

## Bucket Time Progression Document

### Intent

Within an environment specifically adapted to increase concentration, we intend to provide a progressive enhancement designed to support attention and interaction. Bucket Time (Attention Autism) is a prescriptive approach that supports the skills and developmental needs of each child at an individual level to improve joint attention, encourage spontaneous interaction, increase non-verbal and verbal communication, build a wealth and depth of vocabulary and to have fun!

### Implementation

The following Planning progression outlines the activities which sit within the escalating expectations within the stages of Bucket Time;

Objectives	Activity ideas	
<b>Stage 1</b>		
<ul style="list-style-type: none"> <li>• Alerts to object by body stilling Reactive response eg searching, eye-gazing Locating, reaching.</li> <li>• Able to focus for a series of 3 objects, that lasts 2 minutes total</li> <li>• Able to focus for a series of objects, that lasts 5-10 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Wind up toys</li> <li>• Light wands</li> <li>• Fans</li> <li>• Bubbles</li> <li>• Noisy hammer</li> <li>• Ocean drum</li> <li>• Squeezy pig</li> <li>• Air rocket</li> <li>• Balloon blow</li> <li>• Spinning top</li> <li>• Jiggle ball</li> <li>• Squishy toys</li> <li>• Spring</li> <li>• Rainbow ribbon</li> </ul>	<ul style="list-style-type: none"> <li>• Jack in a box</li> <li>• Party popper</li> <li>• Party blower</li> <li>• Yoyo</li> <li>• Pop up toy</li> <li>• Snow globe</li> <li>• Whistle</li> <li>• Instruments</li> <li>• Animal noise maker</li> <li>• Light balls</li> <li>• Swivel wand</li> <li>• Parachute man</li> <li>• Helicopter</li> <li>• Foam rocket</li> </ul>
	<ul style="list-style-type: none"> <li>• Rattle</li> </ul>	<ul style="list-style-type: none"> <li>• Bouncy balls</li> </ul>



	<ul style="list-style-type: none"> <li>• Wavy snake</li> <li>• Pull back cars</li> <li>• Push down cars</li> <li>• Jumping frogs</li> </ul>	<ul style="list-style-type: none"> <li>• Walking animals</li> <li>• Puppets</li> <li>• Torch projector</li> </ul>
<b>Stage 2</b>		
<ul style="list-style-type: none"> <li>• Able to focus and sustain attention to one activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Flour shaking-shadows or stencils</li> <li>• Shaving foam volcano-flowerpots</li> <li>• Shaving foam splat</li> <li>• Paint splat</li> <li>• Printing- footprints, cars, patterns</li> <li>• Vinegar/fizzing volcano reactions</li> <li>• Marble painting</li> <li>• Rolling down pip</li> <li>• Rice/small lentils/stones on xylophone</li> <li>• Objects (duck, car etc) down a drain pipe into water etc</li> <li>• Spinning top with paint</li> <li>• Paining with water on sugar paper</li> <li>• Paint splat cotton pads- paint place between pads, hit with hammer to splat</li> </ul>	<ul style="list-style-type: none"> <li>• Rainbow sponge painting</li> <li>• Bubble snake</li> <li>• Flour sandcastles</li> <li>• Paper towel magic</li> <li>• Seasons tree paint</li> <li>• Coloured bubble pop</li> <li>• Flour snake-draw into flour</li> <li>• Plastic cup launcher</li> <li>• Powder/salt lines-black paper, cup with hole-sprinkles out</li> <li>• Slime oobleck mix with paint</li> <li>• Wax rubbings</li> <li>• Magic balloon- vinegar and baking soda in bottle, balloon over lid</li> <li>• Magic potions- water and food colouring- colour mixing</li> </ul>

	<ul style="list-style-type: none"> <li>• Flour in sand moulds</li> <li>• Funny faces with shapes</li> <li>• Glue reveal- glue picture with glitter sprinkle</li> <li>• Sand shift secret- sieve sand to find hidden treasure</li> </ul>	<ul style="list-style-type: none"> <li>• Worm painting- wool dipped in paint, drag over paper</li> <li>• Bouncy balls in paint</li> <li>• Bubble wrap printing- bubble wrap creates patterns</li> </ul>
<b>Stage 3</b>		
<ul style="list-style-type: none"> <li>• Able to wait briefly to go first on adult invitation, whilst sustaining attention for the activity overall</li> <li>• Able to watch peer group taking turns for the duration of the activity</li> <li>• Able to tolerate not having a turn</li> <li>• Able to return to their seat independently after their turn and refocus attention on the group</li> <li>• Able to tolerate turn taking in structured group activities</li> </ul>	<ul style="list-style-type: none"> <li>• Playdough-make and copy</li> <li>• Printing</li> <li>• Walking on the moon</li> <li>• 3 pigs house build</li> <li>• Leap frog numbers</li> <li>• Teddy faces- make a face</li> <li>• Mixing angel delight</li> <li>• Round and round the garden</li> <li>• Jack in a box</li> <li>• Shaving foam splat- take turns</li> </ul>	<ul style="list-style-type: none"> <li>• Water pistol/spray bottle painting</li> <li>• Balloon bombs- filled balloons (flour/paint) take turns to pop</li> <li>• Skittles-regular or plastic cups</li> <li>• Cotton pad splat</li> <li>• Bear hunt walk trays- alternative beach walk</li> <li>• Row row row you boat- big box for boat</li> </ul>
<b>Stage 4</b>		
<ul style="list-style-type: none"> <li>• Able to focus attention and sustain it for a demonstration, remember that information during and reproduce it in an independent activity</li> <li>• Able to shift attention from activity back to the group</li> </ul>	<ul style="list-style-type: none"> <li>• Copy me building- lego/wooden blocks pattern</li> <li>• Printing patterns</li> <li>• Playdough creatures</li> </ul>	<ul style="list-style-type: none"> <li>• Matching game- colour/shape</li> <li>• CD, fish/flower- hanging decoration</li> </ul>

<ul style="list-style-type: none"> <li>• Able to reproduce demonstrated activity independently to the group</li> </ul>	<ul style="list-style-type: none"> <li>• Gingerbread men – decorate</li> <li>• Make a rocket- card tube, decorate and count down</li> <li>• Paper plate faces- portait</li> </ul>	<ul style="list-style-type: none"> <li>• Threading- make bird feeder with cheerio's and pipe cleaner</li> <li>• Plant a seed</li> <li>• Shape pictures</li> </ul>
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### Impact

Coherently planned and sequenced sessions over time will lead to children making progress through the stages of the intervention. Identified children are assessed termly to show their levels of progress. Children will show increased levels of concentration and interaction in self-chosen and adult-led activities in preparation for their next stage of schooling.