Top Tips

* **Prepare the environment**: Remove visual distractionsand provide chairs/cushions for the children to sit on (in a semi-circle).

* **Prepare the bucket** – ensure all the toys are working. Change toys frequently and use toys the child does not otherwise get to play with (make use of the novelty factor!)

* If possible, you have **a supporting adult.**
* The job of the supporting adult is to:
	+ Help with sitting / behaviour o Ensure the children do NOT touch the toys.
	+ Show interest and model good attention behaviours, e.g. good looking, ‘oo!’, ‘ah!’
	+ Make comments *following the leading adult’s model*.

* The job of the leading adult is to:
	+ Turn paper/whiteboard towards child as you as you draw a line drawing of the activity (e.g. bucket).
	+ Sing a song, e.g. ‘I’ve got something in my bucket’.
	+ Build a little anticipation.
	+ Keep it short and snappy – 3-4 items presented for about 40-60 seconds each. (No need to repeat the song between items.)
	+ Show the item first, then add (1 or 2) words. Give time for thinking and stay quiet!!

* **Bucket mistakes:** o Talking too much. o Asking questions o Giving the children the toys o Letting the child dictate the start/finish o Forcing not inviting o Restraining not supporting

# Stage 1- Bucket Activities

To start: Use small whiteboard (as visual timetable) or a piece of paper

Draw what will happen: eg: bucket

Write the name underneath (to help with word recognition)

Ensure children can see the board the whole time (keeps their attention)

Prepare the bucket – ensure all the toys are working. Change toys frequently and use toys the child does not otherwise get to play with (make use of the novelty factor!)

What to do:

· Start with your white board and draw the bucket

· Sing the song

· Pull out 1 toy

· Look excited

· Activate the toy for a few seconds (60 seconds max)

· Use minimal language (ie use 1-2 words to label or talk about toy eg ‘spinner’

‘lights’ ‘spinner flashing’)

· Place toy back in the bucket

· Take out next toy and repeat as above (Show no more than 3 toys per bucket activity)

· Place lid back on bucket

· Say: “bucket is finished / Bag is finished”. Cross off the bucket on the white board **Stage 2- Attention Builders**

To start: Use small whiteboard (as visual timetable)

Draw what will happen: eg: bag…flour game

Write the name underneath (to help with word recognition)

Ensure children can see the board the whole time (keeps their attention)

Between activities, say: X is finished, cross it off, point to the next picture and say: time for Y

Step 1: Do the bucket activities. (make sure you use the whiteboard!)

Step 2: Add an attention builder once children can sit for 5 minutes

Step 3: Add more bucket and attention builder activities until children can sit 10 mins

**Leading adult**:

· Point to picture on timetable. Say: time for…..flour castles (etc) · Use single words or short phrases.

· Be exciting

· At the end say: It’s finished. Put things back in box

**Supporting adult**:

· Sit next to the children

· Keep them seated without saying anything

· Act as model children: look at lead adult and the activities, copy language used or spontaneously comment with simple language.

· Look excited and have fun

· No talking to each other or to the children (children need to learn to attend without adult prompts)

**Things to remember**:

· Always draw picture of activity on paper / white board. Cross out at end.

· Introduce each part of activity (even the tray), making it exciting. Use encouraging facial expression and noises (ooh!) even it you don’t use words.

· In the beginning, don’t use words and look at activity rather than child.

· After a few times, build in single words or phrases. Look at the child more.

· At the end of each activity, put all things into box and say “it’s finished”.

· The flour activity shows how language can be expanded. Use the same strategy for the other activities. You can do each activity a number of times, this will help your child get used to the language used.

· Adult with toy is most interesting thing in room

· No other talking / walking around / distracting items

· Activities are so motivating that children have to look

· SAY LESS. Simple words, short phrases

· Adults sit silently next to child, and bring children back to group without talking.

· Adults model good behaviour

· Children just watch. They only get a turn when specifically invited by the lead adult.

· Think: what does child see in activity?

· How is it interesting and motivating?

· Can child see the point of the activity? Why should he bother?

· Make it Joyful. Fun & exciting = children remember and learn.

# Example of stage 2 activity

‘Flour Shaker’

You need:

White shower curtain/bed sheet/ tray

Large black paper

Sieve

Flour in bowl

|  |  |
| --- | --- |
| What to do  | What to say  |
| Sieve flour onto paper  | say nothing  |
| Draw face  |   |
| Tip flour back into bowl  |   |
| Sieve flour onto paper  | “shake…shake..”  |
| Draw face  | “eye..eye…nose..mouth”  |
| Tip flour back into bowl  |   |
| Sieve flour onto paper  |  “shake…shake..”  |
| Draw face  | “eye…eye…nose..”  |
| Draw O mouth  | “ooh!”  |
| Tip flour back into bowl  | “it’s finished”  |

Expansions:

Add glitter to flour

Shake over outlines: animals /dinosaurs name items as they appear /puzzle pieces

“it’s gone!”

Make line of white on black with salt

Sprinkle on ice-blocks

tips: shake from high , shake thinly onto paper, shake with a rhythm. Always start on black background, tip towards children so they can see at end