

Attention and Listening Winter 2020 Goal

Activity: Animals!



Own Agenda Stage Goal: The child will listen and attend to routine activity and share enjoyment during activity.

Requester Stage Goal: The child will listen and attend to labels as they are presented to them.

Early Communicator Stage Goal: The child will understand simple instructions related to the activity

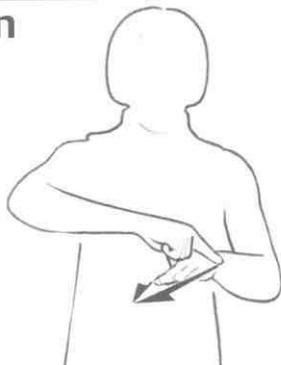
Partner Stage Goal: The child will engage for a longer amount of time in an activity and participate with other children.

You will need:

- White board
- Bucket/box (not used in other activities) (Stage 1)
- Wind up animals/ animal puppets etc (Stage 1)
- Wooden animals/animal shapes(Stage 2)
- Black paper (Stage 2)
- Flour (Stage 2)
- Sieve (Stage 2)
- Shaving Foam (Stage 3)
- Plastic animals (Stage 3)
- Bucket with water (Stage 3)
- Play Doh (Stage 4)
- Shower curtain/ messy mat

Vocabulary and Lámh signs:

Clean

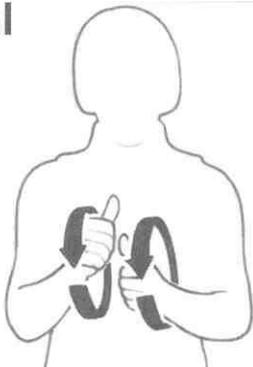


L.H. 'l' handshape palm facing downwards at chest level. R.H. 'clenched c' handshape, palm down. Slide R.H. along L.H. from wrist to tips of fingers.

Adapted
Modifier

Please note: Some aspects of Gina Davies' 'Attention Autism' approach have been included in these examples, but it does not follow the rules strictly. For further information on Attention Autism training please see www.ginadavies.co.uk

Animal



Both hands 'a' handshape, palms facing each other. Circle both hands close to one another in front of chest.

Adapted
Object

Dirty



L.H. 'l' handshape, palm facing upwards in front of chest. R.H. 'o' handshape, palm facing downwards. Move R.H. from palm of L.H. to right space changing to '5' handshape. Use appropriate facial expression.

Adapted
Modifier

Play, to



Both hands 'i' handshape, palms to self at chest level. Flick little fingers off each other as the hands are moved in and out from body alternately.

ISL
Action

Bucket



L.H. 's' handshape, palm down at chest level. R.H. 'd' handshape, palm down below L.H. Outline rim of bucket with R.H.

Adapted
Object



Activity: Animals



Stage 1: The Bucket to Focus Attention (Own Agenda Stage, Requester Stage, Early Communicator Stage, Partner Stage)

A bucket is filled with visually engaging objects and toys, aiming to gain the shared attention of the group. These can be changed around each day, or you could use the same toys for a few days – try not to get stuck in the same order each time. The adult leader shows each item to the group and uses **simple repetitive vocabulary** to comment on the various objects (not too much language, we want the child to only have to concentrate on attending to one thing at a time). The child does not take part in this activity, the goal is for them to observe and enjoy (If they try to grab the item, repeat ‘X’s toy, X’s box’). This activity follows the same routine each time, and is used as an introduction to the rest of the activities.

Stage 2: The Attention Builder – Animal shapes (Own Agenda Stage, Requester Stage, Early Communicator Stage, Partner Stage)

Visually stimulating activities are demonstrated to the group by the adult leader, aiming to sustain attention for a longer period. The activities are fun, visually engaging and can often involve delightful mess!

- Introduce the activity using a white board. Draw the images in front of the children and write the description underneath, saying – ‘Bucket finished, time for animal shapes’
- Place down a plain black piece of paper.
- Place wooden animal shapes or puzzle pieces on top of the black paper.
- Sieve some flour over the paper and animals.
- Again, use very simple language e.g. ‘shake shake shake’ and name each animal as the shape is revealed on the page when you pick it up.
- Finish the activity by saying ‘Animal shapes are finished’.



Stage 3: Turn taking & Re-engaging Attention – Washing animals (Early Communicator Stage, Partner Stage)



The adult leader demonstrates a simple activity, often modelled with another adult in the group. Some children are then invited to have a turn but only if they are comfortable to do so. The children are invited to participate one at a time. This is useful as the other children in the group will become familiar with important emotional regulation skills. It is also useful to teach turn-taking skills and waiting skills through modelling.

- If you are working with children who have more developed attention skills, you can start to follow ‘Stage 3’ of attention autism. This can be done directly after Stage 2 activity to build on sustaining attention for longer periods.
- For this activity, place the animals on a tray and spray them with some shaving foam.
- Tell the children the animals are ‘dirty’, take one animal out and place it in a small basin of

water to wash it. Use a towel to dry it.

- Offer another adult in the room an opportunity to take a turn next (if in a school environment) to show the children how to take a turn.
- Once their turn is finished, offer a turn to another child.
- When all the animals are dry, tell the child/children 'Animals are all dry. Animals are finished!'

Stage 4: Shifting & Re-engaging Attention – Play doh animals ([Partner Stage](#))

The adult leader demonstrates a simple creative task, and then gives each child an individual kit to copy the task. The children take their kits to a table, complete the task independently, and then everyone returns to the group to show their completed tasks.

- If the child works well getting involved in part of the activity and taking turns with their peers, try an activity with individual sets of materials.
- Begin by sitting at center table with the children together (in a school environment).
- Demonstrate making an animal with Play doh. Use descriptive language as you are making it (e.g. long neck, big paws).
- Once your animal is complete, show it to the group. Give them each their own play doh and ask them to make their own animal.
- Allow them to work through the activity as independently as possible to see how much information they have retained from the instruction.
- Once everyone is finished, come back to the group to share the animals.
- Visual supports/ sequencing cards could be used to help the child to complete the task independently without requiring verbal prompting.

