

ADVICE SHEET

Inclusion Strategies for Children during Story / Song Activities

- Pre teach words / actions either 1-1 or in small group
- Use repetitive phrases / verses
- Have large pictures/ puppets or items available
- Use signing such MAKATON or Sign-a-Long to support what is being said
- When doing action songs place them so they can see others doing the actions so they can follow, don't expect words and actions at the same time to begin with!
- Share in a small group
- Choose a place that is quiet and away from distractions
- Choose a place where the sound does not travel too much
- For children with poor muscle tones allow them to 'lean' against a wall or sit on a chair with arms, or use something like a bean bag.
- Think about where you are placing children with glue ear, glasses or poor auditory discrimination.
- Use bi-lingual books



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- Use 'story-telling' instead of a book
- Allow the child to 'help' during the activity by holding something or showing an action
- Have a 'small' copy of the book available so that it can be shared on a 1-1 basis
- Use the child's interest when choosing a story – they may need to share it away from the main group
- Keep the session short & interesting
- Allow them a 'fiddle' to play with so they can stay focussed on the story
- If a child finds it challenging to participate for the whole session, put their favourite song / story at the end of the session and support them joining the group just for that part and build up slowly
- You may have to repeat a song / story again and again and again!!!