

Sound Production	Step	Suggested Activity	End Point
Modelling and Echoing Pathway 1 Entry Point	Can produce self-expression	Use a sound to light device in a dark room and get the pupil laughing! Demonstrate how every movement, sound, look, has an impact on their environment	Developing cause and effect through sound
	Demonstrates recognition of echo from communication partner	Every signal utterance, sigh, breathe needs to be echoed in an engaging and personal way. Link your breathing in together so you can really be one with the pupil.	
	Able to produce sounds and demonstrate awareness of echo	Keep using the sound to light bar and make sure that their attention is drawn to it so there is a clear correlation between what they have done and what has happened, be silent, so the pupil can see that it is them that is controlling the light and not you. Then you can say – Richard’s turn and then wait. Be patient!	
Prosody	Self-expression has no variance	We need to get the pupil chatting more and more, so let’s	

		<p>give the pupil experiences that give them something to talk about! Let's explore, cold, hot, dry, wet anything that we think will elicit a response. But demonstrate a response, use a high pitch for excited, intakes of breath for wow moments, you are showing the pupil who to react and response, it's all about modelling</p>	<p>Variance in self-expression so we can start to look at translating this to meaning</p>
	<p>Self-expression develops with different sounds and stresses</p>	<p>Ready Steady Go! Activities are perfect here, we need to get the pupil excited and ready for what is happening next, find their favourite thing and start and stop it, get them arguing with you!</p>	
	<p>Self-expression contains properties of syllables but not vowels or consonants</p>	<p>With your modelling consciously make sure you are sounding out vowels and consonants BRrrrr for when it is cold for instance. You need to show the pupil what the sounds should or could sound like, to help them. Take the vocalisations of the pupil and mirror them back with slight tweaks that will get you talking to each other</p>	
<p>Intonation</p>	<p>Self-expression begins to be impacted by surroundings</p>	<p>We are linking the self-expression to the activity to</p>	

		explicitly. Make sure your activities and environments are something to shout about. We want our pupils to develop expressions linked to emotions and requests so we need to provide opportunities to evoke this	Different tones of expression to convey emotion and is therefore easily recognisable to everyone
	Self-expression has emotional attachment	Have activities that you know create a positive emotional response, excitement, anticipation, laughter etc. then model and copy with the pupil, i.e. in your story have big anticipation action points which you know get the pupils anticipating and excited!	
	Tone of self- expression conveys differences of emotional states	What should we do now? Pose questions while holding the pupil's favourite activities or games, you need to motivate the pupil to want to express an emotion. The first thing pupils do developmentally is cry and reject, so we need to teach the pupil to accept and engage!	
Volume	Volume of self- expression is determined by emotional state	Pupils volume needs to be matched and mirrored. If the pupil is shouting, you should back, meet them where they are	There is a clear and purpose volume variance which is determined not just by emotional state

		and either bring them up or down linked to their emotional state that you want to move them onto	
	Self-expression changes due to environment and emotional state, i.e. the environment is loud so I am loud	We are teaching the pupil to not be controlled by the environment but to control the environment. To do this we need to be needs responsive, create quiet and loud spaces, sessions activities and see how they adapt to them first and then shape them. You have to be the communication partner who mirrors. If they drop the symbol and its loud you need to do the same.	
	Volume of self-expression increases and decreases in relation proximity as well as emotion	Set the pupil up one side of the room and talk at the same volume to the pupil while walking away, so how as you get further way you get louder, this is a modelling task.	
Rhythm	Self-expression develops through patterns of sound	Take the pupils self-expression that they love doing and echo it back with a rhythm, maybe to their favourite song for example	Clear intentional patterns which the pupil enjoys and enjoys being sung back to them
	Self-expressions patterns and rhythms are affected by the outside world	Keep changing the echo and modelling to reflect what the self-expression rhythm, make it	

<p>Self-expression follows a clear pattern and rhythm which is initiated by the pupil</p>	<p>repetitive and to a song that they know and love</p>		
	<p>The pupil should now have a set rhythm which they enjoy taking part in, you can now turn take start with the self-expression then pause half way through and see if the pupil can keep it going</p>		
<p>Rhyme Pathway 2 Entry Point</p>	<p>Self-expression develops with intonations that rhyme</p>	<p>Self-expression is echoed and modelled and extended with rhyming sounds, i.e. if the pupil goes Abba you would respond with papa. Lots of rhyming sections in your story for the pupil to be exposed to (for example look at the Sick Wizard in the sensory room)</p>	<p>Linking sounds and words together so we can have the tools to word build</p>
	<p>Self-expressions repeat and respond involving rhythm and rhyme</p>	<p>Develop call and response sections in your story which are approximations to the vocalisations of the pupil, so the pupil can opt in and access really effectively</p>	
	<p>Self-expression follows a clear pattern of rhyme even if these rhymes may not be pure</p>	<p>Develop short stories and songs around the pupil's vocalisations. Do them to the tune of their favourite songs, then closely adapt, echo and mimic the pupil's vocalisations so they can call and respond closely</p>	

Articulation	Self-expression begins to take the form of vowels and consonants	Echo and model back as close as possible to your vowels and consonants	Clearly articulating vowels and consonants
	Self-expression features vowels and consonants	Sound out vowels and consonants while holding the letters or a physical object which is their favourite, i.e. B B Ball and hold a ball	
	Self-expression has clear links to vowels and consonants and is consistent	Sound out vowel/consonant of their favourite thing and link to symbol/photo, get the pupil echoing back to you then exchange the object	
Sequencing	The sequencing of vowels and consonants begin to take meaning	Sound out the vowels and consonants to make the pupils favourite thing, use Little Wandle as a support to this	Word like communication with clear correlation
	Sequencing of self-expression has clear meaning and is well defined	Sound out pupils' vocalisations by tagging them to separate letters and objects – i.e. pupil says B. Richard said B – Ball B.A.L.L. (while pointing through the words) then hand over the ball	
	Sequencing of self-expression is clear and has direct meaning	When pupils' vocalises give them written options, symbols and or photos of the word they are attributing meaning to, then exchange.	

Word Making	Self-expression takes a word like form, through a combination of vowels and consonants	Continue to add value and tag self-expression – echo back exaggerated versions of the expression	Pupil is able to tag formed words directly to objects/events
	Self-expressions are consistent towards and object or person, demonstrating labelling	Give pupil multiple options on the table, have symbols and written word also available. Sound out with pupil, modelling is the key here, get the pupil echoing back. Then when the pupil exchanges, you keep reinforcing with the word	
	Pupils combinations of self-expressions have a direct relation to an object or person	Pupil is now accurately expressing words which link to objects, events etc – now it is about extending and expanding, follow the same steps, lots of reinforcement and positive talk	
Phrase making Pathway 3 Entry point	Self-expression begins to string words together but may not link or make sense	Pupil is linking words together which may not make sense which is fine. Echo back correct order, write it down or use symbols and mirror and echo back	Tagging is a crucial part of understanding number sequence and itemising
	Vocab begins to feature well known phrases, i.e. thank you but not in context	Teach sequences of phrases. Focus on words that add value; more, stop, finish, yes, no i.e. More Ball. You extending the conversation	

	<p>Pupils are able to combine multiple words to build a phrase and use in the correct context</p>	<p>Aim for 3 key words, you want to think about command words and nouns, bit like the core board. Teach from left to right, More Ball Go. Then you can start to eventually build in the more causal words like 'the' 'please' etc</p>	
<p>Turn Taking</p>	<p>Communication is very one way i.e. I say you do</p>	<p>Ask questions which prompt action. What do you want (on a core board obviously!)? Pupils tend to communicate because they want something to start or stop.</p>	<p>Two-way conversation which involves waiting and turn taking</p>
	<p>Self-expression is directed towards a partner and waits for a verbal response</p>	<p>Pause and wait, when a pupil asks for something or it's a question to you, pause, say hmmm, let them know you are thinking and that they need to wait to negotiate</p>	
	<p>Self-expression takes a conversational form displaying clear waiting and responding</p>	<p>This is where you are developing your pupil's ability to reason and debate with you. Don't be afraid to discuss, extend conversation, use social stories to practice how to ask for something, how to reason and accept no etc.</p>	