

The Red Door School



Attention Autism School Plan






Developed:

2020-2021





Next Review date:

September 2021






| | Theme | Week Beginning | Activities |
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| S E P T E M B E R | Myself  I ♥ Myself | | Target Vocabulary: Me, My, Shake, Up, Down, Bubbles, School. Stage One: Light Up Spinner, Bubbles, Silly String |
| | My Family  | | Stage Two: Foam Dome, Cloches and Shaving Foam Stage Three: Shake Your Pom Poms (child to stand with teacher, shaking poms 'Shake it up, Shake it Down, shake it round and round X 2 GOOOOO Name!) Stage Four: Shaving foam and food colouring in a dropper |
| O C T O B E R | Autumn  | | Autumn: Tree, Orange, Red, Green, Brown Stage One: Leafy branch, Fan, Spray bottle. Stage Two: Relief painting with autumn leaves on a big sheet of paper. Making a tree . Stage Three: X is in the garden, blow wind blow, fall leaves fall, Fall Rain Fall. Sensory weather box, and the child sits and has a sensory experience. Stage Four: Gluing a leaf onto a piece of paper, adding glitter |
| | Halloween  | | Halloween: Halloween, Apple, Surprise, Bag, Party, Autumn Stage One: Sparkler (be careful with these), light-up pumpkin, flying witch, dancing skeleton Stage Two: Glitter Spider web- black paper, glitter and glue again! Vomiting Pumpkin with baking soda and vinegar. Stage Three: Apple Printing with half of them on forks. Making jack o lantern faces on them with pre-made features (googly eyes, cut out black mouth) Stage Four: sticking google eyes on a ghost shape |
| N O V E M B E R | Planet Earth In Space  | | Planet Earth in Space: Stop, Go, 1-10, Space, Birthday Stage One: Bubble Rocket, light up stars, flashing/ bouncing planets Stage Two: Space Splat- pour water into shot glasses and add some food colouring. Put cotton wool balls in each shot glass, and throw them onto white paper. Stage Three: Moon Boot Welly Walk – Have a tray of paint and the children can put on some wellies and stamp on white paper in them Stage Four: Making moon sand with flour and vegetable oil food colouring or glitter could be mixed in the following day |






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| D E C E M B E R | <p>Winter Celebrations</p>  | | <p>Winter Celebrations: Snow, Christmas, Santa, Music, Party, Toy, Tree, Beard, Holiday</p> <p>Stage One: Light Up Ornaments, Music Box, Christmas Cracker</p> <p>Stage Two: make a snowman with shaving foam, and cut out features.</p> <p>Stage Three: snow is falling- shaving foam on the hands and clapping!</p> <p>Stage Four: Finding items in dessicated coconut (thematic pictures hidden for children to discover)</p> | <p>Stage One: Bells, Snowglobes and fairy lights</p> <p>Stage Two: Slowly fill a long, clear plastic tube with lentils, rice, beans (dried) etc, then turn it upside down and let it fall from a height. Count down while doing it!</p> <p>Stage Three: Snowy hand Invite the child to put their hand on the black paper in front of you and put flour in a cup and shake from a good height. Sing 'It's snowing on your hand, snowing on your hand, snow, snow, snow, it's snowing on your hand'.</p> <p>Stage Four: Paper plate wreath painted green- sticking ornaments on it.</p> |
| J A N U A R Y | <p>Winter- hot and cold</p>  <p>Weather</p>  | | <p>Winter- hot and Cold: winter, Water, Wet, Dry, Blanket, Cooker, Sandwich</p> <p>Stage One: Presents- opening presents, finding toys, glitter, silly string inside.</p> <p>Stage Two: Rainbow cakes- making six piles of shaving foam, and putting paint and glitter on the top of them. Counting ONE TWO THREE SPLAT! And splatting them down with a spatula</p> <p>Stage Three: Silly string and see-through umbrella- AAA-CHOOO and spray the silly string at them.</p> <p>Stage Four: Rolling a sun from play dough and sticking some pipe cleaner 'rays' into it.</p> | <p>Weather: Hot, Cold, Wet, Dry, Snow, sun, Rain, Ice Cream, soup</p> <p>Stage One: Torch for sunshine, Fan for Wind, Bubbles, and shaving foam or desscated coconut for snow.</p> <p>Stage Two: Putting on a pair of wellies, and stepping into paint. Jumping across some white paper</p> <p>Stage Three: Spray Bottle and an umbrellas, spray water on the umbrella and sing 'it's raining it's pouring'</p> <p>Stage Four: Putting in- cocktail umbrellas, sticking them in playdough</p> |
| F E B R U A R Y | <p>Love</p>  | | <p>Love: Like, Love, Thank You, Sweet, Chocolate, iPad, Me, You</p> <p>Stage One: Valentines Day Cards, Light Up Hearts, Flowers, Chocolate box filled with glitter</p> <p>Stage Two: Lemonade Fountain - Large black tray. Open lemonade bottle and pour some food colouring (pink/ red) inside-watch it swirl down. Pour in another colour and watch them mix. Put the lid back on firmly, shake well. Count 1...2...3...and open it- "Lemonade fountain!".</p> <p>Stage Three: Rainbow cakes. Teacher makes, child goes 'One Two Three, SPLAT!'</p> <p>Stage Four: mixing colours- two colours and a paintbrush in their tub, and a piece of paper for them to paint available on the table.</p> | <p>Stage One: Heart Shaped Balloons, Bubbles, Light up roses</p> <p>Stage Two: Singing in the Rain- shower curtain on floor. Pour water in bottle, add blue food colouring, pour into watering can. Pour watering can of water over umbrella while singing "singing in the rain".</p> <p>Stage Three: Welly Walk – Have a tray of paint and the children can put on some wellies and stamp on white paper in them.</p> <p>Stage Four: Heart Printing- red paper to be squeezed onto paper, which is then folded in half and smushed together, before opening. (this can be made a butterfly or decorated with glitter)</p> |




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| | <p>Animals</p>  | | <p>Animals: Chicken, Farm, Goat, Spider, Animal, Duck, bird, Cow, Sheep, Horse, Rabbit, Sheep, snake, Dog, Cat, elep</p> <p>Stage One: Dancing chicken, Squeezy work, Toy farm.</p> <p>Stage Two: Black paper, Green paint, pour. Add barn, and fence (recycled materials). Sing Old McDonald had a farm and add three to four animals, each one having their feet dipped in the paint and leaving footprints over the paper</p> <p>Stage Three: Animals Cut out three laminated animal outlines then lay one down as each child's turn and give them the flour and sieve to pour over the paw then pick it up and see the shape!</p> <p>Stage Four: animal cookie cutter and play dough/ salt dough. Pushing it in and seeing the animal shape emerge.</p> | <p>Stage One: Jack in The Box, Squeezy animals, Animals in Eggs</p> <p>Stage Two: Bubble Sock: Have an bottle ready made with the end cut off, attach a j-cloth to the cut end with an elastic band then dip this part into soapy water and blow through the top of the bottle to make the bubbles come out!</p> <p>Stage Three: Spinning Chair The child sits on a chair (throne) and place a party hat on top of their head. Sing 'Happy Birthday to you, happy birthday to you Let's go for a spin. Then spin the child around on the chair.</p> <p>Stage Four: Birthday hats, glue and glitter/ paint. Children to dip hat in glue and then in glitter to decorate it.</p> |
| <p>M A R C H</p> | <p>Spring</p>  | | <p>Spring: Flower, Rain, Tree, Bird, hungry, thirsty, When, Frog, And, Egg</p> <p>Stage One: Flowers (light up, bunch that can be pulled out of bucket, Spray bottle, umbrella, wind up bird)</p> <p>Stage Two: Moving Blobs- half fill a large (2l) clear bottle with water. Fill almost to the top with oil (use funnel). Let them separate. Add drops of food colouring and let them sink through the oil to mix with the water. Add pieces of Alka-Seltzer to start the coloured blobs moving through the oil.</p> <p>Stage Three: Flowers- putting a handprint (or a glove print, or a potato print on a fork if sensory sensitive) around a paper plate flower, and using a roller to draw the stem.</p> <p>Stage Four: Pushing seeds into soil.</p> | <p>Stage One: Surprise Eggs, opening and finding toys, Tree (plastic branches, shaking them), Frog puppet (feeding it)</p> <p>Stage Two: Painting with cars, putting cars wheels into different colours of paint and pushing them down a cardboard ramp.</p> <p>Stage Three: Egg smash, dropping them from a height onto a plastic tray, singing eggs in the pan eheheh'</p> <p>Stage Four: Pushing seeds into soil.</p> |
| | <p>St Patrick's Day</p>  | | <p>St Patrick's Day: Green, book, Read (To) Colour, Crayon, Garden, Gentle, Snake, how many</p> <p>Stage One: Shamrock bunting/ inflatable balloon with shamrocks in it, gold glitter, rainbow flag.</p> <p>Stage Two: Pot of gold at the end of the rainbow. Paint in each colour of the rainbow, rollers, or thick paintbrushes and lots of gold glitter. Make a big, beautiful rainbow on a large sheet of white paper and sprinkle plastic gold coins, or gold glitter at the bottom of it when you get to the end. You can sing the rainbow song with this.</p> <p>Stage Three: Gymnastics Ribbon (on a stick) for the teacher and child, they wave the ribbons in an arc and sing 'rainbow rainbow'</p> <p>Stage Four: Rainbow rice- two colours of rice in a tub, they children have to mix them up, and find a thematically linked toy (such as a coin) in the rice.</p> | <p>Stage One: Green items- green hat, green lights, green wind-up frog.</p> <p>Stage Two: Washing up liquid in basin, big long straw, green food colouring, water, add dramatically, and then blow bubbles while the staff count to ten. Repeat the blowing X 3 if the interest continues!</p> <p>Stage Three: Wishing Well. Big Black Pot/ Basin, coins. Label the coins, and invite the students to come up, stand on a chair and drop a coin into the wishing well. Sing the song 'I went one day to the wishing well'</p> <p>Stage Four: Pulling coins out of a ball of green play dough and putting them in a little box</p> |



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| | <p>Mothers' Day</p>  | | <p>Mother's Day: Who, Play, Child/ren, Nice, With, Kiss, See, say Stage One: Spinner and Flowers, Musical Mother's Day Card, Transparent balloon with confetti Stage Two: Tuff Tray, laminated flowers in different colours, spread them out and label the colours, sprinkle flour or icing sugar on the flowers and lift them up to see that has happened. Stage Three: Filling a pot plant with soil! Stage Four: planting a seed in their soil....</p> | <p>Stage One: Light up heart, Baby Doll that cries, Music Box Stage Two: Tuff Tray, pulling out toys of mothers and children and matching word flashcards to the concrete items. Stage Three: Lying under the parachute, and having it go 'Up and Down' on them, or the blanket swing (if age and size appropriate) Stage Four: Posting pictures of mothers and children, matching letter to letter for the word Mum with a picture of their own mother, or matching the mother to the child (animal kingdom)</p> |
| A P R I L | <p>Eggs, Rabbits, Treats!</p>  | | <p>Eggs, Rabbits, Treats!: Chocolate, Egg, Rabbit, Sweet, where, Behind, beside, under, over, in Stage One: Spinning Balloon, Surprise Eggs, Hopping Rabbit Stage Two: bunny ring toss, throwing rings around the ears of a rabbit. Stage Three: Bunny Ears on the trampoline or pilates ball choice), bouncing and singing 'I like to Hop' from the Jolly Songs. Stage Four: Egg Painting- rolling a boiled Egg, or egg shape in paint or glue and glitter</p> | <p>Stage One: Inflatable rabbit, Egg Matching, Flowers (could use basket instead of bucket) Stage Two: Easter Egg, decorating an easter egg shape with glitter, puffy paint, silly string, etc. Stage Three: Egg Smash- singing Eggs in the pan, eheheh from Jolly Songs, and dropping eggs from a height onto a tuff tray or similar plastic surface. Stage Four: Squeezing a blob of yellow paint on to a white cut out so it looks like a fried egg/ Sticking a yellow circle on to a cutout (less messy option)</p> |
| | <p>Air and Water</p>  | | <p>Air and Water: Wet, Dry, shower, swim, see, excuse me, Full, Empty, Carry, swing, bubbles Stage One: Bath Toys, Fan, Water guns! Stage Two: Growing flowers – Place a flower pot down on its side and then get some green paint and squeeze it to make the flower stem grow! Then at the top place a fake flower or some tissue tied to make a flower. Can be watered with small watering can at end also. Stage Three: I like to hop, hop hop with wellies in a little puddle of water. Put on wellies and raincoat before jumping. Stage Four: Watering a small plant/ assembling the components of a flower/ sticking crepe paper at the top of a stem.</p> | <p>Stage One: Battery operated Fans, Bubbles, Small watering can Stage Two: Spring Showers - Spread shower curtain on floor. Pour water into two clear bottles, add blue and green food colouring to each, and pour each one into watering can and water all over the shower curtain, ("It's RAINING"!). Leaves cut from tissue paper- throw them up in the air ("Spring Showers!") Stage Three: Up, Up, Up go umbrellas. Whooshing an umbrella up and down over the child's head so they get a nice parachute breeze. Spray bottle for the line 'when it starts to rain' Stage Four: Marbling- with shaving foam and food colouring- dropper and a piece of paper</p> |
| M A Y | <p>Outdoors</p>  | | <p>Outdoors: Garden, Farm, Playground, Walk, Drive, Jump, Bus, Car, Shop. Bicycle, Hat, coat, Run. Stage One: Farm animal puppets, Wind up cars, Jumping frog Stage Two: Old McDonald had a farm. Placing animals in a farm, signing and singing. Stage Three: Walking barefoot on clay, grass, bubblewrap (in paint trays) Stage Four: Printing on paper with paint and bubblewrap</p> | <p>Stage One: Toy bus that plays songs, Light up Cars, swinging toys Stage Two: Painting with Cars, dipping the wheels in paint and rolling them down a cardboard ramp. Stage Three: Plastic ramp and coloured balls, children roll the balls down and name the colours Stage Four: Painting with Cars, paint, toy car, rolling it over paper.</p> |



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| <p>J U N E</p> | <p>Holidays and Summer</p>  | <p>Holidays and Summer: Summer, Play, Yellow, Green, blue, Airplane, Boat, Break, Holiday, House, Home</p> <p>Stage One: Flying airplane, Bright light for sun (could shine in own face and put on big glittery sunglasses), Inflatable pool toy (small!)</p> <p>Stage Two: Holidays, unpacking a suitcase full of holiday things, suncream, bathing suit, passport, etc. (change as necessary for target vocabulary) putting on a big hat and sunglasses</p> <p>Stage Three: Swimming pool. Five toys. Name them. Basin of water. 'Mickey Mouse is on holiday. He went to the swimming pool. Dive in, Mickey!!!' Child one by one drops them into the water, making a splash, and everyone cheers as they go in.</p> <p>Stage Four: packing a suitcase: putting laminated items of clothing into a suitcase (can have a list of items to put if you want to make it more challenging)</p> | <p>Stage One: Flapping butterfly garden toy, Watering can, Glow Sticks</p> <p>Stage Two: Squirty butterfly Add paint to a cup, add water and mix it. Put a syringe in each paint pot and suck up the paint in the air and say the colour. Squirt the paint slowly into a butterfly shape, switch colour and add some patten. Fold the paper in half and reveal the butterfly say 'Butterfly!!'</p> <p>Stage Three: Rainbow sponge painting. Sue a sponge that's yellow on one side and has the hard green stuff on the other, have place a drop of each colour in the rainbow in a line on the yellow side, Sing the rainbow song, and let the child drag the sponge across a white page, making a rainbow appear.</p> <p>Stage Four: Printing a caterpillar with the inside of a kitchen roll dipped in paint.</p> |
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Attention Autism in Practice:

- Attention autism stage one begins with drawing a schedule of what you will be doing on a whiteboard, while sitting on a shower curtain.
- The children and other staff should be sitting at the edge of the shower curtain, well away from you.
- They do not get to touch the bucket toys.
- They should not (unless under exceptional circumstances) have a fidget for the duration of the lesson, you don't want them to be distracted.
- Staff should focus on paying attention, and modelling interest. If the children need to be redirected, this should be as silent and non-intrusive as possible.
- Stage one can be shortened or lengthened as fits your class. Initially, maybe there is only one item in the bucket.
- Build it up as the children's attention lasts.
- A huge part of why things work is your enthusiasm, and the enthusiasm of your staff. You should act as though what you're doing is incredibly exciting and absorbing.
- The items in the bucket have to be entertaining, and engaging. The children should not access them outside of bucket time, ever (or until they are retired from the bucket)
- As you complete an activity, you cross it off the whiteboard.
- Modelling tidying up is part of attention autism, they can be moving on to somewhere else, but they need to see you put the things away, at least symbolically.
- Not every student has to engage with every stage. Some might only be able to attend for shorter periods of time and that's fine. If you can organise a movement break, or that they do their life skills outside the room while the lesson continues that would be ideal, as you don't want the students to have too many things competing for their attention.
- The Stage Two, Three and Four can run for a week, and you can return to old favourite activities as well. It doesn't have to be completely different every day.



Attention Autism and The curriculum

- Every subject can be taught through attention autism, and there are aspects of each subject in it.
- The bucket time can be themed around a picture book, or an experience you are preparing the children for (e.g. A School Trip, or a visit from the Dentist)
- Science, Drama and Visual art are subjects that particularly lend themselves to this approach, though there are aspects of Maths (Time, counting), SPHE and Communication and Language that are evident too.
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Some information on Attention Autism from the Middletown centre:

Attention Autism is an intervention model designed by Gina Davies, Specialist Speech and Language Therapist. It aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities. Gina's primary objective is that the sessions are fun and "*offer an irresistible invitation to learn*"!

Aims of Attention Autism

1. To engage attention
2. To improve joint attention
3. To develop shared enjoyment in group activities
4. To increase attention in adult-led activities
5. To encourage spontaneous interaction in a natural group setting
6. To increase non-verbal and verbal communication through commenting
7. To build a wealth and depth of vocabulary
8. To have fun!

Stages of Attention Autism

The Attention Autism programme progresses through a series of stages, building on each skill level. Each new stage is introduced when the group is ready to expand attention skills.

- **Stage 1: The Bucket to Focus Attention**

A bucket is filled with visually engaging objects and toys, aiming to gain the shared attention of the group. The adult leader shows each item to the group and uses simple repetitive vocabulary to comment on the various objects.

- **Stage 2: The Attention Builder**

Visually stimulating activities are shown to the group by the adult leader, aiming to sustain attention for a longer period. The activities are fun, visually engaging and can often involve delightful mess!

- **Stage 3: Turn taking & Re-engaging Attention**



The adult leader demonstrates a simple activity, often modelled with another adult in the group. Some children are then invited to have a turn but only if they are comfortable to do so. Not every child in the group will get a turn, which then teaches important emotional regulation skills, as well as the essential skills of waiting, turn-taking and learning through modelling.

- **Stage 4: Shifting & Re-engaging Attention**

Stage 4 aims to develop the skill of engaging and shifting attention. The adult leader demonstrates a simple creative task, and then gives each child an individual kit to copy the task. The children take their kits to a table, complete the task independently, and then everyone returns to the group to show their completed tasks.

More complex skills can be introduced as confidence and social skills develop e.g. sharing materials, working with a partner, problem solving.

Attention Autism principles can then be generalised to curriculum activities (e.g. literacy and numeracy) to facilitate learning and skill development.

It is essential to attend training in the Attention Autism model before incorporating it in your classroom practice. Gina Davies has trained staff in Middletown Centre for Autism to deliver training. Please contact training@middletownautism.com for further information.

Further information can also be accessed at these links:

<https://www.youtube.com/watch?v=nFYnc4xcZ6k>

<https://www.facebook.com/?q=#!/ginadaviesautism/?fref=ts>

Attention Autism Post-Primary Model

Gina Davies and Middletown Centre for Autism have developed a model of Attention Autism which is appropriate for post-primary students. This is one of the main interventions used by the Centre in developing social skills in a post-primary setting.

Aims of the Post-Primary Model

1. To develop social and friendship skills in a natural group setting.
2. To develop social and friendship skills through highly motivating activities.
3. To develop skills in working with others.
4. To follow an adult lead.
5. To follow instructions.
6. To develop problem solving skills.
7. To learn coping skills.
8. To improve emotional self-regulation.
9. To listen to others and to comment appropriately.
10. To build positive memories and shared experiences with others.

The format of the post-primary group sessions and the nature of the activities are similar to the primary Attention Autism groups but with some adaptations to ensure it is age appropriate:



- Each session commences with a 'Getting in the zone' activity to facilitate sensory and emotional regulation. This ensures participants are in the optimal state for engagement.
- A tool box is used instead of a bucket.
- The objects contained within the tool box are selected for a post-primary group e.g. remote control cars, remote control helicopter.
- There is an emphasis on working with partners and as part of a team.
- Opportunities are given for problem solving and sharing ideas.

The groups work through a 3-term model which is designed around a model of developmental skill progression, moving from taking an adult lead to more independent problem solving with others in the group.

[Click here for link to Attention Autism Post Primary Model](#)

It is again essential to receive training in this model before applying it within schools. Training and support in setting up these groups is offered by Middletown Centre for Autism in Northern Ireland and Republic of Ireland. Please contact training@middletownautism.com for further information.

The guidelines above are suggestions, and they will change. Each stage two and three can be done for a week initially, and then reappear at intervals once the children are confident in it!