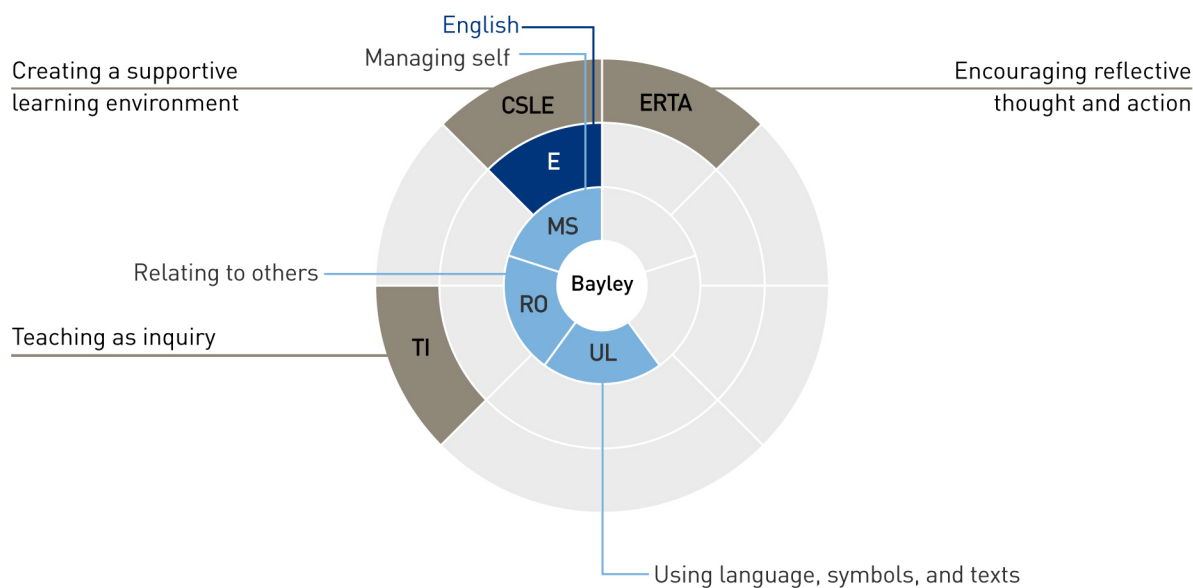


Bayley's communication zooms ahead!

Links to the curriculum



Student background

Name	Bayley
Age	5
Year	New Entrant
School	Primary

Bayley has made a positive transition to school with support from home and with his early childhood education teacher aides continuing to work with him at school. Bayley is on the autism spectrum. He loves jigsaws, books, the playground, and Perceptual Motor Programme (PMP).

Bayley communicates using the Picture Exchange Communication System (PECS). Bayley is a student in a class of 19 children at a large full primary state school. The school receives ongoing and reviewable resourcing schemes (ORRS) funding (0.2 FTE teacher time) to support Bayley's learning and has the support of a teacher aide in class (22.5 hours per week).

Five learning stories

- 1. Waving hello** 27 April 2008
- 2. Visual timetable** 12 May 2008
- 3. Using Picture Exchange Communication System (PECS)** 16 May 2008
- 4. Home time** 20 May 2008
- 5. Hands on** 21 May 2008

This string of learning stories shows Bayley communicating his needs and wants thoughtfully, in a variety of contexts and forms (using language, symbols, and texts). His growing confidence (managing self) in relating to others is evident.

Waving hello

Student	Bayley	Date	27 April 2008
Topic	Greeting others in a variety of contexts	Observer	Cathie (teacher)

Intended learning

— To greet the teacher and class with a wave when he enters the classroom.

This term we have noticed an increase in the consistency with which Bayley is acknowledging greetings with a wave. Every morning the class and I say “Bayley – hello” when we get to his name on the roll and he now usually waves in response. ([Click here](#) to view the video clip online)

Last term, Bayley’s teacher aide usually prompted him, but now Bayley sometimes waves independently. He also waves when he is greeted coming back to class at other times; for example, after working with his ORRS teacher. Bayley also waves with great enthusiasm to Julie (the other Room 2 teacher) when she comes in to teach at 11.30am each morning.

During the holidays, Bayley’s mum organised a party at the Halswell model trains where we all had lots of fun riding on the trains. On this particular day, Bayley recognised me there, in a new setting, and waved when I said hello.

Great communication Bayley!

Analysis – what learning is happening here?

Links to individual education programme

Individual education programme goal: Waving a greeting or farewell to children and adults independently.

Specific learning outcome: Lift a hand and wave from the wrist in response to a greeting or farewell. The teacher says “Bayley – Hello” and he responds with a wave.

Key competencies

Using language, symbols, and texts

Bayley is using gestures to communicate with others.

Relating to others

Bayley is communicating to the class, Julie, and the classroom teacher.

Learning areas

Level 1 English: Speaking, Writing, and Presenting: ideas

— Form and express ideas on a range of topics.

Bayley is developing his interpersonal skills.

Where to next?

Scaffold

We will use visual cues alongside teacher aide prompts.

Celebrate and consolidate

We will praise Bayley when he waves a greeting or farewell independently.

Increase complexity

We will encourage Bayley to greet visitors to the classroom, as well as greeting the children and adults he knows.

Visual timetable

Student	Bayley	Date	12 May 2008
Topic	Visual timetable	Observers	Cathie (teacher)

Intended learning

— To read a visual timetable to know the next activity.

Today, Stephanie (Bayley's speech language therapist) arrived after morning tea to work with Bayley. Initially, Bayley needed to finish off his morning tea in the cloakroom area. When he entered the classroom, followed by Stephanie, he walked across the classroom to consult his visual timetable. This is the first time that Bayley has done this independently. Previously, he has had to be taken to look at his timetable by one of his teacher aides. Bayley watched and listened to Stephanie while she put on pictures for the next sequence of activities. He then took the top card with her picture and went with her to do his work.



You are becoming so independent in our classroom Bayley!

Analysis – what learning is happening here?

Links to individual education programme

Individual education programme goal: Follow classroom timetable by looking at visual timetable.

Specific learning outcome: Take top card off timetable, finish activity, replace card, and take next card.

Key competencies

Managing self

Bayley knows where to look in Room 2 to find out what is happening for the next activity.

Using language, symbols, and texts

Bayley can read a visual timetable to help make sense of his programme.

Learning areas

Level 1 English: Listening, Reading, and Viewing: ideas

— Makes meaning of texts by identifying ideas in some texts.

Bayley is developing his communication skills by using his visual timetable.

Where to next?

Scaffold

The teacher aides will consistently refer Bayley to his visual timetable. They will encourage him to take off a card when an activity is finished and put it in the finished box. They will work towards Bayley doing this without prompting.

Using Picture Exchange Communication System (PECS)

Student	Bayley	Date	16 May 2008
Topic	Using the PECS to communicate	Observers	Cathie (teacher) Erin (teacher aide)

Intended learning

— To use PECS to communicate with an adult.

Yesterday, both Julie (afternoon classroom teacher) and I were away all day on a course. A relieving teacher was in the classroom. According to Erin (teacher aide), he was happy in the classroom with the reliever during the morning but in the afternoon he requested me by using his PECS book and taking out my photo. Erin, Bayley's teacher aide, thought he really wanted his Mum as he sometimes seems to confuse the pictures of me and Vanessa, his Mum. However, he was persistent in choosing my picture and then took out Julie's photo and requested her. Clearly, he was wondering where we were and had noticed the change in classroom routine.



Analysis – what learning is happening here?

Links to individual education programme

Individual education programme goal: To ask for help.

Specific learning outcome: Consistently go to PECS book when wanting something.

Find a picture and use the sentence strip returning them back to the PECS book when finished.

Key competencies

Using language, symbols, and texts

Bayley is using his PECS cards to communicate his needs with others.

Relating to others

Bayley has built a relationship with his regular class teachers and notices our absence. However, he was able to adapt to another teacher for the morning.

Learning areas

Level 1 English: Speaking, Writing and Presenting: ideas

— Form and express ideas on a range of topics.

Bayley is developing his communication skills using his PECS cards.

Where to next?

Scaffold

We will encourage Bayley to use his PECS book when he wants to communicate his thoughts.

Increasing complexity

We will encourage Bayley to use the sentence strip and to put the picture card back when he has finished. Bayley can use his sentence strip in other classroom oral language activities; for example, sharing news.

Home time

Student	Bayley	Date	20 May 2008
Topic	Home time routines	Observers	Cathie (teacher) Cate (teacher aide)

Intended learning

— Bayley will be able to get ready for home time independently.

Yesterday afternoon was "child choice" time, when the children can choose from a variety of activities around the classroom. Two o'clock came and some parents arrived to collect the children who have just started school and who finish at two o'clock. Bayley was tired and saw the children getting their bags on. He disappeared to the cloakroom and returned with his bag, then came to wave goodbye. We informed Bayley it was not yet home time and helped him to return his bag to the cloakroom.



We did not know how Bayley had managed to get his bag in the first place and whether a parent had helped him or not. Bayley went to the cloakroom again, so we observed through the connecting window. He independently put on his bag by twisting it on the hook until the straps faced out, then put his arms in and stood on his tip toes to lift the bag off the hook! He came in and waved goodbye again. School assembly followed and Bayley received his first assembly award for his clever problem-solving skills.

Clever thinking Bayley!

Analysis – what learning is happening here?

Links to individual education programme

Individual education programme goal: Bayley can take his bag off his hook with support.

Key competencies

Using language, symbols, and texts

Bayley is communicating what he wants to do by his action; that is, getting the bag. He knew to wave goodbye before he went home.

Thinking

Bayley was able to solve the problem of getting his bag off his hook.

Managing self

Bayley was able to independently get himself ready to go home.

Learning areas

Level 1 English: Speaking, Writing, and Presenting: ideas

– Form and express ideas on a range of topics.

Bayley is developing his communication skills using actions and gestures.

Where to next?

Celebrate and consolidate

Bayley's success was celebrated in assembly.

Bayley can take his own bag off his hook and put it on each afternoon.

Increasing complexity

Bayley will work towards the IEP goal of putting his bag on his hook in the mornings.

Hands on

Student	Bayley	Date	21 May 2008
Topic	"Hands on" game	Observer	Steph (speech language therapist)

Intended learning

– For Bayley to experience shared enjoyment through joint attention in a turn-taking game.



This photo shows Bayley in speech language therapy. Bayley has been working on enjoying activities with his speech language therapist, Steph.

Today, at the start of the game, Steph held Bayley's hands and said "Hands on... Bayley" helping Bayley put his hands on his own face. Steph then said "Hands on... Steph" and helped Bayley move his hands to rest on her face.

Bayley loved the anticipation created by the intonation patterns; for example, a rising voice when Steph said “on...” and surprise; for example, when Steph said “Bayley” in an excited voice as Bayley felt his hands on his own face. Bayley watched Steph’s face carefully to know what would happen next. His expressions of delight and surprise matched Steph’s expressions. This was genuine joint attention. If Bayley looked away, Steph stopped using her voice and let her expression go neutral. When Bayley looked back, she quickly “lit up” again and the game continued. This taught Bayley that the game was something that needed to be played “together”.

Soon, Bayley created a new facet to the game by taking Steph’s hands and moving them for her as before. Steph continued with the “Hands on...” routine and Bayley moved Steph’s hands accordingly. Steph tried to catch Bayley out by saying “Hands on...Steph!” for a second time, disobeying the turn-taking rules. Bayley quickly accommodated and, laughing, put her hands back on her face.

Analysis – what learning is happening here?

Links to individual education programme

Individual education programme goal: Bayley is able to take turns in a game with adult assistance.

Key competencies

Relating to others

Bayley is able to play a turn-taking game.

Participating and contributing

Bayley loves the game and is able to contribute his own idea for extending it.

Learning areas

Level 1 English: Listening, Reading, and Viewing: language features

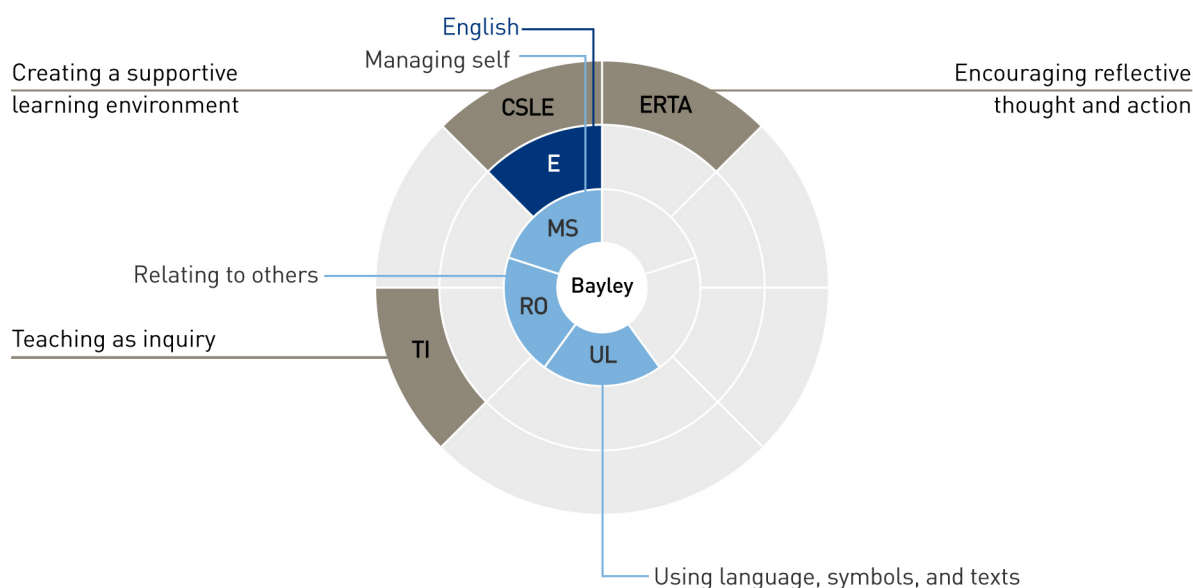
– Begins to recognise that oral, written, and visual language can be used for effect. Bayley responds to differences in Steph’s tone and facial expressions.

Where to next?

Scaffold

The next step will be to encourage Bayley to play simple games that involve joint attention in the classroom with his classmates.

Reflection – what these stories exemplify



Key competencies

This string of stories shows Bayley confidently communicating in a variety of situations (using language, symbols, and texts and managing self) and with a variety of people (relating to others).

How might these stories strengthen Bayley's identity as a learner?

Bayley is communicating more clearly and confidently at school and taking the initiative with his new learning (agency). The learning occurs in the classroom, and another teaching space (breadth). He uses a variety of resources to communicate with a range of people – teachers, teacher aides, and speech language therapist (depth).

For more information on the four dimensions of agency, breadth, continuity, and depth (ABCDs), refer to *Narrative assessment: a guide for teachers*.

Learning areas

Level 1 English

This learning was mainly in the Listening, Reading, and Viewing and Speaking, Writing and Presenting strands of English. Bayley is developing his communication skills through PECS, gestures, actions, and responding to adult feedback.

Effective pedagogy

What does this tell us about teaching and learning in this setting?

The teacher has established clear routines in the new entrant classroom. Bayley is using these routines in a reflective way to extend his thinking and communication (encouraging reflective thought and action).

The teacher has reflected on Bayley's use of PECS and is extending its use. She is looking at other ways within the classroom programme for Bayley to purposefully communicate (teaching as inquiry).

This string of stories was written by the class teacher, teacher aides, and speech language therapist who work collaboratively to support Bayley's learning (creating a supportive learning environment).

Reflective questions for the reader

"How do you get to know the ways your children communicate?"

"How do you ensure effective communication and collaboration with everyone supporting a student with special education needs?"

"How do you structure the environment to provide opportunities for communication?"

Useful resources

Frost, L., & Bondy, A. (c2002). *The picture exchange communication system training manual*. Newark, DE: Pyramid Educational Products.