

#### **Following Instructions**

- Ask the child to follow instructions that involve moving around the classroom or the school e.g. "Go and take the register to the office and then take this note to class 2."
- Play games where the child is the teacher and gives either you or another child in the group directions to follow. You can do this by drawing a 'map' on a piece of paper. Give all the children a map. Take turns to give directions e.g. draw a blue line up to the shop then turn left along the road and stop at the library.
- Alternatively, play 'Simon Says' type games which have instructions such as; 'turn round, pat your head, and sit down'
- You can also give instructions during games using small world play (e.g. dolls house, Playmobil) for example: 'Put baby in the bath and turn on the taps'
- Create situations where the child has to give you instructions, for example:
  - Making sandwiches
  - Making pictures with sticky paper
  - Changing a dolly's clothes
  - Making an electrical circuit

#### **Same/similarities**

- Introduce pictures that are identical vs. not identical. Ask the children to point to/circle pictures that are the same.
- Explain that 'same' can mean that things look, feel, behave exactly like one another but also that it can describe smaller details of an object.

#### **What else...?**

- Begin by checking the child can identify an object by function/characteristic (e.g. "Which one do we eat with?" and "Which one do we wash with?")
- Practice grouping objects/items of vocabulary into categories (e.g. things you wear versus things you drive). Ask the child to sort objects/words on card (if appropriate) into the two groups. Ask the child to then pick out something on request (e.g. 'show me something you drive') then gradually make it more difficult (e.g. 'show me something you drive and has 4 wheels'; 'show me something you wear but only when it's cold).

### Sequencing

- Give the child a set of pictures to sequence. This should initially be situations that they are familiar with such as; having a bath, getting a haircut, school lunchtime etc.
  - Talk about each picture in a random order.
  - Put the pictures on the table.
  - Point clearly on the table to the left of the child and ask, 'which picture comes first?'
  - Encourage the child to select the next picture
  - Once all the pictures are in the order, the child tells the story.
  - Repeat the story to provide a good model of expressive language.
- You can make your own sequences that are relevant to the child using digital photos, or you can use commercially available packs. It's important the child understands sequencing language 'first', and 'then', 'then what happens', 'last'.
- Encourage learning of sequences by setting an obstacle activity:
  - Demonstrate order of obstacles e.g. climb through hoop, throw beanbag into bucket, hop on the spot then knock the skittles down. Adult shows pictures of each step as a prompt. Each child does series of obstacles following the order of the pictures.
  - Children can then think of their own sequence of actions and order pictures accordingly for others to follow.

### Making Predictions

- When the child is able to make and understand sequences of pictures, start to leave out the last picture. See if the child can predict what might happen next. You may need to offer 'forced alternatives' e.g. "does he put his coat or sunglasses on?"
- You can also use everyday situations to make predictions such as;
  - Reading a book together.
  - Watching a favourite DVD.
  - What's going to happen next during everyday situations.
  - Encourage the child to predict what others may do next e.g. what will the teacher do next.

### **What might they say?**

- Using dolls/teddies/small world toys, adult acts out a simple sequence (e.g. "Dolly is looking for some food and adult explains that the doll is hungry, what might doll say?"). Model responses if the child can't think of any (e.g. "I'm hungry", "Can I have some food please?")
- Extend sequences to be more complex e.g. "a boy wants to cook something for his dinner, so he goes to the shop and asks the shopkeeper for something, what could he say?" (e.g. "Hello, can I have some carrots please?" "Where are the potatoes?").

### **Understanding emotions**

- Help the child to start to put themselves in other people's shoes. Help them understand what they might be feeling. Start with real life situations where something is actually happening or has just happened. Explain the other person's point of view and how they might feel.
- Gradually move on to:
  - Role play
  - Small world play
  - Describing situations that could occur and asking the child about each person's perspective
  - Using pictures of situations and asking the child about each person's perspective.
- Initially you may need to model answers or offer forced alternatives. For an older child you may be able to use pictures and add to them speech or thoughts bubbles.