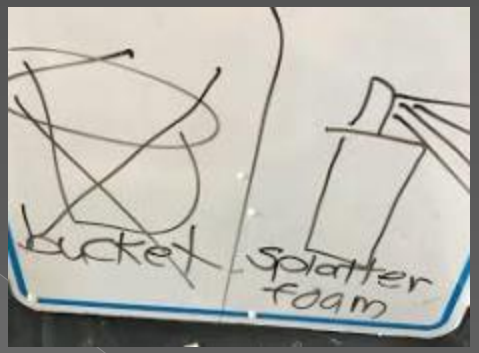
Sharing Good Practice



What is Attention Autism

- **Attention Autism** is an intervention model designed by Gina Davies, Specialist Speech and Language Therapist. It aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities. Gina's primary objective is that the sessions are fun and "*offer an irresistible invitation to learn*"!

Do you offer an irresistible invitation to learn?

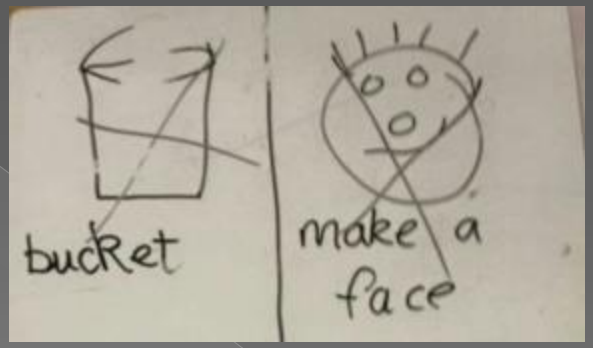
- Does your activity inspire the child's attention?
- Activities need to be motivating
- A shared experience
- Worth communicating about

The Reasons Why?

- To engage attention
- To improve joint attention
- To develop shared enjoyment in group activities
- To increase attention in adult-led activities
- To encourage spontaneous interaction in a natural group setting
- To increase non-verbal and verbal communication through commenting
- To build a wealth and depth of vocabulary
- To have fun!

What is going to happen? Pictures paired with words.

- Use picture to….
- Share the message clearly
- Lower anxiety
- Add structure
- Make it easy to take the risk and join in.



Use your own involvement as a model for…..

- How to join in and that taking the risk is worth it.
- Demonstrating what's expected
- Enthusiasm and fun
- Shared attention.

The top beginners mistakes.....

- Talking too much
- Chatting to the supporting adults!
- Asking questions
- Giving the children the toys
- Letting the child dictate the start and finish.
- Making it too complicated.
- Playing it safe to minimize mess/risk
- Worrying when things go wrong.

Rushing when activities should be admired and celebrated.

Stages

- Stage 1 The bucket, the box- the Focus

Stage 3 the interactive/ game

-Shift

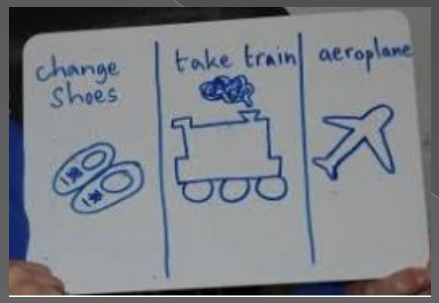
"Have a go"

Stage 2 The attention builder

-sustain

- Stage 4 the table activities

Stage 1:
The Bucket!



- •Highly engaging toys and items that the children will (hopefully!) enjoy watching
- •A bucket with lid, to put the toys and items in
- •A pen and whiteboard for you to draw pictorial information to show the children what the next activity is

- The session is begun by drawing a picture of the next activity on the whiteboard and introducing this to the group.

- After the pictures have been introduced, a song about the bucket can follow as another familiar prompt to start the session.

- The leading adult then takes 1 object at a time from the bucket and models or plays with it in an enthusiastic and engaging way.
- The leading adult can then model key words related to the toy or object. These key words can be then reinforced by the supporting adults and then, hopefully the children!

What is in the Bucket?

Stage 2:
Attention Builder

- Visually stimulating activities are shown 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!
- To sustain attention

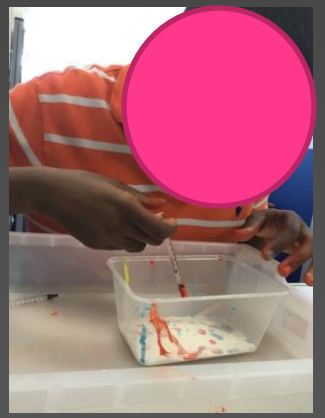
Stage 3:
Turn taking & Re-engaging Attention

- 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. Not every child in the group will get a turn, which then teaches important emotional regulation skills, as well as the essential skills of waiting, turn-taking and learning through modelling.

Stage 4:
Shifting & Re-engaging Attention

- Stage 4 aims to develop the skill of engaging and shifting attention. 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.
- **More complex skills can be introduced as confidence and social skills develop e.g. sharing materials, working with a partner, problem solving.**

Targets



Attention Targets

-Attention focused when in a group.

-Attention for adult led agenda

-Attention shared with - lead adult

-supporting adult

-peer

-Attention sustained for 2 mins

-Attention sustained for 5-10 mins

-Attention shifted and focused with adult support.

Communication targets

Non-verbal/body language signals for:

-focused attention

-anticipation

-more/ repetition

-enjoyment

Teaching for understanding in context

-core vocabulary

-concepts e.g. in colour, length

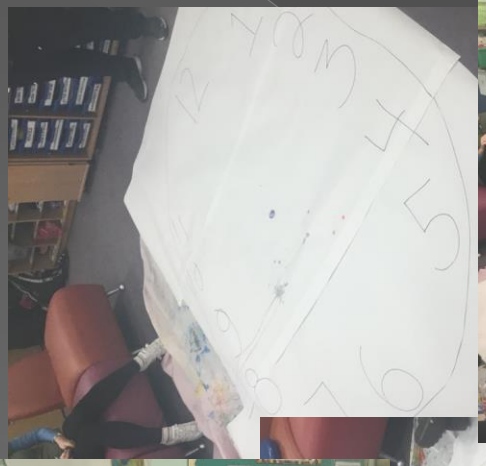
-phrases

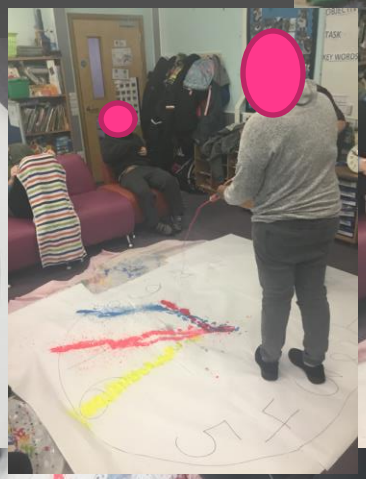
Expressive opportunities in social context.

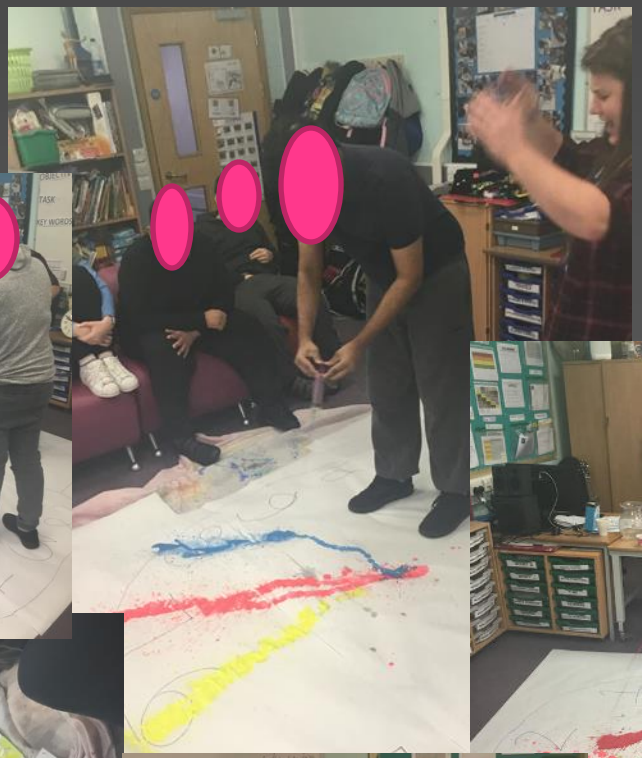
Vocalisations of anticipation/excitement

Use of single words/symbols to request/comment/for denial/approval/admiration.

Numeracy







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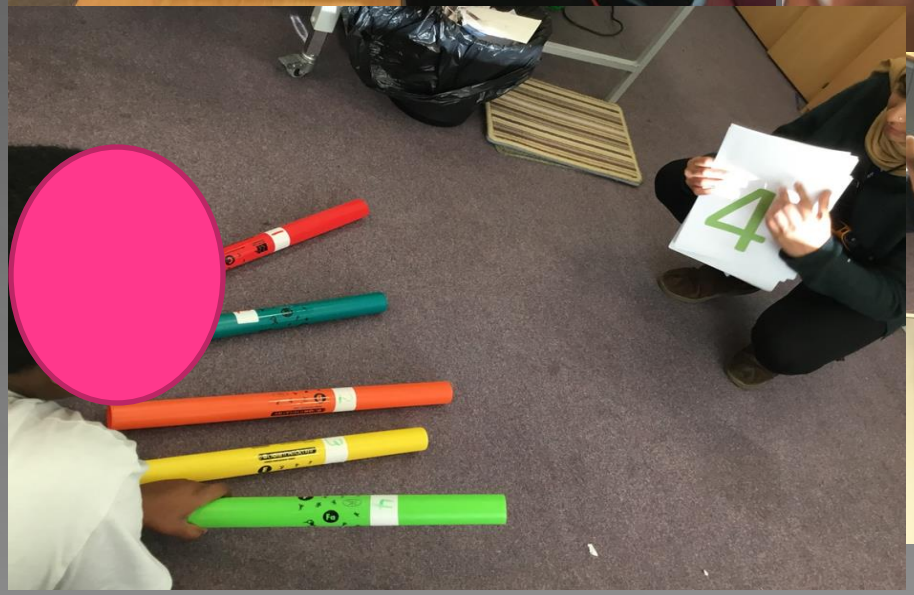

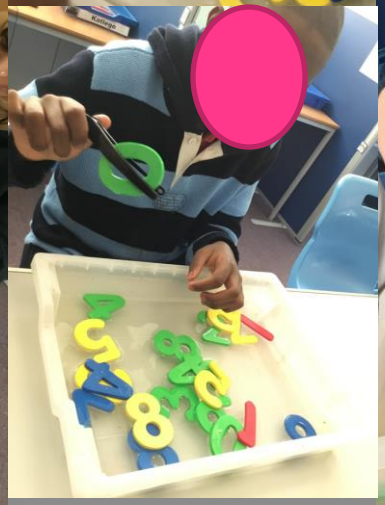

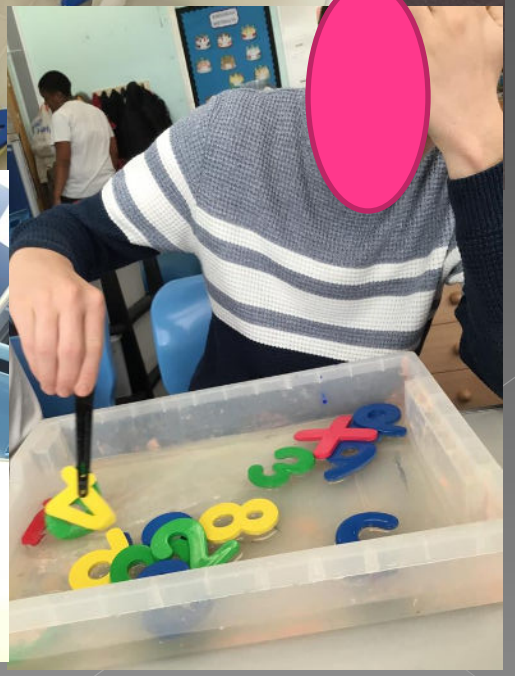

Literacy

Working together to be better!