

TRANSCRIPT: Sensory story

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We will not just read a story once. It might be repeated over six weeks, twice a week. Then the child becomes familiar with how the structure is and what's coming next and we'll see if we can encourage them to engage more throughout the six weeks.

Some children can't comprehend the language that you use within a story so we make it sensory, rather than just telling them the story.

We try and incorporate as many different ways of communicating as we can. Using sign just reinforces what we're saying 'cause for the children who can't understand a lot of verbal communication, that sign just backs it up.

For some children, we'll have basic devices and they only have to press it once for it to speak, whereas you've got the one child who can effectively use a Tech/Talk for re-telling a story.

So, it just gives them that communication tool kit and we try and build it up throughout the year.

Within mainstream schools, you can tell a story and you'll get that feedback from a lot of children verbally, whereas in special schools a lot of children aren't able to give you that verbal feedback and so you get the feedback in a lot of other ways, other than relying on verbal communication. So, we'll read a facial expression. Is she trying to make any hand movements? With a prompt, can she tell us, vocally, what she wants to say?

And it really is small steps with a lot of children but we are seeing the progress throughout the year.