

COMMUNICATION PROFILE

XXXXX

COMPREHENSION	STRATEGIES
<ul style="list-style-type: none">• XXXXX has a good understanding of spoken language and can follow basic instructions of 2-3 key words.• XXXXX has a good grasp of her daily routine and will anticipate events.• XXXXX recognises a range of symbols and can label them verbally.• XXXXX demonstrates an understanding of basic positional words.	<ul style="list-style-type: none">• Say XXXXX's name and ensure attention before giving instruction/information.• Remain calm and low key• Give time to process language (do not repeat or rephrase instructions immediately)• Say what you do want to happen rather than what you don't want XXXXX to do e.g. 'please sit down' rather than 'don't tip'• Do not give an option if there isn't one e.g. 'time to sit down' rather than 'shall we sit down?'• Provide social reinforcement – praise.

EXPRESSION	STRATEGIES
<ul style="list-style-type: none">• XXXXX's main mode of communication is speech.• XXXXX's spoken language consists mainly of 3-4 word utterances (1-2 key words). Her speech is usually	<ul style="list-style-type: none">• Continue to encourage XXXXX to clarify her speech, repeating words that aren't clear and praising her for good sentence structure.

clear but she will often make grammatical errors and is not always fluent.

- XXXXX's use of language is limited and she will often repeat words or phrases she has heard others say.
- She is able to request items and make her feelings known.
- XXXXX refers to herself in the third person. She will often engage in stereotypical utterances which have no clear purpose but may increase when she is unsettled or upset.
- Staff working with XXXXX need to be aware that when she verbalises she is not always asking for something, sometimes it is simply echolalia e.g. routinely ask for the toilet when she doesn't need it. If she says 'now' or 'please' then she is asking a question.

- Continue to develop sentence structure in PECS style game to encourage speech using a visual cue and not relying on a verbal prompt: extend attributes and introduce commenting – “I see”, “I hear”.
- Encourage XXXXX to engage in a wider range of conversational topics.
- When XXXXX refers to herself in the third person, reinforce by modelling the grammatically correct language.
- Encourage XXXXX to speak louder by improving her posture and to look at the person she is speaking to.

SOCIAL INTERACTION	STRATEGIES
<ul style="list-style-type: none"> ● XXXXX prefers to interact with adults rather than her peers. She may initiate interaction by repeating phrases that are not contextually relevant. ● She requires constant reassurance from adults regarding her routine or impending events. ● XXXXX will turn take with peers when supported by an adult. She will also watch her peers play, but chooses to engage in solitary play. ● XXXXX can be quite tactile, on her own terms and will initiate physical contact. Occasionally, this can lead to her displaying inappropriate sexualised behaviour. ● She doesn't comment when an adult speaks to the group as a whole, but when the question is directed to her, she will answer appropriately with little prompting. 	<ul style="list-style-type: none"> ● Praise XXXXX for the positive interactions she makes. ● Continue to encourage XXXXX to interact with her peers e.g. through games and physical exercise. ● Use visual aids to help with her sequencing of events. ● Develop his social interaction skills such as group awareness, sharing activities/joint attention and turn taking. This can be encouraged through table top games and cooperative play with adults and peers. ● Re-direct XXXXX after she displays any inappropriate/sexualised behaviours. ● Address XXXXX regularly to ensure she is staying focussed and on task and to allow her to have input to the group session.

