

# Developing Early Communication

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FOUNDATION PATHWAY & NURSERY

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JANUARY 2024

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FORELAND FIELDS  
SCHOOL

# The Three Communication Essentials

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Communication must have three basics to work

1. A motivation (a reason) for communicating.
2. A means (a method) of communicating.
3. Someone (a partner or partners) to communicate to.

Motivation, Means and Mate

It's all you need to communicate

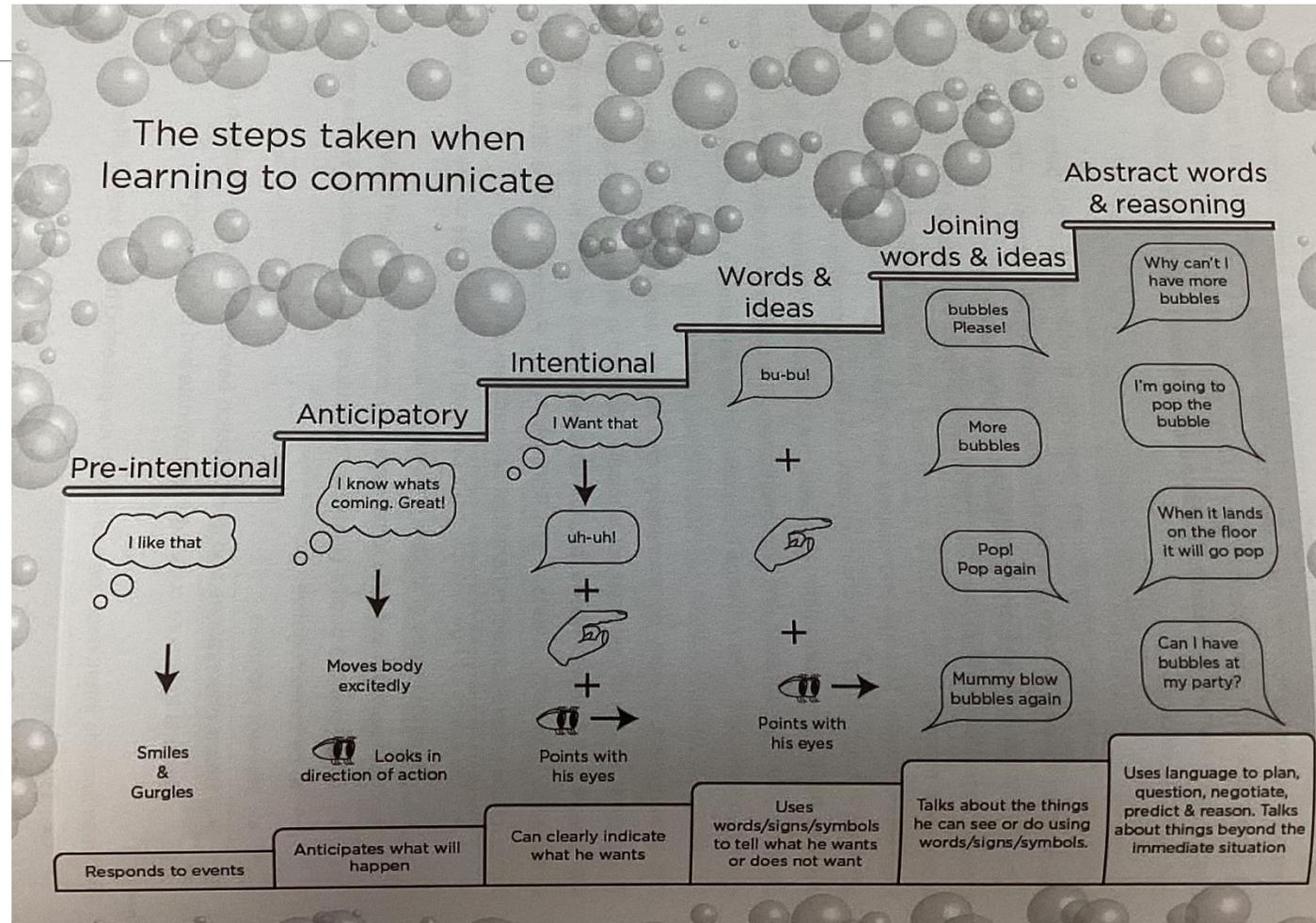
# Total Communication

Total Communication is the ability to communicate by whatever means available. This might include a combination of any of the following:

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- Natural gesture
- Speech
- Vocal noises
- Using different tones, pitch or volume of the voice
- Computer generated speech
- Signs
- Symbols
- Real objects
- Pictures
- Photos

# The steps taken when learning to communicate



# The steps taken when learning to communicate

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Use the steps to think about 3 pupils in your class.

- Where do they fit?
- Do they always fit there?
- What gets in the way of them moving to the next step?

Feedback examples



# Encouraging appropriate adult-pupil interaction

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*The quality of the adult-pupil interaction can influence a pupil's opportunities to communicate can facilitate language development (Allen 2011)*

*Following the pupil's lead gives a strong signal that you are interested in what the pupil is doing. Your language is more likely to be focussed on the pupil's point of interest.*

# Sabotage!

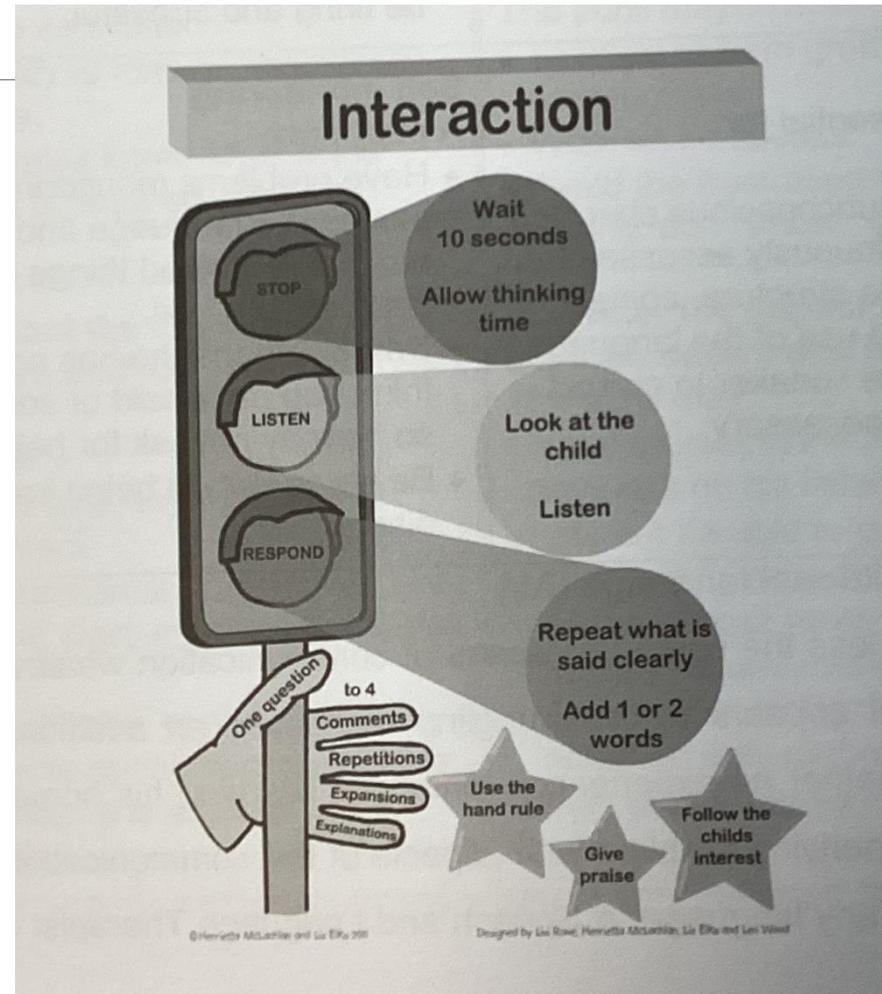
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Adults supporting pupils with SLD can often be so efficient in meeting their needs that opportunities for communication can be missed.

Sabotage is a powerful way of creating communication opportunities!

- No spoon set out for the yoghurt
- No paintbrush with the paint pots
- Hold a picture book upside down
- Put your toys on a high shelf or in a locked cupboard.

# Stop, Listen & Respond



# Respond

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## Explain

Describe what the pupil is doing or looking at using short, simple phrases or single words.

## Repeat

Repeat what the pupil says but use a correctly structured and articulated sentence

*Pupil – “I caught the ball”*

*Adult – “Yes, you caught the ball”*

*Pupil – “I went on a dein”*

*Adult – “Ah, you went on the train”*

## Expand

Develop what the pupil has communicated by repeating it back and adding something

*Pupil – “running”*

*Adult – “yes, Jack’s running”*

*Pupil – (points to car)*

*Adult – “car” (plus sign for car)*

# The Pod



## the pod

### Children's therapies

Welcome to The Pod! Here you will find films, resources and links that can help your child achieve their therapy goals.

We support children and young people to develop their skills to their full potential, so they can participate in everyday activities. We work in partnership with you, your child and any other important people in their life.

The Pod has been developed by the Integrated Children's Therapies teams, provided by Kent Community Health NHS Foundation Trust. Find your nearest team below.

