

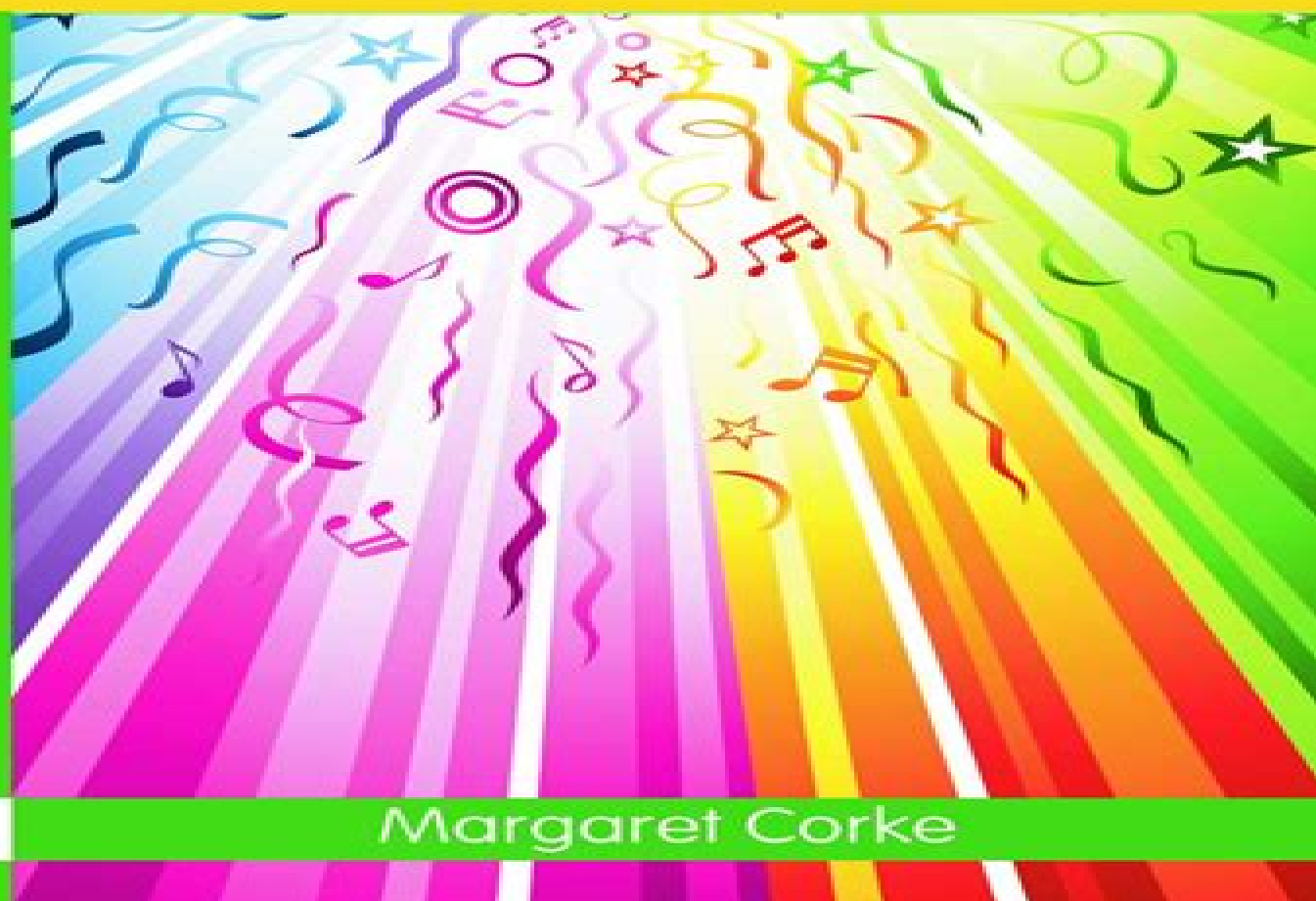
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Helping Everyone Achieve

Using Playful Practice to Communicate with Special Children

Provides
accessible steps to
playfulness

Includes tried-
and-tested original
activities

Shows how
to enhance the
learning
environment



A **David Fulton** Book

Margaret Corke

Using Playful Practice To Communicate With Special Children David Fulton Nasen

Graham Firth, Mark Barber



Using Playful Practice To Communicate With Special Children David Fulton Nasen:

Using Playful Practice to Communicate with Special Children Margaret Corke, 2011-11-17 Playfulness is important it creates an alternative space where emotional cognitive and social dimensions can be explored and tested This highly practical book explores the endless possibilities of using playful creative and interactive activities to meaningfully engage with children with multiple learning difficulties or autistic spectrum disorders The author presents playfulness as an experimental frame of mind and encourages practitioners to play with roles ideas words concepts and objects in order to enhance relationships and interventions By providing accessible steps to playfulness this text explores some of the contemporary issues surrounding the education of children with severe learning needs in particular the use of intensive interaction This text considers different areas of creative interactive work for practitioners to draw inspiration from including Music Interactive Musical Movement Finger Dance Story and Drama Artwork Reflective Circle The varied array of tried and tested original activities have been devised to encourage the development of social interaction cognition play experimentation and creativity in particular but not exclusively for children whose learning needs are more complex The author also invites teachers working in mainstream particularly early years and primary education to investigate the creative possibilities inherent in playfulness and to use the activities in this book to enhance the learning environment This text offers an abundance of advice practical strategies and tips for teachers working in special and mainstream early years and primary education Practitioners such as therapists care workers community musicians and creative arts specialists will also find this book useful

[Curricula for Teaching Children and Young People with Severe or Profound and Multiple Learning Difficulties](#) Peter Imray, Viv Hinchcliffe, 2013-10-30 Curricula for Teaching Children and Young People with Severe or Profound and Multiple Learning Difficulties offers a range of compelling arguments for a distinct and separate pedagogical approach to the learning needs of the most educationally challenging pupils This book written in accessible common sense and non academic language provides an easy to follow alternative curriculum specifically designed to enhance and enrich the learning of children with profound and multiple learning difficulties Chapter by chapter guidelines and support are offered in key curriculum areas some of which include Cognition Language Literacy and Communication Mathematical Physical Sensory Creative Care Play Problem solving This highly practical resource is essential reading for any educational professional parents school governors teachers teaching assistants therapists and indeed anyone involved with maximising the educational opportunities of those with profound learning difficulties

Access to Communication Melanie Nind, Dave Hewett, 2012-07-26 The award winning creators of Intensive Interaction bring this groundbreaking book up to date with new material covering inclusion and emotional literacy The book also includes a brand new section looking at the program s implementation in preschool settings the particular benefits of Intensive Interaction for children who have Autistic Spectrum Disorders a how to do it chapter including ideas for assessment case studies to help practitioners get to grips with the

realities of using Intensive Interaction This book has been updated to include the new SEN Disability Act SENDA and developments in new technology **The Intensive Interaction Handbook** Dave Hewett, Mark Barber, Graham Firth, Tandy Harrison, 2011-10-17 Intensive interaction is an approach to teaching the pre speech fundamentals of communication to children and adults who have severe learning difficulties or autism and who are still at an early stage of communication development This book is a practical guide to help those wishing to implement intensive interaction in their setting and it provides detailed advice and step by step guidance as well as a consideration of all the issues associated with carrying out this approach It considers preparing for intensive interaction observing intensive interaction in progress doing intensive interaction at home and at work teamwork wellbeing record keeping This book is a straightforward guide for anyone wanting to use intensive interaction with people with severe and complex learning difficulties people who have very severe learning difficulties profound and multiple learning difficulties multi sensory impairments and people who have a diagnosis of autism

Helping Children to Improve Their Communication Skills Deborah Plummer, 2011 This book encourages all those working with children with speech language and communication needs to develop their creativity within a model of child centred reflective practice acknowledging that our interaction with children has an effect at many different levels Therapists teachers teaching assistants and parents will find a wealth of practical suggestions and a solid foundation of research within these pages Mary Hampton Chair Association of Speech and Language Therapists in Independent Practice ASLTIP UK For many children the act of communication that most of us take for granted can be a struggle and communicating with others can become something to fear rather than enjoy This creative book is full of fun and imaginative ideas to help children aged 4 11 with a speech or language delay or disorder to develop their communication abilities and skills It is packed with activities and games tailored to help develop abilities such as effective listening imagination and perseverance and to build specific skills such as formulation of questions categorising taking turns and understanding non verbal communication Tips for personalising and shaping the activities are provided A comprehensive theory section also covers how play can be a therapeutic tool for enhancing communication and how to structure the emotional environment Practical advice on working with groups and individuals and in different settings is also given This activity book is an invaluable resource not only for speech and language therapists and students but also for parents teachers carers and other support staff who are looking for creative ways to promote speech and language development Deborah M Plummer is a speech and language therapist and imagework practitioner with over 20 years experience of facilitating groups and working individually with both children and adults Formerly a clinical lead therapist working within the NHS she now lectures at De Montfort University Leicester and runs workshops and short courses on the uses of imagery and story telling and issues of self esteem Deborah is author of several titles including *Helping Children to Cope with Change Stress and Anxiety A Photocopiable Activities Book* *Helping Children to Build Self Esteem A Photocopiable Activities Book* 2nd edition *Self Esteem Games for Children* *Social Skills*

Games for Children Helping Adolescents and Adults to Build Self Esteem A Photocopiable Resource Book and Anger Management Games for Children all published by Jessica Kingsley Publishers Deborah s website can be found at www.deborahplummer.co.uk **Using Intensive Interaction with a Person with a Social or Communicative Impairment**
Graham Firth, Mark Barber, 2011-04-15 The authors explain clearly how to prepare for carry out and reflect on the use of Intensive Interaction with a client or family member A multitude of key questions are addressed In the final section they consider some of the wider implications of the approach

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