Classroom communication kit

Ages 4–9, with a discreet version for older learners.

Set up together

Choose four phrases the learner wants to use. Put the cards where they can reach or see them. Agree where the pocket copy belongs and whether others can see it.

Model a message

During a quiet moment, point to “Please help me”. Say what happens next: “I’ll show you the first step.” Practise with a real task and give the learner time to respond.

Respond to the meaning

Accept pointing, gaze, gesture, speech or the learner’s usual communication aid. If a request needs a short wait, say what you can offer now and when you can help.

Make it personal

Use the blank pocket cards for the learner’s preferred words. Share those words with the adults supporting them. Use the cards alongside their usual communication supports.

Desk cards

Choose the messages you want to keep within reach.

 **I need a break**	 **Please help me**
 **It’s too loud**	 **I need more time**
 **Please show me**	 **I need a drink**
 **I need space**	 **Please say that again**

My choice board

Keep this sheet whole. Point to a phrase or ask someone to read it.

I need a break	**Please help me**
It’s too loud	**I need more time**
Please show me	**I need a drink**
I need space	**Please say that again**

Pocket cards

Cut along the dashed lines. Put chosen cards in a wallet or on a ring.

I need a break	**Please help me**	**It’s too loud**
I need more time	**Please show me**	**I need a drink**
I need space	**Please say that again**	**Please write it down**
I need to move	**I’ve changed my mind**	**Please stop**
My own message	**My own message**	**My own message**

Discreet request cards

For older learners to keep in a planner, wallet or notebook.

Could I take a short break?	**Could you show me the first step?**
Could I move somewhere quieter?	**Could I have more time?**
Could you write that down?	**Could we talk privately?**
I need a moment before I answer.	**My own request**