

Generic Ideas

Commenting

- Indicate “finished”
- Indicate “more”
- Indicate that they want something e.g. “I want the ball”
- To reject an idea e.g. “I don’t want to”
- To ask for help
- Indicate what they like or don’t like
- To describe toys, activities etc. what they can see, e.g. ‘I see a boat’
- To say how they feel

Requesting

- To ask to go to the toilet
- To choose a toy, activity etc.
- To ask for something in a shop
- To ask for something needed in an activity
- Ask for help e.g. to complete a puzzle
- To ask for an activity to stop

Give Instructions

- Ready, Steady, ‘Go’ games
- Simon Says Games

Asking a question

- Where someone is, e.g. ‘Where’s mummy?’
- For the name of an object, ‘What is it?’
- ‘Who is it?’

Greetings

- “Good morning” circle/answering the register
- “Good-bye”
- “Thank you”

What is a Communication book?

Communication books provide pages of symbols usually organised by topic. The books are usually developed through use and need of the communicator. The user can point with their finger or eyes to words, photos or symbols. Communication books can be used in any environment.

Communication book



Social Activities

Circle time

- To choose a song and join in with songs, e.g. picking the animal for Old MacDonald
- To request ‘more’
- To take turns, e.g. ‘Your turn’, ‘My turn’
- To comment on games, ‘I like Pop up Frog’, ‘That’s funny’

Snack time

- To choose food
- To comment on likes or dislikes and describe foods
- To ask for ‘more’ or ‘stop/enough’

Going for a walk

- To say what they see
- To make requests, e.g. ‘Can we go to the park’
- To ask a question, ‘What’s that?’

Curriculum Ideas

Story time

- To complete a phrase in a repetitive story, e.g. ‘Dear Zoo’
- To say what they see in a picture book, e.g. ‘look, ball’
- To request ‘more’ or ‘stop’
- To make a choice
- To give instructions e.g. “turn the page”
- To confirm agreement / disagreement with something

Number time

- To say how many
- To name shapes
- To comment on same/different

Music

- To join in with a familiar song, e.g. pointing to ‘cow’ during Old MacDonald
- To ask for ‘more’/‘stop’
- To request a song
- To comment on likes/dislikes

Group Activities

- To call someone over
- Indicate “my turn!”
- To join in a role play game
- To name an object in Kim’s Game
- To tell another child / group of children to perform an action
- To comment on likes and dislikes

How to use a Communication Book:

Stage 1

Point to photos/ symbols while you chat

Pause and wait for response

Add to what a child says using core vocabulary e.g. if the child points to biscuit then point to "like biscuit"

Stage 2

Take responsibility for getting book out/ making it available for the child

Keep building on their communications by adding core vocabulary symbols, for example by using "more" symbol

Remember to pause and wait for the child to point to symbols

Who can help?

- **Speech and Language Therapist** can support with suitability / consideration of other devices if necessary
- **Communication Team** can support with updating communication books

Why Use a Communication Book?

- Simple to use and add more vocabulary to.
- **Versatile** – can be used throughout the day in a variety of situations
- Non-verbal students can **be included** into activities
- They are **easy to transport** so can be taken and used in different environments
- **Promote independence** – a student is able to give a message without relying on an adult

Communication book



Who can use a Communication Book?

- Students who are non-verbal
- Students who use other augmentative and alternative communication systems such as Makaton signing and High Tech devices

Communication Book Golden Rules

- **Labelling:** Don't ask the child to label the symbols in their Communication Book. Instead use it alongside everyday activities, using the book to label objects and interests. If the child points to the picture you can interpret this as a request.
- **Accessibility:** Ensure that the Communication book is always available for the child to use throughout the day. It should go with them to nursery, at home, at the supermarket etc.
- **Consistency:** The Communication Book should be used consistently throughout the day. Responses to the student using the Communication Book should be consistent as with other forms of communication.
- **Communication Partners:** It is important to have a section at the very front of the book which tells unfamiliar communication partners how to use the book with the communicator. Communication Partners need to communicate back to the child using their book. This will help the child increase his or her use of the vocabulary included, in particular the Core Vocabulary, e.g. A child may point at 'bubbles' to indicate he wants them, the Communication Partner can then point to 'want' 'bubbles', using verbal language alongside; 'You want bubbles'
- **HAVE FUN!!!**