

Nottingham Children's Speech and Language Therapy
Attention Levels and Strategies
(ref: Cooper, Moodley and Reynell)

Attention Level	Effect on Language	Strategies
Level 1: 0-1 year Child very distractible. Attention fleeting.	Child cannot attend to what you say	<ul style="list-style-type: none"> ■ Discover child's motivators ■ Incorporate into preferred activity
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	<ul style="list-style-type: none"> ■ 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	<ul style="list-style-type: none"> ■ Call child's name before speaking, ■ Encourage in child's preferred activity dinosaurs in sand tray/ colouring sheets/Thomas books in reading corner
Level 4: 3-4 years Single channelled but more easily controlled	Child looks automatically when adult speaks. Can shift attention from task to speaker	<ul style="list-style-type: none"> ■ 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 5: 4-5 years Integrated attention for short periods of time	Child no longer needs to look up when adult speaks. Can listen at the same time as working or playing.	<ul style="list-style-type: none"> ■ Praise for good listening
Level 6: 5-6 years Integrated attention well established	Child listens and attends well in class	