**Specialist Children’s Services**

**Attention Levels and Strategies**

**(based on Cooper, Moodley and Reynell, 1978)**

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| **Attention Level** | **Effect on Language** | **Strategies** | **Level achieved?** ✓/x |
| |  | | --- | | **Level 1:** 0-1 year Child very distractible. Attention fleeting. | | |  | | --- | | Child cannot attend to what you say | | * Discover child's motivators * Incorporate into preferred activity, eg, dinosaurs in sand tray/dinosaur colouring sheet/Thomas books in reading corner |  |
| |  | | --- | | **Level 2:** 1-2 years Child can attend to own choice of activity for a longer period of time but cuts self off from everything else | | |  | | --- | | Your speech interferes with the activity the child is doing. Child needs to ignore you to concentrate | | |  | | --- | | * Give child time to complete own choice of activity * Gain child's attention by calling their name and/or touching | |  |
| |  | | --- | | **Level 3:** 2-3 years Still single channelled attention but begins to attend to adults. | | |  | | --- | | Child can listen if he stops activity and looks at adult. Needs adult help to do this. | | |  | | --- | | * Call child's name before speaking | |  |
| |  | | --- | | **Level 4:** 3-4 years Single channelled but more easily controlled | | |  | | --- | | Child looks automatically when adult speaks. Can shift attention from task to speaker | | |  | | --- | | * Tell child it's time to listen * You could tell the child that they can carry on working whilst listening to you – practice skill using a colouring activity | |  |
| |  | | --- | | **Level 6:** 5-6 years Integrated attention well established | | |  | | --- | | Child listens and attends well in class. | |  |  |

**If possible please tick the appropriate level for the child.**

**Reference**

Ashley Andrews, Tracey Corbett, Stella Edwards, Liz Royall and Jos Sharp. Speech and Language Therapists. Nottinghamshire County TPCT NHS. After,

Cooper, J., Moodley, M. and Reynell, J. (1978) *Helping Language Development: A Developmental Programme for Children with Early Learning Handicaps.* London: Edward Arnold