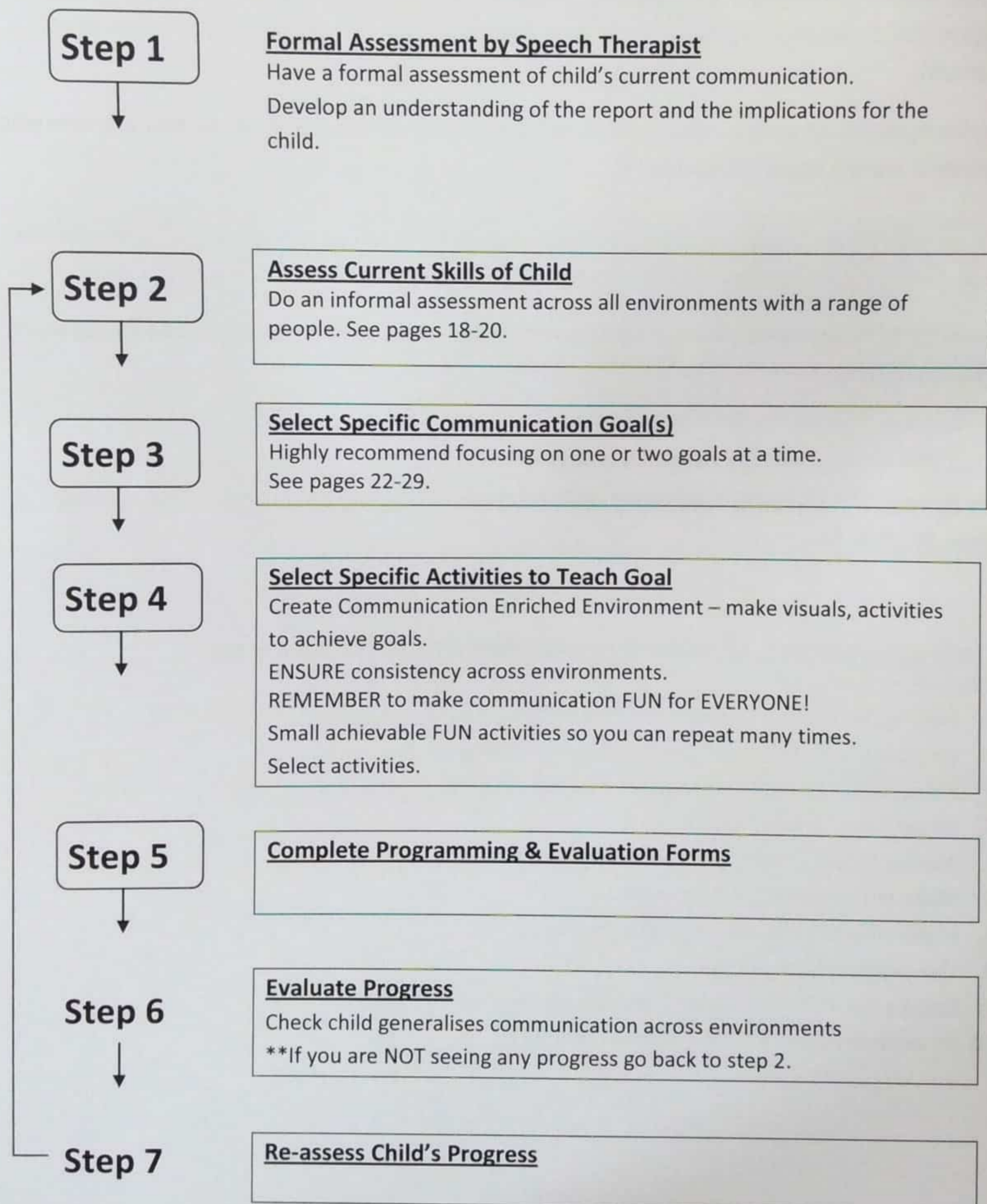


SEVEN STEPS TO DEVELOPING A SUCCESSFUL COMMUNICATION PROGRAMME

- It is recommended you look at the child's current skills and develop a programme from this point.
- Programming should be a continual process of reassessing and selecting activities as progress is observed in the student.



Different Types of Prompts

There are several different ways in which the adult can prompt the child. Which one the adult uses will depend on the child's ability to do the task.

Physical Prompts: If the child has no idea what he is to do the adult might take the child's hand and do the task with him. As the child begins to understand what he is to do, the adult needs to **fade** this prompt, by first reducing the amount of movement the adult is doing and then not holding the child's hand at all. To re-initiate the same task the adult might need to prompt the child by placing the child's hand on the toy if the child is not engaging with the toy or task.

Visual Prompts: Adults can also prompt children by demonstrating or modeling the task to the child so that he can see what he is expected to do, e.g. by drawing a circle and then giving the pen to the child. Sometimes gesturing or pointing may be enough of a prompt for a child to start the required task.

Verbal Prompts: Make sure you keep your instructions succinct; "come", "sit", "book" rather than "come on Fred, it is time to read a book about the bears".

Environmental Prompts: This can be having activities set up ready so the environment "tells" the child what is expected. Examples of environmental prompts are chairs in a circle, or a special mat on the floor, or a puzzle at a table, food at the table. All of these indicate what is happening without words.

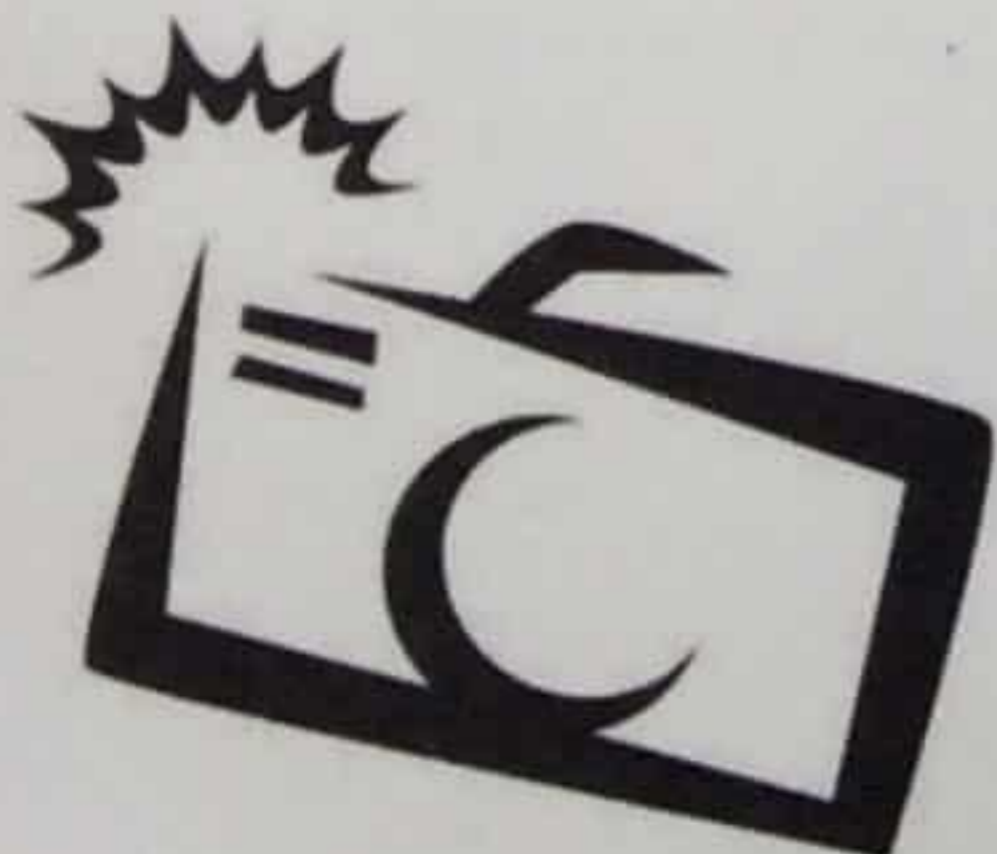
Finally the adult can prompt the child by telling him what to do, e.g. "Put it in".

Select the Right Time and Place to Teach

Teaching Situations

Finding the right moment to teach is just like taking a photo. If you are one second late it can be an awful photo – eyes shut, funny face. Select the correct moment and it is perfect! When teaching communication look for those perfect moments to teach. This will ensure great outcomes and everyone has fun, which will also mean the child will want to repeat!!

The 'click' of the camera button captures the perfect action shot.....



.... so find the perfect moment to teach!

Observe the child, get to notice the signs for that perfect moment!

Using Special Interests to Develop Communication

Special Interests

Use the child's special interest for teaching. Children with an autism spectrum disorder always have a special interest – these may even change daily. This could be something taken into school from home each morning, eg a favourite a video or CD. Use the special interest to teach throughout the day. For example if the child takes in a video of Barney, have him write a story about it – use the description on the cover for ideas. Pick out key sounds you can work on for the day eg Barney – work on B.

Ways to use special interests

- Choice making boards to request favourite activities.
- Use as a reward for communication activities.
- Teach concepts: see below for ideas.

Using DVDs/Videos to Develop Communication

If the child loves DVDs you can develop communication through their interest.

- ✓ *Wiggles*: Teach colours (different coloured Wiggles).
- ✓ *Hi-5*: Teach concepts of boy, girl (most of the children know the names of the host and you can use this).
- ✓ *Thomas the Tank*: Teach number of engines, colour of engines, etc.
- ✓ You can also use pictures of the characters they like from movies, for example Lightning McQueen and teach concepts. Lightning McQueen is "in", "on", "under" the table etc.