Centre, but may also be shared with partners (parents, carers and families of pupils, other professionals working with our children to use within their own environments.)

Context

Hillend Children's Centre is an integrated and inclusive early learning and childcare (ELC) establishment that provides a service for children with a range of additional support needs, as well as mainstream children.

Within Hillend Children's Centre there are three playrooms: two specialist rooms and an integrated mainstream room. The Snowdrops Room specialises in working with children who have a communication and language delay. The Sunflower Room is our complex needs room which specialises in working with children with a wide spectrum of needs that require alternative teaching strategies that are set at the children's individual stages of development. The Bluebell Room is the integrated mainstream 3-5 room where children are supported to be actively involved in their own learning through various experiences and opportunities.

Children with additional support needs are integrated within Bluebells Room where they learn and develop their skills through peer modelling and Personal Learning Plans, as well as the opportunity to access the broad general curriculum.

Aims

To share our current practice to develop practitioners' skills and knowledge and allow them to enhance experiences and opportunities for children by:

- Sharing information about the development of (early) communication and language.
- Increasing expertise and confidence on how staff can engage with children to support the development of (early) communication and language.
- Sharing learning approaches that meet the individual needs of each of our children.
- Providing additional resources and guidance which would support children's individual (early) communication and language development.

Communication development

Definition



What is communication?

- It is a two-way process of reaching mutual understanding, in which participants not only exchange information, ideas and feelings, but also create and share meaning.
 - It is a means of connecting people.
 - It supports and enhances social contact.
 - It requires that the communicating people share an understanding of each other's signals.
 - The communication process is complete once the receiver understands the sender's message.
-



Communication forms

- Verbal communication – speech, singing.
 - Nonverbal communication - facial expressions, gestures and body language, paralinguistic, such as tone of voice.
 - Written communication - writing and sending texts or emails, social media.
 - Visual communication - sharing photographs, recognising logos.
-



What it allows us to do

- A way to share our feelings and emotions with others.
- A tool for giving and receiving information.
- A tool that helps us with thinking and reasoning.

What is needed to support communication?



Someone to communicate with

For the children in our establishment, we need to teach and set up opportunities for initiating with and responding to another person. The adults need to be ready to receive and respond to messages sent.



A way of communicating

This can be conventional or unconventional.

It can be facial expressions and body language, gestures and signs, pictures and photographs, high tech devices, objects, vocalisations, speech, and behaviour. It will most likely be a mixture of several methods that are functional for the individual pupil.



A reason to communicate

Adults need to create opportunities for pupils to communicate. This might be to make a request, to make choices, to protest, to express emotion or internal states, to draw attention to something, to give messages, to share information or to be sociable.

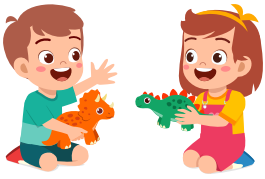


Understanding

It is important that children understand what is going on around them and what is being said.

If they find spoken language difficult to understand and process, we need to support their understanding in other ways –

- Visual aids
 - Simple, single word/short phrases
 - Repetition
 - Give them time to process and respond.
-

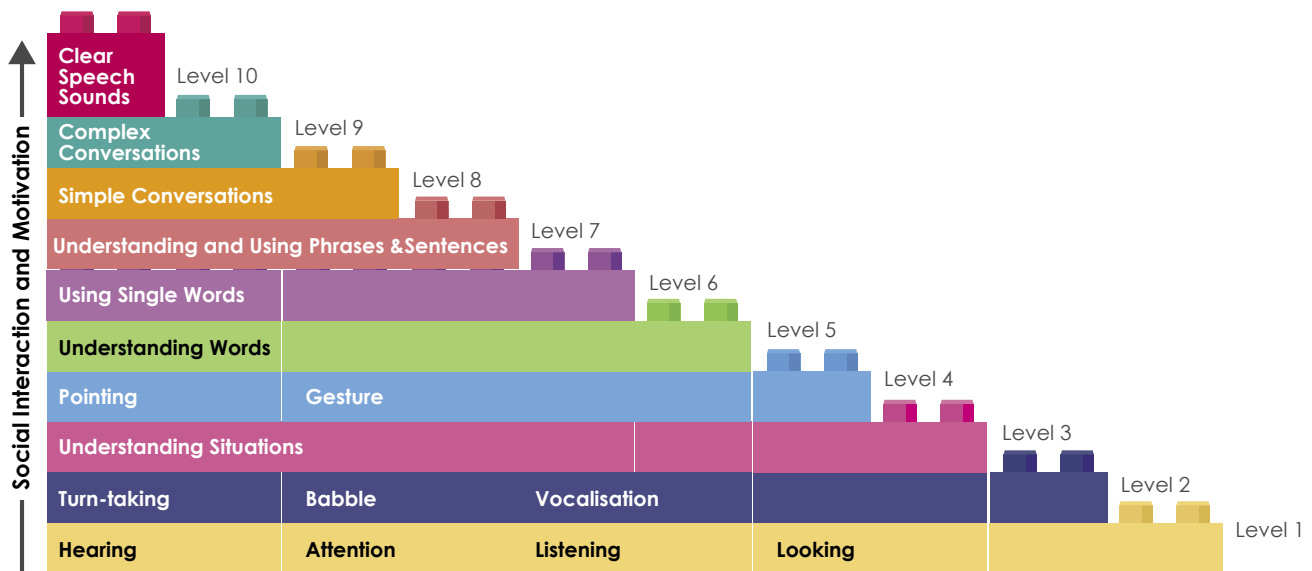


Other things to consider

There are lots of other underlying skills that need to be in place for communication to happen, such as:

- awareness of other people and surroundings,
 - ability to control attention and focus (and tune out other sensory information and distractions), joint attention (sharing of an object or idea between two people),
 - an awareness of the purpose and fun of communicating,
 - motivation to interact,
 - turn taking,
 - Motor abilities and co-ordination.
-

The building blocks of effective communication



Most children develop speech, language, and communication in a predictable sequence, with each new skill building on skills already learned. Although we can expect these skills to develop within a given age range, children will progress through these stages at their own pace.

To summarise, children begin to communicate by -

- Hearing language being used around them.
- Learning that the language they hear means something.
- Make the sounds that eventually they will use to form words.
- Pick out the differences between the sounds they hear in language around them.

The next step requires building up words by:

- Understanding that words have meaning
- Saying the first word.
- Linking two and more words.
- Putting words together in the right order.
- Understanding and using the social rules of communication.

All behaviour is communication

However, some children may experience barriers to developing their communication - these include learners who experience difficulties with their speech, language and/or communication, those who use Augmentative and Alternative Communication (AAC), and those with social, emotional, and behavioural needs.

If a child cannot understand what people are saying to them and they have no way to tell people what they want, it can feel scary, unpredictable, or frustrating to them.

Children may respond in different ways for example –

- They may withdraw and become passive.
- They may become attached to routines and become distressed when predictable routines are disrupted.
- They may become frightened or frustrated and display feelings through behaviour.
- It is important to remember that all behaviour is communication.

It is therefore important for the adults to be vigilant to ways that pupils try to communicate their needs and act on this. It is also vital that practitioners develop nurturing and responsive relationships with children, to be able to effectively respond to their needs.

Attunement

Modelling an attuned communication style is important to develop these nurturing relationships.

Attunement describes how responsive an individual is to another's emotional needs and is marked by language and behaviour which reflect awareness of the individual's emotional state.

It involves:

- Listening and responding.
- Engaging with children in reciprocal shared activities e.g., play/meals/reading/talking about events and feelings.
- Understanding that children respond to being valued and thought about as individuals, so in practice this involves noticing and praising small achievements.
- Celebrating success

Principles of attuned interactions and guidance*



Being attentive

Looking interested with friendly posture

- Giving time and space for other
- Turning towards
- Wondering about what they are doing, thinking, or feeling
- Enjoying watching the other



Encouraging initiatives

Waiting

- Listening actively
- Showing emotional warmth through intonation
- Naming positively what you see, think, or feel
- Using friendly and/or playful intonation as appropriate
- Saying what you are doing
- Looking for initiatives

* Copyright Kennedy, H (2011) Table 1 Chapter 1 in Kennedy, H., Landor, M. & Todd, L. Video Interaction Guidance: a relationship-based intervention to promote attunement, empathy and well-being London: JK.



Receiving initiatives

Showing you have heard, noticed the other's initiative

- Receiving with body language
 - Being friendly and/or playful as appropriate
 - Returning eye-contact, smiling, nodding in response
 - Receiving what the other is saying or doing with words
 - Repeating/using the other's words or phrases
-



Developing attuned interactions

Receiving and then responding

- Checking the other is understanding you
 - Waiting attentively for your turn
 - Having fun
 - Giving a second (and further) turn on same topic
 - Giving and taking short turns
 - Contributing to interaction/activity equally
 - Co-operating - helping each other
-



Guiding

Scaffolding

- Extending, building on the other's response
 - Judging the amount of support required and adjusting
 - Giving information when needed
 - Providing help when needed
 - Offering choices that the other can understand
 - Making suggestions that the other can follow
-

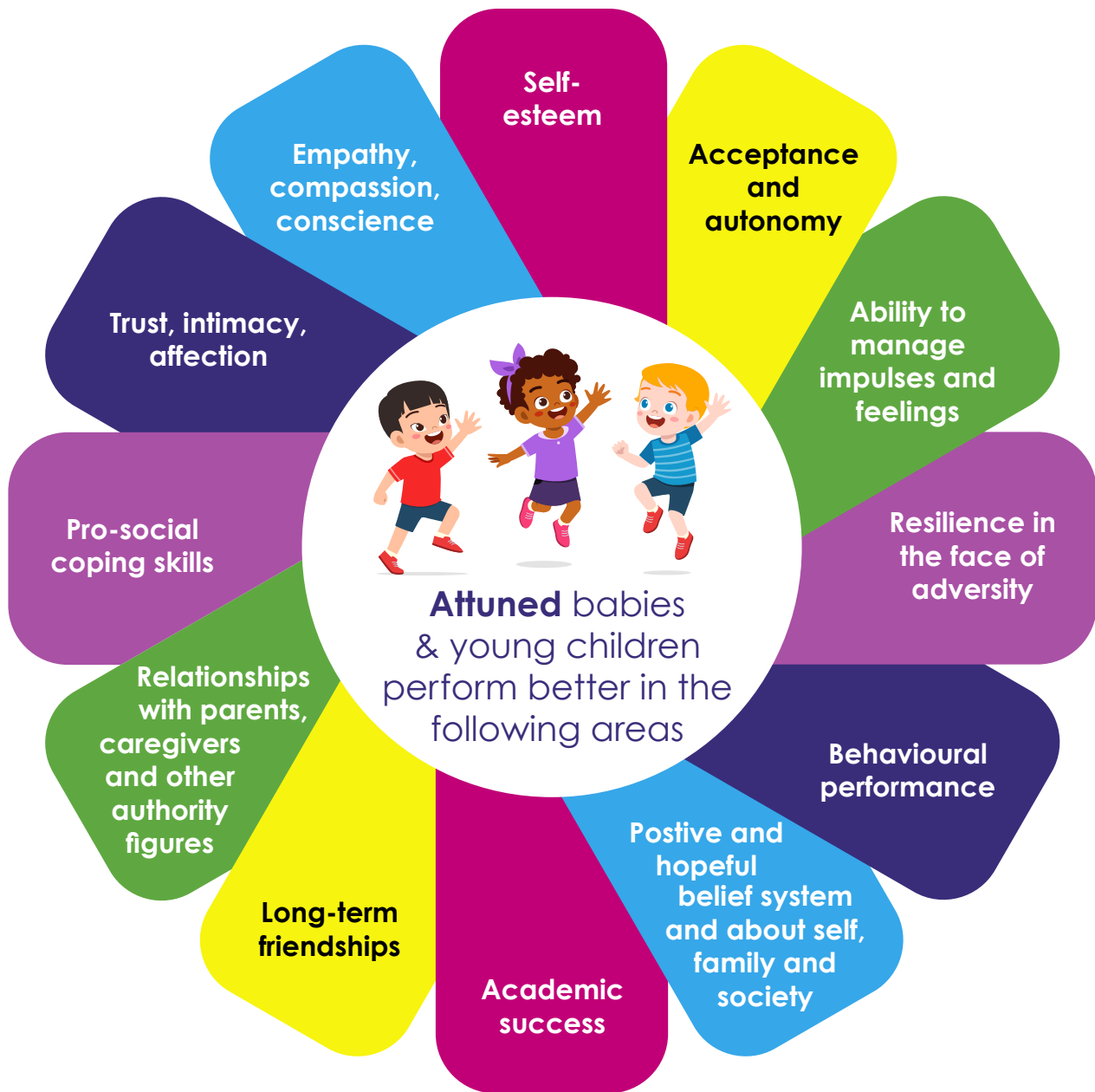


Deepening discussion

Supporting goal setting

- Sharing viewpoints
- Collaborative discussion and problem-solving
- Naming difference of opinion
- Investigating the intentions behind words
- Naming contradictions/conflicts (real or potential)
- Reaching new shared understandings
- Managing conflict (back to being attentive and receiving initiatives with the aim of restoring attuned interactions)

Securely attached outcomes



An inclusive communication environment

Relevant policy and legislation

There are various legislative and policy frameworks including the Additional Support for Learning (Scotland) Act 2004/2009, Children and Young People (Scotland) Act 2014, Getting it right for every child (GIRFEC) and Curriculum for Excellence, that promote the rights of all children and young people to have their voices heard and valued. These include learners who experience difficulties with their speech, language and/or communication, those who use Augmentative and Alternative Communication (AAC), and those whose social, emotional, and behavioural needs are a barrier to their communication.

Hillend Children's Centre recognises that every child has the right to:

- express how they feel;
- be provided with choices;
- be able to say 'no' to things;
- be with other people and communicate with them;
- be listened to;
- have access to their communication tools whenever they need them;
- be told what is happening around them;
- be included when people talk about them;
- to use the method of communication that is right for them.

Effective learning and teaching

Hillend Children's Centre offers a broad and balanced curriculum in line with 'Curriculum for Excellence', 'Pre-Birth to Three' [Scottish Executive] and 'Realising The Ambition, Being Me' national guidance document. These are implemented in line with Inverclyde Council's Learning and Teaching policy (available on our website under curriculum). As an establishment we recognise that effective learning and teaching is essential to promote an inclusive communication environment.

We aim to do this through:

- Staff being trained in relevant strategies to support the education of children with communication needs.
- Creating environments that meet the learners' needs and ensure children are respected, valued and supported.
- Differentiated curricula to support children's stages of development and provide appropriate learning experiences.
- Personal learning targets created to support literacy, communication through developing understanding, expression and social use of language, numeracy and health & wellbeing.
- Inter-disciplinary working to meet children's holistic needs.
- Resources that are relevant and appropriate to children's overall development.
- Developing a workforce that can self-reflect and recognise when things go wrong and adapt their learning and teaching techniques appropriately to meet the child's needs.
- Consistency and continuity throughout the nursery, supported by ongoing CPD and professional dialogue.
- Structured routines with visual supports, including individual timetables.
- Inclusive communication environment.
- Teaching based on child's prior knowledge and skills, along with information passed from parents/carers that informs next steps in learning.
- Creating and sharing appropriate targets and strategies with parents.
- Support systems in place to promote overall health and wellbeing.
- Building and maintaining effective partnerships between the centre, staff teams, families, other carers and involved agencies.

Assessment and intervention

At Hillend Children's Centre we aim to support children with their individual needs. We offer an integrated and inclusive provision. Through assessment, staff recognise children's skills and areas in which they require support. We work with parents to identify the best strategies to put in place to allow children to be all they can be and reach their highest potential.

A range of strategies and intervention approaches are used within Hillend Children's Centre. Those working with our children should consider the following: -

- Find out which types of communication system are used with each child. Staff should access training and familiarise themselves with the different methods to allow them to be confident in using them. This information may come from parents (All About Me booklet), or professionals, however you may need to try and test various methods before you find one that works best for the child.
- Remember to communicate in a way that the child can understand and give them time and opportunities to communicate with you
- **Be consistent** and remember that it takes time for the children to learn to understand and then use a communication system.

Universal level

A communication friendly environment should make communication as easy, effective, and enjoyable as possible. It should provide opportunities for everyone to talk, listen, understand, and take part. A communication friendly environment will support the development of all children's communication skills and usually includes features which will also be particularly beneficial for children and young people with Speech, Language and Communication Needs (SLCN). Developing a communication friendly environment can also be seen as removing barriers to communication. A communication friendly environment will also support learning and social and emotional development. As well as the many benefits for the children and families you work with, developing a communication friendly environment really helps make sure that everyone working within this environment understands how important communication is to overall development.

Targeted support

The communication and language room supports children's understanding of language through visual stimulus, both for their timetable and as a means of communication. Our integrated mainstream room allows children to experience all aspects of the curriculum, however, additional plans are created to ensure that individual children's needs and learning styles are met if required. Every member of staff has responsibility to support the learning of all children. The type of support will vary according to the needs of the children. This includes consideration given to children who have a disability, children with social, emotional and behavioural difficulties, children with learning difficulties of a specific or general nature, children who are exceptionally able, children whose learning has been interrupted through absence or illness, bilingual children who have English as an additional language, travelling children and those children whose family circumstances impact on attendance and learning. Partner agencies may be asked to offer support where necessary.

Some useful strategies/approaches

The table below highlights some of the key strategies, approaches and resources that can be used to support children at both the Universal and Targeted levels. More information about some of these strategies and approaches can be found in appendices.

Attuned Communication	Augmentative and Alternative Communication	Visual Supports	Sensory
Reduced Language Common Language Consistent Language Repetitive Language Facial expressions Body Language Gestures PATHS Tac Pac Baby Beats	P.E.C.S Big Mack Talking Tins PODD Touch Screen	Photographs Visual timetables Visual schedules Objects of Reference Motivators P.E.C.S PATHS Sign Makaton/BSL Facial Expressions Body Language Gestures	Tac Pac Baby Beats Talking Tins Weighted Blankets Switches Cause and Effect toys Heuristic Play Treasure Basket Light/sound activated resources Malleable experiences Sensory Mats
Positive Relationships with Families	Supporting Structure and Routine	Staff Consistency	Environment
Home visits All about me Relationships Social Interaction Home Routines Medical Information Effective Partnerships with parents and other professionals	Consistent Routine Visual Timetables/ Schedules Situational Understanding P.E.C.S Intensive Interaction Transitions Enhanced Transitions Integration Times (singing, outdoors)	Use of same language Common Language (keywords) Reduced Language Teach Stations Structure/Routine Workshops Sharing of Practice Training (Early Bird Programme)	Amended Curriculum for Excellence/Pre- Birth to Three/Realising the Ambition, Being Me Individual Planning Realistic approaches with coherent progressive structures Friendly Spacious Low stimulus Minimum Distractions Repetitive learning Visual Learning Teach Stations

Appendix A – Differentiated Curriculum/ Personal Plans

Who is it for?

Any child requiring support within their day.

Any child who needs adaptations made, to allow them to access learning to meet their individual needs.

Theory

Differentiated curricula are devised for children who need input from others to develop skills and knowledge in a variety of areas, using a range of techniques and activities.

As all children learn in different ways and means, a differentiated curriculum allows them to access learning at their own pace and at a stage which is right for them. Learning starts from children's prior knowledge and skills. These provide staff with a starting point for supporting children to become successful and independent learners.

Aims

For children to achieve and progress within all aspects of the curriculum. Allow all children to access education that is right for them.

Allow staff to plan individualised targets for Personal Learning/Curriculum Plans.

Suggested resources

Curriculum for Excellence and benchmarks

Additional Curricula (e.g., Learning Tracks, Routes for Learning, Pre-birth to Three)
Useful assessment tools, (I can communication tool kit, Teach Talking)

Inverclyde Council Progressive Pathways

Milestones to Support Learners with Complex Additional Support Needs Target sheet/Observations

Wellbeing Assessment (GIRFEC) Realising the Ambition: Being Me

Personal plan layout as per establishment Building Blocks of Language

Schemas Social Circles

Extended Blooms Taxonomy

Example

Hillend Children Centre's Current Method

(This can change through changes in legislation, self-evaluation or child's needs to name a few)

Once a child starts nursery, staff get to know them and create a baseline for the child, using Pathway trackers and All About Me booklet. This allows staff to set child's stage of development and gather information on prior knowledge.

For 6-week post placement review, staff will complete a GIRFEC Wellbeing assessment and Teach Talk document (if required).

At 12-week review, parents should bring a completed Teach Talk from home, and along with staff, collate one for nursery, using information from both nursery and home. Staff will have assessed the child using trackers using this information a Personal Plan/differentiated curriculum will be created, in collaboration with parents.

The Personnel Learning plan is reviewed at the end of each block (due to 52 week service we have created 5 blocks instead of terms) with parents and the child's keyworker. Staff come prepared with an evaluation of the prior learning and next steps in learning, new targets are set for the next block collaboratively by keyworker and parents (we colour code to differentiate and recognise the targets that are set by parents and staff). Management attend every second meeting and where appropriate this will be a multi-agency team around the child meeting.

Appendix B - Intensive Interaction

Who is it for?

All Children

Theory

Intensive interaction is an approach to teach communication skills to children who are at an early stage of communication development. It is a method which is based on how communication typically develops and is carried out in a relaxed fun way, using imitation to gain a child's attention, which leads to a turn taking routine with shared enjoyment. It centres on the 'Fundamentals of Communication' (Communication skills that are acquired before speech development).

Children would be encouraged to learn the 'Fundamentals of Communication' which include:

- Enjoying being with another person.
- Developing joint attention with another person during activities.
- Develop concentration and attention span.
- Sharing personal space.
- Learning to take turns.
- Learning to use and begin to understand eye contact.
- To have fun, to play.
- Using and understanding facial expressions.
- Using and understanding non-verbal communication such as gesture and body language.
- Learning how to use and understand physical contacts.
- Learning to vocalise and use vocalisations in a meaningful way.

Aims

To experience the joy of communication and relationships. To learn the fundamentals of communication.

To share with others in a positive and fun way.

Suggested resources

Intensive interaction observation sheet.

Adult.

Child.

Method

Intensive interaction involves four elements:

1. Observing the child and learning their language.
2. Spending time with the child interacting when both adult and child are active participants.
3. Reflecting, evaluating, and monitoring progress.
4. Sustaining the approach over the long term.

Observation is the first step in intensive interaction. It is important that time is spent observing and recording the child's sounds, touch, movements, visual experiences, facial expressions etc. This should be as detailed as possible and focus on the smallest of details of the child's behaviour. e.g., breathing rhythm, flicking fingers etc.

Intensive interaction is led by the child and there is not a step-by-step approach to follow as all children are individuals, although there are several strategies that can be used.

Ready

Set out specific time to observe the child in a quiet environment, with no set agenda. Focus on the child on a one-to-one basis.

Steady

Be aware of and available to the child even if it is only from a distance. Allow the child to set the pace of the interaction and observe them without placing any pressure on them.

Go

Allow the child to take the lead. Join in and begin to imitate their vocal sounds, movements etc. using your body language, voice, expression, and gestures. Pause after your interaction to give the child time to respond.

Intensive Interaction sessions should be fun, and some children respond to rough and tumble play. This can be used to encourage interaction by:

- Stopping an action and waiting for any sign that the child wants to continue e.g. vocal sound, look etc.
- Imitating their actions/sounds etc.
- Using simple, clear, repetitive language like “ready, steady, go”. Leaving a pause before the word “go” and waiting for the child to respond.

Above all, Intensive Interaction should be a fun and enjoyable experience between the adult and child, with the main aim to develop the child's communication skills through engaging in fun, turn taking experiences that involve shared play and attention.

Appendix C - Objects of Reference

Objects of Reference are objects that are used to communicate a meaning in the same way as words and pictures. They can be used to represent anything we want to communicate: people, places, activities, Events etc. For example, a cup can stand for a drink.

Aims

To help pupils make sense of their day To assist with transitions

Theory

Many children find transitions between activities difficult. They need time to prepare themselves. Objects are used to help them understand what is happening and give them time to adjust. Children need to understand what is happening to make them feel safe and secure. The objects/signifiers are essential to children's wellbeing and without these they may become distressed.

Who is it for?

Objects of reference can be useful for children with communication difficulties who do not respond to other methods of communication such as speech, signs or pictures. Objects are concrete and permanent and offer lots of sensory information. They do not rely on processing verbal information or memory.

- Children with profound and multiple learning disabilities
- Children with multi-sensory loss
- Children with sight impairment
- Children with short- or long-term memory difficulties
- Children with an Autistic Spectrum Disorder for whom the spoken word has little meaning

Suggested resources

You are likely to be using everyday objects with the individuals you support already. You may be saying to them "we are going out" while handing them their shoes, thereby giving them a visual clue as to what is going to happen, so they do not need to understand all the words you are saying. Objects of Reference are objects that are used in a structured and consistent way and used every time the activity is going to happen. An object becomes an Object of Reference when the person begins to associate it with the activity it represents.

Method

The objects need to be carefully selected to suit each individual and used in situations where the need to communicate exists. They need to be meaningful to the individual. A simple link or a strong association between object and activity/child is best.

For example, of objects of reference

- Creative - Paintbrush picture
- Snack time - Food picture
- Outdoors - Gloves
- Small box - Task time

However, what might seem like a clear link to you may not be for the child you support. Spend time observing them doing the activity. Each individual's set of Objects of Reference will be unique to them.

They need to be motivating to use. For example, you may wish to have an object to represent toilet but for the child you support, the toileting procedure could be a difficult and stressful experience.

They will have no motivation to learn the Object of Reference for toilet. Food or favourite activities are far more motivating and rewarding!

Appendix D - Promoting Alternative Thinking Strategies (PATHS)

Who is it for?

- Practitioners/ Educators
- Counsellors
- Pre-school children
- Primary school children
- It can be adapted to suit children with additional support needs

Theory

Promoting Alternative thinking Strategies (PATHS) is a comprehensive programme designed to positively promote children's emotional and social learning skills and understanding, enabling children to make positive and good choices throughout life.

Aims

The Curriculum promotes positive behaviours and role modelling to children, using a structured programme, learning strategies, and a consistent approach to emotional and social learning.

Children will develop:

- Emotional and social skills
- Understanding
- Self-control (Control impulses)
- Emotional awareness (Identifying and labelling feelings)
- Problem solving.

It can help to:

- Reduce stress and aggression
- Manage behaviour problems
- Understand other people's perspectives, emotions, and behaviour

Suggested resources

PATHS Curriculum (Information manual and activities)

PATHS story books

PATHS Puppets

Method

PATHS can be used differently and can be adapted to each individual establishment or child.

- To begin with, read through the curriculum manual.
- Decide and plan how you will implement PATHS within your establishment.
- Follow the PATHS curriculum or adapt it to suit your establishment and children, using the resources available

Appendix E - PECS (Picture Exchange Communication System)

Who is it for?

PECS is for children who have a wide variety of communicative disorders.

Theory

PECS is a form of augmentative/alternative communication in which the child is taught to communicate by exchanging a card with a picture on it to a communicative partner in exchange for a desired item.

PECS was originally designed to assist non-verbal children on the Autism spectrum, but it is now also used with children with a wide range of communicative, cognitive, and physical difficulties.

Aims

- To increase functional communication.
- To encourage spontaneous communication.
- To encourage communication in social contexts.

Suggested resources

Board maker programme for visual aid Symbols/photographs

Velcro PECS book

Method

To begin with observations and a 'reinforcer assessment' should be carried with the child, to identify possible motivators before any cards are introduced to the child.

PECS consists of 6 phases beginning with the child learning to exchange a single card for a much-desired item. The 6 phases of PECS are:

PECS PHASE 1 The Physical exchange/How to communicate

The child learns to exchange single pictures for items or activities they really want.

PECS PHASE II: Distance and Persistence

Still using single pictures, the child will learn to generalize this new skill by using it in

different places, with different people and across distances. They are also taught to be more persistent communicators.

PECS PHASE III: Picture Discrimination

The child learns to select from two or more pictures to ask for their favourite things. These are placed in a communication book, a ring binder with Velcro strips where pictures are stored and easily removed for communication.

PECS PHASE IV: Sentence Structure

The child learns to construct simple sentences on a detachable sentence strip using an “I want” picture followed by a picture of the item being requested.

PECS PHASE V: Answering Questions

The child learns to use PECS to answer the question, “What do you want?”

PECS PHASE VI: Commenting

The child is taught to comment in response to questions such as, What do you see? What do you hear? What is it? They learn to make up sentences starting with I see, I hear, I feel, It is a, etc.

Useful information

Pyramid Educational Consultants UK LTD

PECS Training/resources: www.pecs.co.uk

Board maker resources: www.goboardmaker.com

Access to information how to begin to teach the Picture Exchange Communication System is available within the manual (The Picture Exchange Communicating training Manual)

Appendix F - Language Development

Who is it for?

Any child who has limited or no language who finds it difficult to express needs, wants or emotions. Children who are unable to communicate and express themselves through speech.

Aims

To have the child at the centre.

To teach functional communication skills and express needs. Develop and support social interaction in a positive and fun way.

Theory

Communication should be a two-way process where information, ideas and feelings connect people to a shared understanding that will lead to children being able to communicate their needs and wants effectively.

Suggested resources

PECS: Is a functional system that develops expressive communication skills using pictures appropriate for all children

PATHS: facilitates the development of self-control, emotional awareness and interpersonal problem-solving skills.

TAC Pac: Sensory sound and sequencing programme

Baby Beats: Musical programme that helps develop communication and listening skills.

Talking Tins: Recording sounds and words

Method

All staff use common, reduced and repetitive language. Developing listening sharing and turn-taking skills,

Building positive relationships with the child and modelling effective communication and language.

Using a routine and methods such as welcome songs, loved songs and music. Having task stations for individual learning.

Early learning cause and effect toys, sensory material, sound, and vision tools.

Appendix G - Task Stations

Aims

To promote language, functional cognitive development, motor, and independence skills

Who is it for?

All children, as part of a personal learning programme.

Theory

Task stations are used to develop visual learning in children you are working with. These structured tasks are based on the individual child's strengths and needs and provide a framework for assessing each child's continuous development, promote meaningful engagement in activities and help the child to understand their environment. These stations are based on 'TEACCH' philosophy that incorporates structure, routine, visual cues, and limits distraction to develop independence, organisational skills

Method

Set up task areas with low distractions, usually around the perimeter of the room, ideally with dividers used to separate the individual stations.

Task activities are scheduled into the child's daily programme. Task boxes are made up with basic and or motivational resources that helps language, cognitive development, and concentration. The child and adult work together on the task e.g., matching, sorting, categorising games. The child can open the box, do the activity, and then put things back into the box. The activities are usually simple and structured which the child has to perform for a short time. Encouraging play and social interaction focusing on non-verbal communication, leaving space for the child to talk using simple language.

The 'TEACCH' approach tries to respond to the needs of autistic children using the best available approaches and methods known so far, for educating and teaching autonomy. It is not a single method and can be used alongside other approaches.

For more information:

www.teacch.com/resources - for guidance and anti-intervention

www.autism.org.uk - for guidance/topics/strategies

Appendix H - Visual Timetable/Routines

Aims

To provide a predictable timetable by keeping the structure of learning the same throughout the day and in a known order to reinforce learning. Routine is important it also helps decrease anxiety and increase understanding.

Who is it for?

All children who are unable to communicate through speech

Theory

The timetable helps the child understand the routine of their day and must be kept to the same structure every day. They may not understand words used, but may be able to respond to contextual clues/ pictures and child may eventually understand words in context. They may also gradually be able to understand and anticipate what is happening within their environment.

Experiences are repeated, day after day and it is this repetition that helps the child learn.

Suggested resources

Rooms are set with areas with particular learning which relates to the timetables and visual prompts. These are consistent throughout the room with the same photos and Board maker symbols used each day. Song signifiers and consistent and simplified language is used if it is appropriate.

Method

The child is introduced to the timetable and the routine and structure of the room when they begin, and these should be reinforced throughout the day. As they become familiar with the environment the timetable and structure the child is introduced to the symbols, photos or objects depending on their level of understanding.

Appendix I – Makaton or BSL (British Sign Language)

Who is it for?

Any child who has limited or no language who finds it difficult to express needs, wants or emotions.

Children who are unable to communicate and express themselves through speech. Children with a hearing impairment.

Children who are able to focus and engage with an adult.

Aims

To have the child at the centre.

To teach functional communication skills and allow the child to request items. Develop and support social interaction in a positive and fun way.

Theory

Communication should be a two-way process where information, ideas and feelings connect people to a shared understanding, which will lead to children being able to communicate their needs and wants effectively.

Suggested resources

Staff with knowledge of Makaton or sign

Speech and Language Therapy

Teacher for the Deaf

Method

Staff will use sign as part of the daily routine including signing to songs, days of the week numbers and everyday objects with all children to support children to have both adults and children engaging with children who sign.

Children using sign will have an individual program in collaboration with parents and build up understanding and expressing skills using sign at their own pace and linked to signs that will support them to have their needs and likes met.

For more information:

www.british-sign.co.uk

www.sense.org.uk/information-and-advice/communication/makaton

www.uhcw.nhs.uk/download/clientfiles/files/Patient%20Information%20Leaflets/Women%20and%20Children_s/Paediatrics/Makaton%20sign%20language.pdf

References

NHS Greater Glasgow and Clyde, Building Blocks of language

www.nhsggc.org.uk/kids/healthcare-professionals/paediatric-speech-and-language-therapy/building-blocks-of-language/

Further reading

NHS Education for Scotland: <https://slctoolforhv.nes.digital/resources---further-reading.html>

Building Blocks of Language: www.nhsggc.org.uk/kids/healthcare-professionals/paediatric-speech-and-language-therapy/building-blocks-of-language

Extended Blooms Taxonomy: <https://elearning.adobe.com/2018/04/understanding-basics-revised-blooms-taxonomy-application-elearning>

Teach Talk: www.gl-assessment.co.uk/assessments/products/teaching-talking/

Learning Tracks: <https://uk.sagepub.com/en-gb/eur/learning-tracks/book244872>

I Can: www.icancharity.org.uk

Routes for Learning: <https://hwb.gov.wales/curriculum-for-wales/routes-for-learning>

Enquire: <https://enquire.org.uk>

Additional Support for Learning Act (2004): www.legislation.gov.uk/asp/2004/4/pdfs/asp_20040004_en.pdf

TAC PAC: <https://tacpac.co.uk/tacpac-for-parents>

Realising the Ambition: <https://education.gov.scot/improvement/learning-resources/realising-the-ambition/>

Where to find resources

Inclusive technology: www.inclusive.co.uk

Spacekraft: www.spacekraft.co.uk

Earlyyearsresources.co.uk: www.earlyyearsresources.co.uk

Sensory toys: www.completecareshop.co.uk/living-aids/hearing-vision-aids/sensory-aids

Inverclyde
council

Inverclyde Council
Municipal Buildings,
24 Clyde Square
Greenock
PA15 1LY



Hillend Children's centre
Border Street,
Greenock
PA15 2EF