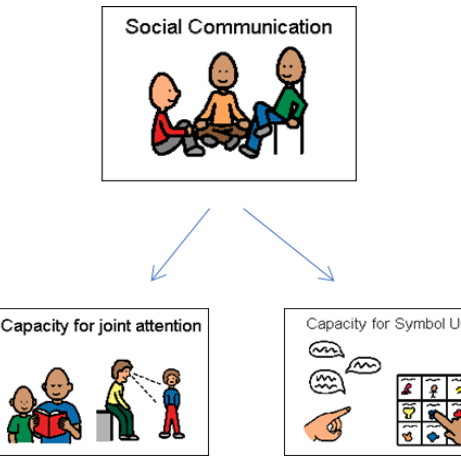
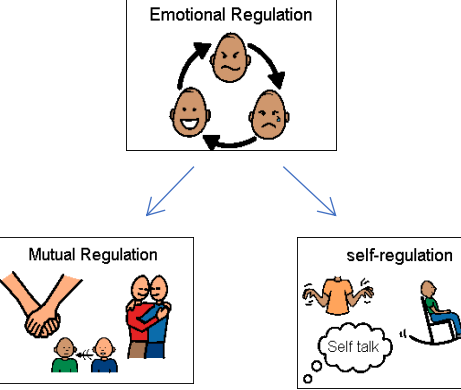


<p><b>Social Communication</b></p>	<p>Social Communication is divided into two areas of need.</p> <p><b>Joint attention</b> examines the skills required for an individual to engage with another person – to see them as a communication partner.</p> <p><b>Symbol Use</b> examines how somebody represents their thoughts feelings and ideas to others – be it through the spoken word/symbols/writing/gesture/non-verbal communication.</p>	 <p>The diagram shows 'Social Communication' at the top, with two arrows pointing down to 'Capacity for joint attention' and 'Capacity for Symbol Use'. The 'Capacity for joint attention' box shows three children looking at a book together. The 'Capacity for Symbol Use' box shows a hand pointing to a symbol on a board.</p>
<p><b>Emotional Regulation</b></p>	<p>Emotional Regulation is divided into two areas of need.</p> <p><b>Mutual Regulation</b> – examines how a child is able to remain in a well-regulated, available to learn state with the support of other people.</p> <p><b>Self-Regulation</b> – examines how a child is able to remain in a well-regulated, available to learn state through the use of their own strategies.</p> <p>Both areas explore a child's ability to recover from extreme dysregulation either with or without the help of other people.</p>	 <p>The diagram shows 'Emotional Regulation' at the top, with two arrows pointing down to 'Mutual Regulation' and 'self-regulation'. The 'Mutual Regulation' box shows two children hugging. The 'self-regulation' box shows a child sitting on a rocking chair with a thought bubble saying 'Self talk'.</p>

## Transactional Support

This section of the programme examines how we support our young people in achieving gains in Social Communication and Emotional Regulation. It considers: -

**Interpersonal Supports** – targets are included in terms of interaction and communication styles. The focus is on how we engage with our pupils and establish the right balance between being supportive and developing independence.

**Learning Supports** – These are the specific resources and tools that we need to give our pupils in order for them to learn, engage and develop independence e.g. visual supports, sensory regulators, break strategies etc.

