

Sequencing

What is sequencing?

Sequencing is simply putting things in the right order. It is needed for speaking, understanding, reading, writing and thinking. There are two types of sequencing:

- Visual sequencing; e.g. pictures
- Auditory sequencing; the ability to remember, order and reconstruct information that is heard e.g. directions, lists, events, sounds.

How can I spot a child with sequencing difficulties?

Those children who:

- have difficulty recalling events in the right order
- have difficulty working out what to do first, next and last
- may have difficulty understanding time concepts, e.g. before/after, first/last.

How can I help my child develop sequencing skills?

Start with 2 things for your child to sequence (e.g. first get the scales then add the flour). When they have mastered this, add another and then another etc.

Always allow them to have a go at telling you what to do. They will enjoy it more, especially if you get it wrong and they can correct you!!

Using sounds

You can use your voice or hands or noise makers or musical instruments. Make a sequence of sounds. Ask your child to copy the sounds in the same order.

Simple auditory sequences

Children will learn these the more they hear them, so recite days of the week, months of the year or counting whenever appropriate. E.g. your child wants to know when they next have a swimming lesson – you could say “it’s on Thursday; today is Friday so there’s Friday, Saturday...”, etc.





Everyday sequences

- Talk your child through sequences whilst you or they're doing them, e.g. you're putting on your socks, now your trousers, and lastly, your shoes.
- Ask your child to carry out an activity in a certain order, e.g. packing their lunch box – ask them to put the drink in first then the sandwiches and then the yoghurt. They need to hear the whole instruction before they start.

Stories

- Read a simple story to your child. When you've finished, summarise into a few parts, e.g. Goldilocks and the 3 bears:
 - o The bears made breakfast and left the house.
 - o Goldilocks went in.
 - o She ate the porridge, broke the chair and slept in the bed.
 - o The bears came home and Goldilocks ran away.
- Ask your child to tell you the story back. Always praise their efforts.
- Once they get better at this you could leave out your summary and see if they can tell it back to you themselves.

2 Picture Sequences

Use the pictures given to you by your therapist and the sequence board below.

- Choose a 2 picture sequence. Cut out the pictures.
- Ask your child to describe both pictures then place them in order. If this is too difficult, ask "which one do you do first?"
- Can your child predict what might happen next, if there was a 3rd picture?
- Can your child relate the sequence to his own life – how is it the same? How is it different?

Once your child can do this consistently move on to 3 pictures.

- Can your child relate the sequence to his own life – how is it the same? How is it different?



3 Picture Sequences

- Choose a 3 picture sequence. Cut out the pictures.
- Ask your child to describe each picture then place them in order. If this is too difficult, give your child the 1st picture and ask them to show you what happens next.
- Ask your child to tell you the story (what is happening) as a whole. Encourage use of linking words such as: and, because, so, but. If your child finds this difficult, you tell them the story, using simple language.
- Can your child predict what might happen next, if there was a 4th picture?



First/ 1st	Second/ 2nd/ next	Third/ 3rd