

## **Burwood Park case study**

Ongoing support across the year has been offered to staff working with a child in a primary resource base.

### **Context:**

The child appeared to have global delay and there was little communication of any sort other than isolated sounds in a range of contexts at nursery level. Sign support was introduced but even after implantation there was little initiative shown in acquiring signs and little understanding about communicating.

### **Strategies:**

- This began with close observation and noting the contexts which stimulated the best responses from the child, creating more opportunities of the same experience; singing songs and rhymes and sharing books figured prominently.
- The quality of interaction between staff and pupils in the resource base was videoed and examined using a Wood's matrix for analysis. This revealed limited opportunities for the child to initiate conversation and insufficient pauses and use of phatics which promote turn taking and cue response. More opportunities for talking were introduced into the daily curriculum. Expectation of a response of some kind became a target and staff were encouraged to keep close records of expanding vocabulary-in sign, mime, spoken language and to record substitutions and commonly used sounds and the contexts in which they occurred.
- Following the child's own lead in interaction and giving them choices enabled them to grow in confidence as well as driving expectation.
- Clicker 5 multimedia software was used to support language and literacy and to promote the recording of sounds and spoken language which were played back for the pupil to hear. This motivated the child to use their own voice and to 'tell' their own stories and to listen back to the recording of their own voice. Since the recording process is an easy one the child was able to do this for themselves- a keen motivator in itself.
- Encouraging the need to keep communication going and offering support and ideas to the family even when there seemed little progress were important.

### **Outcome:**

Although there remains a substantial delay in receptive and expressive language which impacts on social and educational inclusion in Year 3, the child is using a total communication approach to interact and convey meaning. Spoken language is becoming clearer as syllables and sounds are mastered and she has learned to read. A differentiated curriculum and pre teaching support her time spent in the mainstream

class and she has access to a surprising amount of the curriculum given her language levels. She now understands the purpose of communication and takes pleasure in using her voice and in being understood-albeit in the confines of the resource base, and with close friends and staff she knows well at present.