

Student A continues to make excellent progress in our 1-1 structured sessions and generally across his school day. He has a PODD communication book, (Pragmatic Organisational Dynamic Display) A5 x 40 words/symbols on a page. He rarely uses his book now but always has it with him for the times that he does get 'stuck'. Having this visual vocabulary has helped him enormously and his use of language has improved. He can chat with an adult using simple language making an appropriate response. Recently when asking for a spelling, he was not understood, and so he put the word in a sentence to improve the misunderstanding.

This year he has been working to improve his computer and literacy skills.

He is a typical teenager and is interested in music. Each week he used his IT skills to research a different music artist and presented his findings in bullet point format and added a photograph.

He is now working on adding interest to his sentences and has been describing an object or picture which he has chosen from a choice of 4-5.

In work station activities he has been using Colourful Semantics and now in our sessions he includes verbs, nouns, adjectives and conjunctions in his sentences. In September a typical sentence would be 'man digging' 'blue ball'. A typical sentence now would be; It is a soft round blue ball. Initially he may need a prompt with a sentence starter e.g. It is ...

He uses Symwriter ensuring that he has a symbol prompt. He has learnt to use many functions on the tool bar, including; size of font and symbol, centring a title, underling a word, bullet points, enabling speech, changing the colour of a symbol and renaming a symbol.

Student B uses visual topic related communication boards and a personalised communication book.

In September Student B's 1-1 structured sessions lasted between 15 to 20 minutes, activities needed to be changed after 5 minutes.

She can now manage 30 minutes in 1-1 structured session the activities still need to be changed depending on how interesting and motivated Student B is. She particularly enjoys role play, but becomes so engrossed in the 'play' that speech and communication often becomes secondary making the use of prompts and modelling essential. She can follow a 2 key word instruction if the activity is familiar, motivating and relevant; however she tends to follow her own agenda!

She uses a level 2 communication board/book and uses the key words appropriately e.g. 'I want.....' 'I see.....'

Student C has a dedicated communication aid and a comprehensive symbolised communication book. Student C uses total communication, he signs and uses utterances alongside his communication systems. He has 2 sessions a week; 30 mins 1-1 and 45 mins in a communication group with other AAC users.

He has his new communication aid; the screen is larger and easier for him to see and access. The communication package is the same so he is familiar with the vocabulary; which he has had for 3 years. Class staff report that he is using it more in class, he asks the dinner ladies for his lunch every day and on a few occasions has spontaneously used it in class to initiate a conversation. This is a huge step forward as for a long time he would only use it to talk to me.

In September he was using key words to communicate and a typical response would be; hospital, car, mum. Now he will say (using his communication aid) I am going to John Radcliffe with mum. In our 1-1 sessions he has used his communication aid to talk about his own and identify other people's feelings.

He now joins in play activities, he particularly enjoyed following the instructions to build lego and using his communication aid to comment on what and how he was doing. He is very good at responding to questions although still needs help and persuasion to ask a question. He has learnt the pathways to his vocabulary and has begun to use the predictive text within the program for vocabulary, which is not available.

Student D has access to a symbol communication book and topic communication boards. I have been working with Student D since September. He finds it very difficult to engage with people who are not part of his regular routine and he is very reluctant to take part in an activity with me. I have been attempting to build a relationship with him using communication boards, video, photographs and vocabulary of things he is interested in. However once we get started, he will engage with me and attempt to have a conversation, he has a lot to say but his speech lacks clarity. The use of a visual communication boards helps enormously and prompts him to extend his commenting in creating sentences subject/verb/object which in turn helps develop his expressive language.

Student E is learning to use eye gaze technology to give her some independent access to a computer, to take control of some equipment in her environment and to comment on her success.

She receives 1-1 support in a structured session, in addition to daily classroom work. The success of these sessions depends on current health, the steadiness of her eyes and her commitment to work.

Currently she is learning to use her eyes to cause a reaction on the screen. She sometimes finds it difficult to steady her gaze on a target area so adult help is given to encourage her to succeed. She particularly enjoys 'My World' a programme that allows her to control sensory equipment e.g. fan or lights and toys by turning them on and off. She will then track the movement of light around the room. Recently she has begun to use the basic communication grid built into the programme to comment on things; using 'cool, awesome, more'.

Student F uses PECS (Picture Exchange Communication System) to support her communication. At the beginning of the year she was able to select a symbol from a choice of 5, on the front of the PECS folder and exchange it with an adult across the table. Student F is now able to make reliable choices from a greater number of symbols placed on and inside the folder. She is also able to spontaneously travel short distances to find an adult to exchange a symbol for desired item. This is happening within sessions and class. She is currently working towards using a sentence strip for 'I want + toy'. Student F needs support to place the symbol on the strip but she is able to travel, exchange and point to the symbols independently to make her request. Student F is becoming more vocal and we are working towards developing this through the Intensive Interaction intervention and playing with sounds, which she really enjoys.

Student G is a keen communicator. His speech is very unclear, which sometimes causes him to become frustrated when people are unable to understand him. We have been working on a range of specific speech sounds e.g 'sh', 'sp' He has worked hard and has achieved this. He is now able to use these consistently in single words /short phrases within structured activities. Student G is working towards generalising these skills in his everyday speech and activities are regularly provided to class and home to support this.

Student H is a very keen communicator who always has lots to say but his speech is very unclear. He has worked hard this year on specific speech sounds that he had particular difficulty with e.g. 'k', 'sh'. Student H has achieved 'k' at the beginning and middle of words and is using these consistently in short sentences within structured activities. He is beginning to generalise these into his everyday language.

His spontaneous language has significantly increased and he is using longer sentences now. If he is unable to make himself understood he increasingly uses other strategies to get his message across for example, his communication book, signing, gesture or pointing to/taking an adult to the item/place.

Student I has been using communication boards to make requests and comments e.g. 'I hear..', 'I see..' etc. He uses speech alongside and over the past year his speech has improved in clarity. During 1:1 structured sessions, he is beginning to make spontaneous verbal requests.

Student I's understanding has also improved. In September he was inconsistent at following 2 key word level (2KWL) instructions but is now, when focused, able to follow some 3 KWL.

In September **Student J** was using communication boards to support spoken language. He is now using speech spontaneously to request and make comments.

We have been working on his language structure using the visual support systems 'Colourful Semantics' is used to construct SVO sentences (subject- verb- object). Student J has progressed well with this and is now using 'Shape Coding' which is another visual system to teach sentence structure, grammar and to extend his sentences. In structured situations, he is now able to construct sentences e.g. "the boy is jumping on the trampoline in the garden" using a 'Shape Coding' strip as a visual prompt.

Student J's understanding has also increased and he is now able to follow 4 Key Word Level instructions consistently.

Student K uses PECS to request items and we are currently working to extend this to include concepts e.g. colour, size etc and to make comments e.g. 'I hear dog' etc.

We have also been working to improve his sentence structure using the visual support system 'Colourful Semantics'. Student K can construct 'subject – verb' sentences e.g. boy running and we are working towards subject- verb- object. e.g. man eating cake.

In structured situations Student K is able to follow 2 key word level (2KWL) instructions and when fully focused is beginning to achieve 3KWL.

In September 2015 **Student L** was travelling a short distance within a workroom to gain an adult's attention using PECS; he had a limited range of objects he was motivated to request. Student L has made good progress in consolidating phases 2-4 of PECS; he can now travel to his book and travel a good distance (e.g. part way across a playground), walk round to stand in front of an adult and gain their attention to make a request. He is now more aware of the different adults and who is able to help him. He will look through his PECS book, turning pages to find a symbol/picture. He will verbalise when making the request, sometimes he doesn't know the name of the object, in which case he will say 'that one', but over time he is learning more nouns. When working on attributes, he sometimes struggles to make the correctly ordered sentence using PECS, but the majority of the time he can make a verbal request having gained the adults attention using the sentence strip.

In September 2015, **Student M** was able to make requests at phase 4 of PECS, he was able to make simple comments about what he could see.

Student M is secure in making requests using a sentence strip (I want____), and he is highly motivated by sensory toys that light up or make noise. He is able to make specific requests using colour and number attributes, and make comments on what he can see in a book.

However, he needs more take up time for these activities, as they are not so highly motivating. He can discriminate between I want/I see/I hear sentence starters. He finds 'I hear' activities more difficult, but is able to make some comments on simple sounds. He has

recently begun trialling the use of Level 2 communication boards to make requests, he is in the early stages of learning how to use these effectively.

In September **Student N** was able to make requests for a favoured object (phase 4 of PECS) and could comment on a simple picture, using 'I see ___' (Phase 5 of PECS) During structured sessions, Student N is consistent with gaining an adult's attention to request a favoured object. He can shift his attention between objects, people and symbols, but for effective communication Student N's attention needs to be directed towards the objects before the symbols, otherwise he just picks random symbols. Student N continues to make spontaneous requests at phase 4 of PECS (travelling, discriminating and sentence level) e.g. 'I want bubbles'. He can make requests for a specific colour object, but needs support for correct sentence order. He can also comment on a picture, making a sentence 'I see ___', he usually picks the correct sentence starter, although this is still developing.

At the beginning of the year **Student O** was able to use PECS in a 1:1 settings but was unable to communicate his wants and needs using PECS in the class or at home. When he made a PECS exchange, he made no attempt to say the words. Student O also did not use any recognisable Makaton signs, other than 'please' which was not seen to be functional. Following weekly 1:1 sessions with a member of class staff present as well as work within the classroom, Student O is now able to use PECS consistently in the classroom to make requests e.g. for a walk, favourite toys. This has reduced his frustration. Student O has also been encouraged to vocalise for each word as he exchanges the PECS strip, which he now does consistently. Student O has been taught the Makaton signs for 'more' and 'help' which he can use functionally and he often vocalises as he makes the sign. He has also started to be able to cooperate with and focus for table-top activities and during sessions he has made attempts to copy speech sounds such as 'b' and 'm'.

At the beginning of the year **Student P** had a new Voice Output Communication Aid (VOCA) and PODD communication book which she was not yet able to use. She relied on the use of basic Makaton signing to support her speech, which limited her sentences at times, particularly when communicating with people who did not understand Makaton. Student P is now able to use both her VOCA and communication book to support her talking. She now knows the location of most high frequency words in both her book and VOCA. She is starting to build sentences using her VOCA and is using it to initiate conversations by asking questions e.g. 'what do weekend?'. Student P is now spontaneously using a 'total communication approach' and will use a variety of Makaton signing, speech, VOCA and her book depending on the situation and the need.

At the beginning of the Year **Student Q's** talking had increased considerably but his speech was very difficult to understand. This was causing some frustration for both Student Q's and his communication partners and was likely to impact on his literacy development. It was identified that Student P's had particular difficulty saying the following speech sounds: 'g', 'n', 'w' and 'ch'.

Following 1:1 intervention Student Q's is now able to say 'g' and 'n' correctly in words e.g. ('garden' and 'new') during his everyday talking. He is also able to use 'w' and 'ch' correctly when he is fully focused and is working towards remembering to use these sounds correctly in his everyday talking. This progress has made his overall speech clearer and has reduced some of the frustration he was experiencing.

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