**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 |
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|  **Level 1:** 0-1 year Child very distractible. Attention fleeting.  |

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|  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
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|  **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  |

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|  Your speech interferes with the activity the child is doing. Child needs to ignore you to concentrate  |

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| * Give child time to complete own choice of activity
* Gain child's attention by calling their name and/or touching
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|  **Level 3:** 2-3 years Still single channelled attention but begins to attend to adults. |

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|  Child can listen if he stops activity and looks at adult. Needs adult help to do this.  |

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| * Call child's name before speaking
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|  **Level 4:** 3-4 years Single channelled but more easily controlled  |

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|  Child looks automatically when adult speaks. Can shift attention from task to speaker  |

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| * 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
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|  **Level 6:** 5-6 years Integrated attention well established  |

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|  Child listens and attends well in class. |

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**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