

# Increasing Learner Engagement



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There were issues with engagement within the P2/3 class and crystal room. Learners were leaving the classroom, disrupting others, and as a result falling behind in Literacy. After a visit from the ASIST team they suggested the use of the TEACCH approach to support learners. At first, all tasks were to be non-academic in order to increase engagement and keep learners in the classroom. When learner's engagement increased, we would be able to introduce Literacy based activities.

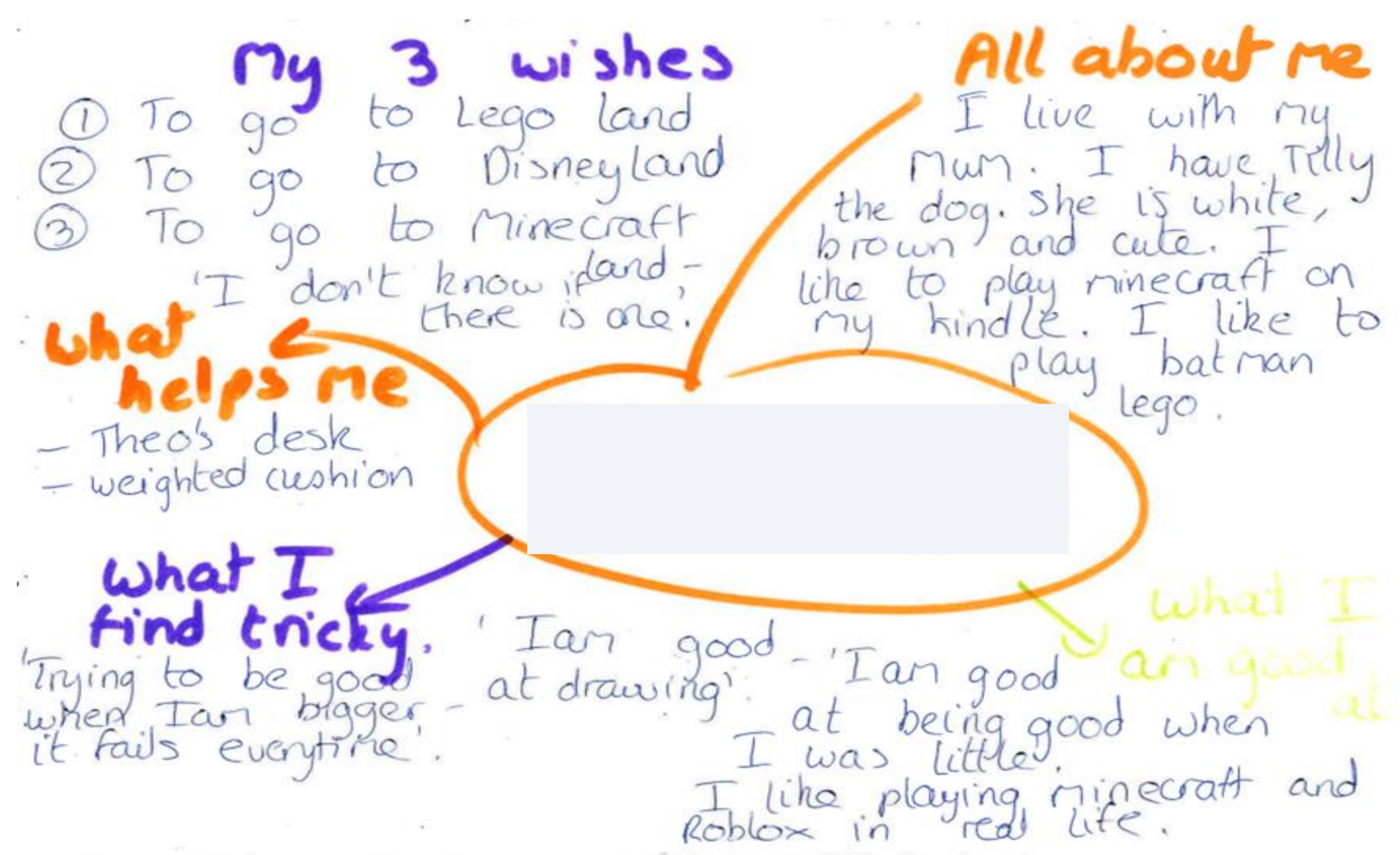
**AIM1: By end of April '22 decrease violent outbursts from 7 to 2**

**AIM2: By end of May '22 increase learner daily level of engagement from 1 to 3\* \* as measured via the Leuven Scale**

**AIM3: By end of June '22 increase the number of initial sounds known by identified learner from 13 to 44**

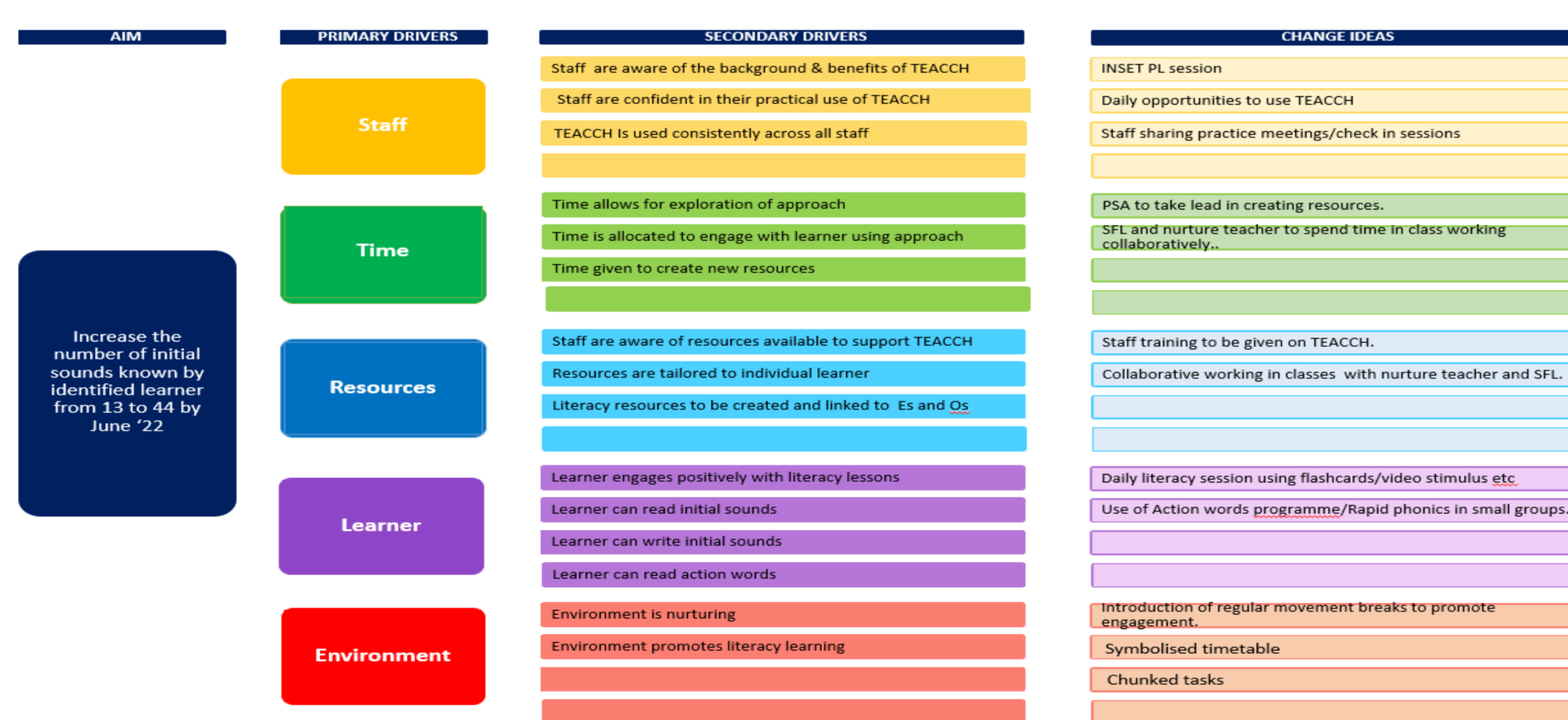
## Method

- Project team: Angela Harper (CT), Laura Mill (SFL) & Angela Baynham
- Engaged with Fife QI Programme (Care Experienced Young People & ASN) – cohort 1
- Team around the child approach to discuss positive attributes, share concerns & identify change ideas

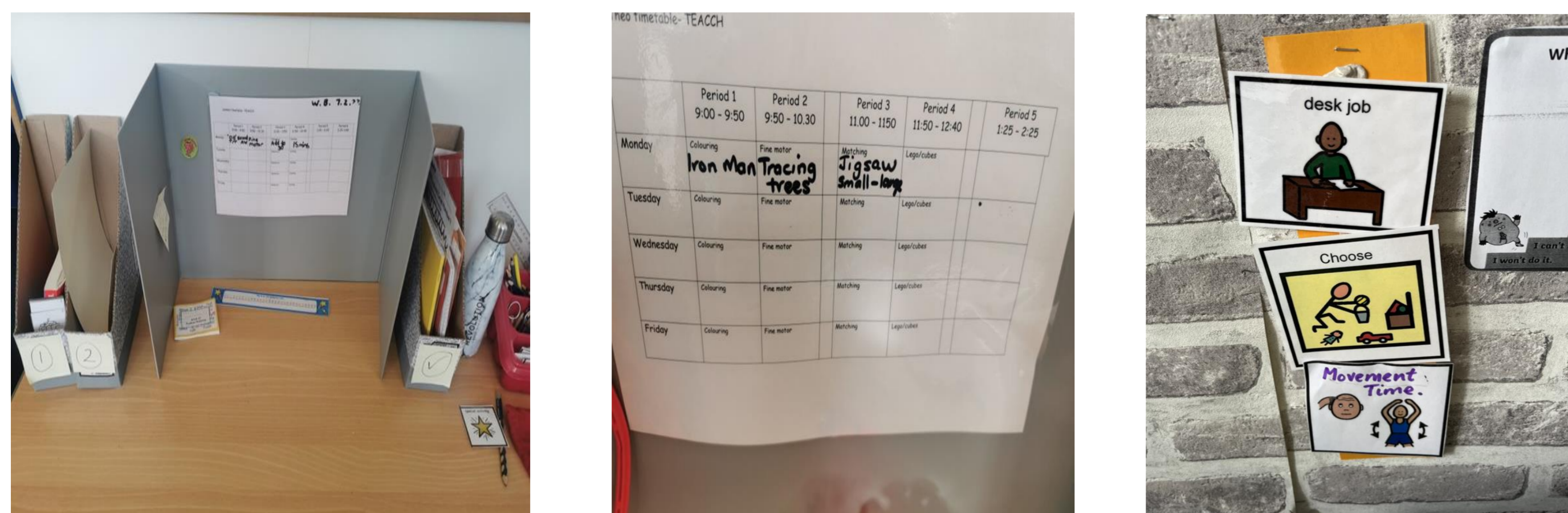


## Process Change

- A driver diagram was created to provide a clear structure of interventions planned for testing.



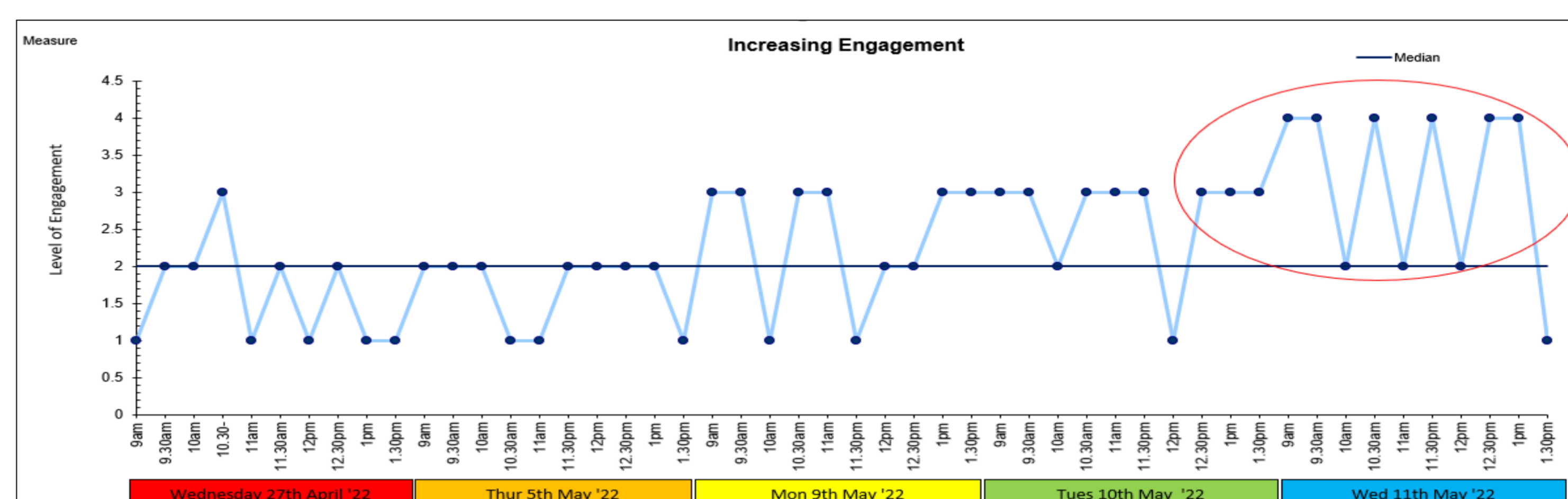
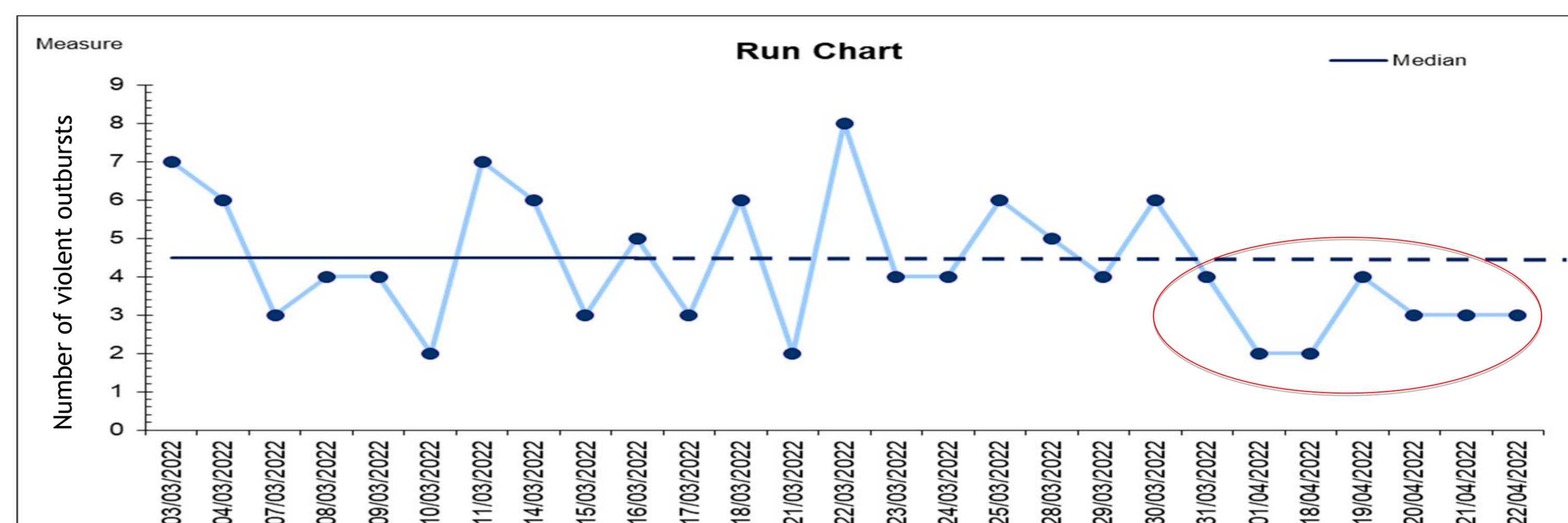
- Images show examples of change ideas:



## Achievements

- A whole new approach has been created and is now being used successfully across the nurture room and P2/3 class.
- Learners now feel safer in their environment and are achieving.
- Learner can now identify 19 action words.
- This approach will be taken forward next session in order to continue to raise attainment.

## Results



- A decrease in learner outbursts & increase in engagement was achieved.
- Use of TEACCH approach-clear routines, visuals and tasks presented in boxes led to successful engagement for learners
- Movement breaks were introduced to increase engagement.
- Daily practice of Action words/jolly phonics supported learning.

## Conclusions

### Staff Feedback:

*'I've been using it for about two months now and I'm really seeing what a difference it's making in the class with the children doing jobs. Can't wait to get all the resources sorted out and sharing different ideas with it.'*

### Learner Feedback:

*'My station helps me concentrate'*

*'I like getting my movement break to clear my head'*

*'Action words help me learn'.*

## Key Learning Points

- TEACCH approach lead to increased levels of engagement.
- Increased confidence in staff was noted.
- Pupils were ready to learn.
- Less pupils leaving the room.
- When literacy phonics tasks were introduced pupils were less motivated to do these and it could be a struggle.
- When action words were introduced this was very successful. Pupils were motivated and their knowledge of common words increased.
- Using TEACCH approach for literacy had more success & pupils were more willing to use this format.
- We introduced movement breaks two weeks ago due to dip in engagement. This lead to increased engagement again.

## Next steps

- Use TEACCH with any identified learners within Primary 1.
- To share the methodology with teaching staff
- To use Action words with identified learners and with new Primary 1 intake to raise attainment in Literacy.