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INTERVENTION OVERVIEW

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| **NAME OF INTERVENTION** | | | | |
| Attention Autism | | | | |
| **AREA OF FOCUS (PLEASE HIGHLIGHT)** | | | | |
| ***COGNITION AND LEARNING*** | ***COMMUNICATION AND INTERACTION*** | ***SOCIAL, EMOTIONAL AND MENTAL HEALTH*** | ***PHYSICAL AND SENSORY*** | ***SELF-HELP AND INDEPENDENCE*** |
| **INTENT** | | | | |
| The Attention Autism programme is an intervention model devised by Speech and Language Therapist, Gina Davies. The programme is aimed towards students who respond best to visual stimuli rather than auditory.  The intervention aims to:   * Engage attention * Improve joint attention * Develop shared enjoyment in group activities * Increase attention in adult-led activities * Encourage spontaneous interaction in a natural group setting * Increase verbal and non-verbal communication through commenting * Build a wealth and depth of vocabulary | | | | |
| **IMPLEMENTATION** | | | | |
| * Minimum of 2 x weekly session for identified students   Stages of Attention Autism  **Stage 1: The Bucket to focus attention**  An opaque bucket with a lid is filled with visually engaging toys and objects, 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 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.  **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. | | | | |
| **IMPACT** | | | | |
| Attention Autism results in students being able to develop the ability to:   * understand and respond to a structured, adult directed routine * engage in an adult-directed activity * support and build attention and listening skills at an appropriate developmental level * build social communication skills e.g. turn taking, vocalisations * remember experiences with an emotional impact (activities aim to be memorable and enjoyable) * follow logic and structure | | | | |