

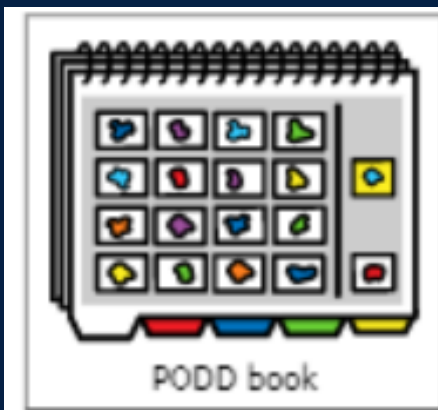
Oak Room's Home Learning



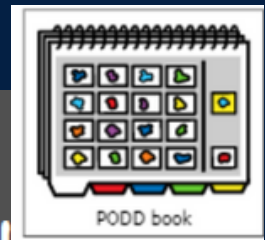
Term 1 August 25 - October 25

Theme:

Communication/Information and
Communications Technology: Working with
Assistive Technologies (National 1)






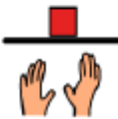


Communication



COMMUNICATIVE FUNCTIONS

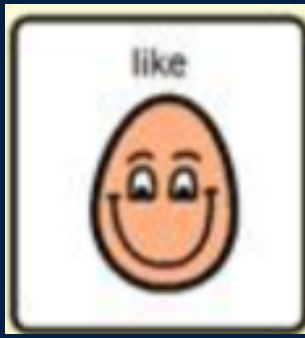
MODELLING PODD WITH AN EMERGENT COMMUNICATOR

WHEN YOU ARE MODELLING PODD WITH A NEW INDIVIDUAL
START WITH THESE COMMUNICATIVE FUNCTIONS:

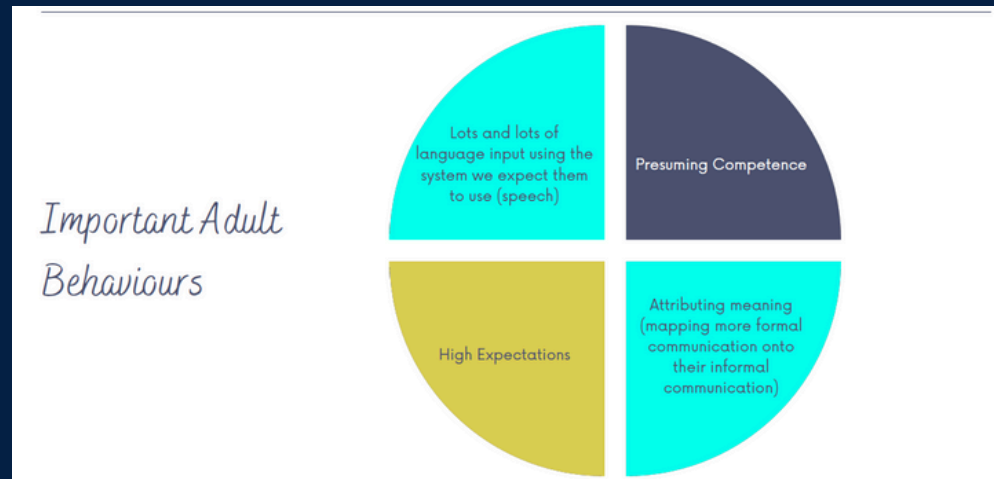
<p>I like this 4e</p> 	<p>I don't like this 4c</p> 	<p>something's wrong 5</p> 	<p>I want (do an activity) 11</p> 	<p>Let's go.. (go..) 12</p> 	<p>do something (actions/verbs) 10</p> 
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OVER TIME, THEN ADD THESE:

<p>I'm asking a question 8</p> 	<p>I'm telling you something 7</p> 	<p>I'm telling a story (not real) 7</p> 	<p>I have an idea (I'd like to) 7</p> 	<p>Let's pretend 7</p> 	<p>I want to show you something 3</p> 
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I like this



Before we start communicating about the things we like. It's important for us as adults to remember the important behaviours we should adopt when communicating with our child. (see diagram above)

To start, model the things you like combining your own speech with pointing at the picture symbols. Respond to your child's communication attempts and ask if they have anything to say.

Possible I like topics:



Take pictures send them in

I don't like this



We aim to allow pupils to decide what to say and when to say it. They are allowed to say “I don't like that”.

An emergent communicator can communicate expressively but tends to use body language, gestures or vocalisation that needs to be interpreted by others. Any communication attempts should be verbally referenced. For example “ you smiled, I think you like this, your unhappy, I think your telling me you don't like this.”

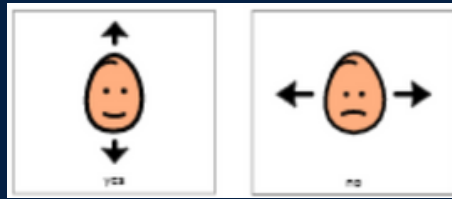


As Stephen Mulhern would say “Say what you see” in your engagement with one another. This time focus on don't likes



Take pictures and send them in

Yes and No



Yes/no questions do not support the development of autonomy

Compliance versus Autonomy

Is your foot sore?

By asking this as a yes/no question we are fostering compliance.



Compliance
Yes!

I think there's something wrong with your foot.

By making this open ended, we are fostering autonomy



Autonomy
Shoe sore!

Which is more useful?

Revisiting the AAC Prompt Hierarchy

Rachael Langley, MA, CCC-SLP

Focus on these healthy habits:

Thoughtful Pause

Be mindful about how much you talk. Pause and wait without putting any pressure on the learner. A pause can be an invitation for the learner to join in.

Express Interest with Body Language

Show you are interested in what the learner is thinking. Use your facial expressions to let them know you're listening.

Observe & Comment

Observe the learner and make an "I wonder..." or an "I think..." comment. This might sound like, "I wonder if you are ready to go," while you say "GO" using AAC.

Model without Expectation

Show them what it looks like to use AAC by using it yourself! Try making comments that don't require the learner to answer. "I LIKE your shoes!" [say "LIKE" using AAC and pointing to their shoes]

Avoid these harmful habits:

STOP

Model so they copy you

I said, "I want cookie," so now you should say, "I want cookie." While this may seem helpful, it's not a healthy strategy to use. We want learners to know that they can choose their words.

STOP

Prompt to make them say it

Touch circle. I'll help you touch circle. Tell me circle. We should not be making anyone say words by using hand-over-hand prompting. It is more harmful than helpful.

We aim to allow pupils to decide what to say and when to say it. They are allowed to say "I don't like that".



Take pictures or videos of your chat

What does paying attention look like?

"But my student doesn't look when I'm modelling"

Paying attention and AAC

Remember paying attention looks different for different people



Looking and Listening

Some people struggle to look and listen at the same time. So, in order to listen to what you are saying, they have to look away.



Paying attention and sitting still

Some people struggle to pay attention while they are sitting still – so they have to move while they are listening.



And...sometimes they aren't paying attention!



Paying attention and moving away

Some people are paying attention but then they have to move away and take time to process what you've said



Paying attention and learning to model AAC

In the beginning, when we are just learning to model AAC, we need to remember that right at the very beginning of the process it's all about you learning the system anyway – so it doesn't really matter if your person is engaged or not until you are a confident user of that AAC system.

Tracey Campbell, Rett UK Conference 2020



No pressure is the key. You are learning a new language. If engagement happens, go with it.



Shared Reading



Which books should I use?

- Books you can read in one sitting
- Fiction and Non-Fiction
- Books about them!
- Books they are interested and engaged with



You might want to read the story we are using in class:

A Forest School Adventure



Written by AI using Oak Room children's words

It was Wednesday morning, and the sun was shining brightly through the trees at Craighalbert Forest School. Three best friends - Lorraine, Eleanor, and Nicola - were bouncing with excitement as they arrived for another day of outdoor learning.

"Look, see those beautiful flowers!" called out Eleanor, pointing to a patch of bright yellow daffodils that had sprouted near the old oak tree. "They weren't here yesterday!"



Shared Reading

- Their teacher, Miss Green, gathered all the children around. "Today we're going to explore the forest and learn about all the wonderful plants that live here. But first, let's watch and listen to what the forest is telling us."
- The children stood very still. Soon they could hear birds singing their morning songs - robins, blackbirds, and even a woodpecker tapping somewhere high above. It was quite noisy, but in the most wonderful way.

- "Now," said Miss Green, "let's go on our nature walk. Remember to look, see, and watch everything around you!"
- As they walked deeper into the forest, Lorraine noticed something moving near the pond. "There are 5 tall ducks swimming over there!" she whispered excitedly. The ducks were indeed very tall - they looked like elegant swans with their long necks stretched high.

- Eleanor knelt down beside a large stone and ran her hands over it. "This feels rough on top but smooth underneath," she observed, turning it over carefully. "It's like nature made it that way on purpose!"
- Suddenly, Nicola spotted something that made her laugh. "Turn around and look! That squirrel is trying to play with a pinecone like it's a ball!" All the children giggled as they watched the playful squirrel toss the pinecone up and catch it.

- Miss Green smiled as she watched the children's faces light up with joy. "That's what Forest School is all about - learning through movement, discovery, and play. The forest has so much to teach us if we just take the time to look, see, and watch."
- As they reached the school gate, all the children were already planning what they wanted to explore next Wednesday. The forest was full of endless adventures, and they couldn't wait to return for more fun and learning in their magical outdoor classroom.

- **The End**

Continue to work on any of the skills mentioned below :

MATP -Motor Activity Training Programme

Mobility: Any activities that involves an individual moving themselves.

- Assisted walk (can be slalom or obstacles too)
- Self-propelling in a wheelchair (can be slalom too)
- Moving across a mat (log roll)

Dexterity: Activities around fine manipulation and throwing.

- Throwing activities
- Grasp and release activities
- Knocking down skittles using a variety of balls/ramps
- Bean bag lift and drop

Kicking: Moving anything with their lower body.

- Pushing a ball/skittles/cones with legs or feet
- Walking through skittles

Striking: Moving anything with the upper body.

- Hitting balls with any racket to a target
- Sliding an item off a table
- Knocking a ball down a ramp with the hand/arm/shoulder/head
- Hitting items suspended at eye-level or shoulder height

MOBILITY

Physical ME

GROUP OBJECTIVES FOR THIS SESSION:

- To participate in physical activity linked to sporting events.
- To participate in events linked to mobility.
- To enjoy physical activity.

In all MATP skills, four levels of assistance can be utilised:

- In total assistance, the teacher/coach supports or assists the athlete with the entire movement.
- Partial assistance means that the teacher/coach may touch, guide or direct the athlete, but not support or assist the athlete in the entire movement.
- Where verbal and visual assistance is used, the teacher/coach may verbally prompt, guide or direct the athlete but without physical assistance.
- Independent movement is where an athlete completes the movement without assistance from the teacher/coach.

Person-centred activities allow each young person, for example, to help choose the type of ball that they would like to use - perhaps based upon what colour, smell or texture they prefer. Modification, adaptation and personalisation of all sports skill activities is highly encouraged. For example, it's a good idea to have expected outcomes but it is the progression towards attaining the necessary skills, and not the actual achievement of the skill, that's important.

Social ME

Leading and volunteering

Encourage young people to:

- Select their own music.
- Select their own activities.
- Only introduce one activity/movement at a time.
- Support each other.

Thinking ME

KEY VOCABULARY:

Roll, move, shuffle, push, step, over, walk.
Keep statements/directions short, direct and concise.
Give encouragement often and praise when appropriate.



Sporting ME

Spirit of the Games

Excellence through competition

Determination: I am very determined however difficult or easy to practise the MATP skills that I have been training towards every week - with my determination comes my success.

Tactical ME

This is a journey for the athlete. Improvement may be made in small increments in some athletes; others may show sudden leaps in ability.

Communication: Both the athlete and the coach need to work together to achieve the end result. The coach needs to recognise verbal and visual signals from their athlete.

Think Inclusively - STEP

Space:

- Young people can practise skills in a small space for example, lying or sitting on a mat) or walking, with or without assistance, along a designated route.
- The space can be adapted to match the ability of the athlete; an assisted walk can begin with a few steps initially, and progress towards the 10 metre target.

Task:

- Gross motor skill activities involve ways of moving or propelling the body forwards, backwards, up, down or side to side.
- The athlete can begin with total or partial assistance, as required, but try to move towards independent movement, even if this is not the entire skill.

Equipment:

- MATP identifies specific equipment required for the performance of each skill. However, this can be modified or adapted using available materials. The focus is on the development of the skill which is not dependent on specific equipment items.

People:

- The coach needs to develop a close understanding of the athlete, their functional ability and ways of encouraging them to extend their mobility. The ability to recognise when movement adaptation is required is important in this respect.
- Each athlete will need to approach the development of their movement skills in a different way. For example, some may be able to use their arms to initiate a body roll; others may need to rely on turning their head to influence body movement.



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DEXTERITY

Physical ME

GROUP OBJECTIVES FOR THIS SESSION:

- To participate in physical activity linked to sporting events.
- To participate in events linked to dexterity.
- To enjoy physical activity.

In all MATP skills, four levels of assistance can be utilised:

- In total assistance, the teacher/coach supports or assists the athlete with the entire movement.
- Partial assistance means that the teacher/coach may touch, guide or verbally prompt, guide or direct the athlete in the entire movement.
- Where verbal and visual assistance is used, the teacher/coach may verbally prompt, guide or direct the athlete but without physical or task without assistance from the teacher/coach.
- Independent movement is where an athlete completes the movement upon what colour, smell or texture they would like to use - perhaps based upon what colour, smell or texture they prefer. Modification, adaptation and personalisation of all sports skill activities is highly encouraged. For example, it's a good idea to have expected outcomes but it is the progression towards attaining the necessary skills, and not the actual achievement of the skill, that's important.

Social ME

Leading and volunteering

Encourage young people to:

- Select their own music.
- Select their own activities.
- Only introduce one activity/movement at a time.
- Support each other.

Thinking ME

KEY VOCABULARY:

Reach, touch, look, grasp, release, grip, point, move, let go, drop, open your hand, push.

Tactical ME

How to improve: The teacher/coach can work on the basic movements required for each skill area without using equipment (balls, etc) in order to establish a movement pattern. **Communication:** Consistent positive encouragement can support and motivate each athlete.



Think Inclusively - STEP

Space:

- Space can be manipulated in various ways to facilitate MATP skill developments.
- For example: **Dexterity:** gradually increasing the distance that the athlete moves their arm.

Task:

- Skill development can progress through task adaptation. For example: **Dexterity:** the athlete may be able to pick up a bean bag using a pinch (thumb and forefinger) initially before developing the ability to open the hand.

Equipment:

- Equipment can be adapted in many ways to facilitate MATP skill, development and preferences of the individuals.

People:

- Some athletes will find certain MATP skill areas more suited to their own functional ability than others. However, all the activities can be adapted in order to give each young person the opportunity to try each skill.

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STRIKING & KICKING

Physical ME

GROUP OBJECTIVES FOR THIS SESSION:

- To participate in physical activity linked to sporting events.
- To participate in events linked to striking and kicking.
- To enjoy physical activity.

In all MATP skills, four levels of assistance can be utilised:

- In total assistance, the teacher/coach supports or assists the athlete with the entire movement.
- Partial assistance means that the teacher/coach may touch, guide or direct the athlete, but not support or assist the athlete in the entire movement.
- Where verbal and visual assistance is used, the teacher/coach may verbally prompt, guide or direct the athlete but without physical assistance.
- Independent movement is where an athlete completes the movement without assistance from the teacher/coach.

Person-centred activities allow each young person, for example, to help choose the type of ball that they would like to use - perhaps based upon what colour, smell or texture they prefer. Modification, adaptation and personalisation of all sports skill activities is highly encouraged. For example, it's a good idea to have expected outcomes but it is the progression towards attaining the necessary skills, and not the actual achievement of the skill, that's important.

Social ME

Leading and volunteering

Encourage young people to:

- Select their own music.
- Select their own activities.
- Only introduce one activity/movement at a time.
- Support each other.

Thinking ME

KEY VOCABULARY:

Striking: Push, hit, knock, strike.
Kicking: Kick, push, hit, knock.

Tactical ME

This is a journey for the athlete. Improvement may be made in small increments in some athletes; others may show sudden leaps in ability.

Communication: Both the athlete and the coach need to work together to achieve the end result. The coach needs to recognise verbal and visual signals from their athlete.

Think Inclusively - STEP

Space:

- Space can be manipulated in various ways to facilitate MATP skill developments.
- For example: **Kicking:** varying the distance between the athlete and the target; initially the ball can be almost touching the athlete's feet.
- Striking:** gradually increasing the distance that the athlete moves their arm.

Task:

- Skill development can progress through task adaptation. For example: **Striking:** a ball can be struck from a tee using the hand only; progress to a small, easy-to-hold bat; finally a longer handed bat can be used, possibly using both hands.

Equipment:

- Equipment can be adapted in many ways to facilitate MATP skill development. For example: **Kicking:** for athletes performing from a seated position (for instance, wheelchair users), the ball can be positioned on a small platform or step at a convenient height for the foot.

People:

- Some athletes will find certain MATP skill areas more suited to their functional ability than others. However, all the activities can be adapted in order to give each young person the opportunity to try each skill.

Sporting ME

Spirit of the Games

Excellence through competition

Determination: I am very determined however difficult or easy to practise the MATP skills that I have been training towards every week - with my determination comes my success.



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Craighalbert Centre
Enabling Children to Achieve

What are these activities helping us to learn?

Communication:

Attention Skills
Preference and Choice
Interaction

Cognition:

Making connections

Self and Emotion:

Awareness
Regulation

Functional movement:

Fine motor
Gross motor
Coordination (inclusive of Eye Gaze)

I hope you have enjoyed completing some of the activities and learned something new! If you can send in a message or some pictures of the activities you have completed we can have a chat about them in class. It can also support the SQAs and/or targets your young person is working towards.

THANK
YOU

Eleanor and the Team.