

Welcome to EYFS Training

Making the abstract world of pre-school predictable

Some ideas to help you get started ...



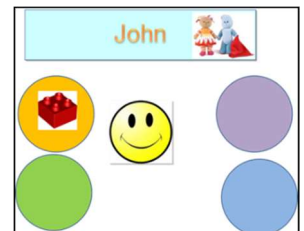
COLOUR CODING

The Pre-school/Reception environment can be highly stimulating but can also be overwhelming for children with Autism.

Colour coding is one way of adapting the environment to make it more predictable and meaningful, enabling the children to make choices and access the activities on offer.

- Children with Autism are often highly visual learners making colour a powerful and motivating learning tool.

- Colour circles are placed on a board indicating various activities. The smiley face in the centre indicated 'free choice'.



- Identical coloured circles are placed on tables or in designated areas. For example, the colour orange is assigned to the 'construction' table where there are some building bricks. This establishes clear visual categories.

- Begin with a couple of choices keying in to the child's motivations and interests. Have a small finite activity ready for the child in the area of his choice and support him to complete the activity and then 'post' the coloured circle in a 'finished' container / envelope. Build up until you can offer a range of choices.

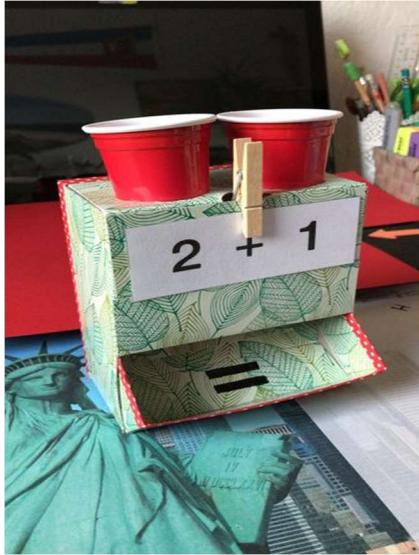


- This system creates a sense of order, reduces anxiety and can aid communication, organisation and coping with change
- Remember - be prepared!



SOME IDEAS FOR SIMPLE STRUCTURED TASKS

Simple structured activities show the child what they have to do, reducing the need for verbal explanation that can lead to anxiety and frustration



Addition



Block matching



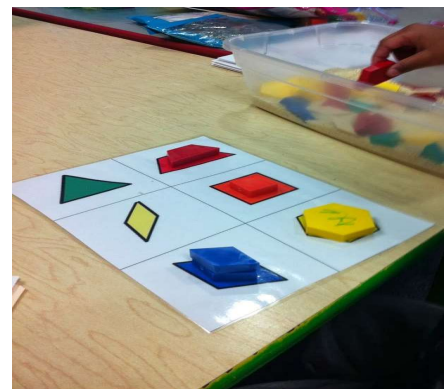
Coloured bead threading



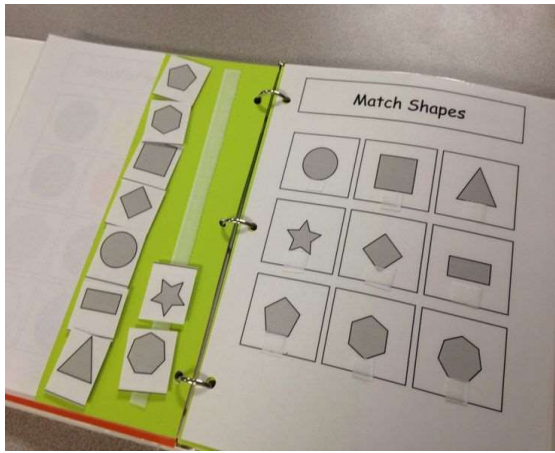
Coloured pom pom sorting



Build a vehicle



Shape matching



Shape matching



Categories



Step by step build a vehicle



Spiderman match/jigsaw

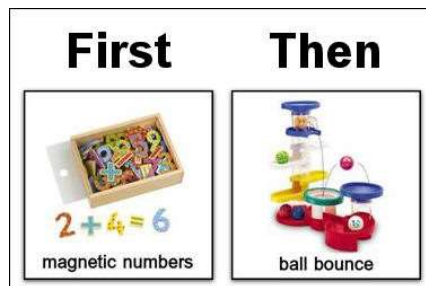


Sand writing



Sand patterns

INTRODUCING VISUAL SUPPORTS



Visual supports like a First/ Then board can be used to help children with Autism. They are adaptable, portable and can be used in most situations. We see and use visual prompts every day, for example road signs, maps and shopping lists. They help us to function, to understand the world around us, and provide us with valuable information. Many children with autism are thought to be visual learners, so presenting information in a visual way can help to encourage and support your child's communication, language development and ability to process information.

A First/Then board can be used to help your child know in advance what is happening now and what will happen next, this can be used in a variety of ways : for example:

- Breaking up a large schedule or sequence of events into smaller steps.
 - Transition and change (often just from one activity to another)
 - Starting and finishing activities
 - Introduction of new activities
 - Instructions/reminders
 - Locating people and places
 - Structuring the environment
 - Helping with sequencing
-
- Objects of reference (real items) can be used with a First/Then board to help introduce the concept moving on to using photographs then symbols as your child's understanding develops



Objects of reference



Photographs



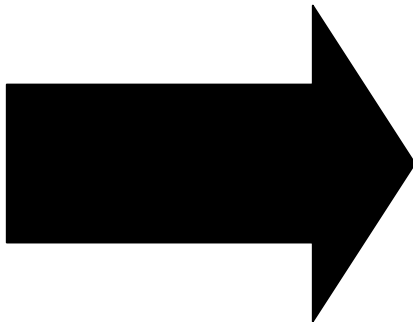
Symbols

- First/Then boards can be broken down into two-step activities. For example, "FIRST clean up, THEN go outside."

- First/Then boards can be broken down into a sequence of steps followed by a motivating activity or the next transition. For example, "FIRST colour-cut-glue, THEN computer.
- As you use the "First/Then" board with your child, try to place a motivating activity or item on the "then" side of the board. This will increase the likelihood that the child will complete the activities on the "first" side of the board.
- As each activity is completed, remove the object or turn the picture over to indicate that the activity is "finished"
- Once your child successfully follows the First/Then board activities, change the pictures according to the activity.
- When using a First/Then, remember to model the behaviour. It shouldn't take long before your child understands the First/Then concept!

First

Then



EXAMPLES OF ACTIVITIES DESIGNED TO BUILD ATTENTION

Before you start just a few things to remember:

- Invest in a shower curtain to put on the floor - saves mess.
- Have all your resources ready to use.
- Demonstrate the 'game' step by step to build up the children's anticipation.
- Use just a few context bound words for each step or try a song.
- Sell it like it's the best thing in the room
- Have an identical set of resources for your child's turn.
- Enjoy and have fun.

Salt sprinkles



1. Black paper



2. Salt



3. pour



4. Circle



5. Make a face.



6. ' Finished'



7. Give to child - 'Your turn'.

Foam splats



1. Tray



2. Blue swat.



3. Foam



4. Pink swat - 'ready' - 'steady' -----'SPLAT'.....(Snow storm)

5. Child's turn

Foam Splats (2)



1. Tray



2. Foam blob



3. Green swat



4. 'Ready ' 'Steady' 'SPLAT'



5. Child's turn.

Bubble blowing



1. Tray



2. bowl



3. water - 'squeeze'.



4. Soap.



5. 'Straw' - 'blow' - 'bubbles'. 6. Give child new straw 'your turn'.

Rainbow Rice 'waterfall'



1. Two trays.



2. Coloured rice



3. 'Pour'



4. 'Finished'.



5. Give to child - 'Your turn'

Build a castle



1. Tray



2. Sand



3. Bucket

Then sing the steps (tune: Frere Jacques)



'Fill the bucket' (x2)



'Tap tap tap' (x2)



'Turn the castle over' (x2)



AND

'look at that' 'now go



'SPLAT'!!!



Give to child - 'Your turn'.

Flower pots and foam



1. Tray



2. Flower pot



3. Foam



3. Another flower pot put it on top and 'SQUISH' !!!



4. 'Your turn'

Flour sprinkles



1 Black paper



2. Flour and sieve



3. 'Sprinkle'



4. Make a pattern



5. 'Finished'



6. Give to child- 'Your turn'

Feel free to make up your own games and share these with your colleagues.

Playdough activities to help promote fine motor skills



Can you roll out a sausage?

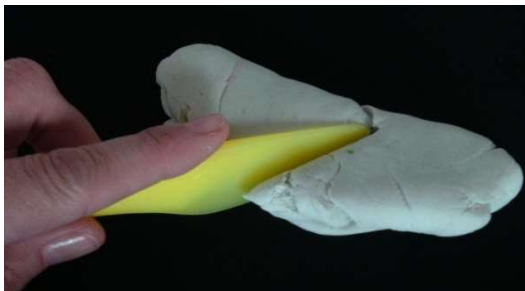
*don't forget to use both hands



Can you turn your sausage into a dinosaur?

- Use your thumb and first finger
- Pinch along the top
- Make some dinosaur spines

*don't forget to use both hands



Roll a sausage again.

Can you cut your sausage into pieces?

- Use a play knife
- Hold the playdough with one hand
- Hold the knife in the other hand
- Keep your first finger on top of the knife
- Keep your thumb and other fingers either side of the knife



Can you make a pancake?

- Flatten the play dough with both hands (either between hands or on a hard surface)
- Push each finger in the dough to make holes (make funny noises as you do this to keep it fun)

Can you make a face using your fingers?



Push individual fingers into dough
Make two eyes
Make a nose
Make a face

Is your face happy or sad?





Roll a sausage - this time make it longer than before



Can you make a snail?

- Start at one end and roll it slowly
- Make sure you use both hand
(one to hold one end and one to roll)



A snail moves slowly

Can you unroll your snail?



Can you make a nest?

Wind your sausage dough round and round



Can you make some eggs for your nest?



Pinch a small amount of dough. Use your fingertips to roll it or roll in the palms of your hands

A nest with eggs!

Try different colour dough for different colour eggs.

*When finished use both hands to squash all the dough back together.



INTENSIVE INTERACTION

Many children with Autism do not naturally engage with the people around them, some will actively avoid contact and choose an object rather than you. Intensive interaction is a highly effective way of encouraging these children to engage

What is Intensive Interaction?

Intensive Interaction is based on the caregiver - infant interactions and was researched and developed by Dave Hewett and Melanie Nind and is now a widely used approach to teaching communication.

Its central principles are:

- The **learner leads** the activity
 - The teacher develops the content and flow of the activity by ~

RESPONDING to the things the learner does include

- Imitation ~ joining in ~ mirroring
- Delighted face ~ voice ~ body language
- Burst of speech ~ running commentary
- It is necessary for the teacher to **tune in** to the learner, constantly read and assess the learner for things that the teacher can respond to in order to create **communication moments**.

The effect for the learner is that:

- The tempo of the activity is ok. The learner dictates the tempo
- The content of the activity is understandable since the starting point is things the learner does and understands.
- The behaviour of the teacher is understandable - more like the behaviour of the learner.

PAUSING - The activity contains pauses while the teacher watches and waits for the learner to do something.

REPETITION AND REPERTOIRE - Intensive Interaction can have small beginnings and frequent repetition of the game activities that work. This gradually enlarges the activity, in that they grow in duration and complexity.

REPETITION IS GOOD

- Repetition is the main engine-room of forward progress
- Children at early stages of development like repetition
- Repetition provides ~ familiarity ~ predictability ~ security ~ and a sense of control and structure. Gradually a widening repertoire of familiar activities is generated.
- This provides a sense of confidence for the learner to experiment to do new things that also get responded to and added to the repertoire.
- The repertoire makes it increasingly possible for the teacher to make initiations during the flow of the activity.

Things your child is learning during Intensive Interaction

- To have fun - enjoy life. He is good to be with.
- Turn-taking
- To imitate
- Eye contacts
- Facial expressions - its use and meaning
- Use of touch and proximity
- Co-operating with another person
- To explore and experiment
- To read non-verbal signals and cues
- To attend to another person - listen, look and concentrate
- His noises have meaning
- To choose
- Cause and effect
- He can be powerful - he can positively affect what is going on around him
- The properties of objects
- His fine motor abilities
- His spatial awareness
- Being with another person is good
- Emergent emotions - companionship, trust , love
- His behaviours are important - **Your child is important**

One of the features of early interaction sequences is that it gives your child the opportunity to learn and rehearse the fundamentals of communication and relating to other people. The interaction should be task-less in that there is not a set task to fulfil, an objective to be achieved or a tangible outcome or product of the activity.

- Try not to work toward anything particular. It is better to go with the flow of the activity creatively.
- Creating the flow is the objective of the session.
- We need to join your child in his world in order to bring him into ours.

TWO SCENARIOS FOR TEACHER RESPONSIVENESS IN II SESSIONS

- | | |
|-------------------------------|--------------------------------|
| 1. Child does something | 1. You initiate something..... |
| 2. You respond..... | 2. Child responds..... |
| 3. Child responds to 2..... | 3. You respond to 2..... |
| 4. You respond to 3..... | 4. Child responds to 3..... |

Remember to watch and wait for Child's responses. Suspend your inhibitions and go with the flow!!

(Dave Hewett: Notes and exercises Intensive Interaction)

Further inf: www.intensiveinteraction.com

INTRODUCING GREEN BANDS

Children with Autism are not able to use the 'social judgment' that allows most of us to know when we are 'getting it right' or the 'social referencing' to know when to adjust our behaviour in response to others.

A **green band** can give constant visual reassurance of what is right or appropriate in social situations



How to start using **Green bands** with your student

- ✓ Wear the **Green band** yourself every day (always wear it on your dominant hand - it just makes it easier for your student to see it.) It will soon become a good habit to wear it.
- ✓ Begin by 'filling' your student with **green experiences** by referring to the band when she is happy, calm, enjoying herself, or anything that is her own '**green** default position'. You can simply point to the band and / or use thumbs up with your **green** hand with no need for any language.
- ✓ For your student, her '**green** moments' could be when she is playing with her puzzles, running in the garden, eating her favourite snack, looking a book or just sitting cuddling up with you.
- ✓ By pointing to the **green** band you are reassuring your student that she 'is getting it right' and this will help to reduce any anxieties.
- ✓ It will help her recognise her 'happy default position' and she will begin to link this to just being **GREEN** without the need for any complicated language.
- ✓ It will help her know the feeling she wants to get back to in times of stress so you can use this to help her identify, 'What will help me get back to **green?**'
- ✓ It will help your student to see that you share and understand her feelings and emotions.



TOYS AND ACTIVITIES TO CONSIDER

'Cause and effect' toys can be highly motivating while matching and sorting activities can key into the child's strengths



SOME SOFT SENSORY IDEAS TO CONSIDER

'www.pinterest.com' offers some great sensory ideas for you to try



Giant pipe cleaners



Gel numbers



6+ Sensory Bin ideas!
All from the Dollar Store



Water beads in a sealed food bag



Cotton wool in freezer zip lock

Created by BEAS September 2019

RESOURCES

Colour Coding - for Learners with Autism - Adele Devine,
Jessica Kingsley ISBN 978 1 84905 441 6

Sensory Ideas for sensory activities - and much, much more -

www.pinterest.com

Structured Activities - dedicated to providing creative educational activities and opportunities for individuals with autism or disabilities who are 'learning how to learn'



100s of ideas for structured/easily accessible tasks you can create from everyday materials

<https://www.shoebboxtasks.com>