



Voice

Movement

ICT

Towards Independence

Developing Communication Skills:

Sensory

Name:

Contents

Welcome	1
Record Boxes	2
Tutor Notes	3
Record of Activities	4
Levels of Support	6
Section A: How I communicate	8
Section B: Engaging with people at my centre	10
Section C: Communicating using ICT	12
Section D: Communicating in a therapeutic session	14
Section E: Communicating through touch	16
Section F: Communicating through sound	20
Section G: Project	24
Module Review	26
Next Steps	27

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

You are starting a module called

Developing Communication Skills: Sensory

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:

This box can be used by your tutor to write an extra activity for you to do. This might ask you to practise some of the skills you have already shown, or it might ask you to do an extension activity.

This box can be used in any way to show your achievements throughout the section. It might also show what you need to work on next.

This box can be used to record your achievement by allocating a P level or other descriptor and subject area.

This box shows skills you have used well. These might be Basic Skills, Key Skills or other important life skills.

This box shows what sort of help you had.

This box shows where the work is kept in your ring binder (or other place).

The form contains the following fields:

- Activity: (with an optional label)
- Comments: Tutor/Supervisor/Learner (with an optional label)
- P level or other centre assessment tool: (with an optional label)
- Subject area:
- Level of support:
- Skills:
- Evidence ref:
- Verified by:
- Date:

Your tutor will sign and date these boxes when all the other boxes have been filled in.

Levels of Support

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



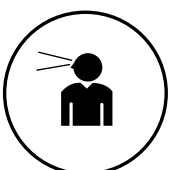
GH Gestural Help – you are helped by someone using hand signals or other gestural prompts



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:

How I communicate

1 Show how you communicate with familiar people.

For example:

- voice (words or vocalisation)
- facial expression
- eye movements
- body movements
- mouth movements
- other

2 Show how you share your feelings when you are:

- happy
- excited
- tired
- angry
- sad
- uncomfortable
- hungry
- other

3 Let someone know what you like or dislike.

For example:

- food
- music
- activities
- other

4 Show that you can communicate with another person.



Section A:

How I communicate

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 D:

Communicating in a therapeutic session

Show you can communicate in a therapeutic session.

For example:

- hydrotherapy
- physiotherapy
- rebound therapy
- other
- music therapy
- mobility
- art

- 1 Greet and respond to the person leading your session and any other people involved in the session.
- 2 Show how you let someone know that the session has started.
- 3 Recognise and respond to familiar parts of the session.
- 4 Show how you respond to the person who is helping you.
- 5 Show whether you are enjoying the activity.
- 6 Show how you let someone know that you would like an activity or part of the session to continue.
- 7 Show that you know when the session is finished.



Section D:

Communicating in a therapeutic session

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 G:

Project

In this section you can choose your own activity.

Here are some ideas:

- Take part in a new therapeutic session
- Use a new piece of ICT equipment or programme
- Share a new activity with an unfamiliar adult or peer
- 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.

✓

Section G:

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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