

Communication in College Park

Communication may be:

- pre-intentional - saying or doing things without intending to affect those around them. This type of communication can be used by someone to calm themselves, focus themselves or as a reaction to an upsetting/fun experience.
- intentional - saying or doing things with the purpose of sending a message to another person.

The move from pre-intentional communication to intentional communication is a big step for a child on the autism spectrum.

Communication in College Park

- Intensive Interaction
- Multi sensory Environment
- PECS
- MAKATON
- ACC
- Communication Books
- Chat Boards (Talking Mats)
- The Information carrying word approach
- TEACCH
- Play and ASD

Intensive Interaction

- Intensive Interaction is a practical approach to interacting with people with learning disabilities who do not find it easy communicating or being social.
- Adjust our interpersonal behaviours - perhaps altering our voice or gaze or body language.
- Take the other person's lead - respond to things they do.
- Treat the things the person does as if this is communication.
- Use sensitive observation to judge how well the interaction is going.

Multisensory environment

- Multi sensory environment can greatly aid in the development of symbolic understanding as well as developing skills in sequencing and turn taking.
- It helps to provide a controllable environment that can in the balancing of sensory integration difficulties.
- Sensory stories



PECS

The Picture Exchange Communication System, or PECS, allows people with little or no communication abilities to communicate 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.

Makaton

- Makaton is a language programme using signs and symbols to help people to communicate. It is designed to support spoken language and the signs and symbols are used with speech, in spoken word order.
- Makaton uses signs, symbols and speech to help people communicate. Signs are used, with speech, in spoken word order. This helps provide extra clues about what someone is saying.

Communication Books

- Communication book is a book made up of activity or topic related vocabulary. It enables pupils to express basic needs, request activities or materials and interact with people.
- It consists of core vocabulary and topic based vocabulary/

Chat Boards or Talking Mats

- Are used as a tool which make information more accessible and to help pupils express their views.
- It is for pupils who have symbolic understanding and understand at least two information carrying words.

Information Carrying Word

- Information carrying words or key words are the words in a sentence that the pupils must understand in order to respond and follow instruction.
- Before giving the pupils an instruction it is important to check that the pupils has within their vocabulary range the words which you have chosen to be ICWs.

Play and ASD

- Research has identified that children with autism find play difficult.
- Sensory motor play dominates throughout childhood.
- Children with autism tend to use toys in a rigid way.
- Children with autism lack the curiosity of typically developing children.
- Spontaneous symbolic play is usually absent or impaired

Play and ASD

- Research has shown that children with autism may be able to engage in pretend play if play is highly structured or if prompts are used to help child engage
- Use simple language and visuals while playing with miniatures (dolls house, farm, cars).
- Begin to link sequences or events in pretend play.