



Speaking and Listening

Reading

Writing

# Towards Independence

## Developing Communication Skills:

# Introduction

Name:

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This module has been developed as the result of collaborative work between ASDAN and practitioners delivering the Towards Independence programme. Our thanks go to all those who contributed to the development of these materials.

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# Welcome

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You are starting a module called

## Developing Communication Skills: Introduction

In doing the activities in this module you will be asked to:

- say
- show
- choose
- make things

You can say things by talking or signing, or by using any other means to let someone know what you want to say.

You can choose and show things by using:

- pictures
- digital recording
- other means
- photographs
- computer

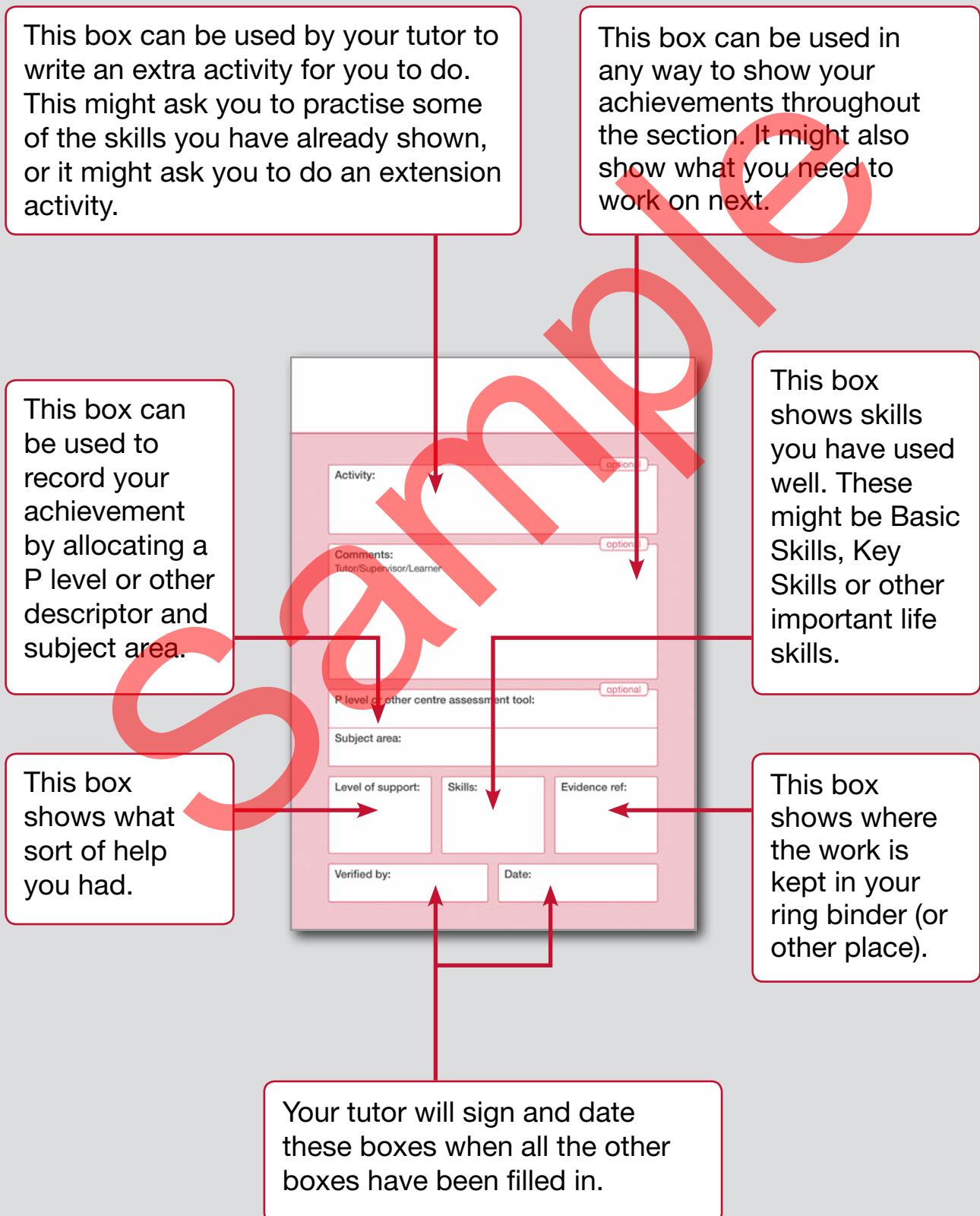
or by telling someone else so they can write or do it for you. All the way through you can have as much help as you need.

As you complete each activity, you or your tutor can tick  the box shown alongside the activity and the corresponding box on the **Record of Activities** page.

When you have finished the module, remember to complete the **Module Review** and **Next Steps** at the end of the book.

# Record Boxes

At the end of each section you will find a page of record boxes:



# Levels of Support

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Ask your tutor to talk to you about these:



**NH No Help** – you can do things on your own



**SH Spoken/Signed Help** – you are helped by someone speaking or signing suggestions to you



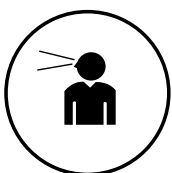
**GH Gestural Help** – you are helped by someone using hand signals or other gestural prompts



**PH Physical Help** – you are helped by someone holding you and/or helping you to move



**SE Sensory Experience** – you are given the opportunity of being involved through a sensory experience, e.g. hearing, touch, sight or taste



**ER Experience Recorded** – you are provided with an experience of the activity but are unable to take part

## Section A:

### Speaking and listening: In my centre

- 1 Show or tell others in your group what you like to do in your centre.
- 2 Answer questions about what you have said.
- 3 Listen to others show or tell you what they like to do at your centre.
- 4 Working with a partner, show or tell your partner about your favourite activity.
- 5 Listen to your partner show or tell others about their favourite activity.
- 6 In the familiar situation of your centre, listen and respond to simple greetings and requests.
- 7 Show that you can communicate with a familiar person to share:
  - something you like
  - something you dislike
  - a feeling
- 8 Show how you would greet the following in your centre:
  - someone in charge
  - your best friend
  - a bus driver, taxi driver or escort



## Section A:

### Speaking and listening: In my centre

Activity:

optional

Comments:

Tutor/Supervisor/Learner

optional

P level or other centre assessment tool:

optional

Subject area:

Level of support:

Skills:

Evidence ref:

Verified by:

Date:

## Section F (continued):

### Introducing reading: Signs and labels

- 6 Look at labels while out shopping.
- Select something to drink by looking at the label.
  - Select something to eat by looking at the label.
  - Show someone your selection.

- 6 Find labels or pictures of your favourite foods.
- Using food names, signs or symbols make a list of your three favourite foods.
  - Make a poster showing your favourite foods.
  - Show your poster to the group.
  - Ask or communicate a question about one item of food on someone else's poster.





## Section F (continued):

### Introducing reading: Signs and labels

Activity:

optional

Comments:

Tutor/Supervisor/Learner

optional

P level or other centre assessment tool:

optional

Subject area:

Level of support:

Skills:

Evidence ref:

Verified by:

Date:

# Section K:

## Project

In this section you can choose your own activity.

Here are some ideas:

- Make a photo book about yourself.  
Write, copy or trace words or captions under the photos.
- Learn some new social or community signs.  
Write or say what they mean.
- Make a shopping list by writing, tracing or copying names of things to buy. Show you can use the shopping list.
- Other

- 1 Decide what your project will be.
- 2 Plan your project.
- 3 Make a list of the things you need.
- 4 Do your project.
- 5 Show what went well in your project.

A vertical pink bar on the right side of the page. At the top, there is a black checkmark. Below the checkmark are five empty rounded square boxes, each with a red outline, arranged vertically.

# Section K:

## Project

**Activity:** optional

**Comments:** optional  
Tutor/Supervisor/Learner

**P level or other centre assessment tool:** optional

**Subject area:**

**Level of support:**

**Skills:**

**Evidence ref:**

**Verified by:**

**Date:**

# Next Steps

My next challenge:

Activities and modules that will help:

Who can help me and when:

Remember to record that you have completed this module and review on the **Record Page** in your **Starting Out** module.

Learner signature:

Tutor/supervisor signature:

Date:



Sample



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