

Special Educational Needs



Cross-Border Parent Community and School Partnership Programme - Under Peace II



See my Word Tree Grow

THROUGH THE SCHOOL GATES



Autism
Coping with the changes from home to school



It takes a village to raise a child

African Proverb

Foreword

The social context in which learning takes place is a major influence on the learning process. Bringing parents, their communities and schools into closer working harmony ensures that the students have the full support of the wider community. Sharing these processes of engagement more widely ensures that all students on this island have enhanced opportunities to achieve their full potential.

The Cross-Border Special Education Needs Parent Community and School Partnership Programme is jointly funded by the Departments of Education North and South and the European Programme for Peace and Reconciliation in Northern Ireland and the Border Region of Ireland (Peace I I). The project enabled the development of school-parent partnerships in the field of special education. Teachers, in consultation with parents, collaborated on the development of resources in the areas of:

- **Autism** – **‘Easing the Transition from Home to School’** – tips and activities for teachers and parents of children with autism in relation to transitioning.
- **Language and Communication** – **‘See My Word Tree Grow’** – a portable language pack.
- **Hard to Help** – **‘Through the School Gates’** – A virtual home to school link.

The collaboration amongst teachers and the resources produced benefited teachers, students and their parents. The project increased mutual understanding and respect and has led to the formation of positive and sustainable working relationships.

We owe our gratitude to all those who so willingly gave of their time and expertise to participate in the core work of the project. We are also grateful to the members of the Steering Group, to the Special Education Support Service and Jimmy Mc Geough of Monaghan Education Centre, who so willingly gave us a home. Special thanks must be expressed to Suzanne McCanney, Project Manager. Her knowledge, enthusiasm and commitment added greatly to the publication of this resource.

This resource is the result of a truly collaborative effort and reflects the wealth of knowledge and experience within the cluster groups. We hope that it will be an invaluable tool to teachers, students and parents and enable schools to work in greater partnership throughout both education systems.

Emer Ring

John Hunter

Project Principals

May 2008

Acknowledgements

Peace II

Border Action

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Steering Committee Special Education Needs: Cross-Border Parent Community and School

Partnership Programme

Special Education Support Service (SESS)

Monaghan Education Centre

Suzanne McCanney, Project Manager

Una Dooley Duffy, Project Administrator

Special Educational Needs Cross-Border Parent Community and School Partnership Programme Under Peace II

Participating Schools

Language

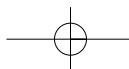
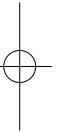
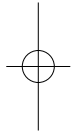
I Can Language Centre at Ballynahinch Primary school, Co. Down
The Good Shepherd Primary School, Belfast
Raphoe Central National School, Co. Donegal
Little Angels Special School, Letterkenny, Co. Donegal
St. Bernadette's Special School, Letterkenny, Co. Donegal
Scoil Mhuire National School, Co. Monaghan
Glencovitt National School, Ballyboofey, Co. Donegal
Thornfield Special School, Belfast Co. Antrim

Autism

Sperrinview Special School, Dungannon, Co. Tyrone
Armstrong Primary School, Co. Armagh
Belvoir Park Primary School, Belfast
Middletown Centre for Autism, Co. Armagh
Early Intervention Therapist, South Eastern Education and Library Board
Pre School Teacher, Autism Advisory and Support Service
Holy Family School, Coothill, Co. Cavan
Scoil Iosagain, Buncrana, Co. Donegal
Scoil Mhuire Gan Smál, Kilsaran, Castlebellingham, Co. Louth

Through The School Gates

Loughshore Educational Resource Centre, Belfast
Belmont House School, Derry
Rathmore Antrim Educational Guidance Centre, Dunadry, Co. Antrim
St. Brigid's Special School, Dundalk, Co. Louth
St. Joseph's National School, Dundalk, Co. Louth
Rath na nÓg Castleblaney, Co. Monaghan





Testimonials from teachers and parents who have used this pack

Teachers

'It is so important to introduce structure to a child with autism. This pack really helps at home.'

'I feel this pack helps reduce the anxieties parents have when their child starts school.'

'The home visits had a really positive reaction from parents. This pack builds trust between parents and teachers.'

Parents

'It was great to have teachers on our side.'

'It helped prepare him for school.'

'I felt it made me more aware of the learning ability in everyday tasks that we do in the home.'



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Language and Communication




The ability to communicate is an essential skill your child will need to develop. Promoting this skill at an early age will help your child's talking and listening. This is an essential building block for reading skills and, of course, life skills.

This pack contains easy and fun activities which will help foster your child's talking abilities. Also, the activities promote positive relationships between parents and your children. At the end you will find a list of useful resources.

The pack has been divided into four sections:

- Play
- Sounds
- Understanding Language
- Using Language

In each section you will find three questions to help you use the programme with your child:

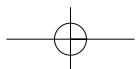
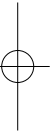
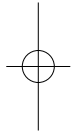
-  **What is it?** This will explain terms and definitions
-  **How will it help?** This tells you how the activities help your child develop good speech and language skills
-  **What can I do?** This gives a clear outline of the activities

This pack has been designed by experienced teachers and speech and language therapists, with parents in mind. The activities have been used by the professionals at school and at home, and they work!

The designers hope that your child benefits from the pack and that you and your child have fun spending time together.

In doing these activities it is important that time is set aside to talk to and listen to your child. Keep the conversation going, ask questions, and talk about the past and the future.





Section I:

Play

What is it?

Play can be defined as children's work. The value of play is that it helps children to be active, make choices and practise language. Play promotes social interaction.

How will it help?

Play activity will help your child develop language and social skills in:

- o figuring out how things work
- o picking up new ideas
- o solving problems
- o taking turns
- o using his/her imagination

Social Interaction

As your child grows he/she will learn to mix with other people: that is, to interact socially.

Being in contact with other people helps:

- o behaviour
- o communication
- o independence
- o learning
- o self-esteem
- o socialising

What can I do?

Here are some activities to try with your child:

Library visit

An unending supply of books – for free! (Children do not pay fines for late returns)

Rocket making

Get your child to cover a toilet roll in foil. Stick a cone shape on one end and add orange streamers to the other

Dusting

Children really love to copy adults – talk about each room, name furniture

Swimming

Lots of leisure centres run special children's sessions, where they have extra equipment such as floats, balls and little watering cans

Sweet shop

Use play dough in different colours and shapes to make 'sweets', 'lollies' and 'chocolate bars'

Musical statues

When the music stops, children must freeze

Puppet-making

Easy to make from a paper bag, with buttons for eyes, wool hair and other felt-tipped features

Hide-and-seek

But pretend to be a bit short-sighted when it's your turn to do the seeking!

Hunt the teddy

Take it in turns to hide the teddy in the house

Bus riding or a train trip

It doesn't matter where to, it's the adventure of the journey that counts

Hand-drawing

Paint or draw designs on to each other's hands using watercolours

Pasta jewellery

Thread tubes of pasta on to lengths of string

Toy hospital

Provide loo-paper bandages and a few plasters, and then line up dolls and toys as patients

Alphabet scrapbook

Cut out photos from magazines for each letter of the alphabet

Hat-making

Cut a strip of card to fit round your child's head, and then get him/her to decorate it. Talk about colours, shapes etc

Greeting cards

Make a card for someone in your family and get your child to draw his/her own picture

Card-matching

Cut some old Christmas or birthday cards in half. Give your child one half of each card and spread the others around the room. See if he/she can put them back together

Board game

Snakes and Ladders and Ludo are always favourites

Biscuit-decorating

Use plain biscuits with icing and little sweets. Or buy fairy cakes and decorate

Peg boards or 'Hamma' beads

A great way to keep little fingers occupied for ages

Obstacle course

Use chairs to crawl under, ropes to jump over, balls to dribble or throw into a bucket. Use your imagination, indoors or outdoors

Fan-making

Ask your child to cover a piece of paper with colour patterns and then help him/her fold it into a fan

Dressing-up

Old hats, scarves, shoes, beads, shirts and any other cast-offs will do

Comic play

Take your child to buy a comic from your local newsagent. He/she can cut stories up afterwards and then try putting strip cartoon sections back in sequence

Seed tray garden

Fill it with soil and add plant cut-offs and flowers. Your child can line a small container with foil and fill it with water to make a pond

Magic potions

Fill plastic bottles and pots with water, bubble bath, food colouring, glitter, petals and stir

Tidy-up time

Put on some lively music and get him/her to tidy his/her bedroom

Chalk Time

Let your child draw with chalk on your patio or drive. Fat pavement chalks are best

Beach play

Help your child find his/her swimsuit, sun hat, bucket and spade, and play-act going on holiday

Memory game

Put 10 household objects on a tray, show them to your child for two minutes, and then hide them. See how many he/she can remember. If they can remember them all, increase the number to 20

Cinema time

Put dolls and teddies on a row of chairs and draw the curtains. Take money for tickets and then show a DVD. Have an interval with a chance to 'buy' a snack

Tasting Table

Place 10 things on a tray and cover with a towel. Let child taste with eyes closed to see if he/she can identify them

Children love rhymes. Learning rhymes helps children's speech and memory.
They are also great fun! Try these

One finger One thumb

One finger, one thumb, keep moving,
One finger, one thumb, keep moving,
One finger, one thumb, keep moving,
And we'll all be happy and bright.

Add in turn:

3. One arm
4. Two arms
5. One foot
6. Two feet
7. One leg
8. Two legs
9. One head
10. One tongue
11. Turn Around



Itsy Bitsy Spider song (Incy Wincy)



Itsy Bitsy spider
climbing
up the spout,
Down came the rain
and washed the spider out.
Out came the sun and dried
up all the rain,
Now Itsy Bitsy spider went up the spout again.

THE BIG SHIP SAILS ON THE ALLY-ALLY-OH



The big ship sails on
the ally-ally-oh
The ally-ally-oh,
the ally-ally-oh
Oh, the big ship sails
on the ally-ally-oh

On the last day of September.

The captain said it will never, never do
Never, never do, never, never do
The captain said it will never, never do
On the last day of September.

The big ship sank to the bottom of the sea
The bottom of the sea, the bottom of the
sea The big ship sank to the bottom of the
sea. On the last day of September.

We all dip our heads in the deep blue sea
The deep blue sea, the deep blue sea
We all dip our heads in
the deep blue sea
On the last day of September.

The wheels on the bus

The wheels on the bus go round and
round, round and round,
round and round.

The wheels on the bus go round and
round, all day long.

The wipers on the bus go
swish, swish, swish; etc

The horn on the bus goes
beep, beep, beep; etc

The money on the bus goes
clink, clink, clink; etc

The Driver on the bus says
"Move on back"; etc

The Baby on the bus says
"Wah, wah, wah"; etc

The Mommy on the bus says
"Shush, shush, shush"; etc

Add these also:

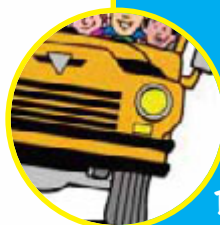
The doors on the bus go
open and shut; etc

The bell on the bus goes
ding-ding-ding; etc

The Grannies on the bus
go knit, knit knit; etc

The people on the bus say,
"We had a nice ride"; etc

Your name on the bus says
"Let me Off!"



I'm a little teapot

I'm a little teapot, short and stout
Here is my handle [one hand on hip],
here is my spout [other arm out
straight]

When I get all steamed
up, hear me shout

Just tip me over and pour me out!

[as song ends, lean over and tip arm out like
a spout]



Head and shoulders



Head and shoulders,
knees and toes, knees and toes,

Head and shoulders,
knees and toes,
knees and toes,

And eyes and ears and
mouth and nose,

Head and shoulders, knees and toes,
knees and toes.

Ankles, elbows, feet and seat,
feet and seat,

Ankles, elbows, feet and
seat, feet and seat,

And hair and hips and
chin and cheeks,

Ankles, elbows, feet and seat,
feet and seat.

Five Little Ducks



Five little ducks
Went out one day
Over the hill and far away
Mother duck said
"Quack, quack, quack, quack."
But only four little
ducks came back.

Four little ducks
Went out one day
Over the hill and far away
But only three little ducks came
back "Quack, quack, quack, quack."

Mother duck said
"Quack, quack, quack, quack."
But only three little ducks came back.

Twinkle Twinkle Little Star



Twinkle twinkle little star,
how I wonder
what you are?

Up above the world
so high, like a
diamond in the sky

When the blazing sun is gone,
when he nothing shines upon,
Then you show your little light,
twinkle, twinkle all the night

Miss Polly had a dolly



Miss Polly had a dolly
Who was sick,
sick, sick,
So she called for
the doctor

To come quick, quick, quick;
The doctor came
With his bag and his hat,
And he knocked at the door
With a rat-a-tat-tat.

He looked at the dolly
And he shook his head,
And he said "Miss Polly,
Put her straight to bed."
He wrote out a paper
For a pill, pill, pill,
"I'll be back in the morning
Yes I will, will, will."

Hey diddle diddle rhyme



Hey diddle diddle,
the cat and the fiddle,
The cow jumped over the
moon.

The little dog laughed
to see such fun
And the dish ran away with
the spoon!

Pat a cake Pat a cake

Pat a cake, Pat a cake, baker's man

Bake me a cake as fast as you can;

Pat it and prick it and

mark it with a 'B'.

And put it in the oven

for Baby and me.



Jack and Jill

Jack and Jill went
up the hill,

To fetch a pail
of water.

Jack fell down and
broke his crown

And Jill came tumbling after.



Hickory Dickory Dock

Hickory Dickory Dock,

The mouse

ran up the clock,

The clock struck one

The mouse ran down,

Hickory Dickory Dock.



Cobbler Cobbler

Cobbler, cobbler,

mend my shoe.

Get it done by

half past two.

Half past two is

much too late!

Get it done by half past eight.



Wee Willie Winkie

Wee Willie Winkie

runs through the town

Upstairs and downstairs

in his nightgown.

Rapping at the

windows,

Crying through the lock,

"Are the children all in bed?

For it's now eight o'clock."



There was a Crooked Man

There was a

crooked man

who walked a

crooked mile.

He found a crooked

sixpence

against a crooked stile.

He bought a crooked cat

Which caught a

crooked mouse,

And they all lived together

In a crooked little house.



PLAY DOUGH

Children enjoy making things and they can gain confidence in their abilities by doing so.
Play dough is easier for young children to handle than Plasticine or clay

Ingredients

1 cup of plain flour
1 cup of water
1 tablespoon cooking oil
2 teaspoons cream of tartar half a cup of salt food
colouring (optional)



Method 1 - Saucepan

Place all the ingredients in a saucepan at a low heat.
Stir continuously until the mixture thickens to a firm dough texture.



Method 2 - Microwave

Place all the ingredients in a plastic container and cook for one and a half minutes in a microwave.
Stir the mixture



MY BOOK ABOUT ME

My Name is:

Photograph here

IN MY HOUSE LIVES

(Names of family members as recognised by your child, e.g. mummy – 'mama')



Photograph
and Name
Here

Photograph
and Name
Here

Photograph
and Name
Here

Photograph
and Name
Here



PETS IN OUR HOUSE



Photographs
Here

Photographs
Here

CHILDMINDERS AND OTHER FAMILIAR ADULTS

Photographs
Here



Photographs
Here





MY FAVOUTITE THINGS ARE...

E.g. Thomas the Tank Engine video,
farm book, my tractor,
playing hide and seek

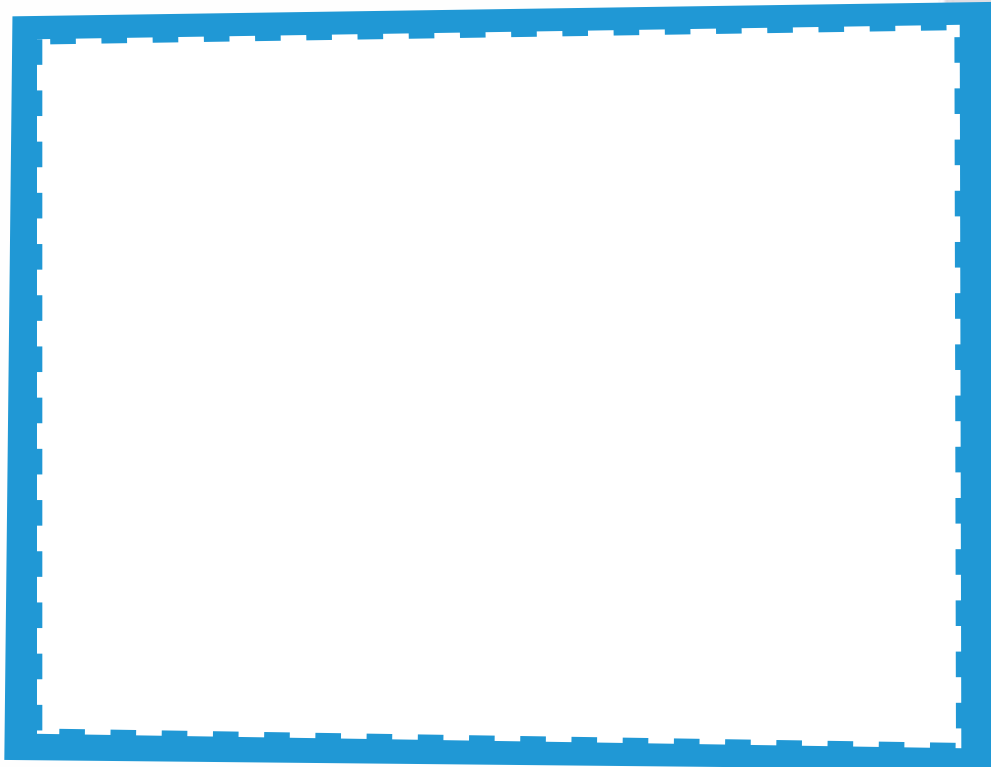


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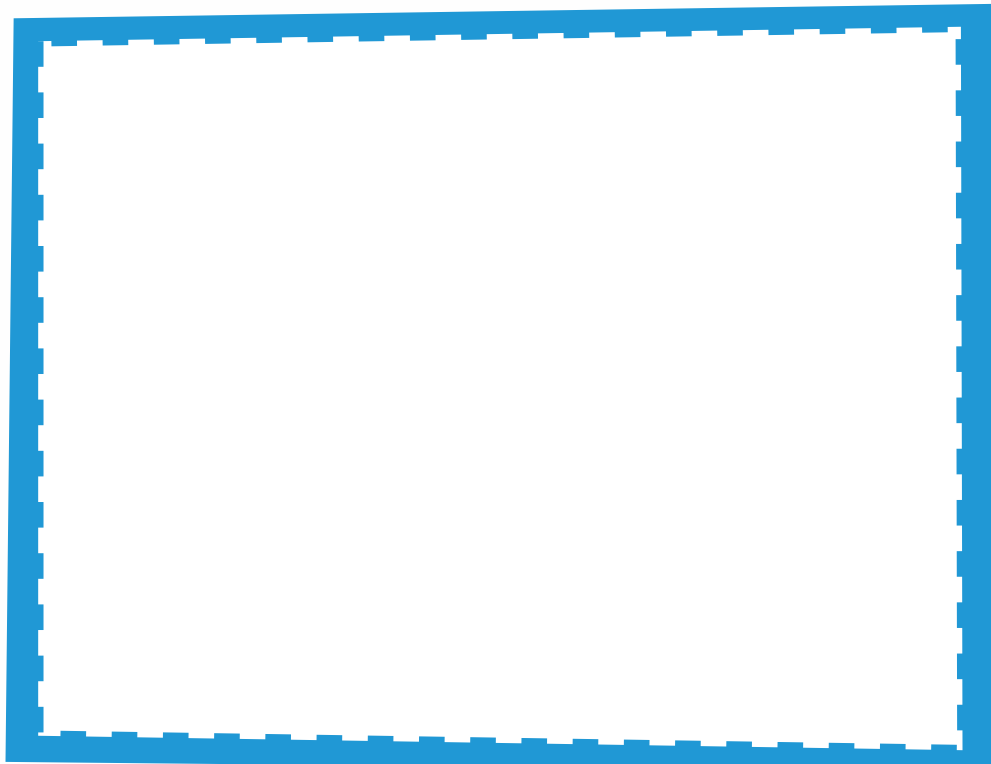
THINGS I LIKE

MY FAVOURITE FOODS ARE



A PICTURE OF ME

Draw a picture of yourself in the box



Word Play

What is it?

Word play is your child's ability to listen to and play with sounds in words.

How will it help?

Learning sounds will help your child read, write and spell.

What can I do?

- Sing and play action songs/rhymes:
 - bouncing child on knee — e.g. 'Horsey, horsey'
 - bathtime activities — e.g. 'Five little ducks went out to play'
- Take time to have fun with your child in nursery rhymes (through books, CDs, DVDs, and of course your own memory!)
- Clap in time to nursery rhyme or song
- Clap out the number of beats within familiar everyday words

E.g. Jumper = jump — er
(I clap) (I clap)

Banana = ba — na — na
(I clap) (I clap) (I clap)

Cup = cup
(I clap)

- Rhyme Activities
Familiar rhymes – saying rhyme along with your child; then child will supply the word that rhymes

E.g. Hickory Dickory Dock
The mouse ran up the _____

- I Spy game using familiar objects with a limited number of choices
E.g. cup spoon milk

'I spy with my little eye something beginning with 'c' — (cup)'

Remember it is the sound not the letter name!

- Action songs/rhymes (See Play section)
- Rhyming Stories:
'I know a man, his name is _____ (Dan) _____'
He cooks some fish on a frying ___(pan)_____,
- 'If you're happy and you know it clap your hands'
- Clap /tap /skip /hop to music rhymes

What can I use?

Toys
Story books
Nursery Rhymes
CDs
DVD
Local library — Visits to the library
(Look out for special events)
Mothers and Toddlers' Groups

Section 2

Sounds

What is it?

It is when your child is able to say sounds that are appropriate for their age/stage of development.

How will it help?

Speaking clearly and being understood by others is essential for your child's development for many reasons, e.g.

- it helps your child to mix with friends and adults
- it allows your child to communicate and share ideas, needs and wants
- it encourages your child to feel confident when talking
- it promotes your child's reading and spelling

What can I do?

- Saying sounds correctly for your child (re-modelling)

This is a great way to help your child, who may be experiencing difficulty with sounds. This can be done in a very positive way e.g.:-

Child 'turn on the wight'

Parent 'the light is on'

Here the parent re-says the word as it should be said by emphasising the 'l' sound. This provides a good model of the word the child is trying to say.

- Dummy/bottle

When children are younger the use of the dummy and bottle were very important in their feeding and soothing.

Why stop?

- Prolonged use and overuse of the dummy/bottle may affect your child's teeth, preventing the front upper and lower teeth from fully growing
- They can also affect your child's sound development, running from minor changes such as lisps through to more serious sound difficulties
- They can also make it difficult for your child to control the saliva in the mouth, causing dribbling
- Dummy sucking will cut down the number of opportunities a child has to speak

Useful tips for stopping dummy use:

- prepare the child for stopping the dummy – talk about getting rid of it
- choose a good time to give up the dummy – e.g. over a weekend /when you and your partner are not at work/. Be prepared for sleepless nights
- ‘arrange’ with a shopkeeper to buy a new toy with the dummy. Let the child choose a toy and ‘pay’ for it with the dummy
- leave the dummy out for Santa
- never give the dummy back to the child once you have said that it has gone

Oral skills

Working on tongue and lip movements will develop good oral skills.
Good oral skills are important in sound and language development.

- Place yogurt (i.e. something your child likes) on each corner of your child’s mouth and encourage him/her to lick this off. Then try some on their upper and lower lips – you could let them look in a mirror to see how their tongue is moving.
- Try some blowing games:
 - place some fairy liquid and water in a bowl, then have fun blowing into it with a straw to make lots of bubbles
 - blow some feathers and musical instruments, e.g. recorders
 - blow football – use straws and ping-pong balls
 - blow party blowers and balloons
- Try some sucking games:
 - place a straw in your child’s drinks at home. You could vary the liquids to drink, e.g. water is easy while Yop will be harder to suck
 - use a straw to suck large pieces of cotton wool. Make sure the cotton wool is much larger than the straw opening to avoid any choking

These games should always be supervised

Chewing a wide variety of foods will help develop good oral skills.

Hearing

Good hearing is necessary for your child’s speech and language development. Contact your GP if you are concerned about any of the following:

- doesn’t always respond when you call his/her name
- has frequent ear infections and/or discharge out of the ears (brown/orange in colour)
- sits very close to the TV
- speaks in a loud voice
- history of ‘glue ear’ in your family (i.e. middle ear infections)

Games to encourage sound development

☐ Sound Awareness Games

If your child is having difficulty making a sound, e.g. 'f' sound, then you could try some of these ideas:

- point out lots of things beginning with 'f' in your everyday routine

'Oh look there's a fire engine'

'Do you want fish fingers?'

- find lots of toys beginning with 'f' and place them in a bag, then let your child lift one out at a time and you could say the words correctly, highlighting the 'f' sound at the start
- play 'I spy with my little eye' something beginning with 'f'

**Remember

It is not necessary for your child to say the words; these games are just to reinforce his/her hearing of the sound.

- ☐ When your child starts school, it can be useful to start a home/school diary, particularly if their speech is difficult to understand. You could then write in what you have been doing at home so that staff can have this in mind when talking to your child
- ☐ It is important to promote self-esteem and confidence through the development of the child's strengths and abilities as this will take the focus off his/her sound difficulties
- ☐ Use lots of gesture when you are talking to your child as this will encourage your child to use gestures when he/she are talking. Doing this will help your child to be understood
- ☐ Sometimes when it can be really difficult to understand what your child is saying, you could try to:-
 - encourage your child to repeat what he/she has said
 - encourage your child to point or take you to what he/she is talking about
 - ask questions to encourage your child to give explanations
 - ask him/her to show you with his/her hands

However, sometimes it just is really difficult for us to understand what our children are trying to say. This is very frustrating for you and the child. Sometimes to alleviate the pressure you could:

- say to the child that you will ask Daddy/Mammy/sibling to listen to see if he/she knows
- tell the child your ears are very tired today and don't seem to be working very well and that you will try again later!!

Sound Lotto Games (See Resources Section)

- You could buy a Sound Lotto Game (e.g. tape of animal sounds with pictures to point to)

This will help develop your child's listening to sounds that are not speech. By working on his/her ability to listen to sounds such as animal sounds you will prepare the child to listen to speech sounds.

- Draw your child's attention to fun sounds at home:
 - Brm Brm — for car
 - splish splash — in the bath
 - Wheeee — when swinging your child
 - uh oh! — when something falls
 - Mmmm — when eating food
 - animal sounds — moo moo, ba ba, oink oink
- These sounds are fun to listen to and easier to say, so your child may have a go at saying these early words.

Resources to help

- Gather together bags of toys with the sound your child is having difficulty with
- Gather together toys/objects you can use for blowing and sucking games:
 - instruments, recorders, toy trumpets, etc
 - straws – different lengths (curly and straight) and widths
 - bubbles – different sizes and shapes of wands
 - feathers
 - Ping Pong ball
- Crash Bang Wallop – listening to sounds £10/€15 Orchard toys <http://www.orchardtoys.com/>

Section 3:

Understanding Language

Attention and Listening

● What is it?

Attention is your child's ability to focus on any given task.

Listening is your child's ability to make sense of what he/she hears.

Listening is a skill which children have to learn.

● How will it help?

By developing your child's attention and listening skills you will help your child to:

- follow instructions
- learn new words
- listen to and understand longer sentences
- remember what he/she has been told
- improve concentration
- help your child to be as ready as he/she can to learn many new skills

● What can I do?

- Identify everyday sounds with your child – phone ringing, kettle boiling. When you hear sounds around the home, encourage your child to listen and guess what they are
- Play 'Simon Says', e.g. 'Simon says touch your nose and clap your hands'
- Read a good selection of nursery rhymes, action songs and stories to your child; play them in the car (selection of rhymes and songs can be found in the play section)
- Hide a ticking clock in the room and get your child to try and find it
- Make a deliberate mistake in a nursery rhyme which they know well – e.g. 'Baa baa **white** sheep...' or 'twinkle twinkle little **cat**'!
- Walk or run to the changing beat of a drum (beat slow-walk, beat fast-run)
- Follow simple instructions – e.g. get a towel from the bathroom

Memory

● What is it?

Memory is the ability to store and remember information and experiences.

Memory is the key to learning.

● How will it help?

- Memory will help children to organise their daily lives, e.g. personal information, which day they will need their P.E. kit, money for a school trip, etc
- Memory is essential for learning colours, letters, words and numbers
- We need to be able to remember what is said to us before we can understand it

What can I do?

- Talk about routines for bedtime, bath time and mealtimes, e.g. 'First we undress, then we put our pyjamas on, then we brush our teeth' etc
- Ask your child questions about his/her day—'What games did you play at Alice's birthday party?'
- Read stories to your child and encourage him/her to tell them back to you
- Teach your child lots of rhymes and songs (suggestions in play section)
- Make a habit of listing what you will need for various activities, e.g. 'What will we need to put on the table for dinner?' 'What do we need to get at the shop?' 'What things do we need for your P.E. kit/swimming kit?'
- Shopping — List Game 'I went to the shop and I bought...' Put some real or pretend food on the table, then give your child instructions for things they have to buy

e.g. 'Buy me soup and banana'. You can build up slowly to 3 and 4 items to remember. You can do this game at the supermarket also, 'Get me tea and sugar please'

- Picture calendar — 'Where are you going on Wednesday?' 'What did you do on Monday?' You could draw pictures on your calendar to help your child remember what is happening and when it is happening
- Gather together some toys/objects such as book, brush, car, cup, keys and teddy. See if your child can give you 1 object — 'Give me the brush'. If your child can do this, then try 2 objects— 'Give me the car and book'. If successful then try 3 objects — 'Give me the car, teddy and keys'. Encourage your child to listen to all of the instruction before responding
- 'Simon Says' 'Put your hands on your knees'
 'Put your hands on your knees and toes'

Comprehension

What is it?

This is when your child is able to understand what you say (words, instructions and questions).

How will it help?

Understanding spoken language is crucial for your child's ability to learn and function successfully in life (at home and in school).

By developing your child's understanding of language you will help him/her to:

- follow instructions and understand questions
- learn new words
- become more confident
- reduce behaviour problems
- be ready to learn when he/she go to school

What can I do?

- Questions

Books are a fun way of developing your child's understanding of questions. Look at the pictures together and ask your child questions:

'Who's wearing a scarf?'

'What's the girl doing?'

'Where is the ball?'

- Opposites

You could develop your child's understanding of opposites. For example:

big + small	when setting the table ask your child to find big or small spoons
-------------	---

in, on, under behind + in front	when your child is playing with toys, ask him/her to put his/her teddy behind the car, or in front etc
------------------------------------	--

long + short	when playing with play dough you could ask your child to roll long and short snakes
--------------	---

- Words

Make a scrapbook using pictures cut from catalogues/magazines/ photographs.

How many can your child point to when you name them?

'Show me the car'

'Show me the bike'

- Following instructions

You can also develop your child's ability to follow longer and more difficult instructions at home –

Things you need	– a coloured tea set: blue, red, yellow, spoons, forks, cups and plates
-----------------	--

'Give me a cup'

'Find me a red spoon'

'Put the fork under the cup'

'Put the red spoon behind the cup'

Try not to break up the instructions as this will make the game easier. Make sure you are not looking at the objects as you say the instruction. You could also take it in turns so your child could ask you the instructions!

What can I use?

- Orchard Toys:
available from <http://www.orchardtoys.com/> and leading toy stores
 - Cock-doodle Moo – listening /memory/ game £10/€15
 - Craze Chefs – vocabulary £6/€9
 - Farmyard Dominoes – £6/€9
 - Humpty Dumpty Game – £10/€15
 - Jack & the Beanstalk – shape £10/€15
- Early Learning Centre – available from
www.earlylearningcentre.co.uk and leading toy stores
 - Shopping List – £6/€9
 - Picture Pairs – approximately £5/€7.50
 - Large Animal Snap Cards – £3/€5
 - Large Happy Family Snap – £3/€5
 - Puzzle Cards – opposites, colours & numbers £6/€9
- Visit your local library – it is free!
- Ask your school for advice on relevant resources
- Shops like the Early Learning Centre and Toymaster are a good source of ideas and games
- Coloured Tea Set
- Flashcards of toys and everyday objects can be found in major toyshops
- Everyday toys
- Books – first word books/book of opposites
- Play dough
- Reference book:
Baby Talk: strengthening your child's ability to listen, understand and communicate
Author: Dr Sally Ward
Publisher: Century Publishing (2000) ISBN0712680985

Section 4:

Using Language

Vocabulary and Expressive Language

What is it?

Vocabulary is a set of words that your child knows, that your child understands and that your child uses when speaking to others. Expressive language is putting words together to talk to others.

How will it help?

- It will help your child talk to other people, e.g. express their needs, feelings and opinions
- It will help your child play with others
- It will help your child in school work
- A good vocabulary will help your child be a better reader

What can I do?

- **Musical Actions:** play some music and encourage your child to dance. When the music stops, take turns to tell each other to do an action
- **Simon Says:** play 'Simon Says' with your child. Take turns with your child to be 'Simon' and give the instructions, e.g. Simon says jump, blink, clap, dance, hop, touch your nose etc
- **Feely Bag Game:** have 2 sets of everyday objects (1 in a feely bag and 1 on the table). Take turns with your child to feel and describe an object in the bag, while the other person lifts the matching object
- **Telling and retelling simple stories:**
 - read stories aloud
 - talk about the story before you read it and while reading it
 - make up short simple stories using toys that your child is interested in and 'act them out'. Encourage your child to retell the story at his/her own level
 - encourage your child to retell familiar stories with your support. You can also make deliberate mistakes to encourage your child to correct you
 - tape or video your child singing a song or telling a story
 - set out a selection of familiar objects/toys in order to tell a story. Take turns with your child to tell the story using the objects. Ask your child to retell the story in his/her own words
- **Dress up Box:** encourage make believe. Ask questions: 'Who are you?' 'Where are you going?'
- **Rhymes:** say/sing/act out nursery rhymes and fingerplays (use fingers to act out and tell the rhyme)
- **Chat Mat:** Use the mat provided in this pack to select different categories to talk about. For example Food 'Are apples a toy or a food? What colour are apples? Do you like apples?'

➤ **Everyday situations:** use everyday home situations to teach new words:

- bath time
- laundry
- mealtimes
- playtime
- shopping
- tidy up
- washing up

● What can I use?

Nursery Rhyme books

DVD/CDs

Snap Picture Cards

Plastic food, tea set, animals, furniture

Dress Up Box

Traditional outdoor games: Hopscotch, Simon says, I 23 Red Lights

Picture Dictionary

Jigsaws and insert puzzles

Magnetic books

Age Norms*

It is really important to know what sounds your child should be able to say. Below is a table detailing some expected ages when children should be saying their sounds.

Ages of Sound Development

AGE	Sounds they can say	Can you understand your child?
6 – 12 months	babble – repeating sounds 'baba' and then mixing sounds – 'badeegu'	
1 – 2 years	p b t d m n w	speech is not clear
2 – 2½ years	h ing (as in sing)	speech still babyish
2½ – 3 years	f s y (as in yes)	speech becomes clearer

3 – 3½ years	l k g	speech becomes clearer
3½ – 4 years	v z 's' blends e.g. spoon 'l' blends e.g. blue	mostly clear speech
4 – 5 years	sh ch j (as in jump)	clear speech
5 – 7 years	r 'r' blends e.g. tree th e.g. thumb	speaks clearly in sentences

If you are concerned about your child's speech you should contact your local speech and language therapy department.

Stage Norms*

Stages of Sound Development

Stage	Sounds they can say	Can you understand your child?
Stage 1	babble – repeating sounds 'baba' and then mixing sounds – 'badeegu' p b t d m n w	speech is not clear
Stage 2	h ing (as in sing)	speech still babyish
Stage 3	f s y (as in yes)	speech becomes clearer
Stage 4	k g l	speech becomes clearer
Stage 5	v z 's' blends e.g. spoon 'l' blends e.g. blue	mostly clear speech
Stage 6	sh ch j (as in jump)	clear speech
Stage 7	'r' blends e.g. tree 'th' blends e.g. thumb	speaks in sentences

If you are concerned about your child's speech you should contact your local speech and language therapy department.

*References for Stage/Ages of Language norms:

ICAN and Tesco Parent Pack
 ICAN Chatterchart
 Surestart Promoting Speech and Language Development
 Speech and Language Therapy for Children

Recommended Resources

Books

Each Peach Pear Plum — ISBN067088278X — Viking UK Publishers
 First Book of Words — ISBN1580864740
 Magnetic books — Muddle Farm, Fire Fighter — ISBN140502148 — Campbell Books
 Pass the Jam Jim—ISBN13:978-0099266761/ISBN10:0099266768—Random House Children Books
 Playtime Sounds from Tesco — ISBN0563477881
 Songs and Stories for Kids — ISBN10:0521539227/ISBN13:978-0521539227 — Cambridge University Press
 Spot the Dog series
 We're going on a Bear Hunt — ISBN9780689853494 — Aladdin

www.thebookpeople.uk for great books at a great price.They deliver to Ireland at no extra cost.

Games

Animal Sounds
 Bubbles
 Number + Alphabet Game
 Party Blower
 Puppets (from <http://www.puppetsbypost.com/>)
 Recorder
 Shopping Game
 Tea Set

<http://www.orchardtoys.co.uk/> for educational fun toys.

Websites

<http://www.enchantedlearning.com/Home.html>

<http://www.ican.org/>

Parents can request a copy of the Chattermatters DVD which is free of charge!

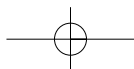
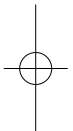
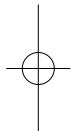
<http://www.sess.ie/>

<http://www.talkingpoint.org/>

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Language and Communication




The ability to communicate is an essential skill children will need to develop. Promoting this skill at an early age will help children's talking and listening. This is an essential building block for reading skills and, of course, life skills.

This pack contains easy and fun activities which will help foster children's talking abilities. Also, the activities promote positive relationships between parents and their children. At the end you will find a list of useful resources.

The pack has been divided into four sections:

- Play
- Sounds
- Understanding Language
- Using Language

In each section you will find three questions to help you use the programme with parents of children who will use this programme:

- | | | |
|---|--------------------------|--|
|  | What is it? | This will explain terms and definitions |
|  | How will it help? | This tells you how the activities help your children develop good speech and language skills |
|  | What can I do? | This gives a clear outline of the activities |

This pack has been designed by experienced teachers and speech and language therapists, with parents in mind. The activities have been used by the professionals at school and at home, and they work!

The designers hope that children benefit from the pack and that parents and their children have fun spending time together.

All of the resources are contained on a CD to enable schools to adapt them for their particular setting.

Included are Age and Stage Norms to give parents a reference point for their child's speech. The Age Norms are for mainstream setting and the Stage Norms are for a special school setting

In doing these activities it is important to urge parents to set time aside to talk to and listen to their children. Keep the conversation going, ask questions, and talk about the past and the future.

Meeting With Parents

It is important to meet with the parents of children using this pack to inform them how to use the pack and evaluate progress.

These meeting should be held every two weeks in a ten week period.

At every meeting:

- Put parent at ease — tea and biscuits work wonders!
- At first meeting introduce pack and go through first section — Play
- Discuss, in detail, three activities
- At the subsequent meetings evaluate the previous section

Section I:

Play

What is it?

Play can be defined as children's work. The value of play is that it helps children to be active, make choices and practise language. Play promotes social interaction.

How will it help?

Play activity will help your child develop language and social skills in:

- o figuring out how things work
- o picking up new ideas
- o solving problems
- o taking turns
- o using their imagination

Social Interaction

As your child grows he/she will learn to mix with other people: that is, to interact socially. Being in contact with other people helps:

- o behaviour
- o communication
- o independence
- o learning
- o self-esteem
- o socialising

What can I do?

Here are some activities to try with your child:

Library visit

An unending supply of books – for free! (Children do not pay fines for late returns)

Rocket making

Get your child to cover a toilet roll in foil. Stick a cone shape on one end and add orange streamers to the other

Dusting

Children really love to copy adults – talk about each room, name furniture

Swimming

Lots of leisure centres run special children's sessions, where they have extra equipment such as floats, balls and little watering cans

Sweet shop

Use play dough in different colours and shapes to make 'sweets', 'lollies' and 'chocolate bars'

Musical statues

When the music stops, children must freeze

Puppet-making

Easy to make from a paper bag, with buttons for eyes, wool hair and other felt-tipped features

Hide-and-seek

But pretend to be a bit short-sighted when it's your turn to do the seeking!

Hunt the teddy

Take it in turns to hide the teddy in the house

Bus riding or a train trip

It doesn't matter where to, it's the adventure of the journey that counts

Hand-drawing

Paint or draw designs on to each other's hands using watercolours

Pasta jewellery

Thread tubes of pasta on to lengths of string

Toy hospital

Provide loo-paper bandages and a few plasters, and then line up dolls and toys as patients

Alphabet scrapbook

Cut out photos from magazines for each letter of the alphabet

Hat-making

Cut a strip of card to fit round your child's head, and then get him/her to decorate it. Talk about colours, shapes etc

Greeting cards

Make a card for someone in your family and get your child to draw his/her own picture

Card-matching

Cut some old Christmas or birthday cards in half. Give your child one half of each card and spread the others around the room. See if he/she can put them back together

Board game

Snakes and Ladders and Ludo are always favourites

Biscuit-decorating

Use plain biscuits with icing and little sweets. Or buy fairy cakes and decorate

Peg boards or 'Hamma' beads

A great way to keep little fingers occupied for ages

Obstacle course

Use chairs to crawl under, ropes to jump over, balls to dribble or throw into a bucket. Use your imagination, indoors or outdoors

Fan-making

Ask your child to cover a piece of paper with colour patterns and then help him/her fold it into a fan.

Dressing-up

Old hats, scarves, shoes, beads, shirts and any other cast-offs will do.

Comic play

Take your child to buy a comic from your local newsagent. He/she can cut stories up afterwards and then try putting strip cartoon sections back in sequence

Seed tray garden

Fill it with soil and add plant cut-offs and flowers. Your child can line a small container with foil and fill it with water to make a pond

Magic potions

Fill plastic bottles and pots with water, bubble bath, food colouring, glitter, petals and stir

Tidy-up time

Put on some lively music and get him/her to tidy his/her bedroom

Chalk Time

Let your child draw with chalk on your patio or drive. Fat pavement chalks are best

Beach play

Help your child find his/her swimsuit, sun hat, bucket and spade, and play-act going on holiday

Memory game

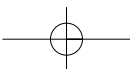
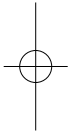
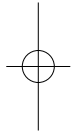
Put 10 household objects on a tray, show them to your child for two minutes, and then hide them. See how many he/she can remember. If they can remember them all, increase the number to 20

Cinema time

Put dolls and teddies on a row of chairs and draw the curtains. Take money for tickets and then show a DVD. Have an interval with a chance to 'buy' a snack

Tasting Table

Place 10 things on a tray and cover with a towel. Let child taste with eyes closed to see if he/she can identify them



Section 2:

Sounds

Word Play

What is it?

Word play is your child's ability to listen to and play with sounds in words.

How will it help?

Learning sounds will help your child read, write and spell.

What can I do?

- Sing and play action songs/rhymes:
 - bouncing child on knee — e.g. 'Horsey, horsey'
 - bathtime activities — e.g. 'Five little ducks went out to play'
- Take time to have fun with your child in nursery rhymes (through books, CDs, DVDs, and of course your own memory!)
- Clap in time to nursery rhyme or song
- Clap out the number of beats within familiar everyday words

E.g. Jumper = jump — er
(I clap) (I clap)

Banana = ba — na — na
(I clap) (I clap) (I clap)

Cup = cup
(I clap)

- Rhyme Activities
Familiar rhymes — saying rhyme along with your child; then child will supply the word that rhymes

E.g. Hickory Dickory Dock
The mouse ran up the _____

- I Spy game using familiar objects with a limited number of choices
E.g. cup spoon milk
'I spy with my little eye something beginning with 'c' — (cup)'

Remember it is the sound not the letter name!

- Action songs/rhymes (See Play section)
- Rhyming Stories:
'I know a man, his name is _____(Dan)_____
He cooks some fish on a frying ____ (pan)_____',
- 'If you're happy and you know it clap your hands'
- Clap /tap /skip /hop to music rhymes

What can I use?

Toys
Story books
Nursery Rhymes
CDs
DVD
Local library - Visits to the library
(Look out for special events)
Mothers and Toddlers' Groups

Speech Sound

What is it?

It is when your child is able to say sounds that are appropriate for their age/stage of development.

How will it help?

Speaking clearly and being understood by others is essential for your child's development for many reasons, e.g.

- it helps your child to mix with friends and adults
- it allows your child to communicate and share ideas, needs and wants
- it encourages your child to feel confident when talking
- it promotes your child's reading and spelling

What can I do?

- Saying sounds correctly for your child (re-modelling)

This is a great way to help your child, who may be experiencing difficulty with sounds. This can be done in a very positive way e.g.:-

Child 'turn on the wight'

Parent 'the light is on'

Here the parent re-says the word as it should be said by emphasising the 'l' sound. This provides a good model of the word the child is trying to say.

- Dummy/bottle

When children are younger the use of the dummy and bottle were very important in their feeding and soothing.

Why stop?

- Prolonged use and overuse of the dummy/bottle may affect your child's teeth, preventing the front upper and lower teeth from fully growing
- They can also affect your child's sound development, running from minor changes such as lisps through to more serious sound difficulties
- They can also make it difficult for your child to control the saliva in the mouth, causing dribbling
- Dummy sucking will cut down the number of opportunities a child has to speak

Useful tips for stopping dummy use:

- prepare the child for stopping the dummy – talk about getting rid of it
- choose a good time to give up the dummy – e.g. over a weekend /when you and your partner are not at work/. Be prepared for sleepless nights
- 'arrange' with a shopkeeper to buy a new toy with the dummy. Let the child choose a toy and 'pay' for it with the dummy
- leave the dummy out for Santa
- never give the dummy back to the child once you have said that it has gone

- Oral skills

Working on tongue and lip movements will develop good oral skills.
Good oral skills are important in sound and language development.

- Place yogurt (i.e. something you child likes) on each corner of your child's mouth and encourage him/her to lick this off. Then try some on their upper and lower lips – you could let them look in a mirror to see how their tongue is moving.
- Try some blowing games:
 - place some fairy liquid and water in a bowl, then have fun blowing into it with a straw to make lots of bubbles
 - blow some feathers and musical instruments, e.g. recorders
 - blow football – use straws and ping-pong balls
 - blow party blowers and balloons
- Try some sucking games:
 - place a straw in your child's drinks at home. You could vary the liquids to drink, e.g. water is easy while Yop will be harder to suck
 - use a straw to suck large pieces of cotton wool. Make sure the cotton wool is much larger than the straw opening to avoid any choking

These games should always be supervised

Chewing a wide variety of foods will help develop good oral skills.

- Hearing

Good hearing is necessary for your child's speech and language development. Contact your GP if you are concerned about any of the following:

- doesn't always respond when you call their name
- has frequent ear infections and/or discharge out of the ears (brown/orange in colour)
- sits very close to the TV
- speaks in a loud voice
- history of 'glue ear' in your family (i.e. middle ear infections)

Games to encourage sound development

☐ Sound Awareness Games

If your child is having difficulty making a sound, e.g. 'f' sound, then you could try some of these ideas:

- point out lots of things beginning with 'f' in your everyday routine
'Oh look there's a fire engine'
'Do you want fish fingers?
- find lots of toys beginning with 'f' and place them in a bag, then let your child lift one out at a time and you could say the words correctly, highlighting the 'f' sound at the start
- play 'I spy with my little eye something beginning with 'f''

***Remember** it is not necessary for your child to say the words; these games are just to reinforce his/her hearing of the sound.

- ☐ When your child starts school, it can be useful to start a home/school diary, particularly if their speech is difficult to understand. You could then write in what you have been doing at home so that staff can have this in mind when talking to your child
- ☐ It is important to promote self-esteem and confidence through the development of the child's strengths and abilities as this will take the focus off their sound difficulties
- ☐ Use lots of gesture when you are talking to your child as this will encourage him/her to use gestures when they are talking. Doing this will help your child to be themselves understood
- ☐ Sometimes when it can be really difficult to understand what your child is saying, you could try to:-
 - encourage your child to repeat what he/she has said
 - encourage your child to point or take you to what he/she is talking about
 - ask questions to encourage your child to give explanations
 - ask him/her to show you with their hands

However, sometimes it just is really difficult for us to understand what our children are trying to say. This is very frustrating for you and the child. Sometimes to alleviate the pressure you could:

- say to the child that you will ask Daddy/Mammy/sibling to listen to see if he/she knows
- tell the child your ears are very tired today and don't seem to be working very well and that you will try again later!!

Sound Lotto Games (See Resources Section)

- You could buy a Sound Lotto Game (e.g. tape of animal sounds with pictures to point to)

This will help develop your child's listening to sounds that are not speech. By working on his/her ability to listen to sounds such as animal sounds you will prepare the child to listen to speech sounds.

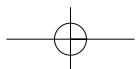
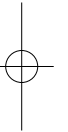
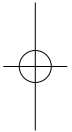
- Draw your child's attention to fun sounds at home:

- Brm Brm — for car
- splish splash — in the bath
- Wheeee — when swinging your child
- uh oh! — when something falls
- Mmmm — when eating food
- animal sounds — moo moo, ba ba, oink oink

- These sounds are fun to listen to and easier to say, so your child may have a go at saying these early words.

Resources to help

- Gather together bags of toys with the sound your child is having difficulty with
- Gather together toys/objects you can use for blowing and sucking games:
 - instruments, recorders, toy trumpets, etc
 - straws – different lengths (curly and straight) and widths
 - bubbles – different sizes and shapes of wands
 - feathers
 - Ping Pong ball
- Crash Bang Wallop – listening to sounds £10/€15 Orchard toys <http://www.orchardtoys.com/>



Section 3:

Understanding Language

Attention and Listening

What is it?

Attention is your child's ability to focus on any given task.

Listening is your child's ability to make sense of what he/she hear.

Listening is a skill which children have to learn.

How will it help?

By developing your child's attention and listening skills you will help your child to:

- follow instructions
- learn new words
- listen to and understand longer sentences
- remember what he/she has been told
- improve concentration
- help your child to be as ready as he/she can to learn many new skills

What can I do?

- Identify everyday sounds with your child – phone ringing, kettle boiling. When you hear sounds around the home, encourage your child to listen and guess what they are
- Play 'Simon Says', e.g. 'Simon says touch your nose and clap your hands'
- Read a good selection of nursery rhymes, action songs and stories to your child; play them in the car (selection of rhymes and songs can be found in the play section)
- Hide a ticking clock in the room and get your child to try and find it
- Make a deliberate mistake in a nursery rhyme which they know well – e.g. 'Baa baa **white** sheep...' or 'twinkle twinkle little **cat**'!
- Walk or run to the changing beat of a drum (beat slow-walk, beat fast-run)
- Follow simple instructions – e.g. get a towel from the bathroom

Memory

What is it?

Memory is the ability to store and remember information and experiences.

Memory is the key to learning.

How will it help?

- Memory will help children to organise their daily lives, e.g. personal information, which day they will need their P.E. kit, money for a school trip, etc
- Memory is essential for learning colours, letters, words and numbers
- We need to be able to remember what is said to us before we can understand it

What can I do?

- Talk about routines for bedtime, bath time and mealtimes, e.g. 'First we undress, then we put our pyjamas on, then we brush our teeth' etc
- Ask your child questions about his/her day – 'What games did you play at Alice's birthday party?'
- Read stories to your child and encourage him/her to tell them back to you
- Teach your child lots of rhymes and songs (suggestions in play section)
- Make a habit of listing what you will need for various activities, e.g. 'What will we need to put on the table for dinner?' 'What do we need to get at the shop?' 'What things do we need for your P.E. kit/swimming kit?'
- Shopping-List Game – 'I went to the shop and I bought...' Put some real or pretend food on the table, then give your child instructions of things he/she to buy

e.g. 'Buy me soup and banana'. You can build up slowly to 3 and 4 items to remember. You can do this game at the supermarket also, 'Get me tea and sugar please'

- Picture calendar – 'Where are you going on Wednesday?' 'What did you do on Monday?' You could draw pictures on your calendar to help your child remember what is happening and when it is happening
- Gather together some toys/objects such as book, brush, car, cup, keys and teddy.

See if your child can give you 1 object – 'Give me the brush'. If your child can do this, then try 2 objects – 'Give me the car and book'. If successful then try 3 objects – 'Give me the car, teddy and keys'. Encourage your child to listen to all of the instruction before responding

- 'Simon Says'

'Put your hands on your knees'

'Put your hands on your knees and toes'

Comprehension

What is it?

This is when your child is able to understand what you say (words, instructions and questions).

How does it help?

Understanding spoken language is crucial for your child's ability to learn and function successfully in life (at home and in school).

By developing your child's understanding of language you will help his/her to:-

- follow instructions and understand questions
- learn new words
- become more confident
- reduce behaviour problems
- be ready to learn when he/she go to school

What can I do?

- Questions

Books are a fun way of developing your child's understanding of questions.

Look at the pictures together and ask your child questions:

'Who's wearing a scarf?'

'What's the girl doing?'

'Where is the ball?'

- Opposites

You could develop your child's understanding of opposites.

For example:

big + small

when setting the table ask your child to find big or small spoons

in, on, under

behind + in front

when your child is playing with toys, ask him/her to put his/her teddy behind the car, or in front etc

long + short

when playing with play dough you could ask your child to roll long and short snakes

- Words
Make a scrapbook using pictures cut from catalogues/magazines/ photographs.
How many can your child point to when you name them?

'Show me the car'
'Show me the bike'

- Following instructions

You can also develop your child's ability to follow longer and more difficult instructions at home

Things you need a coloured tea set:
blue, red, yellow, spoons, forks, cups and plates

'Give me a cup'
'Find me a red spoon'
'Put the fork under the cup'
'Put the red spoon behind the cup'

Try not to break up the instructions as this will make the game easier.
Make sure you are not looking at the objects as you say the instruction.
You could also take it in turns so your child could ask you the instructions!

What can I use?

- Orchard Toys: available from <http://www.orchardtoys.com/> and leading toy stores
 - Cock-doodle Moo – listening /memory/ game £10/€15
 - Craze Chefs – vocabulary £6/€9
 - Farmyard Dominoes – £6/€9
 - Humpty Dumpty Game – £10/€15
 - Jack & the Beanstalk – shape £10/€15
- Early Learning Centre – available from www.earlylearningcentre.co.uk and leading toy stores
 - Shopping List – £6/€9
 - Picture Pairs – approximately £5/€7.50
 - Large Animal Snap Cards – £3/€5
 - Large Happy Family Snap – £3/€5
 - Puzzle Cards – opposites, colours & numbers £6/€9
- Visit your local library – it is free!
- Ask your school for advice on relevant resources
- Shops like the Early Learning Centre and Toymaster are a good source of ideas and games
- Coloured Tea Set
- Flashcards of toys and everyday objects can be found in major toyshops
- Everyday toys
- Books – first word books/book of opposites
- Play dough
- Reference book:
Baby Talk: strengthening your child's ability to listen, understand and communicate
author: Dr Sally Ward
Publisher: Century Publishing (2000) ISBN0712680985

- Rhymes: say/sing/act out nursery rhymes and fingerplays (use fingers to act out and tell the rhyme)
- Chat Mat: Use the mat provided in this pack to select different categories to talk about. E.g.: Food 'Are apples a toy or a food? What colour are apples? Do you like apples?
- Everyday situations: use everyday home situations to teach new words:
 - bath time
 - laundry
 - mealtimes
 - playtime
 - shopping
 - tidy up
 - washing up

What can I use?

Nursery Rhyme books

DVD / CDs

Snap Picture Cards

Plastic food, tea set, animals, furniture

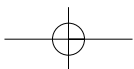
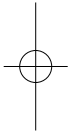
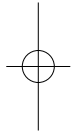
Dress Up Box

Traditional outdoor games: Hopscotch, Simon says, I 23 Red Lights....

Picture Dictionary

Jigsaws and insert puzzles

Magnetic books



Section 4:

Using Language

What is it?

Vocabulary is a set of words that your child knows, that your child understands and that your child uses when speaking to others. Expressive language is putting words together to talk to others.

How will it help?

- It will help your child talk to other people, e.g. express their needs, feelings and opinions
- It will help your child play with others
- It will help your child in school work
- A good vocabulary will help your child be a better reader

What can I do?

- **Musical Actions:** play some music and encourage your child to dance. When the music stops, take turns to tell each other to do an action
- **Simon Says:** play 'Simon Says' with your child. Take turns with your child to be 'Simon' and give the instructions, e.g. Simon says jump, blink, clap, dance, hop, touch your nose etc
- **Feely Bag Game:** have 2 sets of everyday objects (1 in a feely bag and 1 on the table). Take turns with your child to feel and describe an object in the bag, while the other person lifts the matching object
- **Telling and retelling simple stories:**
 - read stories aloud
 - talk about the story before you read it and while reading it
 - make up short simple stories using toys that your child is interested in and 'act them out'. encourage your child to retell the story at his/her own level
 - encourage your child to retell familiar stories with your support. You can also make deliberate mistakes to encourage your child to correct you
 - tape or video your child singing a song or telling a story
 - set out a selection of familiar objects/toys in order to tell a story. Take turns with your child to tell the story using the objects. Ask your child to retell the story in his/her own words
- **Dress-up Box:** encourage make believe. Ask questions: 'Who are you?' 'Where are you going?'
- **Rhymes:** say/sing/act out nursery rhymes and fingerplays (use fingers to act out and tell the rhyme)
- **Chat Mat:** Use the mat provided in this pack to select different categories to talk about. E.g.: Food 'Are apples a toy or a food? What colour are apples? Do you like apples?'

➤ **Everyday situations:** use everyday home situations to teach new words:

- bath time
- laundry
- mealtimes
- playtime
- shopping
- tidy up
- washing up

● What can I use?

Nursery Rhyme books

DVD/CDs

Snap Picture Cards

Plastic food, tea set, animals, furniture

Dress Up Box

Traditional outdoor games: Hopscotch, Simon says, I 23 Red Lights

Picture Dictionary

Jigsaws and insert puzzles

Magnetic books

Age Norms*

It is really important to know what sounds your child should be able to say. Below is a table detailing some expected ages when children should be saying their sounds.

Ages of Sound Development

AGE	Sounds they can say	Can you understand your child?
6 – 12 months	babble – repeating sounds 'baba' and then mixing sounds – 'badeegu'	
1 – 2 years	p b t d m n w	speech is not clear
2 – 2½ years	h ing (as in sing)	speech still babyish
2½ – 3 years	f s y (as in yes)	speech becomes clearer

3 – 3½ years	l k g	speech becomes clearer
3½ – 4 years	v z 's' blends e.g. spoon 'l' blends e.g. blue	mostly clear speech
4 – 5 years	sh ch j (as in jump)	clear speech
5 – 7 years	r 'r' blends e.g. tree th e.g. thumb	speaks clearly in sentences

If you are concerned about your child's speech you should contact your local speech and language therapy department.

Stage Norms*

Stages of Sound Development

Stage	Sounds they can say	Can you understand your child?
Stage 1	babble – repeating sounds 'baba' and then mixing sounds – 'badeegu' p b t d m n w	speech is not clear
Stage 2	h ing (as in sing)	speech still babyish
Stage 3	f s y (as in yes)	speech becomes clearer
Stage 4	k g l	speech becomes clearer
Stage 5	v z 's' blends e.g. spoon 'l' blends e.g. blue	mostly clear speech
Stage 6	sh ch j (as in jump)	clear speech
Stage 7	'r' blends e.g. tree 'th' blends e.g. thumb	speaks in sentences

If you are concerned about your child's speech you should contact your local speech and language therapy department.

*References for Stage/Ages of Language norms:

ICAN and Tesco Parent Pack
 ICAN Chatterchart
 Surestart Promoting Speech and Language Development
 Speech and Language Therapy for Children

Recommended Resources

Books

Each Peach Pear Plum — ISBN067088278X — Viking UK Publishers
 First Book of Words — ISBN1580864740
 Magnetic books — Muddle Farm, Fire Fighter — ISBN140502148 — Campbell Books
 Pass the Jam Jim—ISBN13:978-0099266761/ISBN10:0099266768—Random House Children Books
 Playtime Sounds from Tesco — ISBN0563477881
 Songs and Stories for Kids — ISBN10:0521539227/ISBN13:978-0521539227 — Cambridge University Press
 Spot the Dog series
 We're going on a Bear Hunt — ISBN9780689853494 — Aladdin

www.thebookpeople.uk for great books at a great price. They deliver to Ireland at no extra cost.

Games

Animal Sounds
 Bubbles
 Number + Alphabet Game
 Party Blower
 Puppets (from <http://www.puppetsbypost.com/>)
 Recorder
 Shopping Game
 Tea Set

<http://www.orchardtoys.co.uk/> for educational fun toys.

Websites

<http://www.enchantedlearning.com/Home.html>

<http://www.ican.org/>

Parents can request a copy of the Chattermatters DVD which is free of charge!

<http://www.sess.ie/>

<http://www.talkingpoint.org/>

Through the School Gates

Through the School Gates is a project designed by teachers who are striving to include all pupils in school life. It aims to include pupils at home in their school community by encouraging effective communication between them and their school by means of computers and the Internet. It is a programme which uses a Moodle website as an e-learning space where pupils and teachers can communicate with one another. This is done through a specially designed website called www.throughtheschoolgates.org. All that is required is that each child has a username and password issued to them, and that their activity on the site is monitored.

In 'Guidelines on Moodle', you will find: guidelines on how to set up a Moodle website; guidelines on how to use www.throughtheschoolgates.org; suggestions for parental training in ICT; and guidelines on using Microsoft word for parents.

Testimonials from parents and teachers who have used this pack

Parents

'It was great to be chosen – my son has never been chosen for anything.'

'I know now that he will get the work done even if he is not at school.'

'She used to be so anxious when she missed anything at school, now she can keep up with others.'

Teachers

'The students were delighted to be involved.'

'This pack helped to motivate students when nothing else would.'

'Parents were thrilled to see their children being able to complete school work on the computer.'

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Guidelines for Parents Using Microsoft Word

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Through the School Gates

Guidelines on Moodle

How to use Moodle

1. Click on Internet
2. Type in www.throughtheschoolgates.org
3. Login using your login and password
4. Click the 'yes' on the box
5. Click on 'all courses'
6. Click on the course you want

View and upload documents

News Forum

1. Click on 'News Forum' and a list of topics will appear
2. Click on 'topic' to view the comment
3. Click on 'reply' to post a reply
4. Click on 'post' to forum when finished

If you want to say something new

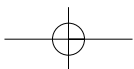
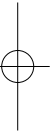
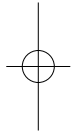
1. Click on 'new topic'
2. Write in the box
3. Click 'post to forum'

Resource section

1. Click on 'resource' section
2. Click on the name of document you want to view
3. Click on bar at top to allow the document to be displayed on your computer
4. To post a document in the resource section click on 'upload'
5. There will be a list of documents to choose, click on 'choose' to upload
6. If your document is not listed click 'upload' and 'browse' for your document. It will then appear on the list. Choose 'upload'.

Conference section

1. Click on 'conference forum'
2. Click on a 'topic' to view it
3. Click on 'reply' to comment on a topic
4. Click 'Add a new topic' to start a discussion



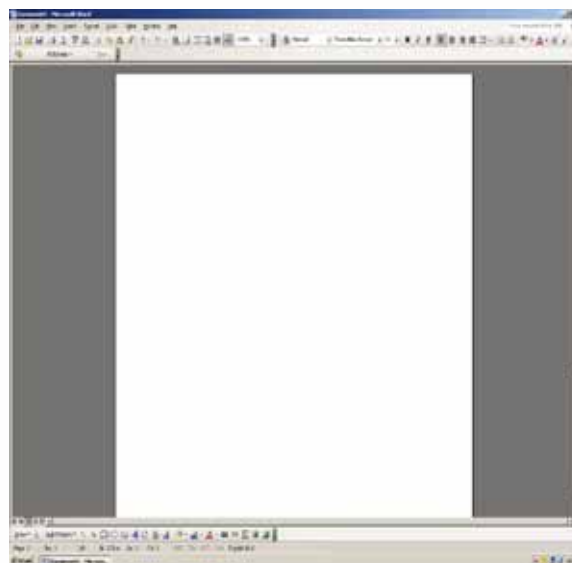
Guidelines for Parents Using Microsoft Word

1. Switch on computer

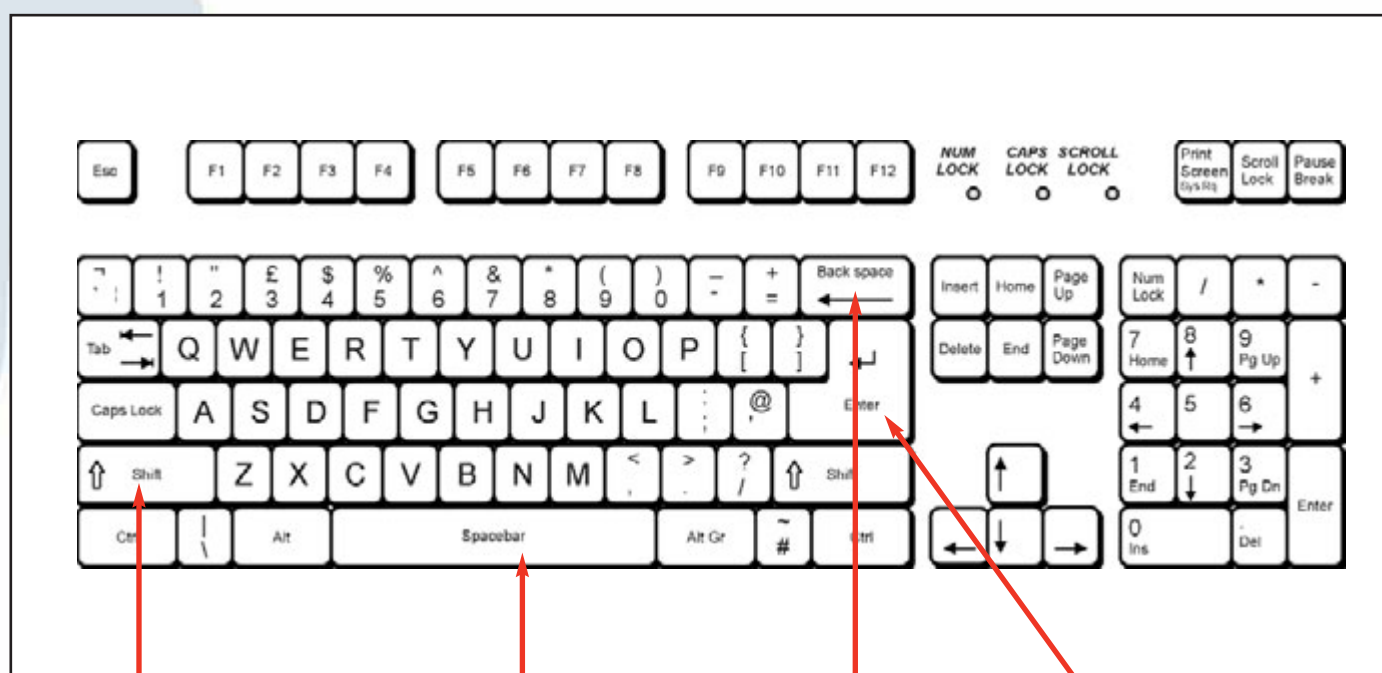
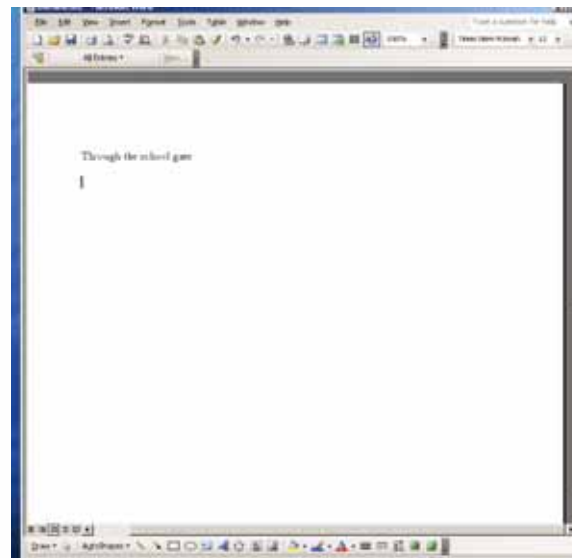
Click on the Word Icon on the desktop



2. A blank page will open



3. Start typing using the keyboard



Hold down this key to
make a capital letter

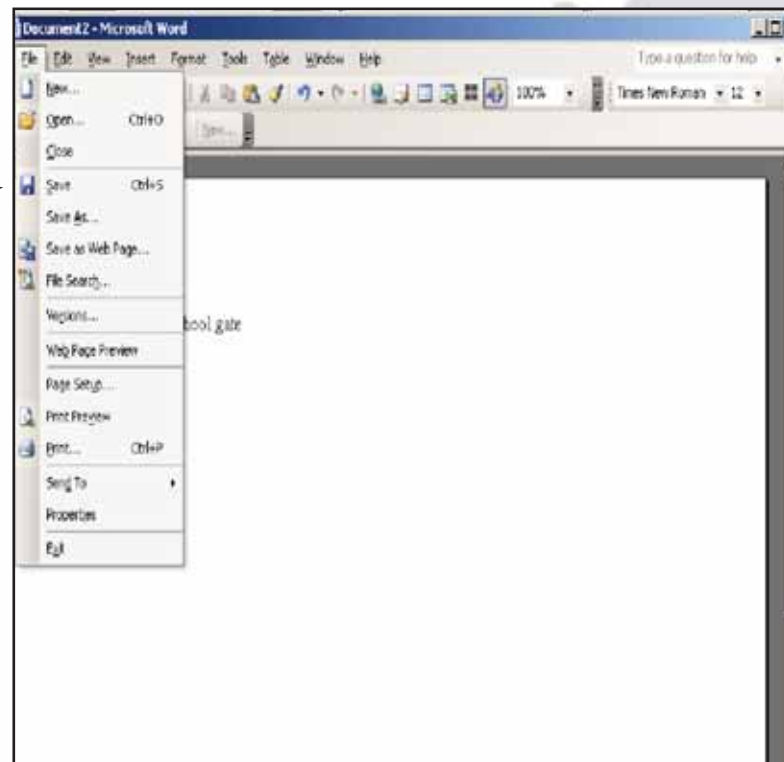
Click here to make a space
between words

Click here to
delete a mistake

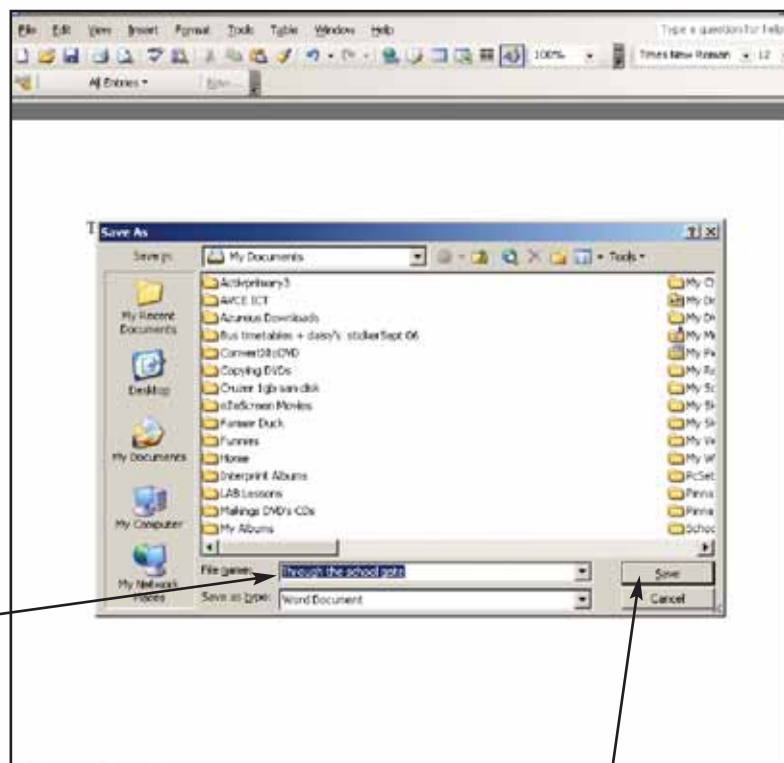
Click here to
take a new line

4. When finished remember to save your work

Click on Save as...



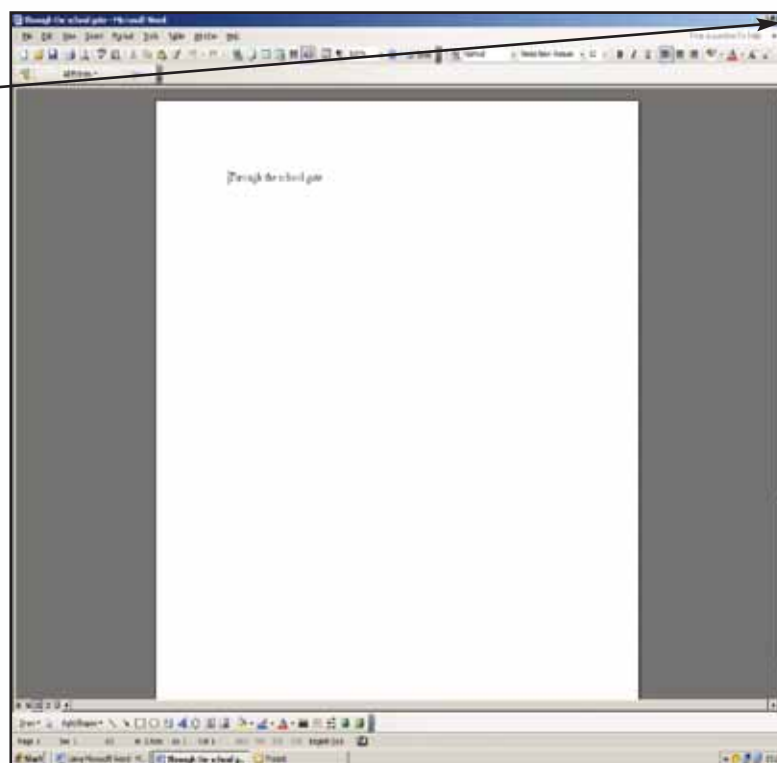
Give your document a name



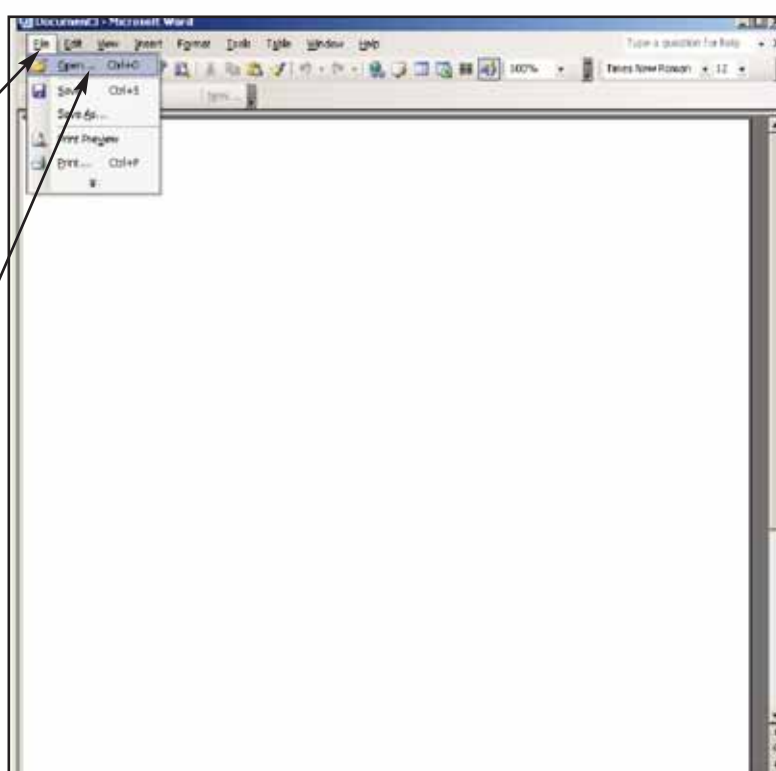
Your document will now be saved on your computer

Click Save

5. Click on the 'X' in the top right corner to exit Word

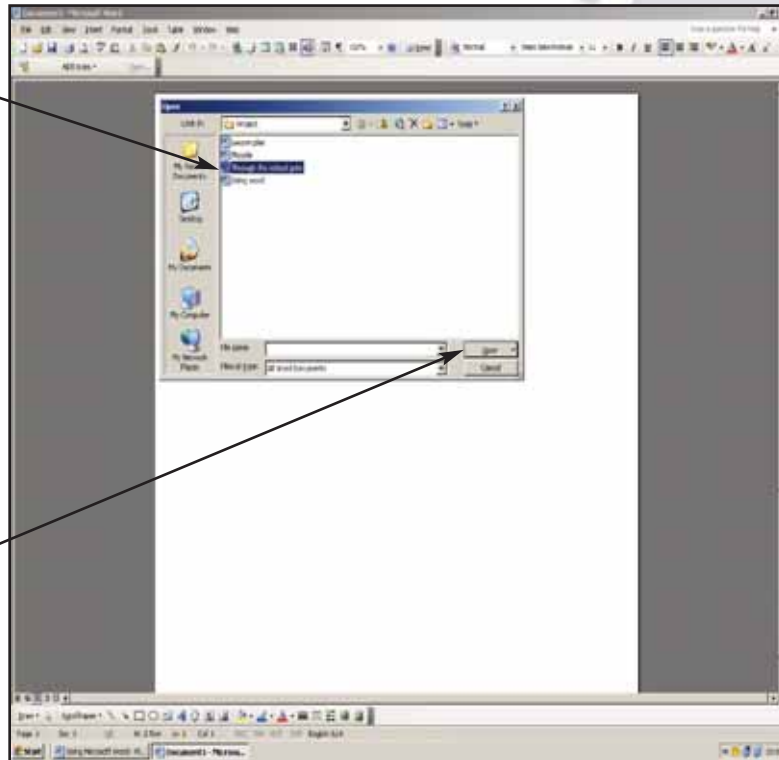


6. If you want to open your document again later, open Word as described above

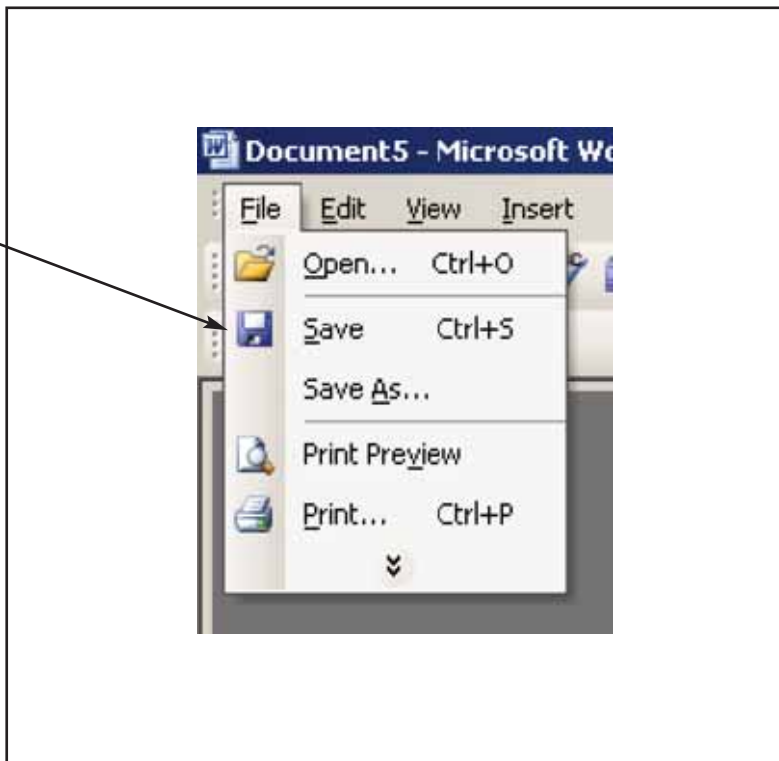


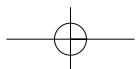
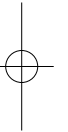
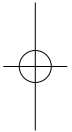
Click the File that you want to open. It will highlight in blue

Click Open



7. If you make any changes to your document don't forget to save the changes by clicking on Save





Through the School Gates

Through the School Gates is a project designed by teachers who are striving to include all pupils in school life. It aims to include pupils at home in their school community by encouraging effective communication between them and their school by means of computers and the Internet. It is a programme which uses a Moodle website as an e-learning space where pupils and teachers can communicate with one another. This is done through a specially designed website called www.throughtheschoolgates.org. All that is required is that each child has a username and password issued to them, and that their activity on the site is monitored.

There are two sections in this programme. In the first section, entitled 'Guidelines on Moodle', you will find: guidelines on how to set up a Moodle website; guidelines on how to use www.throughtheschoolgates.org; suggestions for parental training in ICT; and guidelines on using Microsoft word for parents.

In the second section, entitled 'Lesson Samples – All About Me ', the designers have picked the universal subject of 'Me' as an example of how a subject could be delivered in an e-learning space. Teachers designed a lesson plan format and sample lessons are displayed. These lessons are available on www.throughtheschoolgates.org for teachers to modify for their pupils. Also included is a training CD, which teachers, parents and children can all use. The success of this programme can be seen from the testimonials below.

Testimonials

Parents

'It was great to be chosen – my son has never been chosen for anything.'

'I know now that he will get the work done even if he is not at school.'

'She used to be so anxious when she missed anything at school, now she can keep up with others.'

Teachers

'The pupils were delighted to be involved.'

'This pack helped to motivate pupils when nothing else would.'

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Section I:

Through the School Gates

Guidelines on Moodle

How to set up Moodle

1. Internet sites are hosted by different service providers. This is called a domain space. You can use any web host. The project used www.siteground.com
2. You will be issued with a username and password
3. On the support link enter username and password
4. Click on 'cpanel' (this is a control panel for your new web space and it allows programmes and files to be uploaded without additional software)
5. On the 'cpanel' click on the 'fantastico' icon
6. Select 'moodle' and Moodle will be activated for you on your new web space.

How to use Moodle

1. Click on Internet
2. Type in www.throughtheschoolgates.org
3. Login using your login and password
4. Click the 'yes' on the box
5. Click on 'all courses'
6. Click on the course you want

View and upload documents

News Forum

1. Click on 'News Forum' and a list of topics will appear
2. Click on 'topic' to view the comment
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If you want to say something new

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1. Click on 'resource' section
2. Click on the name of document you want to view
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5. There will be a list of documents to choose, click on 'choose' to upload
6. If your document is not listed click 'upload' and 'browse' for your document. It will then appear on the list. Choose 'upload'.

Conference section

1. Click on 'conference forum'
2. Click on a 'topic' to view it
3. Click on 'reply' to comment on a topic
4. Click 'Add a new topic' to start a discussion

What is a conference?

A **computer conference** is a place where people meet to share, exchange, and spread information. They can also explore an area of knowledge, discuss a problem or clarify a defined subject. Through The School Gates uses two types: a '**chat**' conference and a '**forum**' conference.

A **chat conference** is used for live-time discussions. For this type of conference to work, two or more users need to be online at the same time. Users type in messages and other online users respond adding their own comments/messages.

A **forum conference** is basically a bulletin-board discussion space. Users don't have to be logged in at the same time to communicate with you. You can send messages and others can read them as and when they log-on.

Using the forum conferences

1. Enter the particular conference of your choice.
2. Click on the 'Add a new discussion topic...' link.
3. On the new discussion topic page, give your new discussion a subject.
4. Write your message. You can format your message using the tools there. For example, you can add pictures, tables and links and you can format the text you write to change its colour, size and font.
5. Attachment: if you want to attach a file, such as a word-processed document or a picture, click the 'Browse' button, find your document on your computer and click 'Open'. Be sure your document is smaller than the maximum attachment size for the forum.
6. Click 'Save Changes'.

Teachers' Staff Room Conferences

'The teachers' staff room' is a secure area that only teachers and administrators have access to. The students cannot access the staff room and are not able to see its content. The teachers' staff room has been provided for you to pass information to your colleagues in other areas and to engage in communication with other teachers and project staff.

The teachers' staff room is the electronic version of the school staff room. It is a place you can come to relax, share stories, tell jokes and unwind after a busy day! The staff room allows you to access information, ask questions and help and support other colleagues!

Logging In

Go to www.throughtheschoolgates.org and enter your username and password to access the virtual learning environment (VLE).

As a teacher you are automatically assigned to the 'Teachers' Staff Room' – this will be visible in the 'My Courses' block, on the left hand side of the screen.

Select the 'Teachers' Staffroom' link; this staff area consists of various conferences that you are invited to contribute to.

Some jargon

'News' in Moodle is the equivalent of 'Announcements'
'Resources' and 'Activities' are Content/Course Material

More help?

Additional quick start help is available on-line at:
<http://moodle.org/mod/resource/view.php?id=3864>

Changing your email settings

IMPORTANT: Moodle has the facility to email you copies of all new messages posted into the forums you subscribe to.

To alter this:

1. **logon**
2. click on one of your names (top right of screen)
3. click on edit **profile** tab

The screenshot displays the 'Edit profile' form in a web browser. The form includes fields for personal information (First name, Surname, Email address, City/town, Country, Timezone, Preferred language, Description) and forum-related settings (Email display, Email activated, Email format, Email digest type, Forum auto-subscribe, Forum tracking, When editing text). Two callout boxes highlight specific settings: 'See Note 1' points to the 'Email address' field, and 'See Note 2' points to the 'Email digest type' dropdown menu.

IMPORTANT

- NOTE 1 Make sure you have a valid email address entered. Make sure that the option **'Email activated'** is set to 'This email address is enabled'
- NOTE 2 **'Email digest type'**: by default you will receive an email for each new message posted in the forums you are subscribed to! This option is unlikely to be suitable for most email users. There are two other options in 'Email digest type':

'Complete': you will receive one email every day which will contain full details of every new message in the forums you are subscribed to.

'Subjects': you will receive one email every day which will contain details of the subject of every new message in the forums you are subscribed to.

'Forum auto subscribe': if you leave this set to 'yes', every time you post a message in a forum you will automatically receive an email when anybody else posts a message to that forum, depending on how you set 'Email digest type'. The other option, 'no', means that if you want email copies of replies to a message you posted, you would have to subscribe to the forum by clicking on the option at the top right.

NB: you cannot change your settings for 'News Forum'. You are automatically subscribed.

Remember to scroll down the page and click on the 'Update Profile' button when you have made these changes.

Some Points to consider:

- a. receiving email copies of messages posted in a forum is easier than trying to look through forums to find new messages
- b. if children are involved in sending messages you have a responsibility to monitor the messages they post; using the forum digest makes this very easy

Parental Training

Things to consider

To make this project successful each family involved will require specific and varied strategies based on their home circumstances.

Initial contact

Parents may be contacted by a letter outlining the project aims and content, but for many parents a personal phone call/visit may be the best way of explaining to them and encouraging them to participate.

Where? – take into consideration location of parents. School is the obvious venue but home visits/local library may be a possibility for parents who live a long way from school and have no transport.

When? – this will depend on the parents and should be at a time to suit them. Those who do not work may prefer school hours; others may prefer evenings. This should be negotiated with the individual parents.

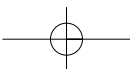
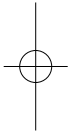
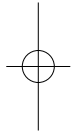
Who? – a person known to the parents who they feel comfortable with, may be more encouraging than an outside trainer. Ideally parents and child should attend the training session together, but in some cases, where there is a difficult relationship between parents and child, it may be better to meet with them separately.

How long? – 1–2 hours should be sufficient to go over basics such as switching on computer, accessing Moodle etc. Any longer may put some parents off.

Content

The session should be informal, with light refreshments when explaining project etc. Emphasise the benefits this project will have for their child. The use of the laptop should be explained in the following steps:

1. Go over notebook contract and get parents to sign it
2. Introduce laptop, explain how to attach leads and plug into mains.
Explain how laptop can also run on batteries when charged
3. Explain the following basic safety issues:
 - no liquids or food near the laptop
 - avoid touching screen as it shatters easily
 - store correctly in notebook bag, making sure plug does not press against screen
 - work at correct height to avoid back strain
 - ensure appropriate lighting to avoid eye strain
 - emphasise importance of limiting pupil use to short periods with regular breaks
 - explain dangers of Internet misuse; give a copy of school guidelines for mail/Internet use (if available)
4. Switch on/shutdown notebook
5. Mouse use (if the parent is a beginner, probably best to attach a USB mouse as the touch pads can be difficult to use): if parent has never used mouse before some time should be given to practise this
6. How to access Internet – click on Internet Explorer logo on desktop.
Write in www.throughtheschoolgates.org and press return key
7. Use the Guidelines/CD on how to use Moodle and <http://www.throughtheschoolgates.org> to help parents/children navigate the site
8. Depending on the experience of the parents, use the following training on how to use Microsoft Word document.



Section 2:

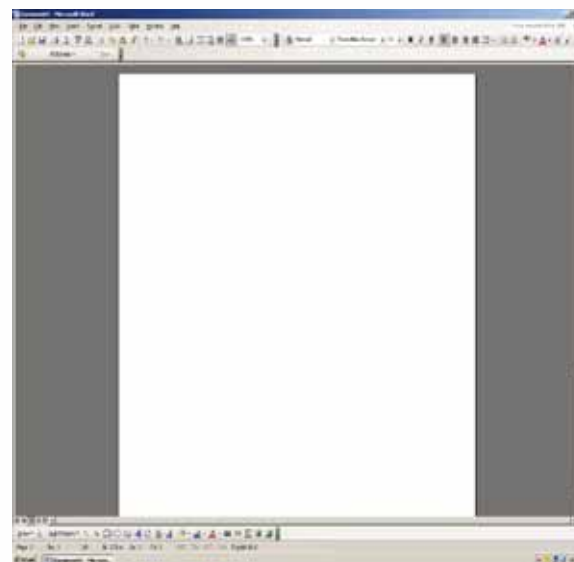
Guidelines for Parents Using Microsoft Word

1. Switch on computer

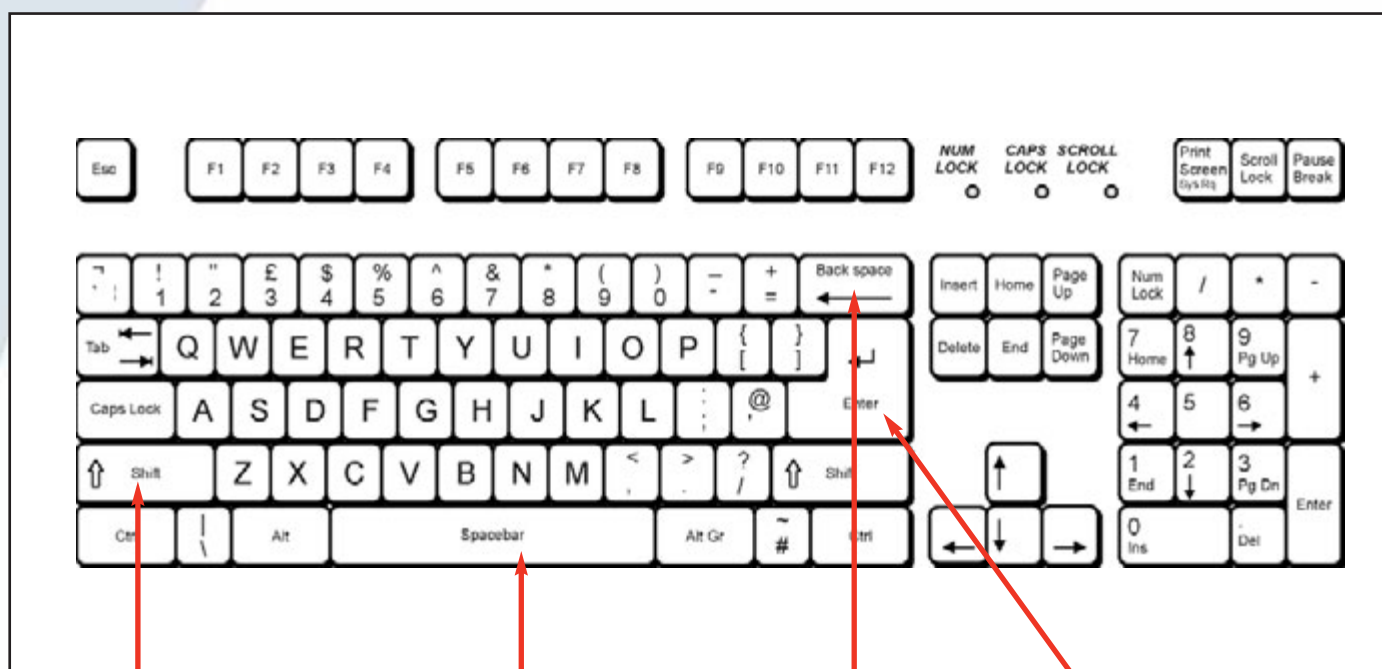
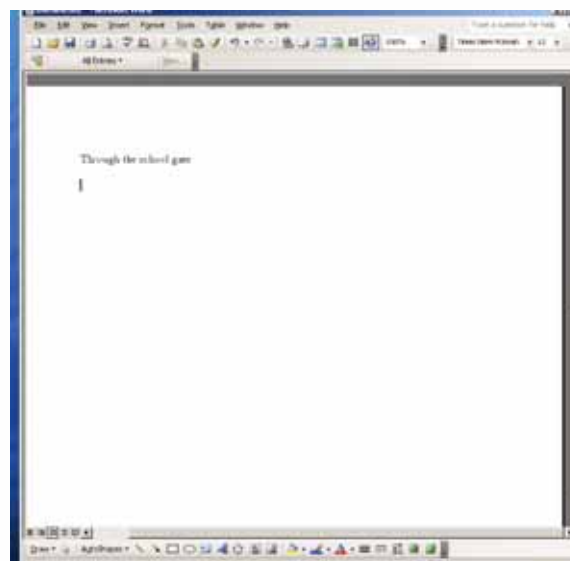
Click on the Word Icon on the desktop



2. A blank page will open



3. Start typing using the keyboard



Hold down this key to
make a capital letter

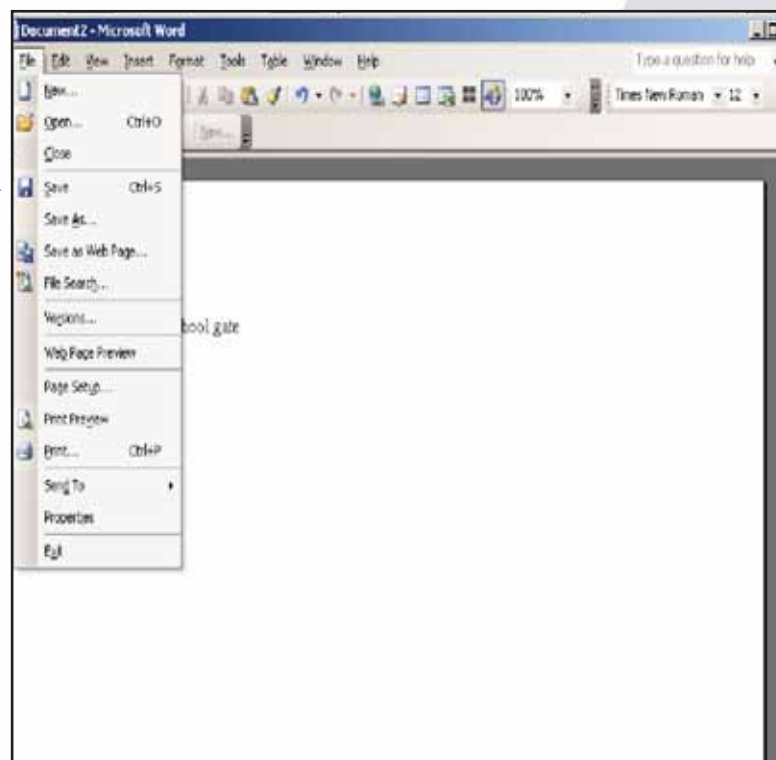
Click here to make a space
between words

Click here to
delete a mistake

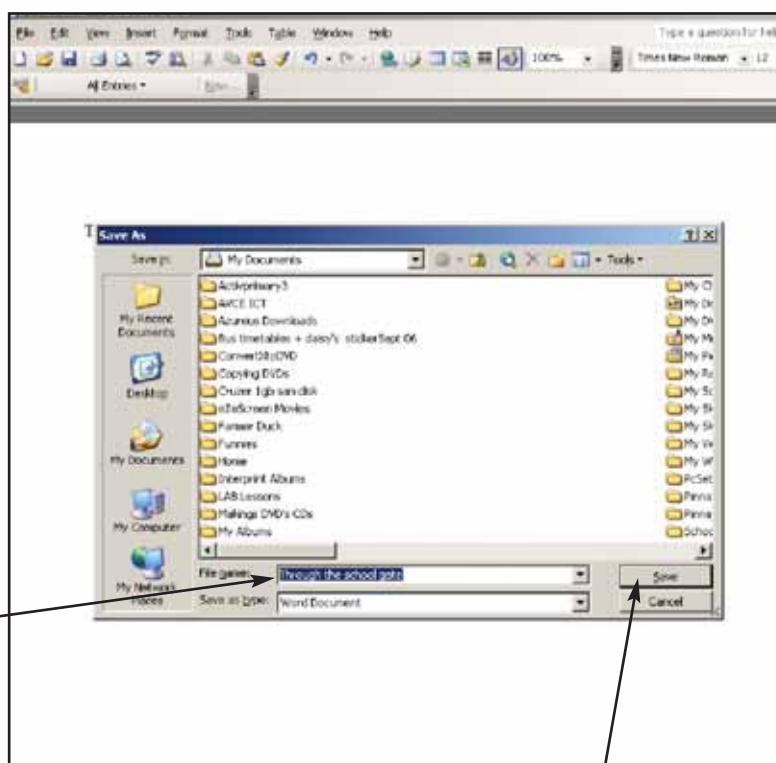
Click here to
take a new line

4. When finished
remember to save
your work

Click on Save as... →



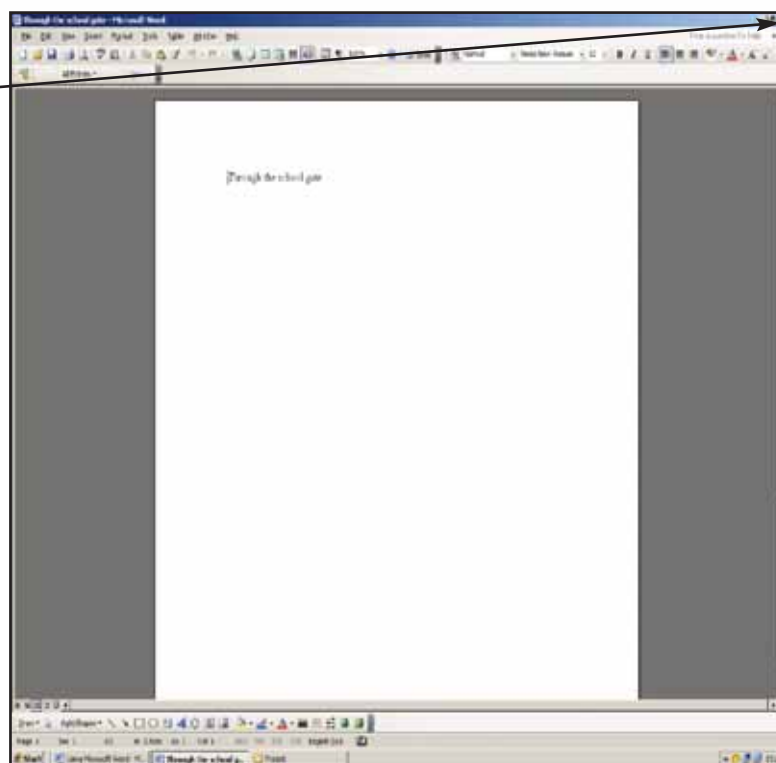
Give your document
a name



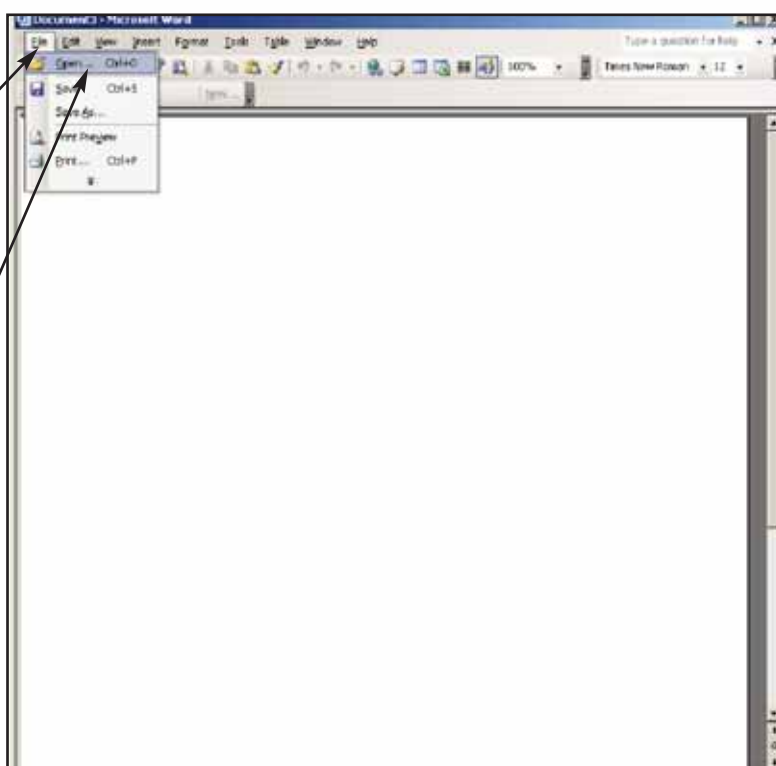
Your document will now be saved
on your computer

Click Save

5. Click on the 'X' in the top right corner to exit Word



6. If you want to open your document again later, open Word as described above

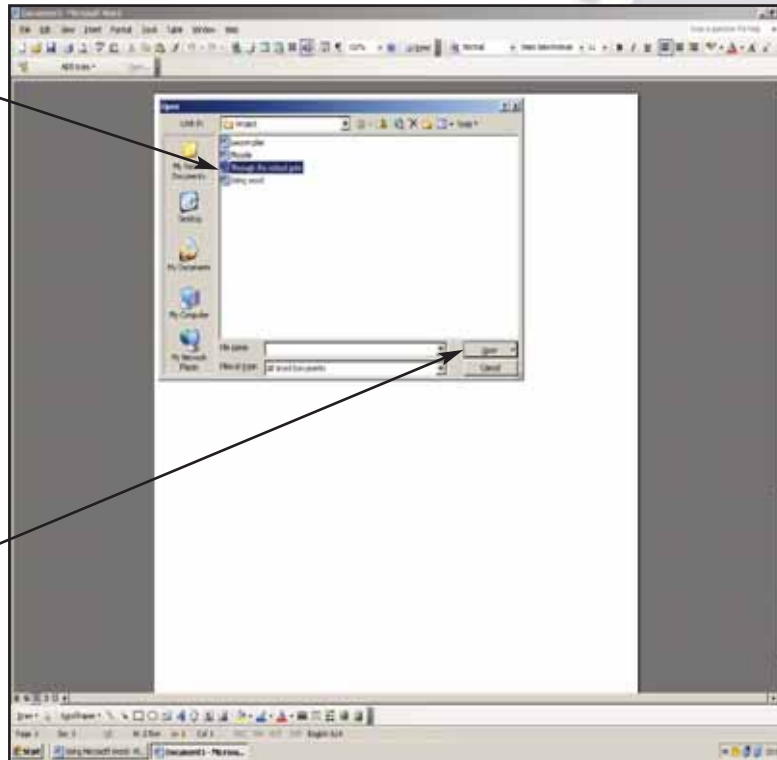


Click on
File

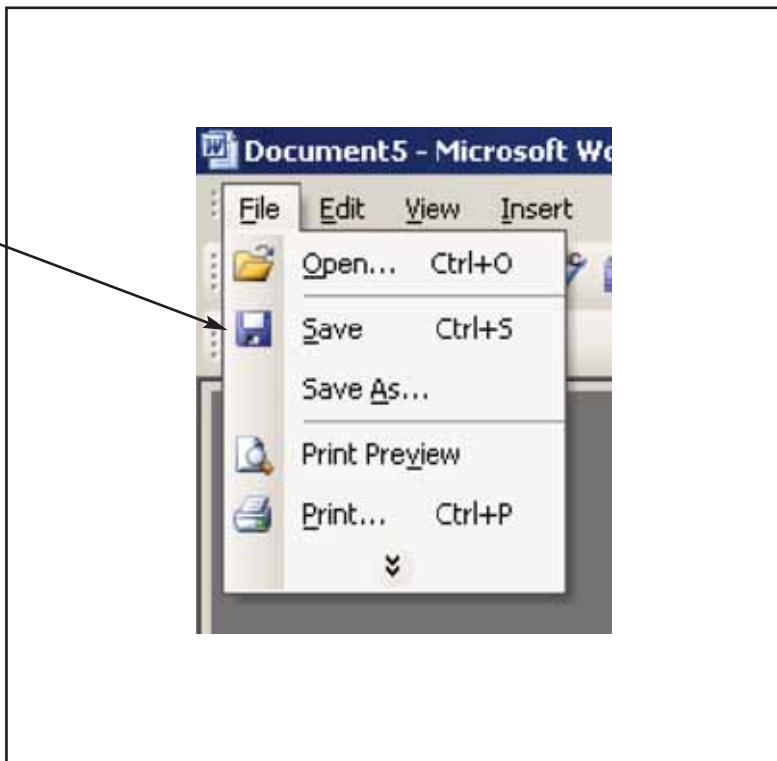
Click to
Open

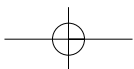
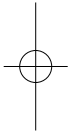
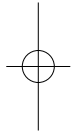
Click the File that you want to open. It will highlight in blue

Click Open



7. If you make any changes to your document don't forget to save the changes by clicking on Save





Lesson Samples-All About Me

Curriculum Area: _____

Topic Title: _____

Teacher's Name: _____

Unit Description:
(What are the basic learning intentions?)

Outcomes:
On successful completion of this unit the pupil will have

Tasks:
Required for evidence of completion of lesson

Evaluation:

Cirriculum Area: **Science**

Topic Title: **All about Me - My Senses**

Teacher's Name:

Unit Description:
(What are the basic learning intentions?)

**to identify the five senses and distinguish their purpose to name
a body part used for each sense**

Outcomes:

On successful completion of this unit the pupil will have

**demonstrated that they can label the parts of the body and distinguish
which parts we use for our senses
accessed a web link and completed an activity on senses**


Tasks required for evidence of completion of lesson

activity sheet completed and posted to forum

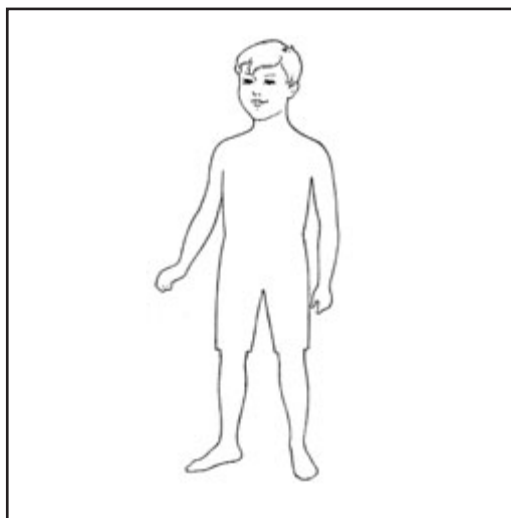
Evaluation:

**was the activity completed correctly?
pupil's own evaluation of the activity
pupil's comments on the activity**

All About Me – My Senses

1. Click on <http://itc.gsu.edu/techport/five%20senses.pdf> to find out about your senses
2. Draw arrows  to label the body
3. Highlight the body parts that you use for your senses

arm
eye
foot
hand
head
knee
leg
mouth
nose



4. Complete: (e.g. The eye is for seeing)

The _____ is for tasting.

The _____ is for smelling

The _____ is for hearing

The _____ is for touching

5. Save your completed sheet and post it to the forum

6. Highlight your answer: I enjoyed this activity

Yes ☐ No ☐

7. Type any comments you may have about this activity below

Curriculum Area: **Personal Social and Health Education**

Topic Title: **All About Me - My Feelings**

Teacher's Name:

Unit Description: (What are the basic learning intentions?)

to encourage pupils to explore their feelings and to recognise how different situations can make them feel

Outcomes: Successful completion of this unit the pupil will have

**begun to identify feelings
found a happy/sad picture in Clipart and inserted in correct place on sheet
accessed a web link and completed an interactive activity on feelings**

Tasks required for evidence of completion of lesson

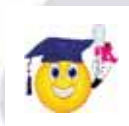
completed activity sheet posted to forum

Evaluation:

**was the activity completed correctly?
pupil's own evaluation of the activity
pupil's own comments on the activity**

All About Me – My Feelings

1. Click on <http://www.article19.com/shockwave/makeaface.htm> and complete the Make a Face activity
2. Now complete these sentences
3. Insert the correct **emoticon** in each box (use cut and paste)



I felt happy when

I felt sad when

I felt excited when

I felt proud when

I felt scared when

I felt angry when

4. Save your completed sheet and post it to the forum

5. Highlight your answer

I enjoyed this activity Yes ☐ No ☐

6. Type any comments you may have about this activity below

Curriculum Area: **Personal Social and Health Education**

Topic Title: **All About Me - My Coat of Arms**

Teacher's Name:

Unit Description:
(What are the basic learning intentions?)

pupils will develop self-esteem by becoming aware of themselves and their unique qualities

Outcomes:
On successful completion of this unit the pupil will have

identified his/her own strengths and special characteristics and presented these graphically

Tasks required for evidence of completion of lesson

completed activity sheet posted to forum

Evaluation

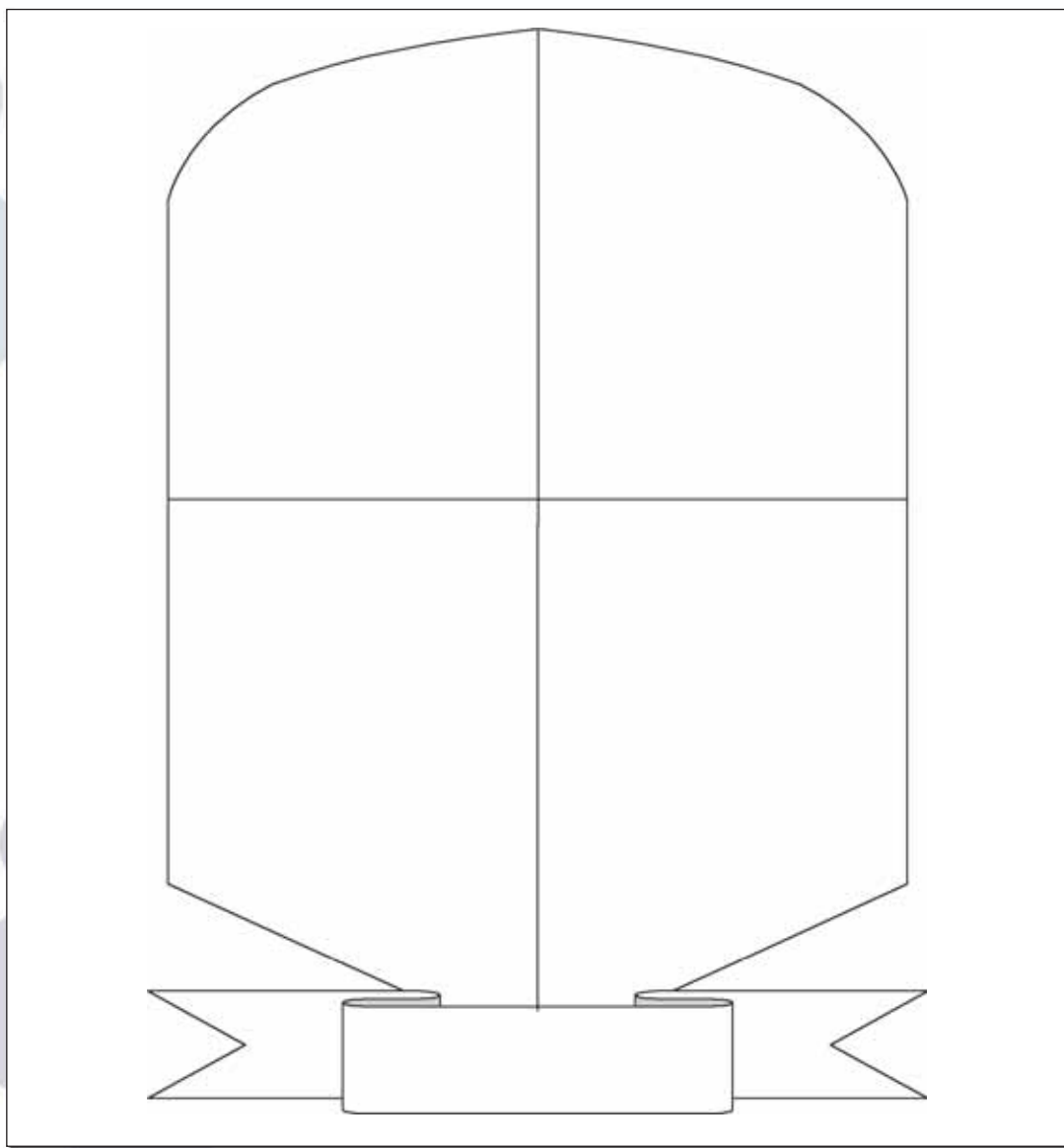
**was the activity completed correctly?
how much thought and effort was put into the completed Coat of Arms ?
did you learn anything new about the pupil from this activity ?
pupil's own evaluation of the activity
pupil's comments on the activity**

All About Me – My Coat of Arms



← Derry's Coat of Arms tells us about this city

1. Make the Coat of Arms below your own. In each of the 4 boxes write or insert pictures to tell others something about yourself.
2. Write a motto (words that are special to you) in the ribbon at the bottom.
3. Save your completed sheet and post it to the forum



4. Highlight your answer

I enjoyed this activity

Yes ☐ No ☐

6. Type any comments you may have about this activity below

Curriculum Area: **Science/Personal Social and Health Education**

Topic Title: **All About Me - Healty Eating**

Teacher's Name:

Unit Description:
(What are the basic learning intentions?)

to learn about the 5 food groups as well as the specific foods found in each of these groups
to encourage pupils to make simple choices that improve their health and well-being
to present this information graphically

Outcomes:
On successful completion of this unit the pupil will have

accessed a website link and completed activities on line

been able to name the 5 food groups: Fruit, Vegetable, Grain/Bread, Protein/Meat, Dairy/Milk

understood the need for a balanced diet

created a poster using a word processor and clipart

Tasks required for evidence of completion of lesson

activity sheet with poster completed online and posted to forum

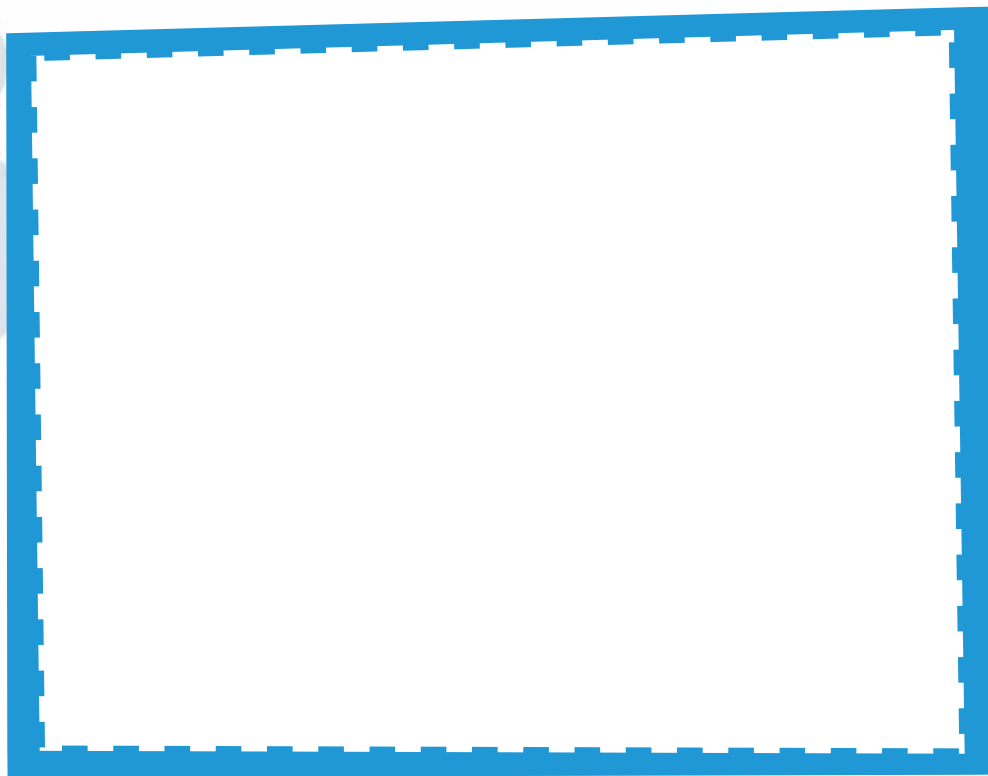
Evaluation

quality of poster: has all the information necessary been included?
pupil's own evaluation of the activity
pupil's comments on the activity

All About Me - Healthy Eating



1. Click on <http://www.welltown.gov.uk/school/dining.html> and complete the activities. Don't forget to play the food game
2. Design a colourful poster to tell others about healthy eating and the 5 food groups
3. Save your completed sheet and post it to the forum



4. Highlight your answer

I enjoyed this activity

Yes ☐ No ☐

5 Type any comments you may have about this activity below

Curriculum Area: **Science**

Topic Title: **All About Me - My Healthy Heart**

Teacher's Name:

Unit Description:

(What are the basic learning intentions?)

**to know that when muscles are doing more work they need more oxygen and
to understand that blood supplies muscles with oxygen
to know that to get more blood to the muscles, the heart beats faster, and
so the heart rate or pulse rate increases
to understand that physical exercise is necessary for a healthy heart**

Outcomes:

On successful completion of this unit the pupil will have

**accessed a website link and completed activities online
learnt about the relationship between heart rate and physical activity**

Tasks required for evidence of completion of lesson

completed activity sheet posted to forum

Evaluation

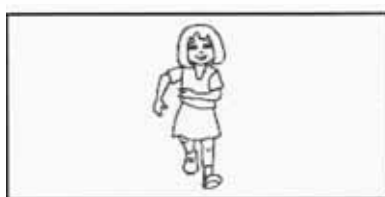
**was the activity completed correctly?
pupil's own evaluation of the activity
pupil's comments on the activity**

All About Me - Healthy Eating

1. Click on this link and complete the activity on Ruby's heart beat
http://www.bbc.co.uk/schools/ks2bitesize/science/activities/keeping_healthy.shtml
2. Do the Revision Bite activity
3. Complete the Quiz
4. You should now be able to complete this activity .Below are six pulse rates and six pictures of the same girl doing different things. Match the right pulse rate to the picture by dragging the boxes to the correct picture
5. Save your completed sheet and post it to the forum



Walking Fast



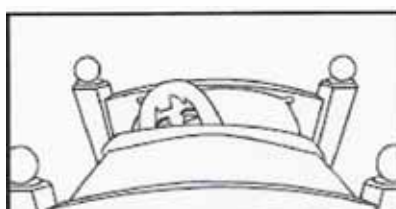
Walking Slowly



Reading



Sprinting



Sleeping



Jogging

120 b.p.m.

67 b.p.m.

95 b.p.m.

140 b.p.m.

78 b.p.m.

105 b.p.m.

6. Highlight your answer

I enjoyed this activity

Yes ☐ No ☐

7. Type any comments you may have about this activity below

Curriculum Area: **Geography**

Topic Title: **All About Me - The World I Live in**

Teacher's Name:

Unit Description:

(What are the basic learning intentions?)

to draw a plan
to find information about locality
to use Google Maps
to write a formal letter

Outcomes:

On successful completion of this unit the pupil will have

the ability to use Google Maps
the ability to use Internet search
the ability to transfer information to database
the ability to give information on locality

Tasks required for evidence of completion of lesson

presentation of information
upload material to Moodle
search results

Evaluation

was activity completed correctly?
pupil's own evaluation
pupil's comments on activity

All About Me – The World I Live In

1. We all have to live somewhere and that place is our home/community. Draw a plan of your house; start with 1 room and see what it looks like and then see if you can draw a plan of your house – your teacher will talk to you about plans and scales
2. Many people live in different types of dwelling. Use the computer to carry out an Internet search in order to compile a list of types of houses round the world
3. Carry out a survey of houses in your area – your teacher will talk through the details you may want to include
4. Transfer your information onto a database on the computer. Use this database to present the information in different ways
5. Go to the Main Street in your town and list all the types of shops that you have. Is there any type of shop/s that you do not have? Why do you think this is the case?
6. Use the Google Maps on the computer to look at your town. Draw Main Street as a guide for people visiting your town
7. What facilities are there in your town for young people? Write a letter to the local council outlining what facilities there are and asking for them to upgrade what young people have
8. As a result of your letter the council invite you along to meet them and tell you they are going to provide a new drop-in centre for teenagers. Write a letter of thanks to them
9. If money were no object, what sort of house would you live in? Design your house
10. Save your completed sheet and post it to the forum
11. Highlight your answer
I enjoyed this activity Yes ☐ No ☐
12. Type any comments you may have about this activity below

Curriculum Area: **Personal Social and Health Education**

Topic Title: **All About Me - My Personal File**

Teacher's Name:

Unit Description:
(What are the basic learning intentions?)

to describe family
to describe likes and dislikes
to describe hobbies
to describe holidays

Outcomes:

On successful completion of this unit the pupil will have

completed worksheets on different areas
described feelings – likes/dislikes
indicated choice
described holiday

Tasks required for evidence of completion of lesson

presentation of information
upload material to Moodle

Evaluation

was activity completed correctly?
pupil's own evaluation
pupil's comments on activity

All About Me – My Personal File

1. Complete your family file
2. Complete the list of your hobbies and give some examples of what you would like to do in the future
3. Fill in your favourite holiday destination
4. Fill in the list of school stuff
5. Save your completed sheet and post it to the forum

Family File

Who is in your family?

How many uncles and aunts do you have?

Their names?

How many cousins?

Their names?

How many grandparents?

Their names?

Where do they live?

How often do you see them?

a) all the time b) fairly often c) not often enough

Doin' Stuff

What's the best thing you like doing out of school?

Why?

What have you started and then given up because it was so boring?



Make a list of all the hobbies and stuff you do in your spare time:

Now make a list of all the stuff you'd like to try in the future:

HERE WE GO!

SCHOOL STUFF

**My Most Boring
Subject is**

School Finishes at

My Best Subject is

**The Name of my
School is**

**My Best Friend at
School is**

**I Travel to School
by**

My Best Teacher is

6. Highlight your answer

I enjoyed this activity

Yes ☐ No ☐

7. Type any comments you may have about
this activity below

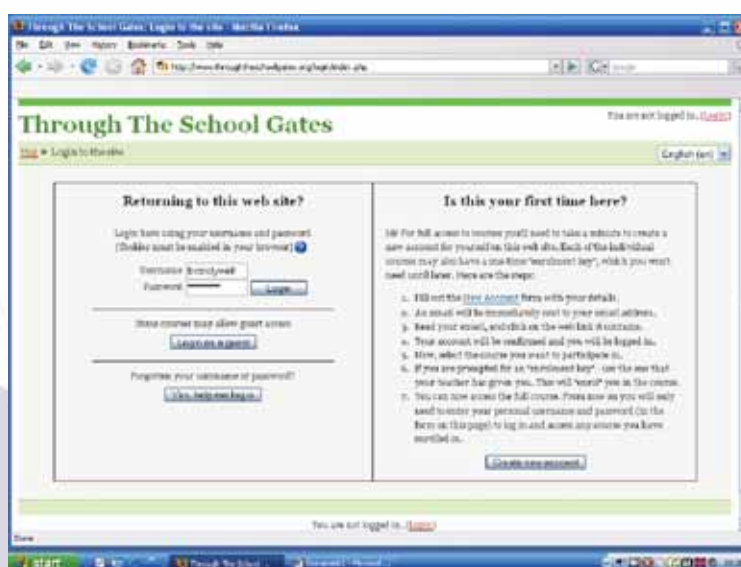
How to register on the www.throughtheschoolgates.org site:

Before you can register on the site you need two things. Firstly you need to have a username that is unique and appropriate for the site. Secondly you need a unique email address.

When you have both of these ready you can follow these simple instructions.



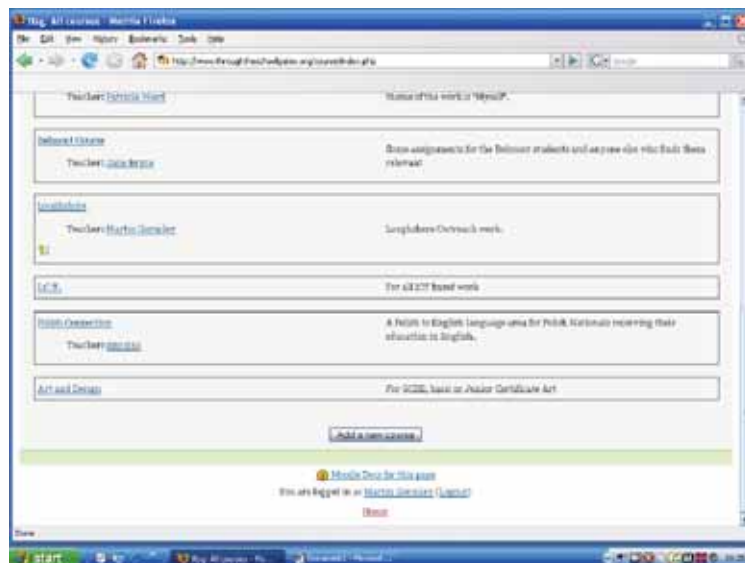
On the home page (above) click any link to bring you to the page below.



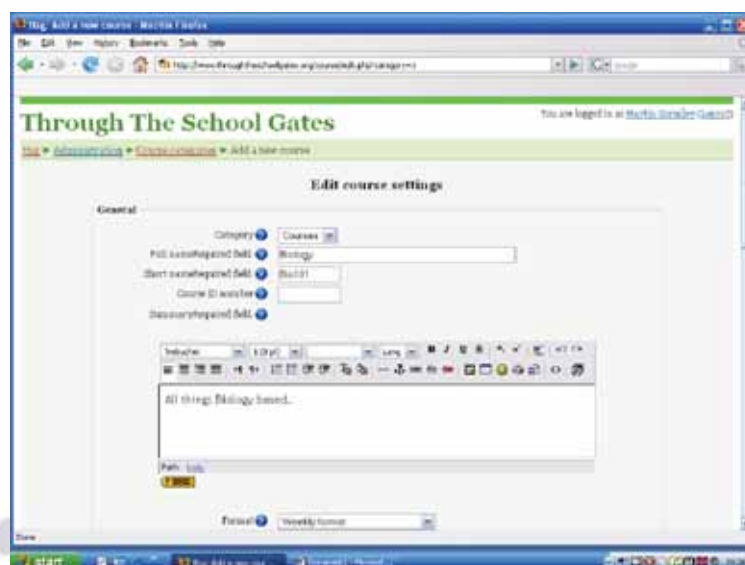
Click **'Create new account'**.



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Scroll down the page and you will see a button **'Add a new course'**. Click this to be taken to the next screen.



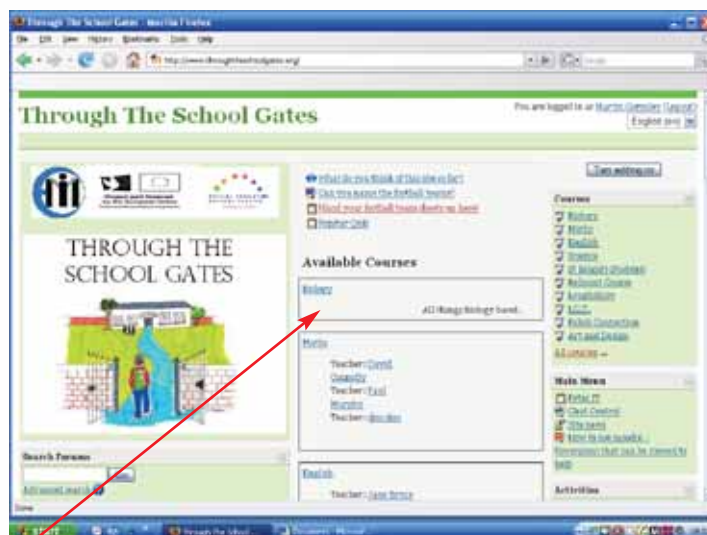
This page is where you enter all details about the new course. Give it a long name and a short name that will be easily identifiable. Give the course a short description and then scroll down the page and click the button **'save changes'**.

Within each course you will have to set roles for each person going to use it such as students and teachers.



Click on each individual role and assign a person to that role by highlighting their username and clicking the left arrow.

You've now created a new course which is accessible from the front page. In the image below you can now see the new course on the sites home page.



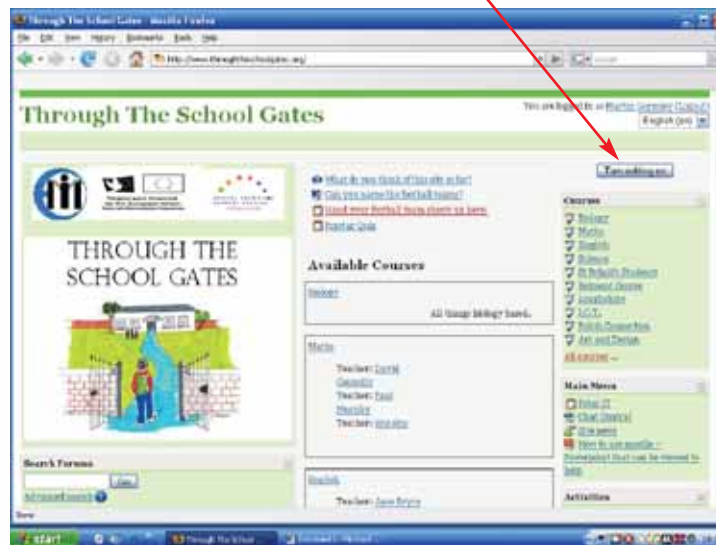
The new course is now displayed on the home page for users to use.

Adding a new resource:

Now that you have created a new course you will want to add some resources for students to access and use.

This can only be achieved by Course creators on the site.

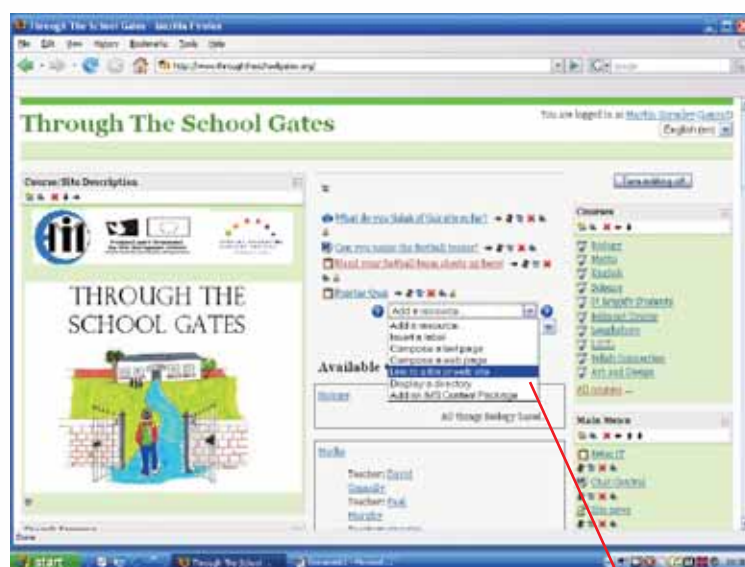
When you have logged onto the site you will see a button on the home page **'Turn editing on'**.



Click this button to change the home page into editing mode.

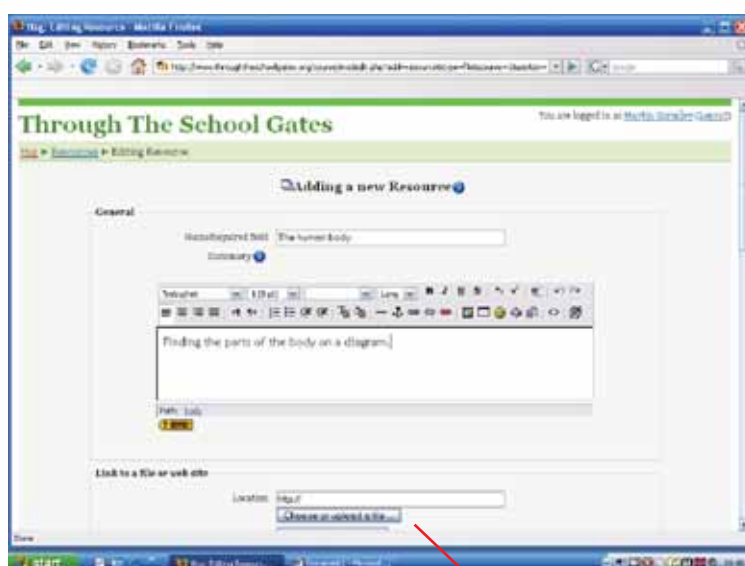


In this screen you will see two new options. Add a resource and add an assignment. Click the down arrow of the resource choice and you will see numerous choices.



For the purpose of this we will choose **'link to file or webpage'**.

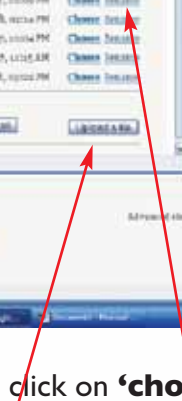
Highlight this option and then let go you the left mouse button to choose that option.
This will bring you to a new screen for adding your resource.



On this screen, as before give your resource a new name and a short description so the user can easily understand what it is trying to achieve.

To upload the new resource then click **'Choose or upload a file'**.

This will bring up the upload screen in a separate window.

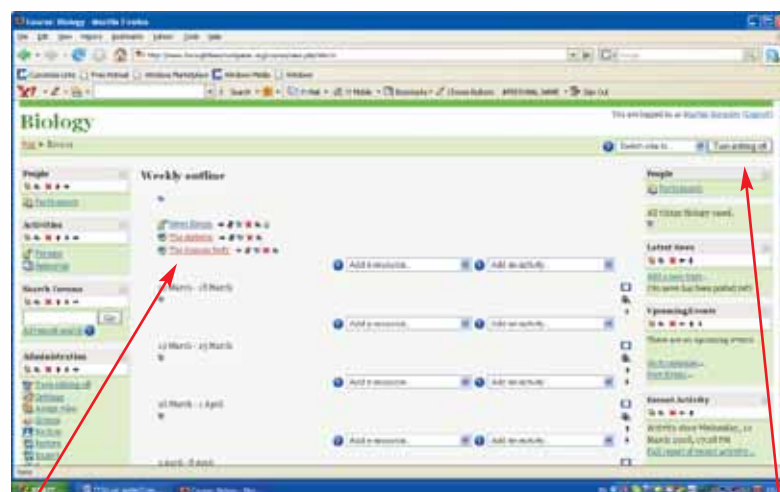


C

2

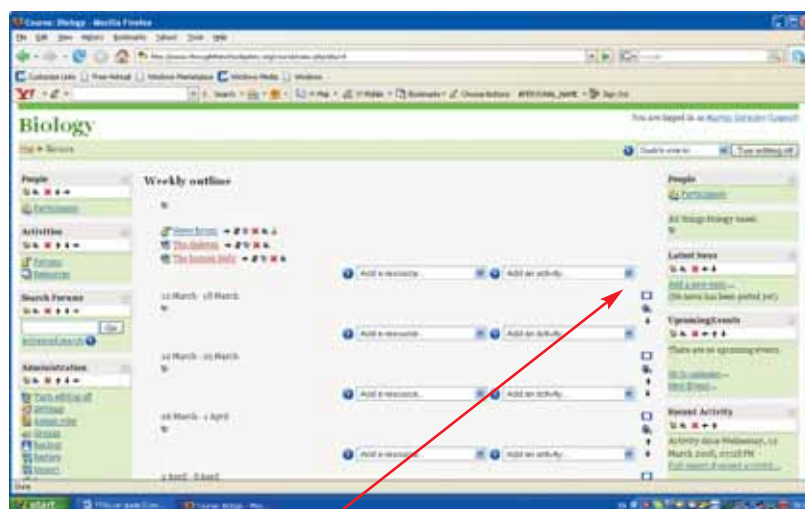


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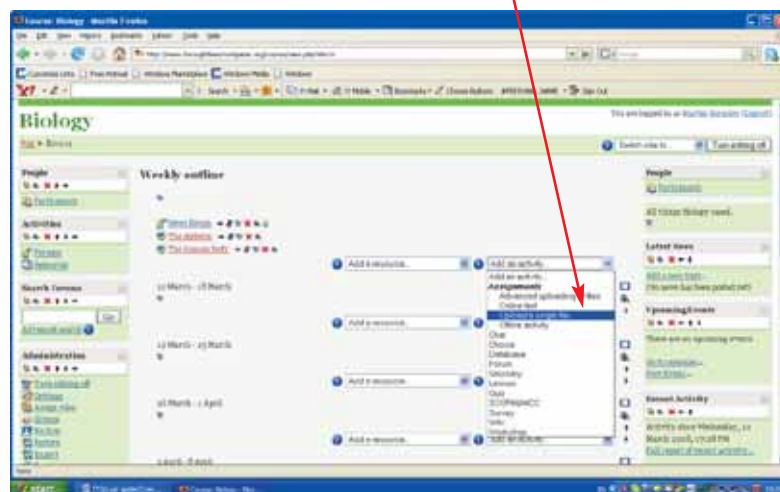
Your new resource will now be on your chosen course. Always click **'turn editing off'** when you have finished.

Adding a new assignment:

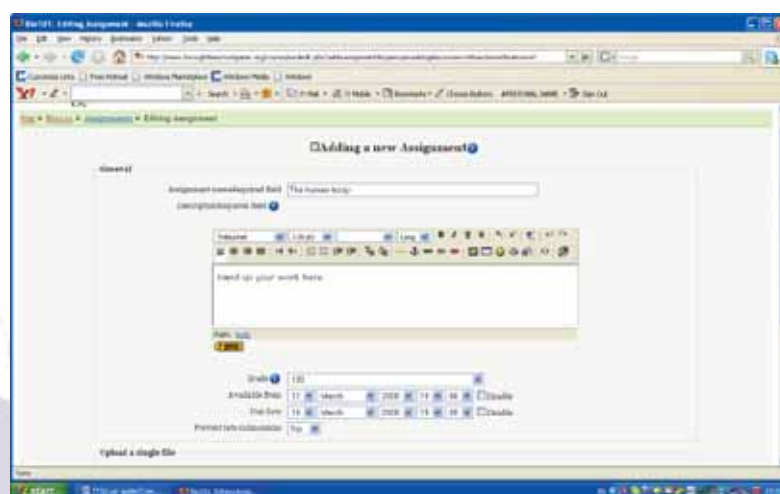


Click the down arrow **'add an activity'**. Here you will be greeted with a few choices. Firstly we will look at giving the pupil the opportunity to hand up their work.

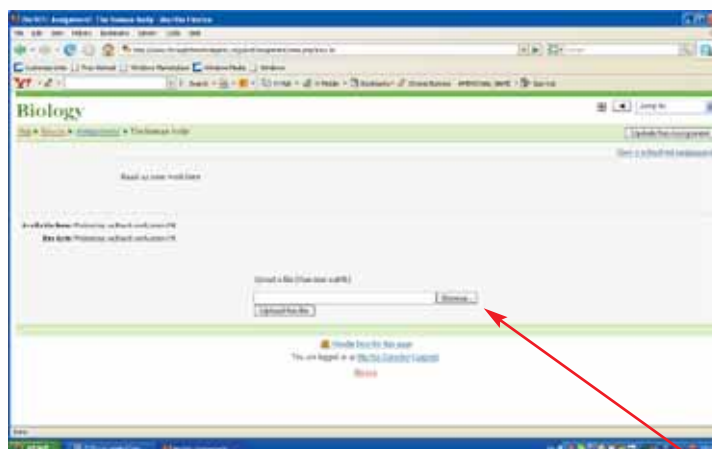
Choose **'upload a single file'**.



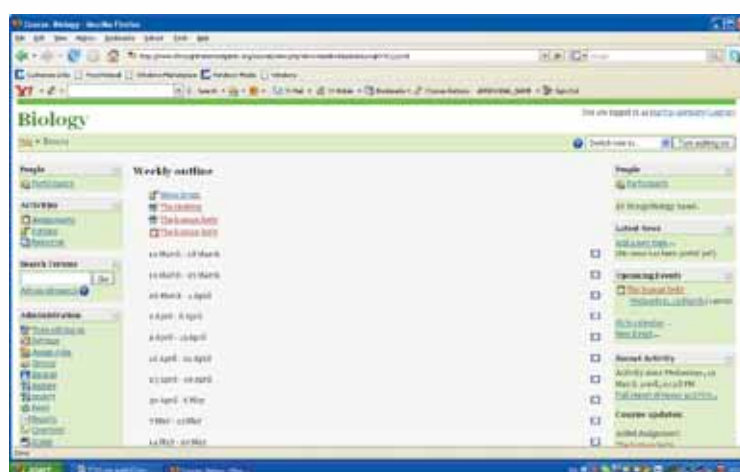
This will bring you to the screen that will able you to set up an area for the child to hand up their work.



Here you will be able to give your assignment a name and then set the time parameters for the child to hand up the work. Then simply click **'save changes'**.



Now a pupil can upload their finished work to the course using the browse facility.



Your new assignment has now been added to your course.

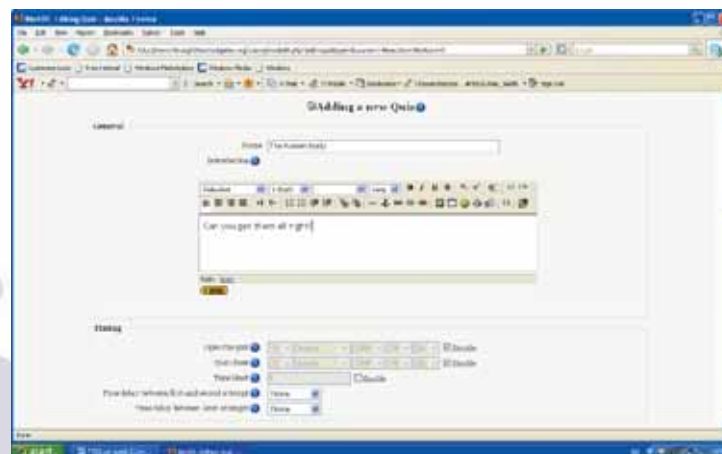
Remember to always turn editing off!

Adding a quiz:

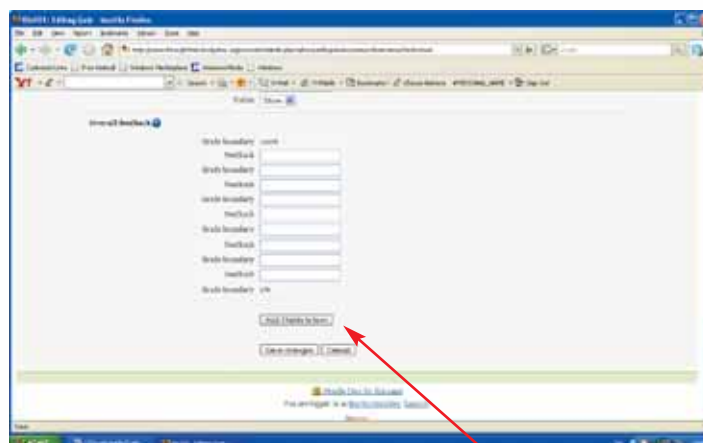


Choose your course from the homepage and then turn editing on.

Click the down arrow on the assignment tab and highlight **'quiz'**.

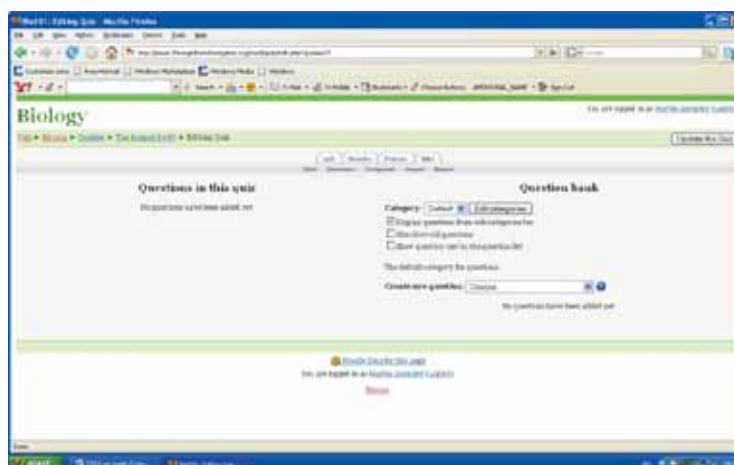


Give your quiz a name and description.



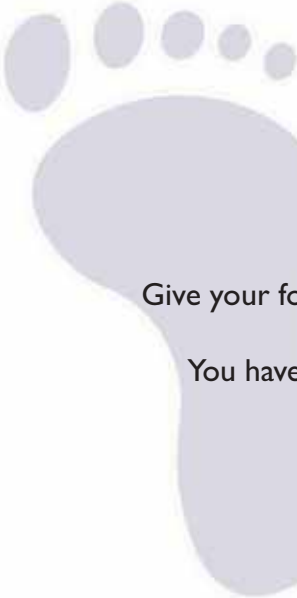
Add in the feedback scores and comments. You can add on extra feedback scores if needed by clicking the button **'add 3 fields to form'**.

When you are finished click **'save changes'**.

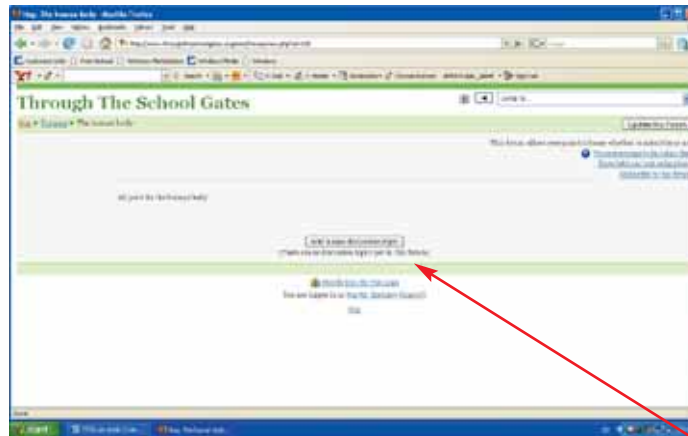


You now have the opportunity to add questions to your quiz. You can either add a current existing question or create a new question. Simply click **create new question** and follow all the on screen prompts.

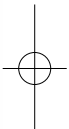
To add a current question to a new quiz click the left arrow and the quiz will then be moved to the quiz on the left. Do this with all you chosen questions and then click **'save changes'**.



You have now a new forum on the site for people to post information on.



Users will now be able to post comments to the forum by clicking the **'add a discussion topic'** button.



When the user clicks on the link, they are taken to the page for them to change their password.

These are some of the things you should do when you have a user who has lost their password.

Three points to remember

- Always turn off the password reset link when you have a user who has lost their password.
- Always put your password reset link in a secure place.
- Log off when you have finished.

Three points to always remember.

- I hope you find this guide helpful and there are always the video tutorials to help you if you ever get confused in future.



Testimonials from parents and teachers who have used this pack

Teachers

'It is so important to introduce structure to a child with Autism; this pack really helps at home.'

'I feel this pack helps reduce the anxieties parents have when their child starts school.'

'The home visits had a really positive reaction from parents.'


This pack builds trust between parents and teachers.'

Parents

'It was great to have teachers on our side.'

'It helped prepare him for school.'

'I felt it made me more aware of the learning ability in everyday tasks that we do in the home.'



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Section 3 Information About the Child	123
Section 4 Information About the School	135
Section 5 Structured Activities	137
Section 6 Going to School	140



The term autism is being used and is interchangeable with autistic spectrum disorders (ASD)

Autism

Coping with the Changes from Home to School

This pack has been designed by teachers and professionals who work with children who have autism. This pack has been used in schools and by parents and it works! Children with autism find changes in their routine a challenge. The aim of this pack is to help these children and their parents make the transition from home to school as smoothly as possible. Also, this pack is suitable for use with children with autism who may be moving between schools.

This pack is divided into six sections:

Section 1. Information on autism

This section provides information on autism and how children with autism can be helped

Section 2. Structure of meetings with parents

The professionals who designed this pack believe that meeting with parents and teachers of the school where a child with autism will be attending is a vital aid to transition. There are three meetings suggested and they are outlined in this section.

Section 3. Information about the child

Every child with autism has individual strengths and needs, and the process of transition is aided by building a picture of each child in collaboration with the individual child and his or her parents. Here you will find an example of the questionnaire which parents will fill in and of 'My Starting School' which is for parents to fill in with their child.

Section 4. Information about the school

Information about the school can also help prepare children for transition. With this in mind the pack provides teachers with examples of how to provide such information to parents and their children.

Section 5. Structured activities

Children with autism respond to structured activities. This section of the pack has five structured activities which can be used with children before they go to school. Teachers and/or key staff will show parents how to use these activities at home.

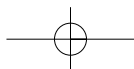
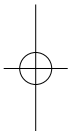
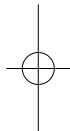
Section 6. Going to school

At the back of this pack you will find some useful tips and helpful advice on your child's experience of going to school. You will also find some tips and advice for yourself too!

Extras

The pack is accompanied by a DVD for parents giving advice on managing the child's transition to school and showing how the activities in the pack can be used at home.

All images are designed by a child with autism.





Section I:

Information on Autism

What is Autism?

Autism affects an individual's development, preventing individuals from properly understanding what they see, hear, and/or otherwise sense. This results in problems in communication, and behaviour and also in problems in social relationships. Individuals with autism have to be taught how to communicate and how to relate to people, objects, and events in appropriate ways.

There are three types of difficulties/differences which are referred to when discussing the definition of autism. In general terms they are:

- difficulties/differences with social interaction
- difficulties/differences with social communication
- difficulties/differences with social imagination and flexible thinking

These are commonly known as 'The Triad of Impairments'.

Autism is best considered as a disorder that ranges from mild to severe. Every person with autism is different: each individual has his/her own unique personality and will be affected by autism in varying ways.

We must remember that those with a significant learning difficulty may only be affected in a mild way by autism. On the other hand those with a high IQ (Intelligence Quotient) may be affected more severely by autistic features. How autism impacts on an individual may change throughout their life.

Difficulties with social imagination and flexible thinking inhibit the child's ability to anticipate and prepare for change. Consequently, children with autism find change and transition particularly difficult.

This pack aims to help and ease the transition of a child with autism from home to school, thus reducing the anxieties of the child and his or her parents.

What Causes Autism?

Autism is a neurodevelopmental disorder which affects the way the brain uses information. It is present from birth and its cause is unknown. Autism may indeed result from a combination of several causes. However, there are no environmental causes of autism.

How Common is Autism?

The latest National Autistic Society (UK) figures suggest 1 in 100 children have autism. This makes it one of the most common developmental disorders (conditions that cause children with them to develop differently from their peers). It is found throughout the world among all types of people. Four out of five people with autism are male.

What are the Characteristics of Autism?

The difficulties children with autism have in learning and using language, and in relating to people, along with the challenging behaviours children with autism may display, lead to common characteristics such as:

- Delays in language development: a child with autism may be slow to develop language or not develop it at all. Those who are not developing speech often communicate effectively by other means such as object, picture or word exchange. Those children who do have language may use it in odd manner: displaying peculiar speech patterns, repeating large chunks of favourite TV programmes, or using words differently from their normal meaning. Those who are able to communicate using language may use unusual metaphors (e.g. calling a sheep a 'cloud dog') or may speak with a distinctive tone
- Delays in understanding social relationships: the child with autism often avoids eye contact, resists being picked up, and seems to 'tune out' the world around him or her. As a consequence the child with autism may find it difficult to cooperate or play with other children. And he or she may find it difficult to develop friendships and to understand other people's feelings.
- Inconsistent patterns of sensory response: the child with autism may appear to be deaf at times and fail to respond to words or other sounds. At other times, the same child may be extremely distressed by an everyday noise such as a vacuum cleaner or a dog's barking or even the sound of a sweet being opened 100 yards away! The child may also show an apparent insensitivity to pain and may under-react, over-react or not react at all to cold or heat.
- Uneven patterns of intellectual functioning: the child with autism may have 'peak skills' – skills that stand out in relation to their overall ability – such as drawing, mathematical calculation, music, or excellent recall of facts. But the child will have difficulty applying skills in a practical manner.
- Marked restriction of activity and interests: the child with autism may perform the same body movements over and over again (e.g. rocking, spinning or twisting the body or flicking the hands). Some children may repeat patterns of behaviour by following the same route, the same order of dressing, or the same schedule everyday. If changes occur in these routines, the child with autism can become distressed.

How can Children with Autism be Helped?

Whilst there is no known cure, autism can be managed. Studies show that children with autism can progress significantly with proper instruction. At present the most effective methods appear to be educational. With the help of teachers and through the use of structured programmes by parents, children with autism can make great gains in functioning happily at home and in the community.

It is of course important that your child accesses the correct educational placement and this will depend on the needs of the individual child. You know your child best. Visit various educational settings and seek advice from professionals such as educational psychologists and teachers to help you make the best decision for your child.

(The above information is taken from The Report from the Task Force on Autism DES, 2001.)



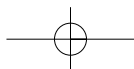
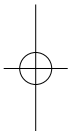
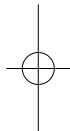
Section 2:

Structure of Meetings with Parents

The meetings with parents are as follows:

1. Parents come to school and meet teacher (and in Northern Ireland, the Special Educational Needs COordinator (SENCO)). Parents receive:
 - information on Autism
 - information pack on school
 - questionnaire gathering information on child, and 'My Starting School Booklet'
 - DVD
2. The teacher goes to the home to meet with the parents and discuss:
 - information gathering on child
 - structure activities of pack
 - transition targetsThe parents are given school specific DVD or photographs.
3. Parents and child come to the school and meet the class.

These meetings will help the parents and teachers decide on targets for the child's Individual Education Plan (IEP). If deemed necessary.





Section 3:

Information About the Child

(This information will help your child settle into school)

Name: _____

D.O. B.: _____

Address:

Phone Number:

Your child's playschool or other pre-school placement:

Your child's medical history

Your child's diagnosis:

Your child's diagnosis date:

Your child's Referral Team:

Does your child have any significant medical problems?

Is your child on any medication?

Does your child have any food allergies /special diet or food fads?

Are you using any other treatment services for your child?

Have any interventions or therapies been used with your child?

Your child's self help skills

Eating Habits:

Self Feeding: Yes ____ No ____

Dressing, washing and self care:

Toileting:

Sleeping Patterns:

Other issues:

Your child's communication skills

What kind of things does your child communicate about?

How does your child make his/her needs known?

What system of communication does your child use?

How easy is it to understand what he/she communicates?

Does your child communicate readily with?

- parents

- siblings

- other children

- other familiar adults

- strangers

Your child's interests

Does your child have any particular interests, obsessions or attachments?

What activities does he/she like doing?

What activities does he/she least like doing?

Does your child take part in any activities such as swimming, horse riding etc?

Does he/she watch T.V.?

Does he/she use a computer?

Your child's community participation

What places does your child like to go to and what activities does he/she like to do?

Has your child any fears about new situations or crowds (e.g. playground)?


Has your child any concept of danger?

What behaviour difficulties if any does your child have when taken out into the community?

Your child's emotional development

What behaviours does your child exhibit that are a cause for concern?

Has your child any particular fears or anxieties?



When your child is upset what do you do to reassure him/her?

What areas in your child's development most concern you at present?

Please complete the 'My Starting School Book' with your child and discuss it with the teacher.



MY STARTING SCHOOL BOOK

My Name is:



Photograph here

IN MY HOUSE LIVES

(Names of family members as recognised by your child, e.g. mummy – ‘mama’)



Photograph
and Name
Here

Photograph
and Name
Here

Photograph
and Name
Here

Photograph
and Name
Here



PETS IN OUR HOUSE



Photographs
Here

Photographs
Here

CHILDMINDERS AND OTHER FAMILIAR ADULTS

Photographs
Here



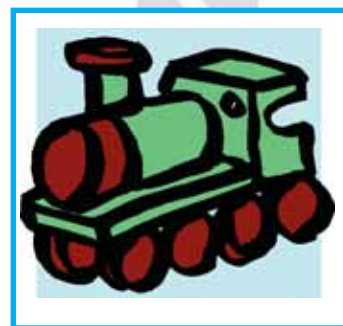
Photographs
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MY FAVOUTITE THINGS ARE...

E.g. Thomas the Tank Engine video,
farm book, my tractor,
playing hide and seek



Photographs
Here

Photographs
Here

THINGS I DISLIKE

These might include sensitivity to animals, clothing, colour,
eating, light, sleeping, smell or sound.

SITUATIONS I DISLIKE

These might include certain social settings or community situations, e.g. shopping centres, shops, travelling, waiting.

I MAKE MY NEEDS KNOWN BY

Looking

☐

Pointing

☐

Requesting

☐

Touching

☐

Own sounds

☐

Body movements

☐

Doing things for myself

☐

(please tick)



AT BREAK TIME I DRINK

Milk ☐

Juice ☐

Water ☐

Other ☐

(Please tick)



I USE A...

Lidded cup ☐

Tumbler ☐

(Please tick)

Beaker ☐

Straw ☐

Other ☐

MY FAVOURITE SNACKS ARE ...

AT DINNER TIME I EAT...



Puree foods ☐

(Please tick)

Mashed foods ☐

Semi-solids ☐

Solids

MY FAVOURTIE FOODS ARE...

I DISLIKE...

I USE

Knife ☐

Fork ☐

Spoon ☐

Fingers ☐

Adult help ☐

(Please tick)



I WEAR...

PULL-UPS ☐

PANTS ☐

PAMPERS

I use the toilet ☐

I use the potty ☐

I go at routine times ☐

I will indicate by gesture ☐

I will indicate by request ☐

I go independently ☐

I go with help ☐

(Please tick)



EQUIPMENT USED TO HELP ME

(Please underline and add details as necessary)

Lecky Chair

Wedge

Beanbag

Buggy

Nothing

Other

Any other relevant information

(e.g. medical conditions, allergies etc)

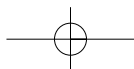
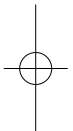
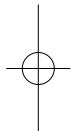
**Thank you for taking the time to give this information.
It will greatly assist us in settling your child into school.**



WHAT DO I NEED ON MY FIRST DAY?

- ✓ SPARE CLOTHES
- ✓ FACE CLOTH/SPONGE
- ✓ NAPPIES
- ✓ EXTRA PANTS
- ✓ TOOTHBRUSH AND PASTE
- ✓ COMFORTER
- ✓ BREAK MONEY
- ✓ MEDICINE
- ✓ TOILET BAG





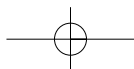
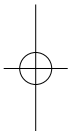
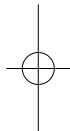


Section 4:

Information About the School

Parents will receive information about the child's new school from the school. They will also be given a copy of The School Booklet for their child.





Section 5:

Structured Activities

The pack contains five activities which can be done at home using the FIRST/THEN card. Teachers will explain to parents how to use the activities and the card.

Included are symbols to use at home; again teachers will explain how to use these. These activities can be made up from materials readily found around the home.

Activity 1: Table-Setting

Recommended resources:

Digital camera to take table-setting photograph

Materials

A4 photograph of table-setting with knife, fork, spoon and plate. Cut outs of cutlery and plate.



Objective

Match cut outs to photograph of table-setting in preparation to teach child how to set a table.

How to use

1. Remove all cut outs and place on table.
2. Put cut outs back on table-setting photograph.
3. Ask/support child to remove them again.
4. Put 3 pieces on table-setting photograph and invite child to put last piece on.
5. Repeat activity. Each time child puts more cut outs on table-setting photograph until child can independently put all items on it.

Activity 2: Linkets

Recommended resources:

Linkets and templates from Southpaws

Enterprises, <http://www.Southpawenterprises.com>

Materials

Template card/photo with coloured pattern of linkets on it. Corresponding coloured linkets.



Objectives

To be able to match linkets in same order as template.

How to use

1. Draw child's attention to the first linket on template and say, 'name the colour'.
2. Take corresponding linket out of box.
3. Draw child's attention to second linket on template and say, 'name the colour' and link the two.
4. Continue in this way until activity is completed.
5. Invite child to undo linkets.
6. Repeat activity
7. Place 4/5/6 linkets in chain and invite child to place last linket in chain.
8. Repeat activity. Each time, child places more links into chain until child can independently complete chain.

Activity 3: Pegs and Stickers

Materials

One plastic container and one set of coloured pegs.
Colour stickers matching pegs.

Objective

To match colour of pegs correctly to colour of stickers.
To open and close pegs.



How to use

1. Open box and place each peg onto matching colour sticker.
2. Ask/support child to remove pegs and place back into box.
3. Place all pegs onto stickers except the last one.
4. Invite child to put last peg in place.
5. Repeat activity. Each time, child places more pegs on stickers until child can independently put all pegs on correct colour.

Activity 4: Character Match

Recommended resources:

Download pictures from Internet using children's websites (always follow website rules on copyright use.)

Materials

A3 grid-board with four characters and Velcro on each quarter. Corresponding set of four character cards.



Objective

Match pictures on cards to pictures on grid-board.

How to use

1. Remove all cards and place on table.
 2. Match cards to grid-board one at a time, putting actions into words as you work.
 3. Ask/support child to remove them again.
 4. Place 3 cards on grid-board and invite child to place last card on grid-board.
 5. Repeat activity. Each time child places more of cards on grid-board until child can independently place all cards on grid.
 6. REPEAT ACTIVITY USING SMALLER PICTURE.
- (Depending on child, other cartoon images could be used, e.g. BobThe Builder.)

Activity 5: Pre-Writing

Recommended resources:

Rubbing and Embossing templates NES Arnold.
Email sales@findel-education.ie

Materials

One rubbing/embossing template
(or square of embossed wallpaper will do just as well).
One thick crayon.
Sheets of paper to match size of template.
Paperclip to hold paper on template.

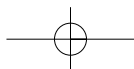
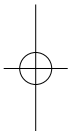
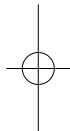


Objective

To rub crayon over paper to reproduce pattern on template.

How to use

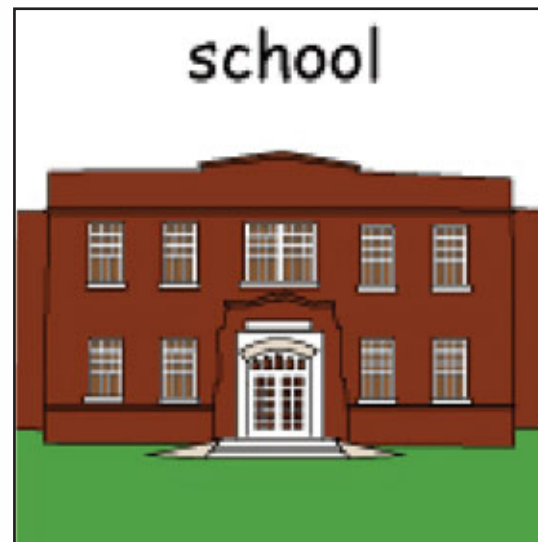
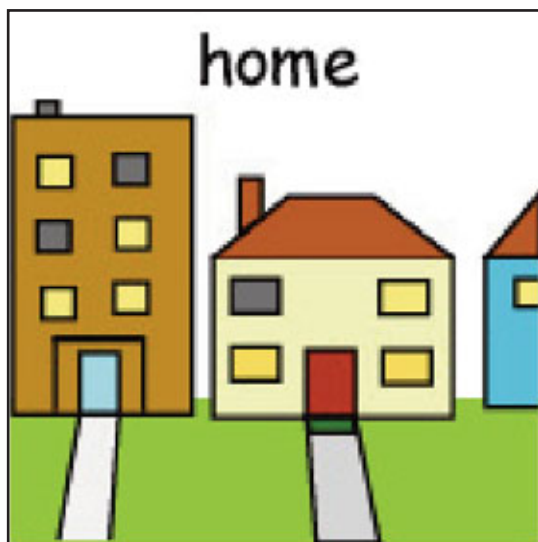
1. Cover template with paper and join the two with paper clip.
2. Pick up crayon and scribble across paper, covering the whole surface area of paper.
3. Show pattern on paper to child.
4. Remove paper and place clean sheet of paper over template.
5. Put crayon on table in front of child and invite child to pick up crayon.
6. Using hand on hand support, help child to colour surface of paper.
7. Withdraw hand on hand support as child becomes more confident.
8. Try using different sized and different coloured crayons and different templates.



Section 6:

Going to School

This pack is designed to make the transition from home to school, or from school to school as easy and stress-free as possible—both for you and your child with Autism.



Top Tips for Transitioning

Get a feel for the school, including information about
ALL aspects of school life

Visit the school and class—find out about
the approaches they use

Learn about autism and the
approaches available

Talk to your child

Talk to other parents

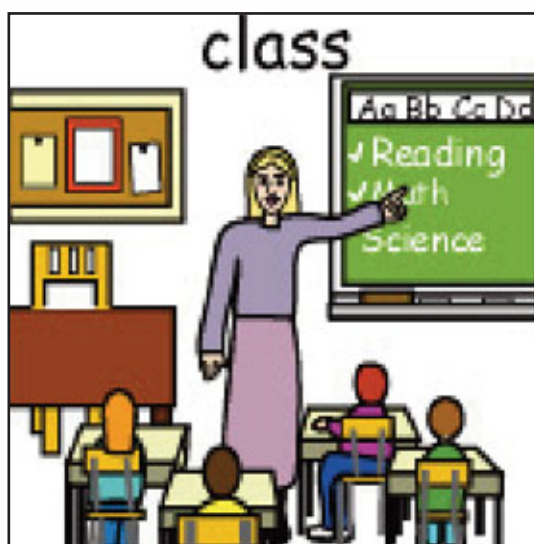
Use a visual approach as much as
possible—photos of staff, classroom etc

Take your child along to
see the classroom

Never be afraid to make a second or
third visit—good schools won't mind

Try to use any uniform or transport
provided from Day One

Keep good communication with the
teacher in the early days



Useful toys

Little children with Autism tend to play with toys in different ways from their peers. They often are calmed by doing repetitive things with them.

The following are ideas for “distractors” that might help calm an anxious child.

tangled toy



koosh



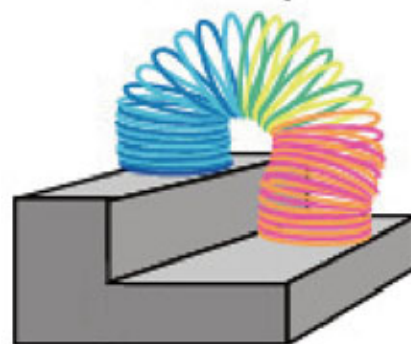
spring pen



eye ball



coil toy



First Day Worries

EATING

Many children with Autism are faddy about their food.

Most schools have healthy eating policies.

Don't worry—school staff can always find something your child will eat, but it may take a while to establish a good eating pattern in school.

Try to get them to eat a good breakfast!

TOILETING

It can take a child with an Autism longer to be ready for toilet training.

Make staff aware of your child's normal routine in the bathroom.

Nappies are not a problem!

You'll also get support when toilet training is appropriate.

If you are worried about either of these issues, please talk to the school.

They will have come across this problem many times!



Time for yourself?

The transition to school or between schools is a very stressful time.

This will especially be the case for the first preschool placement where there may be a bus journey involved.

We all want to spare our children unnecessary distress.

We know that children with Autism resist change, so some difficulties will be part and parcel of this process.

By following the tips and recommendations in this pack, we hope that you will be eased through this transition.

Now that you have some time—be good to yourself!

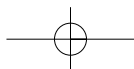
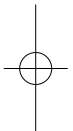
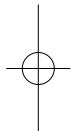
Go for a coffee, a facial, a round of golf or an extra hour in bed during school time.

You'll cope better with the post-school fall-out when you're rested and relaxed.

Still anxious? Get the name of a parent who have recently gone through a similar experience. Try the school or your local voluntary group.

coffee maker







Testimonials from parents and teachers who have used this pack

Teachers

'It is so important to introduce structure to a child with Autism; this pack really helps at home.'

'I feel this pack helps reduce the anxieties parents have when their child starts school.'

'The home visits had a really positive reaction from parents.'


This pack builds trust between parents and teachers.'

Parents

'It was great to have teachers on our side.'

'It helped prepare him for school.'

'I felt it made me more aware of the learning ability in everyday tasks that we do in the home.'



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Section 3 Information About the Child	151
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The term autism is being used and is interchangeable with autistic spectrum disorders (ASD)

Autism

Coping with the Changes from Home to School

This pack has been designed by teachers and professionals who work with children who have autism. This pack has been used in schools and by parents and it works! Children with autism find changes in their routine a challenge. The aim of this pack is to help these children and their parents make the transition from home to school as smoothly as possible. Also, this pack is suitable for children with autism who may be between schools.

This pack is divided into six sections:

Section 1. Information on autism

This section provides information on autism and how children with autism can be helped

Section 2. Structure of meetings with parents

The professionals who designed this pack believe that meeting with parents and teachers of the school where a child with autism will be attending is a vital aid to transition. There are three meetings suggested and they are outlined in this section.

Section 3. Information about the child

Every child with autism has individual strengths and needs, and the process of transition is aided by building a picture of each child in collaboration with the individual child and his or her parents. Here you will find an example of the questionnaire which parents will fill in and of 'My Starting School' which is for parents to fill in with their child.

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Information about the school can also help prepare children for transition with this in mind the pack provides teachers with examples of how to provide such information to parents and their children.

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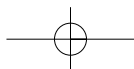
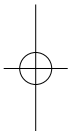
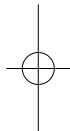
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All images are designed by a child with autism.





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The latest National Autistic Society (UK) figures suggest 1 in 100 children have autism. This makes it one of the most common developmental disorders (conditions that cause children with them to develop differently from their peers). It is found throughout the world among all types of people. Four out of five people with autism are male.

What are the Characteristics of Autism?

The difficulties children with autism have in learning and using language, and in relating to people, along with the challenging behaviours children with autism may display, lead to common characteristics such as:

- Delays in language development: a child with autism may be slow to develop language or not develop it at all. Those who are not developing speech often communicate effectively by other means such as object, picture or word exchange. Those children who do have language may use it in odd manner: displaying peculiar speech patterns, repeating large chunks of favourite TV programmes, or using words differently from their normal meaning. Those who are able to communicate using language may use unusual metaphors (e.g. calling a sheep a 'cloud dog') or may speak with a distinctive tone
- Delays in understanding social relationships: the child with autism often avoids eye contact, resists being picked up, and seems to 'tune out' the world around him or her. As a consequence the child with autism may find it difficult to cooperate or play with other children. And he or she may find it difficult to develop friendships and to understand other people's feelings.
- Inconsistent patterns of sensory response: the child with autism may appear to be deaf at times and fail to respond to words or other sounds. At other times, the same child may be extremely distressed by an everyday noise such as a vacuum cleaner or a dog's barking or even the sound of a sweet being opened 100 yards away! The child may also show an apparent insensitivity to pain and may under-react, over-react or not react at all to cold or heat.
- Uneven patterns of intellectual functioning: the child with autism may have 'peak skills' – skills that stand out in relation to their overall ability – such as drawing, mathematical calculation, music, or excellent recall of facts. But the child will have difficulty applying skills in a practical manner.
- Marked restriction of activity and interests: the child with autism may perform the same body movements over and over again (e.g. rocking, spinning or twisting the body or flicking the hands). Some children may repeat patterns of behaviour by following the same route, the same order of dressing, or the same schedule everyday. If changes occur in these routines, the child with autism can become distressed.

How can Children with Autism be Helped?

Whilst there is no known cure, autism can be managed. Studies show that children with autism can progress significantly with proper instruction. At present the most effective methods appear to be educational. With the help of teachers and through the use of structured programmes by parents, children with autism can make great gains in functioning happily at home and in the community.

It is of course important that your child accesses the correct educational placement and this will depend on the needs of the individual child. You know your child best. Visit various educational settings and seek advice from professionals such as educational psychologists and teachers to help you make the best decision for your child.

(The above information is taken from The Report from the Task Force on Autism DES, 2001.)



Section 2:

Structure of Meetings with Parents

The meetings with parents are as follows:

1. Parents come to school and meet teacher (and in Northern Ireland, the Special Educational Needs COordinator (SENCO)). Parents receive:
 - information on Autism
 - information pack on school
 - questionnaire gathering information on child, and 'My Starting School Booklet'
 - DVD
2. The teacher goes to the home to meet with the parents. Please refer to the school policy when visiting homes. Some teachers may feel an additional member of staff accompanying them on the home visit would be beneficial. It is recommended that teachers contact any other agencies dealing with the child to inform them that a transition is being put in place.

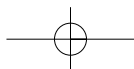
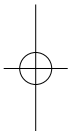
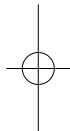
At the meeting the teacher/s and parents will discuss:

- information gathering on child
- structure activities of pack
- transition targets

The parents are given school specific DVD or photographs.

3. Parents and child come to the school and meet the class.

From these meetings a rich amount of information can be gleaned to help the child settle in school, to allay parental fears and to aid teachers in developing the child's Individual Education Plan.





Section 3:

Information About the Child

(This information will help your child settle into school)

Name: _____

D.O. B.: _____

Address:

Phone Number:

Your child's playschool or other pre-school placement:

Your child's medical history

Your child's diagnosis:

Your child's diagnosis date:

Your child's Referral Team:

Does your child have any significant medical problems?

Is your child on any medication?

Does your child have any food allergies /special diet or food fads?

Are you using any other treatment services for your child?

Have any interventions or therapies been used with your child?

Your child's self help skills

Eating Habits:

Self Feeding: Yes ____ No ____

Dressing, washing and self care:

Toileting:

Sleeping Patterns:

Other issues:

Your child's communication skills

What kind of things does your child communicate about?

How does your child make his/her needs known?

What system of communication does your child use?

How easy is it to understand what he/she communicates?

Does your child communicate readily with?

- parents

- siblings

- other children

- other familiar adults

- strangers

Your child's interests

Does your child have any particular interests, obsessions or attachments?

What activities does he/she like doing?

What activities does he/she least like doing?

Does your child take part in any activities such as swimming, horse riding etc?

Does he/she watch T.V.?

Does he/she use a computer?

Your child's community participation

What places does your child like to go to and what activities does he/she like to do?

Has your child any fears about new situations or crowds (e.g. playground)?

Has your child any concept of danger?

What behaviour difficulties if any does your child have when taken out into the community?

Your child's emotional development

What behaviours does your child exhibit that are a cause for concern?

Has your child any particular fears or anxieties?

When your child is upset what do you do to reassure him/her?

What areas in your child's development most concern you at present?

REINFORCEMENT INVENTORY

INSTRUCTIONS: The items in this questionnaire refer to things and experiences a person may enjoy. Check each item in the column that describes how much the person enjoys the things described. This will help discover what motivates a child with autism, and aid teaching.

DESCRIPTION OF POTENTIALLY REINFORCING EVENTS	NOT AT ALL	A LITTLE	A FAIR AMOUNT	MUCH	VERY MUCH
A. FOOD ITEMS					
1. SWEETS					
WHAT KIND?					
A.					
B.					
2. ICE CREAM					
WHAT KIND?					
A.					
B.					
3. CRISPS					
4. CAKE					
5. COOKIES					
6. NUTS					
7. DRINKS					
WHAT KIND?					
A.					
B.					
8. OTHER FOODS					
A.					
B.					
DESCRIPTION OF POTENTIALLY REINFORCING EVENTS	NOT AT ALL	A LITTLE	A FAIR AMOUNT	MUCH	VERY MUCH
B. TOYS AND PLAYTHINGS					
1. BICYCLE					
2. ERECTOR SET					
3. ELECTRIC TRAINS					
4. MAKE-UP AND DRESS-UP TOYS					
5. PLAYING WITH DOLLS					
6. RACING CARS					
7. SKATE BOARD					
8. OTHER TOYS					
FAVOURITE?					
A.					
B.					
C. ENTERTAINMENT					
1. WATCHING TELEVISION					
FAVOURITE PROGRAMMES?					
A.					
B.					
2. MOVIES					
3. LISTENING TO MUSIC					
FAVOURITE MOVIES/ARTISTS?					
A.					
B.					

D. SPORTS AND GAMES					
1. PLAYING FOOTBALL WITH KIDS					
2. PLAYING FOOTBALL WITH PARENTS					
3. BIKE RIDING					
4. COMPETITIVE GAMES					
5. COMPUTER GAMES					
6. FISHING					
7. HORSEBACK RIDING					

DESCRIPTION OF POTENTIALLY REINFORCING EVENTS	NOT AT ALL	A LITTLE	A FAIR AMOUNT	MUCH	VERY MUCH
8. PAINTING BY NUMBERS					
9. SKATING					
10. SKIING					
11. SWIMMING					
12. TENNIS					
13. VIDEO GAMES					
14. OTHER					
A.					
B.					
FAVOURITES?					
A.					
B.					
E. MUSIC / ARTS / CRAFTS					
1. PLAYING A MUSICAL INSTRUMENT					
TYPE?					
A.					
B.					
2. BUILDING MODELS					
3. DANCING					
4. DRAWING					
5. MUSICAL GROUP					
6. SINGING					
7. WORKING WITH CLAY					
8. WORKING WITH TOOLS					
9. OTHER					
A.					
B.					
F. EXCURSIONS / COMMUNITY					
1. AIRPLANE RIDE					
2. GOING FOR WALK					
3. GOING OUT TO DINNER					
4. GOING TO LIBRARY					
5. GOING TO SHOP (NAME)					

DESCRIPTION OF POTENTIALLY REINFORCING EVENTS	NOT AT ALL	A LITTLE	A FAIR AMOUNT	MUCH	VERY MUCH
6. GOING TO WORK WITH MOTHER / FATHER					
7. PICNIC					
8. RIDE IN CAR					
9. VACATION (WHERE?)					
10. VISIT A CITY (WHERE?)					
11. VISIT A FRIEND (WHO?)					
12. VISIT AMUSEMENT PARK					
13. VISIT A MUSEUM					
14. VISITING GRANDPARENTS OR RELATIVES					
15. VISIT TO BEACH					
16. OTHER					
A.					
B.					
6. SOCIAL INTERACTION					
1. BEING HUGGED AND KISSED BY FAMILY/FRIEND					
2. BEING PRAISED (BY WHOM?)					
A.					
B.					
3. BEING TICKLED					
4. GOING TO FRIENDS (WHOM?)					
A.					
B.					
5. GROUP ACTIVITIES (GIRL/BOY SCOUTS, CLUBS)					
6. HAPPY FACES, SMILES					
7. HAVING FRIENDS SLEEP OVER					
8. KIDDING AND JOKING					
9. PARTY FOR FRIENDS					
10. PLAYING WITH OTHERS (WHOM?)					
A.					

DESCRIPTION OF POTENTIALLY REINFORCING EVENTS	NOT AT ALL	A LITTLE	A FAIR AMOUNT	MUCH	VERY MUCH
11. SLEEPING AT FRIENDS HOUSE (WHOSE?)					
A.					
B.					
12. TAKING FRIENDS OUT					
13. TALKING WITH OTHERS					
14. OTHER					
A.					
B.					
H. ACADEMIC / CLASSROOM					
1. ARRANGE BULLETIN BOARD					
2. BEING READ TO					
3. CAFETERIA HELPER					
4. DOING HOMEWORK					
5. EXTRA BREAKTIME, FREE TIME					
6. GET A DRINK					
7. GOING TO SCHOOL					
8. HALL MONITOR					
9. HELPING TEACHER					
10. HELPING CHILDREN					
11. INDIVIDUAL CONFERENCE OR COUNSELLING					
12. LEAVE CLASS OR SCHOOL EARLY					
13. LINE MONITOR					
14. LISTEN TO RECORDS					
15. LOOKING AT BOOKS					
16. MATHS					
17. READ BOOK OF CHOICE					
18. READING					
19. RIDING BUS TO SCHOOL					
20. SPELLING					
21. TAKING PIANO LESSONS					
22. TEACH ANOTHER STUDENT					

DESCRIPTION OF POTENTIALLY REINFORCING EVENTS	NOT AT ALL	A LITTLE	A FAIR AMOUNT	MUCH	VERY MUCH
23. WRITE NOTES					
24. OTHER					
A.					
B.					
I. DOMESTIC ACTIVITIES					
1. BAKING					
2. COOKING					
3. EXEMPT FROM A TASK					
4. MAKING THE BED					
5. PREPARING A MENU					
6. REPAIRING OR BUILDING					
7. RUNNING ERRANDS					
8. SEWING					
9. SHOPPING					
10. SETTING THE TABLE					
11. WASHING / WORKING ON THE CAR					
12. WORKING IN THE YARD					
J. PERSONAL APPEARANCE					
1. DRESSING IN A COSTUME					
2. GETTING A HAIRCUT					
3. GETTING NEW CLOTHES					
4. HAVING PICTURE TAKEN					
5. MASSAGE					
6. PUTTING ON MAKE UP					
7. WEARING JEWELLERY					
8. WEARING OTHERS CLOTHING					
9. WEARING SPECIAL CLOTHES					
10. OTHER					
A.					
B.					
K. OTHER EVENTS AND ACTIVITIES					

DESCRIPTION OF POTENTIALLY REINFORCING EVENTS	NOT AT ALL	A LITTLE	A FAIR AMOUNT	MUCH	VERY MUCH
1. CHOOSING OWN BEDTIME					
2. DECORATING OWN ROOM					
3. EARNING MONEY					
4. EXTENDED BEDTIME					
5. FEEDING THE PET					
6. FRIEND TO EAT OVER					
7. HAVING A PET					
8. HAVING FREE TIME					
9. HAVING OR GOING TO A PARTY					
10. LISTENING TO STORIES					
11. NO NAGGING BY OTHERS					
12. PERIOD WITH NO MONITORING					
13. PLAN DAYS ACTIVITIES					
14. PUBLIC DISPLAY OF WORK OR PROGRESS					
15. SLEEPING LATE					
16.					
17. STAYING UP PAST BEDTIME					
18. TAKING A BATH OR SHOWER					
19. TALKING INTO A TAPE RECORDER					
20. OTHER					
A.					
B.					
L. SYMBOLIC REINFORCEMENTS					
1. 'CORRECT' MARKED ON A PAGE					
2. ACCUMULATION OF MARBLE/CHIPS					
3. CERTIFICATES					
4. GIFT CERTIFICATE					

DESCRIPTION OF POTENTIALLY REINFORCING EVENTS	NOT AT ALL	A LITTLE	A FAIR AMOUNT	MUCH	VERY MUCH
5. HAPPY /SMILING FACES					
6. MONEY					
7. NAME ON HONOR ROLL					
8. NUMBERS					
9. NUMBERS IN CHECK BOOK REGISTER					
10.PLAY MONEY					
11. POINTS					
12. SIGNATURES					
13. SPECIAL BADGES					
14. STARS ON A CHART					
15. OTHER					
A.					
B.					
M. OTHER					

List below those events or activities the person does more than:

5 TIMES A DAY	10 TIMES A DAY



Section 4:

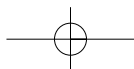
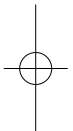
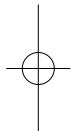
Information About the School

The School Booklet is contained on the CD and can be adapted by schools to suit their particular setting.

As every child with autism has different abilities it is important to adapt the resources to the child.

We recommend taking photos of the school environs and key staff and showing them to the child regularly so that they are familiar with the school.





Section 5:

Structured Activities

The pack contains activities which can be engaged in at home, using the FIRST/THEN card. These activities can be easily made from everyday materials found at home. Depending on the ability of the child, choose suitable activities and show parents how to use the FIRST/THEN card. We have included photos of the activities in the accompanying CD.

Some children may be at object level, so, depending on the ability of the child, teachers may have to adapt the activities. We recommend 'Tasks Galore' (see the list of recommended books for details), which gives lots of ideas for structured activities.

There are photos of the activities for parents to use on the FIRST/THEN card. There is an explanation on how to use the card on the reverse.

Included are key ring symbols to use at home; again there are explanations on how to use them on reverse.

In addition, there is a list of pre-reading and pre-writing activities which can be used at school or given as suggestions to parents to use at home.

Activity 1: Table-Setting

Recommended resources:

Digital camera to take table-setting photograph

Materials

A4 photograph of table-setting with knife, fork, spoon and plate. Cut outs of cutlery and plate.

Objective

Match cut outs to photograph of table-setting in preparation to teach child how to set a table.

How to use

1. Remove all cut outs and place on table.
2. Put cut outs back on table-setting photograph.
3. Ask/support child to remove them again.
4. Put 3 pieces on table-setting photograph and invite child to put last piece on.
5. Repeat activity. Each time child puts more cut outs on table-setting photograph until child can independently put all items on it.



Activity 2: Linkets

Recommended resources:

Linkets and templates from Southpaws

Enterprises, <http://www.Southpawenterprises.com>

Materials

Template card/photo with coloured pattern of linkets on it. Corresponding coloured linkets.



Objective

To be able to match linkets in same order as template.

How to use

1. Draw child's attention to the first linket on template and say, 'name the colour'.
2. Take corresponding linket out of box.
3. Draw child's attention to second linket on template and say, 'name the colour' and link the two.
4. Continue in this way until activity is completed.
5. Invite child to undo linkets.
6. Repeat activity
7. Place 4/5/6 linkets in chain and invite child to place last linket in chain.
8. Repeat activity. Each time, child places more links into chain until child can independently complete chain.

Activity 3: Pegs and Stickers

Materials

One plastic container and one set of coloured pegs.
Colour stickers matching pegs.

Objectives

To match colour of pegs correctly to colour of stickers.
To open and close pegs.



How to use

1. Open box and place each peg onto matching colour sticker.
2. Ask/support child to remove pegs and place back into box.
3. Place all pegs onto stickers except the last one.
4. Invite child to put last peg in place.
5. Repeat activity. Each time, child places more pegs on stickers until child can independently put all pegs on correct colour.

Activity 4: Character Match

Recommended resources:

Download pictures from Internet using children's websites (always follow website rules on copyright use.)

Materials

A3 grid-board with four characters and Velcro on each quarter. Corresponding set of four character cards.



Objective

Match pictures on cards to pictures on grid-board.

How to use

1. Remove all cards and place on table.
 2. Match cards to grid-board one at a time, putting actions into words as you work.
 3. Ask/support child to remove them again.
 4. Place 3 cards on grid-board and invite child to place last card on grid-board.
 5. Repeat activity. Each time child places more of cards on grid-board until child can independently place all cards on grid.
 6. REPEAT ACTIVITY USING SMALLER PICTURE.
- (Depending on child, other cartoon images could be used, e.g. BobThe Builder.)

Activity 5: Pre-Writing

Recommended resources:

Rubbing and Embossing templates NES Arnold.

Email sales@findel-education.ie

Materials

One rubbing/embossing template

(or square of embossed wallpaper will do just as well).

One thick crayon.

Sheets of paper to match size of template.

Paperclip to hold paper on template.



Objective

To rub crayon over paper to reproduce pattern on template.

How to use

1. Cover template with paper and join the two with paper clip.
2. Pick up crayon and scribble across paper, covering the whole surface area of paper.
3. Show pattern on paper to child.
4. Remove paper and place clean sheet of paper over template.
5. Put crayon on table in front of child and invite child to pick up crayon.
6. Using hand on hand support, help child to colour surface of paper.
7. Withdraw hand on hand support as child becomes more confident.
8. Try using different sized and different coloured crayons and different templates.

Here are some suggested activities to encourage pre-reading and pre-writing skills.

Pre-Reading Skills

Reading skills

- Engaging in shared reading activities
- Introducing the child to a Personal Reader
- Introducing the child to a Reading Scheme
- Matching groups of letters
- Matching letter to letter
- Reading comprehension through discussion – predicting a story, sequencing a story, retelling a story, concluding a story
- Recognition of words ('look and say' – flashcards)
- Story telling during 'News Time'
- Use of computer as a tool to develop reading skills
- Use of reading related workbooks (adapted to the level of the child's writing skills)
- Using flashcards to make words and sentences
- Using initial letters/sounds to help decode an unknown word
- Using letters to make words

Sound discrimination

- Ability to name the sounds of the letters of the alphabet
- Grading sounds
- Listening and responding through story and instruction
- Listening to and identifying environmental, animal, household, school, transport, and human sounds.
- Matching sounds
- Recognition of the sounds and characters of the letters of the alphabet

Tactile discrimination

- Display table of various textures
- Feely bag of texture
- Grading textures
- Pairing textures
- Sorting textures

Visual discrimination

- Exercises on 'what's missing?'
- Things that 'go together'
- 'What's wrong?' in a picture
- Sequencing a story using pictures.

Visual discrimination of colour

- Colour matching
- Colour naming
- Colour sorting

Visual discrimination of shape

- Cylinder blocks
- Geometric jigsaws and inset cards
- Red rods
- Shape boxes
- Sorting geometric shapes in 2D
- Sorting geometric shapes in 3D
- Sorting objects
- Using a mystery bag for shape discrimination

Visual discrimination of size

- Inset jigsaw
- Interlocking jigsaws
- Sorting exercises
- Tower building

Pre Writing Skills

- Attend to the markings made by sprinkling glitter/sand onto the painted shapes for child to feel and observe
- Chalk boards
- Clothes peg exercises
- Colour in large pictures with large strokes
- Colour over rippled cardboard
- Colour over textured surfaces
- Colour over the base Lego boards
- Computer drawing programmes
- Convert shapes into pictures
- Cutting exercises
- Draw around templates
- Draw between tramlines
- Draw circles, squares, diagonals and crosses
- Draw around stencils
- Engage in hand painting and finger painting
- Exercises with a variety of materials –grasping, holding, pulling, pushing, squeezing
- Explore different surfaces – hard/soft, hot/cold, rough/smooth
- Exploring various textures – beads, bubble wrap, clay, cotton wool, different consistencies of liquids, different fabrics, flour, pasta, playdough, sand, sandpaper, shaving foam, shaving gel, sponges
- Grasping and releasing objects
- Hand exercises
- Hand games –Five Little Fingers, Incy Wincy Spider, This Little Piggy, Tommy Thumb, Two Little Dickey Bird.
- Lacing cards
- Lifting lids off boxes and releasing; perhaps reward in box.
- Paint on textured paper
- Paint with water or coloured chalk on a blackboard.
- Participate in using drawing implements – bells attached to implements to increase awareness of them, brushes with foam on the handles, finger crayons, large-handled paint brushes
- Peg boards – large pegs, small pegs
- Pipette exercises
- Pouring exercises
- Pushing cars through sand
- Screwing and unscrewing bottle tops
- Screwing and unscrewing nuts and bolts
- See attached handout on additional hand exercises
- Stacking blocks
- Stacking rings
- The mystery bag
- Threading exercises – beads (small and large), buttons, spools
- Touch-screen computer
- Trace letters, numerals, shapes –on the floor, on the desk, on the blackboard, in the air: in flour, paint, powder, sand
- Tweezers exercises
- Use play dough to make letters, numerals and shapes.
- Use a tongs
- Walk mazes on the floor
- Walk on curved, straight and intertwining lines on the floor
- Walk the letters on the floor

Section 6:

Recommended Resources

With so much information available on autism it can be difficult for parents and carers to find what they really want. So with this in mind, the teachers and professionals have compiled a list of books and websites they have found to be of use

BOOKS

(ISBN = international standard book number used by bookshops to identify publications.)

1. Asperger Syndrome: What Teachers Need to Know
Author: Matt Winter Publisher: Jessica Kingsley
ISBN: 1843101432, (2003)
2. Asperger syndrome – practical strategies for the classroom:
A teacher's guide by Leicester City Council & Leicestershire County Council
Publisher: National Autistic Society
ISBN: 1899280018, (1998)
3. Autism the Facts
Author: Simon Baron-Cohen
Publisher: Oxford University Press
ISBN: 019850490X, (1993, new edition due 2008)
4. I have Autism What's that?
Authors: Kate Doherty, Paddy McNally and Eileen Sherrard
Publisher: National Autistic Society ISBN: 1899280790, (2000)
5. It Can Get Better... Dealing with common behaviour problems in young autistic children:
A Guide For Parents And Carers
Authors: Paul Dickinson and Liz Hannah
Publisher: National Autistic Society ISBN: 1899280030, (1998)
6. Tasks Galore Creative ideas for teachers, parents and therapists working with
exceptional children. Eckenrode L., Fennel P. and Hearsey K ISBN: 9781934226001, (2003)
7. Teaching young children with autistic spectrum disorders to learn:
A practical guide for parents and staff in mainstream schools
Author: Liz Hannah Publisher: National Autistic Society ISBN: 1899280322, (2002)
8. Understanding and Teaching Children with Autism
Authors: Rita Jordan and Stuart Powell
Publisher: John Wiley ISBN: 0471957143, (1995)
9. Visual Strategies For Improving Communication:
Practical Supports for School and Home
Author: Linda Hodgson
Publisher: Quirkroberts Pub ISBN: 0961678315, (1995)

Useful Websites

<http://www.education.ie/>

Department of Education and Science
(including information on the National Educational Psychological Service (NEPS))

<http://www.deni.gov.uk/>

Department of Education Northern Ireland

<http://www.abc.tcd.ie/>

Anti Bullying Centre Trinity College Dublin: aims to help people understand and deal with the problem of bullying.

<http://www.autismni.org/>

Autism NI (Parents And Professionals Autism (PAPA)) seeks to ensure that people with autism and their carers have access to appropriate services, enabling people with autism to be valued members of their community.

<http://www.bbc.co.uk/parenting/>

BBC parenting pages providing information for parents, from parents of babies to parents of teens

<http://www.barnardos.ie/>

Barnardos

<http://www.childrensrights.ie/>

Children's Rights Alliance aims to secure the changes required to ensure the implementation in Ireland of the principles and provisions of the Convention on the Rights of the Child.

<http://www.citizensinformation.ie/categories>

Citizens Information

<http://www.childrenareunbeatable.org.uk/>

Children Are Unbeatable! Alliance: campaigns for the UK to satisfy human rights obligations by modernising the law on assault to afford children the same protection as adults.

<http://www.ci-ni.org.uk/>

Children in Northern Ireland (CiNi) is the regional umbrella organisation for the children's sector in Northern Ireland. It provides information, training and support services to member organisations.

<http://www.childrenslawcentre.org/>

The Children's Law Centre increases public awareness and understanding of children's and young people's rights. They offer advice, information, training and research in this field.

<http://www.cafamily.org.uk/>

Contact a Family provides advice, information and support to the parents of disabled children – no matter what their child's disability or health condition.

<http://www.educatetogether.ie/>

Educate Together owes its origins to the movement to establish new multi-denominational primary schools.

<http://www.childline.org.uk/>

Childline: a free helpline for children and young people to talk about any problem.

<http://www.foras.ie/>

Foras Pátrúnachta na Scoileanna Lán-Ghaeilge Teo

<http://www.gaelscoileanna.ie/>

Gaelscoileanna

<http://www.gingerbreadni.org/>

Gingerbread NI offers advice and support for lone parents in Northern Ireland.

<http://www.home-start.org.uk/findus/northernireland/>

Home Start provides practical, home-based support for parents who have at least one child less than five years of age.

<http://www.ippa.ie/>

IPPA, the Early Childhood Organisation is the largest voluntary organisation working for young children and their families in Ireland. Its membership includes playgroups, parent and toddler groups, full day care groups, after-school and out-of-school groups and individual members.

<http://www.ispcc.ie/>

ISPCC, The Irish Society for the Prevention of Cruelty to Children

<http://www.kidsallergies.co.uk/>

Kid's Allergies: tips and advice on treating children's allergies.

<http://www.kidsdevelopment.co.uk/>

Kid's Development: information on kids' progress, behaviour, learning and thinking.

<http://www.mencap.org.uk/>

Mencap offers information, support and a range of services for children, young people and adults with a learning disability, and their families and carers.

<http://www.ncac.ie/>

National Children's Advisory Council: its mission is to make a difference to children and young people's lives, by making childhood and youth a more positive and enjoyable experience for everyone.

<http://www.ncse.ie/>

National Council for Special Education

<http://www.nas.org.uk/>

National Autistic Society

<http://www.ndcs.org.uk/>

National Deaf Children's Society provides advice, information and support for deaf children and young people, for their families, and for the professionals who work with them.

<http://www.netmums.com/>

Netmums: UK-wide network for mothers, which offers information and advice on what's happening in local areas.

<http://www.niccy.org/>

NICCY: website for the Northern Ireland Commissioner for Children and Young People, promoting and safeguarding the rights and interests of children and young people.

<http://www.npcpp.ie/>

National Parents Council Post Primary: new website under construction as of April 2008.

http://www.nicma.org/06/index_fs.php

Northern Ireland Childminding Association works to develop registered home-based childcare, and provides a range of services to support childminders, parents and children.

<http://www.ni4kids.com/>

Ni4kids: an online resource for families in Northern Ireland, offering ideas for fun things to do, as well as a directory of sources of help with family issues.

<http://www.oco.ie/>

Ombudsman for Children's Office exists to make sure that the government and other people who make decisions about young people really think about what is best for young people.

<http://www.parentline.ie/>

Parentline provides a completely confidential helpline for parents and guardians.

<http://www.paveepoint.ie/>

Pavee Point Travellers Centre promotes Traveller's human rights.

<http://www.parentlineplus.org.uk/>

Parentlineplus: a British charity that works with and for parents.

<http://www.rollercoaster.ie/>

Rollercoaster.ie offers support through pregnancy and parenthood.

<http://www.sdps.ie/>

School Development Planning Support (Primary) is dedicated to helping teachers, parents and boards of management in primary schools with planning the development of their schools.

<http://www.samaritans.org/>

Samaritans provide confidential, non-judgemental support, twenty-four hours a day, for people experiencing feelings of distress or despair, including those which could lead to suicide.

<http://www schooldays.ie/>

SchoolDays.ie is an online resource for parents and teachers.

<http://www.scoilnet.ie/>

Scoilnet, under the direction of the Department of Education and Science, provides educational resources for students, teachers, school managers and parents.

<http://www.tinylife.org.uk/>

Tiny Life (formerly Northern Ireland Mother and Baby Action) provides a range of support services for families who have experienced the birth of a baby that requires intensive or special care.

<http://www.womensaid.org.uk/>

Women's Aid offers advice, support and practical help for women and children facing domestic violence.

<http://www.youth.ie/>

National Youth Council of Ireland (NYCI): is a representative body for national voluntary youth organisations, which acts on issues that impact on young people.

Speech Therapy Websites

<http://www.afasic.org.uk/>

Afasic is the UK charity that helps children and young people with speech and communication difficulties, and their families and the professionals working with them.

<http://www.communicationmatters.org.uk/>

Communication Matters is a UK national charity concerned with augmentative and alternative communication needs (AAC, the use of signs, symbols, etc, instead of words) of people with complex communication needs.

<http://www.dyspraxiafoundation.org.uk/>

Dyspraxia Foundation UK: developmental dyspraxia is an impairment or immaturity of the organisation of movement. It is an immaturity in the way that the brain processes information, which results in messages not being properly or fully transmitted. The term dyspraxia comes from the word praxis, which means 'doing, acting'. Dyspraxia affects the planning of what to do and how to do it.

<http://www.findavoice.org.uk/>

Find a Voice supports children and adults with communication difficulties.

<http://www.ican.org.uk>

Ican, creating a world where children have the communication skills to be all they can be.

<http://www.rcslt.org/>

Royal College of Speech and Language Therapists.

www.talkingpoint.org.uk

ICAN's comprehensive information resources about children's communication development and disability, developed in collaboration with Afasic and the Royal College of Speech and Language Therapists.

Intellectual, Physical and Sensory Disabilities Websites

<http://www.accesswest.ie/>

Access West is a guide to services and supports for, and the rights of, people with disabilities in Galway, Mayo and Roscommon.

<http://www.aspire-irl.org/>

Aspire – the Asperger Syndrome Association of Ireland

<http://www.deaf.ie/>

Irish Deaf Society

<http://www.deafhear.ie/>

DeafHear (formerly National Association of Deaf People) has as its primary objective the promotion of the welfare of deaf people and their families in all aspects of life.

<http://www.downsyndrome.ie/>

Down's Syndrome Ireland

<http://www.enableireland.ie/>

Enable Ireland supports children with disabilities and their families and provides services in local communities throughout Ireland. Their expert teams work with the individual and family on a plan for each life stage.

<http://www.fightingblindness.ie/>

Fighting Blindness

<http://www.ihha.ie/>

Irish Hard of Hearing Association: website under reconstruction as of April 2008.

<http://www.ika.ie/>

Irish Kidney Association

<http://www.inclusion-europe.org/>

The European Association of Societies of Persons with Intellectual Disabilities and their Families

<http://www.iwa.ie/>

Irish Wheelchair Association

<http://www.larche.ie/>

L'Arche Ireland is a faith community and a voluntary agency that provides a service of support for people with intellectual disabilities. At its core is the relationship between persons who have an intellectual disability and those who choose to support them in community. L'Arche believes that this relationship is one that is mutually transformative, a sign of hope and a powerful witness in the world.

<http://www.mdi.ie/>

Muscular Dystrophy Ireland

<http://www.ncbi.ie/>

National Council for the Blind of Ireland provides practical support and services to people who are living with sight loss in Ireland.

<http://www.udel.edu/bkirby/asperger/>

O.A.S.I.S. Online ASperger Information and Support

Special Education Websites

<http://www.sess.ie/>

Special Education Support Service (SESS)

<http://www.babybumblebee.com/>

Baby BumbleBee provides parents and children with music, programmes, toys, etc that are appropriate for a child's earliest stages of development.

<http://www.circuitpublications.com/>

Circuit Publications develops products for speech and language pathologists.

<http://www.deaf.ie/>

Irish Deaf Society

<http://www.european-agency.org/>

European Agency for Development in Special Needs Education: established by member countries to act as their platform for collaboration in the field of special needs education.

<http://www.iatse.ie/>

Irish Association of Teachers in Special Education (IATSE)

<http://www.ilsa.ie/>

Irish Learning Support Association (ILSA) provides regular in-career professional development for its members.

<http://www.inclusion-international.org/>

Inclusion International: educational materials for parents.

<http://www.kidzfirstclinic.com/>

The KidzFirst Clinic: created by Consultant Speech & Language Therapist, Karen O'Connor, to treat children with communication difficulties, by combining speech & language therapy with other up-to-date techniques.

<http://www.ldonline.org/>

Learning Disabilities Online: seeks to help children reach their full potential by providing accurate and up-to-date information and advice about learning disabilities.

www.namhi.ie

National Association for Mental Handicap in Ireland (NAMHI)

<http://www.ncbi.ie/>

The National Council for the Blind of Ireland provides practical support and services to people who are living with sight loss in Ireland.

<http://www.nda.ie/>

National Disability Authority (NDA) provides independent expert advice to the government on policy and practice on disability issues.

<http://www.outsidetheboxlearning.com/>

Outsidetheboxlearning provides teacher resources to promote inclusive life-long learning for all abilities

<http://www.parentsplus.ie/>

Parents Plus is a charity committed to researching and developing educational materials for parents and children and to providing support to professionals working with children and families in the community.

<http://www.polyxo.com/>

Polyxo.com is a resource for parents, professionals, or anyone interested in teaching children with autism or other related developmental disorders. It provides examples of social stories.

<http://www.teacch.com/>

Division TEACCH: part of the Dept of Psychiatry at the University of North Carolina. TEACCH is a service, a training, and a research program for children of all ages and skill levels with autism.

<http://www.thechildrensclinic.ie/>

The Children's Clinic, Gorey, Co. Wexford, provides comprehensive evaluations and individual treatment plans for children with a variety of developmental disabilities and associated learning and behavioural difficulties.

<http://www.thesoundlearningcentre.co.uk/>

The Sound Learning Centre helps children with learning, sensory, developmental and emotional difficulties reach their full potential, by offering programmes and therapies.

Voluntary Organisation Forum and Link Websites

<http://www.able.ie/eypdlinks.nsf>

2003 European Year of Disabilities provides links to Irish Disability Organisations.

<http://www.activelink.ie/ce/>

Community Exchange provides an online forum and email bulletin for non-profit organisations to promote their work.

<http://www.cidb.ie/comhairlevcs.nsf>

The Citizens Advice Board provides this database as a resource for the voluntary and community sector in Ireland.

http://www.fedvol.ie/useful_links/category.asp?LCID=66

National Federation of Voluntary Bodies

Toyshops and Bookshops Online

<http://www.amazon.co.uk/>

<http://www.babybumblebee.com/>

<http://www.brightminds.co.uk/>

<http://clipart.disneysites.com/>

<http://www.dk.com/>

<http://www.do2learn.com/>

<http://www.enchantedlearning.com/>

<http://images.google.com/>

<http://www.granada-learning.com/>

<http://www.inclusive.co.uk/index.shtml>

<http://www.jkp.com/>

<http://www.kidzfirstclinic.com/>

<http://www.learningspaceni.co.uk/>

<http://www.orchardtoys.com/>

<http://www.redhouse.co.uk/>

<http://www.shoeboxtasks.com/>

<http://www.thebookpeople.co.uk/>

<http://www.thebookpeople.ie/>

<http://www.thesoundlearningcentre.co.uk/>

<http://www.outsidetheboxlearning.com/>

<http://www.usborne.com/>

