Creating Opportunities and Ideas for Using Communication Aids

Topic	Activities
Snack & lunchtime	- Students need to choose what they would like to eat and drink using their communication aid - Encourage use of the 'I want…' sentence starter. - Adults need to offer choices - Adults model back the language
Sharing news/social communication	Monday morning news. - Saying hello and goodbye - Saying how you feel today - Choosing who you would like to say hello to next Adult's ask questions such as: - What did you do at the weekend? - Who did you go with? - What did you eat? - How did you get there? - Did you like it? - How did it make you feel? Sharing new though out the day - Who did you play with? - What did you have for lunch? - Did you like it? ➢ *Ask students to choose who's turn it is next using their communication aid*
Choosing	- Choosing songs on the iPad - Choosing where they would like to go in school - Choosing an adult and then choosing an action for them to do - Choosing toys/activities to play - Choosing someone to play with - Choosing snack
Games	The child needs to request for the item they would like. e.g. puzzle pieces. The child needs to find the symbol for the piece of the puzzle they would like on their communication aid. The adult

	immediately hands them what they asked for and models the word using speech and sign.
	
	 • Turn taking, 'my turn, your turn' for games
	 • Farm animals to place on a farm
	 • Cook pretend food in microwave
	 • Request clothes to wash in washing machine
	 • Request clothes for doll/teddy or to dress up in themselves
	 • Request pieces for Mr Potato Head game
	 • Teddy bears picnic
	 • Request Puzzle pieces to complete puzzle
	 • Request sensory toys to play.
	 • Feely bags of animals (try and put categories together e.g. farm, wild)
	 • Feely bag of vehicles
	
	 • Role play
	    o pretending to buy a ticket for a train/bus
	    o buying pretend food items from a shop.
	
	 ➤ Student's could also choose what activity/game they would like using their communication aid
	 ➤ Keep the objects out of reach so the child has to ask you for what they want instead of just taking it.
	 ➤ Encourage students to use the 'I want …', 'I see..' sentence starter

Stories	Adult asks child questions about the book e.g.: • What can you see? Encourage the use of the 'I see..' sentence starter • Who can you see? • Where are they? • What are they doing • What colour is it? • How many? • Who's your favourite? • Did you like it? • Other questions relating to the book/story
Art	• Place all the equipment at a central station so students need to request what they need e.g. scissors, glue, paper, card, tissue, paint etc. e.g. 'I want glue'

	• Student chooses what colour they want. • Student chooses what materials • Depending on the student's understanding of concepts introduce light/heavy, big/little, same/different
Cooking	• Put all of the equipment/ingredients in a central station so students have to use their communication aid to ask member of staff or peer for something e.g. 'I want butter please Debi' • When students have made their soup etc. ask them to comment on if they like it or not e.g. 'is it good?' 'do you like it?'
Topic	• Science: planting and growing-use concept words to comment on what you are doing e.g. 'is it big or little?' 'what colour is it?'
In the community	• Asking for help • Asking for items in a shop/café/restaurant • What can you see? • What can you hear?
Reflection from community trips	Questions from adults: • What did we see? • Who did we go with? • How did we get there? • What did we eat? • How did you feel? • Did you like it? • What was your favourite thing?