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| **Sentence type**  | **What is it?**  | **Examples**  |
| Descriptive 2-5 sentences can include perspective | Answers the 'wh' questions *where* does the situation occur, *who* is it with, *what* happens and *why*?Descriptive sentences need to present information from an accurate and objective perspective. | * *Christmas Day is 25 December.*
* *Most children go to school.*
* *Sometimes I get sick.*
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| Perspective See above | Refers to the opinions, feelings, ideas, beliefs or physical/mental well being of others. Describing the internal stuff, many children with autism do not know about. | * *My Mum and Dad know when it is time for me to go to bed.*
* *Teachers like it when students raise their hand to ask a question in the classroom.*
* *Some children believe in Santa Claus.*
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| Directive 1. sentence
 | -Gently offers a response or range of responses for behaviour in a particular situation. Provide information about what the student should do to be successful in the target situation. It is important that these sentences have a positive focus and are constructed in ways which allow flexibility (ie avoid statements like I must or I have to).  | * *I will try to cover my mouth when I cough.*
* *I might like to play outside during lunchtime.*
* *When I am angry, I can:*      *take three deep breaths /*   *go for a walk /*   *jump on the trampoline.*
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| Affirmative  | Statements that enhance the meaning of the previous sentence (which may be a descriptive, perspective or directive sentence) and can be used to emphasise the importance of the message or to provide reassurance to the person.  | * (I will try to hold an adults hand when crossing the road). *This is very important.*
* (Thunder can be very loud).*This is ok.*
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| Co-operative  | Sentences which identify how others may be of assistance to the person(developed by Dr Demetrious Haracopos in Denmark).  | * *Mum and Dad can help me wash my hands.*
* *An adult will help me when I cross the road.*
* *My teacher will help me to try to stay calm in class.*
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