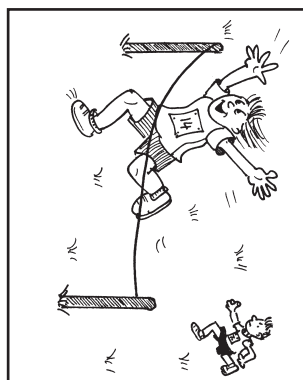
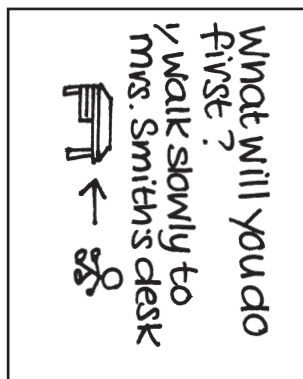
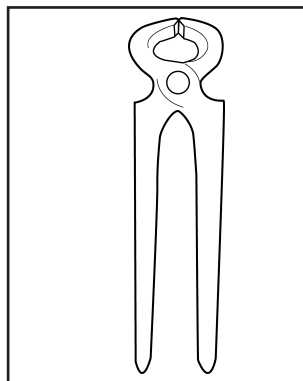
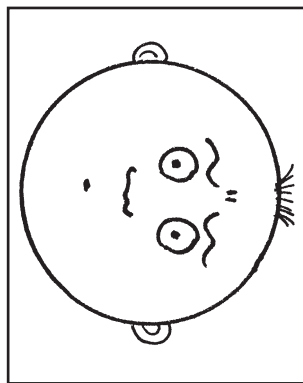


# Practical Pragmatics

A range of visual, practical strategies to support behavioural and communication targets with children from 7 years.

Devised by Becky Shanks and developed and illustrated by Helen Rippon.



## Practical Pragmatics, Page 6



# Practical Pragmatics

## Introduction

Therapists and teachers are familiar with the idea of using visual strategies to support children with learning difficulties, communication needs and/or those with Autistic Spectrum Disorder.

This pack by Becky Shanks provides new, practical ideas that can be used in everyday settings in school or at home. Becky Shanks' ideas have been used extensively in therapy sessions and in the classroom with great success.

Suitable for a wide age and ability range.

Practical Pragmatics consists of four sections, each with clear instructions and examples: -

- 1) Emotions/Feelometer – a comprehensive set of games and work sheets to develop the vocabulary and understanding of emotions.
- 2) Behaviour Tool kit – a fun, visual kit that can be personalised for a variety of targets.
- 3) Conversational Planner – a formalised process to prepare and support the child to achieve their behavioural or communication targets.
- 4) Magic Circle – a visual strategy to help children 'break out' of repetitive behaviours that cause conflict or distress.

## Instructions for use

### 1: Feelometer / Emotions

Ekman (1972) identifies six basic emotions – happiness...sadness...anger...surprise...fear and disgust.

Sheets 4-6 provide a list of words describing each of these six emotions. It is by no means a definitive list, and you are likely to be able to add your own suggestions. Adults should also include 'slang' words which are in general use among children.

The word list can be used for reference only, but we would suggest that the words are cut into individual 'flashcards', laminated and sorted into their categories for use with the games and activities in this section.

Alternatively, you may wish to write the words on to magnetic cards, used in systems such as "Breakthrough to Literacy".

## Activity 1 Words which mean...

Sheets 7-12. For use with individual children or in small group settings, the adult encourages the children to think of as many words as they can which mean the same as the emotion/facial expression on the sheet.

The adult can scribe for the child/children, but more able pupils should be encouraged to write their own suggestions. Children requiring extra support can be helped in two ways: -

- (i) Provide word cards from sheets 4, 5, 6 but include some 'red herrings'

Example: Happy (sheet 7). Place 'glad' 'cheerful' and 'bored' on the table.

Ask "Which of these words means happy?"

or

- (ii) Use the scenarios (provided on sheets 20-25) to help generate words.

Example: You win a race at Sports Day. "How do you feel? How many words can you think of?"

Alternatively, use situations recently experienced by the children themselves.

Example: "Dinesh. You won the pupil of the week award this morning. How did you feel?"

or

"Jemma. You didn't like your lunch today did you? There was strawberry yoghurt in your lunch box and you don't like it. How did it make you feel when you saw it was strawberry yoghurt?" Etc.

## Activity 2, Match words to faces

Pages 13-14 The children read the words at the bottom of the page and then match each word to the correct face. It may be helpful to cut out each word so that the children are able to move them around. The words can then be copied on to the lines under each face.

## Activity 3 Feelings Game

Page 15. Photocopy the emotions squares and cut them out. Place the spinner provided over the centre of an emotions square. The children take it in turn to spin the arrow.

Wherever it lands they say ... "I feel angry when....."

"I feel happy when....." etc.

Replacement / additional spinners can be bought from Dickory Dock Designs Ltd, Tel 01484 689619

#### Activity 4 Who is happiest?

Page 16. Cut out each strip of faces into four individual cards. Mix up one set of pictures, and place, face up, on the table.

Ask the children to put the faces in order, happy...happiest, or sad...saddest, angry...angriest. Use scenarios and discussion on the facial expressions to help them achieve the task.

#### Activity 5 FEELOMETER

Page 18, 19. The Feelometer is a strong visual cue to help children describe the depth of emotion they are feeling.

The Feelometer on page 19 is more appropriate for recording sadness i.e. you might feel "at rock bottom" but are trying to move up to a more neutral emotion. You will need lots of copies for daily use, but the Feelometer can also be enlarged and laminated for a more permanent classroom display. Markers can be stuck on using sticky putty or Velcro.

Discuss with the children that the Feelometer helps them show other people how sad, how cross or how happy they are. Demonstrate by describing some scenarios.

Example: - "Do you know? I was very happy yesterday. Everyone in my group finished their work and got a star. Mm – let me think how happy I felt! This means OK (point to the bottom of Feelometer) ...but I felt happier than OK! I think I felt...THIS happy" (point to number 8 on the Feelometer and draw a red dot on the scale).

Example: - "When you were lining up to come into the room, there was some very naughty behaviour going on. I felt cross! This is how cross I felt (point to number 7) but now you're being good, and so I feel OK (point to bottom of Feelometer)

Encourage the children to discuss their own scenarios and to record the depth of their feelings.

**It is probably appropriate to only discuss one kind of emotion at a time.**

Other activities are provided, but the Feelometer can be used in a functional setting when, for example a child is obviously becoming angry or anxious. Ask them to place where they are on the Feelometer. What can they do to bring them closer to 'OK' (see Behaviour Tool kit – Section 3)

Then ask them to rate themselves again on the Feelometer. Are they feeling nearer to OK?

#### Activity 6

Re-introduce Sheets 16-17. Ask the children to order the faces on the Feelometer.

#### Activity 7 Scenarios

Sheets 20-25.

Ask the children to rate how they would feel on the Feelometer in response to the scenarios. This can be carried out as a game.

Example: - Use only one set of scenarios at a time e.g. Fear. Cut up the cards and place face down on the table. Each child has their own Feelometer Chart. They take a card from the pile in turn, read out the scenario, then plot how frightened they would feel on their chart. They can then compare their sheets with the ratings of the members of the group. For example, some people may be very afraid (score 10) of a spider in the bath, but some people may be OK....but what would make THOSE people score 10....snakes? worms? This can lead to a lively discussion and insight into the feelings of others.

If the adult is aware of certain situations which trigger a strong emotional response in a child, make a card to include in the pack e.g. Anger: "someone touched my arm"

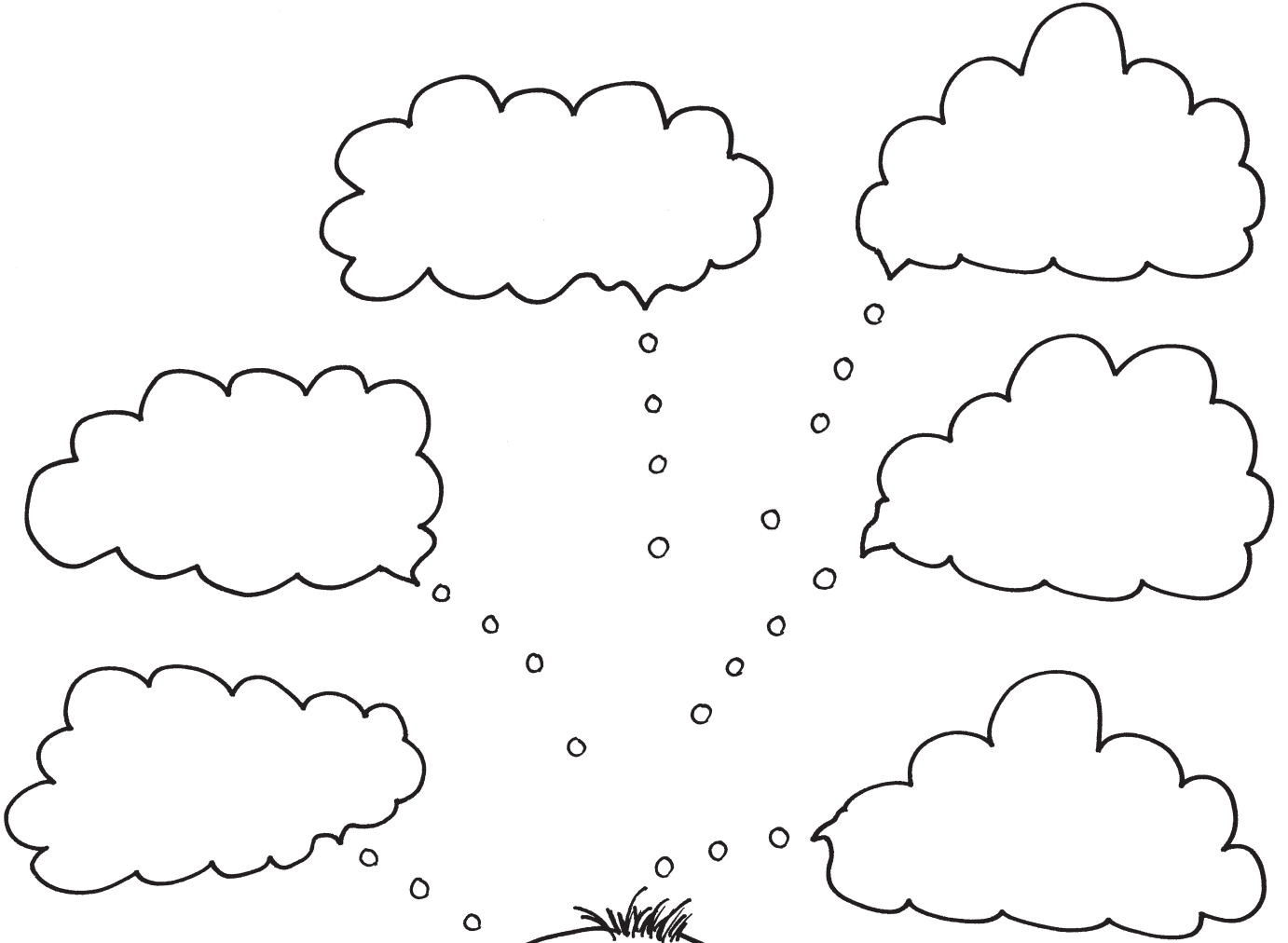
"someone sat in my place" etc.

<b>happy</b>	<b>glad</b>	<b>cheerful</b>	<b>jolly</b>
<b>pleased</b>	<b>joyful</b>	<b>OK</b>	<b>contented</b>
<b>delighted</b>	<b>ecstatic</b>	<b>cool</b>	<b>keen</b>
<b>proud</b>	<b>fine</b>		
<b>sad</b>	<b>depressed</b>	<b>gloomy</b>	<b>low</b>
<b>devastated</b>	<b>miserable</b>	<b>bored</b>	<b>disappointed</b>
<b>distraught</b>	<b>down</b>	<b>fed up</b>	<b>moody</b>
<b>upset</b>			

<b>angry</b>	<b>frustrated</b>	<b>hacked off</b>	<b>vexed</b>
<b>steaming</b>	<b>miffed</b>	<b>cross</b>	<b>mad</b>
<b>annoyed</b>	<b>furious</b>	<b>fuming</b>	<b>put out</b>
<b>grumpy</b>			
<b>surprised</b>	<b>astonished</b>	<b>aghast</b>	<b>bewildered</b>
<b>shocked</b>	<b>startled</b>	<b>astounded</b>	<b>excited</b>
<b>amazed</b>	<b>puzzled</b>		

<b>frightened</b>	<b>confused</b>	<b>afraid</b>	<b>terrified</b>
<b>bothered</b>	<b>panicky</b>	<b>alarmed</b>	<b>scared</b>
<b>worried</b>	<b>anxious</b>	<b>nervous</b>	<b>petrified</b>
<b>tense</b>			
<b>disgusted</b>	<b>sickened</b>	<b>hate</b>	<b>ashamed</b>
<b>loathe</b>	<b>dislike</b>	<b>appalled</b>	<b>guilty</b>
<b>detest</b>	<b>revolted</b>	<b>repelled</b>	<b>repulsed</b>

Which other words mean happy?



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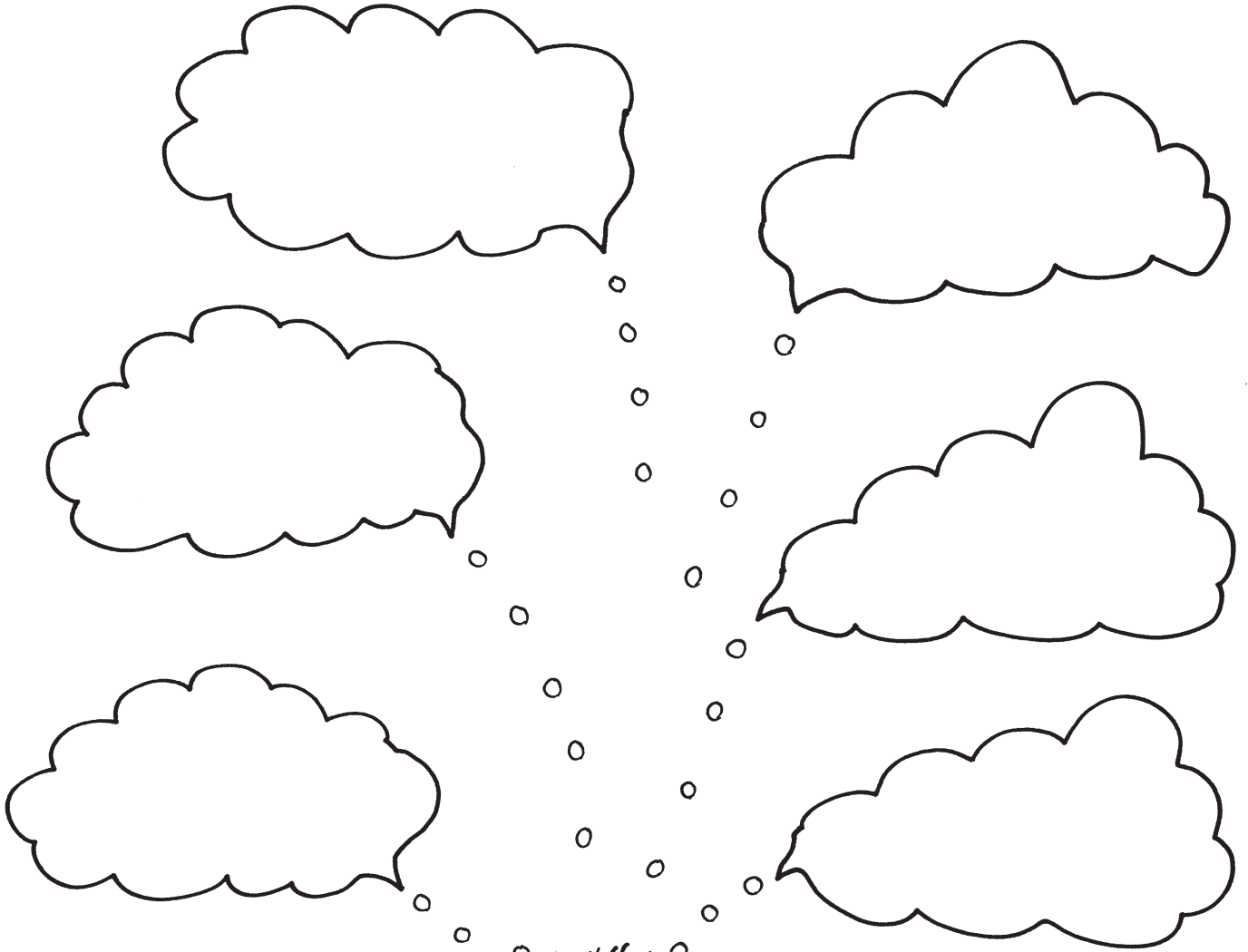
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happy

# Which other words mean sad



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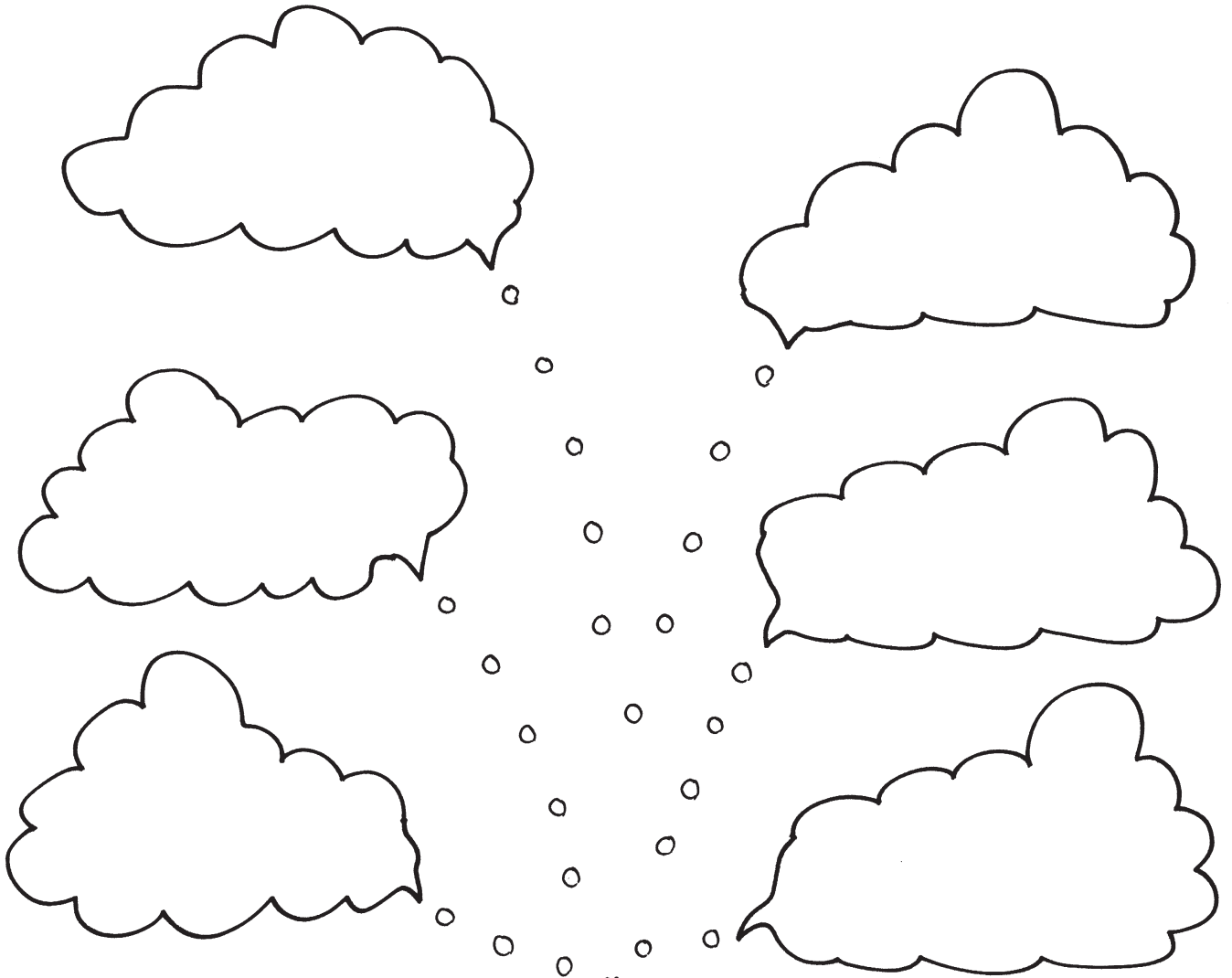
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sad



Which other words mean angry?



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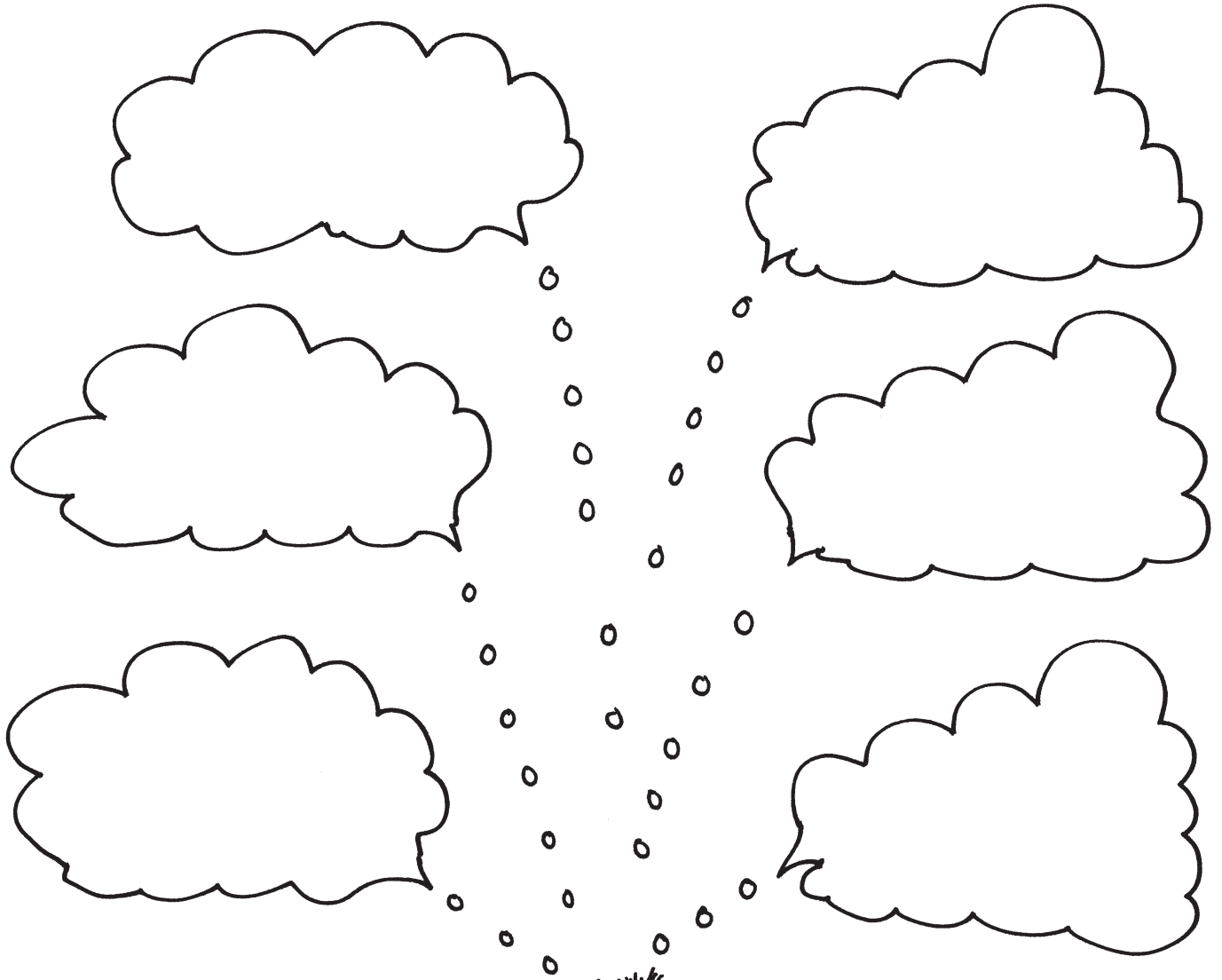
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angry

Which other words mean surprised?



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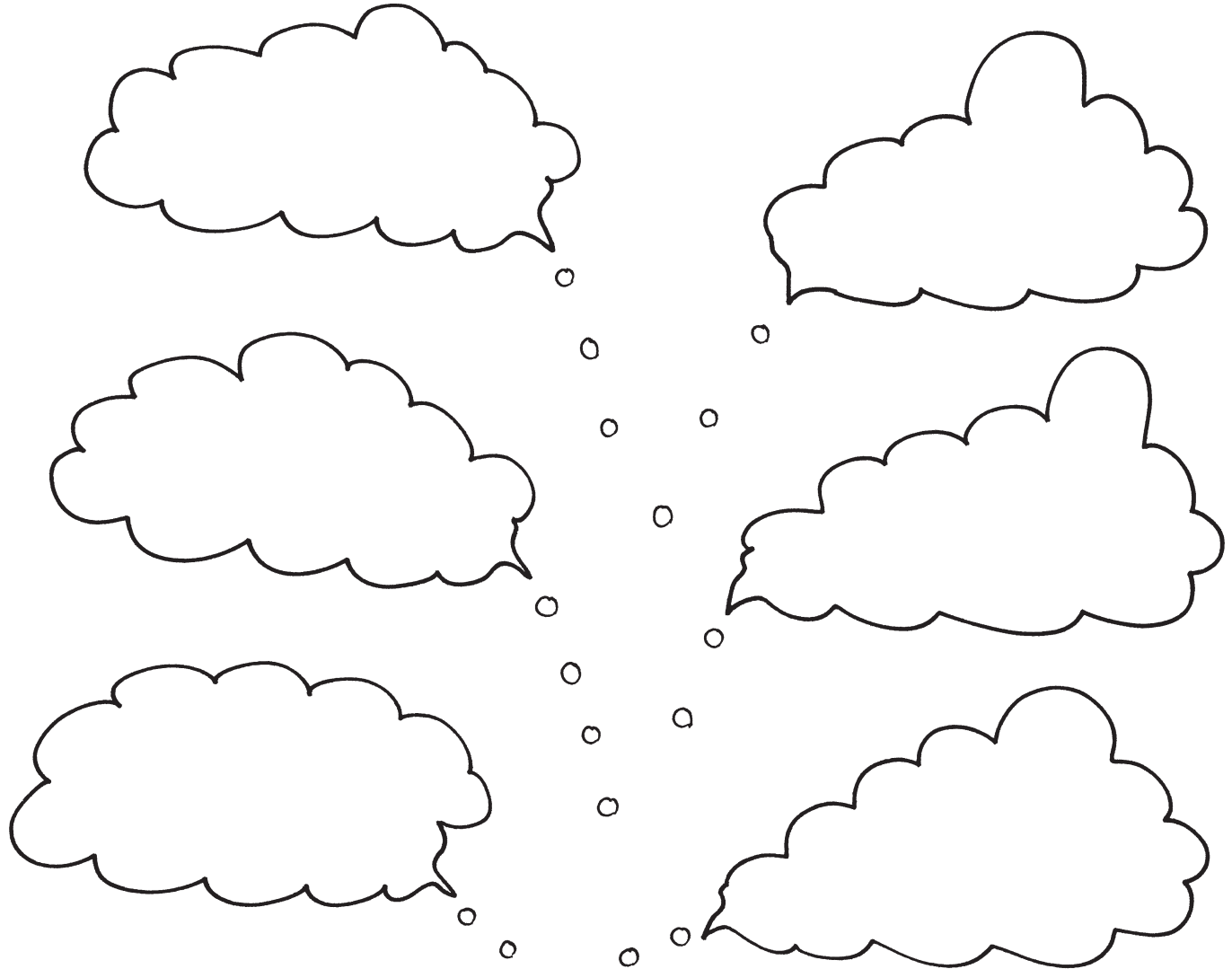
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surprised

Which other words mean frightened?



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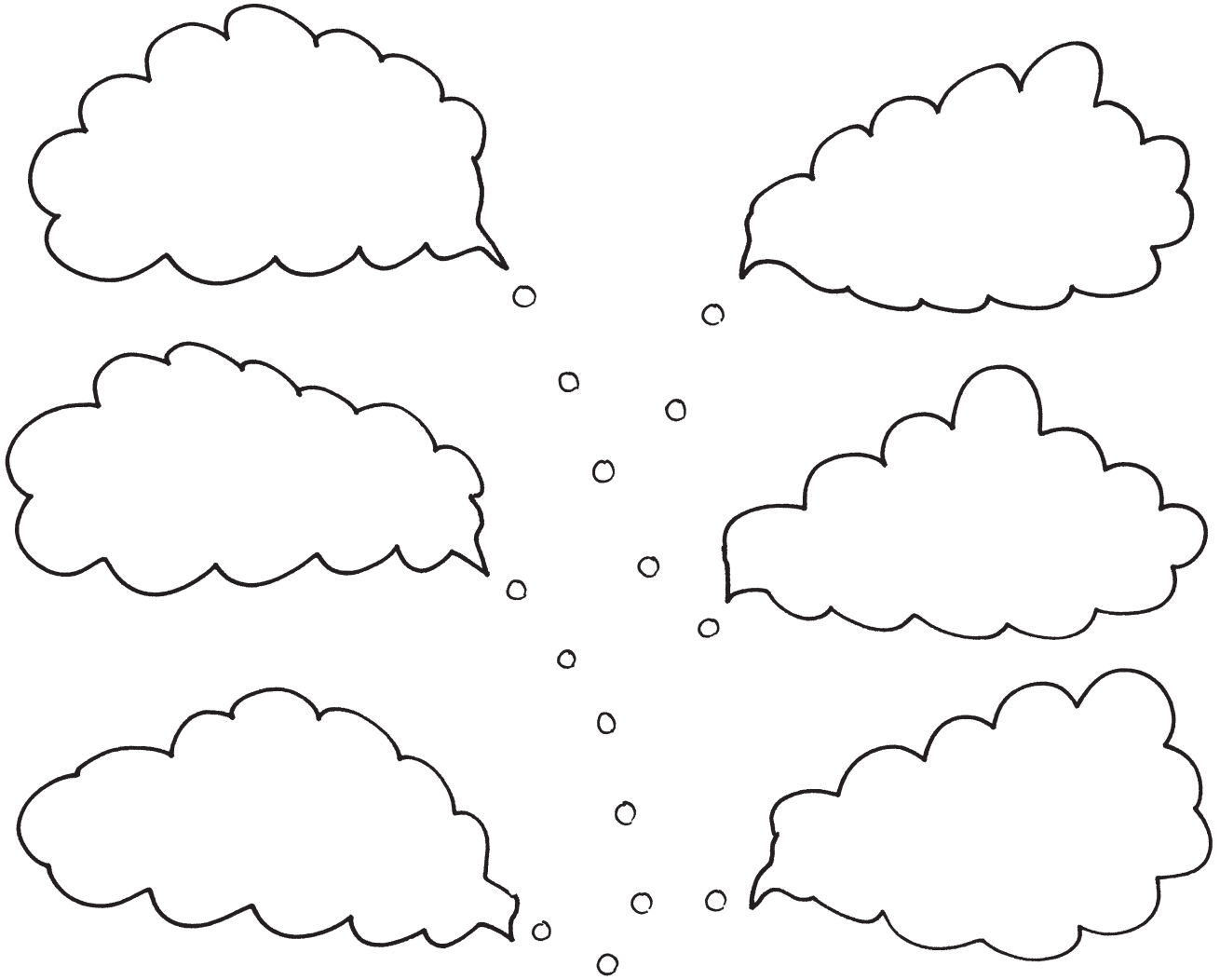
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frightened

Which other words mean disgusted?



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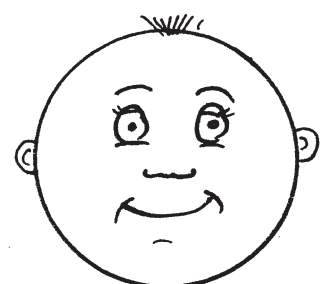
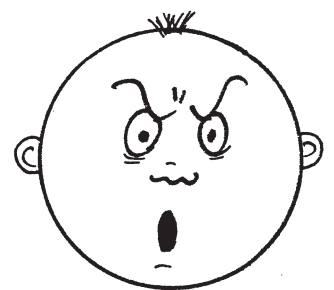
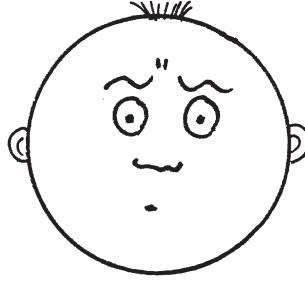
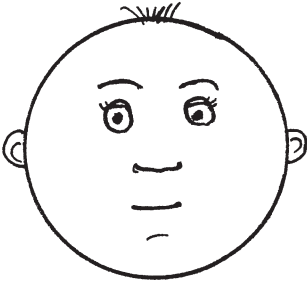
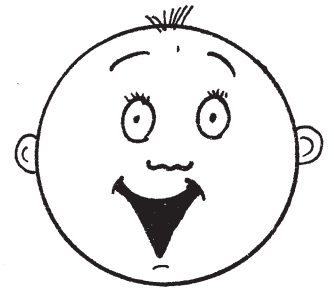
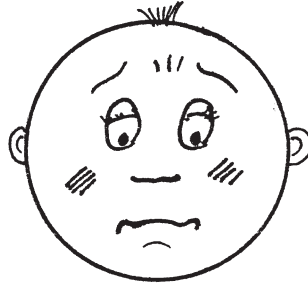
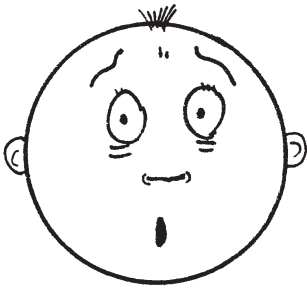
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disgusted

Find the word that describes the face.



**cheerful**

**disgusted**

**miserable**

**fine**

**ashamed**

**confused**

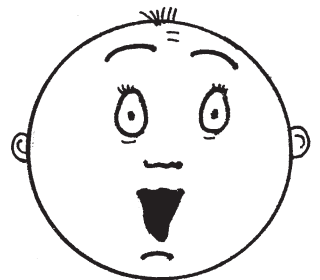
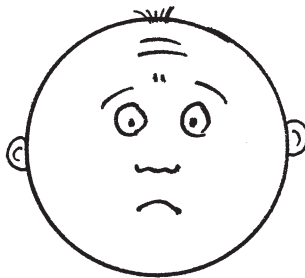
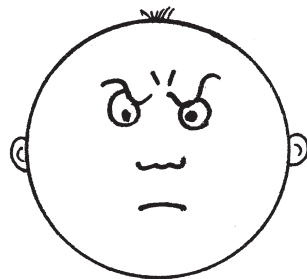
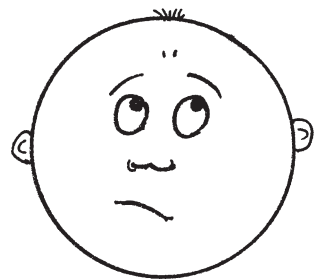
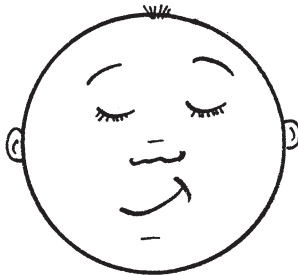
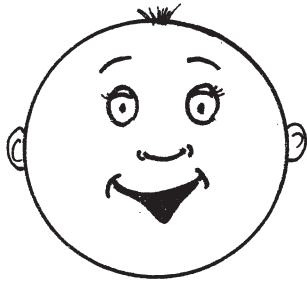
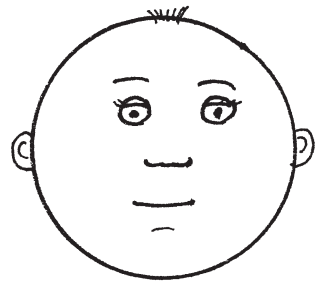
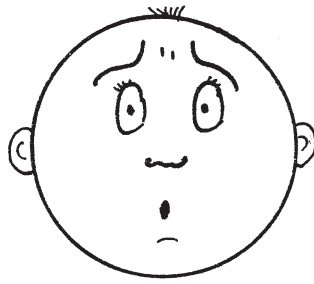
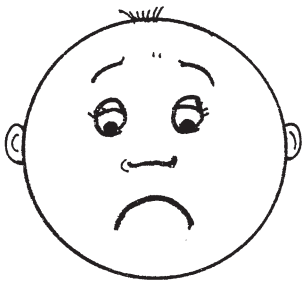
**furious**

**terrified**

**excited**

**disgusted**

Find the word that describes the face.



happy

OK

amazed

sad

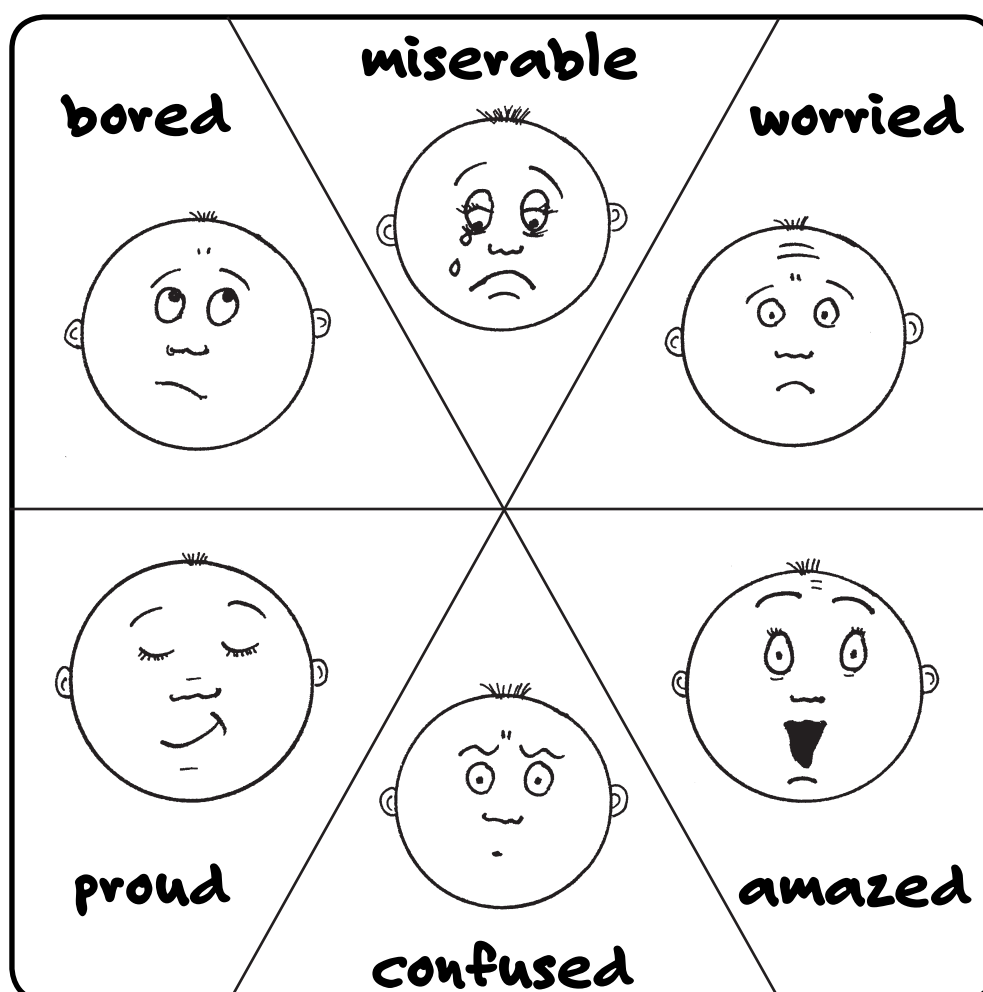
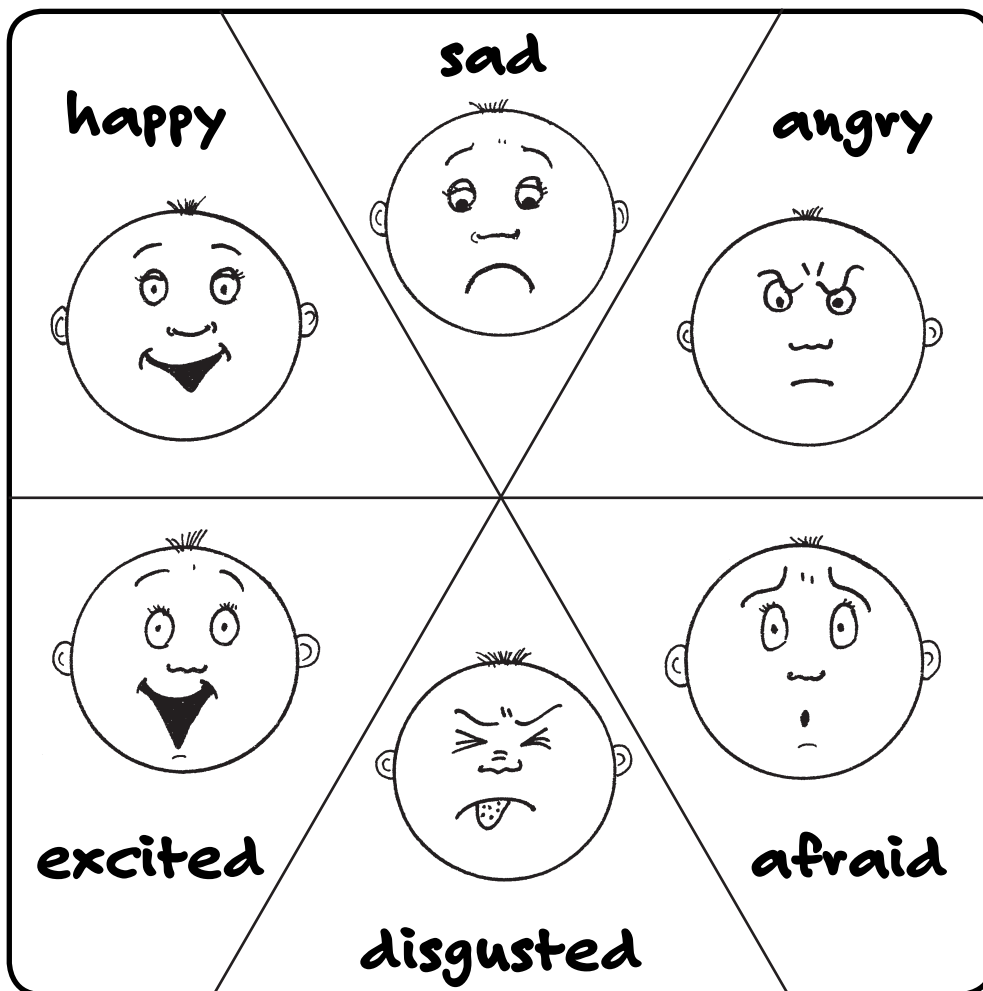
cross

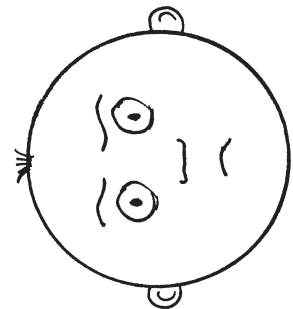
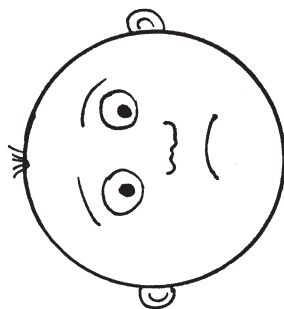
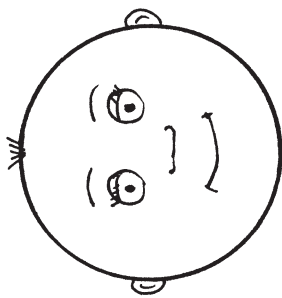
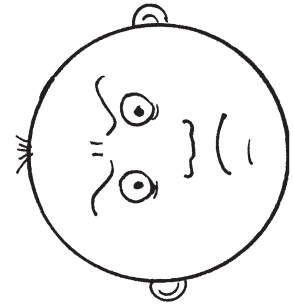
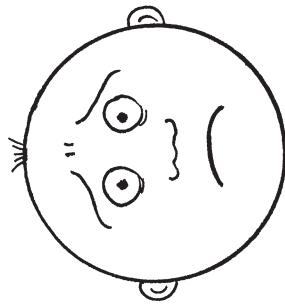
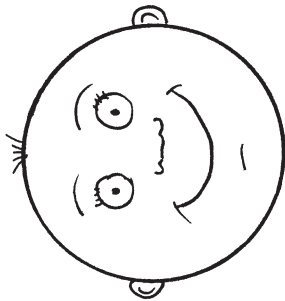
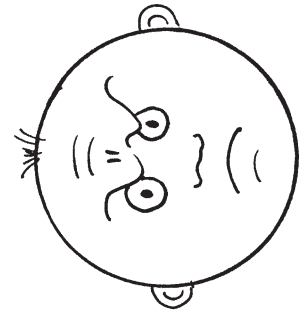
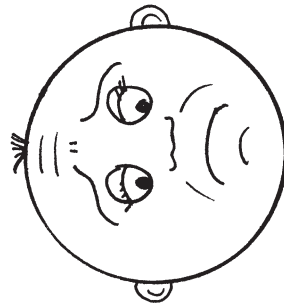
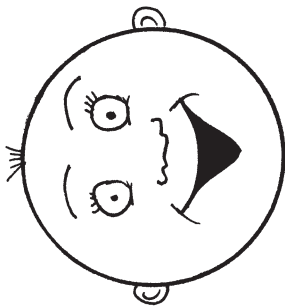
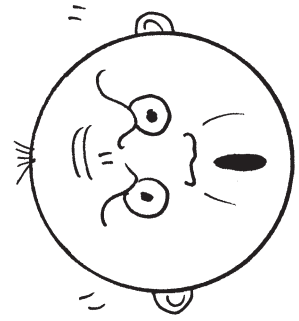
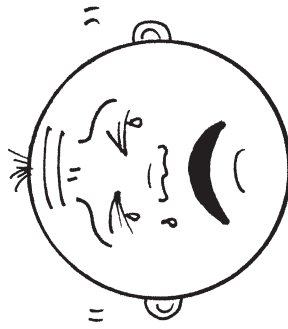
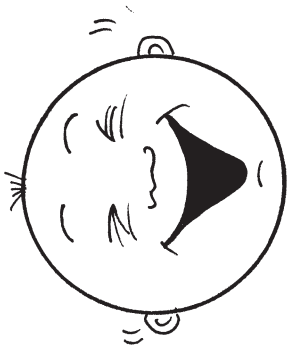
bored

scared

proud

worried



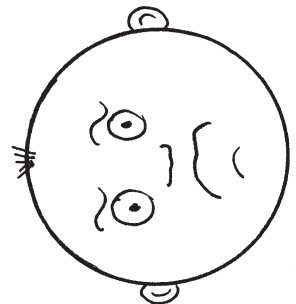
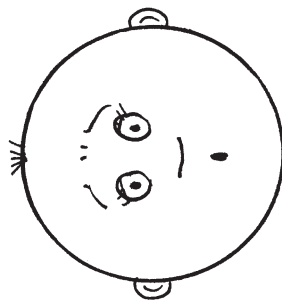
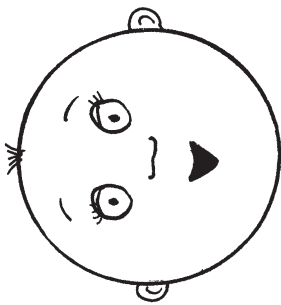
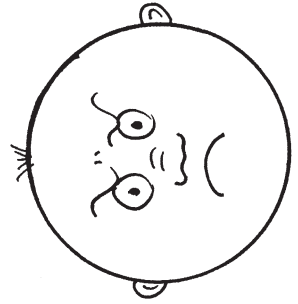
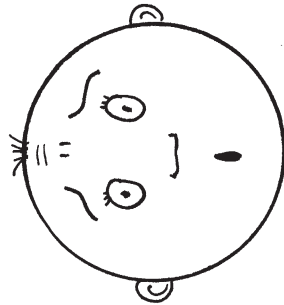
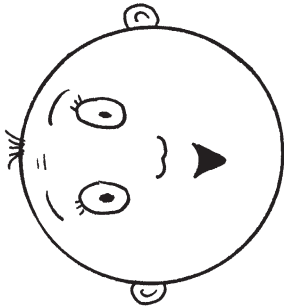
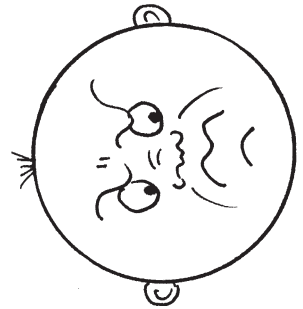
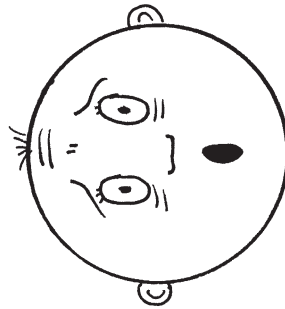
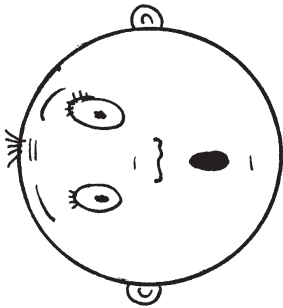
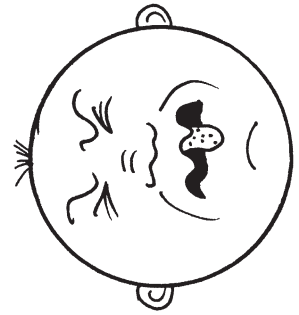
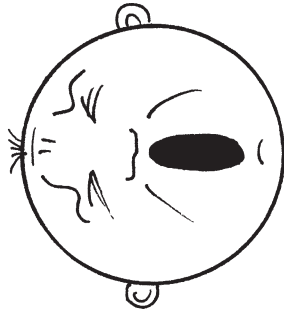
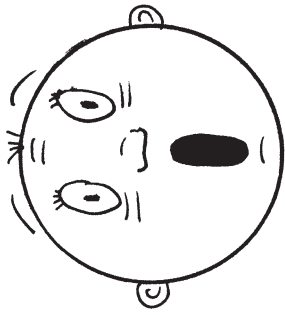


happy

sad

angry

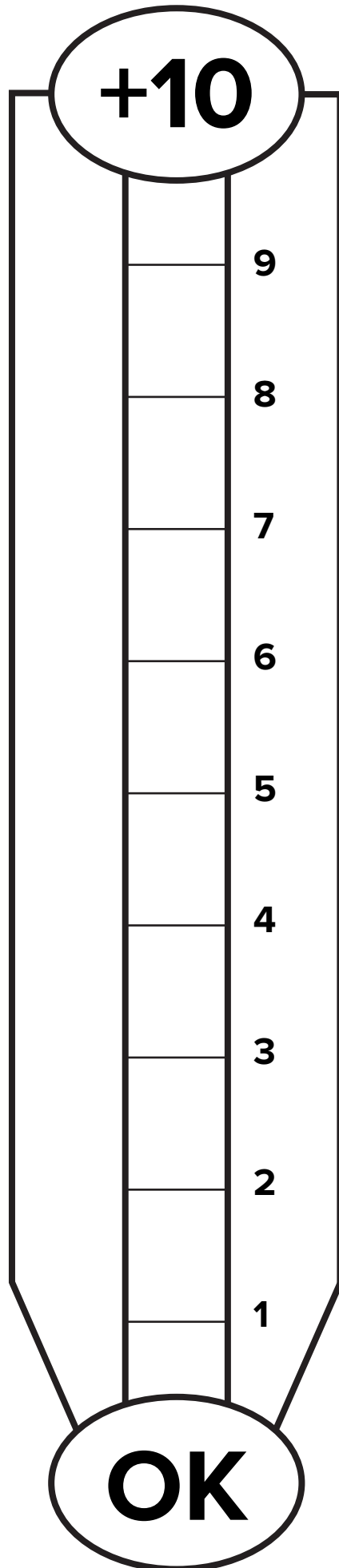


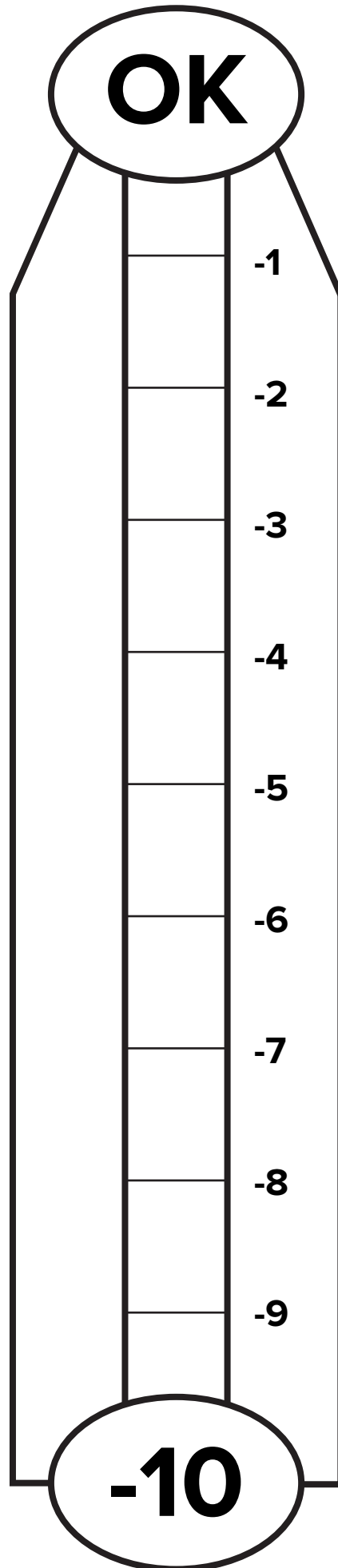


surprised

frightened

disgusted





# Happiness Scenarios

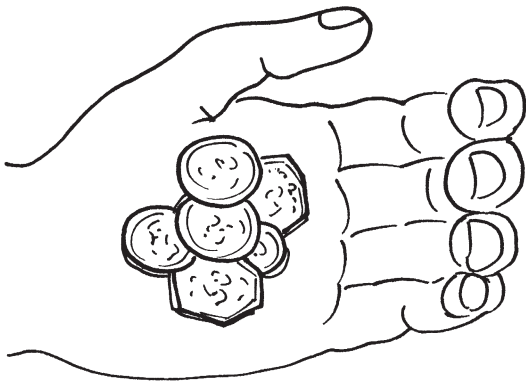
**You score a goal**



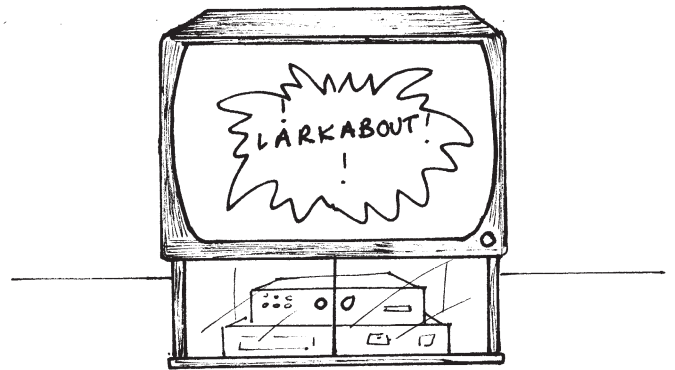
**You win a race at sports day**



**Mum gives you extra pocket money**



**Your favourite TV programme is on tonight**



**It's Friday! No school tomorrow**

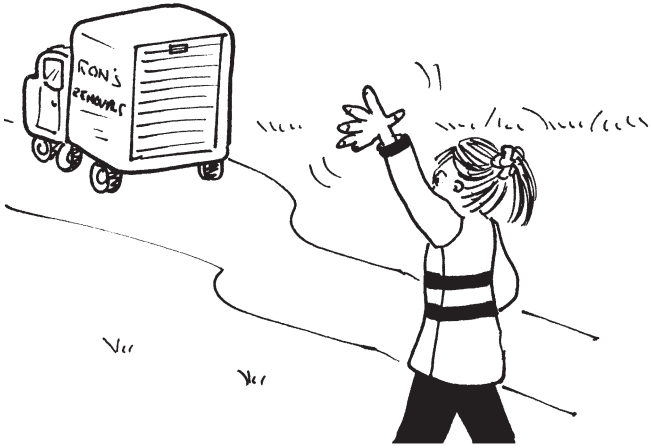


**Mum's put your favourite sandwiches in your lunch box**

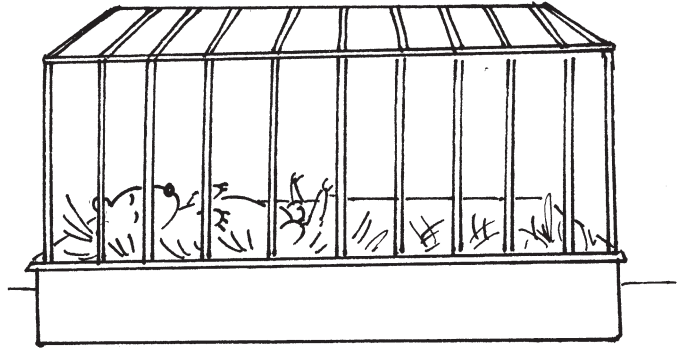


# Sadness Scenarios

Your best friend is moving away to another town



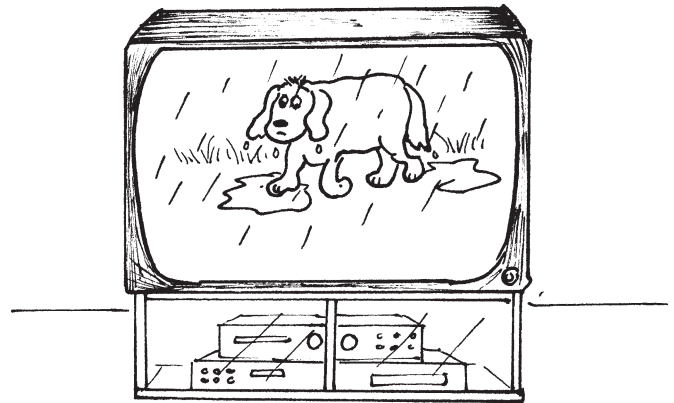
Your hamster dies



You can't go to a party because you are ill



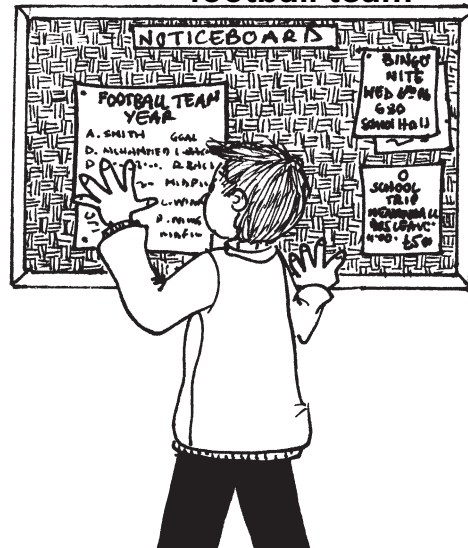
You've watched a sad film about a lost dog



Your mum is upset about something

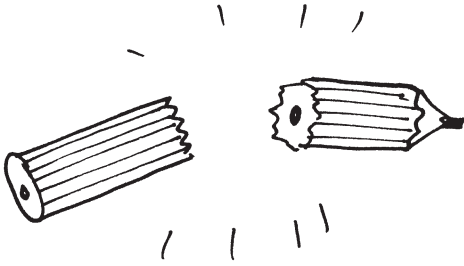


You haven't made it into the school football team

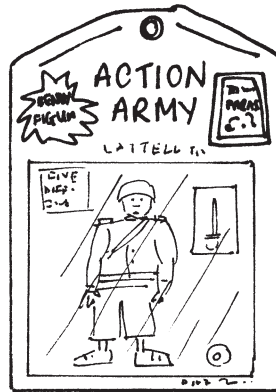


# Anger Scenarios

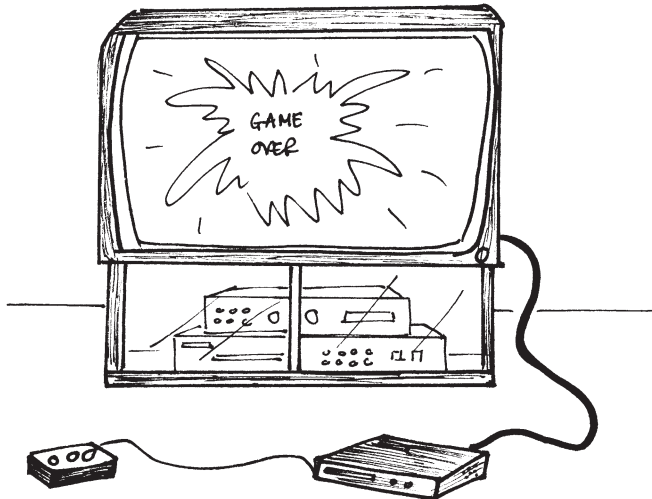
Someone broke your pencil on purpose



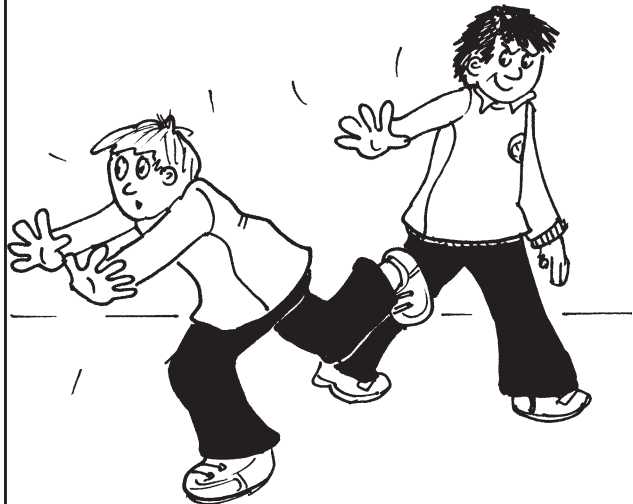
Dad won't buy you the toy figure you want



You lost a game



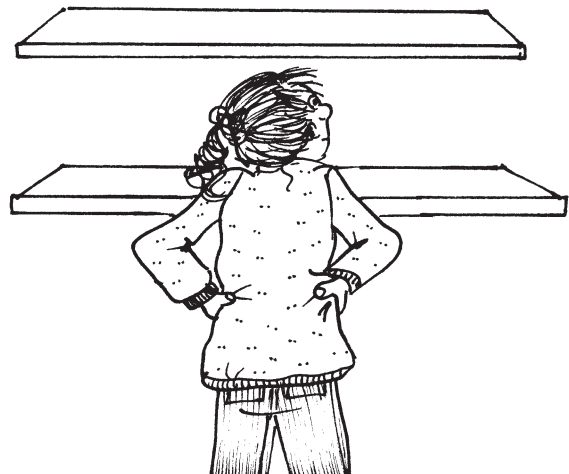
Someone pushed you in the playground



Someone borrowed your rubber without asking



Mum has moved your collection of toys

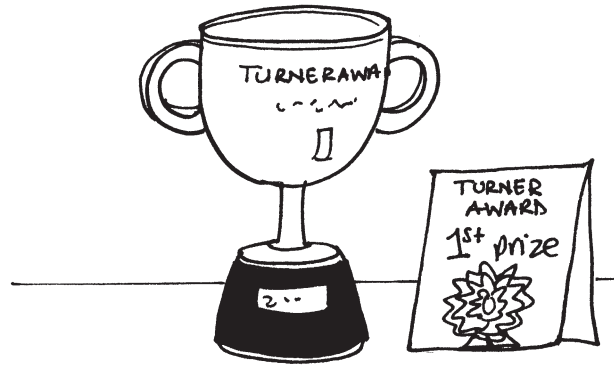


# Surprise Scenarios

You see an old friend in the park



You've won first prize in the school art competition



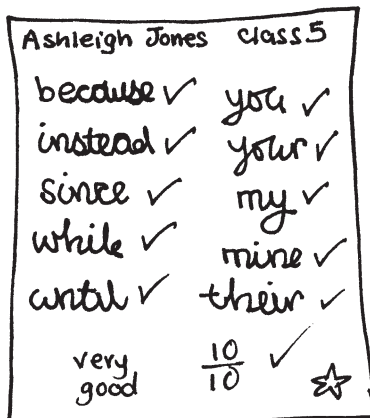
You thought you were only getting a CD for your birthday, but when you go downstairs there's a huge box waiting for you



You get an invitation to a party from someone you don't know very well



You get 10 out of 10 in a spelling test you thought you had not done well in

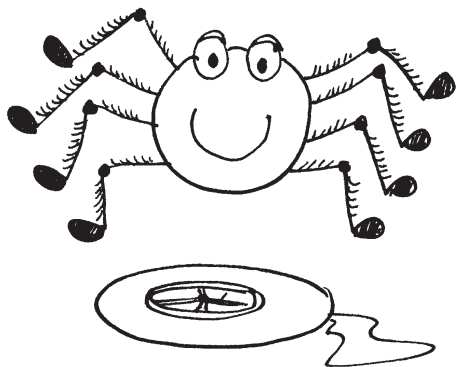


You walk into class, and it's a new teacher



# Fear Scenarios

There's a big spider in the bath



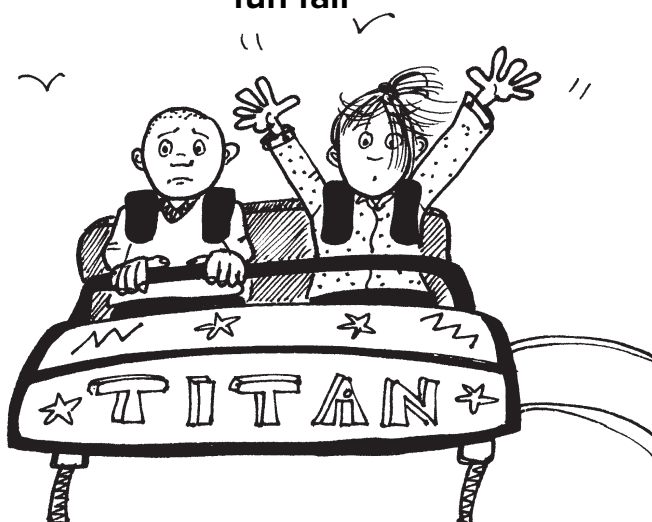
You're walking home and thunder and lightning starts



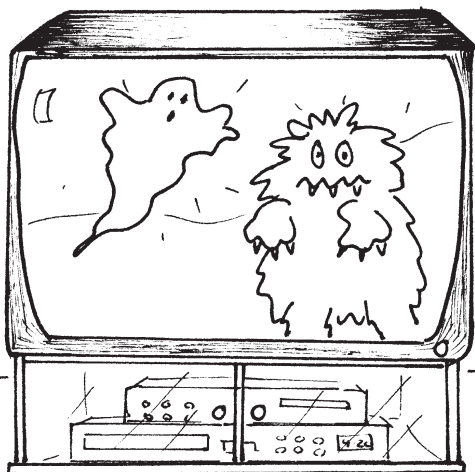
A dog chases you down the street



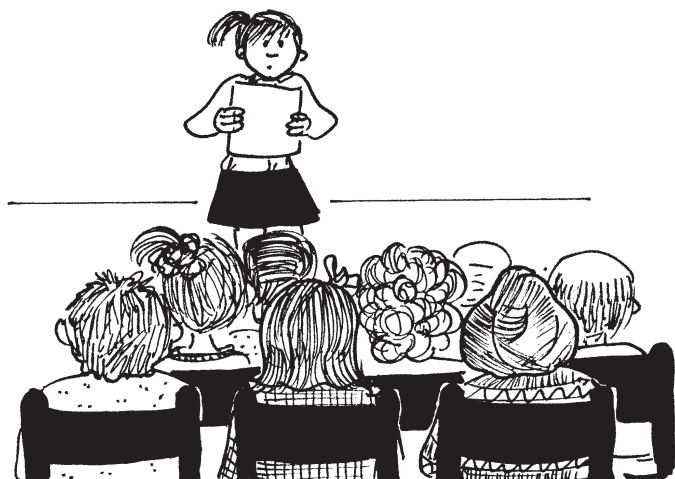
You go on a huge roller coaster ride at the fun fair



You're watching a film about ghosts and monsters



You have been asked to read something out at parent's assembly





# Disgust Scenarios

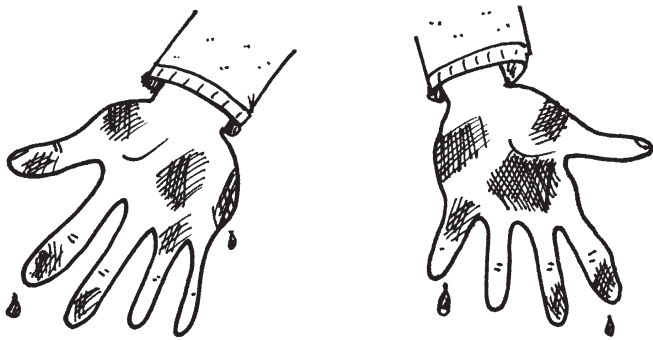
You step in some dog mess



Someone has been sick in class



Your hands are covered in mud



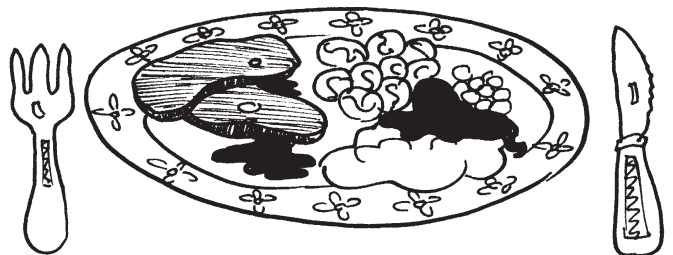
You find a fly in your ice cream



You smell something horrible



It's something you don't like for tea ( liver and sprouts)



## 2: Behaviour Tool kit

Most children require frequent verbal prompts and visual clues to help them remember their individual communication or behavioural targets

The tool kit provides the opportunity to develop a personalised system which can be used by the child, their parents and teaching staff in a variety of settings.

### Instructions for Assembly

Photocopy sheets pp 28-30 onto card. Cut out the tool box and lid, and attach to another sheet of A4 card, as shown in the instructions on sheet 28. Cut out the 'tools' (pp29-30) and place in the tool box.

### Instructions for Use

\* The number of 'tools' required will vary with each child.

#### Example 1

Example 1: Children with Autistic Spectrum Disorder are likely to have been given strategies to deal with situations they find difficult. These strategies can be discussed with the child, and then written on the back of a 'tool'.

Aaron finds assembly difficult, and his strategy to deal with this is to: -

- sit on your special carpet (a carpet tile)
- close his eyes

Before going into assembly, Aaron takes the 'tools' out of his tool kit to remind himself of what he needs to do. He can carry the 'tools' into assembly.

#### Example 2

Benjamin flaps his hands when excited and sometimes shouts out in class. Therefore, his tool kit will include: -

- hands on the table
- no shouting

The teacher or support assistant will ask Benjamin to take the 'tools' out of the box, turn them over so he can see his rules, and keep them on his table during the lesson.

#### Example 3

The 'tools' in the tool box can carry reminders of the rules of social communication: -

- good sitting
- look at the person you are talking to
- take turns when talking
- think about the same thing etc.

These will be practised in a group setting, for example, in a Social Use of Language Programme (Rinaldi), but children can then be given a personalised 'tool kit' to help them remember the rules during daily activities.

#### Example 4

Active listening should be encouraged in children with communication or learning difficulties. Appropriate phrases can be written on the back of the 'tools', and then used as a reminder for the child. Phrases might include: -

- I need help please
- I didn't understand. Please can you say it again?
- You're talking too fast. Slow down please.

A list of phrases with pictures is available in the Visual Cue Cards, Prag4 (Black Sheep Press).

#### Example 5

Children with phonological delay or disorder need frequent reminders to use a particular sound in words, especially when moving to phrase or sentence level. The 'tools' in the tool kit can carry specific information and targets to prompt the child.

Daniel needs to remember to use 'k' at the beginning of words. His tool kit will include: -

(a) a visual reminder of the sound e.g. 'K' plus Nuffield picture/Jolly Phonics or similar.

(b) some key words and phrases to remember e.g. 'Come here', 'I can't do this', 'Kick', 'Kevin' (his best friend)

(c) a situation where he will use the 'k' sound e.g. I will remember to use my 'k' sound when I go to the office to get the key to the pencil cupboard.

#### Example 6

Learned phrases to use in the classroom can sometimes be useful for children who are passive, under confident or, who have problems with consistent use of grammar. Write their set phrase on the back of a 'tool' and use as a reminder. Phrases might include: -

- Please can I have-----?
- I need -----please?
- Good morning Mrs. Smith

**A final suggestion** You may vary the idea of a 'tool kit', adapting it to the interests of a particular child or class. It could for example be changed into a 'treasure box' with pictures of jewellery or coins, etc.

## Tool box

Cut out the two sections along the dotted lines.

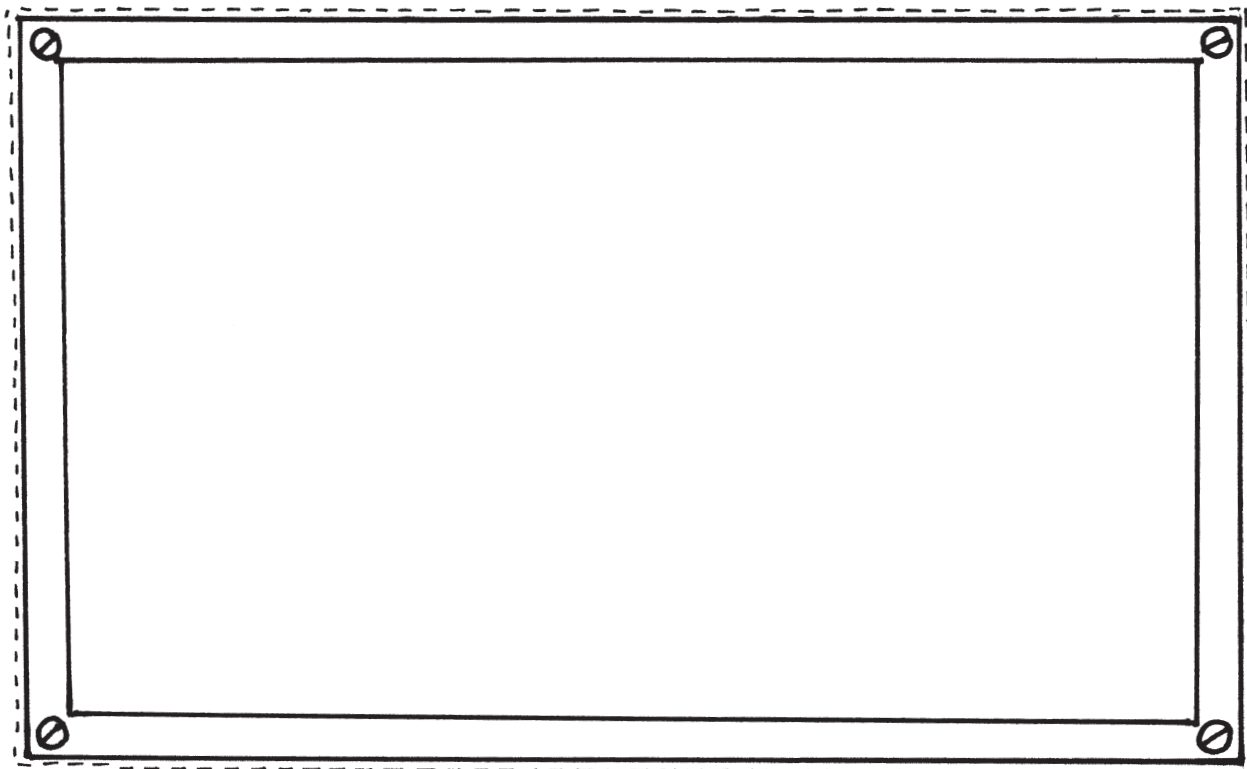
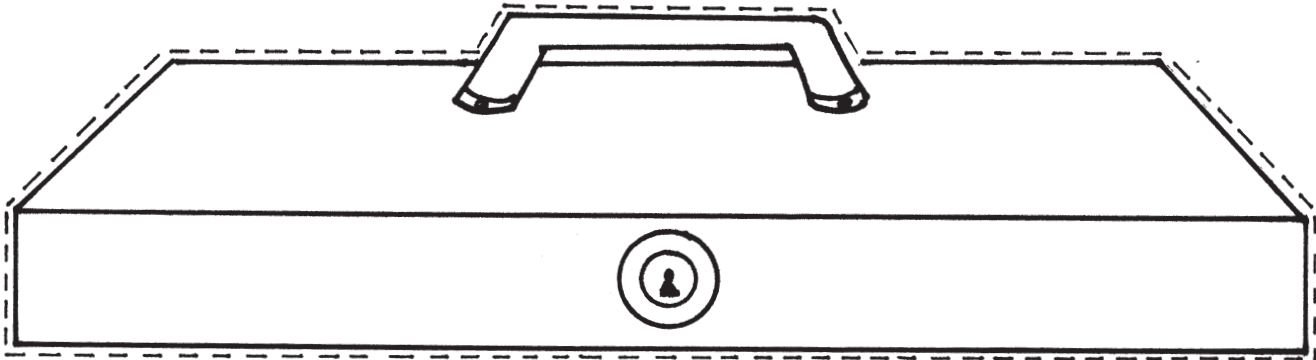
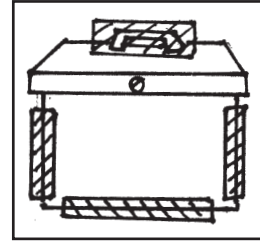
Place the main 'box' onto a piece of A4 card.

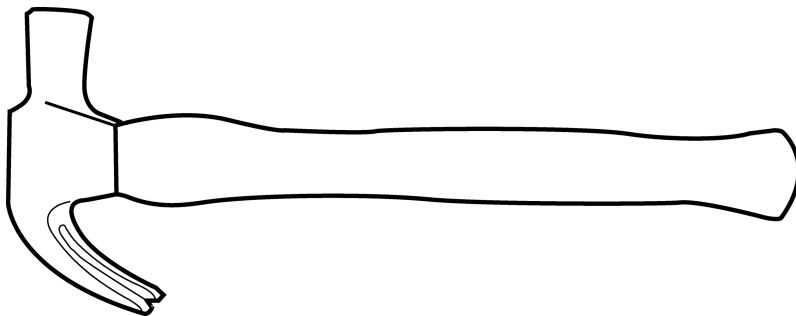
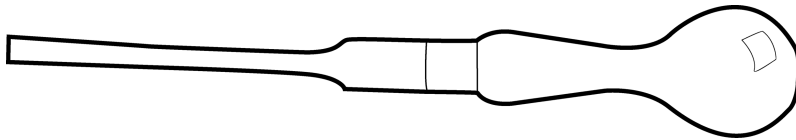
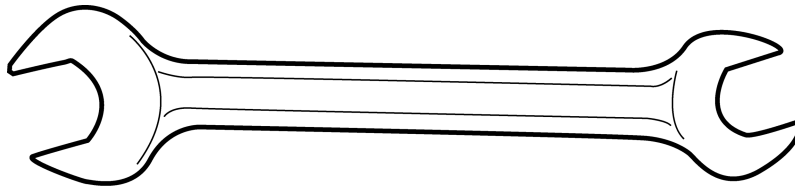
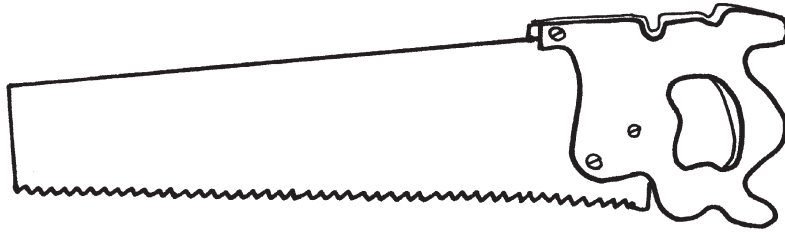
Attach sticky tape along the bottom and sides.

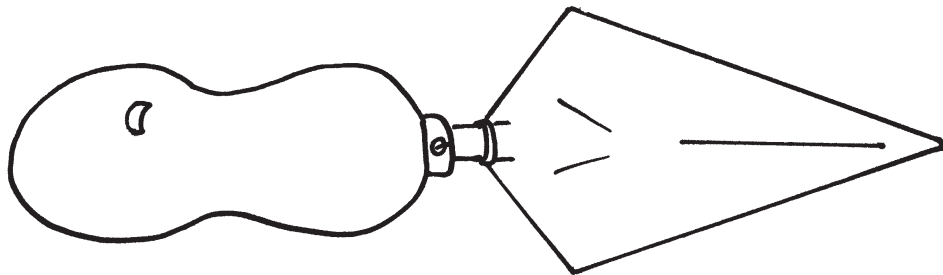
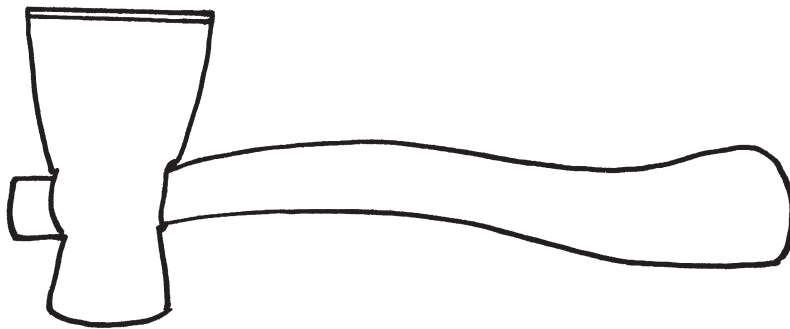
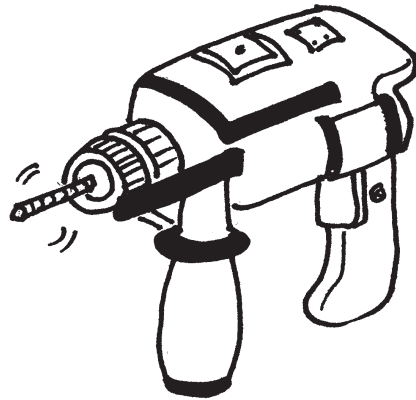
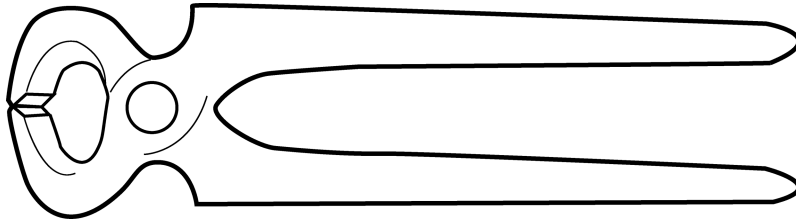
Place the 'lid' on the 'box' (it will slightly overlap).

Attach sticky tape along the top edge.

The 'lid' will now lift.







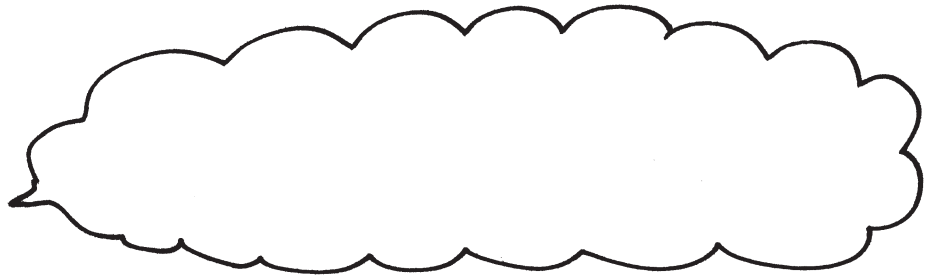
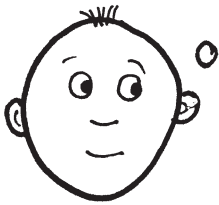
### 3: Conversation Planner

The Conversation Planner enables children to organise and rehearse appropriate language and behaviour to use in a wide variety of settings. This will lead to increased confidence and reduce the incidence of misinterpretation and breakdown of communication.

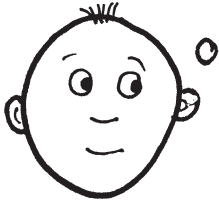
Sheet 32, Photocopiable Blank Sheet

Examples of how to use the Communication Planner

- Example 1** Sheet 33, Cameron is frequently in trouble for showing aggression in the playground. The problems stem from his inability to enter and leave games in an appropriate manner. He pushes his way into play situations and becomes angry if the other children either won't let him play or finish the game before he is ready.
- The adult and Cameron work through the sheet together – the adult asks the questions and helps the child through prompting and joint discussion to prepare a choice of appropriate phrases to use. e.g. "What will you say if you want to play with Ben? Will you say "Oi you – give me your ball" or will you say "Fancy a game?" etc.
- When the planner has been completed, Cameron is given the opportunity to rehearse the phrases he has chosen in role play games or Playmobil play. He will then go through the planning sheet before each playtime to help him remember what to do.
- \* Please note that younger or less able children should only be given one phrase or behaviour to remember on the planning sheet\*.
- Example 2** Sheet 34, Marcus has Autistic Spectrum Disorder but is settling well into school routines. In order to develop independence, the teacher is allowing Marcus to carry out simple tasks. He is very eager to take his turn in taking the register to the office, but cannot always be trusted to walk sensibly down the corridor, and is obsessed with going into the toilets and turning on the taps.
- This example includes visual cues.
- Example 3** Sheet 35, Enya finds much of the Curriculum difficult to access. Instead of asking for help, she becomes disruptive and shouts out.
- Conversation Planners can also be used for speech and language therapy targets.
- Example 4** Sheet 36, Benjamin is able to construct simple sentences during formal activities but in daily settings, he reduces his language to one and two word level. He also speaks very quickly. He has been learning the rules of good talking.
- Example 5** Sheet 37, Kieron needs reminders to use the 's' sound at conversational level. He has successfully carried out a lot of formal work but is finding it harder to generalise the sound target into every speech.
- Conversational Planning Sheets are ideal for carry over activities at home.







I want to play with someone at playtime.

Who would you like to play with?

1. Ben, or
2. Dinesh, or
3. Amy

What will you do?

1. Go into the playground
2. Walk up to the person
3. No Pushing

What will you say?

1. 'That looks fun,' or
  2. 'Can I play?'
- or
3. 'Hi Ben, fancy a game?'

What if they say 'no'?

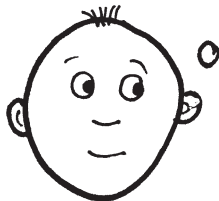
1. Say 'OK. Maybe later.'
2. Find someone else to play with.

What will you say when you've had enough?

1. 'I need a break. See you later!' or
2. 'Thanks for the game'

What will you say if they stop playing and you don't want to?

1. Say 'OK. Break's nearly over anyway' or
2. 'OK see you later.'



Take the register to the office for Mrs Smith.



What will you do first?

1. Walk slowly to Mrs Smith's desk.



2. Pick up the register



Where will you go?

1. To the office



2. NO TAPS

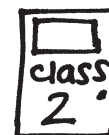


What will you say?

'Here's the register for Class 2.'

What will you do next?

Go straight back to class



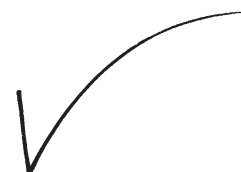
Remember!  
Walk slowly.

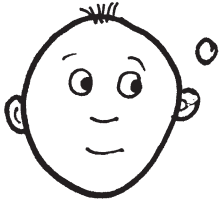


NO taps



Achieved





I don't understand this work

What is it you don't understand?

1. Maths
2. Page 42

Who will you ask?

1. The teacher.
2. The class helper.

What will you do?

1. Put up your hand
2. Wait...**QUIETLY.**

What will you say when the teacher comes to help you?

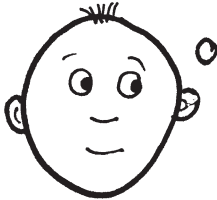
'Will you help me please?'

Remember!

1. Sit quietly.
2. Put up your hand.

Achieved





I need more paper.

Who will you ask?

1. Miss Wood.

What are the rules for good talking?

1. Speak slowly
2. Look at the person you are talking to.
3. Think about what you are saying.

What will you do?

1. Go to Miss Wood's desk.
2. Wait.

What will you say?

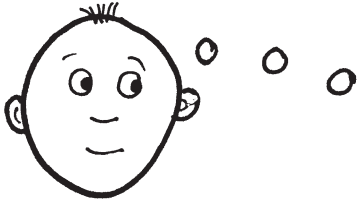
'I need more paper please.'

Did Miss Wood understand you?

Yes  
No

Achieved





Speak to someone on the 'phone.  
Remember to use 's' clusters at the  
beginning of words.

Who will you ring?

1. Grandad Stan

or

2. Aunty Stacey

What will you do  
before you ring?

1. Think about the  
sounds you have been  
working on.

2. Practice saying  
some words.

What will you talk  
about?

1. Things you have  
been doing at school

2. The new Star Wars  
film

Which words will you  
use?

star

school

stickers

Mrs Spencer

Any others?

Luke Skywalker

Star Wars

How did you do?

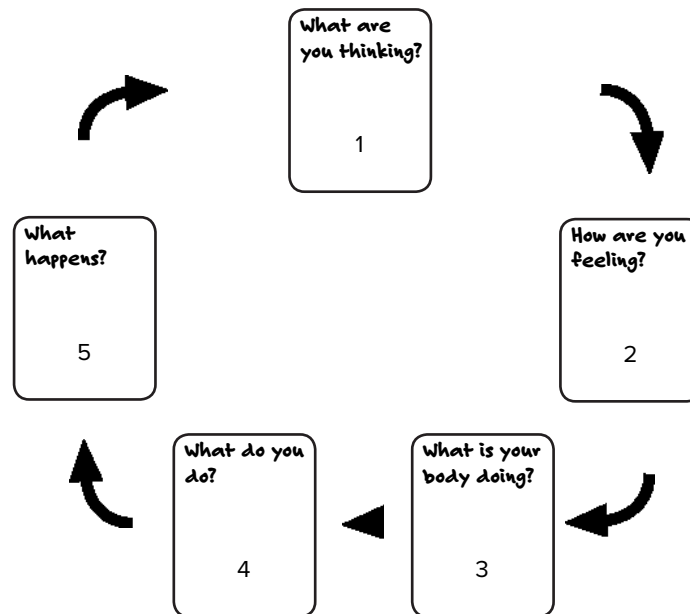
## 4: The Magic Circle

This is a useful, visual technique to use with children who are 'locked' into cycles of repetitive behaviour which result in negative reactions from adults or peers.

### Instructions

Photocopy and cut out two sets of the cards on page 41.

The cards are set out in a circle on the table.



### Example 1

Kerry has a need to tap her hand on an object if she is feeling anxious. This is manageable in the classroom, but when lining up in the playground, she frequently 'hits' the person next to her. This results in conflict between Kerry and the person she is standing next to, or being told off by adults unfamiliar with her difficulties.

Kerry is talked through the 'Magic Circle' in a one-to-one setting with a familiar adult.

Card 1: What are you thinking when you line up?

Kerry: "I don't like standing in line with lots of people and noise around me"

(The adult writes on the card – I don't like standing in line)

Card 2: How are you feeling when you line up?

Kerry: "Worried...frightened".

(The adult writes her responses on the card)

Card 3: What is your body doing when you line up?

Kerry: "My face gets hot...my heart beats...my hand starts tapping".

(The adult writes these responses on the card)

Card 4: What do you do?

Kerry: "hit the person next to me"

(The adult writes the response on the card)

Card 5: What happens then?

Kerry: "I get in a fight...or teachers gets cross"

(The adult writes down the response)

The circle is then discussed again with Kerry and she is shown that by always hitting out – even though she's not doing it on purpose – it means that the same thing will keep happening again and again.

The adult then says "Let's see if we can change things in a circle...a 'magic circle!'"

Go through each card on the table again.

Card 1: What are you thinking?

Discuss with Kerry that this stays the same.

Lining up is hard for Kerry.

Card 2: How are you feeling?

Again, Kerry will still feel worried. This part of the circle won't change.

Card 3: ditto

but

Card 4: What do you do?

Discuss with Kerry that this part of the circle is what causes trouble. Replace the old card with a blank card. What else would Kerry do...rather than hit the person next to her?

Kerry: "cross my arms and tap my hand on my own arm".

(The adult writes this down)

Card 5: What happens?

Replace the old card with a new one and ask Kerry what will happen if she doesn't hit anyone.

Kerry: "no arguments...teacher is happy".

(The adult writes this down)

The 'magic' circle is then discussed again with Kerry and she is then encouraged to use the change of behaviour at break times.

## Example 2

Jed is obsessively interested in moths and constantly talks about them in class. He therefore, is always 'off topic', doesn't listen to the teacher and rarely finishes his tasks.

The magic circle cards are laid out and discussed: -

Card 1: What are you thinking?

Jed: "I like moths"

"I like talking about moths"

Card 2: How are you feeling?

Jed "got to talk"

"happy! – I like moths"

Card 3: What is your body doing?

Jed: "my brain is busy"

"my mouth is talking"

"my ears are not listening"

Card 4: What do you do?

Jed: "keep talking on and on about moths"

Card 5: What happens?

Jed: "get into trouble for talking"

"can't finish my work"

"other people get cross"

Now discuss how things can be changed.

Card 1: remains the same. Jed still likes moths.

Card 2: remains the same.

Card 3: What is your body doing?

Discuss what Jed can do e.g.

look at the teacher

think about the lesson

keep mouth still

Card 4: What do you do?

Discuss what Jed can do e.g.

keep a picture of a moth on the table

talk about moths at playtime

Card 5: What happens?

get work done

teacher will be happy.



What are you thinking?



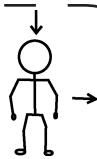
How are you feeling?



What is your body doing?



What do you do?



? What happens? ?