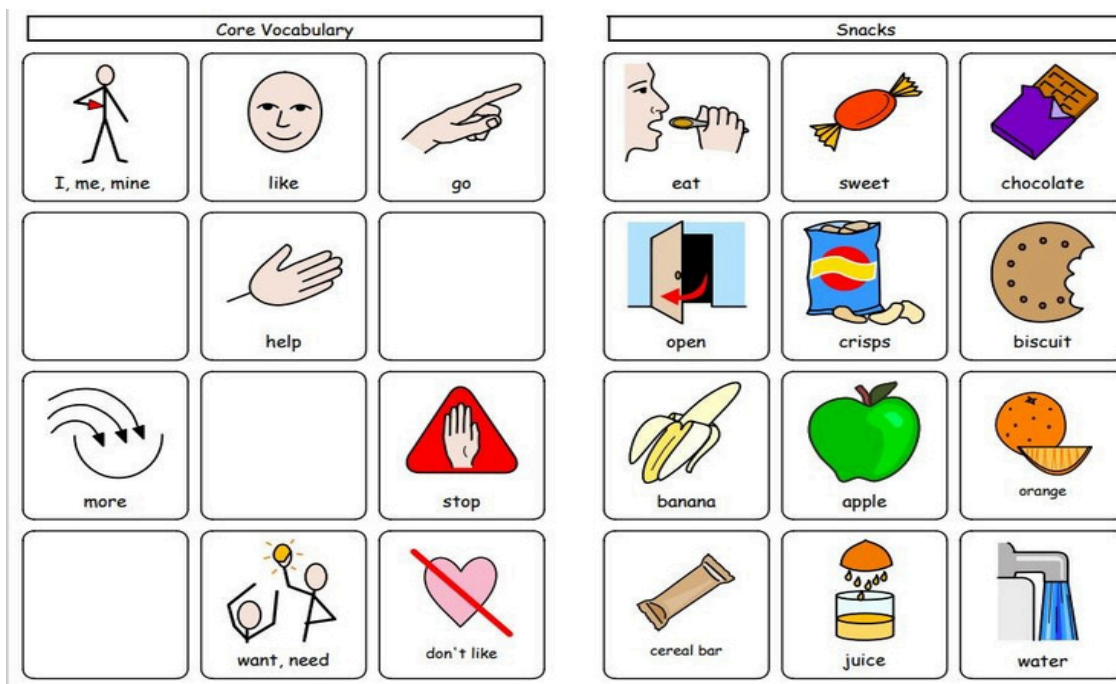


Working on stage 1 of a Communication Book:

What is the child trying to learn?

- ☐ To watch as you use the book while chatting. Don't worry if the child does not always show an interest or consistently look at the book while you talk. This may take time so continue to use it in different situations.
- ☐ To occasionally point to a symbol/photo in the book to request an item (e.g chocolate) or label (e.g bird).



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How can I help?

- ☐ Find a place to keep the book for easy access. Get the book out for the child each time you use it and ensure the book is brought to and from home/school. Responsibility of the book will then be passed to the child as they become more skilled in using their book.
- ☐ Make time to chat using the book daily. The child is learning a new method of communicating (almost like learning another language) so it may take some time for them to learn what each symbol means and how they can use them to communicate. Therefore, they need to see you using these symbols daily in a range of situations.

- ☐ Incorporate using the communication book during activities which the child enjoys e.g. snack time, talking about familiar people, choosing time.
- ☐ Point to symbols as you say the words (e.g. pointing to the chocolate symbol while saying 'I want chocolate'). Then pause to give the child the opportunity to point to the symbol themselves if they wish.
- ☐ Make sure to point to 'core' symbols on the left hand side of each page e.g. more, help, finished.
- ☐ Don't discourage any alternative communication the child may use alongside their communication book (e.g. sign or spoken words). Instead, point to the symbol in their book to show them an additional way to communicate the word (e.g. if they sign 'friend' say you can say 'yes, friend' while pointing to the friend symbol in their book).

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