I Can Help.

Story Time! Everyone listen! All Sensory Stories should begin in the same way

Sam wants to go for a walk. ’Sam’ may be replaced with any suitable staff name. A staff members stands up and says, ‘I want to go for a walk.’

Sam opens the door and looks outside. Sam walks to and opens the classroom door and looks outside.

“Oh no!” Said Sam, “It’s raining.” Sam signs and Spray is used to simulate the rain.

“I want more clothes.” ‘more’ is signed

Sam looked for clothes. Sam pretends to look around the room without success

Sam could not find her clothes! Sam is sad. Staff show Learners a sad face. Sam puts on a sad face. In repetitions of the story staff can show two faces. Can the Learner identify the sad from the happy face? Later, ‘angry’ could replace ‘sad’

Will you help? Staff speak and sign to Learners encouraging them to respond with their ‘yes’ response.

Sam wants her hat. Staff make the sign for hat. Can the Learners do this? In repetitions of the story, staff can pause before the word hat to see if any Learner will anticipate and make the sign.

Sam can not find her hat. Emphasis on NOT. In repetitions of the story staff can ask ‘Can Sam find her hat?’ and wait for a ‘no’ response from the Learners.

Will you help? Staff speak and sign to Learners encouraging them to respond with their ‘yes’ response

Is the hat in the bag? A bag is presented which contains a hat. Will the learner look inside and indicate ‘yes’? Will the Learner reach inside and take the hat? Staff can assist a Learner if the Learner cannot manage physically. However, staff should allow the Learners to control of their actions. Each Learner is encouraged and assisted to give their hat to Sam. In repetitions of the story staff can increase the challenge slightly. For example, they can add some polystyrene beads into the bag but still leave the item visible. If successful, they can submerge the item the following time. Will the learner put his/her hand into the container to retrieve the item? They can then put a second item in the bag. Is the Learner able to retrieve the correct item? Different things can be done depending on the abilities of each Learner and their progress. Ensure that the Learner is comfortable with the basic story before adding new challenges.

Sam says ‘thank you’. Sam says and signs thank you to ALL the group not individually.

Sam is happy. Staff show Learners a happy face. Sam puts on a happy face. In repetitions of the story staff can show two faces. Can the Learner identify the happy from the sad face?

Sam wants her scarf. Staff make the sign for scarf. Can the Learners do this? In repetitions of the story, staff can pause before the word hat to see if any Learner will anticipate and make the sign.

Sam can not find her scarf. Emphasis on NOT. Use ‘can’ and ‘not’ rather than cannot as these are simpler forms of language. ‘Not’ can then be more easily emphasised and recognised by the Learners

Will you help? Staff speak and sign to Learners encouraging them to respond with their ‘yes’ response

Is the scarf in the box? A box is presented which contains this item. Will the learner look inside and indicate ‘yes’? Will the Learner reach inside and take the item? Staff can assist a Learner if the Learner cannot manage physically. However, staff should allow the Learners to control of their actions. Each Learner is encouraged and assisted to give the item to Sam. Each Learner is challenged according to their needs. For some it might be reducing tactile defensiveness against specific materials. For others it might be discriminating between objects. For yet others it might be controlling a staff member to act on their behalf. Each may progress at their own rate and some will progress faster than others. However, the story remains the same.

Sam says ‘thank you’. Sam says and signs thank you to ALL the group not individually. As each learner has already had to give Sam their item individually, we do not want Learners having to sit and wait a their turn; thus, Sam should say ‘thank you’ to the whole group

Sam is happy. Staff show Learners a happy face. Sam puts on a happy face. Do not be tempted to replace happy with a synonym such as content. Extra challenge will come in the form of the Learner being tasked to locate the happy face from alternatives (starting with happy and ad faces)

Sam wants her glasses. Staff make the sign for glasses. Can the Learners do this? In repetitions of the story, staff can pause before the word hat to see if any Learner will anticipate and make the sign.

Sam can not find her glasses. Emphasis on NOT

Will you help? Staff speak and sign to Learners encouraging them to respond with their ‘yes’ response

Are the glasses in the bag? A bag is presented which contains this item. Will the learner look inside and indicate ‘yes’? Will the Learner reach inside and take the item? Staff can assist a Learner if the Learner cannot manage physically. However, staff should allow the Learners to control of their actions. Each Learner is encouraged and assisted to give the item to Sam.

Sam says ‘thank you’. Sam says and signs thank you to ALL the group not individually.

Sam is happy. Staff show Learners a happy face. Sam puts on a happy face.

Sam wants her umbrella. Staff make the sign for umbrella. Can the Learners do this? In repetitions of the story, staff can pause before the word hat to see if any Learner will anticipate and make the sign.

Sam can not find her umbrella. Emphasis on NOT

Will you help? Staff speak and sign to Learners encouraging them to respond with their ‘yes’ response

Is an umbrella in the box? A box is presented which contains this item. Will the learner look inside and indicate ‘yes’? Will the Learner reach inside and take the item? Staff can assist a Learner if the Learner cannot manage physically. However, staff should allow the Learners to control of their actions. Each Learner is encouraged and assisted to give the item to Sam. If time allows, and in repetitions of the story, Learners might put up their umbrellas and hold them while staff spray water. This applies to all the clothing: learners can put on the hat for example before being tasked to give it to Sam.

Sam says ‘thank you’. Sam says and signs thank you to ALL the group not individually.

Sam is happy. Staff show Learners a happy face. Sam puts on a happy face.

Sam wants her belt. Staff make the sign for belt. Can the Learners do this? In repetitions of the story, staff can pause before the word hat to see if any Learner will anticipate and make the sign.

Sam can not find her belt. Emphasis on NOT

Will you help? Staff speak and sign to Learners encouraging them to respond with their ‘yes’ response

Is the belt in the bag? ? A bag is presented which contains this item. Will the learner look inside and indicate ‘yes’? Will the Learner reach inside and take the item? Staff can assist a Learner if the Learner cannot manage physically. However, staff should allow the Learners to control of their actions. Each Learner is encouraged and assisted to give the item to Sam.

Sam says ‘thank you’. Sam says and signs thank you to ALL the group not individually.

Sam is happy. Staff show Learners a happy face. Sam puts on a happy face.

Sam wants her shoe. Staff make the sign for belt. Can the Learners do this? In repetitions of the story, staff can pause before the word hat to see if any Learner will anticipate and make the sign.

Sam can not find her shoe. Emphasis on NOT

Will you help? Staff speak and sign to Learners encouraging them to respond with their ‘yes’ response

Is the shoe in the box? A box is presented which contains this item. Will the learner look inside and indicate ‘yes’? Will the Learner reach inside and take the item? Staff can assist a Learner if the Learner cannot manage physically. However, staff should allow the Learners to control of their actions. Each Learner is encouraged and assisted to give the item to Sam. In further developments, more than one box or bag may be used. The Learner is required initially to indicate which of the boxes contains the item where one box is empty. This is best achieved where the staff member is ‘blind’. The boxes are turned on their sides such that the Learner can see contents but staff cannot. Each staff member sets up the box for the next staff while their back is turned such that they do not know where the item is. Can the Learner indicate in any way in which box the item is located?

Sam says ‘thank you’. Sam says and signs thank you to ALL the group not individually.

Sam is happy. Staff show Learners a happy face. Sam puts on a happy face.

Sam is ready to go for a walk now. Sam walks to the door. Note that the story can be shortened by taking out an item of clothing or made longer by adding in an item to suit the session before this closing sequence

Sam opens the door. Sam opens the door.

Sam says ‘thank you’. Sam says and signs ‘thank you’ to ALL the group not individually.

Sam goes outside. Sam goes outside the door

Bye Bye Sam. Everyone is encouraged to wave goodbye or to say goodbye with a SGD (Speech Generating Device).