

# C

## **CAMP your activities throughout the day**

### **Create communication opportunities**

Give your child as many chances as you can to communicate throughout his/her day.

- Get your child's attention
- Offer choices and ask "open" questions
- Let your child ask for help instead of anticipating their needs
- Follow your child's interest and go at their pace
- Have the communication aid at hand

# A

### **Add a communication aid**

There is a huge range of communication aids that can be individualised for almost any purpose.

Types of communication aids include:

- Supports for understanding
- Expressive communication aids (targeted or expressive)
- Supports for communication partners

By adding and using a communication aid you will avoid talking too much, naturally use short sentences, and use consistent vocabulary.

# M

### **Model**

Show your child how to use the aid by using it yourself. Use it for a real reason.

This is the most important step in teaching him/her how to use the communication aid.

Be repetitive. Repeat repeat repeat!

# P

### **Pause to prompt**

Encourage your child to respond. Pause expectantly to give him/her the opportunity to take a turn in the interaction. Count to 10 in your head.

You may then want to prompt your child to use his/her aid. There are levels of prompting from physical, verbal and visual prompting.

Avoid over prompting and let your child be as independent as possible.

# C

## Examples of CAMP across the day

Create opportunities to communicate	AAC	Model	Prompt
<p>Morning greeting (teachers and peers)</p> <p>E.g. "Hi! What did you do on the weekend?"</p>	<ul style="list-style-type: none"> <li>Greeting board</li> <li>My Day Book</li> <li>iPad with a communication app</li> </ul>	Teacher points to the relevant symbols	<ul style="list-style-type: none"> <li>Visual prompt: Teacher shows the child what he needs to point to</li> <li>Teacher waits expectantly for a reply</li> </ul>
Sharing news	<ul style="list-style-type: none"> <li>Pad with a communication app</li> <li>"Visual scene" containing a photo and descriptions</li> </ul>	Teacher points to the first cell to hear it read aloud a message	<ul style="list-style-type: none"> <li>Verbal prompt: "Do you have more news to share today?"</li> <li>Teacher waits expectantly for a reply</li> </ul>
Interacting with friends at lunchtime	Activity specific board - lunch time	Teacher aid makes comments about lunch using the communication board. E.g. "This is yummy", "We have the same!".	<ul style="list-style-type: none"> <li>Verbal prompt: "What do you have to eat?"</li> <li>Visual prompt: point to pictures</li> <li>Physical prompt: take child's hand to board</li> </ul>
News time in small group	Electronic communication device with a page set up with activities and home news for each day - parents to put vocab in	<p>Teacher has a smart board with the same page set on it.</p> <p>All children in class can use this board, learn and model</p>	<ul style="list-style-type: none"> <li>Visual model: from peers using smart board</li> <li>Offer child a turn</li> <li>Option to physically guide hand</li> </ul>
Bedtime routine	Task schedule for brushing teeth	<p>Keep the schedule in the bathroom. Point to the steps and talk about them as you go.</p> <p>Read through the social story a few hours before bedtime and talk about bedtime.</p>	<ul style="list-style-type: none"> <li>Verbal prompt: "Check the board, what do you have to do next?"</li> <li>Visual prompt: point to the next step if the child needs</li> </ul>

# A

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# P