

Sybil Elgar School | Our Transdisciplinary Team Newsletter

Promoting Communication Opportunities



- Be aware of individual level of understanding and adjust communication accordingly. For example getting attention before giving information, being face to face, level of spoken language information, choice of vocabulary, highlighting key words, pace, complexity of directions, allowing time to process information and respond.
- Support spoken language with non-verbal cues including pointing, gestures, facial expression, tone of voice.
- Use visual aids for example schedules, timetables, photos of people/ activities /places, Makaton signs, objects, list of materials required / steps of activity, symbol choice boards, pictures to identify objects, iPad apps.
- Provide clear demonstrations of expected task to give confidence.
- Use a problem solving approach - What's the matter? Do you need help? What do you need?
- Recognise individual attempts to initiate interaction and respond appropriately.
- Provide meaningful and motivating activities to promote involvement.
- Create an expectation and need to communicate. Use motivators and incentives to encourage communication.
- Use repetition, verbal prompts and cues to support expressive communication for example songs, games, phrases in daily routines.
- Show interest in individual's choice of topic. Provide something interesting and new to communicate about.
- Provide a positive communication environment and use re-directive language.
- Use social information support systems – picture/written information cards and Social Stories.



Useful websites

www.do2learn.com

www.carolgraysocialstories.com

