

Intervention Inventory

March 2021

What is...?



BUCKET THERAPY.


Bucket therapy aims to support children's attention skills, helping them to develop and maintain focus for longer periods of time. It works through 4 stages to develop attention and listening skills through short but highly exciting activities that motivate a child to attend to adult-led tasks. Important for children who struggle to focus on tasks that are not of their choosing or maintain their attention.



A SHOE BOX ACTIVITY/TASK

Simply put, a Shoe Box activity is a container – or box – that contains all of the materials needed to teach an individual a certain task or skill. Since the individual tends to be visual learner who thrives on routine and order, task boxes offer an effective strategy to teach and build upon important life skills and fine motor skills.

What is...?

<p>My job title is...</p> <p>Engineer</p> <p>My role is...</p> <p>To look at the instructions and tell the rest of the group which bricks they should be using and where they should go.</p>	<p>My job title is...</p> <p>Builder</p> <p>My role is...</p> <p>To follow the instructions that I have been given by the Engineer and put the pieces together</p>
<p>My job title is...</p> <p>Supplier</p> <p>My role is...</p> <p>To find the bricks that I have been asked to look for by the engineer and give them to the builder</p>	

LEGO THERAPY GROUP

Lego group provides children with a structured activity to practise their language and social communication skills. Each child is given a specific role and the group needs to work together to be able to complete a Lego model. It provides opportunities for practising following instructions, using language and develop their social interaction skills by repairing miscommunications, problem solving, clarifying, and explaining. Lego group can be tailored to the needs of the group and can target a range of therapy targets at once.

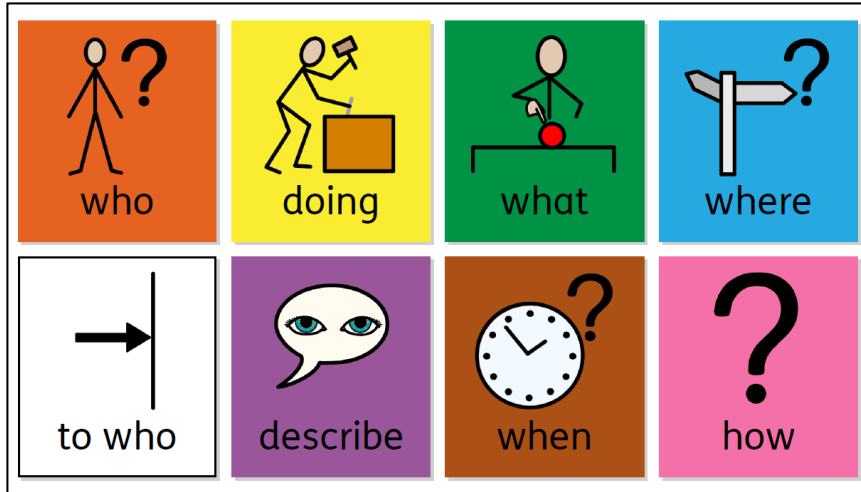
The ZONES of Regulation®



ZONES OF REGULATION

The zones of regulation uses 4 colours and a workbook of activities as a simple way to help children develop their emotional regulation. They can check in with the zones to let adults know how they are feeling for example a child in the 'green zone' is happy, calm and ready to learn but a child in the 'yellow zone' is starting to feel out of control and needs some strategies to calm them down. The activities in the workbook allow them to develop strategies for self-regulation.

What is...?



COLOURFUL SEMANTICS

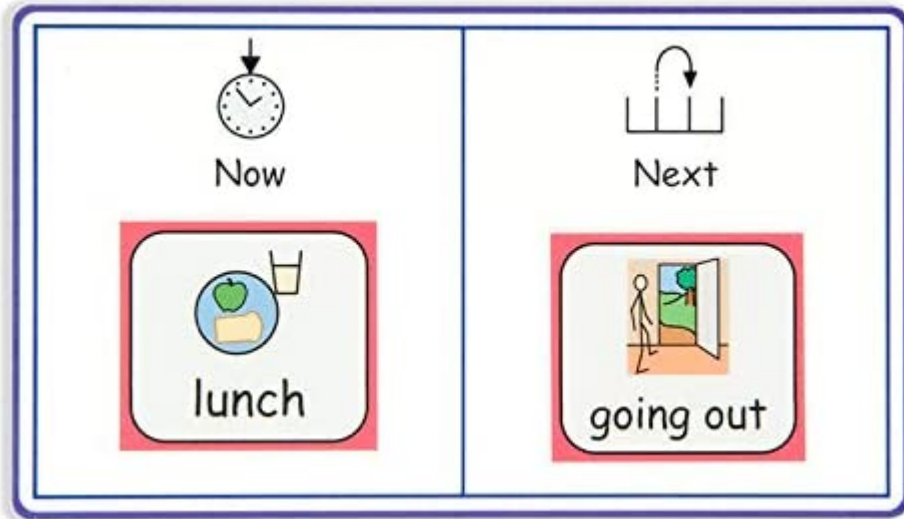
This uses colour coded visuals to help children use various sentence structures to help increase their spoken language. Allows children to build sentences including the elements of 'who', 'what doing', 'what', 'where', 'when' and 'how' and can also be used to help develop their understanding of these WH- questions.



PECS CARDS

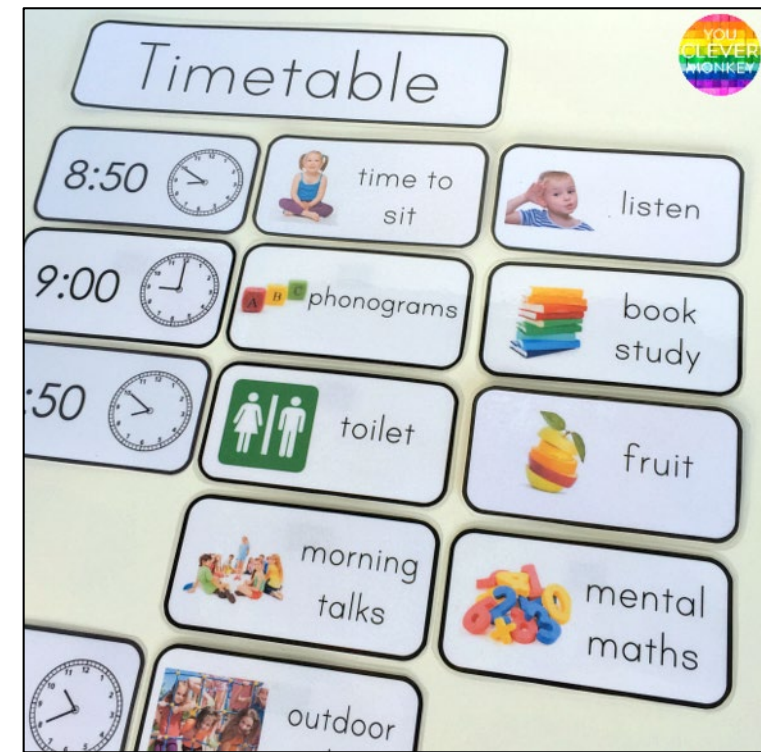
The Picture Exchange Communication System is an approach used with children with Autism Spectrum Disorder. It uses picture symbols to encourage children to interact with others and functionally express their wants and needs. Children start off requesting objects using a single picture and can work up to building sentences for a variety of communicative reasons such as to make an observation about something they can see.

What is...?



A NOW/NEXT BOARD

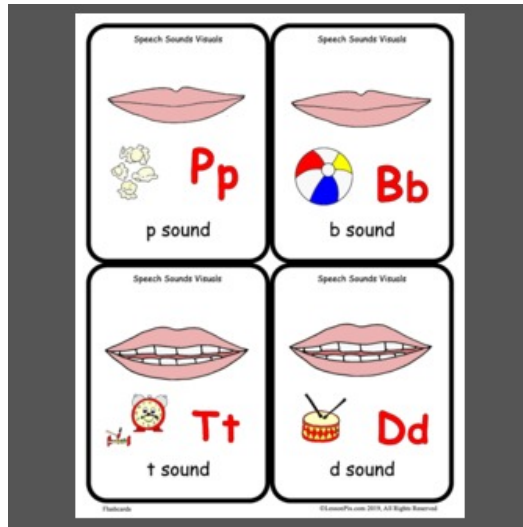
This provides a simple visual timetable to help children attend to and transition between tasks. Usually the 'now' is an adult-led activity and the 'next' is a motivating activity that rewards the child and encourages them to complete the 'now' activity. These are particularly useful for children with ASD who struggle to follow the school routine and helps them understand what is expected of them.



A VISUAL TIMETABLE

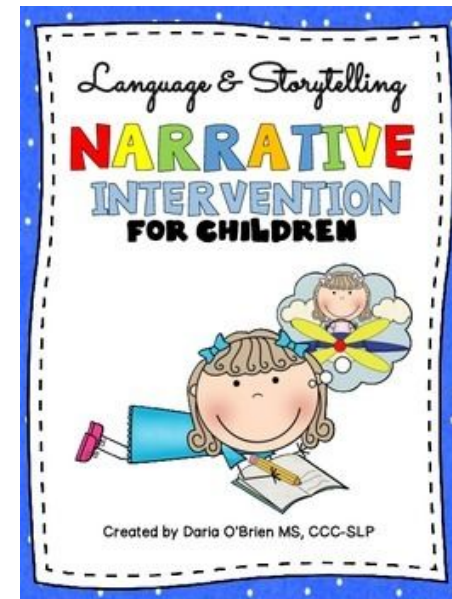
This uses pictures to illustrate activities throughout the day. They can be as long or as short as needed for example, "first, next, last" or "first, second, third, last". Lots of children find it difficult to remember instructions with more than one part or follow routines. Having a visual timetable to follow helps them to break down and complete the activity and transition through different tasks.

What is...?



A SPEECH SOUNDS GROUP

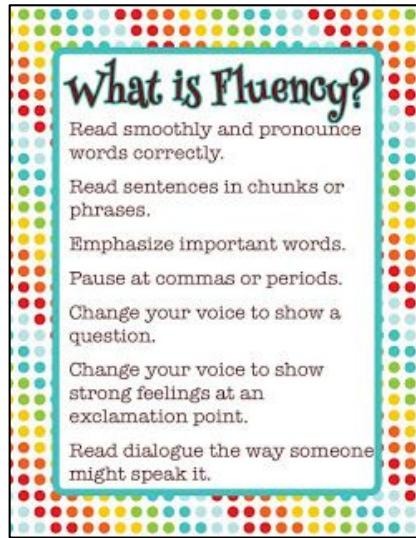
Some children find it difficult to use speech sounds accurately which can impact on their language, literacy and social development as well as on their self-esteem. Children who struggle to use all their sounds accurately will need regular speech therapy with a speech therapist and lots of practise to learn these sounds and practise using in isolation, at the beginning, middle and end of words, in sentences and stories before they can use them in conversational speech.



A NARRATIVE GROUP

Being able to tell a story, however complex or simple, is an everyday part of all social interactions and an essential skill for children who find language and communication more difficult to learn. Through narrative intervention children learn to describe a simple picture with a subject (who), verb (what doing?), object (what?) sentence and can build up to having a setting, characters, plot with beginning, middle, end, problem, and solution. In addition to developing language skills it can also improve social skills as children practise perspective taking, listening and conversation skills.

What is...?



A FLUENCY GROUP

Children with a stammer require support to be able to improve the fluency of their speech to allow them to be confident and capable communicators. This focuses on teaching techniques to reduce stammers, improve fluency, developing confidence in communicating, and awareness of stammering to reduce the impact that having a stammer will have on their personal and social development.

Reading - Blanks Questions

Level 1	Level 2
Find one like this. What's this? What colour is this? What did the ... say? What can you see? Show me the ... Is it X or Y? Who is this?	Find one that is ... can ... What's happening? Who is ..? When did ...? Where's the ...? Finish this sentence. What is this for? Tell me about this thing. What does it do? Find one that is X or Y. How are these different? What else is a X? (category) What else could they ...?
Level 3	Level 4
Find one to use with this. What will happen next? What could he say? Tell me how that would happen... What happened to all of these? Tell this story. How are these the same? Find the ones that are not... Name something that can..., but is not a... Eg. Name something that flies but is not a duck. Name something that is not a...	Where will...? What will happen if...? Why will...? Why wouldn't it...? (characteristic) What made it happen? What could you do? What could we use? Why is... made of that? How can we tell? Why is this called...? Why can't we...?

A BLANKS LEVEL GROUP

The Blank's levels of questioning is a framework that helps develop children's understanding in 4 structured levels of questions, the questions move from concrete to abstract. Progressing through these stages of questions encourages development of general language skills and vocabulary as well as helping the child develop their skills in comprehension, reasoning, inferencing, predicting and problem solving.

What is...?



A SOCIAL SKILLS GROUP

Social skills groups are small groups (typically two to eight kids) led by an adult who teaches the kids how to interact appropriately with others their age. They can help kids learn conversational, friendship, and problem-solving skills. They can also be useful in teaching kids to control their emotions and understand other people's perspectives.



A COOKERY GROUP

Cooking is something children of all abilities can experience. It is hands-on, sensory and can introduce a variety of different foods.

With cooking, children can practice...

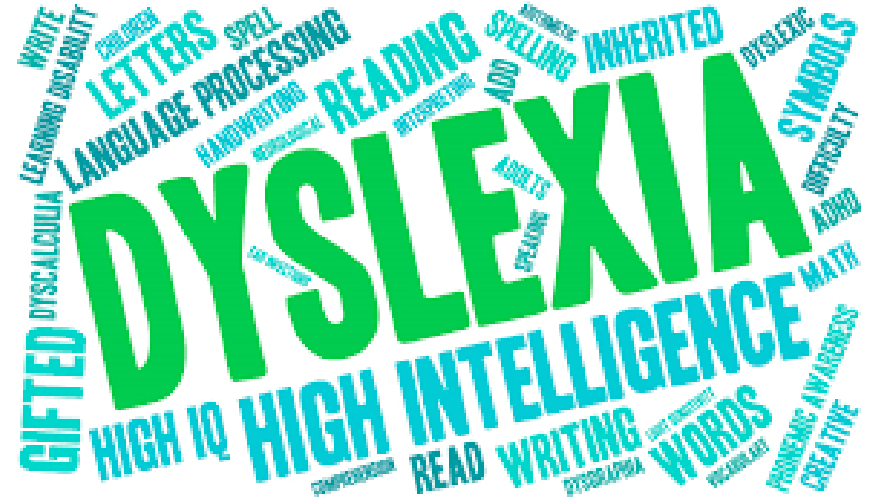
- following a visual recipe;
- visiting a shop to get ingredients;
- using the Internet to find a recipe;
- writing a list of ingredients;
- waiting during preparation and cooking;
- cooperating and following instructions;
- listening and taking directions;
- taking turns and working as a team;
- measuring using cups and spoons;
- sharing creations with others.

What is...?



SENSORY CIRCUITS

Participation in a short sensory motor circuit prepares children to engage effectively with the day ahead. Behavioural clues such as fidgeting, poor concentration, excessive physical contact or lethargy can indicate that a child is finding it difficult to connect with the learning process. This will set them up for the school day.



Dyslexia is our next area of focus we are looking to develop.

-Make your classroom dyslexia friendly.
Emailed e-book out October 2020.
Chapter (5/6)