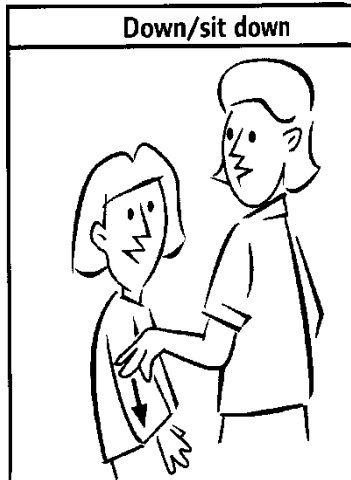
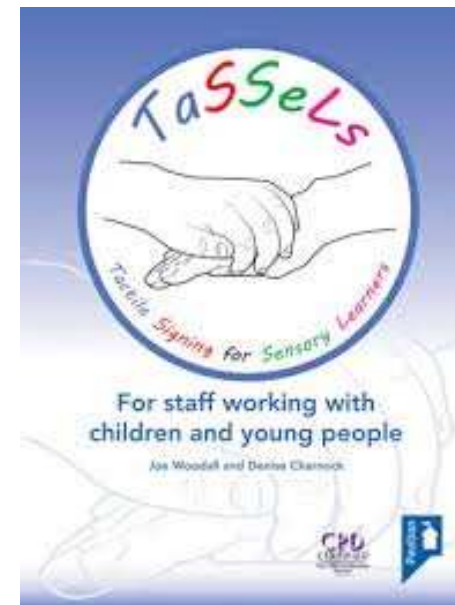
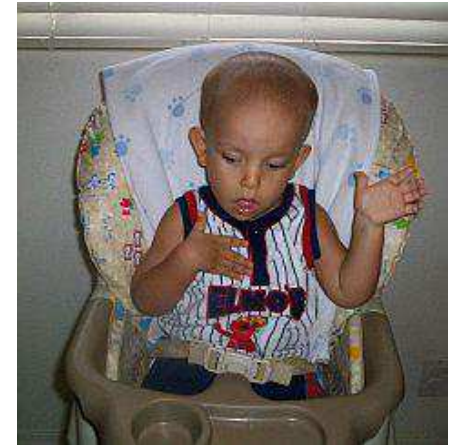




sensory support service



Body Signing



Overview of Session

- Touch, Preferences and Personal Space
- Signing Systems
- Body Signing
- Some points about signing
- Using the signs
- Methods of signing
- Practical experience of using body signs

Touch and Personal Space

- Consider how personal touch is – preferences of tactile materials, parts of the body
- Passive and Active Touch
- Exercise – sit in a circle and pass objects around the circle
- Exercise – in pairs carry out the actions of a well known nursery rhyme

Overview of Signing Systems

BSL

Language in it's own right
Regional variations

Unique grammar
Different word order
No or little speech
Use of finger spelling
Also used in Signed Supported English

Makaton

Signs from BSL
Speech

Used along side speech in spoken word order
Key word signing - concepts

On Body Signs

Adapt/deliver signing into a tactile form –
Makaton, BSL,
Tassels, Canaan Barrie,

Mainly used alongside speech
Deafblind could be signing BSL hand under hand
Finger spelling

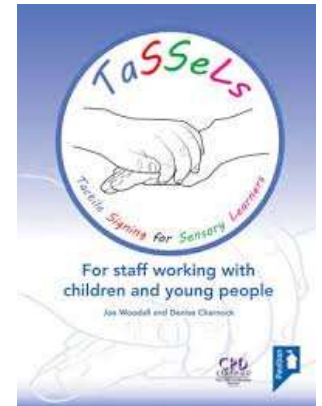
Signing Systems

- Tasssels
- Canaan Barrie – well known
- Schools adapt their own core vocabulary
e.g. Victoria MSI Unit, Claremont
- In North Somerset a group of professionals devised on body signs for pre-school and local special school
- Body signing – Leicester, Leicestershire and Rutland

Tassels

Background – Tactile Signing for Sensory Learners – Joe Woodall and Denise Charnock

The result of a multi agency approach to teaching and learning within 2 special schools in Sandwell, West Midlands for pupils with SLD and PMLD including those with severe visual and hearing impairments



Tassels

- A tactile cue system which is embedded as part of the communication in clear daily routines
- An aid to the understanding of functional words and routines
- Provides support for the individual to express their needs
- Core vocabulary
- Used for target setting

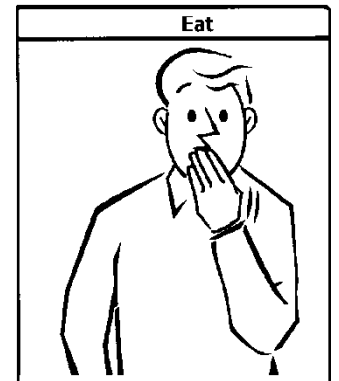
Barrie Canaan – Tactile Signing System

- A language designed for youngsters with multiple disabilities and visual impairment by Mary Lee and Lindi MacWilliam, Royal Blind school in Edinburgh.
- Uses “on body signs”
- Emphasis upon posture, gesture and proximity rather than facial expressions and eye contact.



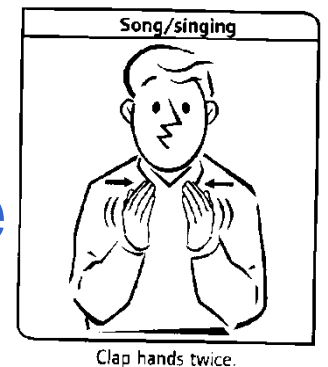
Barrie Canaan - Learning Together

- The Programme Split into 3 parts
 - 1. Child's responses to initiation and anticipation through interactive movement
 - 2. Child's personal gestures are developed
 - 3. Provide an adapted sign vocabulary, Canaan Barrie which takes into account visual impairment



Characteristics of Signs

- Tassel signs have reference points on the body
- Canaan Barrie signs often give auditory feedback or involve movement close to the child
- They do not require complex manipulative skills
- Reflect everyday routines, needs and interests – use one sign at a time



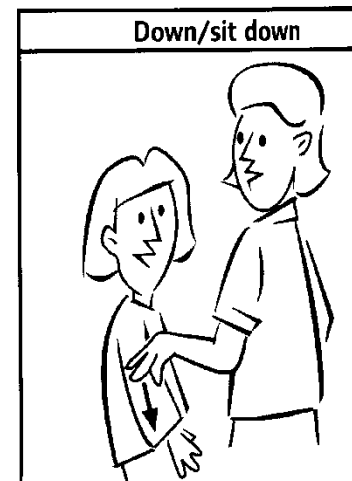
Why use on body signing?



- To encourage the understanding of language
- Brings the adult close to the pupil
- Makes adults language slower, simpler and clearer
- Compensates for visual aspects of non-verbal communication

Body Signs

- It focuses the pupil on listening
- Provide tactile cues to the meaning of words
- Can give an accessible means for expressive communication
- To encourage the development of spoken language.

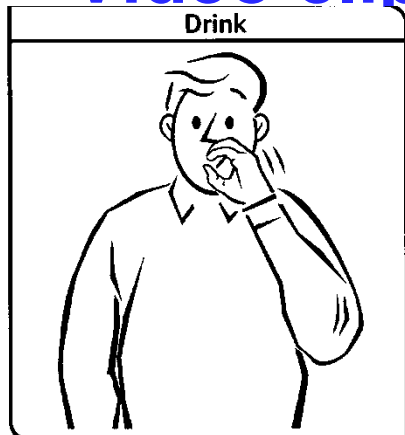


Alerting the Pupil

- Tassels has an alert sign to prepare the pupil for signing circular motion on left shoulder, right hand on right shoulder, sweep hands down pupil's arms to their hands
- Canaan Barrie warns the pupil you are going to sign on their body by gently touching their shoulder
- Adult must have already established a relationship with the child and need the child's permission to touch

Methods of signing

- Signing is normally carried out in front of pupil
- On the body
- Hand under hand, or child holds adults thumbs
- Co-active signing hand over hand
- Video clip



Using the signs

- Use all the signs in the core vocabulary
- Sign keywords
- Always accompany signs with speech
- We must always accept and respond to the child's personal gestures



Always keep in mind....

- Have we been understood?
- Are you going too fast/too slow?
- Was touch acceptable at that time?
- Aiming to move child into a conventional form of communication which is recognised by a wider range of communication partners



Core vocabulary

Wash	100	Shopping	103
Bath	100	Riding	103
Shower	100	Massage	104
Brush hair	100	Friend	104
Dress/get dressed	100	Home	104
Hello	100	Birthday	104
Goodbye	100	Drink	104
Up/stand up	100	Eat	104
Down/sit down	100	Music	104
Lie down	101	Song/singing	104
Toilet	101	Dance	104
Bed	101	Walk	105
Goodnight	101	Bus	105
Sleep	101	Outing/out	105
Sad/crying	101	Morning	105
Good	101	Afternoon	105
Don't want/don't like	101	Evening	105
Ill/Poorly	101	Please	105
Medicine	102	Thank you	105
Stop	102	Physio	105
Work	102	Buggy/Wheelchair	106
Mummy	102		
Daddy	102		
School	102		
Play	102		
Again	102		
More	102		
Finished	103		
Go	103		
Come	103		
Me/my	103		
You/your	103		
PE	103		
Swimming	103		

People and places

Man	106
Woman/lady	106
Nurse	106
Doctor	106
Bedroom	106
Play room	106
Dining room	106
Class room	106
Bathroom	107

Weather

Sun	107
Light	107
Rain	107
Snow	107
Wind	107
Hot	107
Cold	107

Food and drink

Bread	107
Apple	108
Orange	108
Banana	108
Toast	108
Butter	108
Sweet/Pudding	108
Cake	108
Biscuit	108
Water	108
Milk	109
Yoghurt	109
Cheese	109
Crisps	109

Concepts

Quiet/soft (sound)	109
Loud	109
Slow	109
Quick/Fast	109
Soft (feel)	109
Hard (feel)	110
Big	110

Little	110	Telephone	113
Wet	110	Computer	113
Dry	110	Money	113
Same	110	Glasses	113
Clean	110	Hairdryer	113
Dirty	110	Drum	113
		Bells	113

Time

Today	110
Tomorrow	111
Yesterday	111
After	111
Now	111
Time	111

Days of the week

Monday	111
Tuesday	111
Wednesday	111
Thursday	111
Friday	112
Saturday	112
Sunday	112

Objects

Door	112
Sand	112
Paper	112
Flower	112
Bird	112
Dog	112
Tape	113
Television	113

Actions

To see/look	114
To hear/listen	114
To tell	114
To help	114
To wait	114
To make/do	114
To bring	114
To feel/touch	114
To give	115
To cook/bake	115

Questions

When?	115
Where?	115
Who?	115
What?	115

Feelings

Angry	115
Frightened/scared	115
Surprised	115
Bored/fed up	116
Sorry	116
Hungry	116
Thirsty	116

Personal

Pee	116
Menstruation/Period	116
Pad	116
Masturbate	116
Aftershave	116
Deodorant	117
Toilet paper	117
Cream	117
Shave	117
To cuddle	117
Bowel movement	117
Make up	117
Eye shadow	117
Lipstick	117

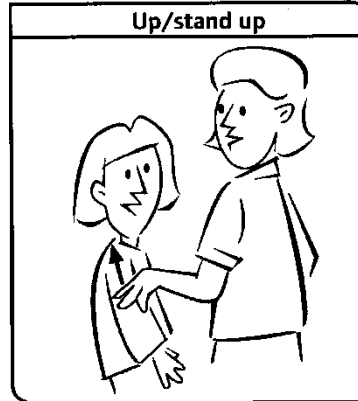
Give some of these a go.....

Down/sit down



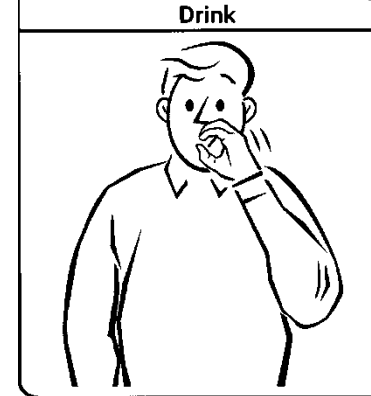
Rub hand down child's upper arm then flick fingers against thumb down low.

Up/stand up



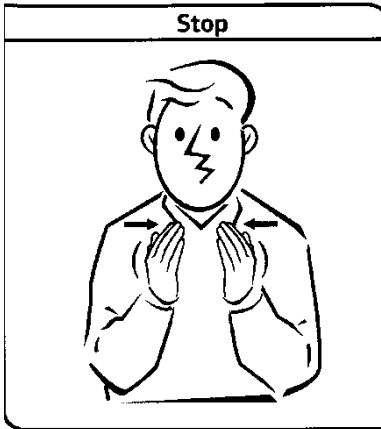
Rub hand up child's upper arm then flick fingers against thumb up high.

Drink



Make "fishy" noise (ie open and close mouth noisily) and tap cupped hand on upper lip twice.

Stop



One loud clap.

Good



A "positive" sign, tap your chest twice with flat hand.
Also: **like/want/happy**

More



Bang fist twice on table top.

Practical Exercises

Working in pairs try signing using Tassels and Canaan Barrie while blind folded

Start by alerting your partner and a keyword/sign

Feedback

Final Thoughts

- Everyone working with pupils have a responsibility to ensure that the tactile signs are used frequently and **consistently**
- Whole school approach and well documented to ensure body signing is carried over during transitions to a new class or setting