



**Nurturing
Communication
Share and Show
Card Set**



Show



Show



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Share



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The Sector Capacity Building Program is funded by NSW Government Department of Education as part of the Disability and Inclusion Program

This card set contains 49 cards

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SELF-TALK

Tie up a teammate's shoelace.

*Show us how you would use **self-talk** to describe what you are doing.*

SELF-TALK

A child is feeling frustrated because she cannot find the correct locker to put her bag into.

*Show us how you would use **self-talk** as you support her to find her locker.*

SELF-TALK

A small group of children have asked you how to make a paper aeroplane and you are demonstrating how to fold the paper.

*Show us how you would use **self-talk** to support your teammates/learners to be successful in this task.*

SELF-TALK

A child is showing signs of frustration at the puzzle table, banging puzzle pieces down on the puzzle board.

*Describe how you can use **self-talk** to support this child.*

SELF-TALK

A newly enrolled child has been quiet and withdrawn since starting, responding only with gestures when spoken to. Now he is digging alone in the sandpit.

*Describe how you could use **self-talk** to encourage him to engage with you.*

SELF-TALK

Sarah plays in the block corner often, sorting the Duplo blocks into colour groups.

*How can **self-talk** support Sarah to expand her play skills in the block corner?*

CHOICES

A child is refusing to eat anything at lunch time, pushing his lunch box away and crossing his arms.

*Show us how you could offer **2 choices** to encourage him to indicate his food preference.*



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CHOICES

A child is very upset.
She knows that her mum is going
to leave soon.

*Show us how you could
offer **2 choices** to support
her through this separation.*

CHOICES

A child has been wandering around
the room for a while now, not really
engaging in any specific play.

*Show us how you could offer
2 choices to encourage him to
play with you.*

CHOICES

Daniel often becomes very upset
when transitioning from indoor free
play to group time.

*Tell us 2 ways that you could use
offering 2 choices to support
Daniel through this transition.*

CHOICES

Casey is currently non-verbal and
hasn't had an opportunity to choose
her favourite song to sing at
group time.

*Tell us what strategies you might use
to ensure Casey is able to actively
participate in this experience?*

CHOICES

Anush dislikes having her
nappy changed but you know that
it needs changing.

*Tell us about **2 choices** you might
offer to give her some sense of
control over this situation.*

*What adaptations might you make
if Anush is non-verbal?*

CHECK ON THE CHILD'S UNDERSTANDING

Jack is having trouble settling into
preschool, but you've noticed he
loves to do a job to help you.
Today you ask him to find
another educator in the
playground and tell her it is time for
music in 10 minutes. Jack runs off
confidently but when he finds the
educator, he tells her "10."

*Do you think Jack has understood
this direction? How could you
support Jack to successfully
deliver the message?*

CHECK ON THE CHILD'S UNDERSTANDING

Tom loves to build with blocks but
often finds it difficult to join in with
others. Tom notices a complex tower
some children are making, and he
approaches excitedly to join in.
Another child hands him a block and
tells Tom to put it under the tower.
Instead Tom puts it on top which
causes the tower to collapse. The chil-
dren are upset with Tom for ruining
their building. Tom runs away and
plays on his own.

*Why do you think this play scenario
went wrong? How could you support
Tom and his peers in this scenario?*

CHECK ON THE CHILD'S UNDERSTANDING

You are playing a bingo matching
game with Amy and 2 other children.
Amy keeps taking cards from the
middle and putting them on her card
although it is not her turn. Another
child says 'Hey! It's not your turn
Amy! It's mine!' Amy is upset and
throws the cards towards the
other child.

*Show us how you could check
whether Amy **understands the
instructions** before she starts this
game. How would you remind her
of the rules and support her to play
during the game?*



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CHECK ON THE CHILD'S UNDERSTANDING

The children are often asked to share something they did on the weekend during Monday's group time. Billy wants to contribute but usually makes a comment unrelated to the question. Today he says, "My brother school."

Why do you think Billy is making an unrelated comment?

What strategies could you use to support him to communicate his experiences to the group?

CHECK ON THE CHILD'S UNDERSTANDING

At the end of group time today an educator says to the children, "Now can everyone go to the bathroom and wash their hands, find their lunchbox and line up at the door." Today Isabelle goes straight away to get her lunchbox, stands holding it and looking unsure of what to do next.

*Tell us how you could check whether Isabelle **understands each step and the sequence** of these instructions and how you could support her to manage this transition more independently.*

CHECK ON THE CHILD'S UNDERSTANDING

Evie joins three peers at the clay table who are using clay tools to manipulate the clay. She picks up a tool and looks at it unhappily. The educator reminds the children that if you want to swap your tool you need to ask one of the other children. You observe Evie grabbing another child's tool and throwing hers across the table in an attempt to exchange them. The other child yells, 'Evie, you didn't ask me!' Both children start crying.

*Why do you think Evie is becoming upset in this situation? Tell us how could you support **Evie to know what to do** if she wants to swap tools with another child?*

EXPAND

Show us how you use a two-word utterance to tell a teammate you went to the beach.

*Your team member needs to respond to you in a way which **expands** your language and supports your communication.*

EXPAND

Show us how you use an action or a gesture, and a 3-word utterance to ask a team member if you can play in the sandpit, which has a cover on it.

*Your teammate needs to respond in a way which **expands** your language and supports your communication.*

EXPAND

Use gesturing and a 3-word utterance to show a team member your friend is hurt and crying.

*Your teammate needs to respond in a way which **expands** your language and supports your communication.*

EXPAND

Jessica has a new baby sister. She arrives in the morning and runs over, points to the baby and cries excitedly "me baby!!"

*Tell us **what communication strategy** or strategies you would use to support Jessica's language development.*

EXPAND

Jabed is frustrated with Jake. He keeps pointing at Jake's shirt and saying, "me that too". Jake just looks confused.

*Tell us **what you would say to support** Jabed with communicating his message to Jake.*



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EXPAND

Su is standing at the half-door on tip toes trying to peer over to see her mother who is walking out the preschool entrance following drop off. Su is frantically waving over the door toward her mother and calling your name and saying, "me up, bye mummy!!".

*Tell us **what you would say and do to support** Su's language and show recognition of her effectiveness as a communicator.*

CREATE OPPORTUNITIES

Your drink bottle is out of reach. The basket where it is kept on the floor has been placed on a shelf above today.

Use gestures only to ask a teammate for your drink bottle.

*Your teammate needs to show how they will respond to you in a way which **1)** makes you feel supported in the communication you have already used and **2)** supports you to try to use verbal language to express your needs.*

CREATE OPPORTUNITIES

You love to paint.

Today, whilst the paintbrushes are in the art area as they usually are, they have been put in a container with a lid. This is new and you cannot open the container.

*Use gestures and noises **only** to tell a teammate you want them to help you open the container.*

*Your teammate needs to show how they would respond to you in a way which **1)** makes you feel supported in the communication you have already used and **2)** supports you in a playful way to try to use verbal language.*

CREATE OPPORTUNITIES

You love to play in the sandpit, but today it is empty. You cannot find the equipment that is usually there ready for you to play with.

Use gestures only to tell a teammate you want a spade to dig with.

*Your teammate needs to show how they would respond to you in a way which **1)** makes you feel supported in the communication you have already used and **2)** supports you in a playful way to try to use verbal language.*

CREATE OPPORTUNITIES

Mei Lin uses single words with other children but reverts to gestures when she notices adults nearby. You know she plays with the dolls and balls every day.

She always comes to you when she needs help and largely uses gestures to communicate. She has recently started to say an occasional word to you.

*Tell us what strategies you could use **1)** when **setting up** the environment and **2)** when **responding to** Mei Lin, to encourage her to use words when communicating with you, whilst still making her feel supported in the non-verbal communication she is using.*

CREATE OPPORTUNITIES

Jarrold is beginning to say the word "help". You have been modelling this word coupled with the key word sign over several months. You would like to provide Jarrold with more opportunities to practice saying "help" to develop his functional communication skills, but he is generally very independent and rarely seeks help. You know he likes to play with playdough, and use a particular truck in the sandpit, both of which you usually set up for him.

*Tell us what strategies you could use **1)** when **setting up** the environment and **2)** when **responding to** Jarrold, to encourage him to use the word "help" when communicating.*

CREATE OPPORTUNITIES

Ben loves helping at pack away time and gravitates toward the block area and playdough table each day.

He is beginning to use single words and you would like to create more opportunities to elicit verbal language from him. The environment is usually set up so that children have everything they need to complete the pack away routine independently.

*Tell us **how you could intentionally alter the environment** when setting up the room so that Ben will make requests of you at pack away time?*

ADJUST INTERACTIONS TO SUIT THE CHILD

An educator has verbally instructed the children to come to the mat for group time. Several children are still unsure of what to do.

*Show us how you might respond to these children by **adjusting your interaction style** and by using a 3-word utterance and key word signs to support understanding.*



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ADJUST INTERACTIONS TO SUIT THE CHILD

Eric notices his favourite puzzle on the top of the shelf.
He yells, “me ..zzle”

Show us **how you would respond** to Eric in a way which might support him to extend on his language.

ADJUST INTERACTIONS TO SUIT THE CHILD

Dan uses gestures and noises to indicate he doesn’t want to eat the remainder of his lunch.

Show us **how you might respond** to him in a way that expands on his language and encourages reciprocal interactions, **using a 2-word phrase with a key word sign** to indicate that you understand he no longer wants to eat.

ADJUST INTERACTIONS TO SUIT THE CHILD

– INTERPRETING AND EXTENDING

Mario notices John is playing with his favourite car. He yells, “ar” and starts crying.

Tell us how you would respond in a way **to support and expand** on the language that Mario has used.

ADJUST INTERACTIONS TO SUIT THE CHILD

– INTERPRETING AND EXTENDING

Billy enjoys building towers with blocks and loves cause and effect toys. He has limited verbal language, mostly using single word phrases and often plays in solitude. Billy’s educator is keen to develop her connection with Billy and expand his language and reciprocal interaction skills.

Tell us what strategies you can use when 1) **setting up** the environment and 2) **responding to** Billy’s phrases. How can you encourage reciprocal interactions and expand his language development during play?

ADJUST INTERACTIONS TO SUIT THE CHILD

– INTERPRETING AND EXTENDING

Most of the children in your group are from culturally and linguistically diverse backgrounds and some have limited verbal language in English. After reflecting on your group times, you notice that some children find it difficult to think about and choose a song from memory.

Using a strengths-based approach and by considering the children’s diverse backgrounds, tell us **what communication strategies and resources you would use to support** children to make a song choice.

TOTAL COMMUNICATION

Use actions, gestures and/or key word signs to tell a teammate you are hot and thirsty.

Your teammate then needs to **show how they would respond** to you in a way that supports your communication.

TOTAL COMMUNICATION

Use actions, gestures and single words to tell a teammate you are feeling worried and want to go home.

Your teammate then needs to **show how they would respond** to you in a way that supports your communication.

TOTAL COMMUNICATION

You have a child in your group that has consistent difficulties at transition times.

Show us a **natural gesture/ keyword sign** you might introduce to indicate it is time to move on to the next activity or routine. **Show us any other strategies** you might use.



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TOTAL COMMUNICATION

A new child at the preschool seems unsure of your instructions to get ready for lunch.

*Tell us about **some strategies you might use** to help this child understand and follow the directions.*

TOTAL COMMUNICATION

In a group time discussion, the children are asked to name their favourite animal. Adam is not yet using verbal language to communicate.

*Tell us **how you might support him to communicate** what his favourite animal is.*

TOTAL COMMUNICATION

You have a new child at the preschool who uses some sounds and gestures to communicate. This child's family and therapists are now teaching her some key word signs.

*Tell us **some ways you might support** this child's communication at preschool.*

NAME AND LABEL WHAT IS IMPORTANT TO THE CHILD – FOLLOW THE CHILD'S INTERESTS

A child is standing alone at the fence and watching a person passing by walking a dog.

*Show us how you might use the strategy of **naming and labelling what is important to this child**, to support engagement and connection with you.*

NAME AND LABEL WHAT IS IMPORTANT TO THE CHILD – FOLLOW THE CHILD'S INTERESTS

Henry, who is usually very quiet and takes some time to connect with others on arrival to preschool, is holding a Toy Story sticker book in his hand.

*Show us how you might use the strategy of **naming and labelling what is important to this child**, to support your engagement with Henry.*

NAME AND LABEL WHAT IS IMPORTANT TO THE CHILD – FOLLOW THE CHILD'S INTERESTS

Mavi is not yet mobile and does not yet use words to communicate. She is lying on a cushion and making squealing noises, she seems to be looking at a child on the trampoline.

*Show us how you might use the strategy of **naming and labelling what is important to this child**, to support your engagement with Mavi.*

NAME AND LABEL WHAT IS IMPORTANT TO THE CHILD – FOLLOW THE CHILD'S INTERESTS

After a long outdoor play time children are being gathered to get ready to transition to group time. Vik is marching around in a robot outfit that he made with the boxes. An educator tells him to put the boxes on the veranda then sit with the other children. Vik gets very upset and begins kicking some of the toy baskets on the veranda.

*Tell us how you might use the strategy of **naming and labelling what is important to this child**, to support your engagement with Vik and guide his behaviour.*

NAME AND LABEL WHAT IS IMPORTANT TO THE CHILD – FOLLOW THE CHILD'S INTERESTS

Arushan is busy cooking cakes in the mud kitchen. A child approaches Arushan and begins putting sand in the bowls Arushan is using. Arushan begins to push the other child away.

*Tell us how you might use the strategy of **naming and labelling what is important to this child**, to support the children's engagement and support positive behaviour.*

What else?
Name 1 other strategy from the Nurturing Communication Guidebook you could try.



**NAME AND LABEL WHAT IS
IMPORTANT TO THE CHILD**

– FOLLOW THE CHILD'S INTERESTS

Kolby is often wandering around at preschool. She stops briefly to tap her hand on the slippery dip as she passes it and laughs. She walks away then repeats the same action on various objects many times.

*Show us how you might use the strategy of **naming and labelling what is important to this child**, to support her engagement in play and connection with you.*

What else?

Name 1 other strategy from the Nurturing Communication Guidebook you could try.