

Strategy list for XXX

This list of strategies is not exhaustive, and some will work for XXX and some will not.

XXX has the following difficulties and I have listed ideas/strategies which may be helpful in order to get off to a positive start to P5. He may look P5, however, his emotional age may be younger and some of his behaviours may model that of a younger student. Remember that all behaviour is communication.

Queuing - XXX has difficulty queuing or standing still for periods of time, he can become talkative and disruptive. Some ideas and strategies which may be helpful are:

- Standing at the front of the line with the teacher
- Having a job to complete while waiting or walking from one space to the next e.g., carrying equipment, being in charge of a folder/paperwork.
- Marching, counting, listing while he walks to focus his attention.

Impulsivity - shouting out - XXX has difficulty remaining quiet and waiting his turn in class or group situations. Some ideas and strategies which may be helpful are:

- Circle time games focused on taking turns and listening to each other.
- Ignoring the initial outbursts until he stops them himself.
- If the outbursts do not stop due to ignoring them, a small and quiet word could be given or a tap on the shoulder as you continue to talk.
- Having a small discussion with XXX away from his classmates or other staff members about trying his best not to shout out in class will reduce his embarrassment and could help prevent further outbursts or negative behaviour occurring.
- Lots of praise for when XXX remains quiet and does not shout out and identify short target times for him to aim for e.g. praising and rewarding for not shouting out or interrupting by interval time and then create a new target for interval until lunch time. Keep praising specific to the task being achieved.

Multi-layered instructions - XXX finds difficulty following more than one instruction at the one time, this can be through general instructions, within numeracy word problems or literacy comprehension tasks. Some ideas and strategies which may be helpful are:

- Breaking down all instructions into smaller chunks - one instruction at a time for general instructions and extra support for literacy and numeracy tasks.
 - Literacy tasks - Comprehension: XXX will need reminded and help to tackle these types of tasks. He may need to use a highlighter to identify the important information before using this to create the sentence/answer.
 - Numeracy tasks - word problems: XXX may need help to identify the important mathematical language and discuss how this helps identify the type of question and what he must do next.
 - In all of these situations, reminders may need to be given and check-ins made with XXX to ensure he understands what he has to do.

Transition times - XXXX may need supported during transition between activities and curricular areas. Some ideas and strategies which may be helpful are:

- Visual timetables will help XXX to keep track of the activities in the day and understand when he is going to move onto the next task or curricular area.
- Reading through the timetable in the morning would help Jack to settle in class.
- If something changes in the school day/different teacher/alternative plan to the visual timetable, which has already been discussed in the morning, then a small chat with XXX to let him know of the change may be helpful and keep him on track for the day.
- An individualised timetable or a 'first, next, after' task board for XXX may be helpful for his desk to keep him focused on his tasks and as a reminder of what he is expected to complete in the session.
- Brain breaks would help XXX refocus his attention between tasks or between different curricular areas - a small 5 minute reading of a book, playing a game - which will hopefully ensure a smooth transition into the next task. XXX enjoys playing with Lego and using the computer.
- Visual and verbal prompts: Small check-ins/reminders about how much time is left in a task or how long until the class move onto the next task e.g., 10 minutes left to complete your task or 5 minutes until we move onto numeracy.

Self-esteem and confidence - XXXX has had a disruptive year, as have many other children, so his self-esteem and confidence have decreased. As with all the children in the school we are constantly thinking about the attachments that the children are making to the school, the staff and their friendships. All the children need to feel nurtured, safe and welcome in the school so boosting their confidence and self-esteem is an everyday task. Some strategies and ideas which may be helpful are:

- Asking question/engaging him in conversation in the morning and throughout the day.
- Discussing any problems in private away from his peers/other staff members
- Look for aspects of the lessons which he enjoys and try and tap into his interests in order to engage him and help his concentration.
- Being predictable and consistent, repetitive and nurturing will reduce stress and anxiety and increase his confidence.
- Providing a safe space or calm spot filled with activities which can be used to help refocus Jack's attention. This could also be used by other children too so there should be a selection of resources. This could also be a box that could be taken back to their desk or to a small carpet area, if space in the classroom is limited.

Building better attachments to your class and the children in the school

Consistency and routine are a big part of all children's understanding and ability to make it through the day. Many children may feel overwhelmed and anxious in school and may need extra understanding from the adults in the school.

I have attached a couple of handouts which may be helpful for Jack and other children in your class that may have difficult backgrounds which make them, at times, difficult in class. Attachment theory describes the therapeutic attitude required when working with children that have been traumatised in one way or another. It is achieved through PLACE - a great deal can be achieved by staff being playful, liking, accepting, curious and empathetic. (See the attached document - Sheet 2 Handout 1).

Sheet 5, handout 2 described the different things that children would like adults to remember about them. Many children will appear fine on the outside, but they may be communicating something else by the way they are behaving.

"Connect and Redirect" - 6 steps for communicating during times of crisis and conflict. These allow for open and honest connection with a young person and prioritise emotional regulation before more logical and reflective thinking. (handout 3).