**Intervention Programme**

Tasks should be completed in a quiet room with minimal distraction. Please aim to do each task repeatedly for 3 – 5 minutes; a total time of 10-15 minutes. We are hoping to find out whether this is the best way for the child to learn.

Task 1 – numbers to 5.

1. Use bricks and a cuddly toy (in this case I called the toy Ben). Get a pile of bricks with at least five of each colour – four colours.

* Say “ give Ben **2** bricks” – child to count out the right amount of bricks and give them to Ben.
* Repeat with different numbers and do each number from 1 to 5 at least twice. Do not do them in numerical order so she cannot rely on knowing what is expected or rote learning.

2. Adult give Ben the bricks – say “how many bricks has Ben got?” child has to count the bricks. Again do in random order at least twice.

3.Adult to place five piles of bricks on table. Put in colour groups. Say to Maisie – “how many yellow bricks?”, “how many blue bricks?”. Do each one at least twice in random order.

For third round include the colours – “show me 5 blue bricks”. Ask Maisie to tell you what you have – “Maisie what have I got?” Maisie to model “you have got four yellow bricks” (adult can model sentence and prompt with verbal or visual cues).

**Task 2 – prepositions.** Maisie knows **in** and has some accuracy with **under** and **on.**

**Use bricks and a box with a lid.**

1. Adult place the bricks in positions around the box then ask the question “where is it?” and help Maisie to model:

“it’s **behind** the box”

“it’s **in** the box”

“it’s **on** the box”

“it’s **under** the box”

“it’s **next to** the box”

“It’s **in front of** the box”

Adult can use verbal and physical prompts to cue her in at first.

2. Maisie to put the bricks in a position and then help her to tell Ben where it is – “Ben, it’s in front of the box”. Do each position at least twice.

3. Put bricks around the box, one in each position. Ask Maisie “Can you get the one that is **behind** the box?” She must get the brick and hand it to you saying “this one was **behind** the box”

Do each position at least twice.

Task 3 – vocabulary linked to size.

Use a set of familiar objects – dolls would be logical – use three to start then four, then five. Have different sizes of doll that can be ordered in terms of being smaller / bigger. Describe the dolls – who is the biggest? Who is the smallest? Take one away, who is the smallest now? Line them up repeatedly, then stand them up – now who is the biggest? (It should be the same but this varies the task slightly). Now put them to bed – we cannot see them – can you remember who was the biggest? Look under the blankets to check…

Model sentences using the dolls’ names – Jane is bigger than Susie; Susie is smaller than Jane; Jane is the biggest etc

Recording sheet - please note the following:

Date:

Time of day:

Duration of task:

Level of cooperation / motivation

How did she do? Note level of accuracy, reliance on prompts, successes or difficulties.

Task 1

Task 2

Task 3