







pragmatic language disorder." International Journal of Language and Communication Disorders 36(3): 289-305.

- x Adams, C. and D. V. Bishop (1989). "Conversational characteristics of children with semantic-pragmatic disorder: I. Exchange structure, turntaking, repairs and cohesion." British Journal of Disorders of Communication 24(3): 211-239.
- x Bishop, D., J. Hartley, et al. (1994). "Why and when do some language-impaired children seem talkative? A study of initiation in conversations of children with semantic-pragmatic disorder." Journal of Autism and Developmental Disorders 24(2): 177-197.

LEGO™ based therapy

- x LEGO™ based therapy by Daniel B. LeGoff, Gina Gomez de la Cuesta, GW Krauss and Simon Baron Cohen (Pub 2014 Jessica Kingsley).

## **Session 9**

### **Behaviour is Communication**

The Antecedents Behaviour Consequences (ABC) checklist is the basis for this session.

- x [http://www.specialconnections.ku.edu/?q=behavior\\_plans/functional\\_behavior\\_assessment/teacher\\_tools/antecedent\\_behavior\\_consequence\\_chart](http://www.specialconnections.ku.edu/?q=behavior_plans/functional_behavior_assessment/teacher_tools/antecedent_behavior_consequence_chart)
- x Functional Behavioral Assessment: A Three-tiered Prevention Model by Kevin J. Filter, Michelle Alvarez
- x <https://books.google.co.uk/books?id=GEoANv9wwxC&pg=PA89&lpg=PA89&dq=evidence+for+antecedents+behaviors+and+consequences+checklist&source=bl&ots=1R4mam3Xnl&sig=msJd9cjRz4Seta9uNYtrufFbv3E&hl=en&sa=X&ved=0ahUKEwjPmI7cq4TLAhWGwBQKHfkvAokQ6AEIUATAJ>

## **Session 10**

### **Making sense of it all**

- x An opportunity for learners to supply the evidence themselves of implementation with a school environment.

Liz Elks

Director Elklan Training

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