

Palya xin chào





COMMUNICATION



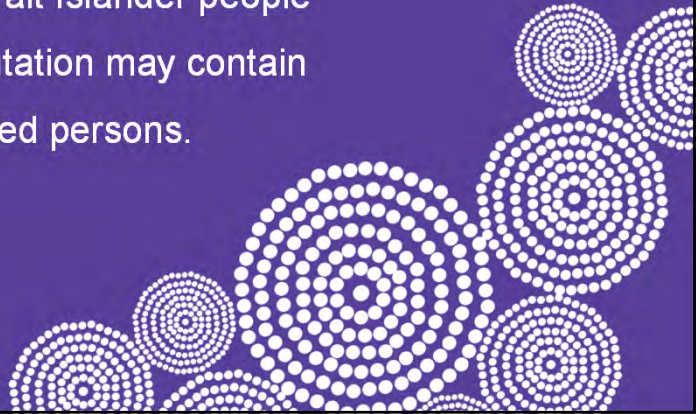
HELLO!



Acknowledgement



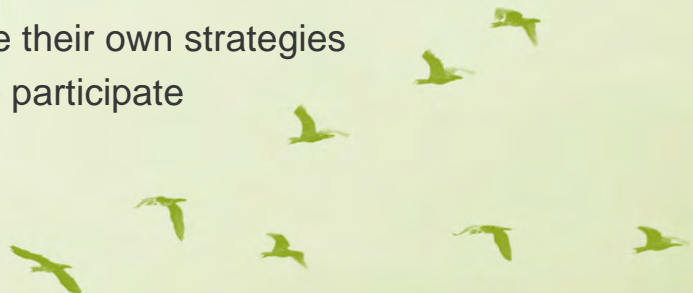
All Aboriginal and Torres Strait Islander people are advised that this presentation may contain images or voices of deceased persons.



Everyone is welcome in this webinar. We want you to feel that it is ok to be authentically yourself.

Please let us know if there is anything we can do that helps to include you in the webinar.

Everyone is welcome to use their own strategies to help them engage and to participate effectively.








This initiative is funded by the Australian Government Department of Education through the Helping Children with Autism package. The views expressed within this website do not necessarily represent the views of the Australian Government or the Australian Government Department of Education.


Positive Partnerships is delivered by Autism Spectrum Australia (Aspect).


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...  **Welcome** 

 **Rachael Dillon**
Facilitator

 **Karen Mackenzie**
Facilitator





Webinars



- A recording of the webinar will be sent out in the week following
- To chat, please make sure your messages are going to 'Everyone' and not just the presenters

Have you registered through our **website** (not Zoom) for this webinar? If not, please go onto our website and do so now.

This will ensure you receive a certificate.

Registration remains open for **1 Hour** after the webinar finishes



www.positivepartnerships.com.au



- Who are you?
- How old are the young people you are supporting?





Session intentions

Explore what communication is and the different ways people on the autism spectrum communicate



Identify how effective communication supports the young person to feel connected and belong by making the interactions engaging and enjoyable



Consider the importance of being a communication partner



Identify where you can seek support



Explore what communication is



What is

Merhaba

COMMUNICATION?



Explore what communication is

Augmentative and Alternative Communication (AAC) aids communication



Low tech AAC can be visuals or pictures

High tech AAC can be a speech generating device



Explore what communication is

Expressive communication

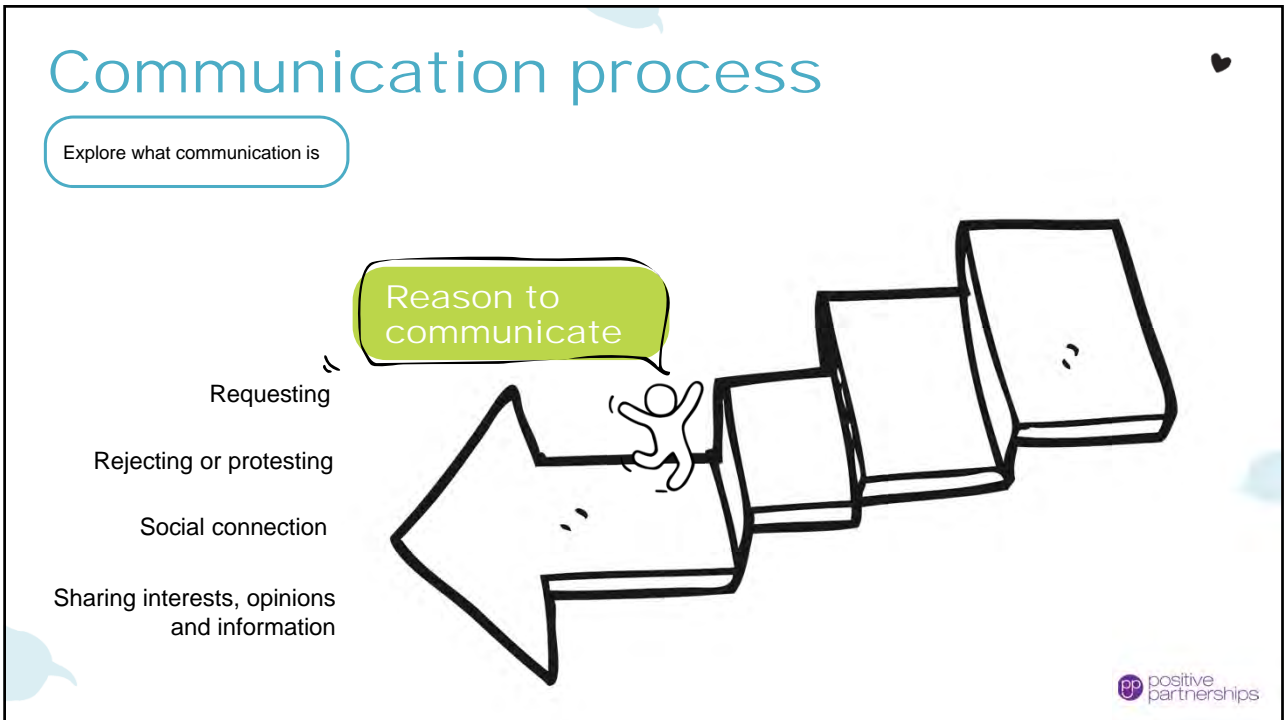
Sending a message



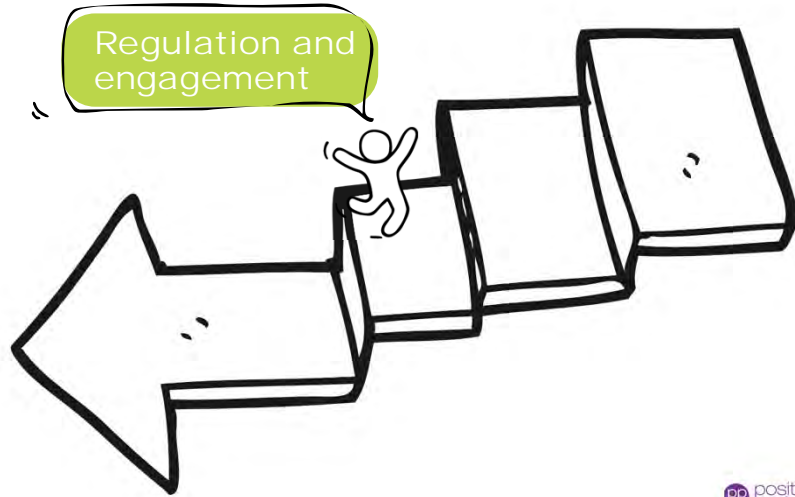
Receptive communication

Understanding a message





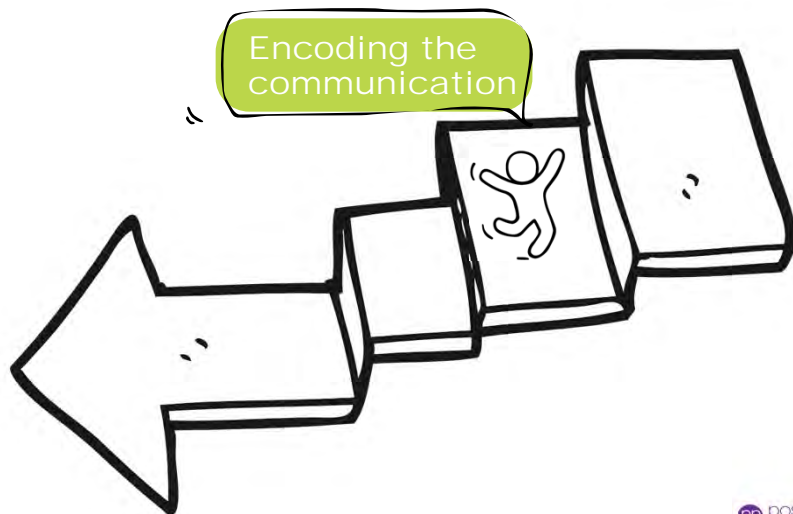
Communication process



Emotional regulation and the level of engagement with the communication partner are important for effective communication.



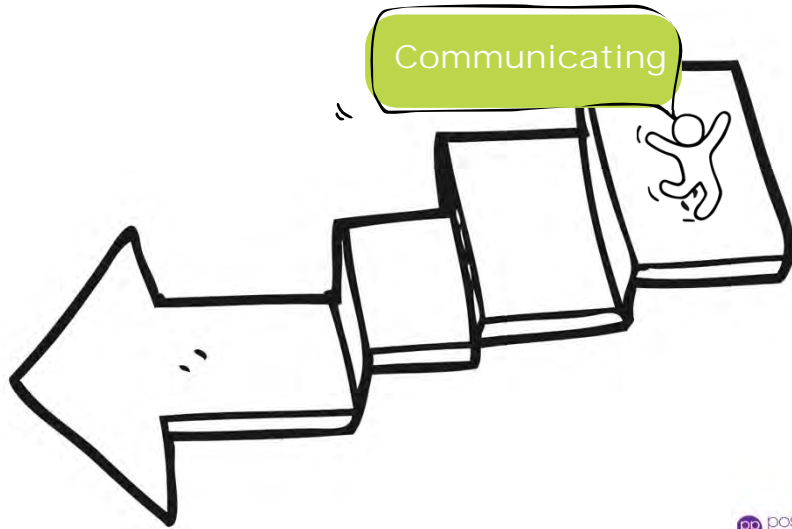
Communication process



Encoding is when we turn our thoughts into communication.



Communication process



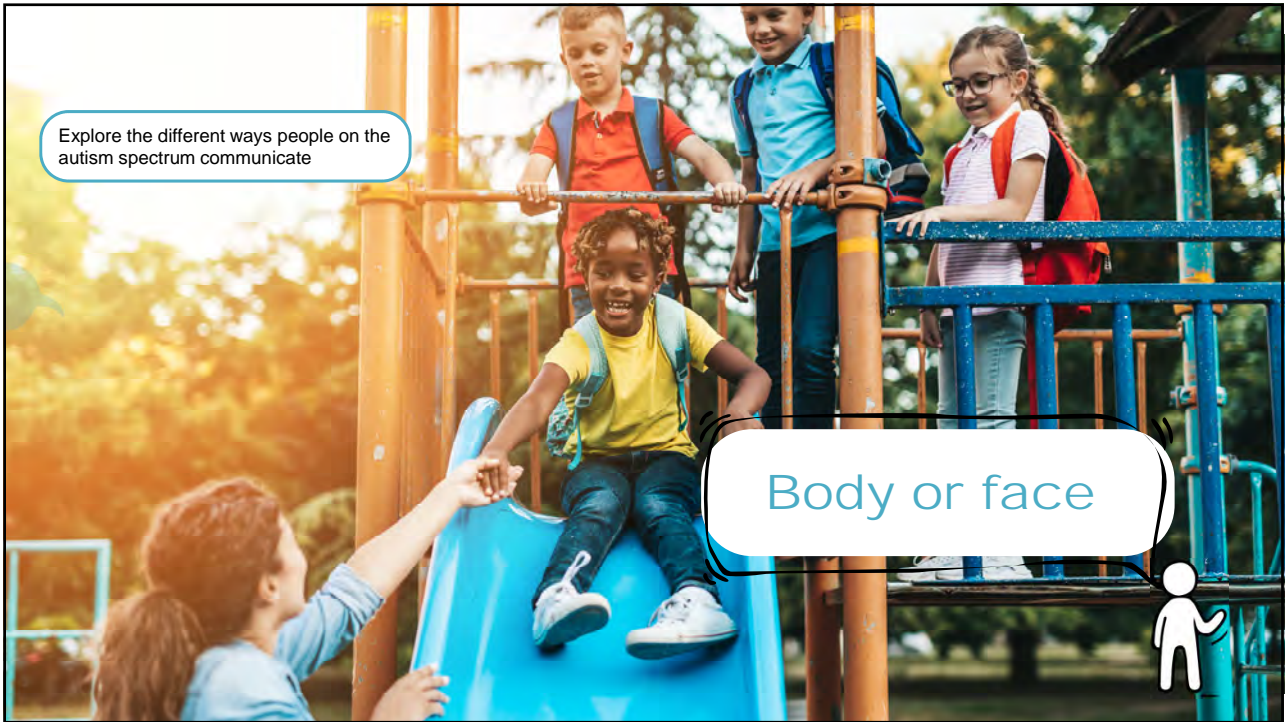
Explore the different ways people on the autism spectrum communicate

Non-speaking
Uses other forms of communication, such as Augmentative and Alternative Communication (AAC), body language & gestures



Speaking
Very articulate, needs support with social communication











Explore the different ways people on the autism spectrum communicate

Emma



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Explore the different ways people on the autism spectrum communicate

Emma



Knowing the young person

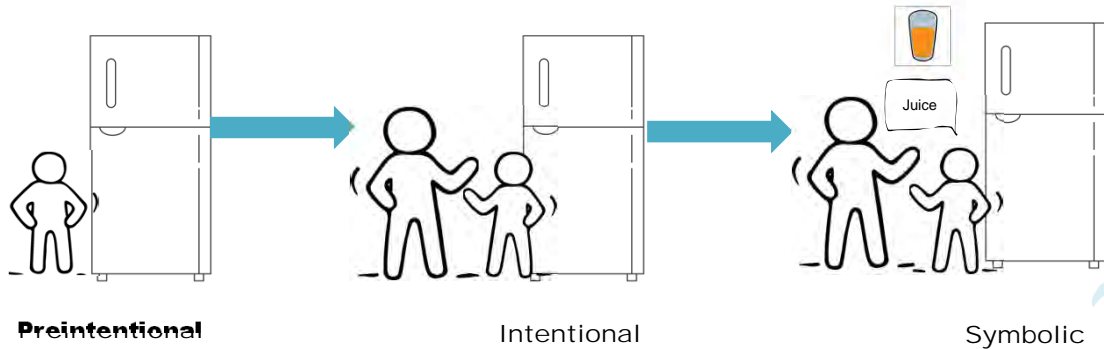
Consider the importance of being a communication partner



Communication continuum



Consider the importance of being a communication partner



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How do they?



Show you when they are happy?



Let you know when something has upset them?

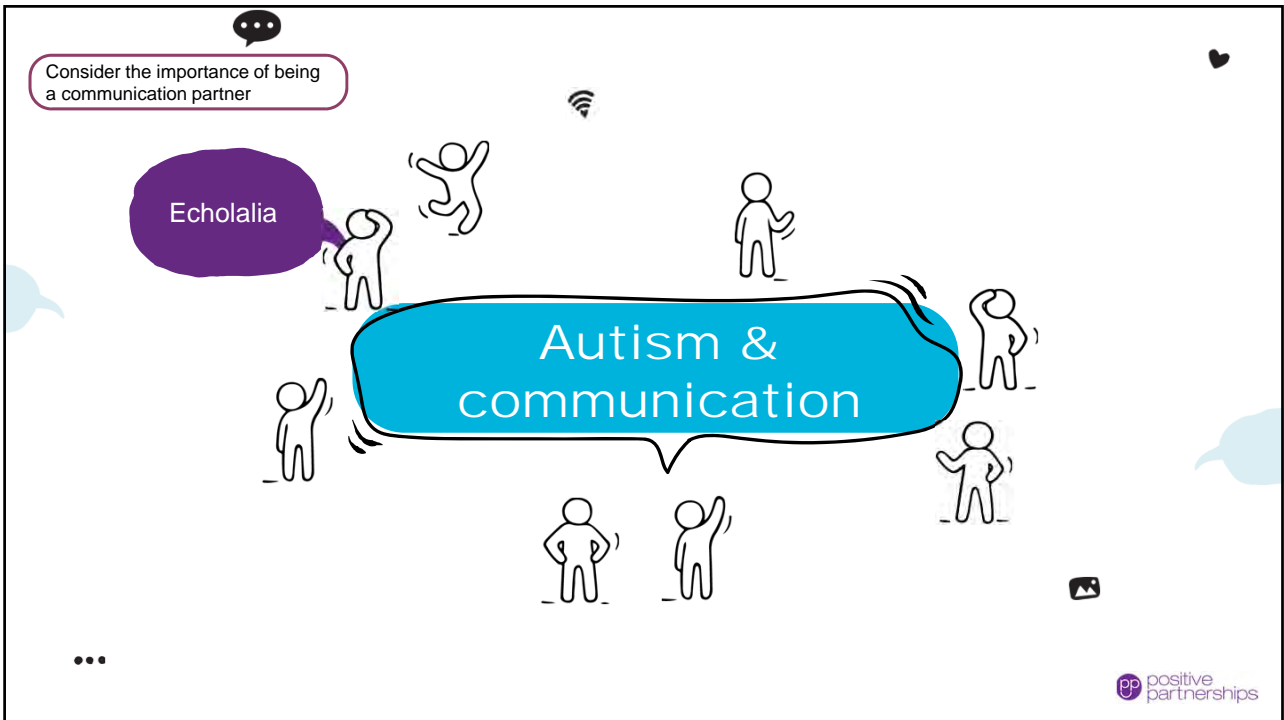
Share their interests with you?

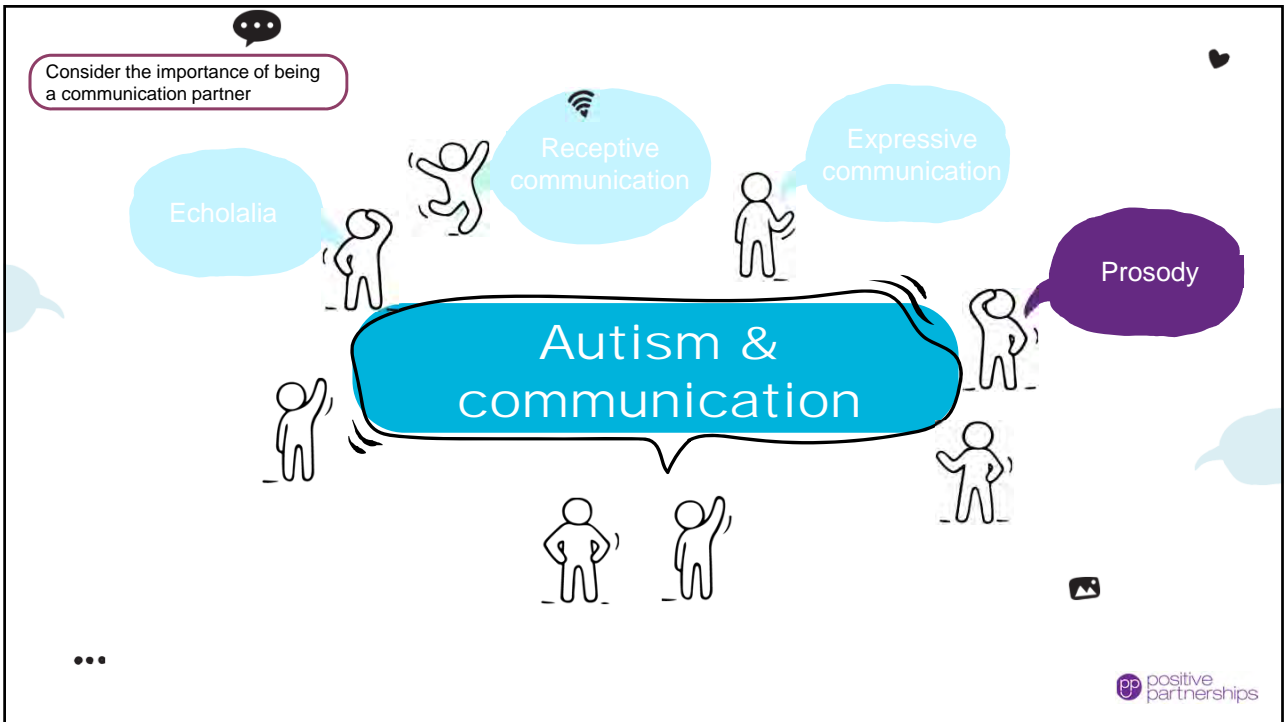
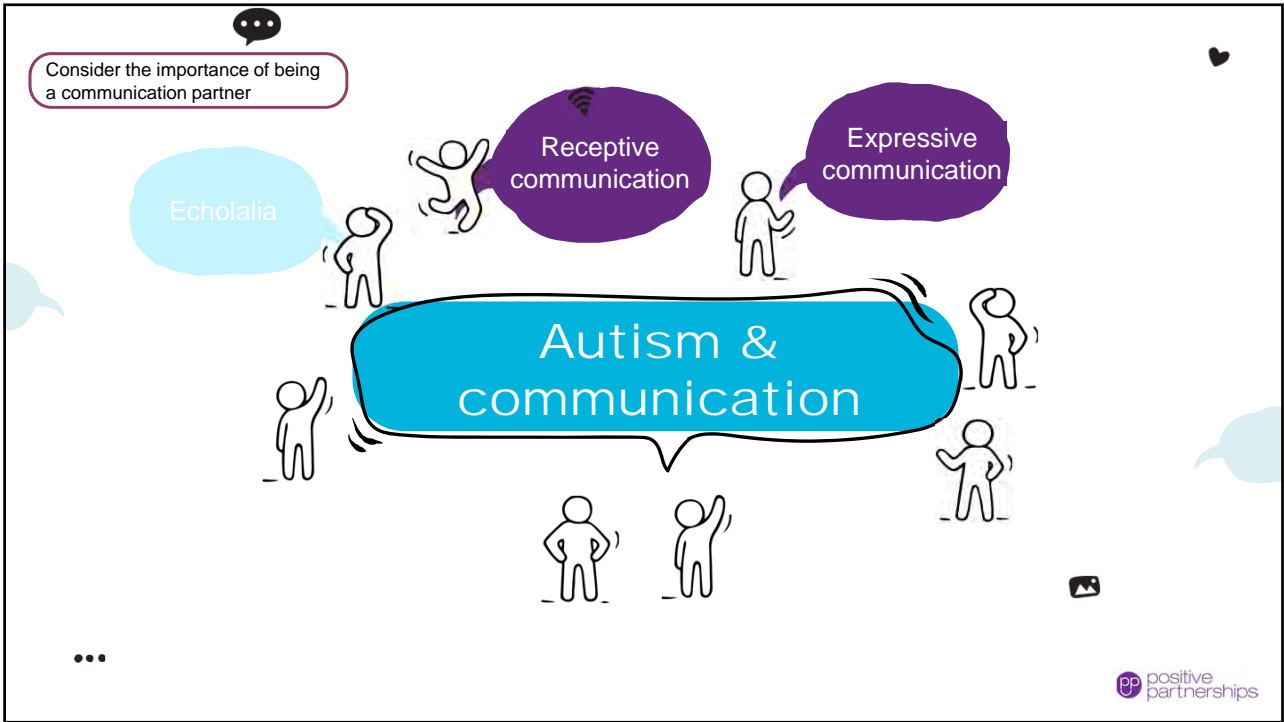
Respond when you tell or ask them something?

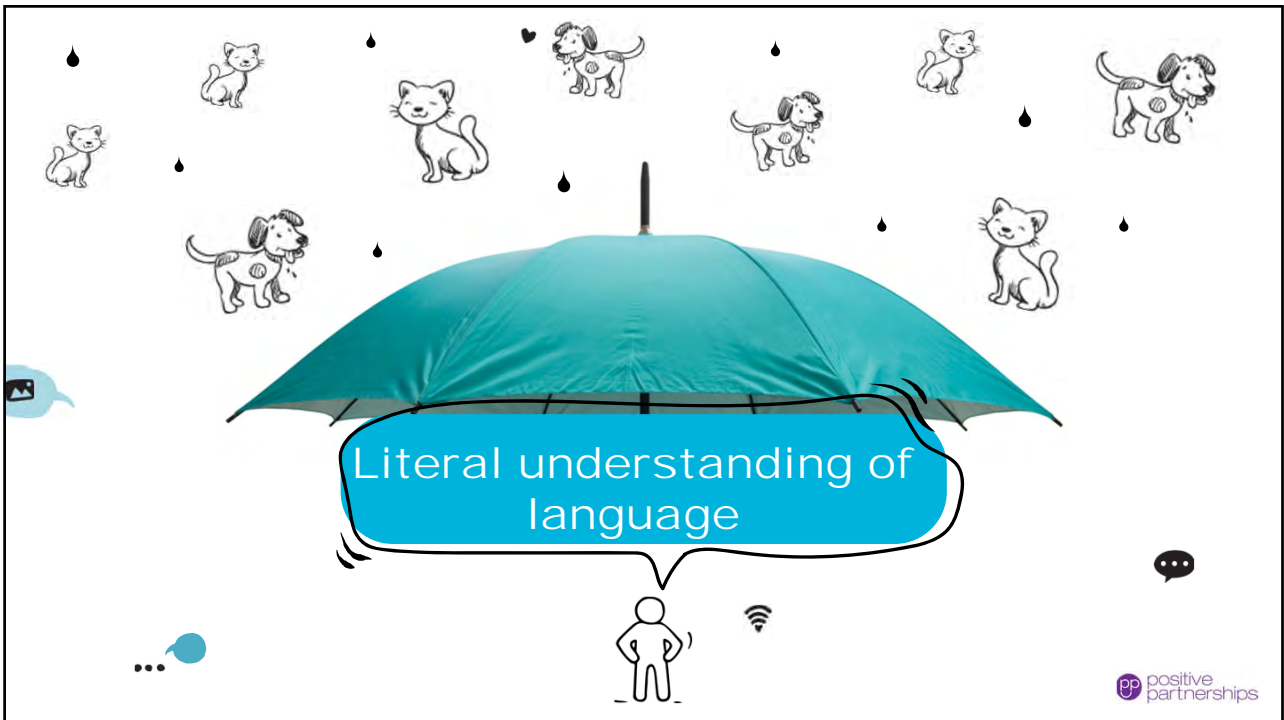
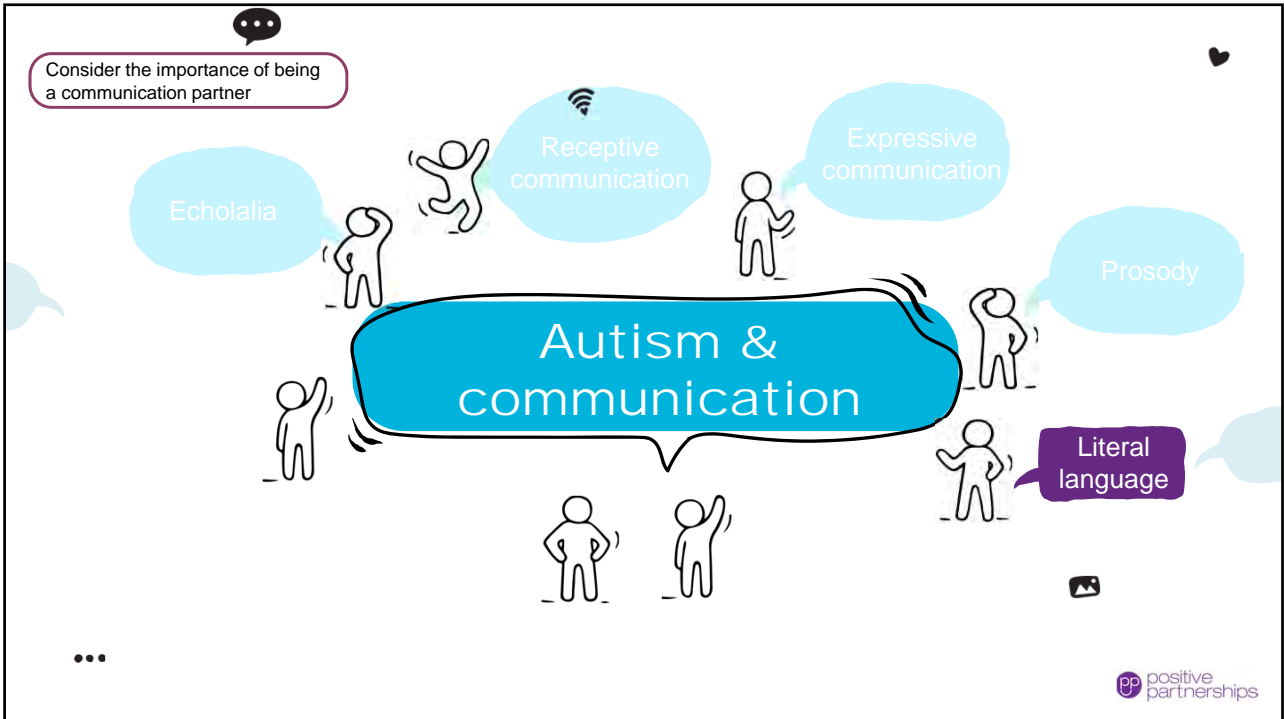
Let you know what they need or want?

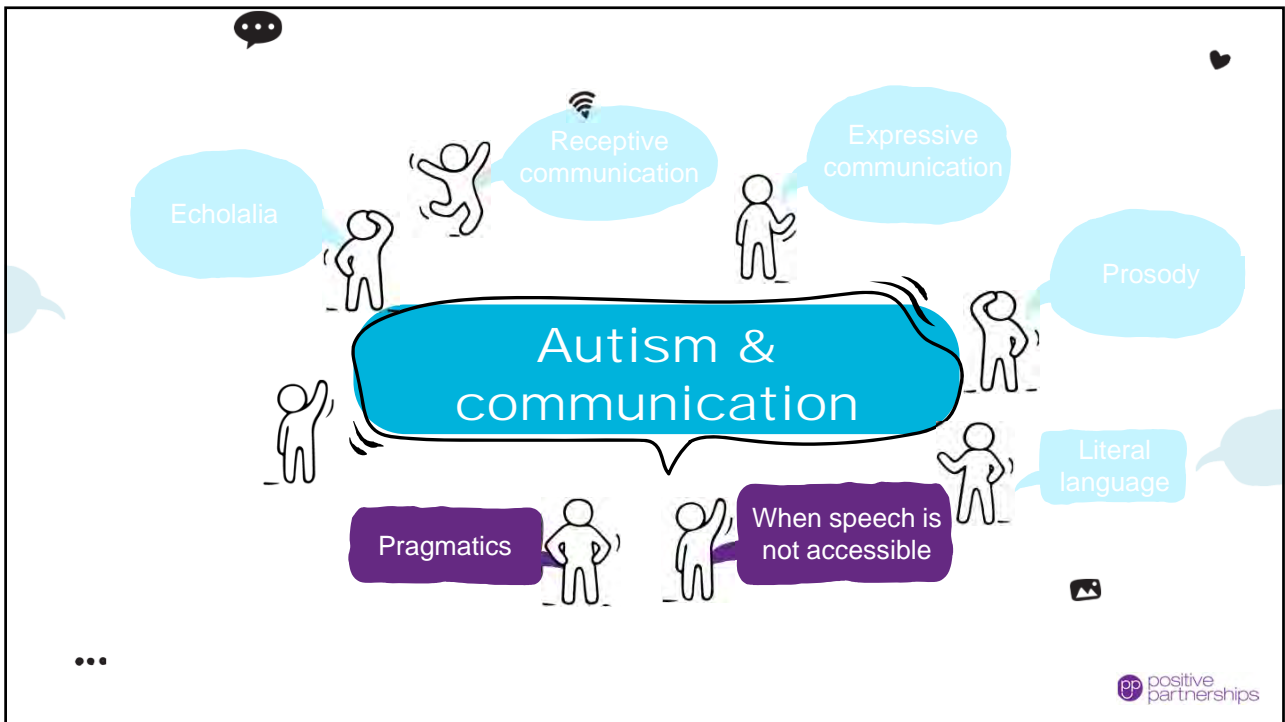
How do they share fun and enjoyment with you?

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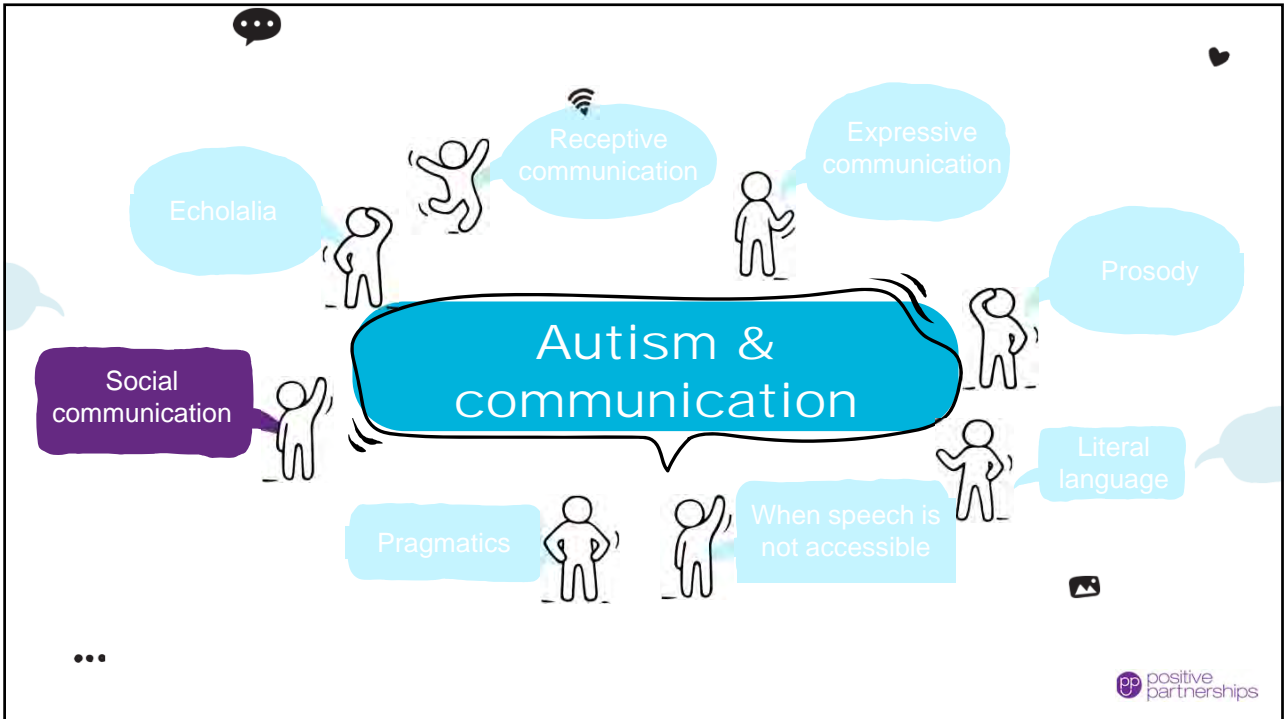


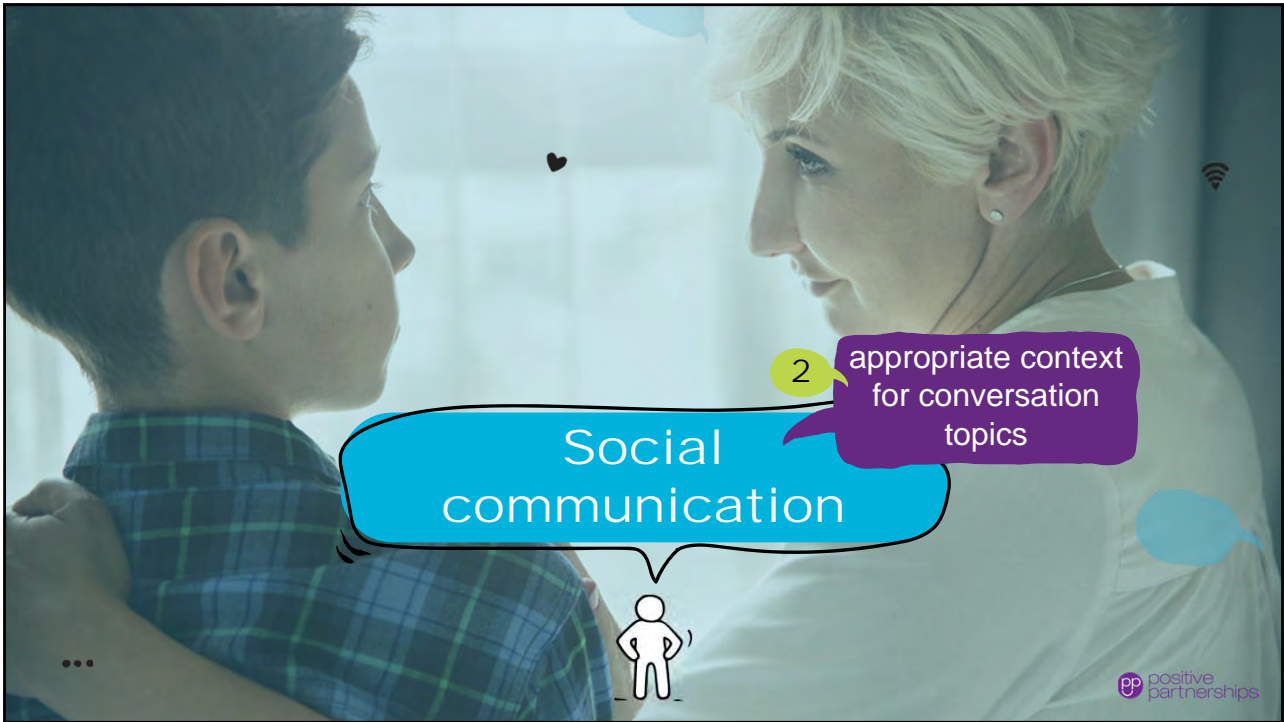




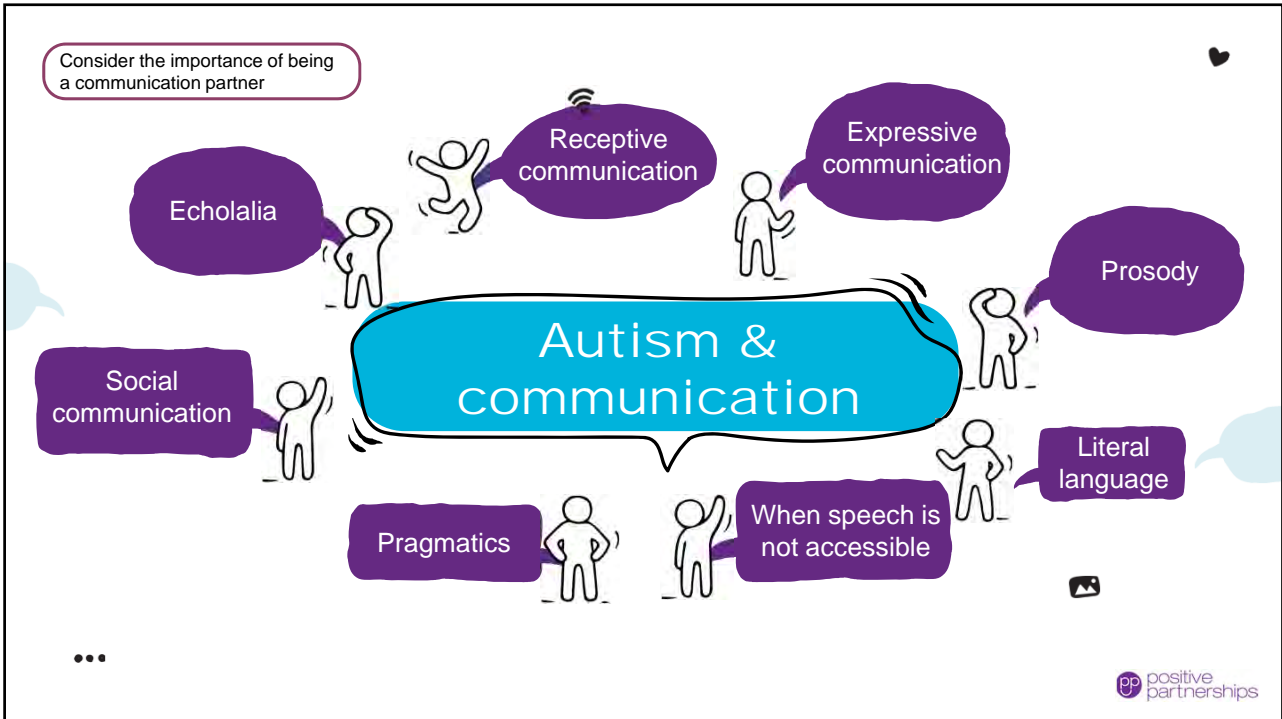
Pragmatics

The video call window shows a woman with short brown hair, wearing glasses and a red patterned top. She is smiling slightly. The background behind her is a window with white curtains and some greenery outside. At the bottom of the video window, there is a black bar with the text "anelle Sampson Two Way Street" in white. The video window is set against a white background with a black border.





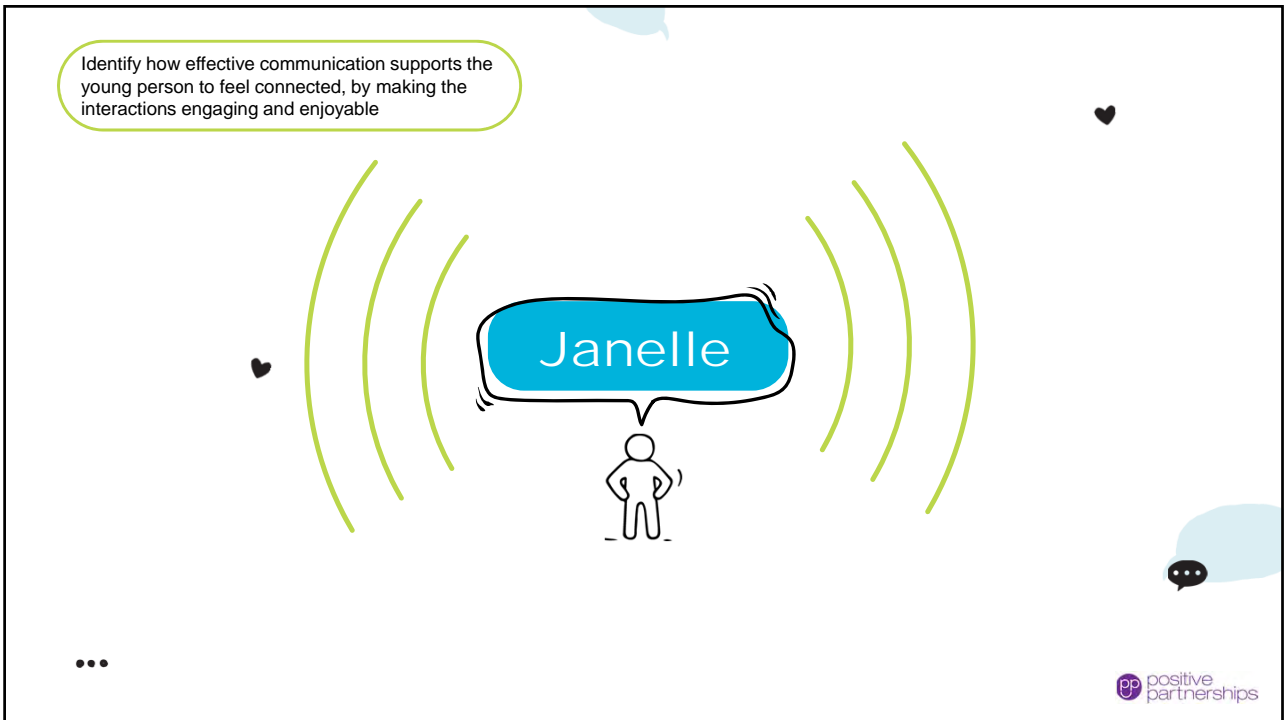




Feeling connected and belonging









Identify how effective communication supports the young person to feel connected, by making the interactions engaging and enjoyable

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The Planning Tool

	Observations and examples. What can you see or hear the child doing? 	What are the helpful and unhelpful impacts on the child and others? 	What strategies and adjustments might help the child? 
Strengths and Interests 			
Connections to culture and community 			
Social Skills and Communication 			
Sensory Processing 			
Self Care and Independence 			
Executive Functioning Skills 			

Seek support

Identify where you can seek support



Resources

Understanding and speaking "between the flags"

Children learn to communicate by interacting with others with different languages and their peers. A child's communication development is everyone's responsibility. Speech pathologists can support children and those who care for them to build communication, and more specifically to build "between the flags".

Who can support "between the flags"?

- All care which children are understanding and speaking "between the flags"
- Create communication-supporting learning spaces
- Help children with a range of communication needs

Speech pathologists can also provide therapy to help children with:

- understanding and using gestures, symbols, signs, pictures, speech sounds, words and sentences
- taking turns and making eye contact
- building skills for play, reading and writing
- increasing social and hearing difficulties

Don't feel you're alone!

There are people in your area who speak different languages. They can help you learn to speak "between the flags".

Work together with a speech pathologist in your area.

You can contact speech pathologists:

- through local community health centres and not-for-profit organisations
- by using an existing service provider.

To searching for speech pathologists services online, or to see more about how to find a speech pathologist:

Language and cultural differences:

Children from different backgrounds, including Aboriginal and Torres Strait Islander backgrounds, may use words differently when learning English. This may not be a problem. Always encourage families to use the language at home that they are comfortable speaking.

Regardless of whether English is a child's first language, ALL children need meaningful language experiences through words, music, movement, stories and lots of repetition. If you're unsure about your progress, check with a speech pathologist.

Speech Pathology Australia
www.speechpathologyaustralia.org.au

Communication milestones

At 12 months children can usually:

- understand about 10 words
- respond to their name
- recognise gestures and pictures, such as "no" and "bye"
- recognise a few familiar people and objects (e.g. someone, bottle, teddy)
- make eye contact

At 18 months children can usually:

- understand up to 50 words and some short phrases
- follow simple instructions (e.g. "Wave the hat")
- point to familiar objects when named
- point to some pictures in a picture book

At 2 years children can usually:

- follow simple two-part instructions (e.g. "Put the ball in the cup")
- respond to simple questions, such as "What's that?"
- point to several body parts and pictures in books when named
- understand when an object is "in" and "out" something
- say more than 50 single words
- put two words together (e.g. "No teddy")
- ask their name of play to ask a question (e.g. "Teddy go?")
- ask for what they do not want something (e.g. "More juice")
- use three words (such as a variety of consonants (e.g. b, p, g, m, n, l))
- start to use "me" and "my"

At 3 years children can usually:

- follow more complex two-part instructions (e.g. give me the teddy and show me the ball)
- understand simple questions, such as "what", "where" and "how"
- understand the meanings of "same" and "different"
- say names for groups when asked (e.g. "eye" or "nose")
- recognise some basic colours

At 4 years children can usually:

- answer most questions about daily life
- understand most questions, including those about a story they have recently heard
- understand some numbers
- draw an picture that puts words and/or back with the same sounds
- use words such as "and", "but" and "because" in more longer sentences
- describe recent events, such as morning routine
- ask for an experience
- use personal pronouns (e.g. "he", "she", "hers", "his")
- make a line and name a few objects

At 5 years children can usually:

- follow three-part instructions (e.g. put in your socks, get your backpack and tie a shoelace)
- understand one-related words (e.g. "before", "after", "now" and "later")
- start thinking about the meaning of words when hearing
- understand instructions without repeating to listen
- begin to recognise some letters, sounds and numbers
- use well-formed sentences to be understood by most people
- use terms in increasingly longer conversations
- tell stories, draw stories with a beginning, middle and end
- use past and future words correctly (e.g. "went", "will go")
- use more complex words, but may have difficulty with "y", "r" and "l"

Speech and Language UK

Information and support - Driving change - Educator hub - Get involved

This is a guide to how children develop their talking and understanding of words between 11-17 years

Language development at this stage is a gradual process. Changes will take place but they are harder to see. Children need to learn to develop when their expectations on their own.

What to expect between the ages of 11 and 16

In the middle childhood will:

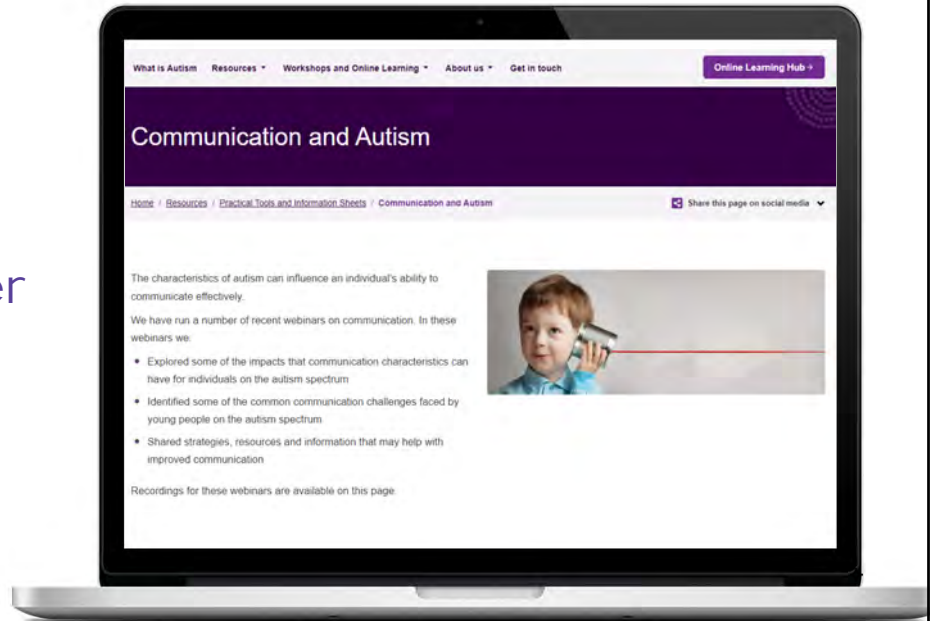
- Use longer sentences, usually 10-12 words in most
- Show they can use context: know when others are being sarcastic to them
- Be able to change topics and conversations
- Use more subtle and witty humour
- Show some understanding of abstract, such as "I'd just know where your mum is!"
- Know that they talk differently to friends than to teachers and be able to adjust their words
- Understand and use slang terms with friends. They may not easily change their talk!

What to expect between 16-17 years

As they get older, young people can:




Some other resources





Resources




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 LinkedIn positive partnerships

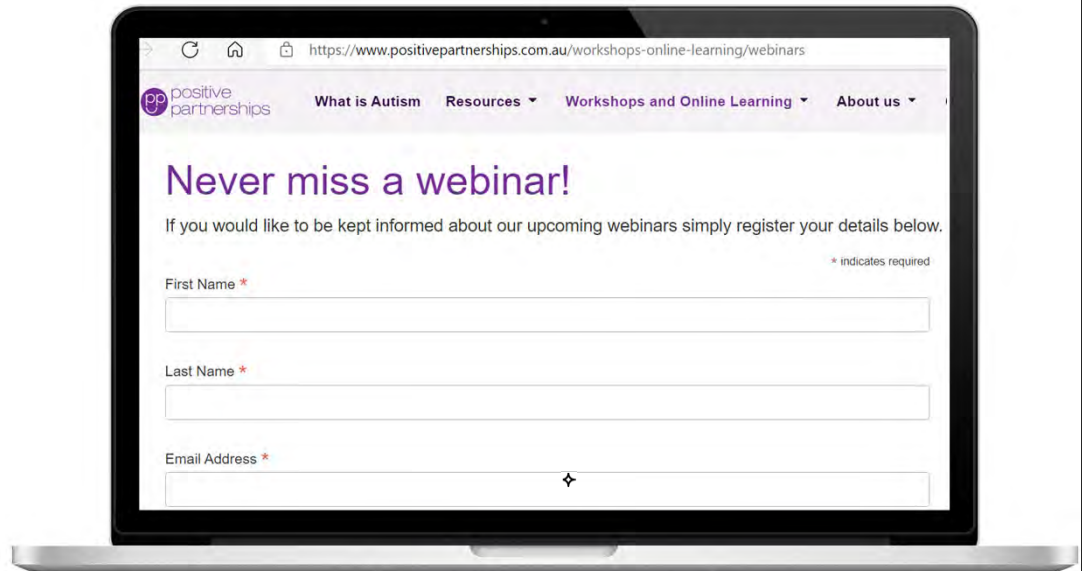
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Upcoming webinars



Feedback & Questions



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