



## Positive Looking Everyday by Everyone Toolkit

### Ideas and suggestions for your postcards!



#### Playtimes/Breaks

1. Shiny streamers on the playground to wave around - awareness, attention, fixation, tracking
2. Skittles: roll the ball to knock down skittles- visual attention,
3. Coloured bell set out linear
4. Pots and pans strung down on fence -shiny
5. Switch activated toys
6. App Help kidz learn -ipads and big screens
7. Stretchy tubes
8. UV fabrics on aprons to interact with
9. Shiny beads hanging- interactive
10. Patatap – website of interactive games
11. Typeatone- website
12. Windmills-shiny
13. Watermills/fountains-
14. Trough with coloured rice, using UV lights suspended on a hoist to highlight items on a trough
15. Coloured balls with bells for kicking and throwing/catching
16. Big yellow dice with symbols of action/activity on each face which are on black background
17. Big black board outside for mark making with big coloured chalks
18. Bright coloured parachute
19. A frames and clothes peg – with suspended shiny items
20. A short sensory story which can be used in playground e.g story bucket
21. Big chalks for walls

22. Marble runs
23. Windup toys
24. Toys down trams
25. Farmyard toys placed on a black tray
26. Basket ball net -adapting visually-lower it and edged with bright colour so visually easier to see the shape and where ball goes
27. Choice making – on blackbackground so can choose activities-
28. A range of Baskets with items on them hanging etc and these velcroed on a black background board (these are removeable)
29. Playground areas which are area ed off- high contrast strips /areas so there are defined spaces by colour
30. Light up balls rolled between 2 students
31. Neon bouncy ball on string put up outside hanging on trees
32. Goalball - lying down on mats
33. Choice making- background black or colour to provide good contrast. Choice for friends /symbols/objects
34. An area where you can relax -projection on ceiling-wellbeing space
35. Bubble-tubes
36. RNIB yellow balls which have a grasp -also have foam ones with an auditory element to it-holes stuffed with scarfs/textured materials in it-so can be used to pull out scarfs
37. Flexibility for students in wheelchairs having breaks as they come in in the morning -go out for a walk first and explore rather than at break time
38. Washing lines which have things suspended and can be put away when not in use



## Greetings / Goodbyes

1. Brightly coloured glove for hello
2. Glove with bell for Goodbye (link to on-body signing)
3. Neon gloves for signing
4. Brightly coloured object used as an object of reference.
5. Large pair of glasses to encourage looking towards the face. Children could wear the glasses and they are encouraged to find them.
6. Who's wearing the hat game
7. Coloured switch connected to the whiteboard to start a hello song
8. Light up toy is passed around (a special hello toy)
9. Bright nail polish
10. Visual marker for finding the way into the classroom (i.e. very large pom pom)
11. Large red sound button
12. Use of a 'morning shaker' which could be moved around encouraging children to track
13. Spotlighting faces using a torch
14. Use of a mirror to encourage visual attention
15. Parachute games
16. Drum with light inside- children bang the drum to say hello- this goes with a song.
17. Toy steering wheel (with lights) represents going home
18. Light-up tambourine can be passed around
19. Battery operated candle used at the end of the day
20. Coloured card assigned to students so they know when it is their turn.
21. Staff identifiers i.e. textures or colours on ID cards
22. Finding their own registration card- on a black background/ good contrast
23. Covering the whiteboard with a black cloth to provide high contrast for the teacher
24. Reducing the clutter of the general classroom
25. Use of smells or colours of the days
26. Multi-sensory signifiers for students
27. Tennis racquet frame to highlight face
28. Wearing black clothes and coloured lanyard
29. Lipstick to highlight the mouth
30. Use of a bright hat or scarf to make the teacher/ parent stand out
31. Specific music/songs links to lights
32. Light up stars/ sun



## **Personal Care**

Lots of discussions, in all groups, around whether or not this is a time when anything other than communication should be considered. Lots of practitioners felt this was not an appropriate time as the emphasis is on a dignified process. Tactile cues are used for bathroom time.

Leading on from that I suggested 'eye contact' and 'facial recognition/expressions' might be the most appropriate skills.

Also, discussion around not being allowed to take any additional objects into the bathroom due to hygiene rules.

1. Highlight door frames
2. Framed mirrors
3. Painted splashbacks to highlight hot and cold taps
4. Mobiles
5. Ceiling lights or shades?
6. Choosing own bathroom kit prior to bathroom (visual discrimination)
7. Coloured grab rails
8. High contrast steps for sinks
9. Visual/auditory anticipatory skills



## **Snack times / lunch times**

1. High contrast food and bowls
2. Lights on cutlery
3. Recordable menu on switch
4. Scanning activity for choosing foods
5. Directed reaching for choosing foods
6. Doubling up on foods when giving food over
7. Match food to symbol / picture
8. Multi-sensory – song to go with food
9. Individual menus
10. Picture menus
11. Black dycem under tray
12. Contrasting tape around spoon and edge of cup
13. High contrast tray and cup
14. Match colour of dish to spoon / fork
15. Lunchtime staff to be aware of pupils best position
16. Visual break times for lunch
17. Torch on spoon
18. Scanning activity for choosing food
19. Tinsel bobbles on cutlery
20. Marks on tray for position
21. Black aprons for dinner staff
22. Black trays
23. Black aprons for dinner staff
24. Match colour of dish to spoon
25. Black tablecloths that wipe down easily



## **Downtimes**

### **Downtime = Dead time / chilling / relaxing time**

1. Colour tent / black out tent
2. Familiar / favourite, accessible objects positioned on tray for access – visually directed reach
3. End of day / group activity – auditory cue - Calm music + sensory box, present object in vision friendly way [eg passed around group, child to explore and engage with. If preferred, can keep object to support transition
4. Individual visual skill activities in black tuff tray
5. Standing sling on manual hoist – hang feather boas off it on either side [VDR], music on
6. Give vision a break
7. Sensory umbrella
8. Simple PC programs
9. Lego – different colours, shapes
10. Vision area in each class – independent exploration, choosing
11. Enjoy visual experience – revisit secure visual skills
12. Relaxation area – clearly labelled drawers to choose, eg shiny objects
13. Give child a meaningful / motivational choice
14. Independent active learning time – vision friendly A frames
15. Activity boards with vision friendly objects “pinned” to them – black trays / backgrounds + high contrast objects
16. Little room
17. Light show at end of day with whole class
18. Visual break – story massage time
19. Light projector on ceiling
20. Ball pit independent play
21. Reactive environments eg A frame / black exploration box
22. Tabard activities / apron – eg touch activated toys, individual exploration
23. A frame + toys, individual exploration [season toys, objects]
24. Switch activated bubble gun
25. UV bubble mixture – track lights
26. Scented bubble mixture
27. UV balloons on A frame
28. More able pupils: iPad CVI apps
29. Light up building blocks
30. Light up peg boards
31. Light up writing frames / tablets; UV pen on black paper
32. Switch toys [level appropriate]



## **Moving around (Everyday toolkit for everyone)**

**\*\*Whole school strategy\*\***

1. Corridors zoned off in colours
2. Trail rails contrasting
3. Sensory circuits with different textures and colours
4. Sensory trail on the wall of school and playground trails, e.g. yellow markers outside to mark when terrain is going to change/ hazards!
5. Objects of reference for each area
6. Light up pebbles/ stepping stones (hansel & Gretel)
7. Noisy pebbles
8. Masking tape/ duck tape on door handles and trail rails in bright colours
9. Colour contrasting bibs for adults/ children
10. Bright cones for children who are lost or need a friend (point of contact)
11. Classrooms are clearly zoned and free of clutter
12. Or in each area to cue into zoned areas in class and rooms in school.
13. Bright/ light up switches with audio
14. Laser pens for children to follow
15. Motivation activated lights for corridors (stick on ones from B&M/ home bargains) tracking & scanning
16. Songs related to areas of school alongside OoR
17. Contrasting colours on door frames
18. Different textured of coloured flooring in the classroom/ outside, contrast identifiers
19. Displays in the corridor vision friendly, display could be a visual marker.
20. Clutter free corridors, Matte laminating pouches
21. Good lighting in corridors (not too bright/ too

22. Colour per corridor (purple door, purple trail)
23. Take your time in transition, stop rushing!
24. Areas in classrooms change to develop children's understanding about change
25. Scented and audio OoR for areas around school
26. Encourage children who are verbal to record own sounds
27. Markings on the floor outside
28. Symbols black and yellow for MA learners to identify areas
29. Right & left indicators for moving around school e.g. flashing green light or flashing yellow light
30. Touch cues/ on body signing for developing sense of direction
31. Audio describe travel and events, giving them independence.
32. Musical timetable, audio music cues e.g. roundabout, spice girls tidy up
33. Tabard for children to wear when working with hab team.
34. Corridors clear and reduced clutter
35. Boardmaker symbols (unified approach to symbols across school/ LA)



