

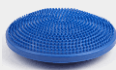


Engagement model	Stages 1 and 2
Learning Goal: Co-actively makes things move.	
<p>General guidance:</p> <p>Co-actively means with the adult supporting the pupil hand over hand or hand under hand and the pupil tolerating and working actively with the adult support.</p>	
Ways to include these activities in the classroom / curriculum	
<p>The stimulus used can link to the topic that the peers are taking part in. See below for suggestions on items to use and match them to peers' activities.</p>	
<p>Activity Demonstrate to the pupil the effect caused by touching the items to try to gain their attention.</p> <p>Assist the pupil to touch the items to begin with, then gradually withdraw physical support.</p>	<p>Resources Check pupil medical records for allergies. Follow all health and safety guidance and supervise pupil closely.</p>
<p>Be Active Box (or Little Room), lots of interesting suspended items that appeal to different senses.</p>	<p>Be Active Box things to hang- sound makers e.g. bells, plastic bottles with times in, keys, rattles, spoons things that shine- eg baubles, tinsel, survival blanket.</p> 
<p>Resonance Board (a special wooden board that amplifies sounds) with items that create interesting sounds when moved.</p>	<p>resonance board things to put on the resonance board e.g. chains, bells, bunch of keys</p>
<p>Light up/ flashing toys that are easy to swing suspended above pupil in darkened room.</p>	<p>darkened room or corner, use a large cardboard box on a table Light up toys</p>
<p>Touch screen computer, Inclusive technology does lots of interesting programs.</p>	<p>simple computer programs eg Big bang program.</p>
<p>Noisy toys that require slight movement to activate</p>	<p>e.g. wobbly toys that light up or make sounds</p>
<p>Messy art or cooking. Trays or bowls of things that move or leave marks when touched.</p>	<p>corn flour and water, flour, jelly, angel delight, finger paints</p>
<p>Sand - hands or toes in sand tray to move about.</p>	<p>sand in a tray</p>
<p>Water- hands or toes in warm, cold, bubbly water tray to move.</p>	<p>shallow tray</p>
<p>Trays of feely things</p>	<p>tray of spice powder, tray of rice, tray of golden syrup, shaving foam (check for safety) lentils etc</p>
<p>Tinsel, foil and sparkly things with lights shining on to them in dark environment, either hanging up or in tray to move.</p>	<p>darkened room or corner, use a large cardboard box on a table investigate party shops for sparkly, shiny things</p>

<p>Balloons suspended. Put a small bell inside or a few grains of rice before you blow it up so it makes a noise. Use a light up balloon.</p>	<p>balloons small bell. activity arch</p> 
<p>Hanging mobiles or chimes, or use every day textured items,</p>	<p>activity arch textured items e.g. scarves, feather boas, survival blankets</p>
<p>Fluorescing Items under ultra violet light. Fluorescent gloves on hands, socks on feet.</p>	<p>activity arch fluorescent items www.sensorytoywarehouse</p>
<p>Things to knock over that make sounds, or move in interesting ways. Place things on top of cones to knock down.</p>	<p>cones balls, balls with bells, wobbly balls, sound makers</p>
<p>Space/ survival blanket, cellophane or other material that creates an exciting noise or feeling with the slightest touch to roll, kick, move head on.</p>	<p>space/ survival blanket</p>
<p>Ocean drum on wobbly surface eg balance cushion Bells, shakers, maracas.</p>	<p>musical instruments</p>  <p>balance cushion</p>
<p>Sew a bell securely onto a mitten and place on a hand. Shake the hand so the pupil gets the bell stimuli. Let them explore on their own. Keep the other hand free so they can use it to move the first hand. Try on a different hand next time. Try a belled mitten on both hands.</p>	<p>bells small mitten</p>
<p>How can I assess engagement on this goal?</p>	
<p>Initiation- use of hands to reach out to feel. Persistence- feeling for increased lengths of time. Feeling a greater number of items. Exploration- shows increased attention on feeling items. Reaches out independently. Anticipation- moves item and shows excitement waiting for stimuli. Realisation- shows preference for stimuli . Aware of cause and effect with a prompt.</p>	
<p>For links to helpful resources see http://send-inspire.co.uk/resources</p>	