



Keir Hardie Parents Workshop

Supporting language and communication

6.5.22

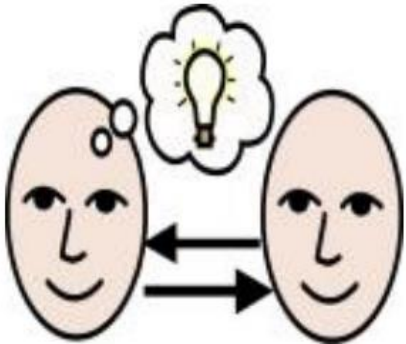
ASD/ Language and Communication (RW)



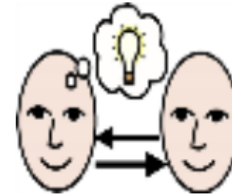
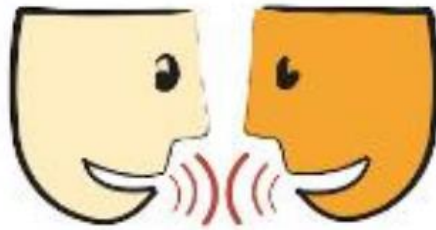
Social Communication

'People with autism (ASD) have difficulties with both verbal and non-verbal communication'

Understanding



Expressing Themselves



Social Communication



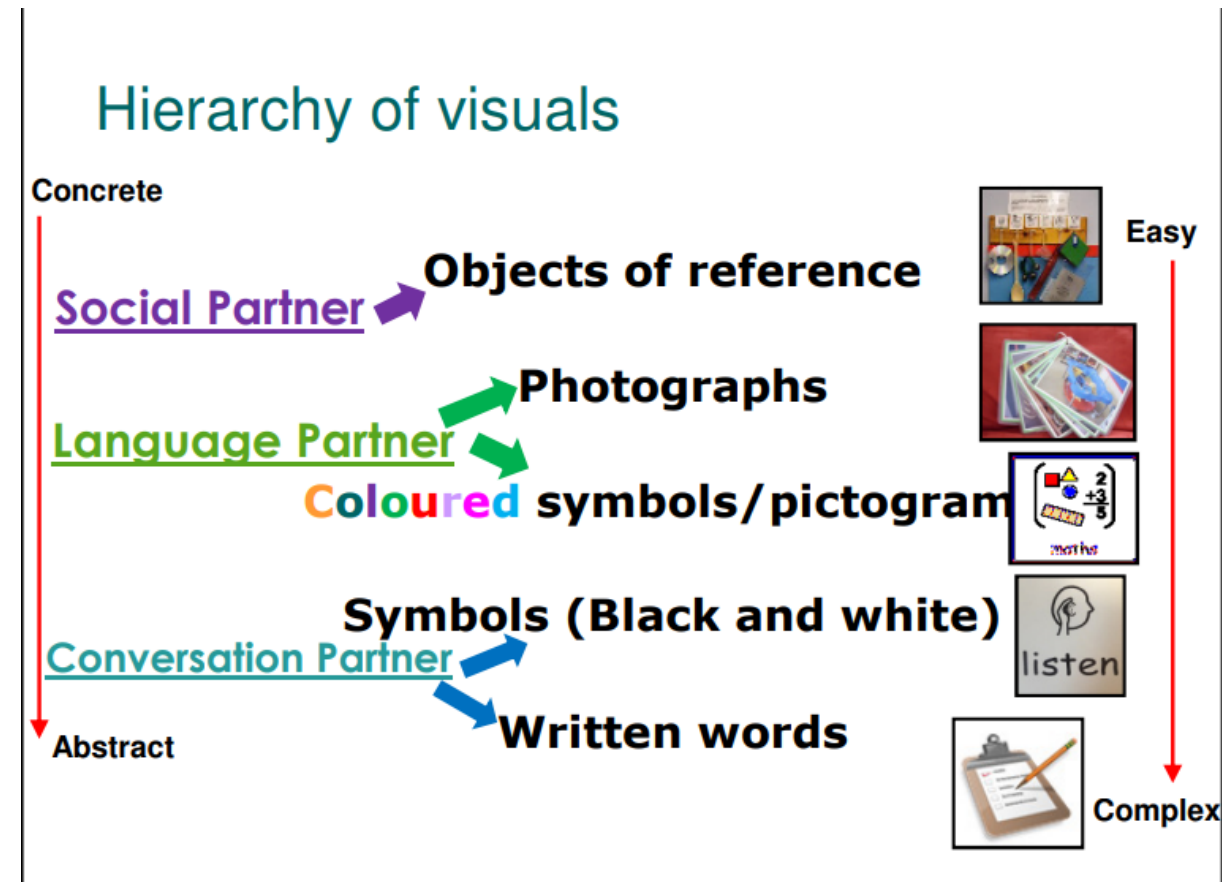
Understanding

- Understand very few words without visual aid
- Difficulty recognising and understanding emotions
- Very literal understanding and difficulty with humour, sarcasm, sayings and tone of voice
- Difficulty understanding unwritten social rules

Expressing Themselves

- No speech or limited speech
- Difficulty expressing own emotions
- Difficulty knowing how to go about making friends
- Difficulty knowing when to speak and when to stop speaking
- Difficulty asking for help when overwhelmed

Language and Transactional Support (RW)



Managing Routines (RW)

What supports can we use for **Transitions?**

**Social
Partner
Stage**



**At the early Social Partner Stage
we can use;**

Objects

Natural reinforcers

Sensory experiences (movement)

Talking Tiles (music)

Repetitive consistent routines

Timers

And we can consider introducing;

Photos (key rings)

What supports can we use for **Transitions?**

Language Partner Stage

At the **Language Partner Stage** we can use;

- Photos Symbols (Colour or black & white)
 - Symbols/pictures
 - Written words (if appropriate)
 - Start/Finish Baskets
- to support transitions



First



$2 + 4 = 6$
magnetic numbers

Then

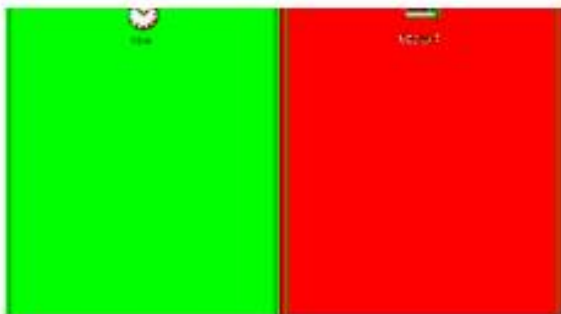


ball bounce



What supports can we use for **Transitions?**

Conversation Partner Stage



I am working on: 

☐
☐
☐
☐
☐
☐
☐

Then....I am finished! 



At the **Conversation Partner Stage** we can use;

- Diaries/timetables
- Written schedules & checklists
- Symbols, line drawings

to support transitions



Managing Behaviour

The Incredible 5-point scale
and
the Anxiety Curve



5	I AM GOING TO EXPLODE!!!
4	I AM GETTING ANGRY
3	I AM A LITTLE NERVOUS
2	FEELING OK
1	CALM AND RELAXED

Help kids get their Frustration under control

	What does it feel like	What does it look like
 5	Out of Control Feels like you're a creeper and you're going to explode	Screaming Yelling Crying Throwing Things Kicking Things Breaking Things Hitting Things
 4	Starting to lose it Getting angry like a Zombie	Head feels like it's overheating Start to say mean or hurtful things Call people names Take things away from people Kicking Furniture Little Kid Brain tells you to do things that will get you in trouble
 3	Anxious/Worried/Excited Feels like an Enderman and you want to get away or jump right out of your skin	Don't want to talk about A little scared Tummy starts to hurt Upset about something Repeating Words Over Excited Jumping up and Down Flapping hands Pulling on Things or P Repeating Words Can't stay in seat
 2	A YAAAAH, A CHAAA, OOOOOOOH, EE Feels like Steve who has to work hard to survive	Might be hard for me, but I will try to do it I will Cooperate I will listen When I'm done it will me good about myself for my hand
 1	Just Right Like Hatch	Happy Calm Peaceful Nothing bothers you Interested in something

CHECK IN		
5	THIS CAN MAKE ME LOSE CONTROL!!!	
4	THIS CAN MAKE ME MAD!	
3	THIS CAN MAKE ME FEEL NERVOUS.	
2	THIS SOMETIMES BOTHERS ME.	
1	I CAN HANDLE THIS.	

Rating	Looks like	Feels like	Sounds like
5 I have lost control!		Horrible Rage, warm, hot horrific, strong	Boom, loud, hitting, disengaged disconnected animalistic
4 This can really upset me		Mad, upsetting, knows he's going to explode	Growling, yelling, screaming
3 This can make me nervous		Low level boom Not able to make good decisions	May say stop, leave me alone.
2 This bugs me		Annoyed, irritated, distracted, rushing, making mistakes	Cussing, insulting, name calling.
1		Cool headed, calm, happy, smiley, fine/ok	Quiet, even tone, no complaining, laughing.

My Voice Volume Scale

5	Screaming/ Emergency Only	
4	Outside Voice	
3	Inside/ Classroom Voice	
2	Whisper/ Soft Voice	
1	No Talking Silent/Shh	






	<i>How I feel</i>	<i>What I can do</i>
5	Panic has set in!	See my teacher. Take a 2 minute walk in the room.
4	I know this stuff but I can't remember.	STOP. Put down my pencil. Put head down and breathe for 30-60 seconds.
3	This test is <u>so</u> hard!	Breathe and try to relax.
2	Okay-I have questions I might double check.	Slow down! Read carefully and look for things I know.
1	Calm- I know this	Keep going!

Name:

My _____ Scale

Rating	Looks/Sounds Like	Feels Like	I can try to
5			
4			
3			
2			
1			

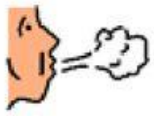


Calming Down

1	2	3	4	5
move away 	sit down 	5 deep breaths 	put head down 	return to activity 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

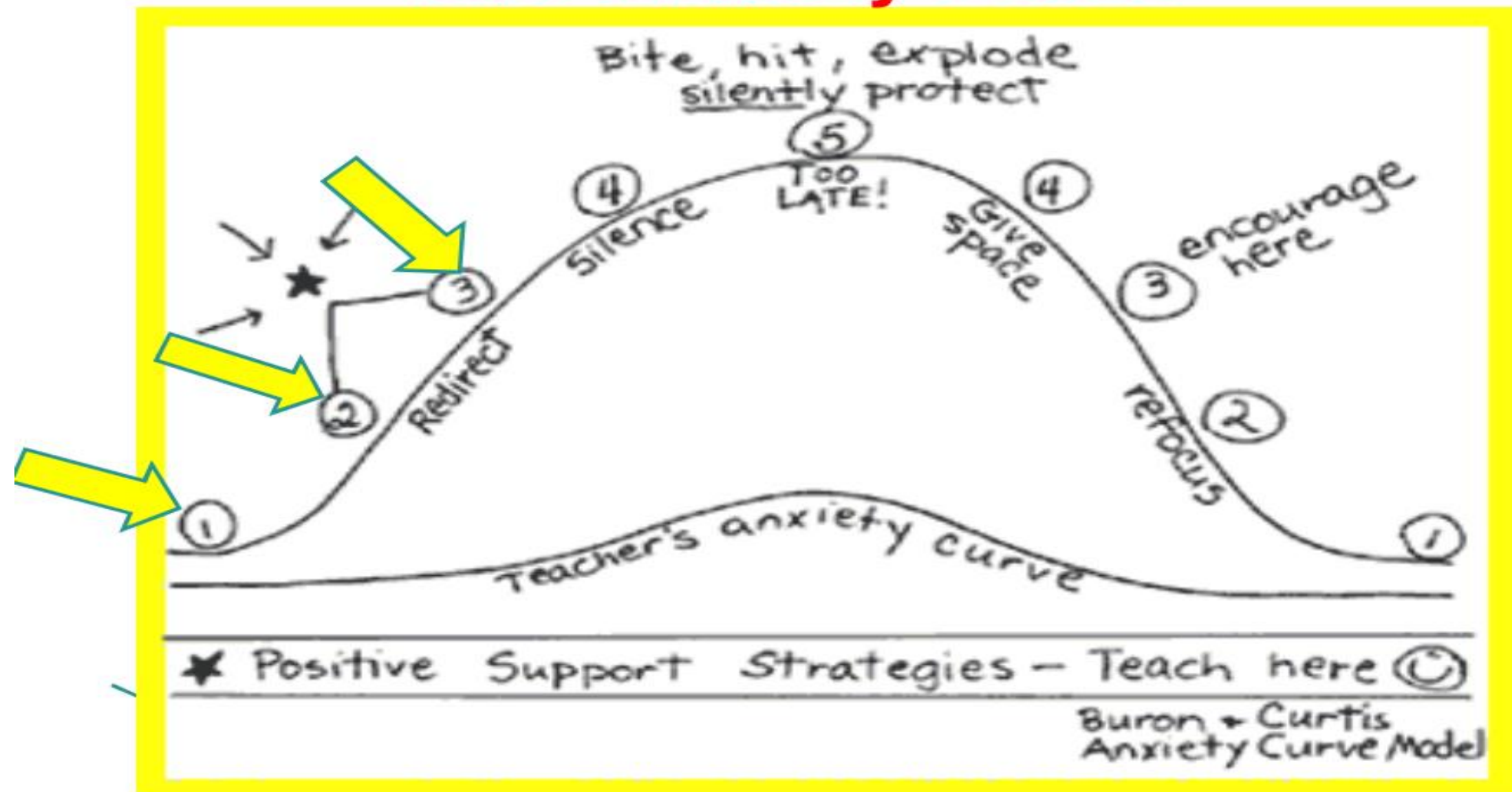
The Wheel of Choice



Calm Down

	take a deep breath
	count to 5
	rest in my chair

The Anxiety Curve





Name: _____ Date: _____

Think it Over

Where was I?



I was



Next time I should



Teacher signature: _____

Parent signature: _____



**KEEP
CALM
AND
STAY IN
CONTROL**

How to support emotional regulation: **PALM**



Pause → Give yourself time to think, try not react to behaviours instinctively in a 'neuro typical' way.

Attune and analyse → How is the student feeling? Empathise and join in a little bit. Why is he doing that?

Label → Validate their feelings & Tell them how they feel

Model → Show a more acceptable way of expressing that feeling (speech, sign, action, coping strategy)

Example: Greeting



Behaviour: hits people over the back of their heads when passing them in the corridor

P: try not to say 'no hitting etc..'

A: the student is acknowledging people as they pass them

L: 'you want to say hello'

M: model signing and saying 'Hello' or giving a high five or give the student a hello symbol as a visual prompt when walking down corridors



What would
you like to
know more
about?