

Special Children



1

Visual Impairments



- Don't sneak up
- Light, shadows
- Time to:
touch, taste, smell, listen



2

Auditory Difficulties

- Ensure that child can see you
- Don't encroach on their personal space
- Crouch/sit to be on child's level
- Check with teacher any signs you intend to use
- Don't over do the signing
- Don't shout!



3

AUTISM



4

Autism



- Keep language uncomplicated
- Use short clear sentences
- Give the children time to process what's being said
- Don't focus/comment on "strange" behaviour

5

Cerebral Palsy



- Affects messages from brain to muscles
- Give children time to process instructions
- Give them time to co-ordinate their movements
- Don't encroach on their personal space
- Crouch/sit to be on child's level



6

Children with special needs

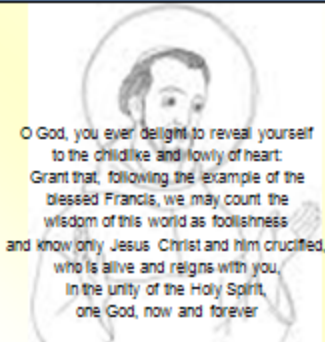
- Concrete thinkers
- Need time
- Work on their level
- Do not need people to pass comments
- Need to be encouraged
- Watch the staff

7



- What was it like at the Minster?
- What did you see, hear touch at the Minster?
- Who did you meet at the Minster?

8



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