

FLIP STRIP COMMUNICATION BOARDS

PADDOCK SCHOOL, LONDON

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Speech and
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March 2018

St George's University Hospitals



NHS Foundation Trust

WHO

- Ruth Bettany ,SLT, CTL, St Georges NHS
- Paddock School in Wandsworth
- 189 students
- 2.8 SLTs
- ASD – social communication difficulties + learning difficulties + severe language difficulties
- History of PECS & ALD



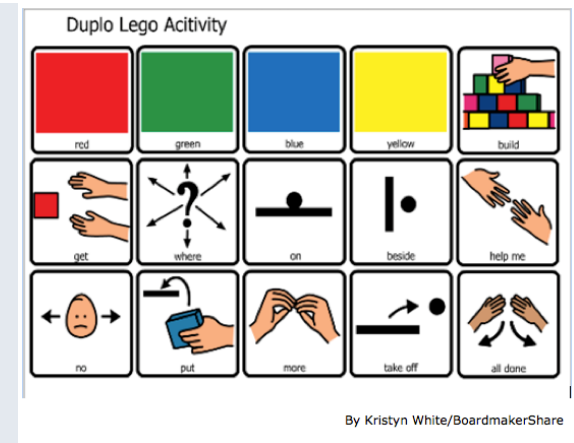
WHAT

■ PECS

- Children had outgrown requesting only
- Used mixed methods for mixed purposes
- Focus on nouns

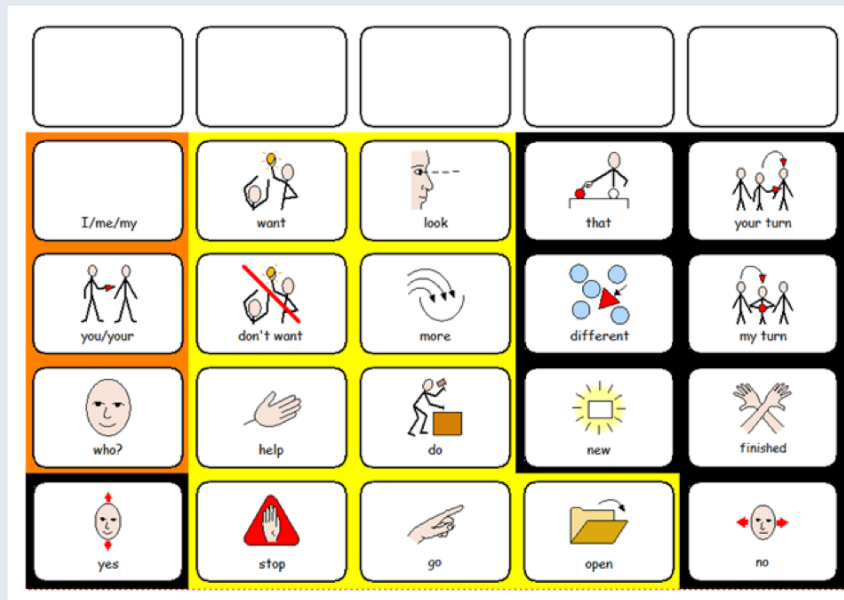
■ Aided Language Display board

- Groups words by activity
- Follows colour coding
- 'flows' in the same direction as spoken syntax
- Cannot talk outside of topic
- Large folders
- Allows for all particles of speech but mostly nouns
- Little consistency between boards



FLIP STRIP BOARDS

- Increase ownership
- Focuses on common core vocabulary
- Talks across subjects
- Demonstrates using same words in multi-contexts
- Gets ready for communication books / high tech

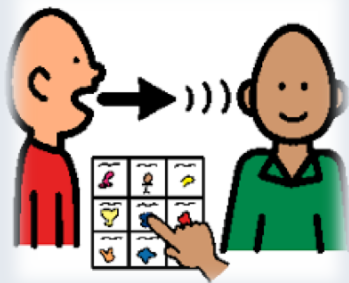


WHERE AND WHEN

- Always, everyday, every activity
- Fun and functional!
- Student A Black out some core words initially
- Student B aided language stimulation
- Student C focus on verbs

WHY AND HOW

- Aided language stimulation
 - Input mirrors expected output
- Models communication for a range of purposes
- Targets understanding and expression
- Integrate with all other communication systems
- Look familiar
- Use alongside speech

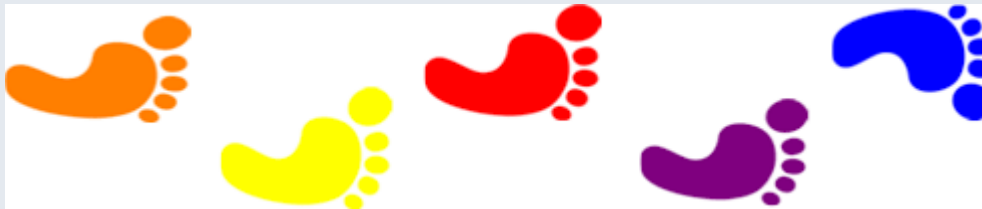


WHAT HAPPENED

- **Trialled with children who**
 - Had outgrown PECS (more to say than “I want X”)
 - Had multiple ALD boards across each day
 - ?Not yet ready for communication book
 - 42 children across schools
- **Within six weeks**
 - Students took ownership of boards
 - Some collected boards at start of session
 - Encouraged to turn to right activity strip
- **Within 12 weeks**
 - Trialling with more students
 - Searching activity strips for correct strip
 - Initiating novel utterances
 - Alternating between different activities e.g. colours and cooking

WHAT NEXT?

- Assessment is ongoing and dynamic
- 9 students moved up to Communication Books
- 2 students on high tech trials (Words for Life)
- 1 student carries around on a lanyard
- Students routinely collect their boards when prompted



- Integrate into home environment
- Share videos and training with parents/ carers
- Encourage teaching staff to make the activity strips
- Better measuring of progress

QUESTIONS?

