

## Summary of Teaching Strategies/Approaches used at Shepherds Down School

### The 'TEACCH' approach:

The use of visually structured teaching, organisation and work systems to promote understanding; independence; positive behaviour; effective learning and predictability.

The areas of structure are

1. *Physical structure* – organisation of the learning environment with distinct work areas so the child understands what to do and where, and also distractions are minimised. This may include workstations, 1:1 table, seating area, chill-out area, clearly labelled storage boxes etc.
2. *Visual timetables* – help the child organise, understand and anticipate daily activities which offers predictability and clarity
3. *Work systems* – enable to child to see what / how much work to do; when the work has finished; and what happens after it is finished
4. *Visual structure & information* – visually organising and structuring each work task helps reduce anxieties and increase clarity, understanding and interest

<https://www.youtube.com/watch?v=Qfm2sXI7UkA>

<https://www.youtube.com/watch?v=vkymZzmg4jw>



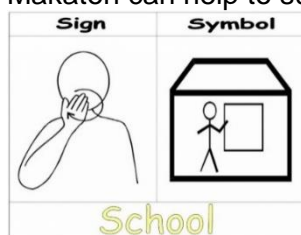
### Visually supported communication:

High levels of visual support to help children understand, express and develop independence. Visual systems are selected to correspond with the individual child's learning and 'reading' level. These visuals might include real objects; TOBIs (True Object Based Icons which are large cut out photos of real objects); photos; photos & symbols together; pictures; symbols; signing; and the written word. The software 'In Print' by Widgeit is used to create visually supported text resources



### **Makaton:**

Makaton is a unique language programme that uses symbols, signing and speech to enable children to communicate. It supports the development of essential communication skills such as attention and listening, understanding, memory, recall and organisation of language, and expression. Makaton symbols can also be used to support literacy skills. Research shows that Makaton can help to support spoken language development for some children.



<https://www.youtube.com/watch?v=je16d8dmnWo>

<https://makaton.org/TMC/AboutMakaton.aspx>

### **Picture Exchange Communication System (PECS):**

PECS teaches a child to ask others for things he/she wants, by giving an adult a picture of the item in exchange for the actual object, for example giving someone a bubbles picture to ask for some bubbles. PECS is taught in a structured way, in phases, and helps a child to understand how to communicate with others. In the early PECS phases, the child may need physical help to learn how to exchange a picture for something that he / she wants. In the later phases, the child is taught to recognise a range of pictures, how to find them within a PECS communication folder and how to put the pictures together to make sentences e.g. 'I want biscuit', 'I want red playdoh'. In the final phases, individuals are taught to answer questions and comment. Research has shown that using PECS helps develop speech for some learners

<https://www.youtube.com/watch?v=ejfrtuyO4VM>

<https://pecs-unitedkingdom.com/videos/>



### **Communication boards / books:**

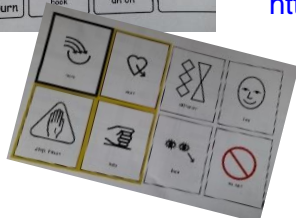
Communication boards are another way of using symbols and pictures to support a child's communication, such as with making requests (e.g. I want a drink) and also with communicating for other important reasons, for example to instruct others, make a comment, ask to stop or to do something different. Adults can help the child's understanding of vocabulary and concepts on the communication boards by using the boards themselves. In addition, this supports the adults with slowing down and simplifying their spoken language. This approach also enables the children to see adults using ways of communicating that are important to them, which can increase a child's motivation to use a communication board or other visual system e.g. PECS. The boards can contain a small number of pictures or can become quite complex with lots of symbols. At this point, a communication book may be introduced. Often this will be within an app format, although paper versions are possible.



[https://www.youtube.com/watch?v=z4FGg3-W\\_gk](https://www.youtube.com/watch?v=z4FGg3-W_gk)

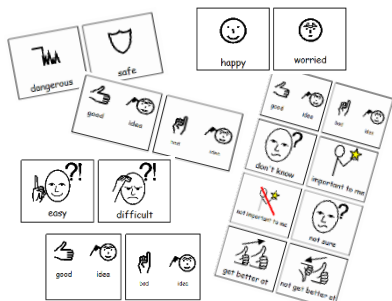
<https://www.youtube.com/watch?v=kiqYapgu69g>

<https://www.youtube.com/watch?v=MS2zluXZALY>



### Talking Mats:

Talking Mats can support a child with thinking about a topic or issue through the use of pictures. This approach is based on a 'top scale' of symbols such as 'I like it' / 'I don't know' / 'I don't like it' OR 'this helps me' / 'I'm not sure' / 'this doesn't help me'. The child is then given individual pictures to place along the scale e.g. 'I like PE, 'I don't like assembly'. Talking Mats can help children to understand and respond within conversations that are more abstract or require them to give an opinion.

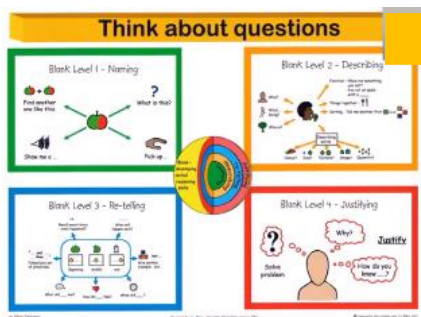


<https://www.youtube.com/watch?v=xgPBHxxLerA>

<https://www.youtube.com/watch?v=vzFPU-iRkd0>

### Blank Language Level:

- The Blank Language Model helps to support and further develop a child's understanding of abstract language and verbal reasoning. It gives us a tool to be able to develop children's language development in a structured and developmental way. It allows us to support children's understanding at the right level or to challenge children at the appropriate level. This model moves from understanding and answering concrete questions to more abstract questions. The 4 levels are Naming, Describing, Re-telling and Justifying & Problem Solving



<https://www.youtube.com/watch?v=cghDboDXvrk>

### Attention Autism Strategies (Bucket Time):

Attention Autism is an intervention model designed by Gina Davies, Specialist Speech and Language Therapist. It aims to develop natural and spontaneous communication and attention skills through the use of visually based and highly motivating activities. Gina's primary objective is that the sessions are fun and "offer an irresistible invitation to learn"!

The Attention Autism programme progresses through a series of 4 stages, building on each skill level. Each new stage is introduced when the group is ready to expand attention skills.

[https://www.youtube.com/watch?v=Bq\\_I4ANy6L4](https://www.youtube.com/watch?v=Bq_I4ANy6L4)





### **Tac Pac:**

Tac Pac is an activity that pairs music and touch to promote communication and social interaction as well as helping to heighten body awareness through proprioceptive stimulation, and being beneficial for developing anticipation, sequencing and social interaction

During these sessions, children are paired one to one with a familiar adult. Through linking familiar music consistently with objects, actions and people in a pattern of different activities, the partners communicate with each other.

<https://www.youtube.com/watch?v=T5Y-RYTTNs0>



### **Intensive Interaction:**

Intensive interaction is a fun process based on what is known about how communication ordinarily develops for young children. The approach works by progressively developing enjoyable and relaxed interaction sequences between the interaction partner and the person doing the learning. The member of staff uses imitation, vocalisations and sensitive use of timing and tempo, allowing the child to dictate the pace of the interaction.

For some children this should be the basis for all interactions throughout the day as well as the technique used for discrete teaching of communication skills.

<https://www.youtube.com/watch?v=FGWxZSvHNHE>



### **Call and Response:**

Call and Response offers an opportunity to be directly and meaningfully involved in language at a very basic level. Poems, stories and plays can be performed in a similar way, using call and response (one person calling out a line which is immediately repeated by everyone else, producing a rhythmic atmosphere). The piece can be divided into short verses or sections, with possibly a 'cap line' or sound effect at the end that everyone does together. In this way the verses are easy to learn and provide an opportunity for pupils with spoken or signed language skills to lead the activities. There are many other ways of participating, including rocking, stamping, clapping, vocalising and merely enjoying the process of being part of the rhythm of the group



[https://www.youtube.com/watch?v=ySd1lhY\\_WT8](https://www.youtube.com/watch?v=ySd1lhY_WT8)

<https://www.youtube.com/watch?v=8dYx8orzAOk>

<https://www.youtube.com/watch?v=3n0zBhle7Wo>

**Colour Coded Sentences (CCS):**

CCS is a method of teaching children how to understand and build sentences by linking colours to word meanings. The colours reflect four key roles - who, what doing, what, where – and can also be used to support understanding and use of longer sentences containing how and why.

Who? Subject	What doing? Verb	To what? Object	Where? Place	When? Time	How?
The girl	is eating	a banana	in the kitchen	in the morning	quickly

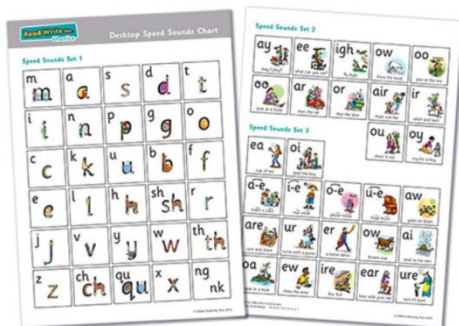


CCS is a visual approach to support children’s understanding and use of different sentence roles. It can be used with Makaton signs and symbols, alongside spoken and written language to support communication and literacy skills.

CCS is based on Colourful Semantics which was developed by Alison Bryan, Speech and Language Therapist. The colours used have been adapted to reflect colour coding used in other approaches.

**Read Write Inc. Strategies:**

Read Write Inc. is a structured programme which integrates phonics with comprehension, writing, grammar, spelling and handwriting. It is the teaching approach used to teach children to read and write throughout the whole school, when appropriate.

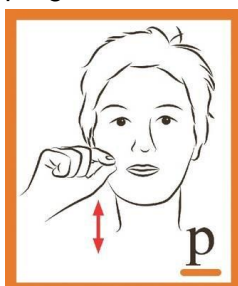


<https://www.youtube.com/watch?v=fQCa3pmGX8Y>

[https://www.youtube.com/watch?v=\\_cH-dENSob4](https://www.youtube.com/watch?v=_cH-dENSob4)

**Cued Articulation:**

Cued Articulation is a set of hand cues for teaching the individual sounds in a word. The hand movements are logical – each hand movement represents one speech sound, giving clues as to how and where the sound is produced in the mouth. Cued Articulation can help with speech sound development and also with phonics learning. It can be incorporated into literacy programmes, such as Read, Write Inc.



<https://www.youtube.com/watch?v=ej-ec3K2pS0>

### **Sensory Stories:**

The telling of the story is done through stimulating the senses - touch, taste, smell, sight and sounds. There may be a little bit of 'text' a sentence, or even a whole chunk of story, or there may be none at all. Sensory Stories are adaptable and flexible, led by the individual interests and personalities of each child/ group of children.

<https://inclusiveteach.com/2019/07/13/blue-abyss-sensory-story/>

<https://www.twinkl.co.uk/search?q=sensory+stories&c=244&r=parent>



### **Treasure Baskets / Basket Play (heuristic learning):**

Heuristic learning is based on children's natural curiosity to explore and discover the world around them. Offering children the room to investigate, ponder, imagine and experiment, educators, parents and carers can support the social, emotional, physical and cognitive development of their young minds and bodies.



<https://www.youtube.com/watch?v=7RB3-PB7Lcs>

<https://www.youtube.com/watch?v=VT5lbagITSQ>

<https://www.youtube.com/watch?v=nXlAs9EaMWc>

### **Food explorers (sensory cookery):**

Primarily aimed at those who have shown some anxieties around food, have a limited diet or ARFID (Avoidant Restrictive Food Intake Disorder) to encourage exploration of a wider range of food items and textures. There is no expectation to eat or taste the foods, although this may just occur as a result of hands-on play, creative activities and exploration. Sessions will take place in a calm and quiet environment supporting the individual children's anxieties



**Sensology:**

Sensology is an educational approach emphasising sensory stimulation. It covers the five basic senses (see, hear, touch, smell, taste) but also the movement related sensory systems: the vestibular (balance, head movements and gravity) and the proprioceptive (body positions, body mapping and planning movements). In a Sensology lesson the senses are worked through. Each one is named and indicated (e.g. “I have eyes”) and then put to work.

Taha Tahirang Community Special School		
Sensology Workout Session		
<b>Aims of the session:</b>		<b>Teachers' Points:</b>
<ul style="list-style-type: none"> <li>To activate the senses</li> <li>To make choices and decisions and begin to develop preference</li> <li>To begin to gain an understanding of the world around them.</li> </ul>		<ul style="list-style-type: none"> <li>Activity is best suited to a minimum of 4 participants to avoid distractions and enhance learning opportunities.</li> </ul>
<b>Introduction:</b>		
Some lessons some it's time for learning (use of if you're happy and you know it as a way that something new comes in about to begin. Before each individual starts use the body song for the corresponding sense)		
<b>Visual: (Show me my eyes)</b>	<b>Sound: (Show me my ears)</b>	
<ul style="list-style-type: none"> <li>Indicate where the eyes are. Look!</li> <li>Exposing a range of visual stimuli</li> <li>Handheld disco light</li> <li>Prayer light</li> <li>Light sounds!</li> <li>Flare sign</li> <li>Light On</li> <li>TV laptop game</li> <li>Black &amp; White umbrellas</li> <li>News Umbrella</li> </ul>	<ul style="list-style-type: none"> <li>Wash bowls</li> <li>Drums (varying loud to quiet)</li> <li>Shakers</li> <li>Tromps!</li> </ul>	<ul style="list-style-type: none"> <li>Be with the people as they explore their senses and respond to show rather than "showing" them how to play. Offer encouragement with them when they show that they want you to join in.</li> </ul>
<b>Touch: (Show me my hands)</b>	<b>Smell: (Show me my nose)</b>	
<ul style="list-style-type: none"> <li>Contrasting different textures e.g.</li> <li>Flourishes vs art</li> <li>Flour cones vs cookies</li> <li>Vaseline vs Bubble wrap</li> <li>Clay vs epoxy resin balls</li> <li>Alum Turf vs slippery soap</li> <li>Car cushions (smell) vs fabric ornaments</li> <li>Squash vs cotton wool</li> <li>Shredded paper vs hair-dryer</li> <li>sand paper vs jelly cube</li> <li>art cubes vs painted baked beans</li> </ul>	<ul style="list-style-type: none"> <li>Custom made 'secret pots' spray scented containers</li> <li>Orange vs Peppermint</li> <li>Lavender vs bergamot</li> <li>Lemon vs rosemary</li> </ul>	<ul style="list-style-type: none"> <li>Follow the child's lead and copy their exploration, vocalisations etc to foster communication through sensory interaction.</li> </ul>
<b>Taste: (Show me my mouth)</b>	<b>Balance: (Show me my feet)</b>	
	<ul style="list-style-type: none"> <li>Lemon vs chocolate sauce</li> <li>Honey vs any sauce</li> <li>Ice cream vs warmed custard</li> </ul>	
Reference author: Sensory Dictionary		

<https://www.youtube.com/watch?v=uiWaPBkGjbc>

<https://www.youtube.com/watch?v=pUMlfaDVFzI>

**Sherborne:**

Sherborne Developmental Movement is an approach developed by Veronica Sherborne. It is based on paired movement experiences, that encourage each child to become aware of 'self' and 'others' and hence to develop intentional interactions and to extend the movement repertoire and vocabulary of children.



<https://www.youtube.com/watch?v=2ZuQheTXnv8>

**Rainbow Road:**

Rainbow Road is a range of Occupational Therapy inspired activities to support developmental skills across seven major areas of development including Fine Motor, Visual Perceptual, Gross Motor, and Memory Skills. Every class has a manual to support the implementation of the programme. Activities can be incorporated into class PE lessons or used in small groups or individual situations, using highly engaging games, activities and experiences. Areas of development may be identified by a school OT or through the initial assessment activities



<https://www.rainbowroadresources.com/blank>