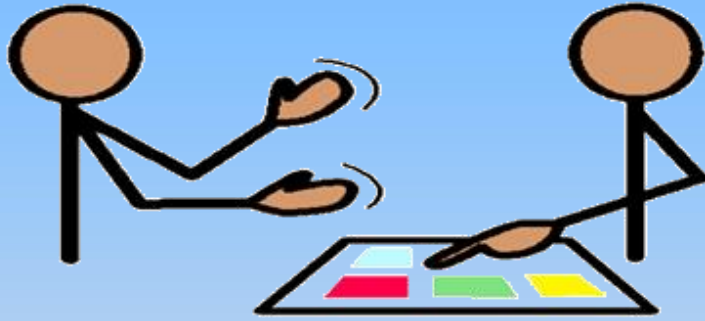


# How we can Help our Pupils Communicate



## How we can help our pupils communicate

Communication is the passing of information from one person to another. It is the reaction to information received in order to promote an interaction.

Here is how we can help.

1. Child's level = Get down to your child's level when communicating with them. This makes it easier for them to listen.
2. Secure attention = say your child's name first, in order to secure their attention, then talk to them or give them instruction.
3. Key words/ information carrying word=, this is a word that carries meaning, e.g. when you make a request there must be a choice for any item you mention, then it can count as an information carrying word.
4. Visual supports, use objects, photos symbols etc (depending on your child's level) in order to help them understand more effectively.

5. Signing = use signing to support spoken language. Signing is beneficial in focusing a child's attention and supporting understanding.

Wendy Cook ( Specialist communication TA)

Augmentative and alternative communication



AAC involves the use of non-verbal means systems to communicate. It is used to enhance an individual's communication skills, thereby facilitating communicative, social and personal development and increasing independence. AAC can be broadly classified into three groups, no technology, low technology and high technology.

**No tech**

- Natural gesture
- Eye signals
- Facial expression
- Sign language



**Low tech systems** (DO NOT TYPICALLY INVOLVE VOICE OUTPUT) Objects

- Tactile symbols
- Eye transfer/ eye gaze boards
- Communication boards and books



**High tech systems**

Systems of communication aids which typically produce digitised (recorded) or synthesised (artificial) voice, replicating the verbal mode, and are more typical of the way human beings communicate with each other (that is speech). Examples

AAC systems should not be viewed as an alternative to speech, that is, a replacement of a person's current communication system. Instead it should be constructed as complementary.

A person who requires AAC intervention is already a communicator, albeit perhaps in a less formalised and less easily understood manner by their community.

For example behaviour (crying) Gross physical movements (turning away) non verbal (eye movements for yes and no) or unintelligible speech.