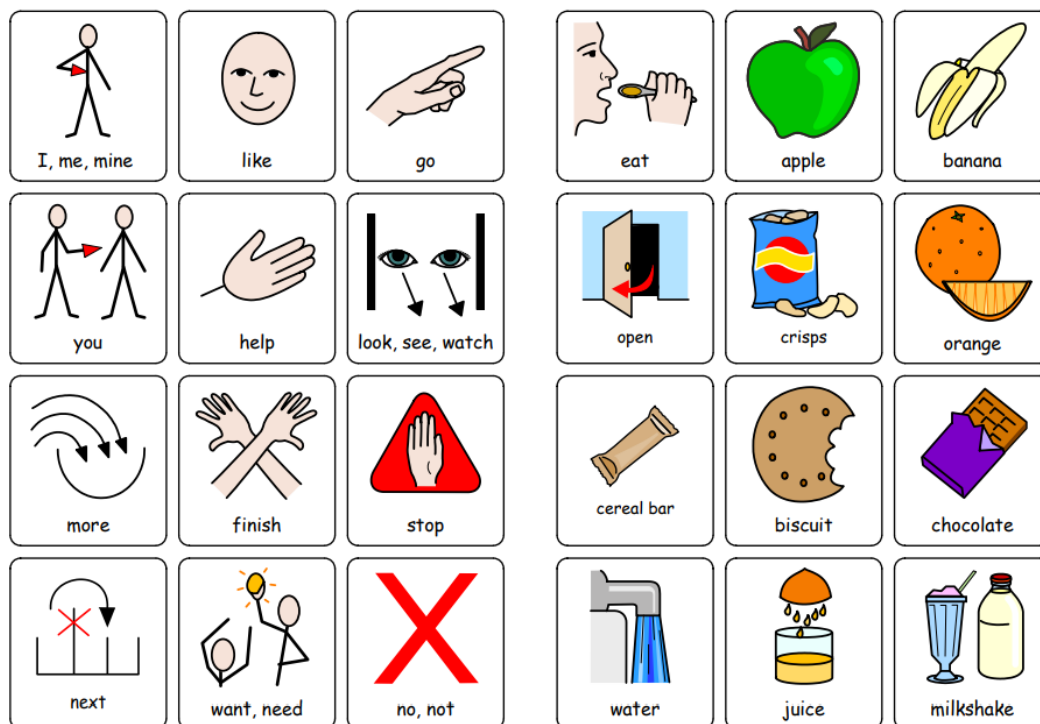


Working at stage 2 of a Communication Book:

What is the child trying to learn?

- ⇒ To point to symbols/photos in a wider range of situations (e.g outside of snack time/ choosing time)
- ⇒ To begin to use some core vocabulary symbols (e.g more, go, want, finished)
- ⇒ To link a core vocabulary symbol with a symbol/photo on a topic/fringe page (e.g 'more biscuit')



How can I help?

- ⇒ Continue to take responsibility to get the book out on behalf of the child. Please ensure this continues to travel to and from school/home everyday.
- ⇒ Use new core vocabulary symbols (e.g you, help, look, want) when talking without expectation your child will use the symbols themselves.
- ⇒ Extend the range of situations you use the book in (e.g playing in the playground, during lessons)



- ⇒ Continue to respond to communication given by the child using symbols/photos (e.g if a child points to biscuit, then give the child a biscuit if this is appropriate). If not you can model e.g. 'no biscuit' using the core (left hand page) if it is not the right time.
- ⇒ Link core and topic symbols (e.g look gruffalo) and continue to pause to give the child the opportunity to use the book to communicate.
- ⇒ Add tabs to the pages to help you and the child navigate between topic pages
- ⇒ Add pages to the book if you have the appropriate software or draw in symbols if you notice any vocabulary the child might use within specific situations (e.g new friend's names, topic vocabulary). Contact your child's speech and language therapist if you need help adding vocabulary to their book.

Advice based on "developing a communication book" by Claire Latham (2009).