

BASIC NARRATIVE

Activity 3: Simple sequencing

PURPOSE AND TARGET

To enable the child to understand event sequences and arrange up to four pictures in order and to describe events in the sequence

MATERIALS

- Winslow Press 4 step sequence cards
- Black Sheep Press 3 and 4 step sequences
- Traditional Stories sequence sets
- Blank card/Question mark card

PROCEDURE

- Model one sequence of a familiar event by setting out just one card and making inferences as in BN2. Show the next card in the sequence to demonstrate that the inference was correct. Repeat until all cards in the sequence have been laid out
- Now, describe the sequence using simple sentences for each picture, and include information on who is in the story, what happens and the location
- Refer back to the information in the picture that links to making inferences and model looking at each picture in turn and make explicit reference to the events and the information that supports your inferences
- Discuss and explain explicitly what will probably happen next [*prediction*]
- Explain clearly any reasons you have for the prediction or for the event sequence described [*inference*]
- Repeat with a new sequence set and ask the child to join in with describing and answering questions and making inferences
- Encourage the child to set out new sequences and describe them using inferences and giving reasons for choices. Gradually give the child a full set to sequence. Support him to gain all the information he can from one picture as the starting point, before looking at all pictures together
- Allow enough time for the child to tell the story and repair any mistakes he may have made as he comes across them

INPUT GUIDANCE

Observe the child's responses and differentiate in the following ways:

To make the activity easier:

- Give only two pictures
- Ask child to identify the first picture
- Support them to find next and last pictures
- Lay out all three in order but one face down for child to work out contents

To make the activity harder:

- Add a question mark card to the sequence and ask the child to add an event
- Ask the child to draw an additional event on blank card to add detail before or after the existing sequence set

SCIP PHASE 2

PRAG 1 | INFORMATION

PRAG 1 CONVERSATION AND METAPRAGMATIC SKILLS

The purpose of this section is to help your child understand rules for successful conversation such as looking at the speaker, asking relevant questions, taking turns and matching conversational responses to the other person's initiations. The focus is on developing awareness of these skills and the impact their use and non-use has on the interaction. Specific words and phrases will be taught to help your child talk about and think about his/her own conversation skills.

Work in this Section develops your child's understanding of a range of different skills required in conversation and is intended to guide the practitioner to a better understanding of your child's strengths and needs in conversation management. Children with social communication difficulties can sometimes know a conversation rule while still struggling to use that rule. Work in this section will provide information on your child's knowledge of conversation management, his/her ability to use conversation skills for mutual reward and insight into what he/she needs to change to improve conversational ability. This section has a specific focus on developing a range of strategies to help with active listening. Targets for conversation management will be derived from work completed in this section and added into the child's plan for intervention.

Photographs, drawings and other visual representations for conversation rules will be used to help your child understand and discuss them. Your child will be taught specific vocabulary for conversation skills and will learn about the impact on feelings at a simple level of not using a skill. A chart of listening skills, created in Phase 1, will be used to help focus his/her attention on what he/she is doing well that helps listening and which skills will be needed to be a better listener.

Recent actual conversations with your child will be used to help them reflect on what he/she does well and what he/she needs to practise.

HOW YOU CAN HELP

Teaching in this section will be tailored to meet your child's needs. Please provide information from your child's recent actual experiences on how he/she typically performs in conversation and what skills you consider a priority for intervention. Please provide information on the words that your child will be familiar with for talking about conversation.

You can help by using your child's listening skills chart in class and by using the same words and phrases to talk to your child about listening skills, e.g., look at the person speaking, or ask for help if you are stuck. Use the chart to remind your child which specific behaviours have been achieved and which ones he/she needs to practise. Use incentives such as drawing smiles under each skill as they are noticed, by starting a smile when you notice a skill that needs to be used and encourage your child to try to gain the complete smile by saying something like, "I think you get that smile if you listen to the questions." The listening skills chart should be phased out over time. Liaise with your practitioner to agree which skills can be removed from the chart and how the skills can be practised without the chart. Your child may be able to draw his/her own version from memory, showing what he/she can remember. Your child can be encouraged to grade him/herself on skills.

PRAG 1.2 UNDERSTANDING SPEAKER ROLES

Activity 3: Understanding relevant and irrelevant questions

PURPOSE AND TARGET

To demonstrate that the function of asking questions is to obtain useful information and to develop the ability to ask relevant and appropriate questions in conversation

MATERIALS

- Puppet
- Examples of questions to use from the PRAG 1.2.3 Resource
- Pictures of social scenes related to the questions if necessary
- Toy telephone if appropriate

PROCEDURE

- Explain that you are going to help puppet learn how to ask the right questions with his friends
- Select one scenario from the Resource and draw the matching pictures if necessary
- Explain what the puppet wants and explain that sometimes the puppet asks the wrong question, "Let's listen and see if it asks the right question."
- Work through each question and explain why this question will or won't help the puppet get what it wants
- Give each of the questions a name if this will help, e.g., wrong topic or irrelevant and relevant, right words, wrong order etc.
- Repeat with additional scenes gradually asking the child to make more decisions and use the names you have given for the questions when explaining his answers
- Reverse roles and support the child to practise creating relevant questions

INPUT GUIDANCE

Observe the child's responses and differentiate in the following ways:

To make the activity easier:

- Work with only the obviously wrong and right questions to start
- Use visual reinforcement such as sorting questions to bin or treasure chest

To make the activity harder:

- Use sabotage and ask the child to come up with irrelevant questions that won't help the puppet get what it wants
- Ask the child to provide right, close and wrong questions to the scenes
- Use events that are pertinent to the child, including any irrelevant questions he might habitually use

SCIP PHASE 2

PRAG 1.2.3 | RESOURCE

PRAG 1.2 UNDERSTANDING SPEAKER ROLES

Activity 3: Understanding relevant and irrelevant questions

Use a puppet for these questions

MONKEY GOES TO LUNCH

Monkey is going out for lunch. He wants to know if his friend will come with him. So he gets on the telephone and he says...

Irrelevant	Do you want to come for a haircut?
Nearly relevant	Are you hungry?
Preposterous	How many fingers have you got?
Spot on relevant	Do you want to come out to lunch with me?
Incorrect grammar	You lunch are?

MONKEY GOES TO THE PARK

Monkey is going to the park. He wants to know if his friend will come with him. When he sees his friend he says...

Irrelevant	Do you want to go to the dentist?
Nearly relevant	Do you like playing on the swings?
Preposterous	What is nine times seven?
Spot on relevant	Do you want to come to the park with me?
Incorrect grammar	Park you come?

MONKEY PLAYS OUT AT PLAYTIME

Monkey is in the playground. He wants to know if his friend would like to play a chasing game. He says to his friend...

Irrelevant	What are you doing at the weekend?
Nearly relevant	Are you a fast runner?
Preposterous	How many animals can you name?
Spot on relevant	Do you want to play a chasing game with me?
Incorrect grammar	Chasing you play want?

MONKEY GOES TO THE HAIRDRESSERS

Monkey wants his Mum to take him to the hairdressers. He says to his Mum...

Irrelevant	What are we having for tea tonight?
Nearly relevant	Do you think my hair is getting too long?
Preposterous	What is your favourite colour?
Spot on relevant	Can we go to the hairdressers please?
Incorrect grammar	Hairdressers please go?