



parent café

For Glyne Gap Parents and Carers

11<sup>th</sup> July 2018

Signing

# The Communication Team...

- We are a multi-disciplinary team
- Work in collaboration with every class to ensure every pupil has a communication programme
- Provide a range of additional support
  - Work on development projects



# This morning we'll talk about...

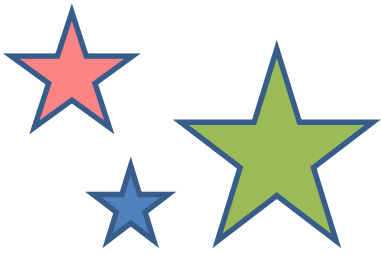
- Why we use signs
- What sign systems we use
- How you could use signs to support your child's receptive and expressive skills
- Practise, Practise, Practise!!





# A Little Ice Breaker!

- Get into pairs or small groups
- Both of you imagine you don't understand or use speech, reading or writing.
- Each of you will be given a sentence – don't let your partner/group see it!
- You need to communicate the sentence and see if you can be understood!



How did that feel?

How did you communicate?



# Why do we sign?

Signs give clues to the meanings of words

If key information is given in a visual way, it gives the child another opportunity to understand what is being said. This is because:

It slows our communication down  
and

It simplifies our communication

Understanding

Total Communication

Expression

# The Communication Ladder



6) Words; Written or spoken

5) Black & white symbol

4) Colour picture

3) Colour Photo's

2) Pretend object, e.g. a toy

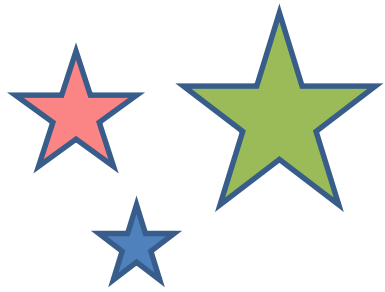
1) The real object

**Signing**





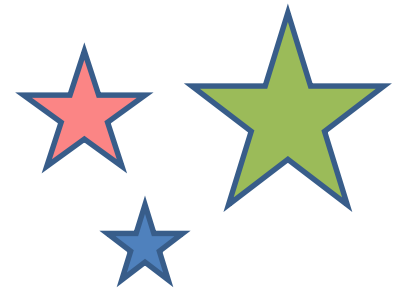
‘visuals are useful in helping a child to make sense of routines, to understand what is going to happen next..... If you use visuals to back up your language, you are giving pupils two chances to understand – they can hear your words and see the visuals. The visuals stay there, spoken words disappear!!!’



# What sign systems do we use?

- Primary system is Makaton
- Refer to Communication Link & BSL
- At times we mime or agree a Glyne Gap Sign (topic vocabulary)
- We use 'on body signing' for pupils with sensory impairments

# What signs will we learn today?



- Common objects
- Food related signs
- Feelings/opinions
- Words that can empower your child and support your directions
- Greetings
- People/pronouns
- Activities and doing words
- Places
- Time related words
- Question words



# Let's go!

Angry

Apple

Bag

Biscuit

Book

Brother

Brush teeth

Bus

Banana

Bowl

Bath (to have)

Car

Calm

Chair

Choose

Clean

Coat

Cold

College

Chocolate

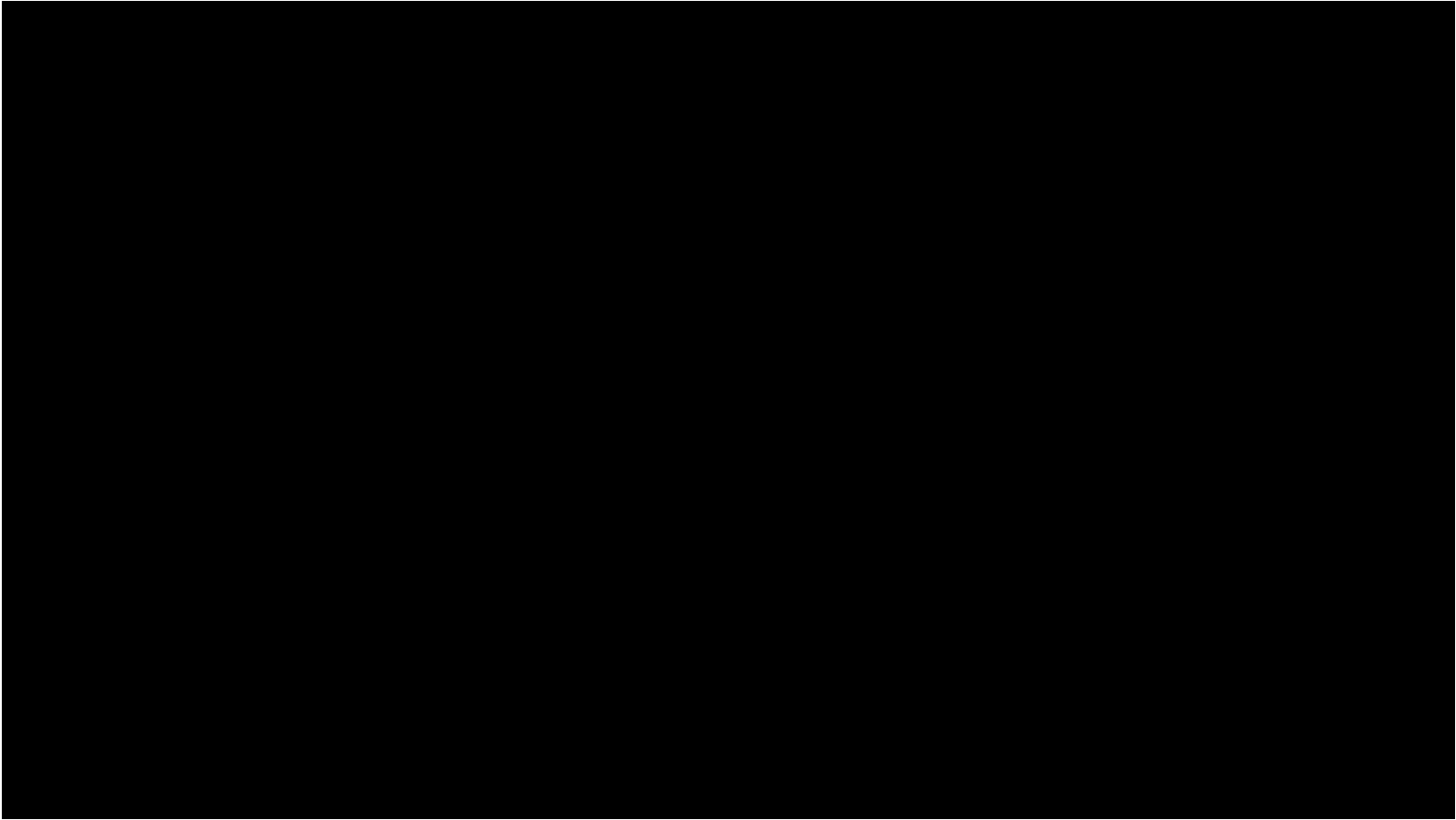
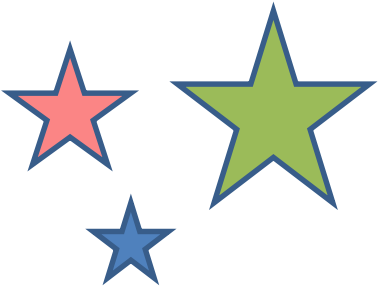
Cereal

Dad

Dinner

Dirty

Don't like



# Tips for Effective Signing



- Use clear speech and signs
- Use facial expression and body language to enhance meaning
- You can use mime or gesture
- Remember you don't need lots of words or signs to express what you mean!



# Second Chunk!

Drink

Do

Finish

Friend

Fruit

Fork

Food/eat

Get Up

Give

Go

Good

Goodbye

Happy

Hello

Help

Home

How are you?

Hungry

I

Ill

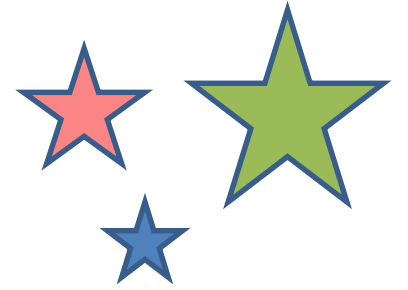
Knife

Learn

Like

Listen

Look



Time for a break!





# Third Chunk!

More

Mum

Music

Meat

Milk

Money

Next

No

Noisy

Now

Outside

Orange

Pad/Nappy

Pain

Play

Private

Pudding

Plate

Packed Lunch

Quiet

Respite

Sad

School

Share

Shop

# Signing Techniques



- Directionality – direction in which the signs move
- Placement – where the signs are made
- Movement – the use of body language to add meaning



# Nearly There!

Sister

Shower

Spoon

Sitting

Sleep

Sorry

Stop

Table

Taxi

Think

Thirsty

Today

Toilet

Toy

Talk

Toast

Vegetable

Wait

Want

Wash

What?

Where?

Work

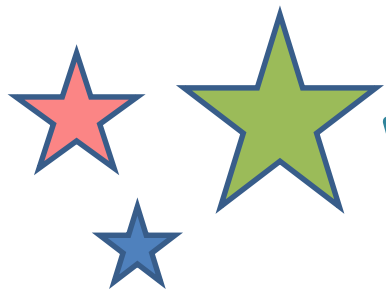
Yes

You

# Let's Practice...



In pairs or small groups, have a go at signing the sentences given out.



# Where do we start?!

Don't feel you have to use all the signs at once, think about the ones that will be useful to help your child understand or learn to use. Keep it simple!

Remember your child will understand more signs/words than they can express.



# Where do we start?!

When do I sign?...To start with make it easy for yourself – mealtimes, bath time, bedtime

Where do I sign?....Anywhere!

If I don't know a sign?....Mime, point, gesture and then ask class or us



You did it!

