

## Cognitive Area

Activities to be carried out in the group or the classroom to encourage the development of certain skills.

### Matching

**Aims:** To recognize and match the same images.

**Skills involved:** Sitting; paying attention and recognizing the same images.

**Description:** Arrange the images in an orderly manner in front of the pupil, with the corresponding image sheet. The number of images depends on the level of abstraction and the recognition skills of the pupil.

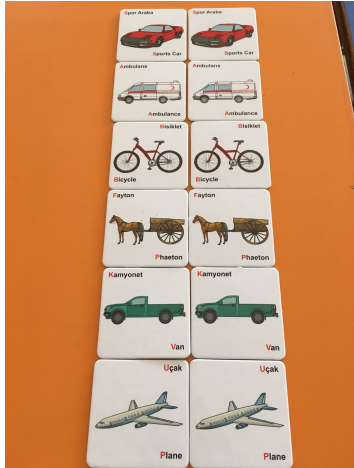
The student is invited to observe the individual images, take the card and place it on the same image of the sheet.



### Recognition of shadow images



## One to one matching skills with objects

Aim	Gaining matching skills
Description	The teacher puts twelve vehicle cards wozily in front of the student and instruct him <b>“Match”</b> , the teacher waits for the student to finish matching. At the end of the activity emotional prompt is given because he has done entire matching correctly.
Example	

## FRUITS

Aims: Fruit recognition (strawberry, apple, pear, banana).

Familiarization and differentiation of fruits. Characteristics of the fruits concerned.

In front of the student are placed cards with depicted fruit apple, banana, pear, strawberry. The student is asked to point out the names of the therapist named by the therapist. In difficulty, he helps with his hand. In the second task the student is given a puzzle of three parts of each fruit. The aim is to arrange the puzzle individually, to hear the name of the fetus by the therapist.

Didactic materials: fruit card memories, puzzle of three pieces of fruit, wooden and plastic fruit.

Expected results: Recognize fruits strawberry, apple, pear, banana.

Instruction: Fruit is set before you. Give me the red apple, give me the yellow banana, give me the red strawberry, give me the yellow pear.

The action follows the award support. (good, very good). The prize is initially given after each correct indication of the fruit concerned.

Expected behavior: The student gives the fruit-named by the therapist. The task is done with help from the therapist holding the student's hand.

I show with a gesture again.

C - After action- support- award: (thank you, great, smile), food, drinks, visuals, touch, activities (tablet games, video), sound (playing with a tool).

The prize is given initially after each correct action, after some time we give it only when necessary until the reward finally falls.

Repeat the steps until the child performs the task alone. Follow specific, brief instructions.

Prepared by special Teacher - \_Ist –IVth grade students



## BASIC GROUPS OF ANIMALS

Aims:

**To distinguish basic groups of animals.**

**- Learn to group on the basis of similar external features.**

**- Enrich the vocabulary (passive, active) with generic concepts**

Task description:

The worksheet contains groups of animals and an empty box to place a picture in the group. Each group is marked with a color circle and a number that will serve as a tooltip. A set of pictures of animals marked with a color circle and the number of the respective group of animals to which they refer. The pupil should place the animal in the appropriate group of animals - Insects, Pisces, Amphibians, Reptiles, Birds, Mammals.

Instruction, behavior, result.

Instruction:

Place the animal (picture) in the group of animals to which it belongs!

Behavior:

The action is demonstrated. The instruction is repeated, prompting the child to take the picture and indicate the place where it should be placed.

When performed, he receives a stimulus (food, favorite activity, toy, and later only praise).

After learning the action by placing a picture-animal on the first group, similarly repeat the disturbances for the other groups of animals.

Result:

Goals are considered to have been achieved when the child only puts the animal pictures to the respective group under a given instruction. It uses pictures of different animals and links them to the group.

Prepared by special Teacher - \_Ist –IVth grade students



### **Memory development. Find the same picture.**

1. The pupil is instructed to pay close attention to the pictures.
2. The pupil is asked if he has unfamiliar pictures.
3. The teacher arranges and turns the pictures over.
4. The pupil is given the instruction to find the pairs of similar pictures.



### **Dominos. Find the same picture**

1. The pupil is instructed to pay close attention to the pictures.
2. After the instruction is given he must find the pairs of similar pictures.
3. The pupil is given an example and after that he works independently.



**Other examples: Introduction to animals, to zoo animals**



## Colour Matching

**Aims:** The proposed activity aims to recognize and match figures based on colour.

**Description:** The pupil must insert the style of the same colour into the individual boxes. One card will be provided at a time.

Initially we will demonstrate how to do the task and then we will ask him to do it.



**Other examples:**

**Embedment through recognition of colours**



# Colours Matching

To recognize the main colours (blue, red, green, yellow).

This tool is intended for visual perception and attention development. The child is offered to select an item – a color according to the example, compare the color of the objects, find the color indicated, and recognize the color from the eye. The child who takes the colored cards must put the card on that colored card, such as the item. (For example, the "**Red umbrella**" card is on red card, "**Yellow gloves**" - yellow card), etc.

This tool is used in accordance with the principles of the ABA methodology.

In order for the child to complete the task, you need to do the following actions:

- A- instruction
- B- behavior
- C- award (reward)

A – I say " Take the yellow gloves and place on a yellow card " (I show a gesture (with finger) - child must react in a couple of seconds);

B- Child gives it, if he does not give it – I prompt - I will show with the child's hand;

Show a gesture (with finger) again.

C – After action-reinforcement-reward: (thanks, great, smile), food, drinks, visual, touches, activities (board games, video), sound (whistle).

The reward is given initially after each work done, after a while we give it only by chance, until we are finally leaving.

Repeat steps until the child performs the task independently. Follow specific, short instructions.

Prepared by special-preschool group teacher.

„Colours“ photo 1



„Colours“ photo 2

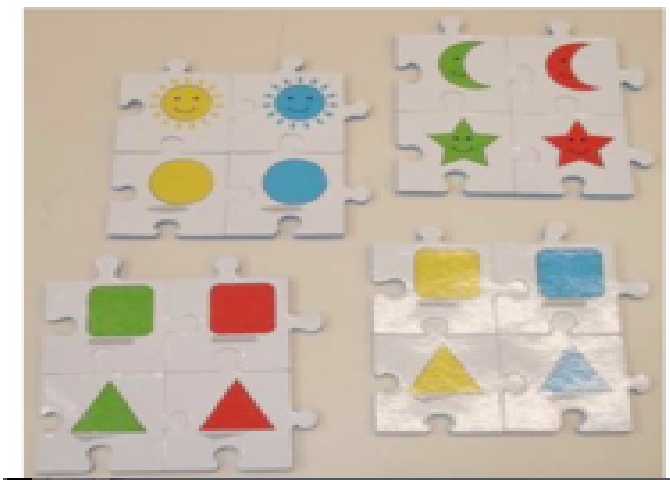




## **Classification: Shape, colour, object**

Aims: Developing the ability to make logical associations in the student, leading him to work on attention and concentration.

Moreover, it contributes to the lexical enrichment through the naming of the figures and the categorization of the different forms of the joints.



### **Interlocking games of different shapes**

Description: the student is encouraged with clear and simple commands to observe different forms and identify the right forms of the various tiles.

Initially, it is necessary to help the student to guide the hand by putting behind him, and then the help can be reduced to favor greater autonomy in the work.





**Other examples:**



**Juxta positioning by form and colour**



**Embedment of shapes**

## CLASSIFICATION OF FABRICS

### Recognition of major fabrics

Description: This tool is used for visual and sensory perception of the major types of fabrics through which fine motorics are developed. Students are offered samples of different materials - wool, cotton, natural and artificial to recognize the assortments of fabrics used to make different types of garments:

A) Instruction - I demonstrate the performance of the performance and give the samples by telling him to touch the articles with his fingers so that he can establish what type of tissue he is.

B) The student starts working on the instruction, but because of his unstable attention it is necessary to repeatedly feel the sample and help establish the type of fabric.

C) After the action gets support - thanks, great, smile, touches, listening to music.

Prepared by Teacher at classes for professional education - 9<sup>th</sup> grade



## BIG/Small

Aims: Recognizing the different sizes.

Description: Use motivating objects for the pupil and help him to observe the different sizes. Show him various objects equal in the subject but of different sizes.

Help the student with the gesture to deliver first the big one and then the small one:

"Give me the big cow" and then "Give me the little cow".

Later the task can be made more complex:

-"Give me the little donkey"- and then -"Give me the big cow"-

Or:

-"Give me first the big donkey and then the little cow"- and so on.



### Other examples Embedment by size

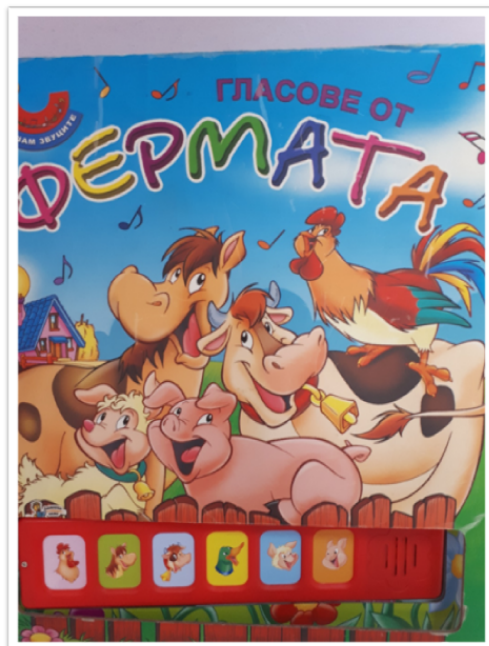


## Listening and understanding

Aims: Understanding of a simple story, recognition of the named images and association animal-animal sound.

Developing the attention span.

Description: The pupil listens to a short story and then is invited to observe the animals on a visual support and to find the sound of the corresponding animal.



## Visual – didactic measure „Full wardrobe“

Clothes and footwear recognize with visual assistance.

During the observation, we observe, what are the clothes when it is hot and cold; why do we wear clothes and put on shoes. What are the clothes of boys and girls; they name them; Kids take the card to indicate what is drawn. Pictures of "Clothes", "Footwear" are selected and put into the "Wardrobe".

This tool is used in accordance with the principles of the ABA methodology.

In order for the child to complete the task, you need to do the following:

- A- instruction
- B- behavior
- C- award (reward)

A – I say "Take a skirt" (I show a gesture (with finger) - child must react in a couple of seconds);

B – Child gives it, if he does not give up - I will show with the child's hand;  
Show a gesture (with finger) again.

C – After action-reinforcement-reward: (thanks, great, smile), food, drinks, visual, touches, activities (board games, video), sound (whistle).

The reward is given initially after each work done, after a while we give it only by chance, until we are finally leaving.

Prepared by special group teacher.

„Full wardrobe“ photo 1



„Full wardrobe“ photo 2



## Learning how to go shopping

1. The teacher instructs the child to pay attention to the pictures.
2. The child must point the pictures he doesn't know already.
3. The teacher explains, that in one cart we buy fruits and vegetables and in the other packed food.
4. After the instruction is given the teacher demonstrates how it must be done.

Prepared by teacher at primary class.





# SEASONS

## Seasons Recognition (spring, summer, autumn, winter).

### Short but detailed description:

This tool is designed for visual perception and attention development. The child is offered 4-season picture material and features (feature) of the seasons. It must recognize which element (feature) of which season responds, choose it and put it in the right place. For example, the Snowflake map is placed on the map where Winter is displayed, and so on.

This tool is used in accordance with the principles of the ABA methodology.

In order for the child to perform the task, the following actions must be taken:

A - instruction

B - Behavior

C - reward

A - I say "Get the snowflake and put it on the map with the winter season" (show finger gesture) - the child should react in a few seconds.

B - The child gives the card if he does not give it - I ask him to show it by hand.

I show with a gesture again.

C - After action- support- award: (thank you, great, smile), food, drinks, visuals, touch, activities (tablet games, video), sound (playing with a tool).

The prize is given initially after each correct action, after some time we give it only when necessary until the reward finally falls.

Repeat the steps until the child performs the task alone. Follow specific, brief instructions.

Prepared by special teacher at primary class

