

English & Communication Faculty: **Signing & Communication**

Key Stage 3 Year 9 Programme of Study Overview [Codes: Pathway 3 – P4, Pathway 2+ = P2+, Pathway 2 = P2]

Learning Intention: To support students to develop their Speaking, Listening and Social Communication skills through a variety of tasks and activities designed to enhance their communication skills, broaden their vocabulary, build and embed the student’s ability to use language in a socially meaningful way. The key aim is to support students to gain confidence, relevant skills and a desire to communicate with others and provide language for life and learning. [Linked to individual student PLIMs targets.] To support Year 9 students to consolidate and build core Signalong skills in preparation for starting Signalong formal accreditation of their skills in Key Stage 4. [Pre-Entry, Entry Level 1 and Entry Level 2.]

Concept: Signalong is the common language at Meadow High School therefore students will be developing understanding of their own communication skills [strengths and areas to develop] and awareness of the communication needs of others. Higher study will include building skills adapting to meet the needs of different communication partners.

Knowledge: Through engaging with a wide range of activities and experiences students will gain greater knowledge on the context of words and language related to a range of social situations. They will also have the opportunity to reinforce general knowledge and build understanding of the world beyond school. They will also have the opportunity to build understanding and vocabulary to talk about their feelings as well as gain skills identifying how others might be feeling.

Cross-Curricular Learning: Develop core literacy and Speaking, Listening and Communication skills, PSHE – social communication, recognising emotions, leisure facilities, Science – Seasons, R.E. – celebrations and festivals, Geography – local area, places to visit, leisure facilities, P.E. – leisure activities.

Autumn Term:	Signalong Key Skills + Key Word Signs	Suggested Learning Outcomes / Key Skills
Revise Core Skills	Rules for good communication Rules for Signing Alphabet - link to Core Handshapes Revision of Sign Names	P3. To share ideas about the rules for good communication explaining why and listening with respect. (Independently – pictures cues to prompt discussion.) P3. To learn 5 key rules for signing [working and supporting hand, signing window, speak and sign, eye contact [‘gaze’], use face and body to help communication.] P3. To talk about my sign name – What is it? Does it still ‘represent’ me? P3. To perform all letters in alphabetic order. P3. To recognise letters of the alphabet performed in random order. P3. To link RWI speed sounds to alphabet signs blending letters [2-3 letter blends]. P2+ To talk about the rules for good communication sharing at least one idea and listening carefully to others ideas. (with prompting if needed – picture cues selected to encourage discussion and role-play games.) P2+ To learn 4 key rules for signing [working and helping hand, signing window, speak and sign, eye contact [‘gaze’ towards]]

		<p>P2+ To talk about my sign name – What is it? Does it still fit me?</p> <p>P2+ To perform most letters in alphabetic order.</p> <p>P2+ To recognise most letter of the alphabet performed in random order.</p> <p>P2+ To link RWI speed sounds to alphabet signs [2 letter blends].</p> <p>P2. To talk about rules for good speaking and good listening (with support - using appropriate picture cues and role-play games).</p> <p>P2. To learn 3 rules for signing [working and helping hand, speak and sign, eye contact [‘gaze’ towards]</p> <p>P2. To talk about my sign name – What is it? Is it still right for me?</p> <p>P2. To perform letters of the alphabet related to their name.</p> <p>P2. To recognise letters of the alphabet related to their name and initial letters of other familiar students’ names.</p>
<p>‘Autumn’ linked to weather and clothes</p>	<p>handshapes related to the signs P3 + P2+ – to include orientation</p> <p><u>Key Signs:</u> Autumn, school, tree, yellow, orange, green, brown, weather, rain, cloud, wind, storm, hat, coat, umbrella. Halloween – revision of key signs. Fireworks Night – key signs link to personal safety.</p> <p><u>Feelings Words:</u> <i>Zones of Regulation</i> revision. How I feel / How others might feel</p> <p><u>Sequencing words:</u> first, next, finally.</p>	<p>P3. To talk about the season ‘Autumn’ expressing a personal opinion explaining why and listening with respect and remembering information given by others.</p> <p>P3. To follow a sequence of Signalong instructions [demonstrated] <i>Focus: Accuracy with handshapes and orientation</i></p> <p>P3. To recall and perform a range of signs related to theme of ‘Autumn’ [most signs performed accurately]. <i>Focus: Accuracy with handshapes and orientation.</i></p> <p>P3. To recognise a range of signs related to the theme of ‘Autumn’ [most signs] <i>Focus: Identifying handshape [working / supporting hand]</i></p> <p>P3. To perform a range of short sentences using ‘Autumn’ signs. <i>Focus: Identify key words in a sentence.</i></p> <p>P2+ To talk about the season ‘Autumn’ expressing a personal opinion and listening with respect and recalling something someone else said.</p> <p>P2+ To follow a short sequence of instructions [related to a new sign]. <i>Focus: Accuracy with handshapes.</i></p> <p>P2+ To recall and perform a range of signs related to the theme of ‘Autumn’ [some signs performed accurately] <i>Focus: Accuracy with handshapes.</i></p> <p>P2+ To recognise a range of signs related to the theme of ‘Autumn’ [some signs]. <i>Focus: Identifying handshape [working / supporting hand].</i></p> <p>P2+ To perform a range of short sentences using ‘Autumn’ signs</p>

		<p><i>Focus: Identifying key words in a sentence [with support].</i></p> <p>P2. To talk about the seasons 'Autumn' expressing a personal opinion e.g. likes, dislikes <i>Focus: Building confidence sharing a personal opinion. Building concentration during small group discussion work – remembering something someone else said [with support].</i></p> <p>P2. To follow a simple instruction when learning a new sign. <i>Focus: Developing concentration and gaze.</i></p> <p>P2. To perform some 'Autumn' signs [with support if needed]. <i>Focus: Performing some signs independently.</i></p> <p>P2. To recognise some 'Autumn' signs [with support if needed]. <i>Focus: Building memory skills.</i></p> <p>P2. To take part in a creative Autumn activity e.g. collecting leaves to make a painting, taking photos of things students observe around them, take part in carving a pumpkin or other Halloween-based activities, making a fireworks painting focusing autumn colours. <i>Focus: Developing language skills talking about an activity or experience.</i> [photo/picture cues to support if needed]</p>
<p>'Winter' linked to weather and clothes</p>	<p>handshapes related to the signs P2 + P2+ – to include orientation</p> <p><u>Key Signs:</u> Winter, day, night, cold, fog, snow, ice, storm, scarf, socks, boots, jumper, gloves, Christmas, holiday.</p> <p><u>Feelings Words:</u> Zones of Regulation revision. How I feel / How others might feel</p>	<p>P3. To talk about the season 'Winter' expressing a personal opinion explaining why and listening with respect and remembering information given by others.</p> <p>P3. To follow a sequence of Signalong instructions [demonstrated] <i>Focus: Accuracy with handshapes and orientation</i></p> <p>P3. To recall and perform a range of signs related to theme of 'Winter' [most signs performed accurately]. <i>Focus: Accuracy with handshapes and orientation.</i></p> <p>P3. To recognise a range of signs related to the theme of 'Winter' [most signs] <i>Focus: Identifying handshape [working / supporting hand]</i></p> <p>P3. To perform a range of short sentences using 'Winter' signs. <i>Focus: Identify key words in a sentence.</i></p> <p>P3. To take part in a creative activity related to the holiday season. <i>Focus: Fine motor/sensory work, attention to detail, working collaboratively.</i></p> <hr/> <p>P2+ To talk about the season 'Winter' expressing a personal opinion and listening with respect and recalling something someone else said.</p> <p>P2+ To follow a short sequence of instructions [related to a new sign]. <i>Focus: Accuracy with handshapes.</i></p>

		<p>P2+ To recall and perform a range of signs related to the theme of 'Winter' [some signs performed accurately] <i>Focus: Accuracy with handshapes.</i></p> <p>P2+ To recognise a range of 'Winter' signs [some signs]. <i>Focus: Identifying handshape [working / supporting hand].</i></p> <p>P2+ To perform a range of short sentences using 'Winter' signs <i>Focus: Identifying key words in a sentence [with support].</i></p> <p>P2+ To take part in a creative activity related to the holiday season. <i>Focus: Fine motor/sensory work/, talking about what they are doing, working positively with others building awareness of what others are doing.</i></p>
		<p>P2. To talk about the seasons 'Winter' expressing a personal opinion e.g. likes, dislikes <i>Focus: Building confidence sharing a personal opinion. Building concentration during small group discussion work – remembering something someone else said [with support].</i></p> <p>P2. To follow a simple instruction when learning a new sign. <i>Focus: Developing concentration and gaze.</i></p> <p>P2. To perform some 'Winter' signs [with support if needed]. <i>Focus: Performing some signs independently.</i></p> <p>P2. To recognise some 'Winter' signs [with support if needed]. <i>Focus: Building memory skills.</i></p> <p>P2. To take part in a creative Winter activity e.g. to celebrations and festivals. <i>Focus: Developing language skills talking about an activity or experience.</i></p> <p>P2. To listen to and talk about a short picture story related to Winter. <i>Focus: recognising 'winter' words in the text [pictures + words]</i></p>
Spring Term:	Signalong Key Skills + Key Word Signs	Suggested Learning Outcomes / Key Skills
<p>'Transport'</p> <p>[revision of <i>People Who Help Us</i>]</p>	<p>handshapes related to the signs P3 + P2+ – to include orientation</p> <p><u>Key signs:</u></p>	<p>P3. To work with others to create a visual mind map of transport students know. <i>Focus: Sharing ideas, listening with respect, working collaboratively.</i></p> <p>P3. To follow a sequence of Signalong instructions [demonstrated] <i>Focus: Accuracy with handshapes and orientation</i></p> <p>P3. To recall and perform a range of signs related to theme of 'Transport' [most signs performed accurately]. <i>Focus: Accuracy with handshapes and orientation.</i></p>

<p>bike, scooter, motorbike, car, taxi, bus, lorry, boat, aeroplane, helicopter.</p> <p><u>Emergency vehicles</u>: ambulance, police car, fire engine.</p> <p><u>Revision</u>: policeman, nurse, doctor, fireman, teacher, TA.</p> <p><u>Feelings Words</u>:</p> <p>Zones of Regulation revision. How I feel / How others might feel</p>	<p>P3. To recognise a range of signs related to the theme of 'Transport' [most signs] <i>Focus: Identifying handshape [working / supporting hand]</i></p> <p>P3. To perform a range of short sentences using 'Transport' signs. <i>Focus: Identify key words in a sentence.</i></p> <p>P3. To complete individual research on a favourite form of transport, creating a poster to share with others. <i>Focus: Fine motor/sensory work, attention to detail, working collaboratively.</i></p> <p><u>Extension Work</u>: 'People Who Help Us' – PSHE link to when/how to get help if needed. <i>Focus: Sharing ideas, listening with respect, role-play work.</i></p>	<p>P2+ To work with others to create a visual mind map of transport students know. <i>Focus: Sharing ideas, listening with respect, working positively as part of a group.</i></p> <p>P2+ To follow a short sequence of instructions [related to a new sign]. <i>Focus: Accuracy with handshapes.</i></p> <p>P2+ To recall and perform a range of signs related to the theme of 'Transport' [some signs performed accurately] <i>Focus: Accuracy with handshapes.</i></p> <p>P2+ To recognise a range of 'Transport' signs [some signs]. <i>Focus: Identifying handshape [working / supporting hand].</i></p> <p>P2+ To perform a range of short sentences using 'Transport' signs <i>Focus: Identifying key words in a sentence [with support].</i></p> <p>P2+ To complete individual research on a favourite form of transport, creating a poster to share with others. [with support if needed] <i>Focus: Fine motor/sensory work, attention to detail, working collaboratively.</i></p> <p><u>Extension Work</u>: 'People Who Help Us' – PSHE link to when/how to get help if needed. <i>Focus: Sharing ideas, listening with respect, role-play work.</i></p>
		<p>P2. To look at pictures of different scenes naming transport and talking about who uses this transport and what might be happening.[supported small group task] <i>Focus: Building reading comprehension skills including attention to detail, making links to real-life situations and their own experience.</i></p> <p>P2. To follow a simple instruction when learning a new sign. <i>Focus: Developing concentration and gaze.</i></p> <p>P2. To perform some 'Transport' signs [with support if needed]. <i>Focus: Performing some signs independently.</i></p>

		<p>P2. To recognise some 'Transport' signs [with support if needed]. <i>Focus: Building memory skills.</i></p> <p>P2. To take part in a creative 'transport' activity e.g. making a model of a favourite type of transport, making a poster about a favourite type of transport [with support] <i>Focus: Developing language skills talking about an activity or experience.</i></p> <p>P2. To listen to and talk about a short picture story related to transport <i>Focus: Recognising 'transport' words in the text [pictures + words]</i> OR</p> <p>P2. To listen to and talk about a short picture story related to People Who Help Us. <i>Focus: Talking about events in the story linked to real life. PSHE link to when/how to get help if needed. Role-play activities to reinforce key message.</i></p>
<p>'Outside: My Local Area' [Things I might see]</p>	<p>handshapes related to the signs P3 + P2+ – to include orientation</p> <p><u>Key signs:</u> road, street, shop, school, tube station, bus stop, petrol station, building, house, flat, bungalow, leisure centre, gym, library, cinema.</p> <p><u>Feelings Words:</u> <i>Zones of Regulation</i> revision. How I feel / How others might feel</p>	<p>P3. To take part in a discussion with others sharing knowledge on the local community. <i>Focus: Sharing ideas, listening with respect, recalling ideas shared by others.</i></p> <p>P3. To follow a sequence of Signalong instructions [demonstrated] <i>Focus: Accuracy with handshapes and orientation</i></p> <p>P3. To recall and perform a range of signs related to theme of 'My Local Area' [most signs performed accurately]. <i>Focus: Accuracy with handshapes and orientation.</i></p> <p>P3. To recognise a range of signs related to the theme of 'My Local Area' [most signs] <i>Focus: Identifying handshape [working / supporting hand]</i></p> <p>P3. To perform a range of short sentences using 'My Local Area' signs. <i>Focus: Identify key words in a sentence.</i></p> <p>P3. To take part on a trip exploring the local area making links to signs learnt and identify any we need to learn. <i>Focus: Observation skills – taking photos, completing a tally chart, building social understanding of appropriate behaviour in different settings.</i></p>

		<p>P2+ To take part in a discussion with others sharing knowledge on the local community. <i>Focus: Sharing ideas, listening with respect, recalling something someone else said.</i></p> <p>P2+ To follow a short sequence of instructions [related to a new sign]. <i>Focus: Accuracy with handshapes.</i></p> <p>P2+ To recall and perform a range of signs related to the theme of 'My Local Area' [some signs performed accurately] <i>Focus: Accuracy with handshapes.</i></p> <p>P2+ To recognise a range of 'My Local Area' signs [some signs]. <i>Focus: Identifying handshape [working / supporting hand].</i></p> <p>P2+ To perform a range of short sentences using 'My Local Area' signs <i>Focus: Identifying key words in a sentence [with support].</i></p> <p>P2+ To take part on a trip exploring the local area making links to signs learnt and identify any we need to learn. <i>Focus: Observation skills – taking photos, completing a tally chart, building social understanding of appropriate behaviour in different settings.</i></p> <hr/> <p>P2. To talk about the 'My Local Area' expressing a personal opinion e.g. likes, dislikes [use picture cues to support] <i>Focus: Building confidence sharing a personal opinion. Building concentration – remembering something someone else said [with support].</i></p> <p>P2. To follow a simple instruction when learning a new sign. <i>Focus: Developing concentration and gaze.</i></p> <p>P2. To perform some 'My Local Area' signs [with support if needed]. <i>Focus: Performing some signs independently.</i></p> <p>P2. To recognise some 'My Local Area' signs [with support if needed]. <i>Focus: Building memory skills.</i></p> <p>P2. To take part in a trip exploring the local area making links to signs learnt. <i>Focus: Developing language skills talking about an experience, building social skills understanding of appropriate behaviour in different settings.</i></p> <p>P2. To listen to and talk about a short picture story related to 'My Local Area' <i>Focus: Recognising key words in the text [pictures + words] <u>OR</u></i></p> <p>P2. To listen to and talk about a short picture story related to People Who Help Us. <i>Focus: Talking about events in the story linked to real life. PSHE link to when/how</i></p>
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		to get help if needed. <i>Role-play activities to reinforce key message.</i>
Summer Term:	Signalong Key Skills + Key Word Signs	Suggested Learning Outcomes / Key Skills
'Outside: At the Park'	<p>handshapes related to the signs P3 + P2+ – to include orientation</p> <p><u>Key signs:</u> park, tree, flower, grass, pond, bird, duck, squirrel, rabbit, dog, climbing frame, swing, seesaw, slide, roundabout, cafe, basketball, tennis, skate park.</p> <p><u>Feelings Words:</u> <i>Zones of Regulation</i> revision. How I feel / How others might feel</p>	<p>P3. To take part in a discussion on local parks identifying favourite parks and activities. <i>Focus: Sharing ideas, listening with respect, recalling ideas shared by others.</i></p> <p>P3. To follow a sequence of Signalong instructions [demonstrated] <i>Focus: Accuracy with handshapes and orientation</i></p> <p>P3. To recall and perform a range of signs related to theme of 'At the Park' [most signs performed accurately]. <i>Focus: Accuracy with handshapes and orientation.</i></p> <p>P3. To recognise a range of signs related to the theme of 'At the Park' [most signs] <i>Focus: Identifying handshape [working / supporting hand]</i></p> <p>P3. To perform a range of short sentences using 'At the Park' signs. <i>Focus: Identify key words in a sentence.</i></p> <p>P3. To take part on a trip exploring a local park making links to signs learnt and identify any we need to learn. <i>Focus: Observation skills – taking photos [to use for a short writing task], building social understanding of appropriate behaviour in different settings.</i></p>
<p>Theme extended into 'Summer Holidays'</p> <p>Places I can visit</p> <p><u>Revision from Year 9:</u></p> <p>Transport I might use.</p> <p><u>General revision</u></p> <p>Summer weather and clothes.</p>	<p>handshapes related to the signs P3 + P2+ – to include orientation</p> <p><u>Key signs:</u> park, field, theme park, zoo, beach, sea, mountains, cinema, library, sports centre, visit friends/family.</p> <p><u>Verbs revision:</u> ride, walk, run, cycle, climb, swim, watch, play.</p>	<p>P2+ To take part in a discussion on local parks identifying favourite parks and activities. <i>Focus: Sharing ideas, listening with respect, recalling something someone else said.</i></p> <p>P2+ To follow a short sequence of instructions [related to a new sign]. <i>Focus: Accuracy with handshapes.</i></p> <p>P2+ To recall and perform a range of signs related to the theme of 'At the Park' [some signs performed accurately] <i>Focus: Accuracy with handshapes.</i></p> <p>P2+ To recognise a range of 'At the Park' signs [some signs]. <i>Focus: Identifying handshape [working / supporting hand].</i></p> <p>P2+ To perform a range of short sentences using 'At the Park' signs <i>Focus: Identifying key words in a sentence [with support].</i></p> <p>P2+ To take part on a trip exploring the local park making links to signs learnt and identify any we need to learn. <i>Focus: Observation skills – taking photos [to use for short writing task], building social understanding of appropriate behaviour in different settings.</i></p>

	<p><u>Feelings Words:</u> Zones of Regulation revision. How I feel / How others might feel</p>	<p>P2. To talk about local parks expressing a personal opinion e.g. likes, dislikes [use picture cues to support] <i>Focus: Building confidence sharing a personal opinion. Building concentration – remembering something someone else said [with support].</i></p> <p>P2. To follow a simple instruction when learning a new sign. <i>Focus: Developing concentration and gaze.</i></p> <p>P2. To perform some ‘At the Park’ signs [with support if needed]. <i>Focus: Performing some signs independently.</i></p> <p>P2. To recognise some ‘At the Park’ signs [with support if needed]. <i>Focus: Building memory skills.</i></p> <p>P2. To take part in a trip exploring the local area making links to signs learnt. <i>Focus: Developing language skills talking about an experience, building social skills understanding of appropriate behaviour in different settings.</i></p> <p>P2. To listen to and talk about a short picture story related to ‘My Local Area’ <i>Focus: Recognising key words in the text [pictures + words]</i></p> <p>OR</p> <p>P2. To listen to and talk about a short picture story related to People Who Help Us. <i>Focus: Talking about events in the story linked to real life. PSHE link to when/how to get help if needed. Role-play activities to reinforce key message.</i></p>
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INFORMATION FOR TEACHERS: Developing Speaking, Listening & Communication Skills:

Adaptations to SoW & Therapies Team: MHS Therapies Team are happy to support with **advice related to PLIMS and EHCP targets** for specific individuals or **support you to identify whole group areas for development and suggest activities** to help develop these skills. Signing & Communication lessons are an ideal area of the timetable to complete this work and therefore **SoW are guidelines as to how this time can be used rather than prescriptive.** **Please feel free to adapt to meet the needs of your group;** keep a record of tasks completed using EfL and student workbooks [where appropriate]. Tasks need to have a clear L.O. and any key words identified [and signed] as part of the start of each lesson.

Signalong Foundation Training: Key points to remember.

Aims for Learners: **Signalong** is committed to empowering children and adults with impaired communication to understand and express their needs, choices and desires by providing vocabulary for life and learning. ***“Working for understanding and expression of choice.”***

Key Outcomes for Learners:

- greater fulfilment of **POTENTIAL**
- greater **INDEPENDENCE**
- **reduction** in **disturbed** and **challenging BEHAVIOUR**

- improvement in **SELF-ESTEEM**
- improved **RELATIONSHIPS**

Core Functions of Communication for Learners:

- request attention
- fulfilling personal needs
- developing relationships
- expressing feelings
- asking questions
- answering questions
- choices – agreeing/disagreeing; giving/refusing consent

Key areas of difficulty experienced by some SEN learners other than social communication skills are

Symbolic development - There is a natural development which a child goes through; real object – real situations *THEN* understanding that other things may represent those real objects. *This can create difficulties in correct labelling – correctly interpreting 2D images can cause particular problems.*

Generalisation - Awareness that a label learnt in *one context* applying to *one item* may also belong to a variety of items not necessarily resembling the original. *Don't assume that learners can generalise; the sign may need to be re-learnt each time.*

Signing and Communication lessons are an ideal opportunity to build these skills too. [Resources: Signalong Library, dictionaries and range of manuals.]

ELKLAN Training: Key aspects of this training should be used to identify gaps and develop individual student's core communication skills.

Key Resources: *Language Builders* training manual [given when completing ELKLAN training] and course worksheets; manuals contain Communication Processes and Impacts Checklist – a valuable resource to identify communication skills of a student that are a strength and those causing concern and the likely implications for learning. This can also be used to monitor progress. *Language Builders* also details strategies to support students to build skills.

wide range of **communication games** available in Signalong resource cupboards [and also the school library].

Key areas of the course to build into your practise:

- **Listening and Concentration** – modify language, structure of the lesson, classroom environment.
- **Use of Constructive Criticism** when giving feedback to support impact and motivation.
- **Memory and Learning** – strategies to support short term memory, working memory difficulties – both difficulties related to SEN but also ESL learners. Key visual tools to support memory: mind maps (colour coded works best), attribute webs, spidergrammes, Venn diagrams, word maps, visual task plans, graphic organisers can be used for sequencing events (stories or student's own experience).
- **Understanding Spoken Language** – 'Chunk, Chill, Check!' – awareness of complexity of language, multi-sensory approach, pause for processing, encourage students to tell us when they don't understand – promote 'Speak Out!' skills.
- **Developing Verbal Reasoning** – Blank Language Scheme [Question Levels 1-4].
- **Promoting Vocabulary Development** – a wide range of strategies to introduce new words.

- **Supporting Expressive Language Skills** – key strategies include waiting, repeating back, courage self-monitoring, asking open questions, prompting, modelling (particularly helpful to develop grammar skills), gap sheets (helps with pronouns, connectives), story round (helps with connectives), narrative grids (sequencing skills).
- **Effective Communication and Social Skills** – Pragmatic Skills Checklist very helpful for evaluating student’s use of language in social situations; **Emotional Literacy** – links back to Zones of Regulation developing language around emotions – communication cartoons [adult guided sessions to support students to reflect and gain a greater understanding of social situations].
- **Helping Student with Unclear Speech** – see MHS Therapies Team for advice, key dos and donts in ELKLAN training manual.

Resources: Range of **communication games** available in Signalong resource cupboards [and also the school library]. SaLT team are currently writing instruction sheets to maximise the benefit of commonly played games.

Zones of Regulation: Words and signs related to the Zones of Regulation need to be reinforced consistently.

Resources: *Zones of Regulation* teacher workbook and resources are available in every classroom. [worksheets in google resource folder]

Social Communication: Development of social communication is a crucial part of the work we do with our students. The Faculty has a wide range of communication games to support this work. Signing & Communication lessons are an ideal time to build these skills/role-play to resolve issues that are particularly relevant to your group.

Key Resource:

Thinking About You, Thinking About Me [Teaching perspective taking and Social Thinking - copies available from the library]. This is a really good resources for information on social cognitive deficit and a range of activities to support students to build social pragmatic skills. ASD students particularly benefit from the opportunity not only to develop expressive and receptive language but the opportunity to understand and formulate language into successful interactive communication i.e. the student’s ability to use language in a socially meaningful way. LINKS to Signalong Foundation training and key Signalong concepts including teaching generalisation.

Social Thinking and Me [Thinksheets for Social Emotional Learning for social Emotional Learning] One reference book for the teacher, one designed as a guidebook for students – photocopy pages you need for students, they’re really good and have really clear illustrations to discuss. Copies of this book available from the library – 54 Thinksheets [available via the google resource folder] as well as directions and teaching tips to support teaching the concepts in Book 1, Kids’ Guidebook]

General Core Vocabulary to build:

Requests: drink, eat, toilet, sit, stand, go, come, give me, quiet, speak, listen, hear, see ...

Time words: times of the day; days of the week; months of the year

Social Communication: friend, share, wait, listen, speak, ask.

Feelings words: See *Zones of Regulation* resources

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