

# INTENSIVE PARENTING COURSE



## MODULE: COMMUNICATION

- **WHO IS THIS RESOURCE PACK FOR?**

For Parents, Therapists, Support Workers and other professionals working closely with families and children diagnosed with neurodevelopmental conditions.

- **HOW TO USE THIS RESOURCE PACK?**

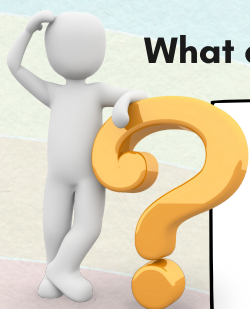
The Intensive Parenting Course involves practical and easy strategies for participants to implement from TODAY! Use this resource pack as a guide to help you in identifying the most appropriate support for your child. Please do not reproduce and reupload this material without the logos and consent of AIMS Global and Possible Parenting.

- **DISCLAIMER:**

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# MODULE: COMMUNICATION

## BLAH BLAH BLAH



**What does communication mean to you?**

**List a few ways you have communicated in the past when you were:**

**HAPPY**

**ANGRY**

**SAD**

**BORED**

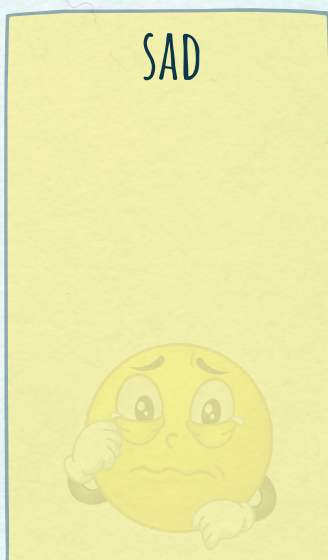


**List a few ways your child communicates when he/she feels:**

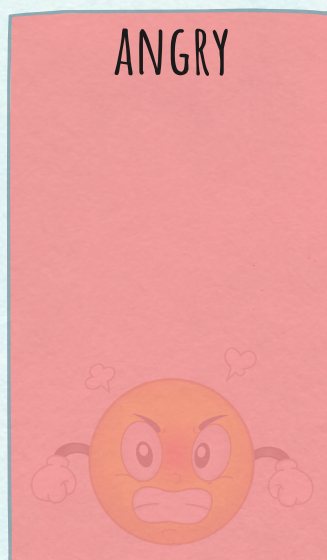
**HAPPY**



**SAD**



**ANGRY**



**BORED**



# MODULE: COMMUNICATION

## BLAH BLAH BLAH



**We all have various ways we communicate - this does not always need to include vocal speech. It is important to provide support for a primary, secondary, and sometimes a third mode of communication for our children.**

**If you have to list communication modes in terms of what you feel your child is most to least comfortable with, what would it be (you can include vocal speech, gestures, visual choice boards, AAC devices, PECS, typing, writing, reading and any other mode you feel is applicable):**



### DON'T FORGET

**Remember it's always good to have more than one mode of communication available at any stage for your child (and yourself)!**

# MODULE: COMMUNICATION

## I SAID NO!



**Is there a link between behavior and communication?**

**Of course! We all react differently when we are scared compared to when we find something hilarious. Or when we are extremely hungry and our partner suggests a long walk before dinner...**



**Our children experience these changes in emotions and many times don't have the ways in which to tell us "no, thanks - I prefer a snack before my long walk".**

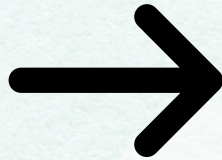
**It is our responsibility to provide ways for our children to communicate their needs effectively and efficiently before they become overwhelmed or frustrated and react accordingly. A few tips from some of the other training courses can help you here:**

- 1 Modes of communication readily available**
- 2 Transition cues**
- 3 Visual schedules**
- 4 Keep activities short and fun**
- 5 Respect your child's wishes - if they state explicitly that they don't want to go on a specific outing, let them choose another activity.**



**TO DO**

**FINISHED**



# MODULE: COMMUNICATION

## YOU SAID WHAT?!

Visual choice boards "with a twist" is one of our favorite strategies. We use it with individuals of all ages and on various developmental levels.



A few reminders:

- Start with a few actual photos and systemically add more to the visual choice board
- Use your child's favorite activities
- Once your child can choose from a variety of activities or items, you can create more than one visual choice board (one for the kitchen for snacks, one for the sensory room for fidgets, etc.)



### PRO TIP #1:

Keep a small visual choice board in your bag on outings with some small fidget toys your child likes, but doesn't always have access to. This can be a saver if your child finds a certain environment or outing a little overwhelming.



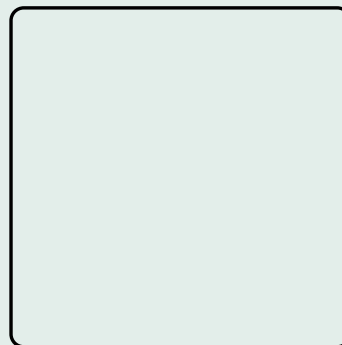
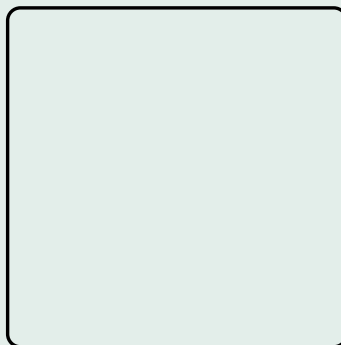
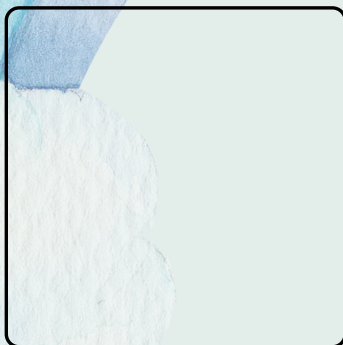
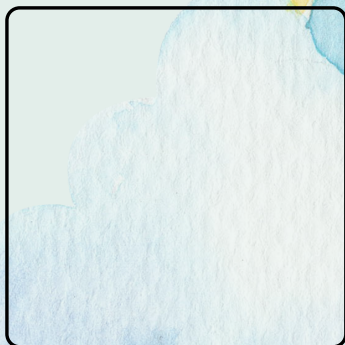
### PRO TIP #2:

We always advocate for parents to have a sensory backpack ready for outings. This can include a backpack ([such as this one](#)) that provides sensory input, but also includes your child's favorite items for an outing and those that seem to calm him/her.

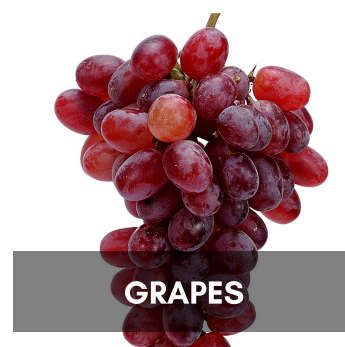
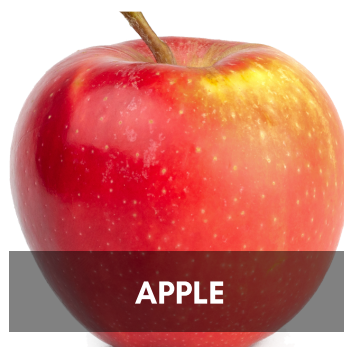
Contact us directly if you wish to receive a 10% discount on the Adapt Sensory backpack!



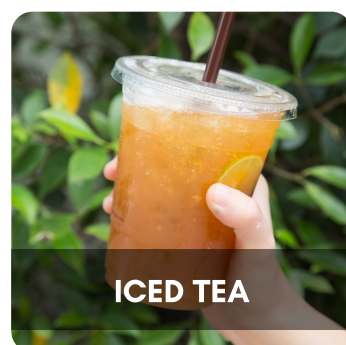
I WANT



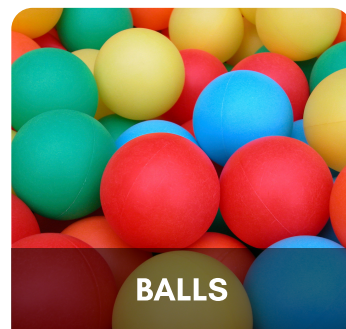
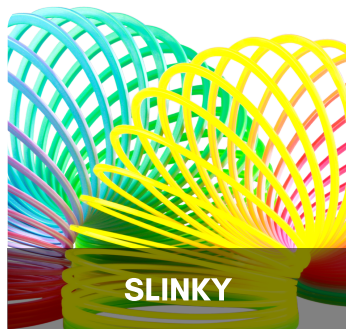
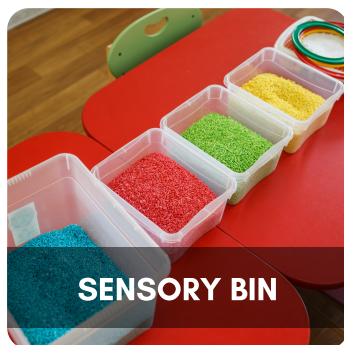
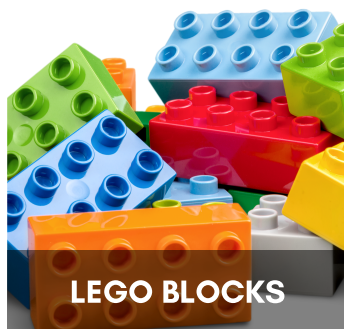
## FRUITS

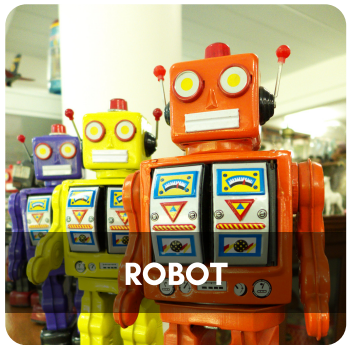
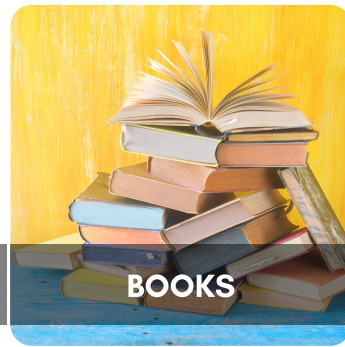


## DRINKS/REFRESHMENTS



## TOYS





# MODULE: COMMUNICATION

## P P P PAIRING



Pairing is an excellent way to elicit sounds, words, and phrases from your child in a fun and functional way.



**When your child is preverbal:**

- Include pairing sounds that you have heard your child say/attempt to say. You can also ask a speech therapist which sounds to start with.
- Choose activities that your child LOVES.
- Choose sounds that you can form into functional words (later). Such as b, b, b for bubbles or blow!
- Pair, pair, pair as much as pairing is possible!



**When your child can say a few words:**

- Include pairing sounds that you have heard your child say/attempt to say. You can also ask a speech therapist which sounds to start with.
- Choose activities that your child LOVES.
- Choose sounds that you can form into functional words (later). Such as b, b, b for bubbles or blow!
- Pair, pair, pair as much as pairing is possible!
- Use words instead of single sounds.



**When your child is verbal but struggles with sentence structures:**



- Include pairing sounds that you have heard your child say/attempt to say. You can also ask a speech therapist which sounds to start with.
- Choose activities that your child LOVES.
- Choose sounds and words that you can form into sentences (later). Such as b, b, blow bubbles!
- Pair, pair, pair as much as pairing is possible!
- Use specific sentences for specific activities.
- Once your child shows consistency in pairing these sentences with these activities, switch the sentence up a bit!
- Keep these natural and provide sincere social praise when your child starts imitating these sentences.

# MODULE: COMMUNICATION

## I DON'T WANT TO

One of the most important words or phrases to teach our children is to state when they don't want to engage in an activity, complete one or go into a specific environment, for example.

We need to teach our children how to say "no".

Two of the easiest ways to teach our children are:

1

**Gestures**  
(a simple head shake to say "no" or a hand up to say "stop")

2

**"No" card**  
(a "no" and a "break" card should be present at all times)

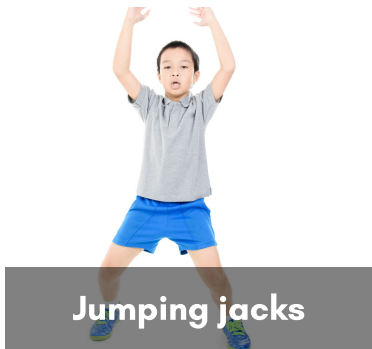
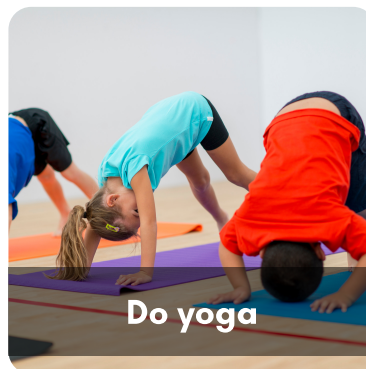
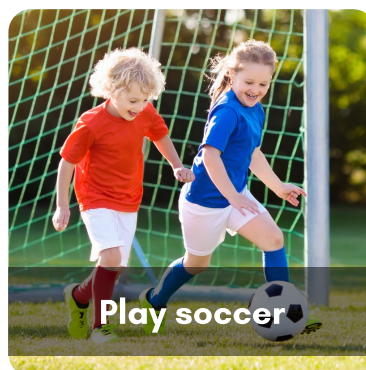
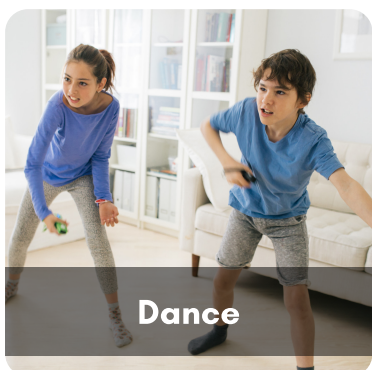
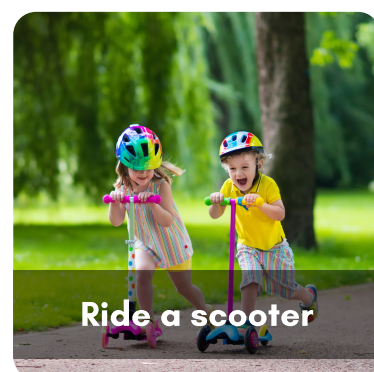
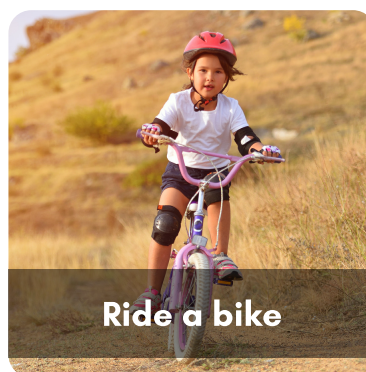
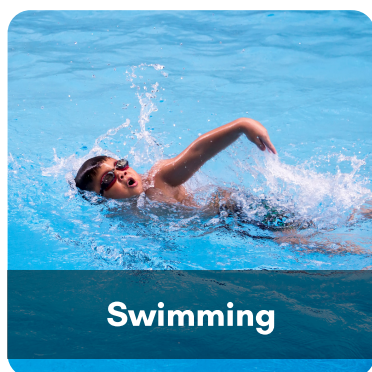
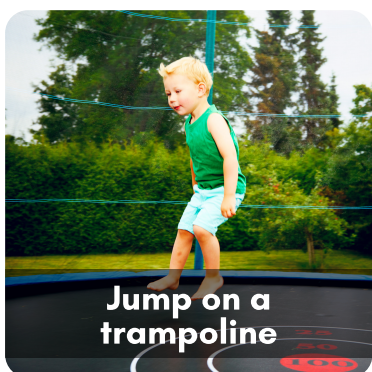
# BREAK CARDS

Break cards provide a positive way for a child to let you know they need a break while practicing regulating their emotions.



# MOVEMENT BREAK

## MOVEMENT BREAK ACTIVITIES



# SENSORY BREAK

## SENSORY BREAK ACTIVITIES

