

Appendix 1 Total Communication Guidance Pack

Total Communication is the practice of incorporating and valuing all communication methods, taking a multi-modal approach to ensure all communication systems are fully supported.

This pack provides you with information regarding the range of communication methods we use at Old Park. At Old Park we use Widgit symbols via the InPrint package.

Definitions:

Communication:

Communication is the successful sharing and receiving of meaningful information between people. Communication can be verbal or non-verbal.

AAC:

Augmentative and alternative communication (AAC) includes all forms of communication (other than speech) that are used to express thoughts, needs, wants, and ideas.

Aided Language Displays

An 'aided language display' is a symbol display where all the relevant vocabulary for a specific activity is displayed on a single page.

They can be used to supplement other AAC systems already in place (e.g. PECS, Communication books, etc.) as they are quick to make and easy to implement.
















Aided Language Displays are a useful tool to support learners to communicate in a functional way within various activities throughout the day.

They **must** always include core vocabulary (E.g. more, stop, come, help). They **can** also include fringe vocabulary (e.g. vocabulary specific to an activity such as nouns or places).



















At Old Park School we have developed a five-stage approach to using ALD's. Each stage introduces new core vocabulary, whilst also increasing the number of fringe vocabulary. Examples can be seen below.

 stop	 go		
 more	 help		 finished
























Stage 1

 I	 want	 like				
 you	 stop	 go				
 it	 more	 help				
 no/not	 choose	 play	 my turn	 your turn	 finished	





























Stage 2

 I	 want	 like					
 you	 stop	 go					
 it	 more	 help					
 no/not	 choose	 play					
 Who?	 What?	 Where?		 my turn	 your turn	 finished	

Stage 3

 I	 want	 like	 see				
 you	 stop	 go	 good				
 it	 more	 help	 in				
 no/not	 choose	 play	 on				
 Who?	 What?	 Where?	 When?		 my turn	 your turn	 finished

Stage 4

 I	 want	 like	 see	 with				
 you	 stop	 go	 good	 there				
 it	 more	 help	 in	 now				
 no/not	 choose	 play	 on	 next				
 Who?	 What?	 Where?	 When?	 Why?		 my turn	 your turn	 finished

Stage 5

ALD templates can be found at

https://oldparkdudley.sharepoint.com/:f:/s/Curriculum/EruVr_Z2QmNCnJmSxmnk3PoBkzBJwnVJoRICCAyCaSnnTg?e=rtQ9zw

Communication books

An individualised AAC system for expressive communication.

Includes a wide range of vocabulary so the user is able to create a variety of different sentence structures for a range of different communicative purposes

Includes core vocabulary as well as fringe vocabulary.

Vocabulary is often organised by topic, with a content page at the front and tabs throughout so learners can easily locate vocabulary.



Communication book templates can be found at

<https://oldparkdudley.sharepoint.com/:f:/s/Curriculum/Eu0YHpdo3ilKnNtM4IL8HDQB97u6S24j6xEeJDrbnfCu6w?e=DkyvYm>

Communication and literacy through symbol supported text (COSST)

An approach similar to Colourful Semantics but developed specifically for learners in special schools.

The system reassembles sentences by cutting them up into their thematic roles. Each thematic role is colour coded, which gives excellent support to children who are visual learners. The system also uses symbol supported text to support early literacy skills.

COSST can be used for early communicators working on developing two part sentences and later developing communicators to build on their ability to create narratives.



COSST templates can be found at

https://oldparkdudley.sharepoint.com/:f:/s/Curriculum/Eqtn9EREEtZPsJAzr-F3tmwBHmsaTu86p_ospeY-cc7JdQ?e=UfsYnY

Intensive interaction

Intensive Interaction is a way to help children at early levels of development to learn how to enjoy being with other people, learning to relate, interact, and know communication routines. The emphasis is very much on our non-verbal interaction. When we do 'intensive interaction' we:

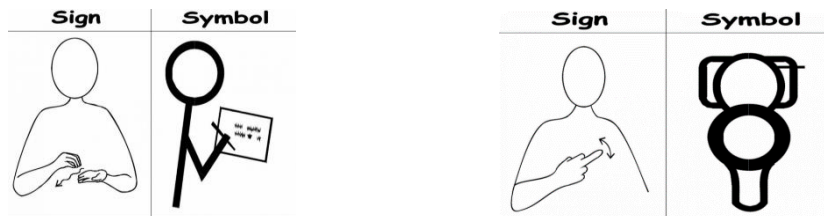
- Follow the learners lead – Respond to things they do, e.g. Comment on their actions using single words or short phrases, join in with them or playfully imitate them. By responding instead of leading, we don't make demands that they cannot cope with.
- Get on the learners level – If they are on the floor playing, get down on the floor with them. If they are on a chair, sit on a chair as well.
- Treat everything the student does as a form of communication – We have to interpret the child's actions which aren't clear, and respond to them according to how we have interpreted them e.g. If they're rubbing their eyes, we might interpret it as them being tired, so rub our eyes and pretend to sleep.

Intensive interaction templates can be found at

https://oldparkdudley.sharepoint.com/:f:/s/Curriculum/Eqtn9EREEtZPsJAzr-F3tmwBHmsaTu86p_ospeY-cc7JdQ?e=UfsYnY

Makaton

The Makaton language programme includes the use of symbols, signs, facial expressions and speech. When we use Makaton signs, we also speak and sign in the spoken word order. This helps support our learners ability to understand the language we are using. Some of our learners also use Makaton signs to supplement or replace spoken speech.



Objects of Reference (OoR)

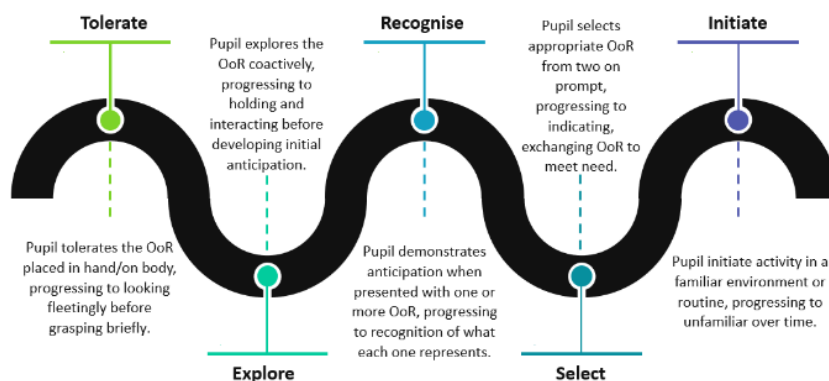
OoR are objects that are systematically and consistently used with a person to represent people, places, objects and activities. They are used alongside the spoken word.

They should be:-

- relevant to each individual
- the same objects used on every occasion
- presented immediately before the event or activity they represent
- used every time the activity takes place or the person/object is encountered
- presented in the same way every time
- kept near the person during the event it is representing

At Old Park School we have developed a roadmap which outlines the stages of progression for learners using OoR.

Stages of Progression



Objects Set 1 (Basic needs, transition to other areas of school)

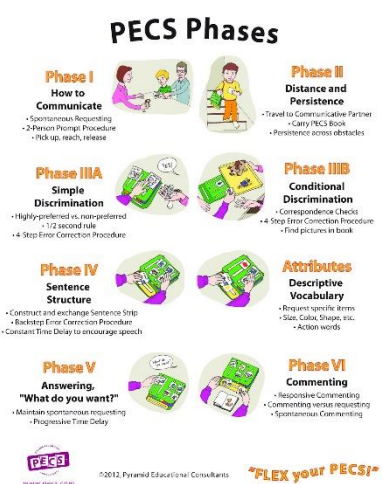
P.O.L.E	Object of Reference
Computer Room	Stretchy/coiled cord
Cookery Room	Wooden Spoon
Feeding – tube	Syringe
Feeding – oral	Wipeable tablecloth
Forest School	Plastic leaves/ivy
Hall	Wooden block
Music Room	Maraca
Outside/Playground	Astroturf
Sensory Room	Sponge
Swimming Pool	Pool noodle
Toilet/Personal Care	White tube
Transport	clip

OoR templates can be found at

https://oldparkdudley.sharepoint.com/:f:/s/Curriculum/EtxvJBGlwtlJopleY7yr_4lBFzyiF8Kct1mJyCxz84lv1A?e=A7nNxh

Picture Exchange Communication System (PECS)

PECS is used to teach learners functional communication. It is a highly structured system that supports learners initiating interaction with other people in order to initially request motivating items. There are six PECS phases a student must work their way through:



TaSSeLs: Tactile Signing for Sensory Learners

TaSSeLs is an on body signing system that utilises touch to establish meaningful interaction with our learners, while also preparing learners for what is about to happen next. TaSSeLs allows our learners to be involved and active within their routine.

TaSSeLs templates can be found at

<https://oldparkdudley.sharepoint.com/:f:/s/Curriculum/ErKZI27602IBhxG5p5m-9LcBHpvfEjgymL1Tpg4ij2wNZQ?e=bfXkhg>

Voice output communication aids (VOCAs)

VOCAs are high tech AAC devices where speech is electronically stored and accessed by the student. They can range from single message switch systems to sophisticated computer systems with a large bank of vocabulary for sentence creation. VOCAs can be accessed by the student through a variety of ways including touch, eye pointing, buttons, joy sticks etc.

