

Jingle Bell Ball



This ball has bells inside which aids a child's hearing and attracts their attention. Use in a one to one session with the adult and child rolling the ball to each other across the floor. (both of you sitting facing each other) Encourage the child to look towards you and cue them in to listening by saying their name and saying 'ready' before you roll the ball to them (use a slow animated voice). Continue with saying 'steady' and then 'go' as you push the ball towards them (pause for a few seconds before saying each follow on word). Do not release the ball until the child looks towards you. You may have to practice this strategy a few times before the child responds. Talk the child through the same sequence as they roll the ball back. This activity will encourage, eye contact, communication and anticipation as well as co-ordination. It may also prompt the child to start vocalising to let you know they want the game to continue. As the child's skills progress you could invite another child to join the activity and work on peer social interaction skills such as turn taking, waiting and responding.

Single Post Ball (Three balls)



This activity is a prelude to threading activities and as it has a stable base it can be placed onto a surface. It helps to develop hand/eye co-ordination and early dexterity skills. Give hand over hand assistance to help them to accomplish the task (if the child will tolerate physical touch). Help the child, at their pace to progress onto placing all three balls onto the post. Encourage the child to follow your finger point as a guide to show where they need to place the balls and to look at your hands as you demonstrate how to manipulate the balls on to the post.

Threading Beads (Stringer)



This activity is a larger version of the general threading bead activities, ideal for developing cognitive skills, hand and eye co-ordination, dexterity skills and encouraging a child to use both hands together. Give hand over hand assistance if needed to help the child to accomplish the task (if the child will tolerate physical touch). Encourage the child to follow your finger point as a guide to show where they need to place the balls and to look at your hands as you demonstrate how to manipulate the balls on to the post.

Three Piece Shape Sorter



This activity makes a noise as each shape descends the tube. To simplify the task more, cover over the square and triangle hole so that the focus is only on the round hole. Give hand over hand assistance to help the child to accomplish the task (if the child will tolerate physical touch). Help the child at their pace to progress onto posting all three shapes into their respective holes. The usual sequence of learning to post the different shapes is circle, square then triangle. Encourage the child to follow your finger point as a guide to show where they need to place the shapes and to look at your hands as you demonstrate how to manipulate the shapes to fit in their correct hole.

Peg Jigsaw Puzzle



These puzzle pieces have large pegs, making them easier to grasp and manipulate. Depending on the child's ability, simplify the task by working on one piece at a time, then gradually progress as the child is successful. Support the child with hand over hand assistance as required (if the child will tolerate physical touch) and use finger pointing and demonstration to cue them into positioning the piece correctly. Please remember to name the shape/colour shown on each puzzle piece so the child starts to develop their vocabulary

Rolling Slope (car run)



This activity will encourage hand and eye co-ordination, social, interaction skills and joint play. This is a very good activity for teaching a child to wait for their turn and to share an activity, however initially use in a one to one session with an adult until the child has established some turn taking skills.

Refer to tips on teaching a child to 'wait' for a turn.

Use the 'First and Then' and 'Ready Steady Go' phrases

Scarves- Fine, light weight, see- through fabric



Use to play peepo to encourage joint play, anticipation and communication. Place the scarf over your own head to demonstrate the play. Encourage the child to pull the scarf off your head. Some children have fear of things over their head so refrain from placing it on the child's head unless they initiate it first. You could try draping it on their hand to let them handle the fabric first.

Please do not allow a child to handle alone

LED Multi Spinner



This is a very motivating toy and is ideal for encouraging eye contact, anticipation, and prompting a child to request 'more' (action repeated).

Refer to tips on teaching a child to 'wait'

Use the 'Ready Steady Go' phrase

Please do not allow a child to handle alone

Mirror



This mirror is large enough for the child to see their own and your reflection alongside each other. It will help to encourage joint attention as you communicate with each other through the mirror and encourage the child to give eye contact, copy facial expressions and vocalisations. Try using the Peepo scarf as you play with it.

It can also be used to practice mouth exercises to help with speech development (refer to speech therapy guidance).

Rainbow Shaker



This toy will aid hand/eye co-ordination and tracking. Try rolling it along the floor to encourage a child to move and reach out towards it. It is ideal to use in a 'Ready, Steady, Go' activity either rolling along the floor to each other or tipping the shaker up/down to encourage eye contact and to request 'more' (action repeated)

Something Special DVD's (Signing)



These DVD's are useful in a group activity. Ideally the children should be supported by an adult in order to encourage them to participate and to help them to make the simple signs. The Makaton core sign booklets in your pack can be used by adults to supplement the signs used in the DVD's. Learning signs through singing is also an excellent way for adults and children in the setting to build up their knowledge of signs and to give them an opportunity to practise and remember them. Simple signing helps children with less developed language skills to communicate more effectively.

Books



Look at the books together with the child. Use an animated voice as you look at the pictures and name what you see. Speak slowly and at the level to which the child is functioning at –for example, if a child is non verbal or talking at a one word level, just name the pictures or actions in the book. If a child is saying two words together adjust your word level to two words at a time such as, 'boy running', 'blue cup'. Lead the child into using their voice and naming what they see by saying 'it's a....(pause to give them chance to process what you are saying and to respond back) Do not insist on the child speaking.

As the child becomes more practiced with linking their words, move onto introducing additional words to their vocabulary.

Other activities you could add to your SEN Resource Bag

Bubbles



Bubbles are another alternative to encourage eye contact, anticipation, and encouraging the child to request. Use the 'ready, steady, go' technique and the sealed pot strategy. Bubbles will also help a child develop their visual tracking.

Picture Games



Picture games are ideal for encouraging language development, for assessing a child's level of understanding, listening and attention skills and encouraging joint play, turn taking skills and following an adult's instruction. Introduce these activities initially in 1-1 sessions with an adult. As the child's skills develop invite another child to join in.

Refer to the Communicate in Print program to help you make games such as Lotto or for example, a fishing game where the child can catch a picture with a magnetic fishing rod (place a paper clip onto the picture) and is then encouraged to name whatever is shown on the picture. Adapt the game to the child's interests by using pictures of their favourite TV characters or photographs of their favourite toys.

Cause and Effect Toys



Use press button, light up, sound and movement reactive toys, these are very motivating activities and used in conjunction with the 'ready, steady, go' technique a child can be encouraged to request 'more' (action repeated) and supported to operate the toy independently.

Please be aware of using flashing lights if a child is prone to having seizures- seek medical advice prior to using the activity

Singing Cards

To help a child to develop their language skills through singing

- Make sure the chosen song is a favourite of the child's. One with a repetitive chorus is ideal. Be aware that some children have sensitivity to loud /pitched noise so using a soft voice with gentle animation and singing the song through slowly is best. As you repeat the song pause now and again before saying a word and look at the child expectantly to encourage them to fill in the word. It maybe that you get a little murmured sound in response or a glance. Accept this as the word being said and repeat it back as you smile at the child and nod your head to show your acknowledgment of their effort.

Suggestions on how to use singing cards

- Make cards using pictures or symbols to represent nursery rhymes and /songs. Introduce the cards one at a time as you sing the related song. Draw the child's attention to the cards as you name their titles.

To help a child to choose a song

- Place two different cards in front of the child making sure that one of them is a favourite song. Help the child to choose by gently taking their hand and guiding it to first one card then the other as you say the name of each song. Ask the child to 'choose' by saying for example, 'Adam choose, wheels on the bus or twinkle twinkle. (you may find you need to reduce the amount of words you use if the child is not at the 2/3 word level. So you may instead say 'bus' or 'twinkle'.

You may find these activities are more suited initially to being carried out in a one to one session with an adult so that the child can become confident and familiar with the activity and with using their voice before doing the activity within a large group.



As well as showing songs on individual cards you could also present them as a laminated song book which can then be placed in the book corner to be freely used by all children as well as in a one to one session with a child.