Positive strategies to Support SEN Children

The following is a list of some of the strategies that are used by Inclusion support workers:

Eye Contact - Eye contact is an important skill that needs to be developed. The child is more likely to listen and therefore understand what is said to them if they are looking at you. It also helps to develop the child's attention span and social skills.

1. Activities to support eye contact:
    - Intensive Interaction
    - Peek-a-boo using scarves
    - Bubbles
    - Sun Glasses – putting sunglasses on and off to encourage the child to look at you.

Bucket Time is an activity to support a child with limited attention skills. It is used as the first steps towards encouraging a child to sit and attend. There are four different stages to the technique.

2. Bucket Time Stage 1: A bucket with 10 highly motivating toys. The adult will show the toys individually to the child. The child has to sit and attend but cannot touch the toys.
3. Bucket Time Stage 2; Same as Stage 1 however an activity is included that the child has to sit and watch.
4. Bucket Time Stage 3 Stage 1 plus a turn taking activity first with the adult and child and then one other child is introduced into the turn taking game. Eventually there should be 4 children in the turn taking game including the child.
5. Bucket Time Stage 4: This stage has na activity that has an element of turn taking.

Objects Of reference - give the individual a clue about what is about to happen and it is essential the same item should be used to signify the same event.

Special Time - This is an allocated time period when a child has the full and complete attention of an adult focused on their play. It is a non directive session in which the adult is responding to the child rather than directing the child i.e the child is free to play with whatever they want as long as it is not dangerous.

PECS (Picture Exchange Communication)

The Picture Exchange Communication System, or PECS, allows children with autism who have little or no communication abilities, a means of communicating non-verbally. Children using PECS are taught to approach another person and give them a picture of a desired item in exchange for that item. By doing so, the child is able to initiate communication. The child with autism can use PECS to communicate a request, a thought, or anything that can reasonably be displayed or symbolized on a picture card.

The Six Phases of the Picture Exchange Communication System Are:

- PECS PHASE I: How to Communicate
  The child with autism learns to exchange single pictures for items or activities they really want.
- PECS PHASE II: Distance and Persistence
  Still using single pictures, the child with autism learn to generalize this new skill by using it in different places, with different people and across distances. They are also taught to be more persistent communicators.
- PECS PHASE III: Picture Discrimination
  The child with autism learns to select from two or more pictures to ask for their favorite things. These are placed in a communication book, a ring binder with Velcro strips where pictures are stored and easily removed for communication.
- PECS PHASE IV: Sentence Structure
  The child with autism learns to construct simple sentences on a detachable sentence strip using an "I want" picture followed by a picture of the item being requested.
- PECS PHASE V: Answering Questions
  The child with autism learns to use PECS to answer the question, "What do you want?"
- PECS PHASE VI: Commenting
  Now the child with autism is taught to comment in response to questions such as, What do you see?, What do you hear? and What is it? They learn to make up sentences starting with I see, I hear, I feel, It is a, etc.

Let's Talk Together

At the Setting all members of staff have attended positive interaction training. As part of the Let's Talk Together Programme all staff use the Positive Interaction Strategies to help develop Speech and Language. The language used by the staff has to be at the appropriate level of the child.

Positive Interaction Strategies:

1. All staff use every opportunity to model language at the right level for the children.
2. There is more commenting from staff, so they say what they see and use very few closed questions.
3. Specific vocabulary is used by all staff ie instead of' put it there' staff will say 'put the book on the bookshelf'
4. Staff will Extend the length of sentence by adding an extra word.
5. All staff have to recast to model the correct pronunciation
6. All children are given choices
7. All staff leave a gap in conversations, when singing.
8. All staff use specific praise by giving language to a good behaviour or action they have noticed.
9. Staff use multi sensory book bags when reading the story.
10. Staff use clear signs and gestures to develop listening and attention

All staff are videoed which is used as a reflective tool to improve practise.