



Creating Communication Enriched Environments

Many children do not need to communicate as everyone in their environment thinks for them, gives them what they want or even anticipates their needs. When you create a communication enriched environment it is VITAL you create as many opportunities as possible for the child to communicate.

- ✓ Engineer situations to teach common phrases – Go, Up, More, Again, Help, Yes, No.
- ✓ Have the child wear key picture symbols/words on a lanyard around his neck for easy access.
- ✓ Put items from lunchbox on top of the lunchbox – make the child request, or tell you what he wants to eat next.
- ✓ Put photos on the fridge or pantry door of favourite food or drink so they have to request it.
- ✓ Pack away all their favourite DVDs and only have pictures of the covers for them to request the actual DVD.

Creating as many opportunities to communicate as possible is an important part of a communication programme. In many ways it is immersing the child in a communication abundant environment. This will mean creating as many visuals, schedules, activities and routines as possible to promote communication. The easiest way to do this is look around the environment at home and school, and think of all the times in the day when you could model, promote, encourage or support communication.

How to create a communication enriched environment at home:

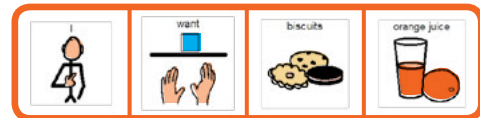
Breakfast: Select from visuals e.g. cereal, toast, juice.

Daily Visual Schedule: Breakfast, Get Dressed, School, Home, etc.

Getting Dressed: Visual Schedule (take off pyjamas, put on undies, t-shirt).

Afternoon Tea: Choice board with food/drink options.

Carpet board with visuals: Quick, easy access to regularly requested items.



How to create a communication enriched environment at school:

Morning Routine: Photo/name of child on hook to put their bag, lunch in box (use visuals to support), say "HELLO" to teacher.

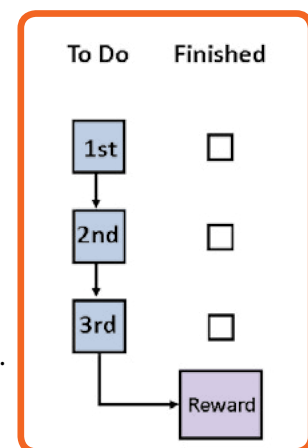
Daily Schedule: Use a visual schedule of the day, including favourite activities to engage and motivate.

Morning Tea/Lunch: Have visuals on the child's lunch box so they have to request items.

Outside Play: Visual schedule, photo to go back inside.

Work Tasks: Visual schedule, visual tasks, include the finished visual.

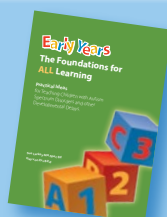
Toilet: Visual toilet routine.



RECOMMENDED RESOURCES

The Early Years: Foundations for All Learning

By Sue Larkey and Gay von Ess



Practical Communication Programmes

By Jo Adkins and Sue Larkey



Pics for PECS

CD contains over 2000 icons

