
**Cygnet programme
parent's notes**

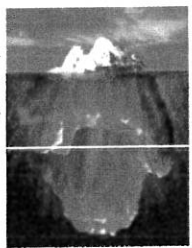
**Session Two
Communication**

Slide 4

What is different in people with ASCs?

Receiving language

Specific behaviours and underlying difficulties or differences: Receiving language




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Slide 5

What is different in people with ASCs?

Receiving language



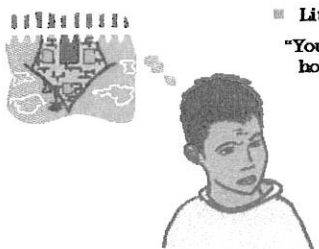
- Language may be too complex or fast

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Slide 6

What is different in people with ASCs?

Receiving language



- Literal understanding: "You have turned this house upside down"

Handout

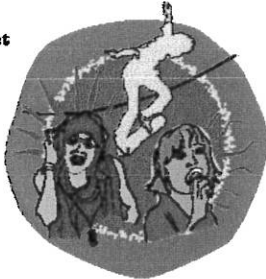
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Slide 10

What is different in people with ASCs?

Receiving language

- Sensory impact




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Slide 11

What is different in people with ASCs?

Receiving language

- Need for visual supports




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Slide 12

What is different in people with ASCs?

Receiving language

- Difficulty understanding other people's feelings




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• MIND BLINDNESS

Slide 16

What is different in people with ASCs?

Expressing language




- One-sided conversations
- Starts and interrupts conversations inappropriately

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Slide 17

What is different in people with ASCs?

Expressing language




- Difficulties in expressing feelings
- Can be out of proportion

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Slide 18

Break



After the break:

Strategies for communication

Resources: visual supports, social stories, comic strips

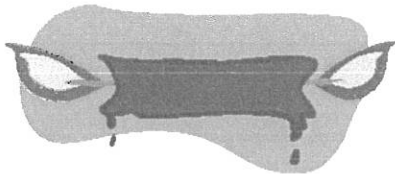
Evaluation

Activity

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Slide 22

Strategies for communication



Use clear language

- Avoid sayings such as 'Burning the candle at both ends'
- Teach what sayings mean

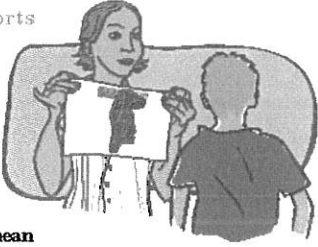
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Slide 23

Strategies for communication

Use of visual supports

- Consistency
- Back-up language with visual/written support, eg:
 - pictures
 - photographs
 - remnants
 - objects
- Point to what you mean



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PHOTOS NEED TO BE
IN COLOUR; REMOVE
BACKGROUND 'CLUTTER'

Slide 24

Using pictures

Strategies for communication




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Strategies for communication

Practice scenarios

- Rehearse particular situations
- Whisper what to say next
- Use television

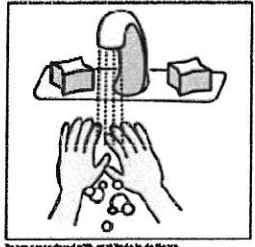


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FILM:
INSIDE OUT

Slide 28

wash hands



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Resources: visual supports

Pictures, photographs, objects and remnants

- Personalised
- Functional
- Durable
- Accessible
- Easy to use






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WEBSITE:-

Slide 29

SPARKLE & BOX
DO TO LEARN
TWINKLES

Sequencing

	Go to doctor
	Waiting room
	Write to nurse
	Take height & weight
	Take blood pressure

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Resources: visual supports

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Slide 30

Slide 34

Resources:
social stories



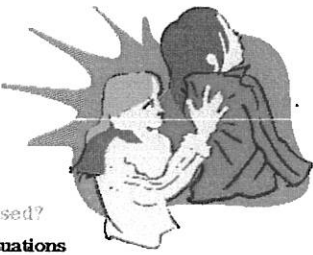
- Originally developed by Carol Gray, an autism teacher in the US
- Describe situations in terms of relevant social cues and common responses

Images reproduced with grateful thanks to Carol Gray

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Slide 35

Resources:
social stories



When can they be used?

- To explain social situations
- To teach routines
- To prepare for changes

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Resources:
social stories

Qualities

- Aim is to teach social understanding over rote compliance



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Slide 40

Example

Dinner time at school – 2

Resources:
social stories

descriptive	Sometimes the line moves slowly and sometimes it moves quickly.
directive	I have to wait quietly and keep my hands down.
perspective	All the children are hungry and we all have to wait.

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Example

Dinner time at school – 3


Resources:
social stories

perspective	The cook has to make dinner for 200 children.
descriptive	Usually the food I like is left. Some days the cook runs out of my favourite food.
directive	I can choose something else. I can have the food I like best another day.

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Resources:
social stories

Why might social stories work?

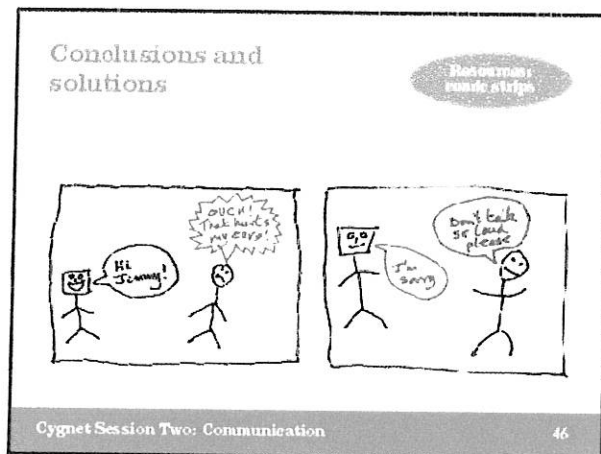
- Subtract social interference
- Make other people's thoughts or reactions explicit
- Written word may be more useful than spoken

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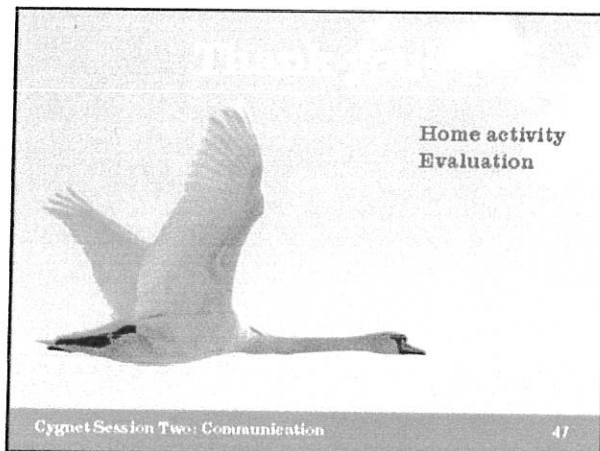
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DON'T DO/USE MORE
THAN ONE AT A TIME

Slide 46



Slide 47



Parent/carers – try this over the next week
Think about how your child/child in your care communicates and some of his/her difficulties with expressing and receiving language. Can you:

- identify one or two of his or her communication difficulties
- introduce and use any of the strategies outlined in this session with the child/young person in your care.

Remember results may not be instant!