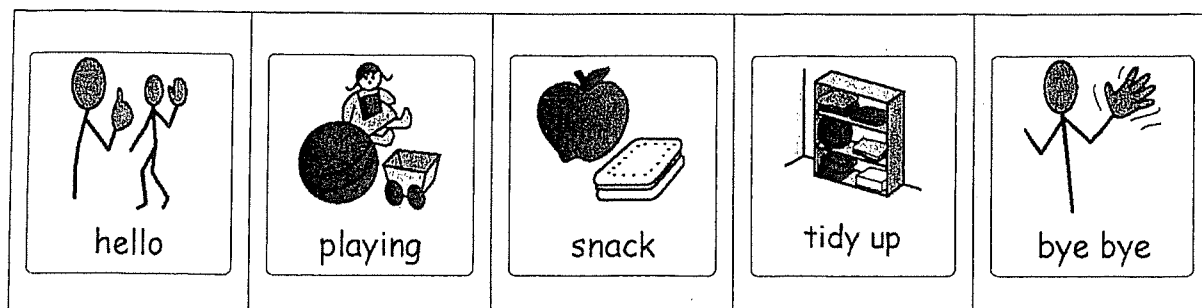


Whole Group Visual Timetable - In the centre we use a whole class visual timetable to show the children the sequence of the day. Initially, the adult marks the parts of the sessions by holding up the picture of the activity and saying the spoken word e.g. "Tidy up"

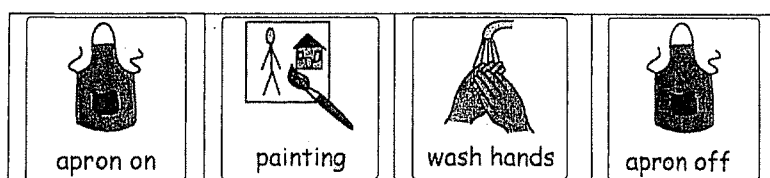


Children can be encouraged to use the symbols to show their friends what is happening next. For example at snack time a child can take a symbol and use it to communicate non-verbally.

These symbols can also be used to reassure children who may be unsettled. For example showing the child the 'group time' and 'bye bye' symbols indicates home time and gives comfort to the child.

The whole class timetable can also be used to indicate a change in routine. This is helpful in warning children who find coping with change difficult. It is also useful in showing children what is happening next.

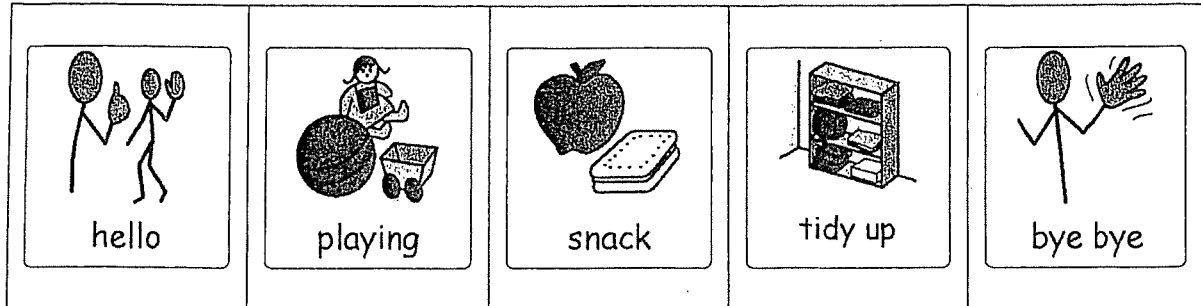
Sequencing strips - In the centre, we use sequencing strips to show a child visually, the order in which they need to do things. This helps them to become more independent with their self-help skills. The sequencing strips are referenced from left to right. Also, adults can use these strips as prompts to reduce their own language levels and to approach the child non-directively rather than giving verbal instructions.



Low-tech Sheets – In many areas of the centre we use sheets containing symbols of the objects or actions appropriate to that activity. These sheets may be used to aid a child's understanding or provide an alternative means to support spoken language. The low - tech sheets are also effective in reinforcing vocabulary. Children can use this visual support to communicate non-verbally or verbally with each other by pointing or labelling the picture.

Attention and Listening Symbols – In the centre we use "good looking", "good listening" and "good sitting" rebus pictures (A4 in size) as a prompt to engage children at group time. The symbols can be used alongside Makaton signing as part of group time routine.

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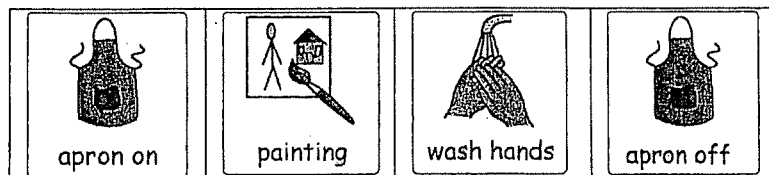


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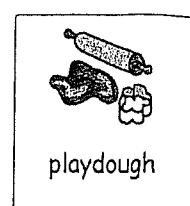
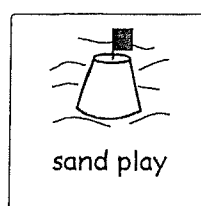
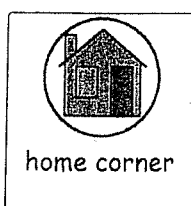
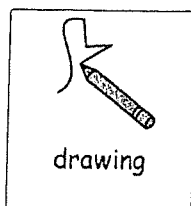
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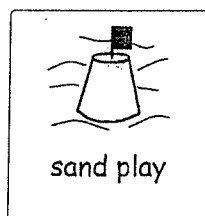
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Activity Demarcation – Large symbols are used to demarcate areas in the centre e.g. in the drawing area. These symbols are effective in labelling areas and helping children to develop functional vocabulary about nursery activities.



Small Symbols – These can be used in several ways e.g. moving children on from one activity to another, giving children a choice e.g. sand or painting, to encourage children to access activities not of their choosing and to foster paired work. It is helpful if the child takes the small picture and matches it to the large one.



Home School Books - Each child has an A5 file and at the end of a session they choose the small activity symbols to show what they have done during the session. The children then take the book home and the symbols are a useful prompt for parents to comment on with their child. This avoids adults asking open-ended questions which a child with communication difficulties may find hard to answer. The symbols provide a visual prompt and help children to remember and recall everyday nursery vocabulary.