

Communication – Self-help group Aims -

- To promote eye-contact
- To promote anticipation skills and initiation of communication through gesture, facial expression and vocalisation.
- To encourage indications of preferences – likes/dislikes of smells and tastes.
- To promote upper body, facial and oral awareness.
- To develop independence and self-care skills

	Song	Action/ activity	What I'm looking for
Whole body	Peek a boo, Peek a boo Look who's hiding there. Peek a boo Peek a boo It's	Place a piece of material over your child's head while singing peek a boo... When you get to the last line pause and leave lots of time for your child to remove or make the cloth fall down. You may need to help with this, but each time leave long pauses to give them the opportunity to try.	-Does your child try to remove the material? -Do they wait for the pause in the song? -Do they show recognition of the song? Like or dislike it? How do you know?
Face	I have two eyes so I can see, I have two ears so I can hear, I have two lips so I can sing, sing along with me. Two eyes 1- 2, two ears 1- 2, two lips 1- 2 sing along with me.	Sit facing your child at eye level. Sing the song and touch the parts of the body as you name them. Or point to them on yourself. Sing the song again holding a mirror up to your child so they can see their face.	-Are they interested in their face? Or your face? -Do they touch the parts as they are named? - do they show signs of anticipation or know where you are going to touch? Any responses during the song.
Hair	I look in the mirror and what do I see - messy hair looking at me. I hold my hairbrush in my hand and take it to my head.	Have one or two hair brushes within your child's reach. Encourage them to locate it and grasp it. Co-actively if needed, lift the brush to their hair.	Are they interested in the hairbrush? Do they want to explore it? What do they do?
Brushing Hair	Brush upon my head, brush upon my head, give it a stroke, give it a stroke, brush upon my head. I look in the mirror and what do I see - tidy hair looking at me.	Support your child as needed to brush their hair- working on independent movement or tolerance depending on their need. Hold mirror and touch/ or encourage your child to touch their hair.	Do they brush hair? How do they react? Are they interested in looking at themselves in the mirror?
Taste (if appropriate)	I hold the spoon in my hand and take it to my mouth.	Have a spoon each or support your child to hold their spoon and encourage them to take it to their	Do they react to the spoon? To they know what it is for? What do they do?

		mouth. Practice this as many times as the child likes.	
Teeth	<p>I look in the mirror and what do I see - dirty teeth looking at me.</p> <p>I hold my toothbrush in my hand and take it to my mouth.</p>	<p>Hold up the mirror and show teeth. Sitting opposite your child show them your teeth.</p> <p>Show them the toothbrush place it within reach (if appropriate) give them lots of time to explore the toothbrush before supporting them to take it to their mouth.</p>	<p>Any reaction to their reflect?</p> <p>Awareness of the focus on teeth?</p> <p>Interest in the toothbrush?</p> <p>Do they know what it is for?</p>
Brushing teeth	<p>This is the way I brush my teeth, brush my teeth, brush my teeth. This is the way I brush my teeth, side to side, up and down, move my toothbrush all around.</p> <p>I look in the mirror and what do I see - shiny teeth looking at me.</p>	<p>Give them the time and opportunity to explore their mouth with the toothbrush. Its ok if they don't brush/ don't put it into their mouth. This will develop over time.</p> <p>Hold up the mirror to look at their teeth.</p>	<p>Are they interested in the toothbrush?</p> <p>What do they do with it?</p> <p>Do they attempt to brush their teeth?</p> <p>Do they accept you helping them to brush their teeth?</p>
Face	<p>I look in the mirror and what do I see – a dirty face looking at me.</p> <p>I hold my flannel in my hand and take it to my face</p>	<p>Leave some toothpaste smears around the mouth and hold up the mirror showing their dirty face.</p> <p>Soak a flannel in warm water and ring out. Offer it to your child or support them to touch it to their face.</p>	<p>Do they notice a change in their appearance?</p> <p>Do they know what the flannel is?</p> <p>What do they do?</p>
Face washing	<p>This is the way I wash my face, wash my face, wash my face. This is the way I wash my face down, down, down and up.</p>	<p>Give your child time to respond, if needed support them to take the flannel to their face and follow the down, down, down and up actions in time to the song.</p>	<p>How does your child react?</p> <p>Do they tolerate/ like/ dislike the cloth on their face?</p>
Drying face	<p>I hold my towel in my hand and take it to my face</p> <p>This is the way I dry my face, dry my face, dry my face. This is the way I dry my face - down, down, down and up</p> <p>I look in the mirror and what do I see – a nice clean face looking at me.</p>	<p>Give your child time to respond if needed support them to take the hand towel/ dry face cloth to their face and follow the down, down, down and up actions in time to the song.</p> <p>Hold up the mirror to look at their face.</p>	<p>How does your child react?</p> <p>Do they tolerate/ like/ dislike the cloth on their face?</p>

lips	Round and round my lips I go, round and round my lips I go. Round and round my lips I go, just like this.	Offer your child a smell of the lip balm to prepare them. Apply lip balm to your finger and rub it gently around your child's lips.	What is their reaction to the smell of the lip balm? How does your child react to their lips being touched?
hands	These are my hands Dilly, Dilly, these are my hands. Stroking my hands Dilly Dilly stroking my hands,	Touch and stroke hands while singing	How do they react? Do they pull away? Do they anticipate and give you their hands?
Hand cream	Cream upon my hands, cream upon my hands, give them a stroke give them a stroke, cream upon my hands.	Offer your child a smell of the cream , put some on their tray to explore before starting. The rub the cream into their hands while singing.	How do they react? Do they pull away? Do they anticipate and give you their hands?
Finish song.	It is time to finish now, finish now, finish now. It is time to finish now, finish now.	Use the TaSSeLs finish sign saying self help is finished before singing the song.	To they show awareness of the body signing? To they join in. Any reactions?

Resources

Individual box per child with labelled resources – toothbrush, toothpaste, 2 flannels, hairbrush, mirror, 2 spoons, cup of water

Choice of tastes, Hand cream, lip balm