

Total



communication

What is total communication?

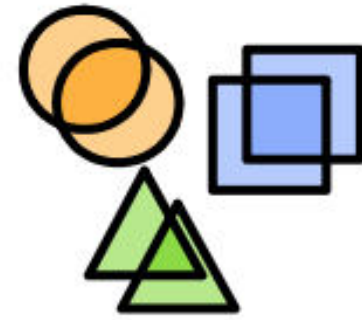
Accepting and using all forms of communication verbal and non-verbal.

Why do we want a total communication environment?

To **empower individuals** to communicate in whichever way, or combination of ways works best for them.

What are the benefits of a total communication approach?

- **Effective Communication:** The primary benefit is helping individuals communicate as effectively as possible.
- **Functional Communication:** It focuses on increasing functional communication for everyday life.
- **Social Benefits:** Improved interactions and connections with others.
- **Quality of Life:** Enhances overall well-being.
- **Opportunities for Families and Friends:** Encourages better communication within social circles.



Communication

types

Gestures and signs



We all communicate using gestures and sign in everyday life. Examples include waving to say hello, raising your hand to answer a question or shaking your head to indicate no. These are useful ways of getting our message across.

Children and young people with additional needs also use gestures to communicate. It might be using their hands to push away something that they didn't want, covering their ears to tell you something is too noisy or taking you by the hand to get something.

These gestures are extremely effective ways of communicating that require only your child's hands, without necessarily using speech.

Signing

We use Makaton, a speech supported signing system.

Only key words within a spoken sentence are signed to emphasise and provide clarity to the message, supporting a pupil's comprehension.

Nouns: focus on everyday objects, animals

Expressive signs: like, don't like, more/finished, want, don't want

Command signs: stop

Activity signs: play, toilet, rebound

Adjectives: colours, size

Prepositions: in, on, under, next to

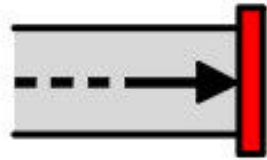
Question words: who, what, where?

When do we use Makaton?

All the time! Circle time, snack time, inputs to highlight key vocab. Prompting personal care.



more



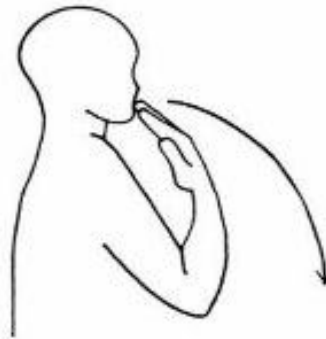
finished



please



toilet



Objects of reference (OOR)

An OOR is **any object** which is used systematically to **represent an item, activity, place, or person**. Understanding real objects is the first stage of symbolic development. Therefore, **using objects** is considered the most concrete way of representing a word for pupils.

When using an OOR, it is important that the objects used symbolise the real items as much as possible. In some instances, real items can be used such as a key to ask to open a door or a cup to communicate a drink. However, often real items can be inconvenient and it might be easier to use parts of these items, such as a label from a favourite treat or snack



PECS

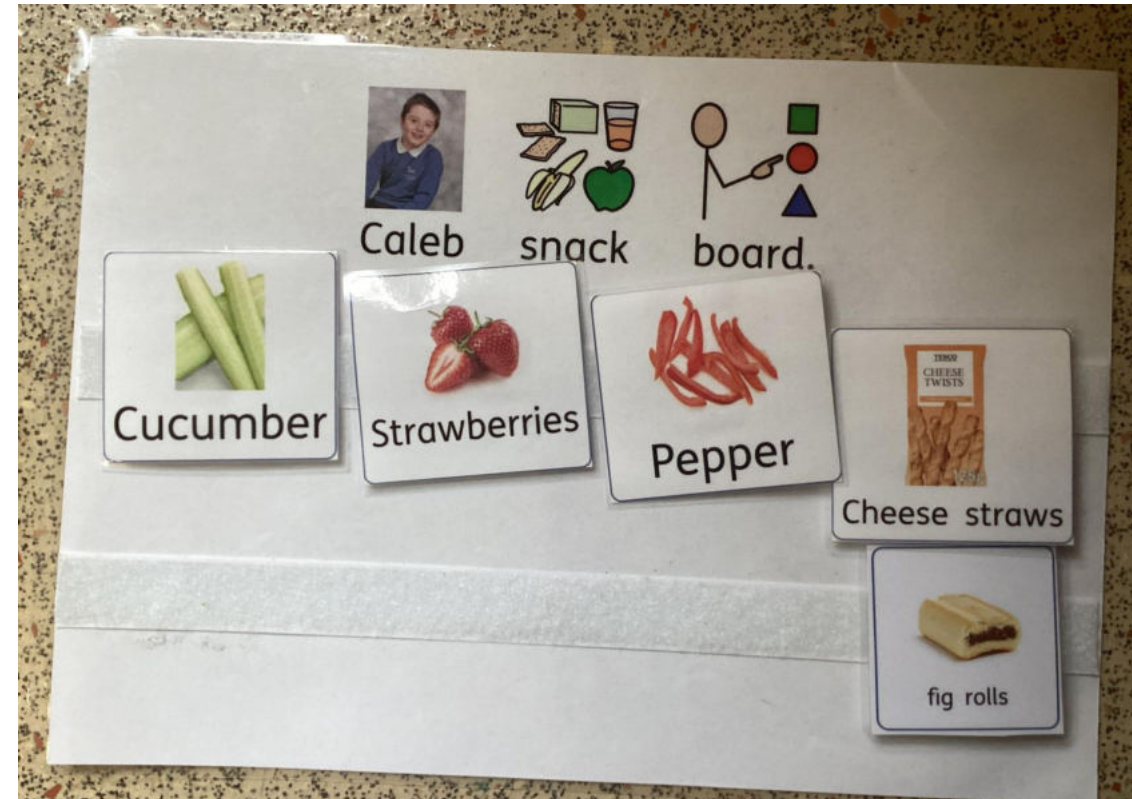
Communicating using pictures.

People using PECS are taught to **approach another person and give them a picture of a desired item in exchange for that item.** By doing so, the person is able to initiate communication.

A child or adult with autism can use PECS to communicate a request, a thought, or anything that can reasonably be displayed or symbolized on a picture card.

When do we use these?

Mostly at snack time for individual students.





PHASE I

How to Communicate

Individuals learn to exchange single pictures for items or activities they really want.



PHASE II

Distance and Persistence

Still using single pictures, individuals learn to generalise this new skill by using it in different places, with different people and across distances. They are also taught to be more persistent communicators.



PHASE III

Picture Discrimination

Individuals learn to select from two or more pictures to ask for their favorite things. These are placed in a PECS Communication Book—a ringed binder with self-adhesive hook fastener strips where pictures are stored and easily removed for communication.



PHASE IV

Sentence Structure

Individuals learn to construct simple sentences on a detachable Sentence Strip using an “I want” picture followed by a picture of the item being requested.



ATTRIBUTES & LANGUAGE EXPANSION

Individuals learn to expand their sentences by adding adjectives, verbs and prepositions.



PHASE V

Responsive Requesting

Individuals learn to use PECS to answer questions such as “What do you want?”



PHASE VI

Commenting

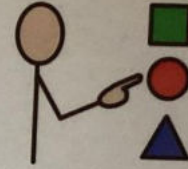
Individuals are taught to comment in response to questions such as, “What do you see?”, “What do you hear?” and “What is it?” They learn to make up sentences starting with “I see”, “I hear”, “I feel”, “It is a”, etc.



Caleb



snack



board.



Cucumber



Strawberries



Pepper



Cheese straws



fig rolls

Aided language boards

Rather than relying solely on spoken words, it uses pictures and symbols to convey messages and express thoughts.

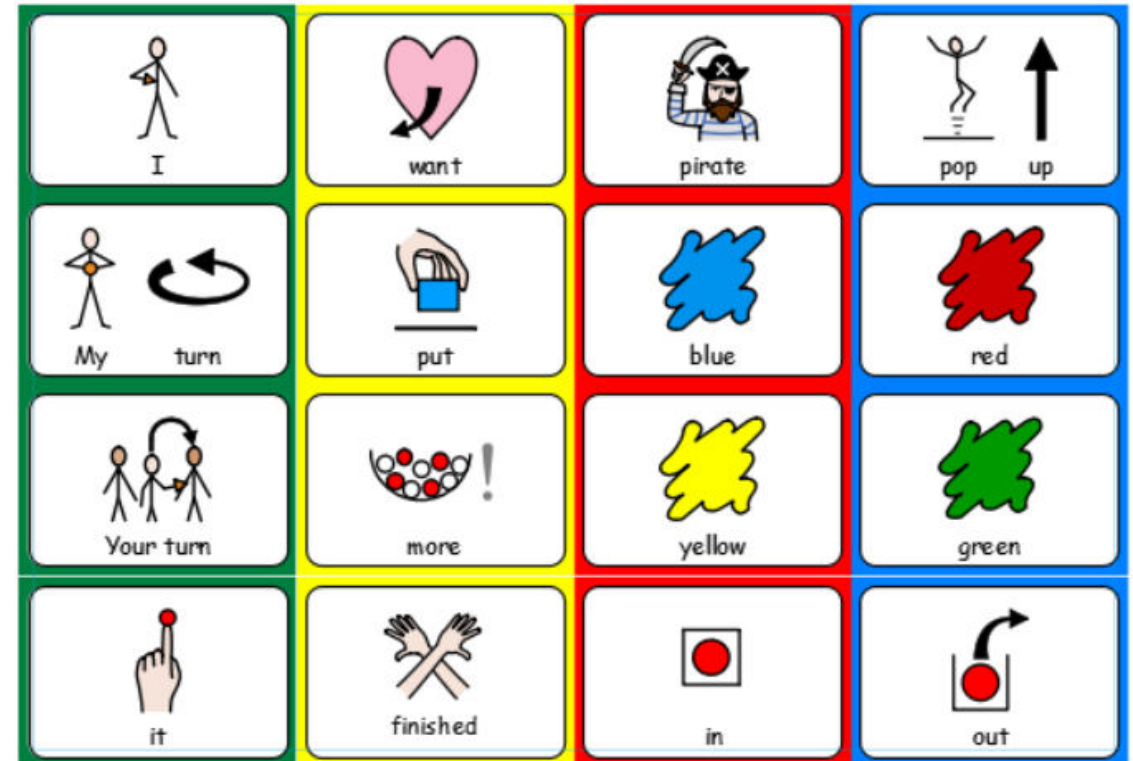
This visual approach allows expression of needs, thoughts, and feelings by pointing to or indicating specific images.

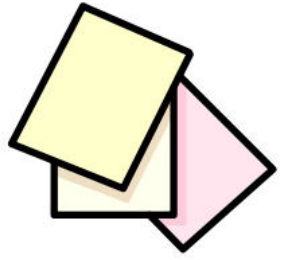
When do we use these?

All the time! Inputs, and during activities.

Adults: to give running commentary or ask questions.

Students: to answer questions.





Paper



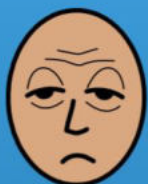




I am feeling



Tired



Happy



Silly



Mad



Sad



Calm



Excited



Upset



Sick





Aim: To **empower individuals** to communicate in whichever way, or combination of ways works best for them.

Our main focus this year has been increasing the use of Makaton and aided language boards both paper based and electronic.

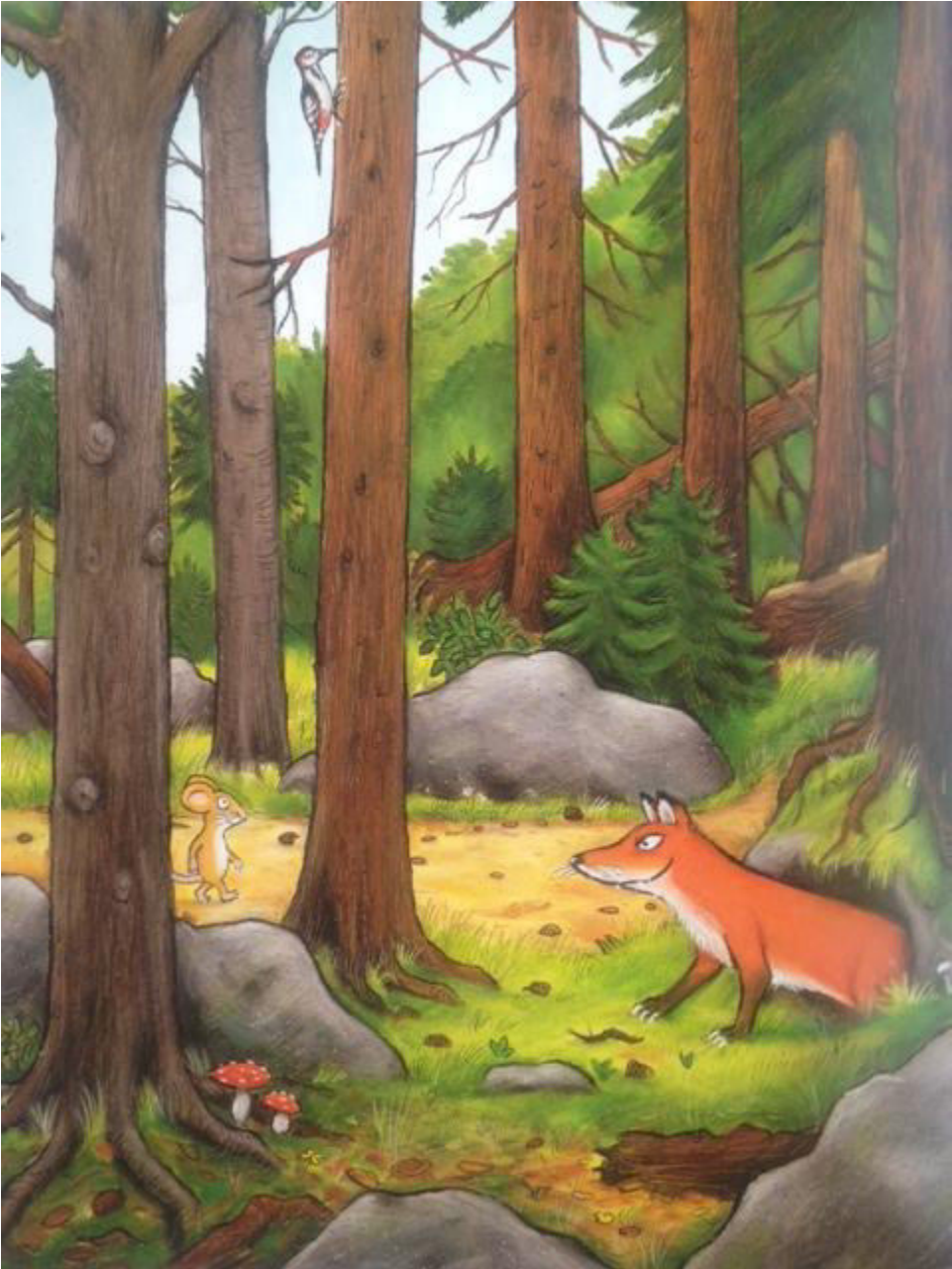
How:

Training on Makaton

Input from SALT on aided language boards

Introduction of Grid app.

Using these during **inputs** and **activity times**.



A mouse took a stroll through the deep dark wood.
A fox saw the mouse and the mouse looked good.
*"Where are you going to, little brown mouse?
Come and have lunch in my underground house."*
"It's terribly kind of you, Fox, but no —
I'm going to have lunch with a gruffalo."





Song



Which



animal



did

he



meet?



Walking in the



woods,



Walking in the



woods,



Who shall we see?



see?



Who shall we see,



see,



Walking in the



woods,



walking in the



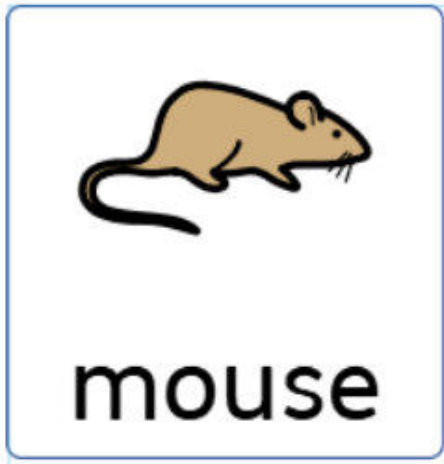
woods,







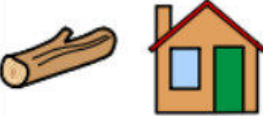











Who will it be?



Who will it be?



 <p>who?</p>	 <p>mouse</p>	 <p>Gruffalo</p>	 <p>wood</p>
 <p>listen</p>	 <p>fox</p>	 <p>logpile house</p>	 <p>song</p>
 <p>lives</p>	 <p>owl</p>	 <p>treetop house</p>	 <p>goodbye</p>
 <p>don't know</p>	 <p>snake</p>	 <p>underground house</p>	 <p>afraid</p>

Benefits we have seen:

- Increased communication (LY 2 part sentence) (C – circle time)
- Understanding a lot more what children know.
- Some are more motivated by IPAD.
- Increased opportunities for interaction.

