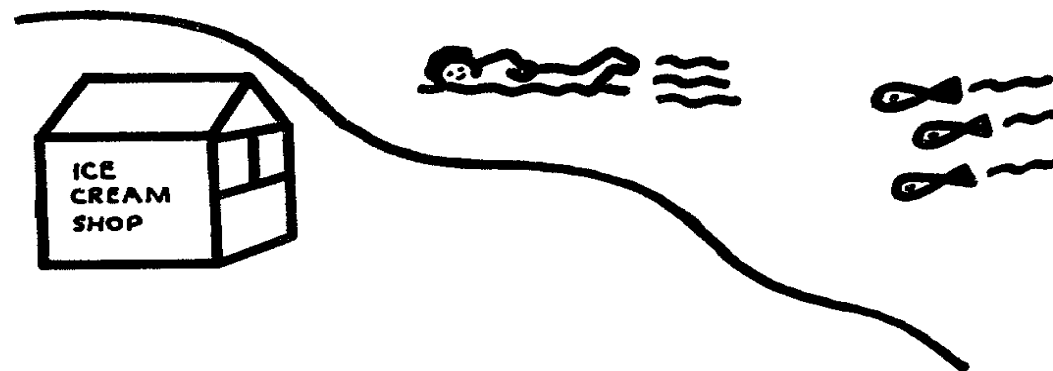
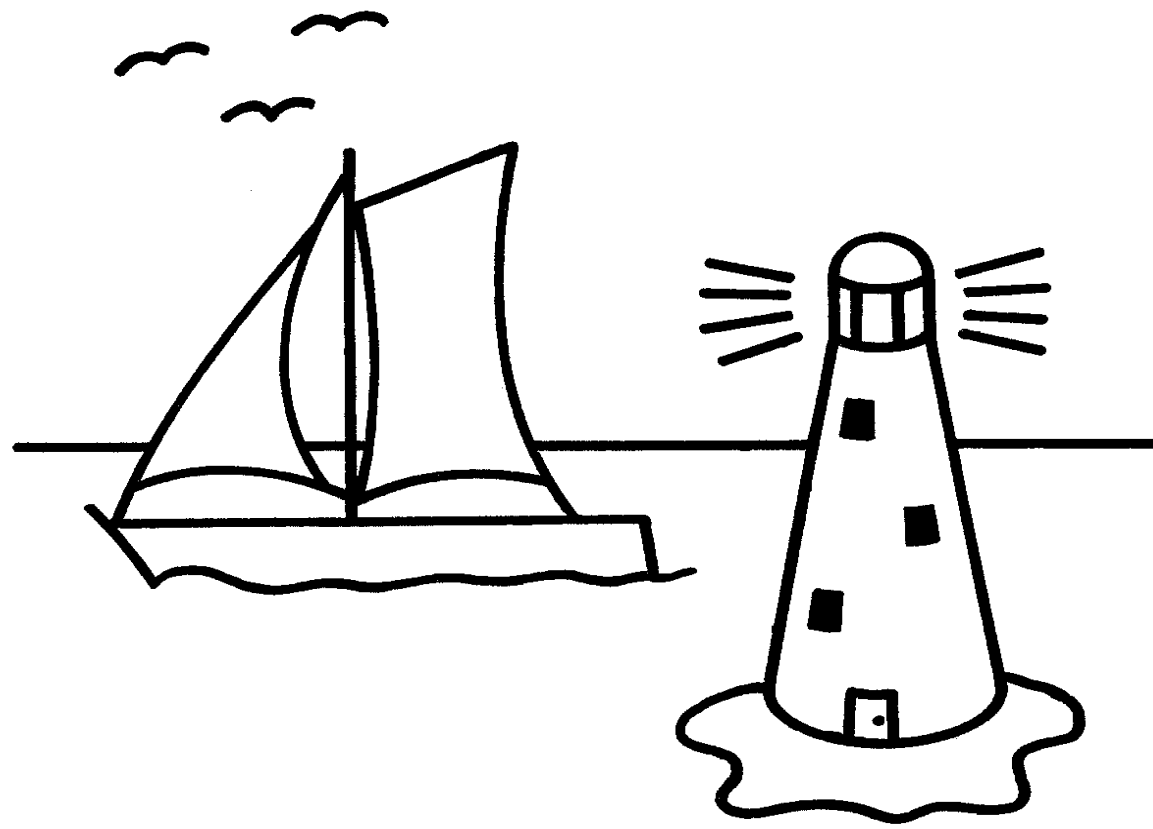


# Communication Strategies for Early Communicators

---

KIRSTY JEWELL AND JAYA BUNGER, SPEECH AND LANGUAGE THERAPISTS



## Both Experienced

- Frustration
- Anger
- Loss of confidence
- Feelings of inadequacy
- Feeling stupid
- May give up, leading to:
  - withdrawal
  - isolation
- May give up because of lack of rewarding experience
- Fun

## Both Used

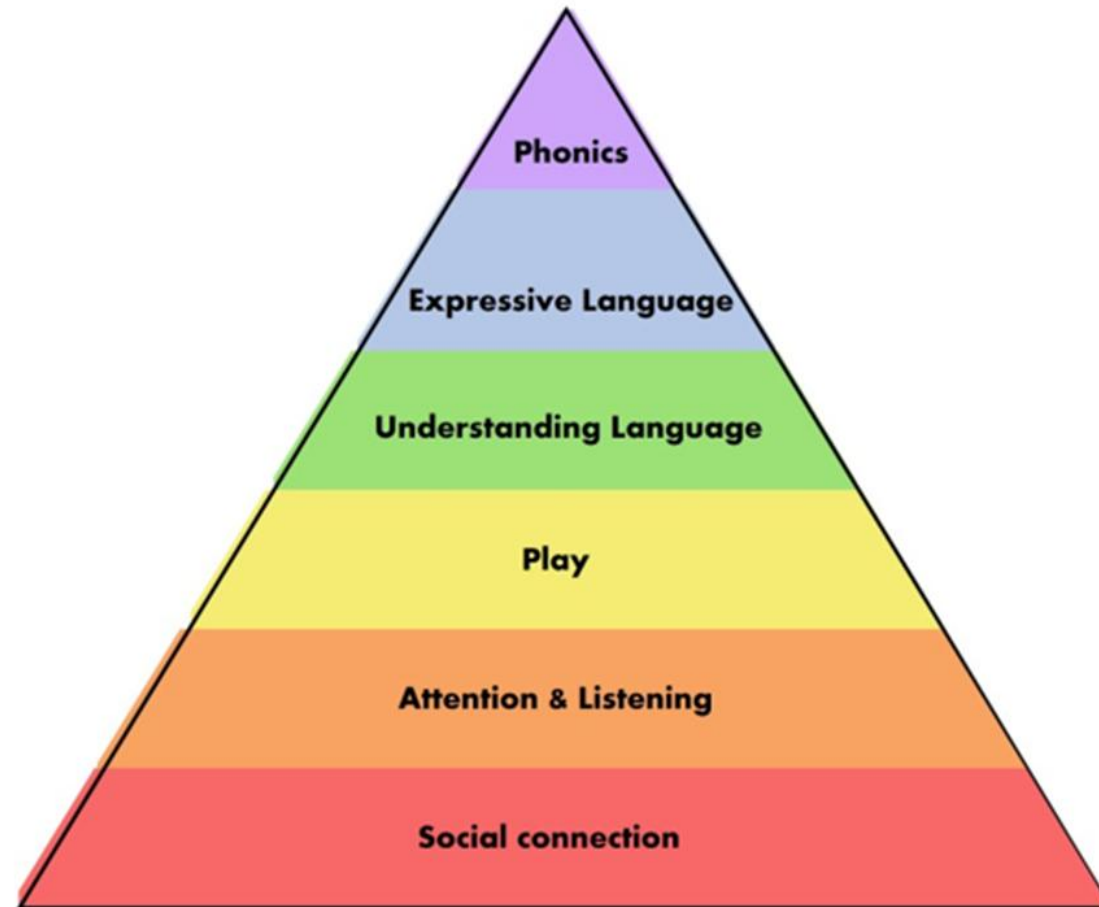
- Eye contact
- Pointing:
  - eye pointing
  - finger pointing
- Facial expression
- Body movement
- Gestures
- Mime
- Reference to/ use of concrete objects in the room

## Both Needed

- Encouragement, co-operation
- Confirmation
- Information given in small chunks to build upon
- Organisation of information into priorities, starting with the dominant item in the picture and building up other information on it
- Shared knowledge of a gestural or sign system
- Shared life experiences and common vocabulary

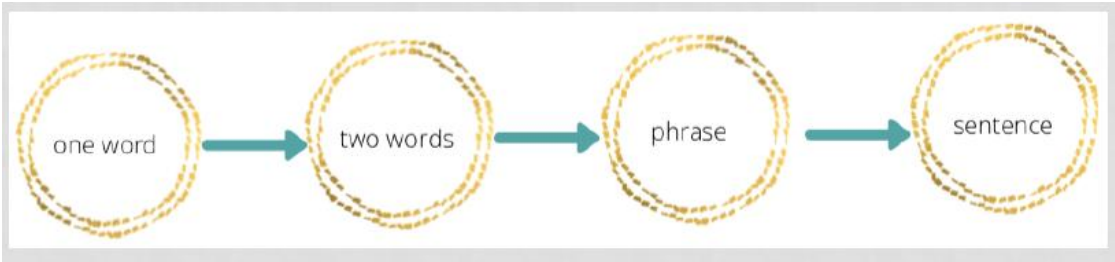
# Who are our early communicators?

---



Age is just a number!

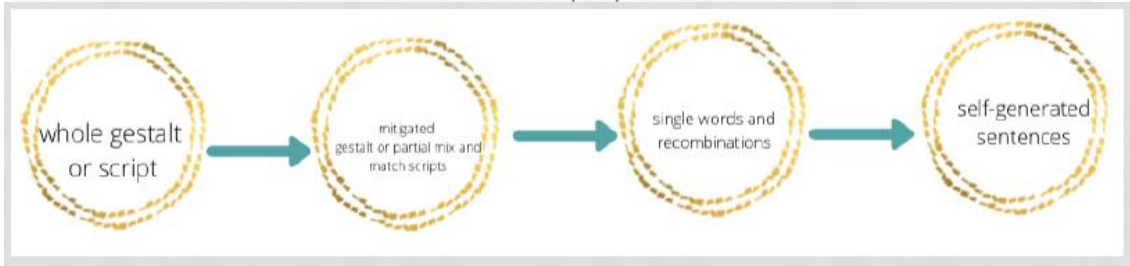
ANALYTIC



GESTALT



Jennifer Yoshimura, MA, CCC-SLP



# Intensive Interaction



# The Fundamentals of Communication



- Enjoying being with another person
- Developing the ability to attend to that person
- Concentration and attention span
- Learning to do sequences of activity with a person
- Turn taking in exchanges of behaviour
- Sharing personal space
- Learning to regulate and control arousal levels
- Using and understanding eye contacts
- Using and understanding facial expressions
- Vocalising and using vocalisations meaningfully (including speech)

# What is Intensive Interaction?



It's a very practical approach.

The child learns how to connect and engage with another person

It is non directive and child led

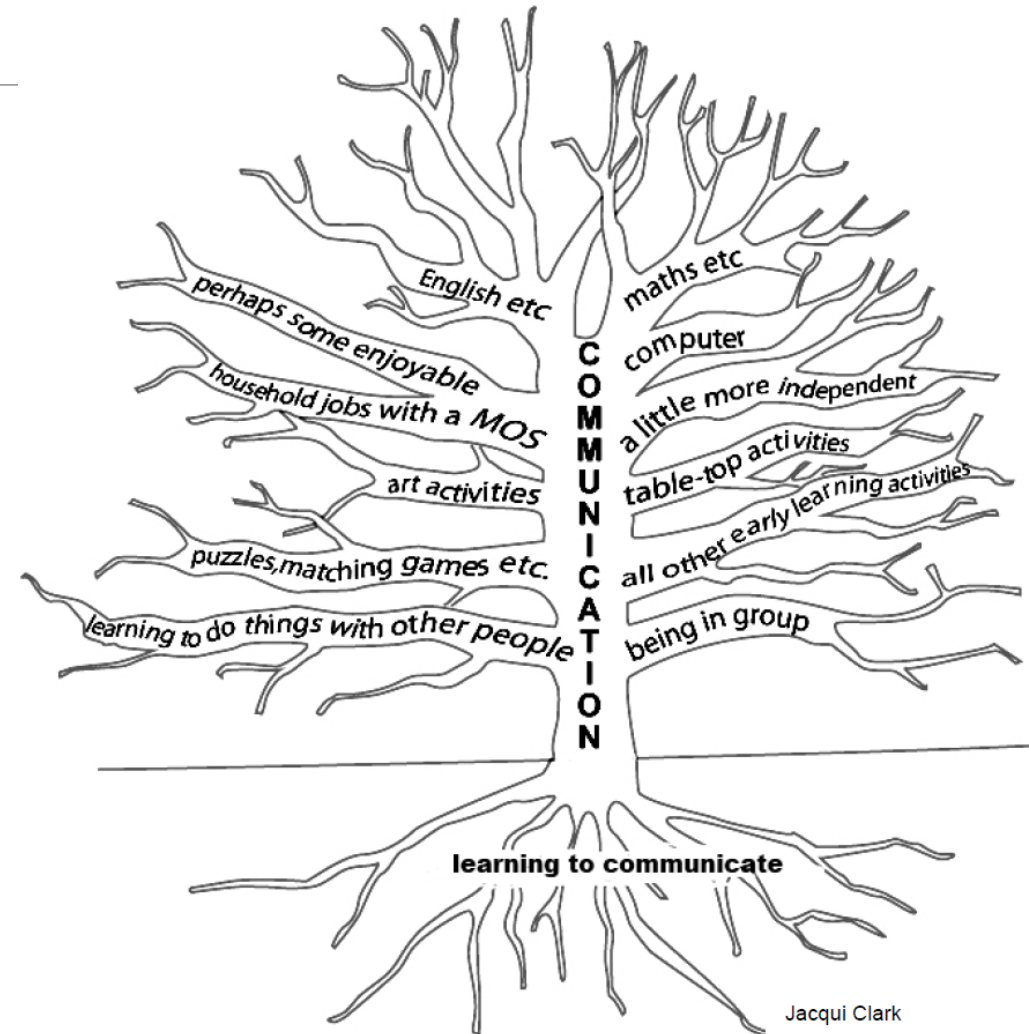
There is no equipment required



The facilitator is flexible. They are relaxed and open to new communicative methods.

# These fundamentals are extremely important!

- Communication is the foundation of learning.
- Working on communication abilities underpins and helps access to all other aspects of learning.



# How do I do Intensive Interaction?

The adult supports the learner's communication, through:

- Waiting/ Pausing
- Responding to vocalisations
- Joining in with their actions
- 'Tunes in' to create communication moments
- Enjoyment – interest in each other
- Building a rapport



# When and how much?

---

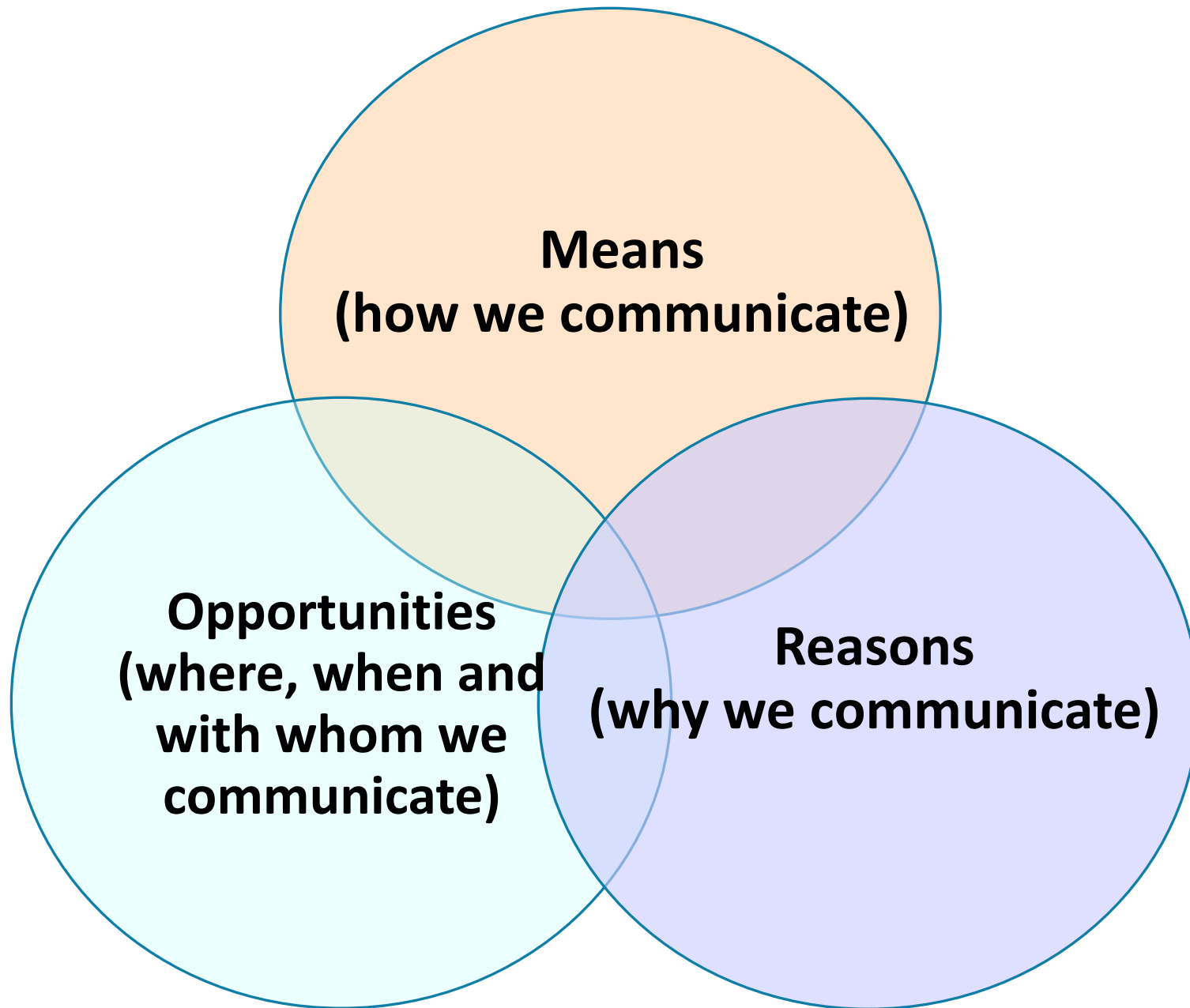
It can be done at a specific time or during an everyday activity.

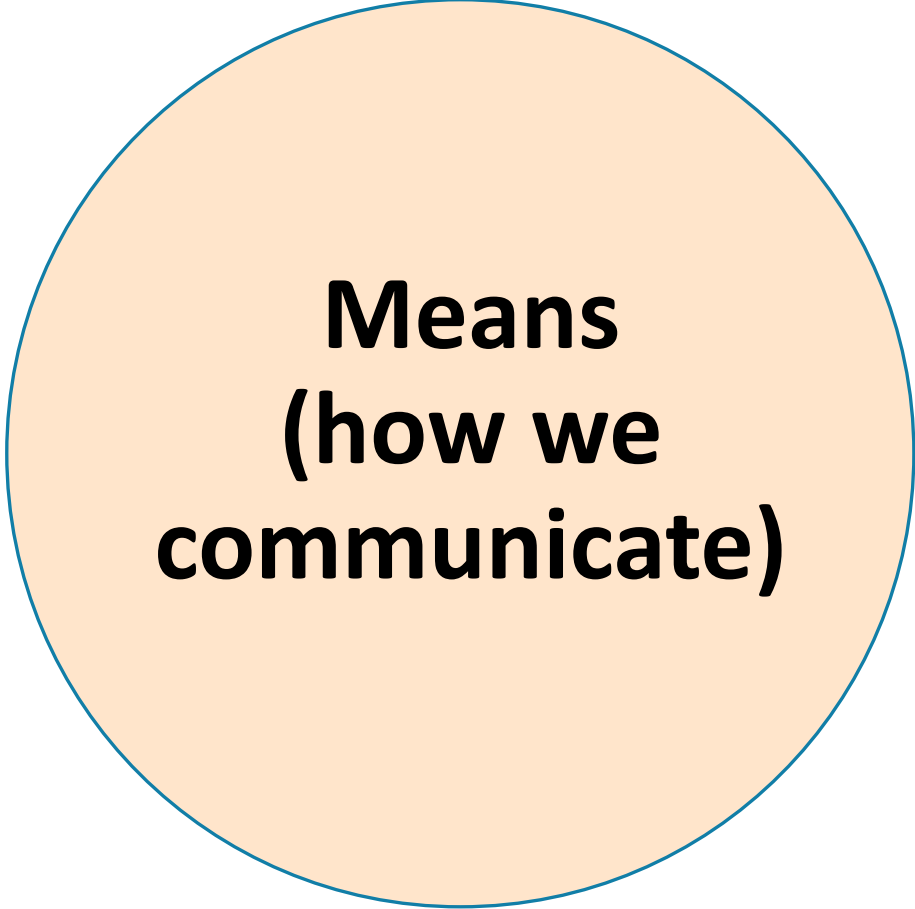
The most important thing is that it is focused interaction between 2 people.

As much input as time allows and as the person can manage.

When the learner has had enough the activity stops.







**Means  
(how we  
communicate)**

# Means – How we communicate

---

## Total Communication Approach

- Speech
- Signs
- Photos or symbols
- Gestures
- Body language
- Facial expression
- Pointing
- Objects of Reference
- Behaviour
- Touch
- Vocalisations
- Written word
- Eye contact/ eye pointing
- Body movement
- Posture

All methods of communication are recognised, valued and responded to.

Access to a means of communication needs to be available at all times.

This is a Total Communication Approach

The means used can be verbal or non-verbal.

Never encourage a child to “use your words” and deny them from something if they don’t ask for it.

Accept their different means of communication- if they point but you know that they can say the word, you can wait to see if they will use the word, but if they don’t, simply model it for them and let them have it.

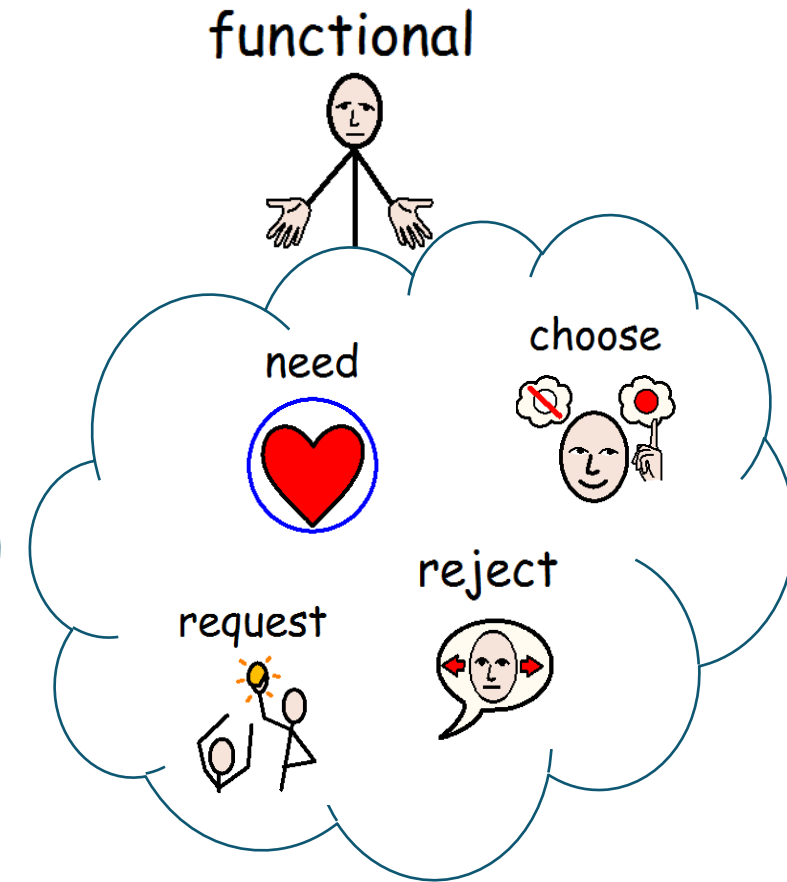
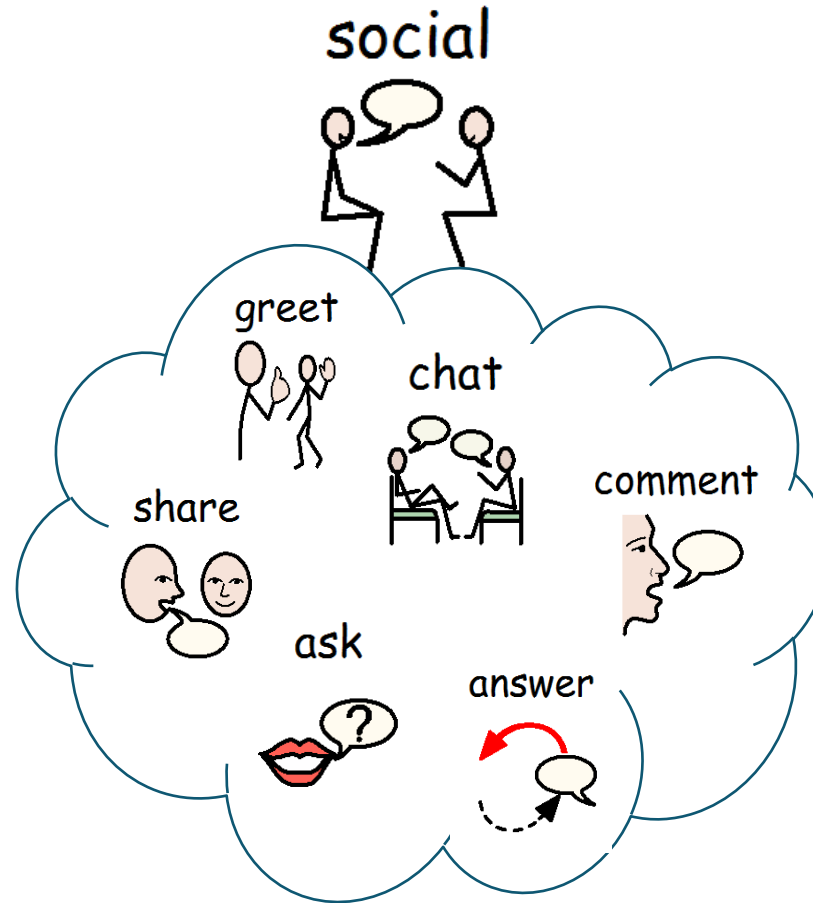


**Reasons  
(why we  
communicate)**

# Reasons

Reasons  
(why we  
communicate)

Gain attention  
Greetings  
Wants/needs  
Request information  
Give information  
Ask questions  
Express feelings  
Make and maintain relationships  
Say 'no'  
Choices  
Sharing ideas and opinions



# Ideas to generate reasons to communicate

Deliberately being silly/forgetful so the child needs to remind the adult.

For example, when they are getting dressed, only give one sock, or try to put a sock on their hand instead of their foot, give them a fork instead of a spoon for their yoghurt.



Giving small parts of snacks to increase the number of times the child needs to use a word, or model “more”. Bubbles are also a nice activity to model “more”. Blow some and wait for a response/reaction. If they use nonverbal request for more, you should model the word “more” and let them have the food or bubbles.

Hiding things just in sight so that they have to ask for things. For example, put their juice or favourite toy on a shelf that they can see but not reach. Do they stand and stare at it? Wait to see if they point or lead you to the item.

You can then model the appropriate language for them.

Offer choices. For example at breakfast, showing them cereal packs. They may not understand verbal choices (if you simply say “toast or cereal”) so use objects to support your language (show the bread and the cereal box).



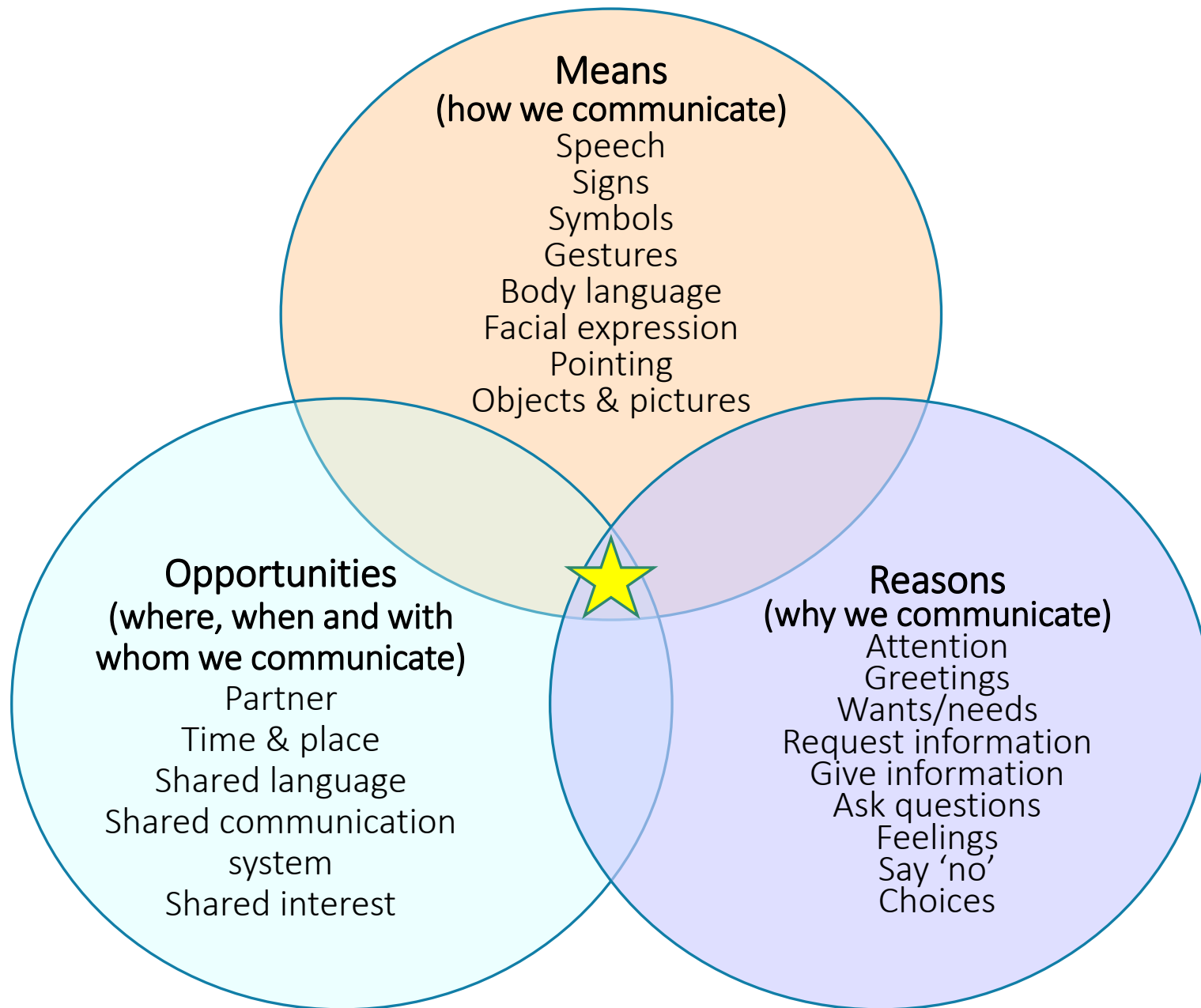


**Opportunities  
(where, when  
and  
with whom we  
communicate)**

# Opportunities

---

- A responsive communication partner
- Time to respond
- A chance to develop spontaneous communication
- Providing situations for the child to initiate interactions
- Shared language
- Shared communication system
- Shared interest
- A communication friendly environment



# Scenario 1

---

The adult has placed the milk on the table but purposefully not given the child a straw.

Means: The child can communicate non-verbally by pointing and is starting to use a few single words.

Reason: The child is thirsty and she has got her milk but not a straw.

Opportunity: The adult waits for the child to initiate interaction. The child points at her milk and the adult then gives the child a choice: 'Do you want a straw or a plate?', showing the objects. The child points to the straw and the adult gives her the straw, modelling the next step by emphasising the single word 'Straw, you need a straw'. The child is not expected to repeat the word at this stage.

# Scenario 2

---

The adult has blown some bubbles and has then waited to give the child a chance to respond.

Means: The child usually communicates by reaching for the object he wants but with encouragement he can also give brief eye-contact and vocalise.

Reason: The child wants more bubbles

Opportunities: The child reaches for the bubbles but the adult holds them out of reach and waits a little longer for eye-contact. As soon as the child attempts to communicate by giving eye-contact and vocalising, the adult responds by modelling 'bubbles' and blows the bubbles.

# Scenario 3

---

Parent and child have gone outside together and the child is choosing what to play on first, there is a swing and a slide.

Means:

Reason:

Opportunity:



# Scenario 3

---

Parent and child have gone outside together and the child is choosing what to play on first, there is a swing and a slide.

**Means:** The child communicates verbally with single words and learnt phrases.

**Reason:** The child has spotted a favourite activity, the slide, and wants to share her intention to go on it.

**Opportunity:** The adult is bent down at the child's level, watching her and giving her a chance to communicate. The child points to the slide and says 'up'. The adult prompts a little more language by saying, "Up the.....?" and the child says "slide". If the adult had said, "Do you want to go on the slide first and then go on the swing?" this sentence would have been too long and the child may not have understood it. Later, the adult uses the child's play to model more two word phrases, 'Up (the) steps!' as the child climbs, and "Whee! Down (the) slide!" as the child slides down.

# Makaton

---

Talking does not just involve speaking.

Makaton uses speech with signs (gestures) and symbols (pictures) to help people communicate. We also use facial expression, eye contact and body language to give as much information as possible.

With Makaton, signs are used with speech in spoken word order.

Children and adults can use Makaton to let others know what they want, make choices, share information and understand more. This helps build and develop important communication and language skills.

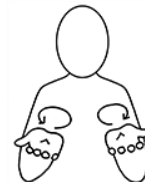
To sleep (sign)



To sleep (symbol)



Where (sign)



Where (symbol)

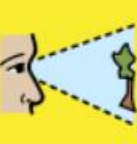
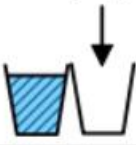
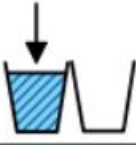


# Core Vocabulary

---

|                                                                                                 |                                                                                               |                                                                                               |
|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| want<br>       | go<br>     | stop<br>   |
| more<br>       | open<br>   | help<br>   |
| finished<br> | give<br> | turn<br> |

# Communication Boards

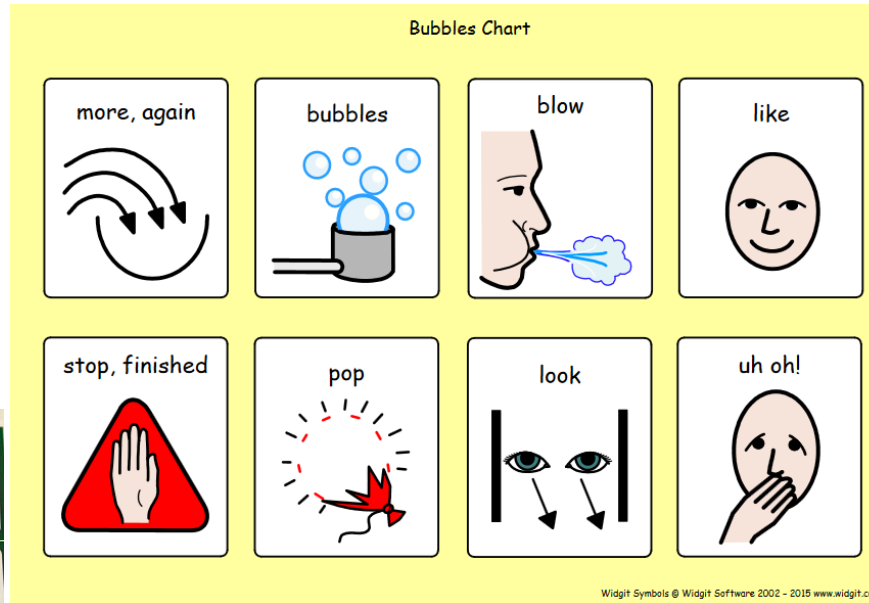
|                                                                                                 |                                                                                               |                                                                                                   |                                                                                                 |                                                                                               |                                                                                               |
|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| I<br>          | want<br>   | yes<br>        | pour<br>     | water<br>  | wet<br>    |
| you<br>        | see<br>    | no / don't<br> | splash<br>   | jug<br>    | dry<br>    |
| more<br>      | like<br>  | go<br>        | cup<br>     | towel<br> | empty<br> |
| finished<br> | open<br> | help<br>     | funnel<br> | tube<br> | full<br> |

# Communication Boards

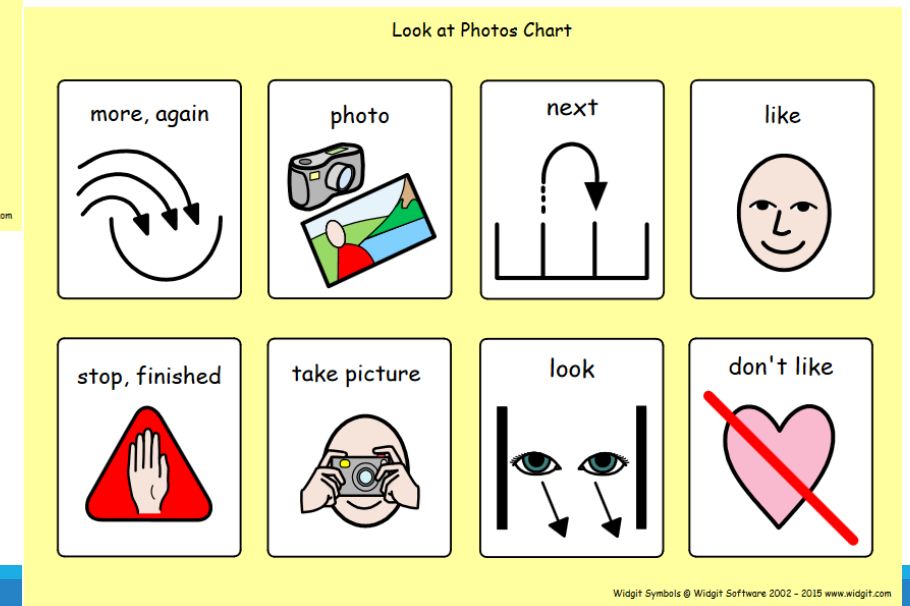


# Communication Boards

Use to introduce specific topic vocabulary or vocabulary related to a specific activity.



Ace Centre resources





# Curiosity Programme

---



# Getting Connected

---

## What?

Essentially Intensive Interaction (adult responding to the learner's actions and vocalisations).

Pupils will start by exploring something they enjoy, for example, glitter. The teacher, will put glitter in a tuff tray, and explore the stimuli with the learner.

Offer invitations to change the activity slightly

## Why?

Develop connection by showing we are interested in their actions/vocalisations

Early communication skills

Turn taking



# Singing and Rhythm

---



## What?

- Singing and rhythm in play and exploration as well as daily routines
- Simple repetitive songs

## Why?

- Helps to develop timing to communicate. It helps the learner to know when their turn is, and where sounds and words go.
- Forms social connection. Not just about music but about **you!**

# Examples

---

## **Transition (Addams Family):**

It's time to put our shoes on,  
it's time to put our shoes on,  
it's time to put our shoes on  
and then we're out the door.

**Think of your own... 1 nursery rhyme + 1 daily routine**

# The lucky dip!

---

## What?

Present the a range of stimuli in exciting containers

1. Model opening the container and briefly showing the items inside
2. Close the container with the items inside and offer to the pupil
3. Help them to open it if needed
4. Explore the items together. Demonstrate interest and ways to play with it



## Why?

- Developing the skill of object permanence and curiosity
- Interacting together
- Developing play skills



# Repetitive Games

---

Create repetitive games through the pupils' interests to develop their social interaction.

- Tickle game
- Hiding game
- Cup stacking
- Emptying and pouring

It can be any activity that is child led and socially motivating, the key is to do it frequently to develop their skills!



# The scribble game

---



This game works really well for pupils that have good social awareness but limited attention to activities with adults.

Get 2 pieces of paper and a pack of pens.

Let the pupil draw on their piece of paper, then copy the exact marks on your paper.

Continue using Intensive Interaction copying their vocalisations and actions.

