

Stage 1

HAYFIELD SCHOOL ATTENTION AUTISM

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.

AIMS OF ATTENTION AUTISM STAGE 1

1. To engage attention

HAYFIELD STAGES

Commination and Language

Listening and Attention

(Hayfield Stage 1) Range 2

- Pays attention to dominant stimulus – easily distracted by noises or other people talking.

(Hayfield Stage 2) Range 3

- Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations

(Hayfield Stage 3) Range 4

- Listens with interest to the noises adults make when they read stories
- Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door
- Shows interest in play with sounds, songs and rhymes
- Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus

Stage 2

HAYFIELD SCHOOL ATTENTION AUTISM

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!

AIMS OF ATTENTION AUTISM STAGE 2

1. To improve joint attention
2. To develop shared enjoyment in group activities
3. To increase attention in adult-led activities

HAYFIELD STAGES

Commination and Language

Listening and Attention

(Hayfield Stage 3) Range 4

- Listens with interest to the noises adults make when they read stories
- Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door
- Shows interest in play with sounds, songs and rhymes
- Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus

(Hayfield Stage 4) Range 5

- Focusing attention – can still listen or do, but can change their own focus of attention
- Is able to follow directions (if not intently focused)

Stage 3

HAYFIELD SCHOOL ATTENTION AUTISM

STAGE 3

Turn Taking and 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.

AIMS OF ATTENTION AUTISM STAGE 3

1. To develop shared enjoyment in group activities
2. To increase attention in adult-led activities
3. To increase non-verbal and verbal communication through commenting
4. To build a wealth and depth of vocabulary
5. To follow an adult lead.
6. To follow instructions.
7. To improve emotional self-regulation.

HAYFIELD STAGES

Communication and Language

Listening and Attention:

(Hayfield Stage 4) Range 5

- Focusing attention – can still listen or do, but can change their own focus of attention
- Is able to follow directions (if not intently focused)

(Hayfield Stage 5) Range 6

- Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity
- May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span

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HAYFIELD STAGES

Understanding

(Hayfield Stage 4) Range 5

- Identifies action words by following simple instructions, e.g. Show me jumping
- Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet
- Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?)
- Developing understanding of simple concepts (e.g. fast/slow, good/bad)

(Hayfield Stage 5) Range 6

- Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture
- Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box
- Beginning to understand why and how questions

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HAYFIELD STAGES

Speaking

(Hayfield Stage 2) Range 3

- Copies familiar expressions, e.g. Oh dear, All gone.
- Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot)
- Beginning to put two words together (e.g. Want ball, More juice)

(Hayfield Stage 3) Range 4

- Uses language to share feelings, experiences and thoughts
- Holds a conversation, jumping from topic to topic
- Learns new words very rapidly and is able to use them in communicating
- Uses a variety of questions (e.g. what, where, who)
- Uses longer sentences (e.g. Mummy gonna work)

(Hayfield Stage 4) Range 5

- Beginning to use more complex sentences to link thoughts (e.g. using and, because)
- Able to use language in recalling past experiences
- Can retell a simple past event in correct order (e.g. went down slide, hurt finger)
- Uses talk to explain what is happening and anticipate what might happen next
- Talks more extensively about things that are of particular importance to them
- Builds up vocabulary that reflects the breadth of their experiences

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HAYFIELD STAGES

PSED

Understanding Emotions

(Hayfield Stage 3) Range 4

- Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling
- Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions
- Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows

(Hayfield Stage 4) Range 5

- Is more able to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings
- Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions

(Hayfield Stage 5) Range 6

- Is more able to manage their feelings and tolerate situations in which their wishes cannot be met

Stage 4

HAYFIELD SCHOOL ATTENTION AUTISM

STAGE 4

Shifting and 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.

AIMS OF ATTENTION AUTISM STAGE 4

1. To encourage spontaneous interaction in a natural group setting
2. To increase non-verbal and verbal communication through commenting
3. To build a wealth and depth of vocabulary
4. To develop social and friendship skills in a natural group setting.
5. To develop social and friendship skills through highly motivating activities.
6. To develop skills in working with others.
7. To improve emotional self-regulation.
8. To listen to others and to comment appropriately.
9. To build positive memories and shared experiences with others.
10. To develop problem solving skills.

HAYFIELD STAGES

Communication and Language

Listening and Attention:

(Hayfield Stage 5) Range 6

- Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity
- May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span

(Hayfield Stage 6) Early Learning Goal

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

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HAYFIELD STAGES

Communication and Language Understanding

(Hayfield Stage 5) Range 6

- Understands a range of complex sentence structures including negatives, plurals and tense markers
- Listens and responds to ideas expressed by others in conversation or discussion
- Understands questions such as who; why; when; where and how

(Hayfield Stage 6) Early Learning Goal

- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

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HAYFIELD STAGES

Communication and Language

Speaking

(Hayfield Stage 5) Range 6

- Beginning to use more complex sentences to link thoughts (e.g. using and, because) Able to use language in recalling past experiences
- Can retell a simple past event in correct order (e.g. went down slide, hurt finger)
- Uses talk to explain what is happening and anticipate what might happen next
- Questions why things happen and gives explanations. Asks e.g. who, what, when, how
- Uses intonation, rhythm and phrasing to make the meaning clear to others
- Talks more extensively about things that are of particular importance to them
- Builds up vocabulary that reflects the breadth of their experiences
- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events

(Hayfield Stage 6) Early Learning Goal

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

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HAYFIELD STAGES

PSED

Understanding Emotions

(Hayfield Stage 4) Range 5

- Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions

(Hayfield Stage 5) Range 6

- Understands their own and other people's feelings, offering empathy and comfort
- Is more able to manage their feelings and tolerate situations in which their wishes cannot be met
- Seeks support, "emotional refuelling" and practical help in new or challenging situations.
- Is aware of behavioural expectations and sensitive to ideas of justice and fairness
- Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise

(Hayfield Stage 6) Early Learning Goal

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

Stage 4

HAYFIELD SCHOOL ATTENTION AUTISM

HAYFIELD STAGES

PSED

Making Relationships

(Hayfield Stage 4) Range 5

- Uses their experiences of adult behaviours to guide their social relationships and interactions
- Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it

(Hayfield Stage 5) Range 6

- Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others
- Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations
- Is proactive in seeking adult support and able to articulate their wants and needs

(Hayfield Stage 6) Early Learning Goal

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

HAYFIELD STAGES

PSED

Managing Self

(Hayfield Stage 4) Range 5

- Enjoys a sense of belonging through being involved in daily tasks
- Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help

(Hayfield Stage 5) Range 6

- Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination
- Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group
- Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms

(Hayfield Stage 6) Early Learning Goal

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge