

Warren Childcare centre LTD



Attention Autism (Bucket Time)

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 session is fun and offer an irresistible invitation to learn.

For ideas for Attention Autism: [Gina Davies Autism Centre - YouTube](#)

Aims of attention Autism

- 1: to engage the 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 verbal and non-verbal communication
- 7: to increase wealth and vocabulary
- 8: remember to have fun!

Stages of Attention Autism

The Attention Autism program 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. Not all stages should be done if the child is not ready, start with stage 1 and gradually increase when the child is ready.

Stage 1: Attention Grabber

Environment – clear the environment of distractions and seat your child opposite you, you may need another adult to help you sit with the child.

Directions – Sing the bucket song, “I’ve got something in my bucket, in my bucket, in my bucket I’ve got something in my bucket I wonder what it is? (To the tune of here we go round the mulberry bush) Gradually reveal 2-3 visually stimulating items from the bucket, 1 at a time. Replace the lid each time.

you can adapt it to a bag- sing the bag song, “what’s in the bag, what could it be, what’s in the bag, let’s look and see”

Resource Ideas – bubbles, balloons, windup toys, push and go toys, musical toys, jack in the box, light spinners, musical instruments, funny glasses, party blowers, party popper, funny mask, pop-up toy, rice shaker, etc.

Then say “finished” put the bucket away and cross off the bucket picture on your wipe board/paper.

Stage 2: Attention builder:

After anything from five to ten Bucket sessions, your child should be ready for stage 1 and Stage 2, the attention builder. This involves introducing a longer activity that stretches their attention span for up to 10 minutes. It has a clear beginning, middle, and end and is fascinating to watch from start to finish.

Structure - you start by splitting the wipe board in two. Draw a bucket on one side as before and a second activity on the other side. Deliver bucket time as in previous sessions and then cross it off your board

Environment – as before, clear the environment of distractions and seat your child opposite you.

Language – continue to keep your language to a minimum because you want your child to watch the activity, pay attention to it and engage with it visually. Sharing your experience. Name the object e.g., “sieve, flour” etc., and the actions. For example, you might just say “shake, shake, shake” as you sprinkle the flour.

Example Activities

- **Resources** – paper, sieve, flour - **Draw a face** - you might have a basket containing a box of flour, a sieve, a piece of black paper, and a plain shower curtain to put the paper on. You draw on the board and write ‘flour shaking’. Then you unroll the paper, open the box and scatter flour from a height all over the paper. Then you draw a face on it. Finally, you tip the flour back into the box and then you say, ‘It’s finished.’ Cross the activity off on your wipe board.

-**Resources** – 6 small plant pots, shaving foam, food colouring, baking tray. **Plant pot worms**- place pots in two rows on the baking tray, add shaving foam & colour, place plant pot over the top, and watch worms ooze out.

-**Resources**- fidget spinner, different coloured paint, shower curtain, paper a container - **spinning paint**, roll out the shower curtain, place paper on top, get the container out, bottles of paint. Pour

the paint into a container and drip the fidget into the container and place it on the paper, “3,2,1.... Spin, it’s spinning”. Do this a few times until the paper is filled. Then say spinning paint is now finished, cross the activity off on the wipe board

Stage 3: Turn Taking and Re-engaging

In stage 3, the children learn to shift their attention, participate in interactive activities and take turns. Turn taking is a deeply social skill, which does not make a lot of sense if you are not socially aware. However, if you do it as an attention shift, children with autism seem to be able to learn it much more easily. As they become accustomed to the routine of transferring their attention from watching, to taking part, and back to watching again, they do not actually need to understand the social skill underpinning what they are doing.

This stage can be difficult to deliver if there is only you and your child at home, as its focus is on taking turns and accepting if they do not always get to have a turn. If there are other children or adults in the home, they should be invited to join in too. However, if there is only you and your child it will still work.

Environment – as before, clear the environment of distractions and seat your child opposite you.

Structure - you start by splitting the wipe board into three. Draw a bucket on one side as before, a stage 2 and add a 3 activity on the other side. Deliver bucket time and stage 2 activity as in previous sessions and then cross them off your board.

Language – continue to keep your language to a minimum because you want your child to watch the activity, pay attention to it and engage with it visually. Sharing your experience.

Example activities

It’s Raining, make sure you put the shower curtain down on the floor (or a paddling pool) sit your child on a small stool under the umbrella, gently pour the water from the watering can over it. Say “drip drop rain, drip drop rain, rain has stopped”. Take turns with other children/adults. This can also be adapted to have hail (using rice) and snow (using fake snowflakes or polystyrene, but this can be very messy!) After a few turns, the activity is “finished” and crossed off your board.

Bowling Set- out the bowling pins and have three balls, you do the first one and only knock one down. Then give two other children a turn and see who can knock them all down!

Rocket Launch- set the Rocket launch out, (depending how many rockets you have) place a rocket on the rod, count down 3,2,1 blast off, stomp on the pad. After let your child have a turn and repeat. After a few turns the activity is “finished” and crossed off your board.

Once you have both taken turns, you have created a shared experience, which binds you together, making communication and interaction easier.

Stage 4: shifting and Re-engaging attention

Stage 4 (final stage) 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

Environment – as before, clear the environment of distractions and seat your child opposite you.

Structure - you start by splitting the wipe board into four. Draw a bucket on one side as before, a stage 2, 3 and add a stage 4 activity on the other side. Deliver bucket time, stage 2 and stage 3 activities as in previous sessions and then cross them off your board as you complete them.

Language – continue to keep your language to a minimum because you want your child to watch the activity, pay attention to it and engage with it visually. Sharing your experience.

Example Activities

Copy me - to copy a pattern or structure you have modelled for them using Duplo/Lego. Ensure that you both have the same resources in two boxes. Model making the pattern or structure and then hand your child their box to have a turn at copying

Making a rocket- you will need some card, toilet roll tube, tape or glue - roll the card into a tube shape and stick with tape. Cut a circle shape from some card and cut in half. Fold to make a cone shape for the rocket head and attach to the tube shape. Decorate the end of the rocket with tissue paper etc. to represent the rocket. Model saying “5,4,3,2,1 BLAST OFF “as you pretend to launch your rocket. Hand your child their box to have a turn

Threading- thread the beads (or other) onto the pipe cleaners either by colour sort or possibly you could make a pattern. Hand your child their box to thread their own beads.