

Supporting proactivity

Sara Lafferty - Teacher for children with a Visual Impairment

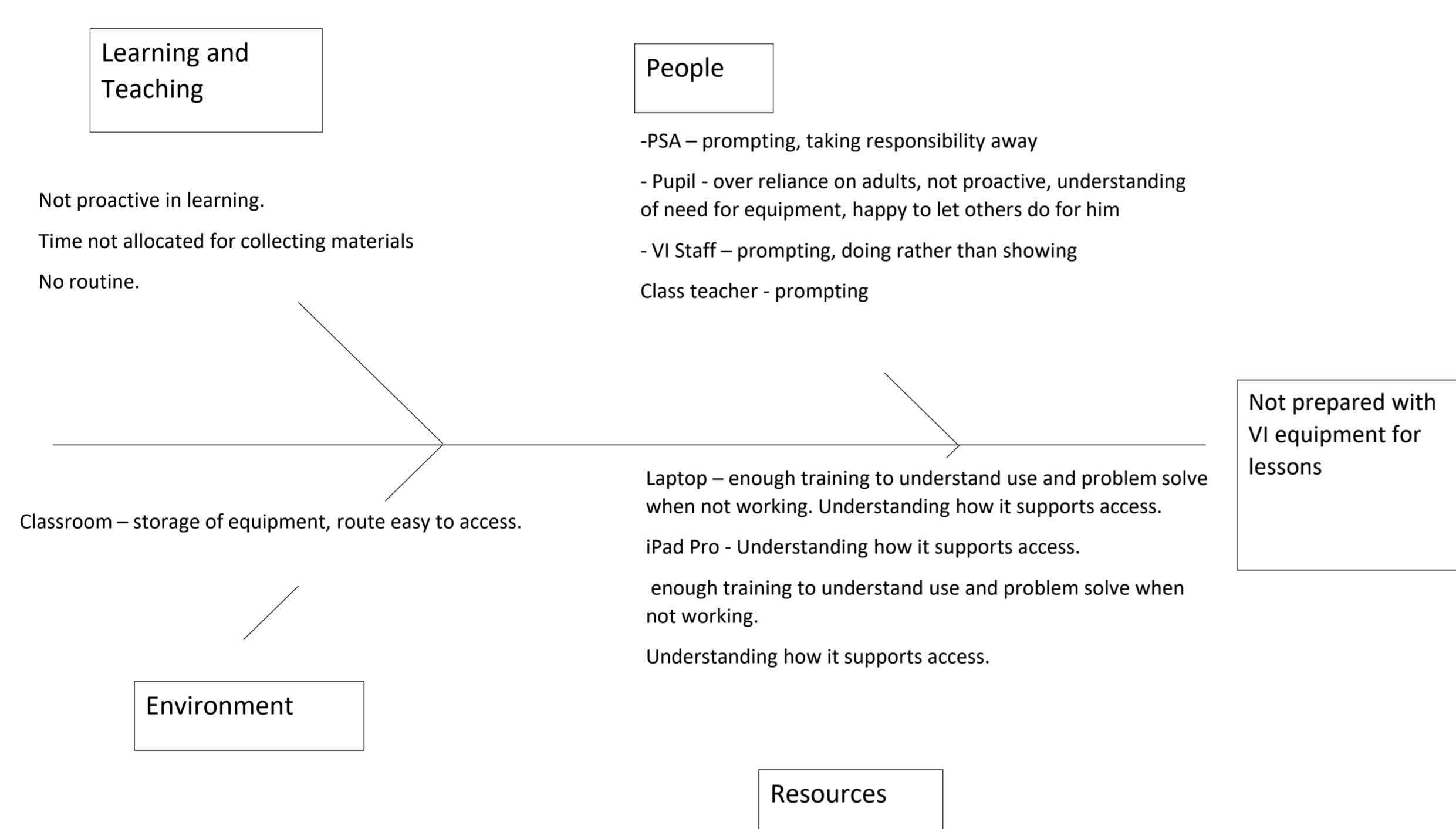


Rationale: This young person's (YP) proactivity was affecting their ability to engage with learning in their mainstream classroom. I identified that if they could take some responsibility for collecting their own equipment, rather than others doing it for them, we could build up their independence and enable them to access their learning independently.

Aim: By December 2021, pupil will be proactive in retrieving their technology 4 times independently in class without adult support (Baseline: 12.5% = 0-1 times)

Method

- Participated in Quality Improvement Training (1 full day training and 5 Twilight sessions).
- Identified a child who was unable to engage fully in learning due to not being ready for lessons with technology.
- I started to record how many times the pupil collected their technology independently to establish a baseline measurement.
- By using the Quality Improvement tools, I was able to gain a better insight into possible barriers that were preventing the pupil from being prepared with VI equipment for class lessons.



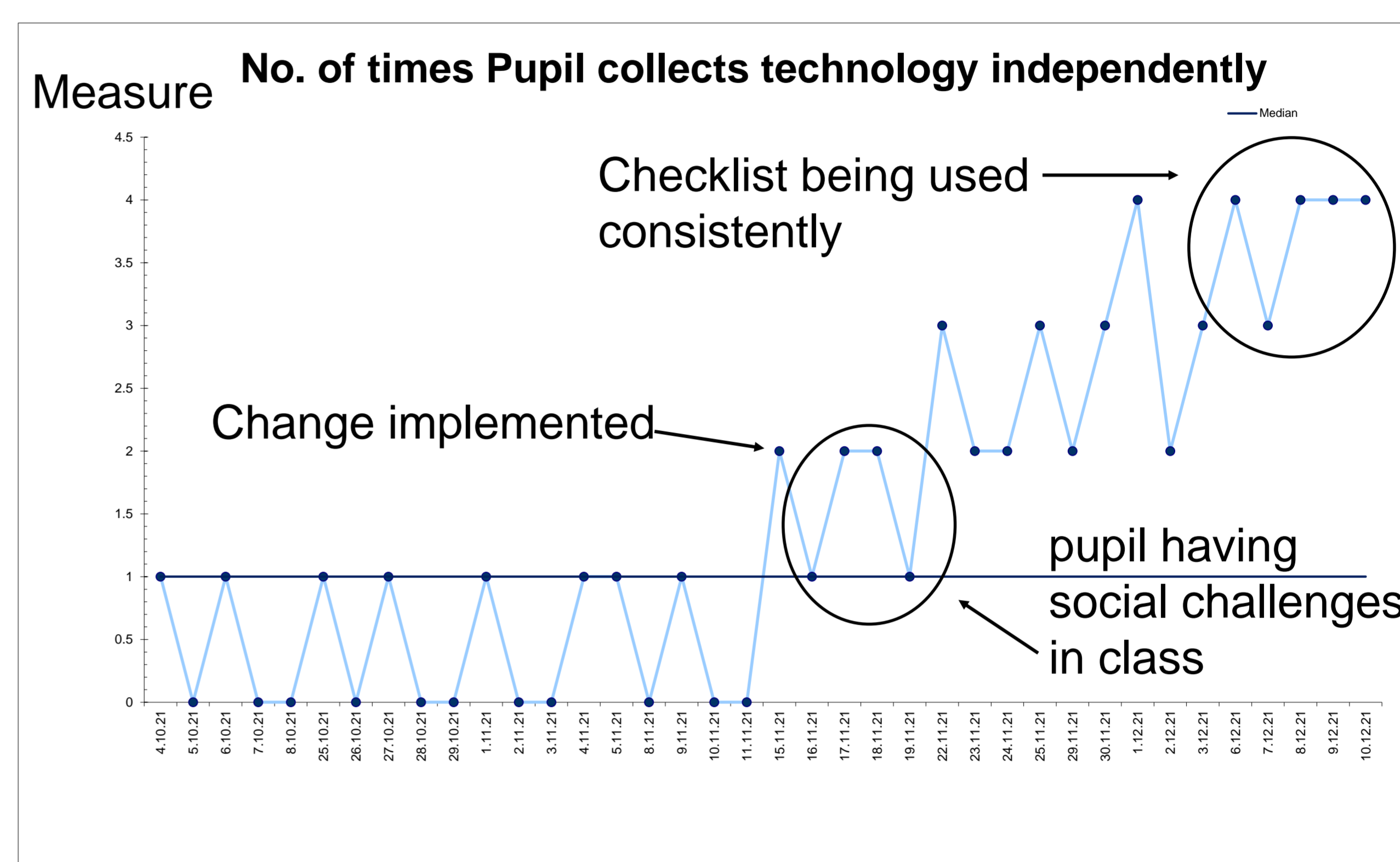
Process Change

- Used QI Tools to unpack the root causes of pupil not being prepared with VI equipment.
- Spoke to class teacher and school PSA who worked closely with pupil to identify barriers which were added to QI tool.
- Spoke to pupil to identify any barriers which were added to QI tool.
- Created a checklist and introduced this to pupil so that there was a consistent method for them to use to aid their memory and ability to be proactive.

Achievements

- By December 2021 pupil was proactive in retrieving their technology independently without adult support 2-4 times a day: 87.5% of the time. (baseline 12.5%)
- Pupil less reliant on adults in class.
- Adults no longer prompting regularly in class.
- Pupil much more independent and confident in accessing learning without support of adults.

Results



Conclusions

Using a simple checklist has allowed the pupil to take ownership of their responsibilities without waiting for others to remind them of what they need.

“I noticed when our PSA wasn't in unexpectedly that they got everything they needed by themselves, so I knew they could do it, the checklist is just giving them that little prompt they need.”
Class Teacher

“I got into a good routine but if I have a bad day and forget I have my checklist to help me”
Pupil

Key Learning Points

- Communicating with everyone involved in the process is important.
- This is a collaborative process it should be undertaken with the pupil not done to them.
- Collecting data is key! It helps to track and see if the challenge identified is accurate and then helps to track if the change is effective.
- A clear plan of support and agreed strategies have supported this learner to increasingly engage in their classroom.

Next steps

- Continue to monitor pupil to ensure the sustainability of the strategies used.
- Further develop checklist to include prompts for accessing software resources e.g. Teams independently.
- Use the QI tools to support other children.