

## **How to include a child in an activity group**

Many years our experience has shown, how difficult it is to get children interested in new, targeted activities. It makes it harder for children with non-speaking or having emotional and behavioral disorders. As a rule, all the children in the group are invited to work orally, invite you, we suggest you take measures and prepare for the activities. But there are those who do not feel like us and do not react. What to do? We can not drag if the child does not want to do and this is inappropriate and prohibited.

We used ISAAD LT therapists' practical recommendations to interest the child and achieve our intended goal. In a particular case, we wanted the child to go along with all the plastilines.

### **Step 1**

The carton with plasticine should be brought closer to the child and shown to him. A child is interested in a carton containing plasticine. Then we invite you to go together and sit at the table to engage in activities. But the child's one with new activities can not be left out, he needs to work and carry out the task we have set. At that time, we pay more attention to the child as long as he carries out what we have been striving for. The child can do very little work, for example. Only drop 1 ball, or attach only 1 piece of paper.

Our goal will be achieved because the child already: 1) sat down at the table and 2) looked what we were showing 3) he himself took a piece of plasticine in his hands and 4) made several balls. Next time maybe he will sit down much longer. For the work done, we must encourage the child and enjoy it together. It is best to apply social rewards, for example: honors, handshakes. A reward may also be a child's favorite activity, a toy. In rare cases, rewards may be food.

The same goes for food at breakfast, lunch or dinner. If the child does not want to sit at the table, we bring him food and shows. Then we invite you to go together. It's possible that one day the child will magically go to the table, and the next day, if the food does not like it, or the child will feel bad, then he will not spit on the table. It takes time, patience and knowledge.

### **Step 2**

When we find that a child engages in activities, seeing things, things or food, the next step may be the use of pictures.

In order to achieve the task of the child, for example sketched, painted, or eaten, instead of real measures, you can show a picture - with plasticine, with glues, with food, and thus invite the child to work.

### **Child involvement strategy:**

- Destination Goal.
- Forecast of activity.
- Choice of tools that will appeal to the child.
- Selection of pictures.
- Child involvement.
- Working with the child.
- The reward.