

Early Development: Changes and Transitions - Secondary

# **This is Me! - *Activities to extend your child's learning***

## ***Teacher/Parent/Carer notes***

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# Explanation

- This document is designed to support the adult working alongside the child using the slides for lesson 2.
- For each activity there is a brief explanation outlining the aim of the activity as well as ideas to support delivery.
- For some activities, additional resources such as templates have been included.
- In addition there is a section on 'Supporting Engagement'. This outlines some of the things to look out for in terms of exploration, anticipation, initiation, realisation and persistence (The Engagement Model) and how you can develop these within the activity. It is important to note that when using the Engagement Model you should only be changing one thing at a time, rather than attempting to increase engagement in all areas simultaneously. There is no one size fits all and activities and learning should be tailored to your child's needs and based upon your observations and interactions with your child.



# Mirror work (Activity 1)

The aim of this activity, depending on the level of your child, is for your child to:

**Attend to visual stimuli | Track visual stimuli**

It will also support your child: **Recognise familiar stimuli**

You will need a mirror.

Use the mirror to explore your child's reflection.

As you undertake this activity notice your child's responses. Are they surprised by their reflection or do they expect to see themselves?

Move the mirror to see if they track it's movements. You could also place the mirror in different places and present it using the prompt 'look in the mirror 1,2,3' and see if they attend to it.



# Supporting Engagement (Activity 1)

**Exploration** - Does your child build on their initial reaction? For example, after noticing the mirror do they then show signs they are exploring the reflection in it? Try using a bigger or smaller mirror and see if they respond in a similar way.

**Anticipation** - When exploring the mirror, does your child act surprised or do they respond to your prompts by demonstrating anticipation? You can support this through prompts as you introduce the mirror, reducing as your child builds up their engagement.

**Realisation** - How is your child interacting with the activity? Are they allowing you to do all the work or are they demonstrating actions which suggest they would like more control over the activity - such as moving their own hands toward the mirror? Try placing the mirror on a surface in front of them or lean it against a wall and see if they move their head to try and see their reflection.

**Persistence** - Does your child sustain attention for long enough to actively explore their reflection? To increase the length of time your child is engaged use verbal prompts or move the mirror slightly to regain their attention. You could also move the mirror slowly, building up the time your child spends tracking. Darken the room and highlight your child face from above or below to see if this increases the time they engage.

**Initiation** - Is your child acting spontaneously / independently or do they need to be prompted? Try giving your child the mirror and see if they start to explore their reflection or 'throw' the mirror away.



# Exploring faces (Activity 2)

The aim of this activity is for your child to:

**Attend to visual / tactile stimuli.**

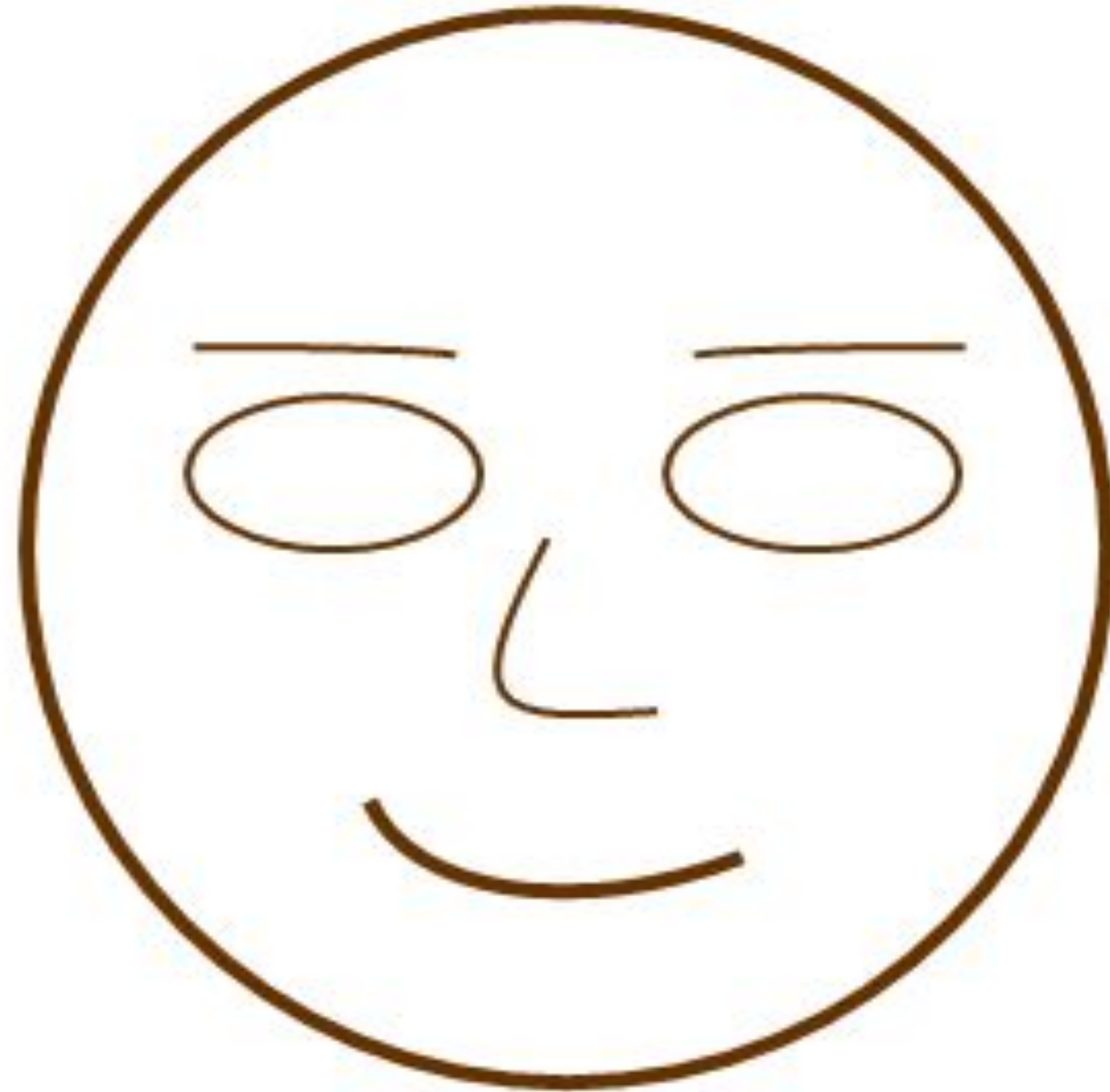
You will need photos or pictures of different faces and facial features (some are available on lesson slides 8-18 and the template of the image used within the story is available on the following page).

You can enhance or replace this activity with a tactile version using dolls or raised pictures.

Allow your child to visually explore these items. You can then direct where they look or what they look at.

As you undertake this activity build up a familiar pattern / routine, using the prompts on the slide (or your own) and use it for each feature.







# Supporting Engagement (Activity 2)

**Exploration** - Does your child build on their initial reaction? For example, once an image is presented do they start to explore it in more detail or do they lose interest straight away? You could support exploration through modelling or by using a torch to highlight areas of interest. Once your child is familiar with the resources and demonstrates exploration you can introduce the images in different settings.

**Anticipation** - When exploring the faces, does your child act surprised or do they respond to your prompts by demonstrating anticipation? If you are using the 'prompt script', start to add in pauses to see if your child is anticipating the next part - either through looking, gesturing or vocalisations.

**Realisation** - How is your child interacting with the activity? Are they allowing you to do all the work or are they demonstrating actions which suggest they would like more control over the activity - such as moving their own hands toward the pictures?

**Persistence** - Does your child sustain attention for long enough to actively explore the resources? To gain your child's attention with the resource find ways in which you can enhance it (either visual or tactile).

**Initiation** - Is your child acting spontaneously / independently or do they need to be prompted? If you are using the 'prompt script', become 'distracted' and see if your child starts to vocalise to grab your attention.



# Create your own This is Me! book (Activity 3)

The aim of this activity, depending on the level of your child, is for your child to:

**Accept shared sensory exploration | Participate in shared activities sustaining concentration for short periods of time**

You will need various art resources or an electronic tablet style device.

Use the resources to create your own This is Me! book.

Talk about the feature you are about to create, find it on your child's face, on your own face and on any photos you have. Then explore the resource you will use to represent the feature. Explore through different senses as relevant, using relevant sensory cues - e.g. for look, say 'look' and touch to side of child's eye. If using a tablet, take a photo of that feature and explore the photo. With digital versions you may also be able to record a short explanation for each picture.





# Supporting Engagement (Activity 3)

**Exploration** - Does your child build on their initial reaction? For example, after resources are presented do they move their fingers/retain focus on the resource briefly or for extended periods?

**Anticipation** - When exploring the resources, does your child act surprised or do they respond in a way that is appropriate to explore that resource? Use sensory cues to develop this, reducing as your child builds up their engagement.

**Realisation** - Is your child attempting to grab the resources themselves or showing signs that they would like to? Present the resources in a way that is accessible to your child so they are able to have more control.

**Persistence** - Does your child sustain attention for long enough to actively explore each resource? Find ways to enhance the resources or present them in different ways to capture their attention and increase the length in which they explore. Once a child is engaged with a particular resource, you could try moving it slightly out of reach or hiding it under a cloth to see if they search for it in order to continue engagement.

**Initiation** - Is your child acting spontaneously / independently or do they need to be prompted? Try removing a resource they are exploring and see if they call out for its return. If you are creating a digital version you could provide a switch to take or display photos and see if your child independently engages with it (you may need to introduce with prompts first).



# References

- Facial Template: Emma Pemberton, Oak National Academy.

