

## **TRANSCRIPT: Sign assisted speech focus group**

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We identified a group of learners who would benefit from the input of signing. That may be because they had poor oral motor tone, so it made it very difficult for them to be understood. Also, we have several students with recurrent hearing infections that means that when their hearing is reduced they can't understand. So by using a visual support system, like signing, it can help them to still communicate effectively.

It's very important that the vocabulary that we're teaching the students is relevant to them. I could so easily just go through the signing manual but that would have no importance or relevance to them whatsoever. And often, I will actually ask the students, 'What do *you* want to sign? What do you need to learn?' and then I will provide that to them.

We used the food groups in the story and then used the butterfly to travel on a journey to land on a washing line and used groups of clothing.

And then it carried on its journey and landed at a lake and we used that to address emotions. A lot of our children struggle with emotions and understanding how they feel and how they should react in certain situations, so that was a very useful topic that all the children enjoyed. And we linked emotions to colours and that can then be used in a warning system using colours for a student telling you, for example, when they're about to become anxious.

The butterfly then carried on to its journey and finally settled at this school and we then did different places around the school that all the students need access to. So, if they needed to communicate that they wanted to go to a particular part of the school, they were able to do that with their signing.