

We believe that these tips were written for teachers by a speech and language therapist. They may also be useful for parents at home or staff working in after school clubs etc.

IF THE CHILD HAS DIFFICULTY....

STARTING AN ACTIVITY.

- Give a signal to begin working, such as snapping your fingers
- Break tasks down into small steps
- Explain the purpose of the task
- Provide immediate feedback and encouragement
- Use a digital timer (or your phone) and ask your child to estimate how long the task will take

STAYING ON TASK

- Remove all distractions from the work area
- Stay close to your child, or get someone else to sit next to them, in order to provide immediate help
- Use colour to brighten up dull repetitive work



- Remind your child what they should be doing as often as necessary and provide as much encouragement as required
- Encourage eye contact
- Build success into the task
- Offer variety in tasks

STAYING SEATED

- Make sure your child understands what you're asking them to do
- Give your child a reward whenever they sit down to do some work
- Take a photo of your child sitting appropriately and, if necessary, point to it to provide a cue

Telephone: 020 7490 9410

Email: info@afasic.org.uk

Website: www.afasic.org.uk

STAYING SEATED CONTINUED

- Move your child's chair or desk away from distractions and place it in the middle of the room where you can easily see it

FOLLOWING INSTRUCTIONS

- Give short, concrete and concise instructions
- Say, 'first find your bag, then bring it here'
- Provide examples (visual, auditory and/or tactile)
- Repeat instructions
- Ask your child to repeat instructions and explain them to you before they start
- Get someone else who understands your instructions to carry them out alongside your child

WORKING INDEPENDENTLY

- Provide activities that are appropriate for your child's developmental level
- Give brief, precise instructions and make sure your child understands them
- Give frequent reinforcement: praise your child for concentrating
- Alternate short independent tasks with tasks where you need to help your child. Gradually, encourage your child to do more work independently before you provide help



CALLING OUT

- Reward your child immediately for listening
- Praise other children who don't call out (or interrupt)
- Point to a cue posted on the wall to remind the child not to interrupt. The cue could be a smile or other coloured symbol. Explain to your child what it means before you start using it.
- Give your child some responsibility – a task they can perform at home or in the classroom
- Give your child opportunities to talk to other children/family members etc.



NEEDING A GREAT DEAL OF PERSONAL ATTENTION

- In a group situation, make sure there is somebody to support your child
- Before starting on any tasks, check your child is ready to begin
- Praise your child whenever they do something right

FOLLOWING HOUSE OR CLASSROOM RULES

- Post a list of rules on the wall and go through them daily. Use pictures to illustrate the rules. These might feature your child or other children complying with the rules.
- Make the rules simple
- Be consistent in your expectations and consequences for breaking the rules
- Give your child a list of the rules, if appropriate. Help them to say and explain the rules. If need be, draw up a 'contract' with your child and give a prearranged reward for compliance.



LISTENING

- Provide pictures or other visual material for your child to follow
- Ask your child to repeat instructions out loud, to check he has understood them
- Make sure your child is close enough to hear and concentrate on what you say

REMEMBERING

- Use mnemonics and other cues to help your child remember things
- Ask your child to repeat instructions back to you
- Use pictures, videos, songs, poems and chants to assist recall
- Revise previous learning regularly
- Colour code significant points
- Act out stories with your child and use real life objects to help reinforce learning

To contact Afasic please use one of the following:

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