

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

Key Stage 3 Year 7 Programme of Study Overview [Codes: Pathway 3 – P3, 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.] For Year 7 students to build core Signalong skills to support life and learning focusing on developing confidence, independence and clear comprehension.

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, hobbies, family and friends, Science – R.E. – celebrations and festivals, Geography – local area. P.E. – link to hobbies, Art – colours, Drama – role-play.

Autumn Term:	Signalong Key Skills + Key Word Signs	Suggested Learning Outcomes / Key Skills
Learn Core Signing Skills	What is Signalong – How does it help? Rules for Signing Alphabet - link to Core Handshapes – linked to MHS Core Vocabulary <u>Core Vocabulary Signs:</u> hello, goodbye, school, home, toilet, drink, eat, ill, to speak, to listen, to read, to write, to sit, to stand, to dress. <u>Core 'Family' Signs:</u>	P3. To share what we know about signing and who it helps. To listen to information about Signalong and who and how it can help. P3. To learn 4 key rules for signing [working and supporting hand, signing window, speak and sign, eye contact ['gaze' towards] P3. To perform all letters in alphabetic order [with support if needed]. P3. To recognise most letters of the alphabet performed in random order. P3. To link RWI speed sounds to alphabet signs blending letters [2-3 letter blends]. P3. To build confidence using signing to make and respond a simple request.
		P2+ To share what we know about signing and who it helps. To listen to information about Signalong and how it can help. P2+ To learn 3 key rules for signing [working and helping hand, speak and sign, eye contact ['gaze' towards] P2+ To perform most letters in alphabetic order [with support if needed].

	<p>mum, dad, brother, sister.</p> <p><u>Time words</u>: day, night, time, morning, afternoon, first, next, finally [at the end].</p> <p><u>Courtesy Words</u>: [not core]: Please, thank you, sorry.</p>	<p>P2+ To recognise some 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 build confidence using signing to make and respond to a simple request [with support if needed].</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 2 rules for signing [working and helping hand, speak and sign].</p> <p>P2. To perform letters of the alphabet related to their name [with support].</p> <p>P2. To recognise letters of the alphabet [performed by someone else] related to their name and initial letters of other familiar students' names. [link to RWI speed sounds]</p> <p>P2. To build confidence using signing to make a personal request and follow a simple instruction [with support].</p>
<p>'All About Me' linked to 'How Does Your Engine Run?' Alert Programme [for Self-Regulation] work completed by Therapies Team</p>	<p>P3 + P2+ – handshapes related to the signs.</p> <p><u>Feelings Words/Signs</u>: <i>Alert Programme</i> revision. my, engine, speed, high (fast), low (slow), just right (good), excited, worried, ready to learn, calm, tired, sad, ill.</p> <p><u>Key Words – thinks I like</u>: football, cooking, friends, animals, gaming, to ride a bike, to ride a horse, films, <i>[any other hobbies linked to student's interests to help with coming up with a sign name]</i>.</p> <p><u>Festivals/Celebrations</u>: [Link to <i>Alert Programme</i>]</p>	<p>P3. To talk about the 'things we like' expressing a personal opinion explaining why, listening with respect and remembering information given by others.</p> <p>P3. To decide on a sign name, practise then say 'hello' using their sign name</p> <p>P3. To follow a short sequence of Signalong instructions [demonstrated] <i>Focus: Accuracy with handshapes.</i></p> <p>P3. To recall and perform a range of signs related to theme of 'All About Me' [most signs performed with a good level of accurately]. <i>Focus: Accuracy with handshapes.</i></p> <p>P3. To recognise a range of signs related to the theme of 'All About Me' [most signs] <i>Focus: Identifying handshape [working hand]</i></p> <p>P3. To talk about feelings related to school, favourite activities and celebrations. <i>Focus: Link to the Alert Programme</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 decide on a sign name, practise then say 'hello' using their sign name [with support if needed].</p> <p>P2+ To follow a simple sequence of instructions [related to a new sign]. <i>Focus: Building accuracy with handshapes.</i></p> <p>P2+ To recall and perform a range of signs related to the theme of 'All About Me' [some signs performed accurately] <i>Focus: Building accuracy with handshapes.</i></p> <p>P2+ To recognise a range of signs related to the theme of 'All About Me' [some signs].</p>

	Halloween, fireworks, Divali, Christmas.	<p><i>Focus: Identifying handshape [working hand] with support if needed.</i></p> <p>P2+ To build confidence talking about feelings related to school, favourite activities and celebrations [with support if needed]. <i>Focus: Link to the Alert Programme.</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 talk about and decide on a sign name [with an adult] then perform the sign name to someone else.</p> <p>P2. To follow a simple instruction when learning a new sign [with support]. <i>Focus: Developing concentration and gaze.</i></p> <p>P2. To perform some 'All About Me' signs [with support]. <i>Focus: Build confidence and independence with most personally relevant signs.</i></p> <p>P2. To recognise some 'All About Me' signs [with support if needed]. <i>Focus: Building memory skills with most personally relevant signs.</i></p> <p>P2. To talk about feelings related to school, favourite activities and celebrations [with support]. <i>Focus: Link to the Alert Programme.</i></p>
Spring Term:	Signalong Key Skills + Key Word Signs	Suggested Learning Outcomes / Key Skills
'At Home' [identifying parts of the home] [revision of <i>hobbies and favourite activities</i>]	<p>P3 + P2+ – handshapes related to the signs.</p> <p>P3 – P2 - Remembering the rules for signing [see differentiation above]</p> <p><u>Key signs:</u> family, brother, sister, mum, dad, granddad, gran/nan, pet: home, house, flat, bungalow, caravan, bedroom, bed, toys, computer, kitchen, cooker, table, chair, bathroom, bath, toilet,</p>	<p>P3. To talk about what we mean by the word 'home' and think about different places people live expressing a personal opinion explaining why, listening with respect and remembering information given by others.</p> <p>P3. To draw/colour and then label a 'home'. <i>Focus: Fine motor, attention to detail</i></p> <p>P3. To follow a short sequence of Signalong instructions [demonstrated] <i>Focus: Accuracy with handshapes.</i></p> <p>P3. To recall and perform a range of signs related to theme of 'At Home' [most signs performed with a good level of accurately]. <i>Focus: Accuracy with handshapes.</i></p> <p>P3. To recognise a range of signs related to the theme of 'At Home' [most signs] <i>Focus: Identifying handshape [working hand]</i></p> <p>P3. To talk about feelings related to home identifying favourite places, favourite family activities.</p>

	<p>lounge, sofa, t.v., garden, flowers, climbing frame.</p> <p><u>Extension signs – action words:</u> sleeping, cooking, watching, playing, sitting, eating, sharing.</p> <p><u>Feelings Words:</u> Alert Programme revision.</p>	<p><i>Focus: Link to the Alert Programme and strategies to cope with feelings at home. Role-play situations to support building positive strategies.</i></p> <p>P2+ To talk about what we mean by the word ‘home’ and think about different places people live expressing a personal opinion and listening with respect and recalling something someone else said.</p> <p>P2+ To draw/colour and then label a ‘home’. <i>Focus: Fine motor, adding some detail</i></p> <p>P2+ To follow a simple sequence of instructions [related to a new sign]. <i>Focus: Building accuracy with handshapes.</i></p> <p>P2+ To recall and perform a range of signs related to the theme of ‘At Home’ [some signs performed accurately] <i>Focus: Building accuracy with handshapes.</i></p> <p>P2+ To recognise a range of signs related to the theme of ‘At Home’ [some signs]. <i>Focus: Identifying handshape [working hand] with support if needed.</i></p> <p>P2+ To build confidence talking about feelings related to home identifying favourite places, favourite family activities [with support if needed]. <i>Focus: Link to the Alert Programme and strategies to cope with feelings at home. Role-play situations to support building positive strategies.</i></p> <p>P2. To talk about the word ‘home’ 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]. NB. Support this discussion by linking to where some well known animals live and then link to the mind map activity below.</i></p> <p>P2. To take part in activity to create a picture mind map of different places people live. <i>Focus: To share at least one idea. To remember at least one idea given by someone else [using the visual mind map to prompt is needed].</i></p> <p>P2. To colour in and label a ‘home’ <i>Focus: Thinking about what we use each room for, what their home looks like.</i></p> <p>P2. To follow a simple instruction when learning a new sign. [demonstrated] <i>Focus: Developing concentration and gaze.</i></p> <p>P2. To perform some ‘At Home’ signs [with support if needed]. <i>Focus: Performing some signs independently.</i></p> <p>P2. To recognise some ‘At Home’ signs [with support if needed]. <i>Focus: Building memory skills.</i></p>
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		<p>P2. To build skills and vocabulary to talk about feelings related to home identifying favourite places, favourite family activities [with support if needed]. <i>Focus: Link to the Alert Programme and strategies to cope with feelings at home.</i> <i>Role-play situations to support building positive strategies.</i></p>
<p>'At School' [Things I might see]</p>	<p>P3 + P2+ – handshapes related to the signs.</p> <p>P3 – P2 - Remembering the rules for signing [see differentiation above]</p> <p><u>Key signs:</u> school, teacher, teaching assistant, friend, classroom, corridor, toilet, kitchen, dinner hall, table, chair, playground, field, library, office, gym.</p> <p><u>Subject signs:</u> lesson, English/Literacy, Maths/ Numeracy, History, Geography, Art, I.C.T., Music, Drama, Dance, P.E., Design Technology.</p> <p><u>Social Communication sign:</u> wait, share, listen, speak, ask.</p> <p><u>Feelings Words:</u> Alert Programme revision. How I feel / Positive strategies to help.</p>	<p>P3. To talk about what we mean by the word 'school', why we come to school and how we feel. <i>Focus: expressing a personal opinion explaining why, listening with respect and remembering information given by others.</i></p> <p>P3. To work as part of a group to create a mind map linked to the word 'school' e.g. what we see, do, how we feel. <i>[Link to Alert Programme and strategies.]</i></p> <p>P3. To write 5 positive things about school and 2 'grumbles' about school. <i>Focus: To reflect on personal feelings about school, to express a personal opinion in writing.</i></p> <p>P3. To follow a short sequence of Signalong instructions [demonstrated] <i>Focus: Accuracy with handshapes.</i></p> <p>P3. To recall and perform a range of signs related to theme of 'At School' [most signs performed with a good level of accurately]. <i>Focus: Accuracy with handshapes.</i></p> <p>P3. To recognise a range of signs related to the theme of 'At School' [most signs] <i>Focus: Identifying handshape [working hand]</i></p> <p>P3. To play a range of games with others. <i>Focus: Making sure everyone in the group is having fun – what rules do we need to make this happen?</i></p> <p><u>Extension Task:</u></p> <p>P3. To label a map of Meadow High School – taking some photos to add to a leaflet about the school [to be given to the new Year 7s] <i>Focus: Team work, thinking about the new Year 7s and how they might be feeling – reflecting on their own experience.</i></p> <p>P3. To keep a daily log for one week – How am I doing managing my day in school? Focus: Quick visual log to track lessons and break time.</p>

		<p>P2+ To talk about what we mean by the word 'school', why we come to school and how we <i>feel</i>. <i>Focus: Expressing a personal opinion and listening with respect and recalling something someone else said.</i></p> <p>P2+ To work as part of a group to create a mind map linked to the word 'school' e.g. what we see, do, how we feel. <i>[Link to Alert Programme and strategies.]</i></p> <p>P2+ To write 4 positive things about school and 2 'grumbles' about school [with support if needed]. <i>Focus: To reflect on personal feelings about school, to express a personal opinion in writing.</i></p> <p>P2+ To follow a simple sequence of instructions [related to a new sign]. <i>Focus: Building accuracy with handshapes.</i></p> <p>P2+ To recall and perform a range of signs related to the theme of 'At School' [some signs performed accurately] <i>Focus: Building accuracy with handshapes.</i></p> <p>P2+ To recognise a range of signs related to the theme of 'At School' [some signs]. <i>Focus: Identifying handshape [working hand] with support if needed.</i></p> <p>P2+ To play a range of games with others. <i>Focus: Making sure everyone in the group is having fun – what rules do we need to make this happen?</i></p> <p><u>Extension Task:</u></p> <p>P2+ To label a map of Meadow High School – taking some photos to add to a leaflet about the school [to be given to the new Year 7s] <i>Focus: Team work, thinking about the new Year 7s and how they might be feeling – reflecting on their own experience.</i></p> <p>P2+ To keep a daily log for one week – How am I doing managing my day in school? <i>Focus: Quick visual log – smiley faces version – to track lessons and break time.</i></p>
		<p>P2. To talk about the word 'school', why we come to school and how we feel. <i>Focus: Building confidence sharing a personal opinion. Building concentration during small group discussion work – remembering something someone else said [Use pictures/illustrations/short stories to support].</i></p> <p>P2. To explore the school site taking photos of different parts of the school. <i>Focus: Say what you have seen then take a photograph, take turns. THEN use the photographs for the next task...</i></p>

		<p>P2. To work as part of a group to make a mind map for the word 'school' e.g. what we see, do, how we feel. <i>[Link to Alert Programme and strategies.]</i></p> <p>P2. To write 2 positive things about school and 1 'grumble' about school [with support if needed]. <i>Focus: To reflect on personal feelings about school, to express a personal opinion in writing.</i></p> <p>P2. To follow a simple instruction when learning a new sign. [demonstrated] <i>Focus: Developing concentration and gaze.</i></p> <p>P2. To perform some 'At School' signs [with support if needed]. <i>Focus: Performing some signs independently.</i></p> <p>P2. To recognise some 'At School' signs [with support if needed]. <i>Focus: Building memory skills.</i></p> <p>P2. To keep a daily log for one week – How am I doing managing my day in school? <i>Focus: Quick visual log – smiley faces version – to track lessons and break time [with support].</i></p>
Summer Term:	Signalong Key Skills + Key Word Signs	Suggested Learning Outcomes / Key Skills
'Colours'	<p>P3 + P2+ – handshapes related to the signs.</p> <p>P3 – P2 - Remembering the rules for signing [see differentiation above]</p> <p><u>Key signs:</u> red, yellow, blue, orange, green, pink, purple, white, black, – rainbow.</p> <p><u>Extra colours:</u> brown, grey, cream, violet, silver, gold.</p> <p><u>Feelings Words:</u></p>	<p>P3. To take part in a discussion about favourite colours. How do different colours make you feel? <u>Extension:</u> Share memories linked to colours e.g. first bicycle, favourite jumper. <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</i></p> <p>P3. To recall and perform a range of 'colour' signs [most signs performed with a good level of accurately] <i>Focus: Accuracy with handshapes.</i></p> <p>P3. To recognise a range of 'colour' signs [most signs] <i>Focus: Identifying handshape [working hand]</i></p> <p>P3. To perform signs in a sentence singing and signing a song e.g. 'I Can Sing A Rainbow' OR higher challenge 'Joseph's Technicoloured Dream Coat'. <i>Focus: Speaking (singing) and signing [Most signs in the song].</i> PSHE Focus: Link back to 'At Home' and family life – how do Joseph's brothers feel? Why?</p> <p><u>Colour theme extended linked to everyday objects:</u></p>

	<p><i>Alert Programme</i> revision. How I feel – begin to link to the <i>Zones of Regulation</i> colours.</p>	<p>P3. To recall and perform a range of ‘colour’ signs linked to everyday objects. <i>Focus: Building confidence signing two key word sentences. Accuracy with handshapes.</i></p> <p>P3. To recognise a range of ‘colour’ signs linked to everyday objects. <i>Focus: recognising two linked signs – object and colour.</i></p>
<p>Colour theme extended linked to everyday objects.</p> <p><u>General Revision linked to the Summer Holiday:</u></p> <p>At Home</p> <p>Feelings – going into the holiday and the transition to Year 8.</p> <p><u>Extension work:</u> Thinking of the new Year 7 students.</p> <p>.</p>	<p>P3 + P2+ – handshapes related to the signs.</p> <p><u>Key signs:</u> book, bag, ball, cup, bottle, table, chair, pen/pencil, pencil case, shoe, sock, jumper, apple, banana, tomato.</p> <p><u>Summer revision:</u> sun, sky, water, grass, tree, flower, sand, hat, dress, trousers, t shirt, sunglasses, towel,</p>	<p>P2+ To take part in a discussion about favourite colours. How do different colours make you feel? <u>Extension:</u> Share memories linked to colours e.g. first bicycle, favourite jumper. <i>Focus: Expressing a personal opinion and listening with respect and recalling something someone else said.</i></p> <p>P2+ To follow a simple sequence of instructions [related to a new sign]. <i>Focus: Building accuracy with handshapes.</i></p> <p>P2+ To recall and perform a range of ‘colour’ signs. [some signs performed accurately] <i>Focus: Building accuracy with handshapes.</i></p> <p>P2+ To recognise a range of ‘colour’ signs. [some signs] <i>Focus: Identifying handshape [working hand] with support if needed.</i></p> <p>P2+ To perform signs in a sentence singing and signing a song e.g. ‘I Can Sing A Rainbow’ OR higher challenge ‘Joseph’s Technicoloured Dream Coat’. <i>Focus: Speaking (singing) and signing. [some signs in the song]</i></p> <p>PSHE Focus: Link back to ‘At Home’ and family life – how do Joseph’s brothers feel? Why?</p> <p><u>Colour theme extended linked to everyday objects:</u></p> <p>P2+ To recall and perform a some of ‘colour’ signs linked to everyday objects. <i>Focus: Building confidence signing two key word sentences. Accuracy with handshapes. [with support if needed]</i></p> <p>P2+ To recognise a range of ‘colour’ signs linked to everyday objects. <i>Focus: recognising two linked signs – object and colour. [with support if needed]</i></p> <p>P2. To go for a walk and find as many colours as possible [in school or off-site] <i>Focus: Say what you have seen object and colour then take a photograph. Take turns.</i></p> <p>P2. To paint as many different colour stripes as you can. <i>Focus: Fine motor skills, mixing colours – explore and talk about what happens when different colours are mixed together.</i></p>

		<p>P2. To follow a simple instruction when learning a new sign. [demonstrated] <i>Focus: Developing concentration and gaze.</i></p> <p>P2. To perform some 'colour' signs [with support if needed]. <i>Focus: Performing some signs independently.</i></p> <p>P2. To recognise some 'colour' signs [with support if needed]. <i>Focus: Building memory skills.</i></p> <p><u>Colour theme extended linked to everyday objects:</u></p> <p>P2. To perform a some of 'colour' signs linked to everyday objects. <i>Focus: Develop expressive language skills – link to photographs students took.</i></p> <p>P2. To recognise a range of 'colour' signs linked to everyday objects. <i>Focus: recognising two linked signs – object and colour. [with support if needed]</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.

“How Does Your Engine Run?” The Alert Program for Self-Regulation - MHS Therapies Team will be using this programme with our Year 7 students. The Alert Programme was written by experienced occupation therapists. The primary focus is to help children learn to monitor, maintain, and change their level of alertness so that it is appropriate to a situation or task.

NB. This work will lead to *Zones of Regulation* work in Year 8.

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;

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

Feelings words: See *Zones of Regulation* resources – in Year 7 the key focus is the Alert Programme.