

Home Education

Attention Autism- Weeks 3 and 4

Primary

School videos: The following videos have been uploaded onto the school's YouTube channel. Please take a look for stage 1 and 2.

Video 1: Attention Autism Stage 1 with Emily



Video 2: Attention Autism Stage 1 and Stage 2 Flour Shaking with Laura

Gina Davies continues to upload videos on her YouTube channel – this is our favourite this week <https://www.facebook.com/ginadaviesautism/videos/2619370651640374/>.

Getting ready for drawing -

<https://www.facebook.com/ginadaviesautism/videos/207038667235028/>

Ideas to do at home:

Stage 1: (Remember your child does not handle the objects at this stage; this is the attention grabber).

	Activity	Resources and Key vocabulary
	Weeks 3 and 4: Bucket time/Box time. Timing: 3-4 minutes. Song: 'I've got something in my bucket/box'.	<ul style="list-style-type: none"> • Bucket or box (with a lid) • White board (or piece of paper) and pen to draw. • Use 3 different toys in each session and change them every 2 sessions. • Words that describe the toys action e.g. flash, flash, flash or jump, jump, jump. • Expressions that show you like it e.g. wow, oooh, ahhh.

What could go into my bucket at home? – instruments, toys that move, make a noise, light up or spin; bubbles, scarves, bouncy balls or other objects from around the house that your child is interested in but otherwise would not be able to look at.

Stage 2	Activity (remember your child should watch but not touch the equipment – this is a focus activity)	Resources	Key words
Week 3:	Flour shaking - Faces: <ul style="list-style-type: none"> • Place a large sheet of coloured paper on a tray or table. Make a big deal out of placing it just right and where you want it. • Scoop flour into the sieve and 'shake, shake, shake' over the paper. • Scoop more flour and repeat, this time pausing for your child to say 'shake' or 'more'. • Next draw a face using your finger – stating each feature as you do it. • When you are finished say what the expression is e.g. 'It's a happy face' and repeat with a different expression (adding more flour as needed). • After you have done 1-3 faces, tidy up and end the activity. • This activity could be done differently each day using shapes, letters, numbers or other objects that your child is interested in. 	<ul style="list-style-type: none"> • Coloured paper • Flour • Large spoon • Sieve 	<ul style="list-style-type: none"> • Shake • More • eyes, nose, smile, frown, mouth, eyebrows, hair, glasses
Week 4:	Paper cup pyramid: (made up of 3, 6 or 10) <ul style="list-style-type: none"> • Count out the cups • Then stack them saying 'build it, build it, build it' • Admire your work then say, 'knock it down'. • If your child enjoyed this repeat a few more times. 	<ul style="list-style-type: none"> • Paper or plastic cups. 	<ul style="list-style-type: none"> • Counting • Build it • Knock it down • More

You may wish to add a song that describes what is happening; this will help to engage your child further. Try adding your own words to a familiar nursery rhyme tune.

Below you will find several suggested activities, please choose the ones which will best suit the needs and interests of your child. The brown and orange boxes contain stage 4 activities which vary in complexity and should only be attempted if your child can sit through stages 1 and 2 and take part in stage 3.

Stage 3

Remember: Demonstrate a simple fun activity, then invite your child to have a turn.

These activities are most engaging when they have big actions or are messy (or both!). After your child has taken their turn they should move back to their seat and let you tidy up. If your child does not want to take a turn, simply tidy away and move on (perhaps you could repeat the activity another day).

Activity	What to do	Key words	Resources
<p>Week 3: Roll you up like a sausage roll</p> <p>(If you can demonstrate with the help of another adult or older child do so, if not try to model yourself before asking your child to take a turn).</p> 	<ul style="list-style-type: none"> • Spread out the fabric/rug/duvet on the floor. • Ask your child to lie on top of the fabric at one end – say 'Arms up', 'legs down'. • Roll your child up whilst singing 'Roll, roll, roll you up like a sausage roll. Roll, roll back again like a sausage roll' (to the tune of Row your boat). • Hover hands over your child's tummy to encourage anticipation and then tickle with enthusiasm at the end (if they want a tickle). 	<ul style="list-style-type: none"> • Arms up • Legs down • Tickle • Finished • More 	<ul style="list-style-type: none"> • Length of fabric, a rug or duvet
<p>Week 4: Popping bubbles</p> 	<ul style="list-style-type: none"> • Blow bubbles and pop them with excitement. • Ask your child if they would like a turn. Blow more bubbles for your child. • Encourage them to request - high or low, here or there, more. 	<ul style="list-style-type: none"> • Blow, blow, blow. • Hooray • pop • Big one small one • High, low • Here, there • More • Finished 	<p>Bottle of bubbles</p>

Stage 4: If your child is able to sit and focus through stages 1 and 2, then take part in stage 3, they are ready to complete a stage 4 activity. After you have demonstrated, these activities should be attempted by your child as independently as possible. Duration: 5-10 minutes.

1. Adult shows how to do activity
2. Child completes activity independently.
3. Adult checks activity and child packs away.

Activity	What to do	Key words	Resources
<p>Week 3: Moving objects</p> 	<ul style="list-style-type: none"> • Open your box and take out the smaller container. • Count the building blocks one at a time (use an amount that your child can count independently). Alternatively, you can say the colour of the blocks. • As you count, move each block into the other container. • Admire your work, show your child and then give them a set of objects to complete the activity themselves. • After they have finished and you have admired their work, tidy your set and ask them to tidy theirs. 	<ul style="list-style-type: none"> • 1, 2, 3 etc • Move it • Colours • Finished • Your turn 	<ul style="list-style-type: none"> • 2x boxes with lids • Building blocks or counters. • Small container e.g. pot/box or beaker
<p>Week 4: Cleaning dirty toys</p> 	<ul style="list-style-type: none"> • Set out your resources – box, bowl of soapy water, tea towel, cleaning brush. • Look into your box and show your shock at seeing the dirty cars/animals. • Take one out and clean in – place it on the tea towel to dry. Repeat with the remaining toys. • Admire your work, show your child and then give them a set of objects to complete the activity themselves. They can use the same bowl and tea towel but should have their own set of dirty toys. • After they have finished and you have admired their work, tidy your set and ask them to tidy theirs. 	<ul style="list-style-type: none"> • Dirty • Clean • Wash, wash, wash • Finished 	<ul style="list-style-type: none"> • 2x boxes/trays with 3 to 4 dirty toys e.g. small cars or animals. • Cleaning cloth or brush. • Bowl of water. • Tea towel • Soap or washing up liquid. • Optional – spray bottle

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Activity	What to do	Key words	Resources
<p>Week 3: Playdough – Make a 'cake'</p> 	<ul style="list-style-type: none"> • Take out each piece and place it on the table. • Roll the playdough in your hands or on the table to form a 'cake', place it in the cake case and put the candle on top. • Admire your work, show your child and then give them a set of objects to make their own. • After they have finished and you have admired their work, tidy your set and ask them to tidy theirs. 	<ul style="list-style-type: none"> • Cake case • Dough • Candle • Cup cake • Would you like a turn? • Fantastic • Finished • Tidy up time 	<ul style="list-style-type: none"> • 2x Boxes with lids (e.g. lunchbox) • cupcake case • playdough • Candle (Or small stick) • Optional – sequins
<p>Week 4: Flour castles</p> 	<ul style="list-style-type: none"> • Remove the lid from your container. Scoop some flour with your small cup and press it down. • Count 1, 2, 3 then turn the cup over onto your tray/plate. • Tap, tap, tap the top and slowly lift the cup – show your excitement if you manage to make a 'castle' or show that you can manage any disappointment and try again if your castle falls. • Afterwards, delight in squashing your castle. • Admire your work, show your child and then give them a set of objects to make their own. • After they have finished and you have admired their work, tidy your set and ask them to tidy theirs. 	<ul style="list-style-type: none"> • 1, 2, 3 • fill it • turn it • tap, tap, tap • lift it – slowly, slowly, slowly • wow or oh dear, try again 	<ul style="list-style-type: none"> • 2x boxes with lids containing a small cup e.g. egg cup, beaker, shot glass. • Flour, sand or something similar. • Shallow tray or plate.