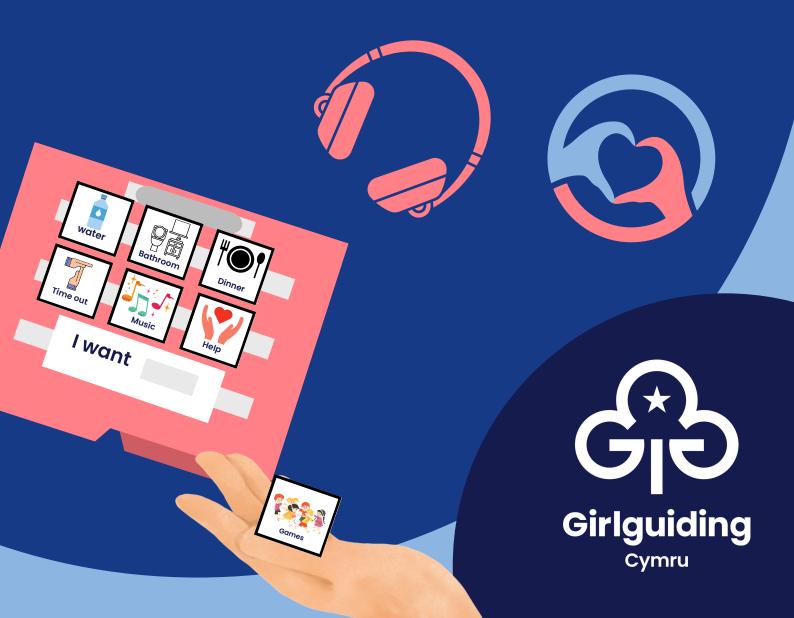
# Ciuides

# Girlguiding Cymru Guides Communication Pack



# **Communication pack**

This communication pack has been produced by Girlguiding Cymru, with members in mind.

This pack has been designed for nonverbal /nonspeaking members and members who may have ASD or may be neurodivergent. The resources contained will support young members to access guiding and communicate with leaders and peers. Did you know that girls are often diagnosed with autism far later than their male counterparts, with research suggesting that just 20% of girls with ASD are diagnosed with autism spectrum condition (ASC) prior to the age of 11, compared to 50% of boys.

#### This pack contains

- 1) Communication board
- 2) Communication strips
- 3) Visual timetables
- 4) Now and then board
- 5) Cut out cards for above
- 6) Warning light systems
- 7) Keyfob cards
- 8) Promise resources

#### Links

<u>youtube.com/c/Pecsusa</u> pecs-unitedkingdom.com/pecs/



Please ensure that you have the full permission and support of parent/s or guardians and the member themselves before using this pack.

#### Where grey sections are shown, this must have Velcro attached after lamination



## How to use

۵

water

Time out

Ĩ.

Ŷā

Bathroom

Music

want

The first part of the pack is designed to be used in stages. Work with parent/s or guardian/s to ascertain what level the member may be accessing in their education setting.

## The steps

Part 1) The Guide uses a single image to communicate what they want from a simple selection and they can hand this to a leader.

Part 2) The Guide uses single pictures and can be encouraged to communicate with leaders in different locations.

Part 3) The Guide uses two options only and will hand them to their chosen leader they should be placed on the communication board to choose from.

Part 4) The Guide uses a simple select to create a sentence on the coloured Velcro strips. This can then be handed to the leader who can read it out to the rainbow.

Part 5) The Guide uses the cards to show they have understood your question and can respond using a card eg: Do you need the toilet?

Part 6) The Guide uses the system to comment on things eg: I feel happy. They may include peers.

Dinner

Help

Games

It is important to try and grant any requests that are made unless they are disruptive, inappropriate or you can sense a pattern forming.

# How to use

## Now, Next, Then

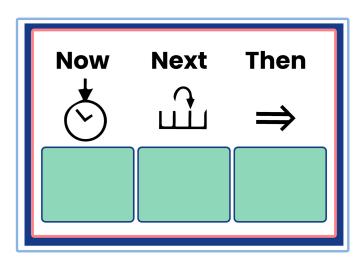
The now, next and then board is excellent for setting and managing expectations for both leaders and Guide. It can help girls to understand what is happening and what they are expected to do.

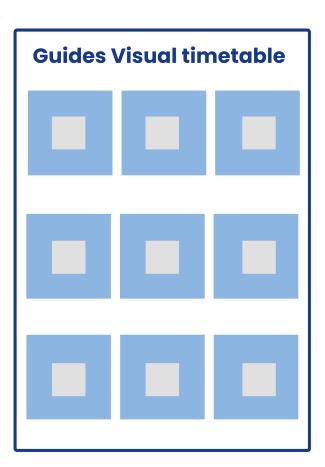
It can sometimes help members to understand that they have to complete a task they are not keen to do in order to tale part in activity that they love. For instance, If you have a Guide who does not like using the toilet you could have the following sequence:

toilet > hands > colouring

The other part of the pack is designed to be used to support the member in meetings. Work with parent/s or guardian/s to ascertain what is best for the member.







## **Visual Timetable**

The visual timetable is an excellent communication method for all Guides. It helps all girls understand the flow of the evening and what is expected of them.

You can use this to answer the age old question "what are we doing tonight"? You should remove each activity as it is complete.

Some Guides may prefer a linear timetable which can be made by sellotaping 5 sheets together lengthways and attaching a line of Velcro on the length. This can be used to show the whole evenings activities.

This can be used in all situations. clocks are also included if leaders wish to use times.

You can print out more than one sheet if you wish.

# How to use

## **Stages board**

The stages board may help some members who need support with appropriate behaviour.

This is a clear way to show them that they may need to stop doing something that may be unsafe or upsetting others.

It is very important that leaders work with parents to create guidelines of what are controllable actions. This system should not be used for actions that are non-controllable eg: ADHD-fidgeting. ASD - sensory seeking.

The time to reflect should be agreed by parent/s or guardians and can be sitting with a leader to think about what they have done or calling parents to collect.



Single hole punch needed

## Keyfob

The keyfob of cards is ideal to use as a non verbal visual prompt to either encourage or discourage certain behaviours.

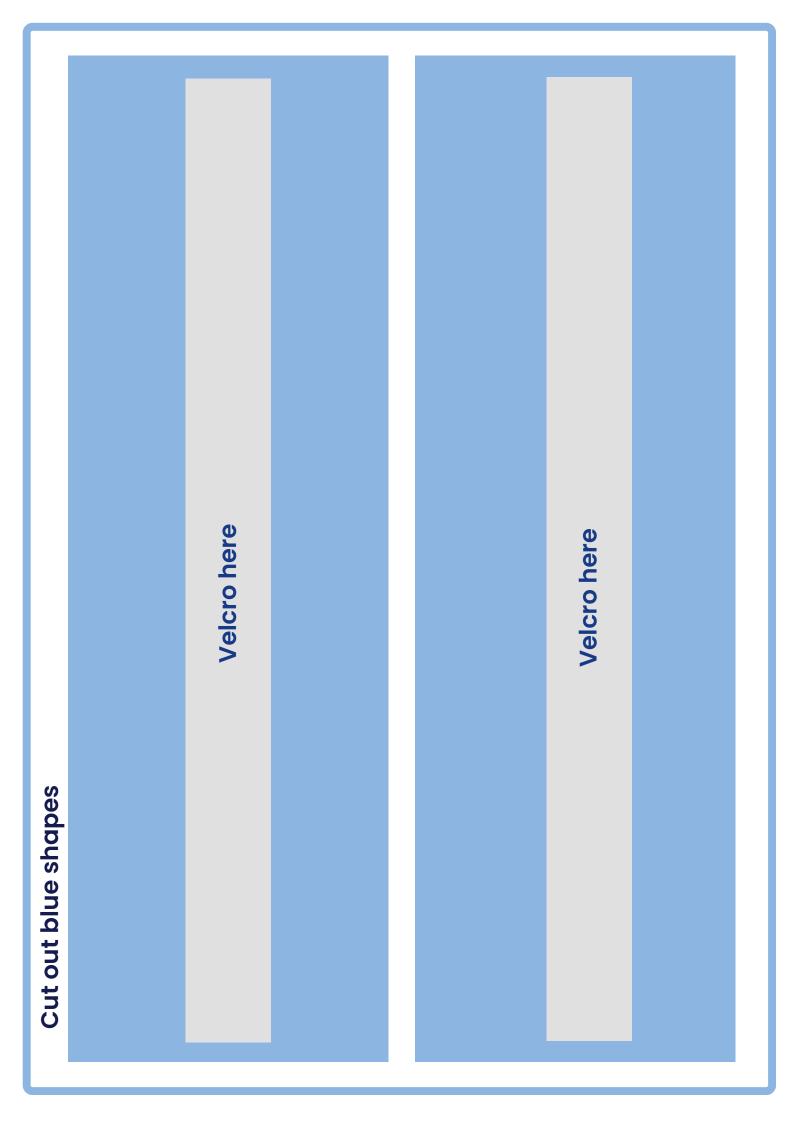
it is perfect for use at meetings or while out and about on trips.

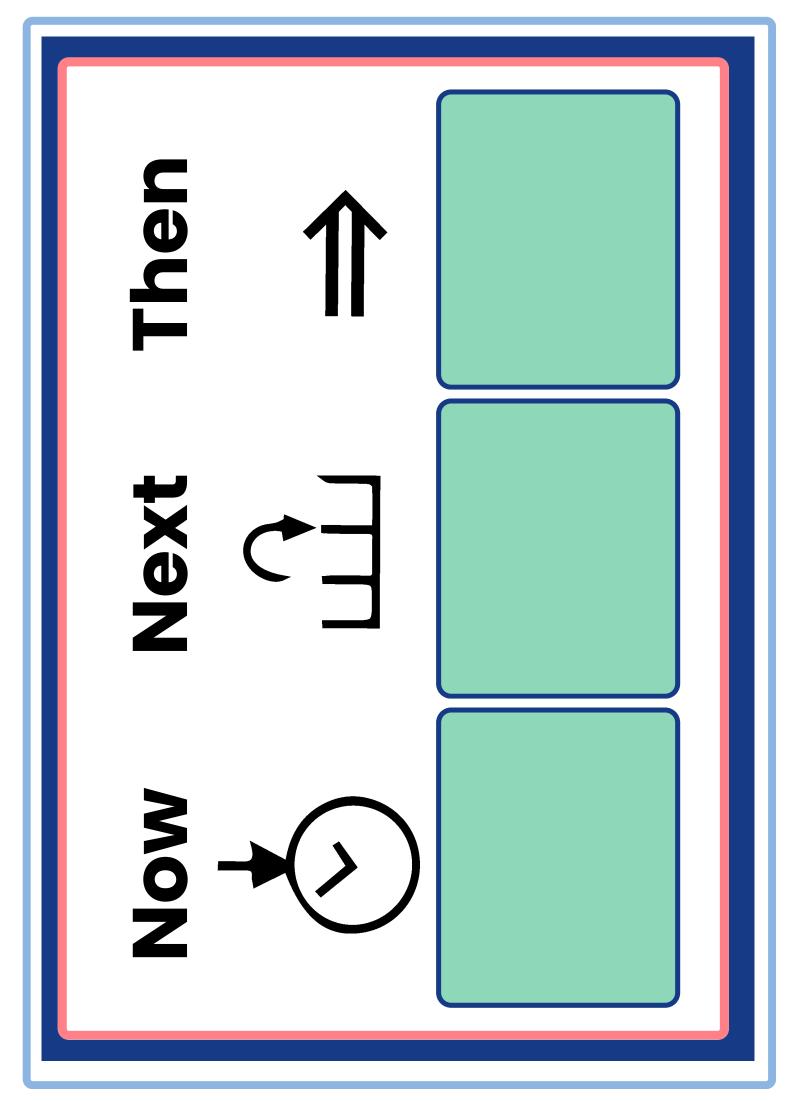
You will need to cut out the cards and then laminate them. Then cut them out with a 2mm laminate border. You can the metal hoop and keychain parts online.

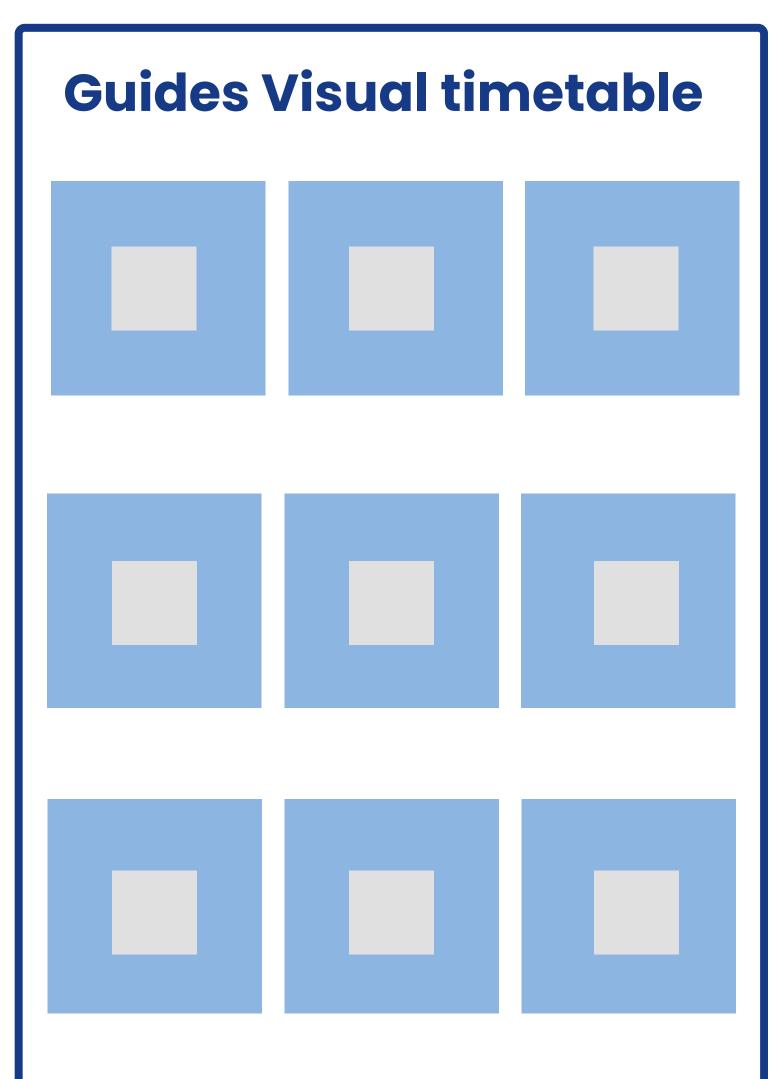
#### Velcro here

#### Velcro here

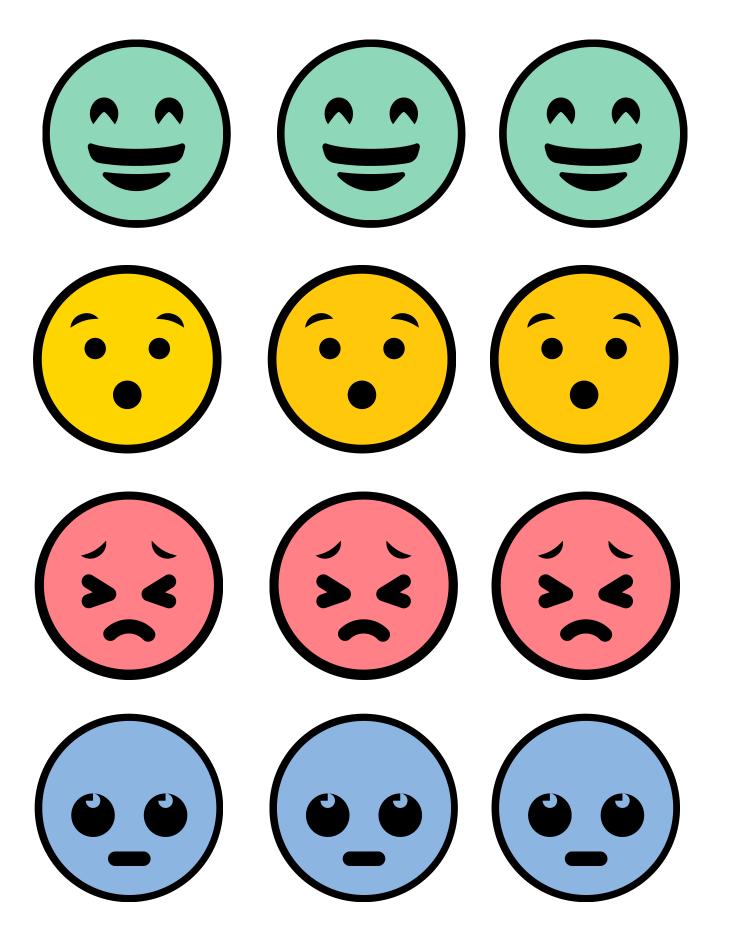
#### Velcro here





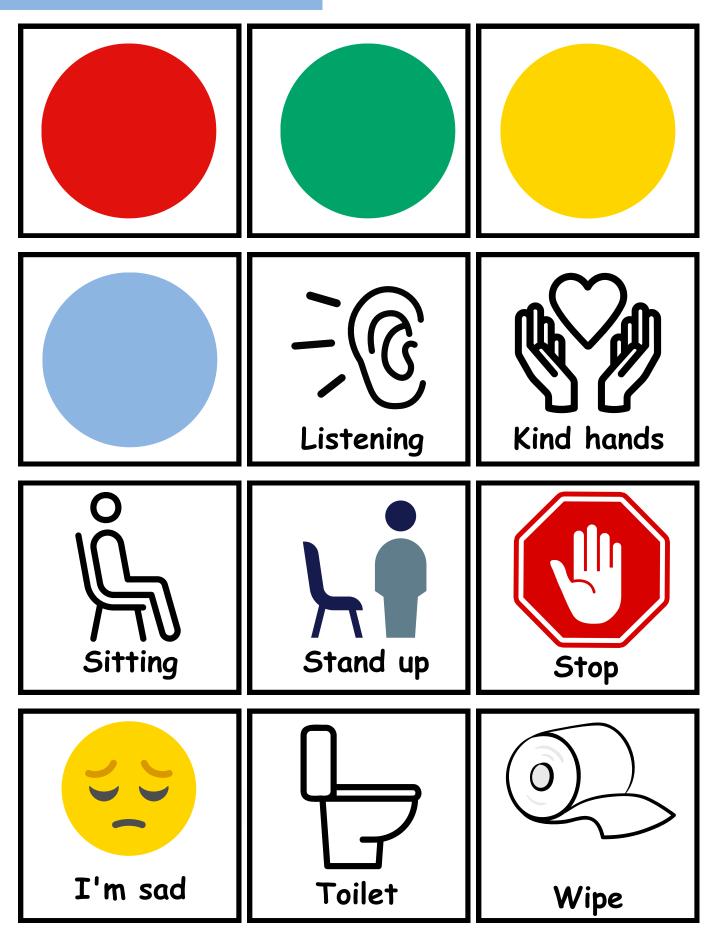






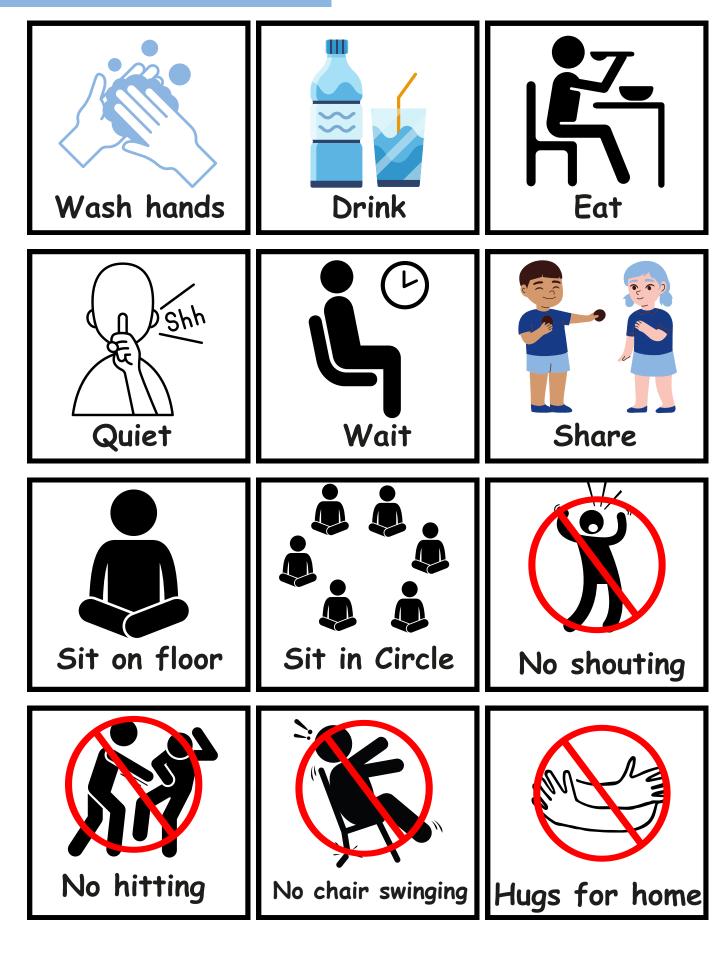
To be cut out with Velcro dots (Spares included)



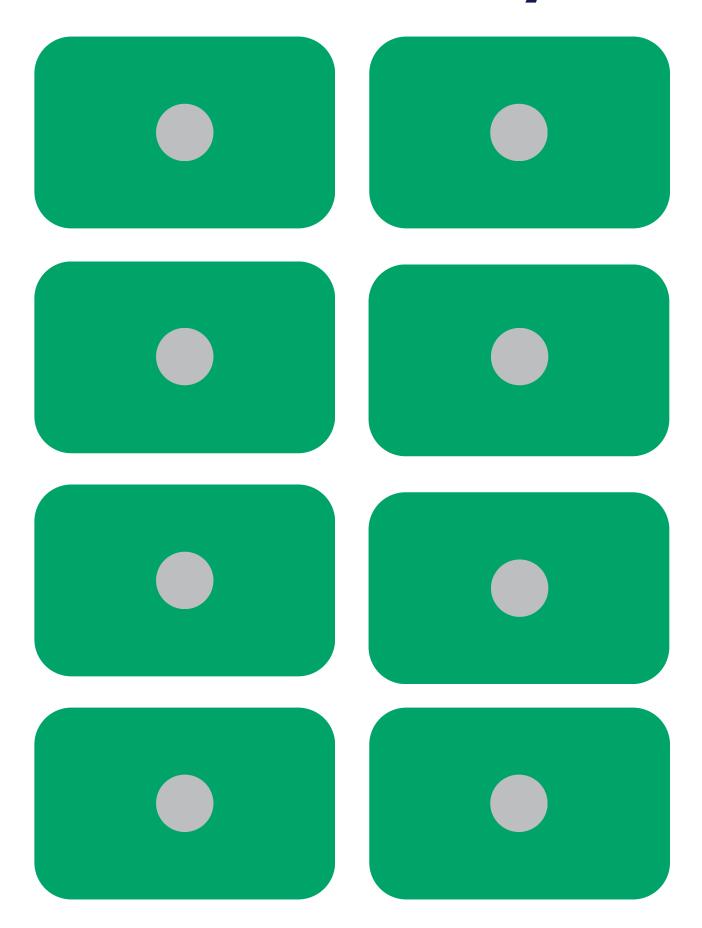


Keyfob

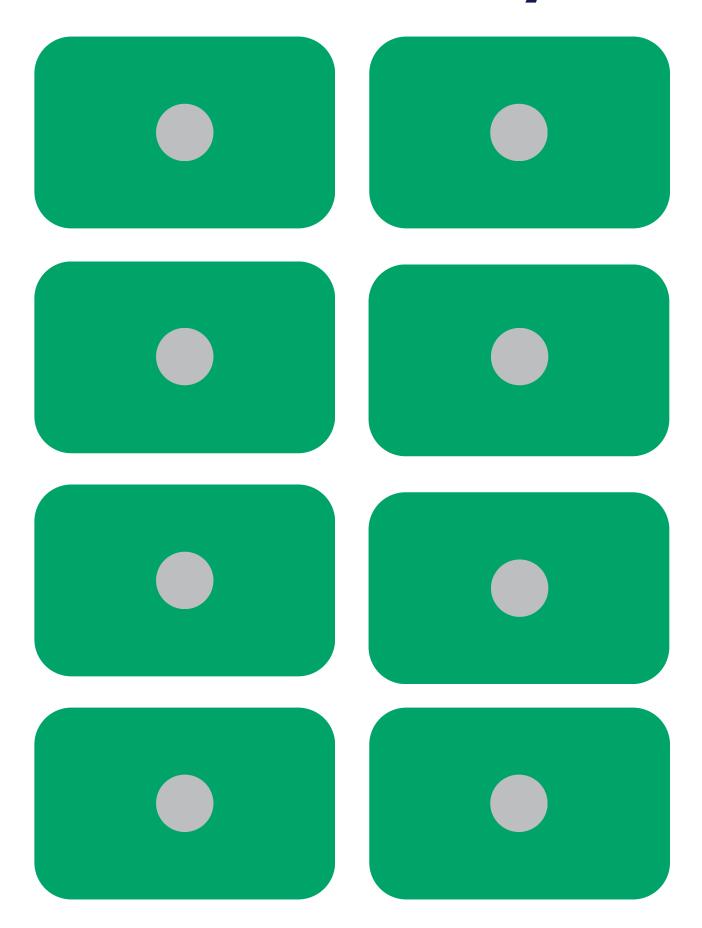
You can choose which ones are appropriate for your member



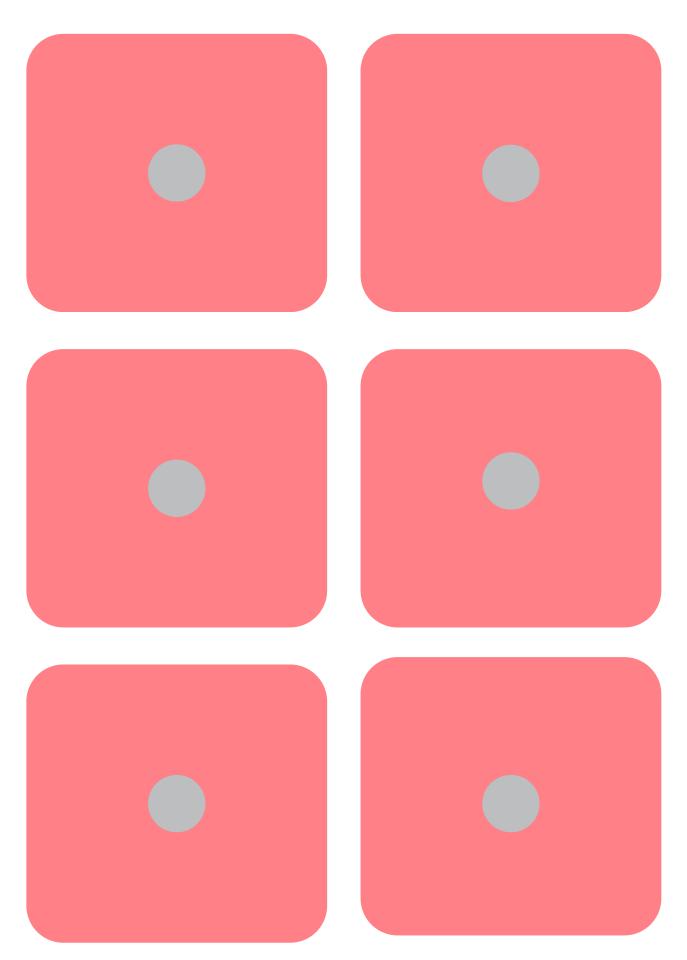
# **Promise ceremony card**

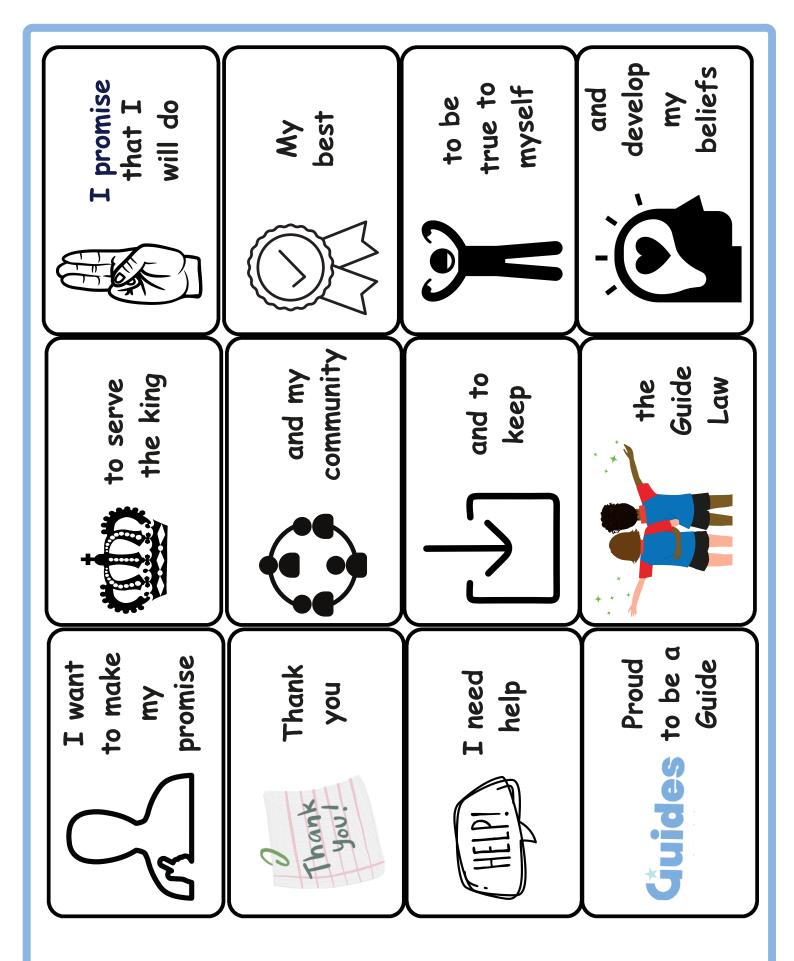


# **Promise ceremony card**

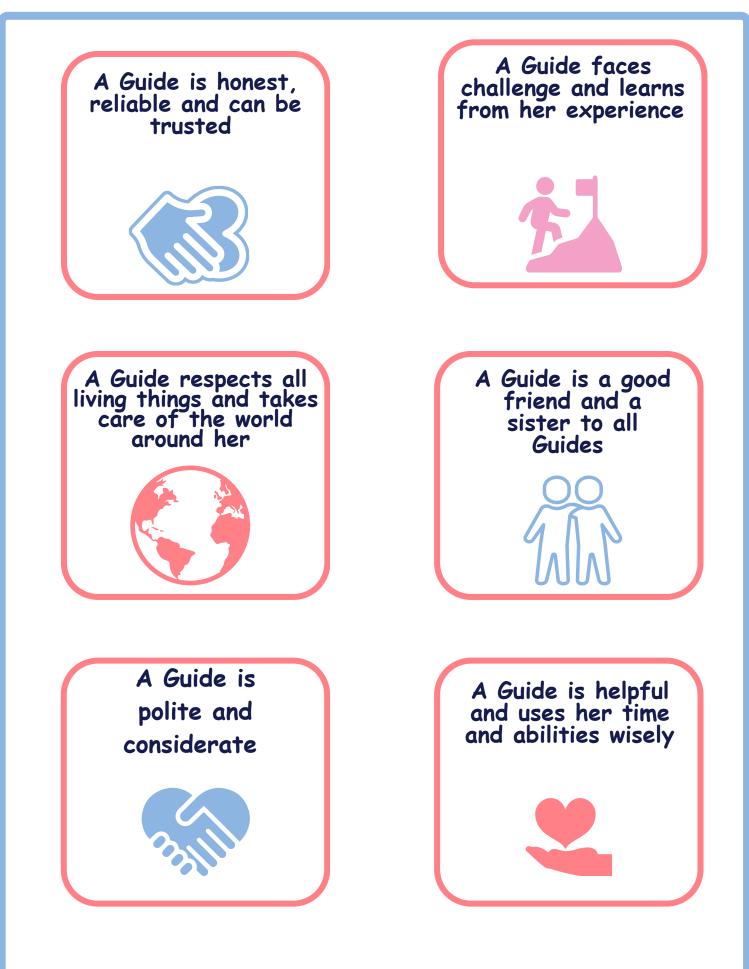


# **Guide laws card**

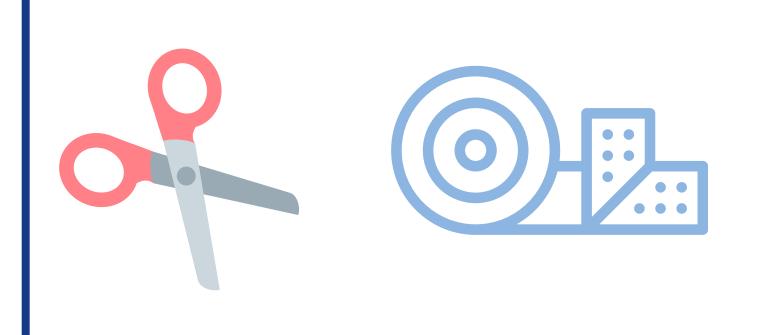




**Promise ceremony cards** 



## **Guide Law**



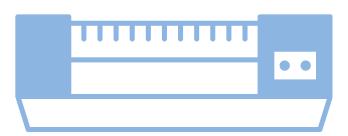
# **Communication cards**

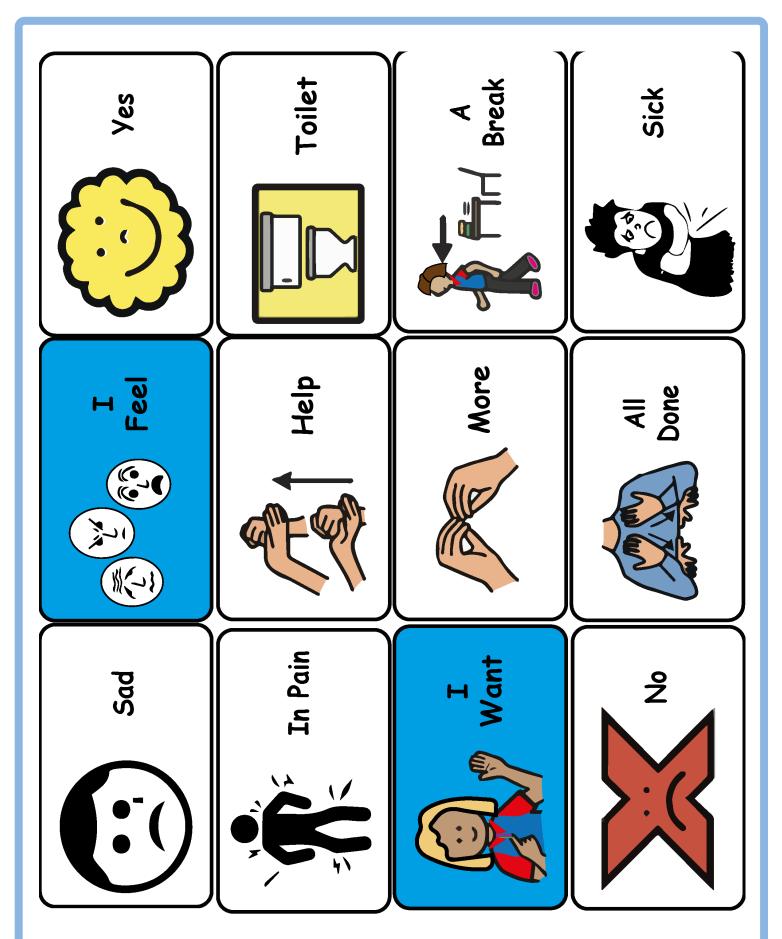
#### You will need

- Scissors
- Laminator
- Laminate sheets
- Velco dots or roll

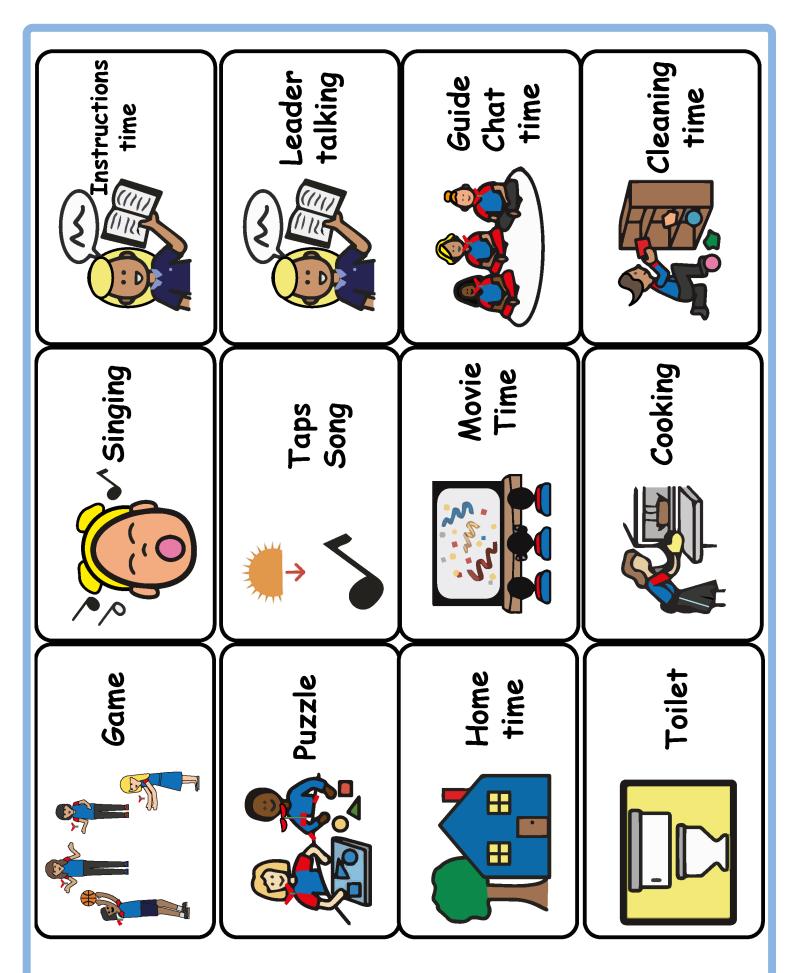
They can be placed on the communications board print as many as you require

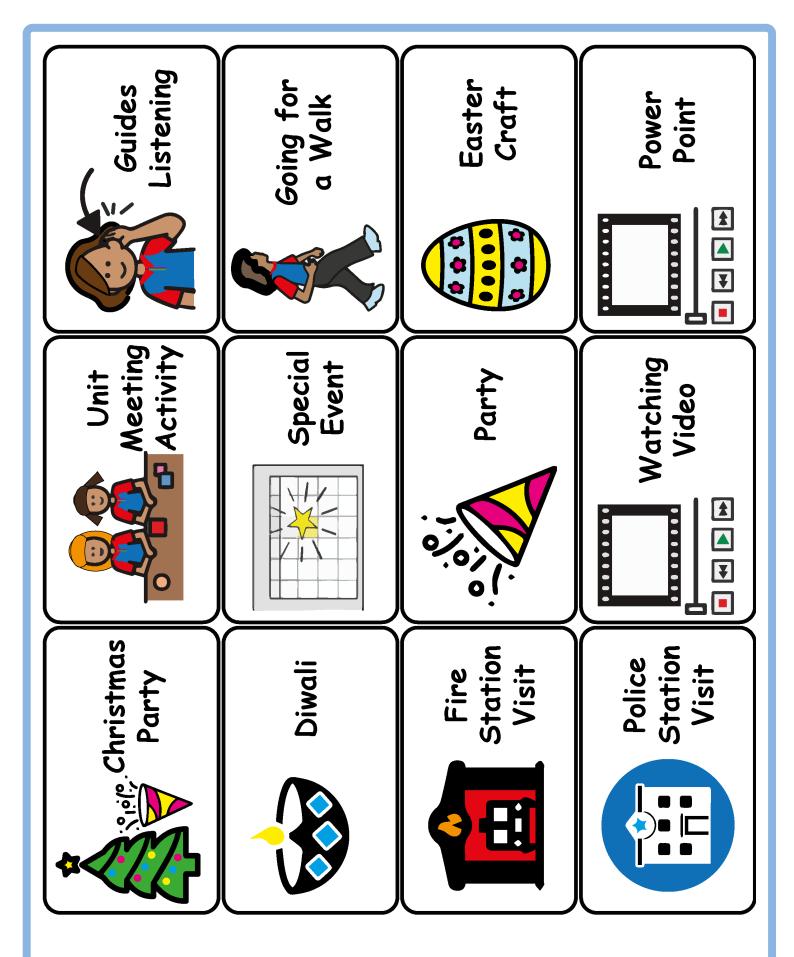


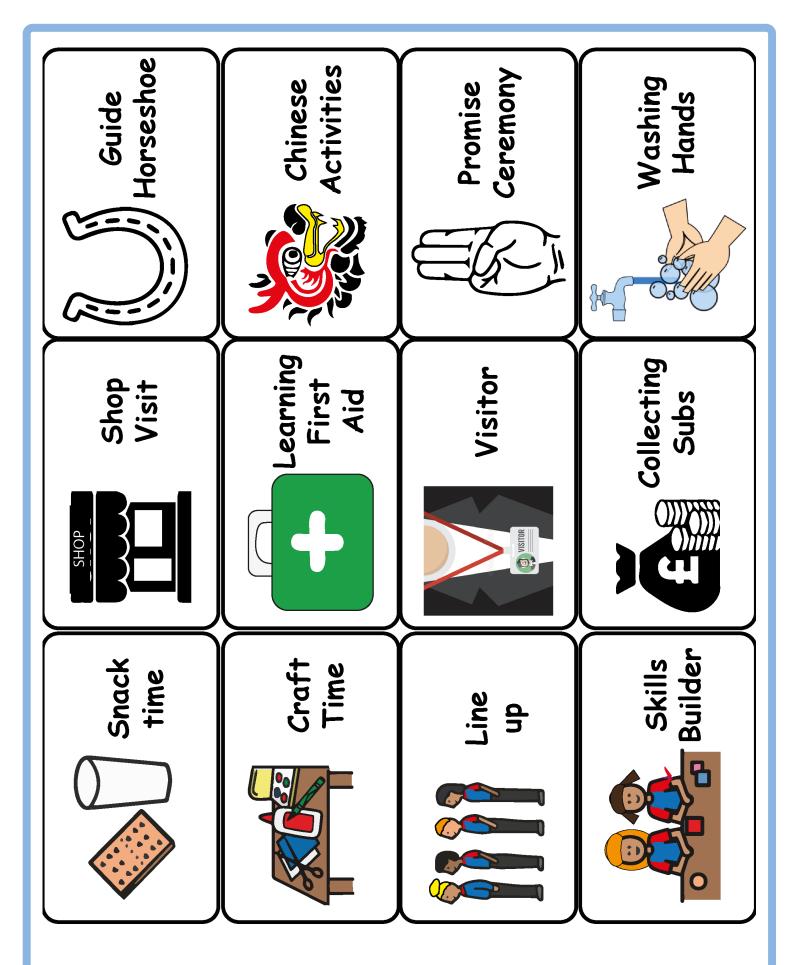


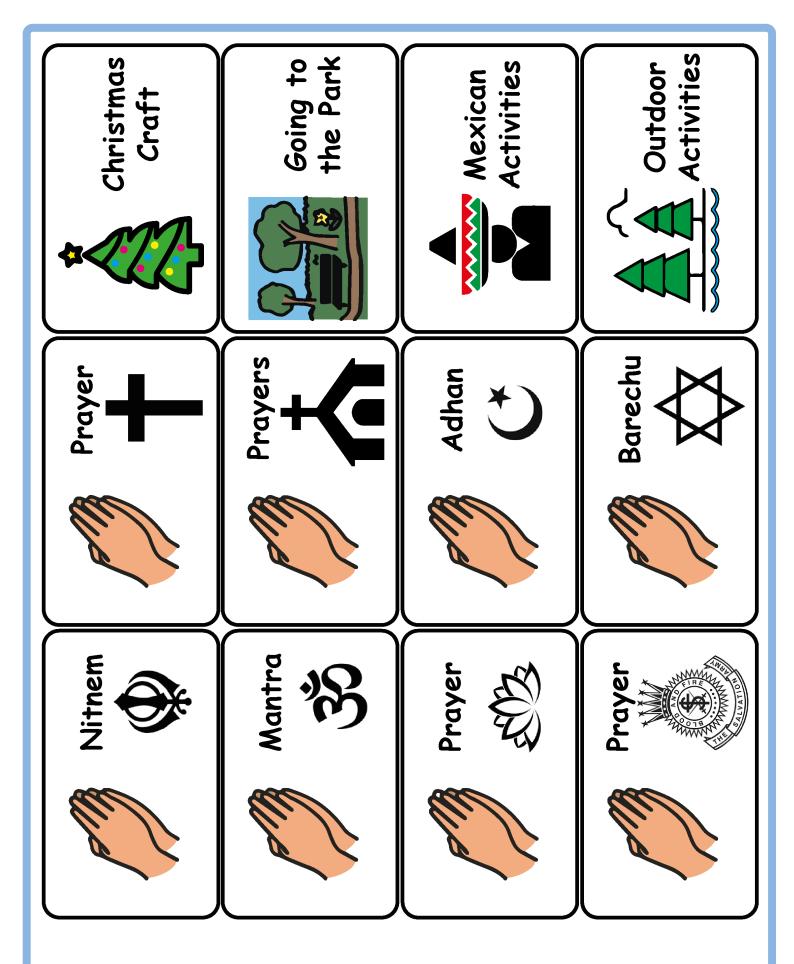


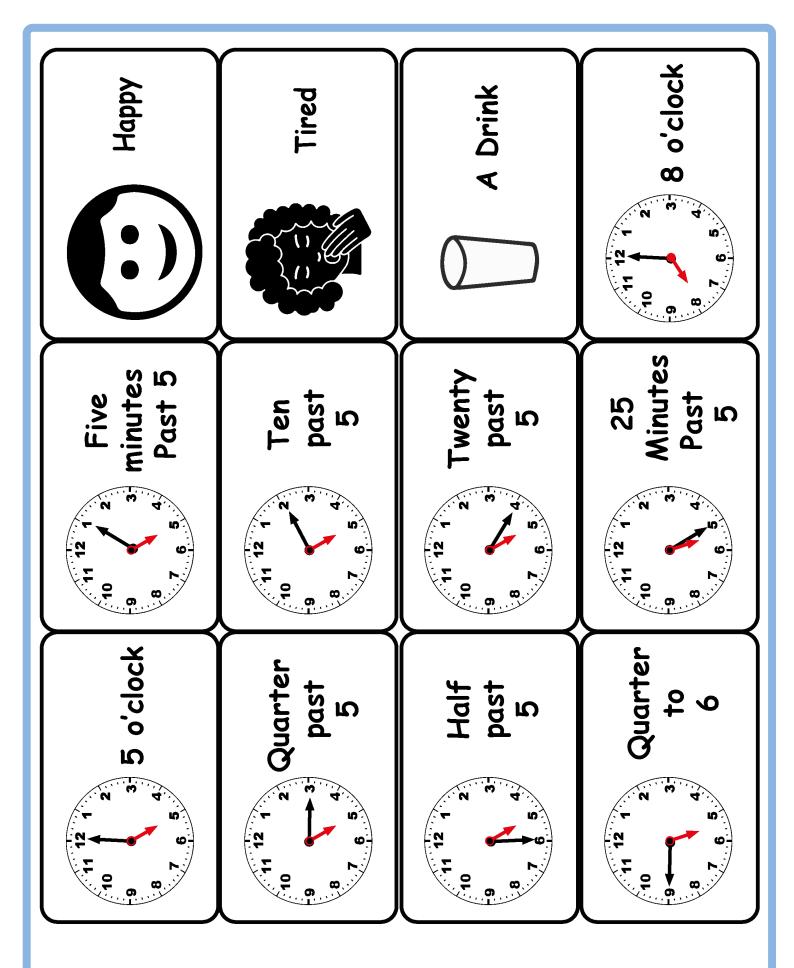
To be cut out then laminate Place velcro dots on reverse The blue cards are sentence starters for part 4 onwards.

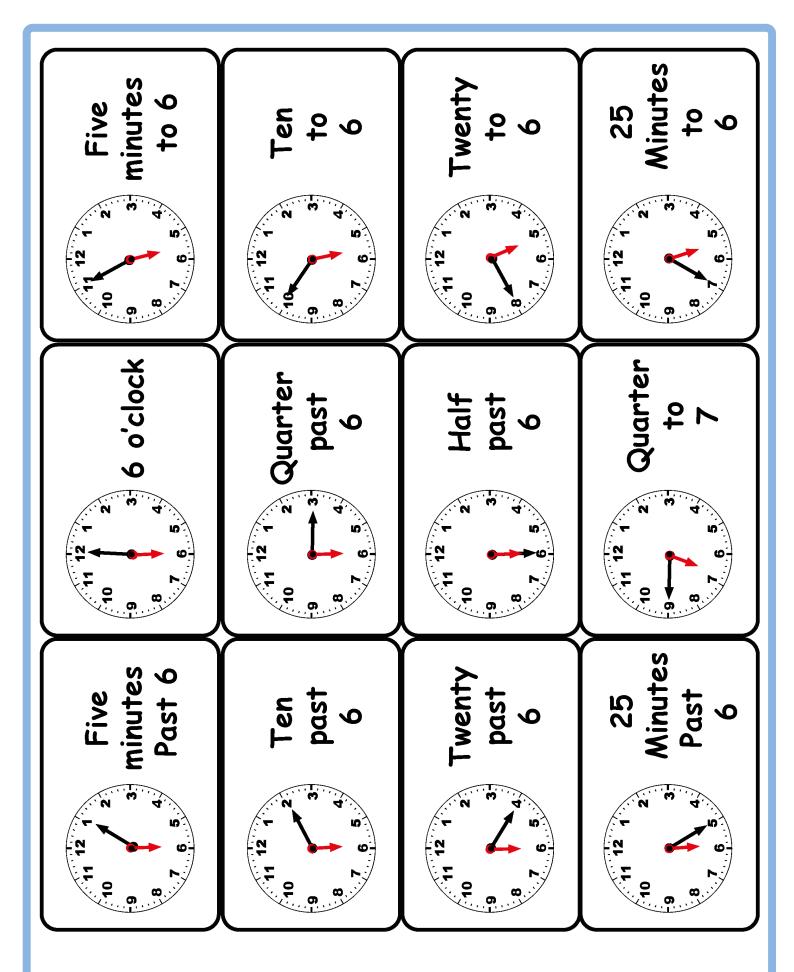


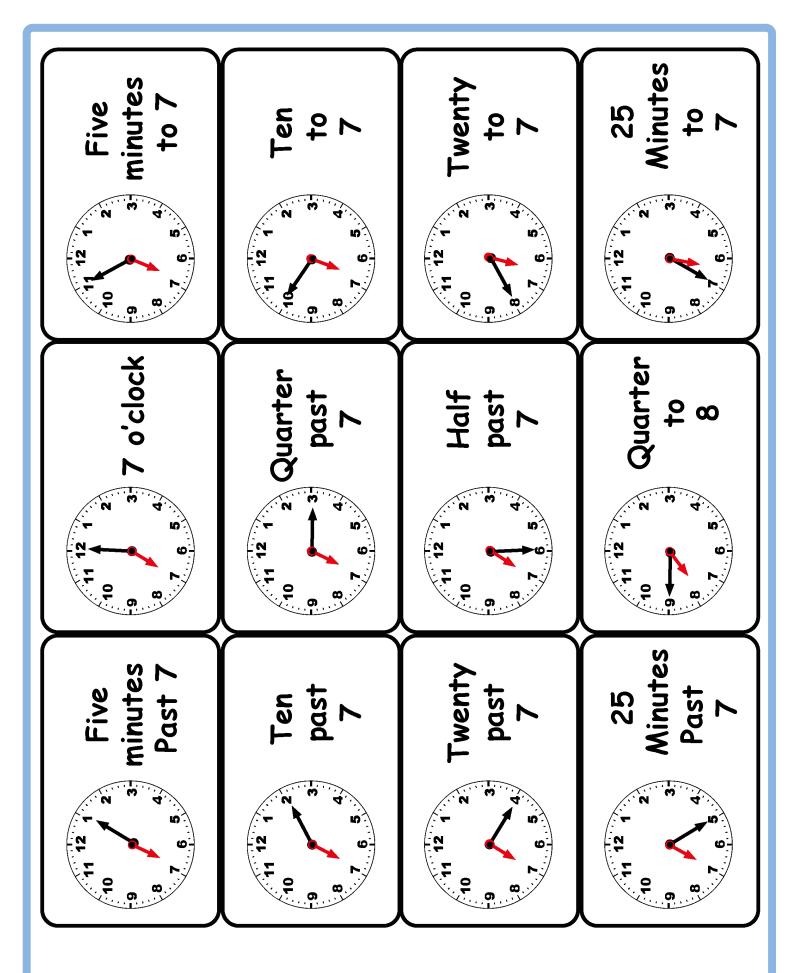




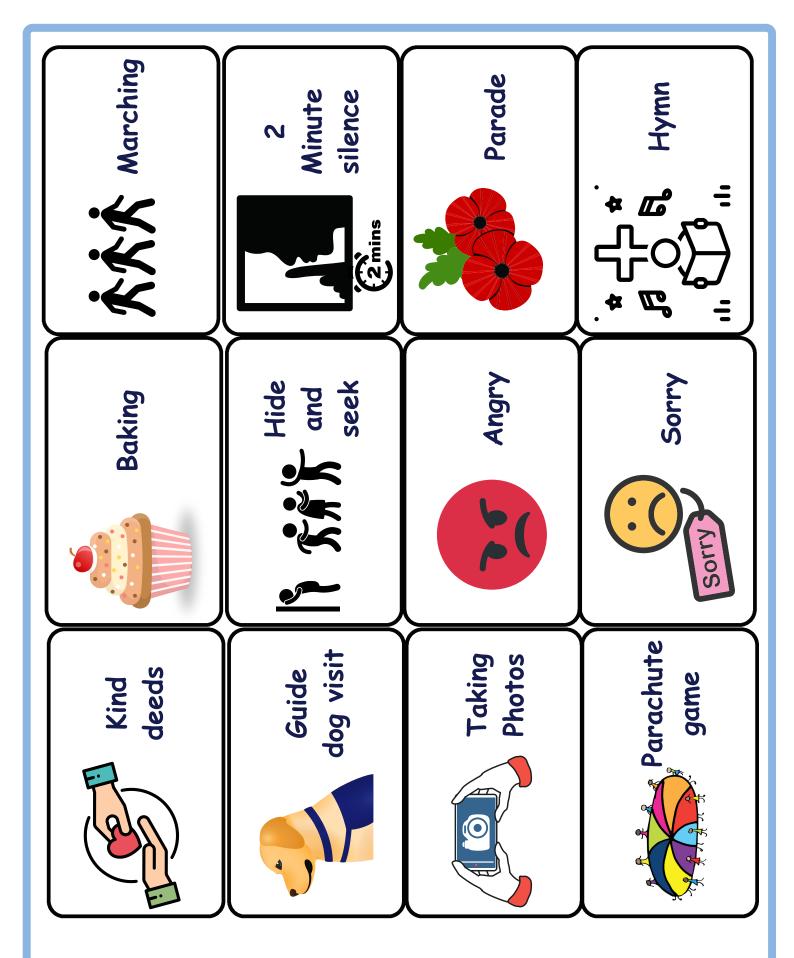


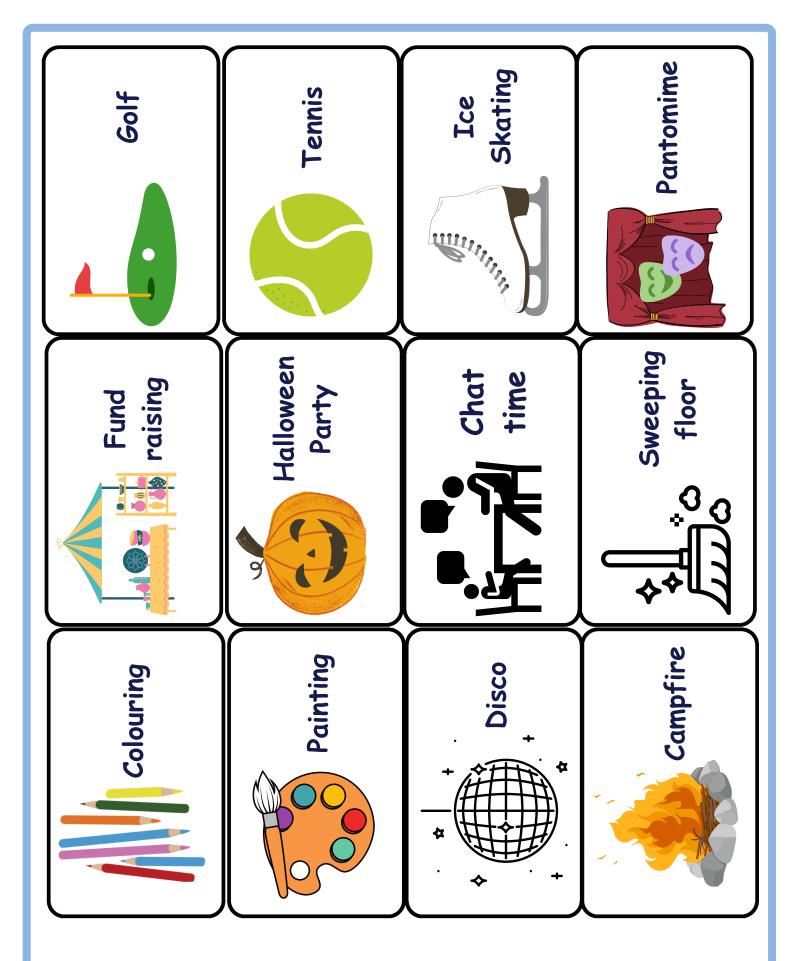


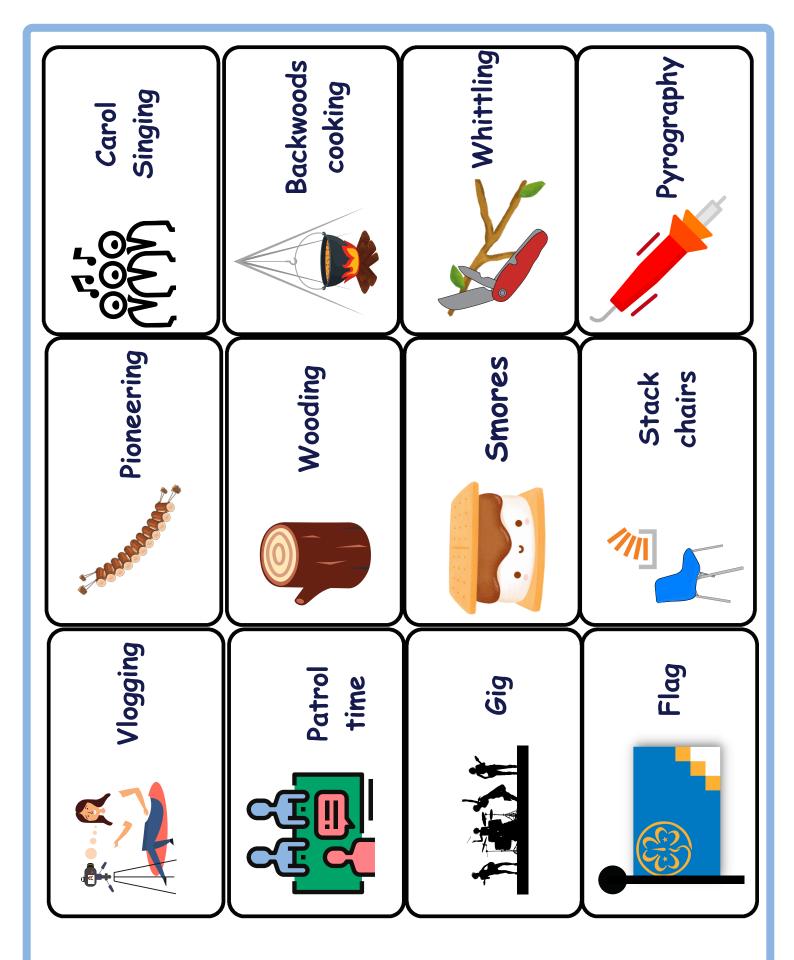


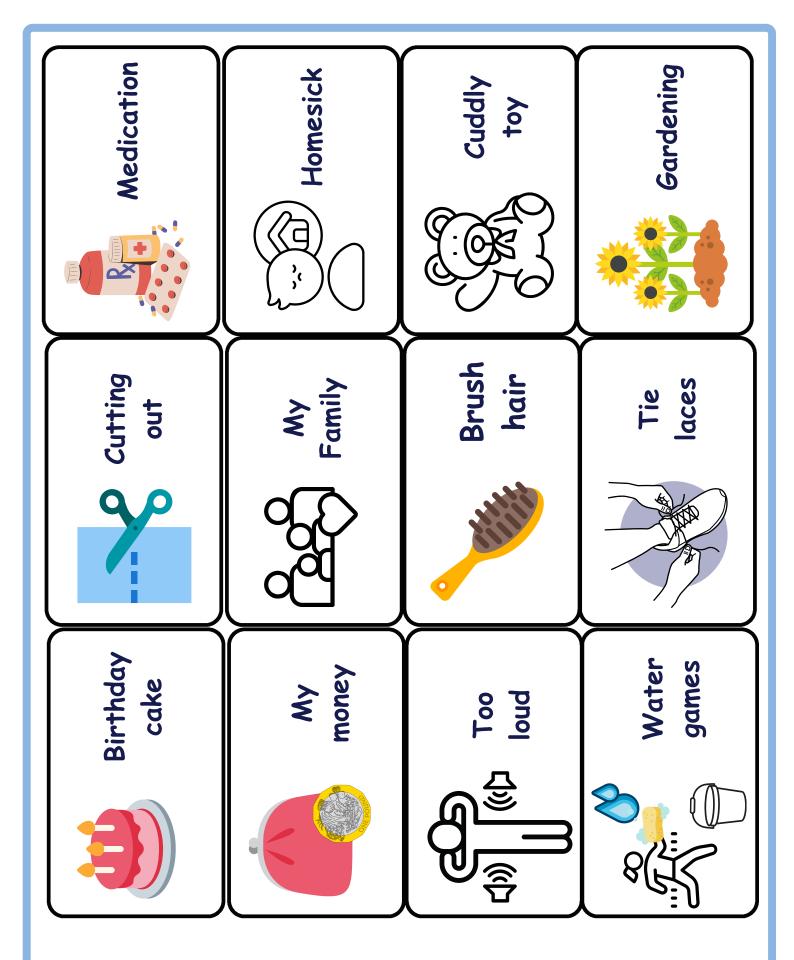


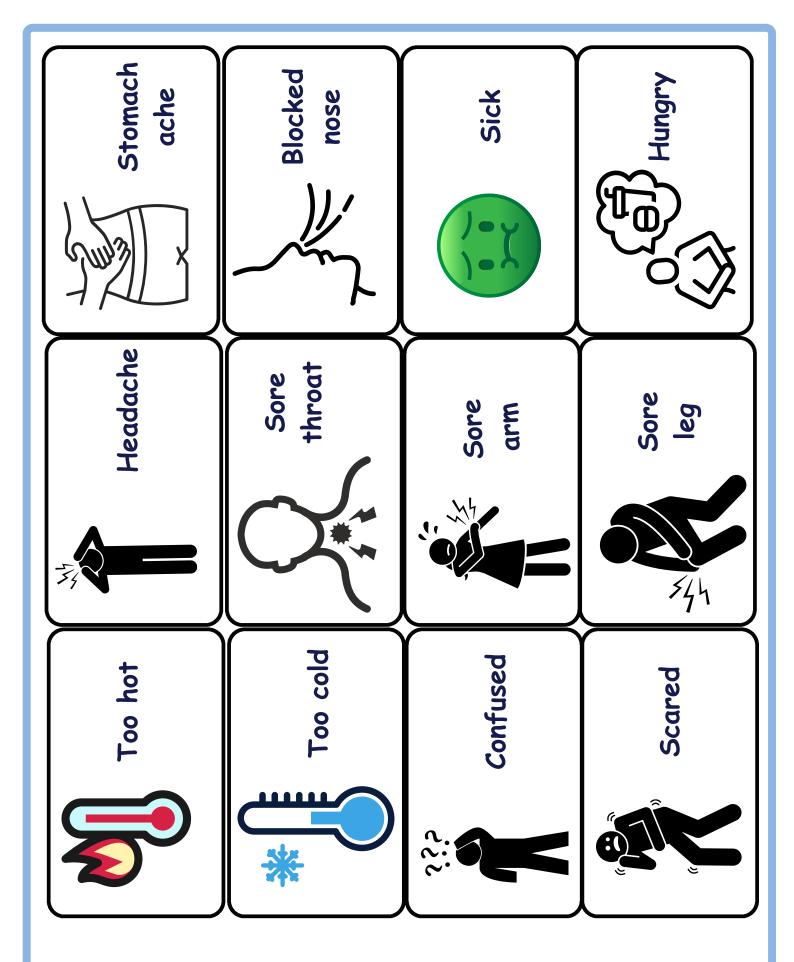




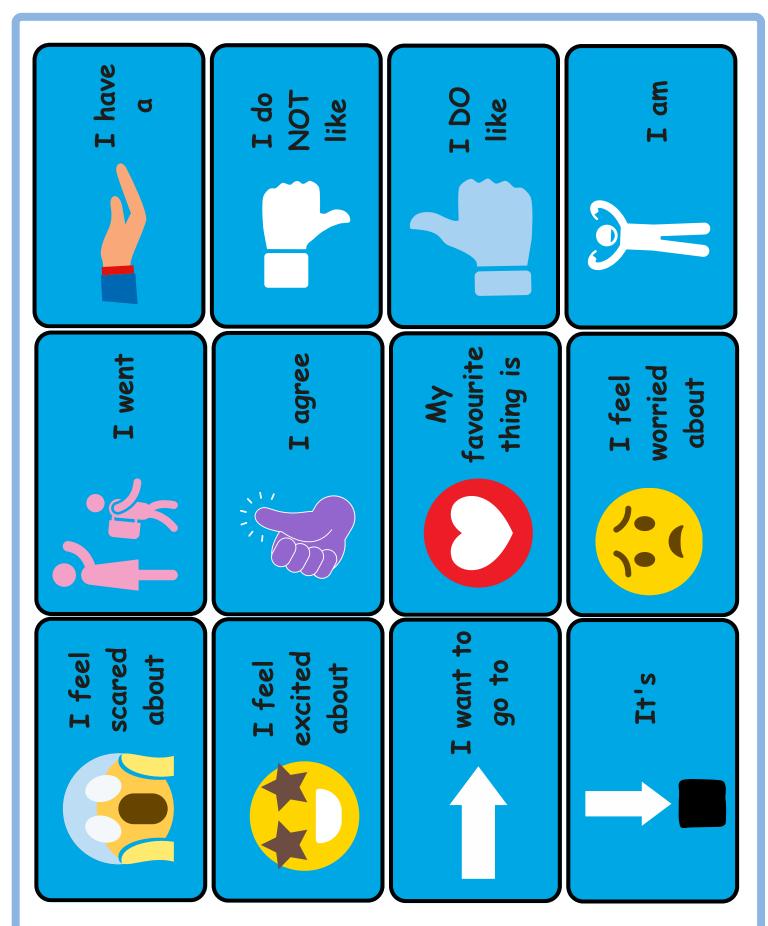




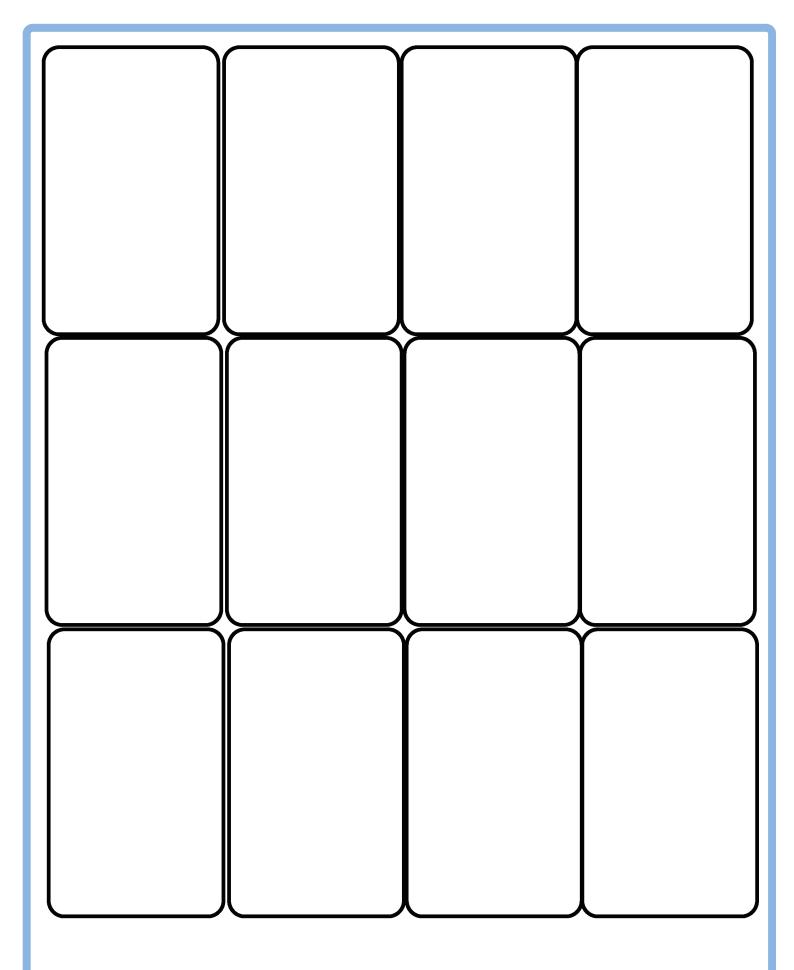








Sentence starters can be cut out then laminated Place velcro dots on reverse for step 4 onwards



Blanks can be cut out then laminate Place velcro dots on reverse