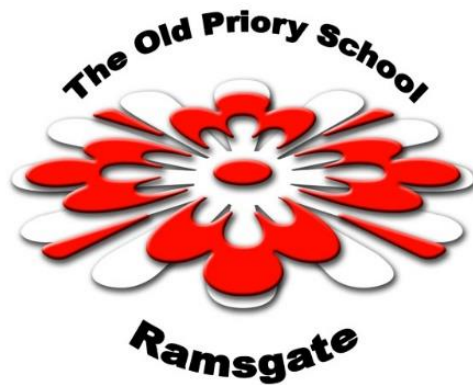


Quality First Teaching Supporting Students with Special Educational Needs



"No matter what your ability, effort is what ignites that
ability and turns it into accomplishment."

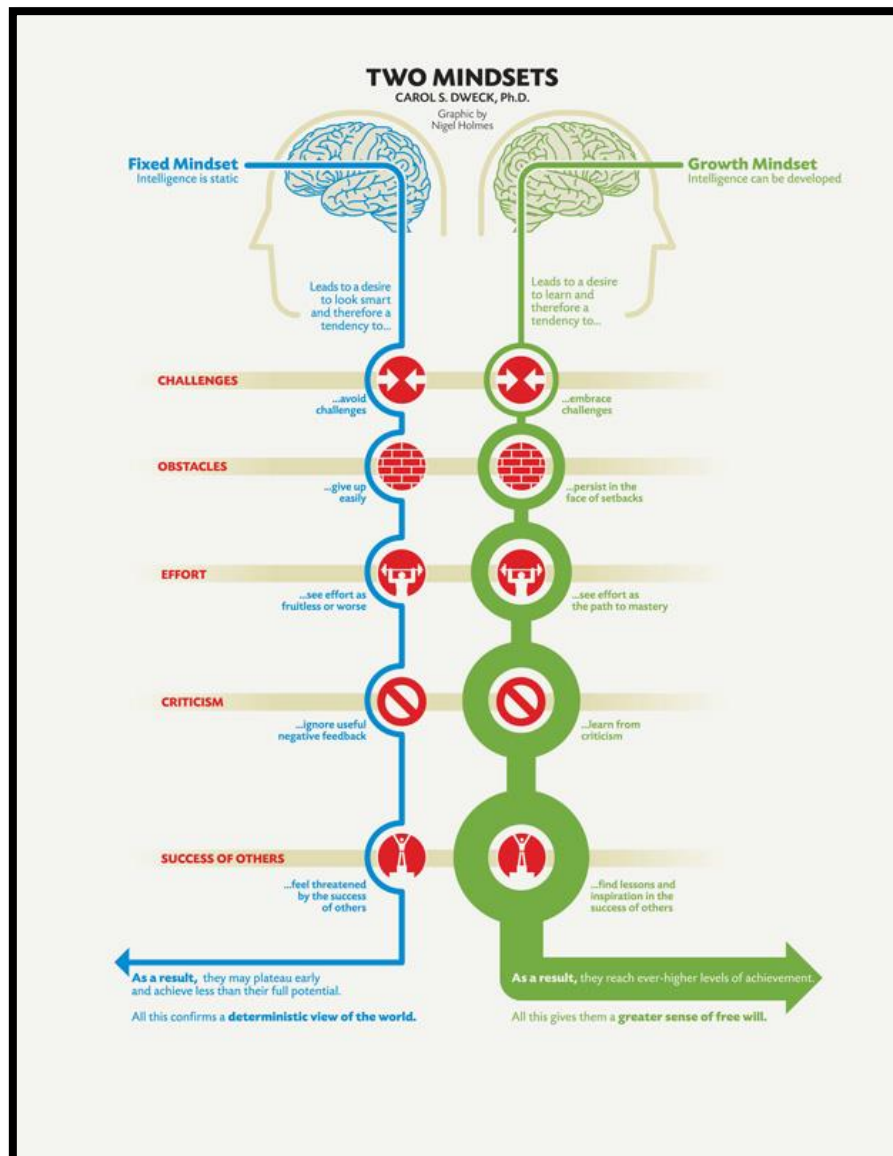
Carol Dweck Growth Mindset - The New Psychology of Success



The purpose of this booklet is to support and promote Quality First Teaching and the development of targeted strategies for students with a variety of Special Educational Needs. It will provide ideas for adapting practice for those that need additional support and will help to ensure that all pupils make progress.

Encourage and praise effort - students who have difficulties will certainly have low self- esteem. We have to make sure we praise the effort as well as the achievement, with maximum effort they will make progress. By praising the effort students will feel a sense of achievement and this in turn will help build confidence in themselves.

Carol Dweck *Growth Mindset - The New Psychology of Success*





Promoting growth Mindset within the classroom

Students who are able to develop a Growth Mindset:

- perform better than students with a fixed mindset, significantly outscoring them in the areas of math and literacy
- are more likely to recognize the importance of effort in academic success
- seek out challenging academic tasks to enhance learning
- value critical feedback.

Claro & Paunesku (2014) *Mindset Gap among SES Groups*

Support Growth Mindset in the classroom

- Conduct activities that give students the chance to practice phrases that promote growth mindset

Instead of...	Try thinking...
I give up / I can't do it	I can use a different strategy / I am going to train my brain
Its good enough / I can't do better	Is this really my best effort? How can I improve this?
This is too hard	This might take me a bit longer to master
I will never be clever	I can learn how to do this
My plan A didn't work	There is always a plan B
My friend can do it	I will learn from them, ask them how they did it

- Display visible reminders of the Growth Mindset vocabulary using posters, display material and feedback in books
- Use reflection questions and personal challenges to end lessons. This will help students to evaluate their attitudes and processes related to classwork, build a strong work ethic and focus on the positive aspects of the class. The academic points system is perfect for this.
- Model Growth Mindset in the classroom.

The following pages offer some insight and strategies for Quality First Teaching approaches to support students with Special Educational Needs. Used in conjunction with the Growth Mindset Model they provide teachers with the means to enable all students to make progress.



ADHD

Description

ADHD stands for “Attention Deficit Hyperactivity Disorder”. Students will often have difficulty in paying attention and may demonstrate behaviour that is overactive and impulsive. ADHD is a medical condition with a medical diagnosis.

Strategies

- Sit near the teacher or support staff, at the front of the room
- Reduce the amount of changes/disruptions as far as possible. Provide notice of any changes that are unavoidable
- **Use Task Management** boards to organise tasks and monitor progress
- Have pre-established consequences for good and bad behaviour and stick to them. Work with the pupil to determine these and make good use of the academic points system
- Use a timer to measure and extend time on task
- Allow pupil to scribble, draw, squeeze stress ball whilst you talk, or something that will allow them to fiddle (but only if they can do this sensibly), encourage highlighting and underlining
- Stay calm and clear if student’s behaviour is poor
- Reinforce positive behaviour and establish a system to signal good and bad
- Give a set time for writing and do not extend into breaks between tasks as the student will need these breaks
- Use pupil’s name and give eye contact before giving instructions
- Chunk instructions and support with visual cues, ask student to **paraphrase** to check understanding
- Check regularly that the pupil is on task
- Give the student credit for any improvement and efforts made
- Give the student credit for the amount of time and effort spent on work
- Consider marking the student’s correct answers instead of their mistakes.



ASC

Description

Autism, or Autistic Spectrum Condition (ASC), is a lifelong, developmental disability that affects how a person communicates with and relates to other people, and how they experience the world around them. This can be characterised by impairment of language, communication and social interaction, rigidity of thought and behaviour, poor motor co-ordination and sensory perceptual differences. ASC is a spectrum condition so while all autistic people share certain difficulties, but being autistic will affect students in different ways.

Strategies

- Students with ASD are individuals—the spectrum is broad and they will have many different needs depending on the individual
- Use the pupil's name before giving instructions
- An individual workstation can be helpful if they struggle socially.
- Give explicit, clear instructions, in the order of doing (may need to be only 1 instruction at a time). Ask the pupil to **paraphrase** the instructions.
- Don't use phrases such as 'Do you want to...?', 'Shall we.....?', as they may be understood as an option to refuse participation
- Use **visual cues and aids** to make verbal information meaningful
- Give examples of completed work so that pupil knows intended outcome or can parallel model
- Break task down into meaningful parts
- Give explicit work targets which are achievable and shared with pupil, make use of **Task Management Boards**
- Make initial eye contact, but do not expect to maintain it. Don't ask for them to look at you when talking, this will be very difficult for them, it is not defiance
- Allow the child time to think.
- Develop clear predictable routines. Give notice if there is a change to the normal timetable
- Language is taken literally, so abstract language will need to be explained at the time of use e.g it's raining 'cats and dogs'
- There will be a need for rules for listening, talking, turn taking, sharing, waiting, working with others, starting, finishing etc.
- Students needs to sit where the teacher can discretely assist and in a place free of distractions
- Never punish students with ASD for behaviours that are part of their disability, for example, avoidance of eye contact; talking to self; slow response time; lack of respect for others; repeating words or phrases; upset in crowd or with noise; anxiety; persevering on topics of interest; upset caused by change.
- Provide preparation for new topic vocabulary where possible so they are aware of key terms.



Concentration Difficulties

Description

Concentration issues may come hand in hand with other needs, for example, ADHD. The student may find it difficult to maintain focus for an extended period of time, or may be easily distracted by others around them. Poor concentration may also be an indication of other issues, such as literacy difficulties or even poor hearing or vision.

Strategies

- Use seating plans so that students are positioned away from distraction (chatty friends/windows etc.)
- Tasks should be short with clear expectations
- Use of a timer to complete tasks (egg timer/digital timer on desk)
- Very short and clear explanations of task
- Break lessons into 4 or 5 short activities where possible
- Re-focus tasks as lesson goes on, or re-focus student individually every 5/10 minutes ie. what have you done so far, next you should...
- Ensure the task is fully understood, make use of **paraphrasing** and use **visual aids** such as now..../next.... so they are clear what they need to do.
- Use **Task Management Boards**
- Provide lots of praise for effort rather than just achievement



Dyscalculia

Description

Dyscalculia is a specific learning disability literally 'difficulty with mathematics'.

Identifying dyscalculic learning difficulties.

Number:

Difficulty linking words with numbers

Difficulty transferring from concrete to abstract ideas

Difficulty with place value, sequences, time, money, counting backwards

Memory:

Difficulty holding ideas long enough to make sense of a task or question

Language:

Difficulty understanding math's terms and abbreviations. Difficulty with worded math's problems

Work:

The pupils work is often messy. Numbers sometimes reversed. Columns don't line up

Strategies

- Provide concrete objects to aid calculation. Age appropriate bricks, blocks, counters
- Play math's games
- At the beginning of each topic, use word banks displayed on the wall in alphabetical order
- Provide a list of math's symbols (as we do with punctuation)
- Provide photocopies rather than expect students to copy from the board
- Make extended use of calculators
- Praise and reward to try to reduce anxiety associated with math's



Dyspraxia

Description

The word “dyspraxia” comes from the Greek words “dys” meaning bad and “praxis”, meaning action or deed. Dyspraxia is also known as Developmental Coordination Disorder (DCD). It has been described as a “difficulty getting our bodies to do what we want, when we want them to do it”, a difficulty that can be considered significant when it interferes with the normal range of activities expected of a child of their age. Dyspraxia can adversely affect speech and language, fine motor control and gross motor coordination.

Strategies

- Give the student as much encouragement as possible
- Be aware that handwritten work may cause frustration
- Ensure that the student’s pen and pencil grip is comfortable (grips are available from the SEN room)
- Offer alternative ways of recording work—laptop / word pad / use of mind maps / story boards etc. where appropriate
- Allow extra time to complete tasks, particularly where there is lengthy writing, technical drawing etc.
- Do not provide too many verbal or visual instructions at once
- Give step by step instructions and use **paraphrasing** check they are understood
- If necessary, place simple written instructions on the student’s desk
- Sit the student near the board
- Use checklists and story planners
- Allow access to computer technology where appropriate
- Use lined paper with margins to allow student to consider how to set out their writing
- In Mathematics, use squared paper
- In PE a new skill may have to be fully demonstrated and repeated before the student can perform the task
- Students may struggle with getting changed quickly before and after PE so allow additional time
- In practical subjects they may need support to manipulate equipment



Memory Difficulties

Description

Poor memory is often a result of another need, for example, students with dyslexia or a speech and language difficulty will often have difficulty with either retaining information or retrieving information. Poor working memory (for example the ability to hold information in your head and manipulate it mentally) can often be mistaken for poor cognition. Poor working memory impacts students as they need this on a daily basis for a variety of tasks in school such as following instructions or remembering what to write down.

Strategies

- Give clear instructions in short chunk, no more than 2 at a time
- Use **Task Management Boards** to allow student to tick off once task is complete
- Use short tasks, and refocus after 5 minutes to ensure the student knows what to do
- 'Chunk' information into 2 or 3 pieces maximum
- Allow for repetition and practice, repeat key points
- In order for information to be stored to long term memory the information needs to be linked to something meaningful so link to existing topics/information/create vivid personal examples that students can relate to, this will help recall in the future
- Use mnemonics to help remember e.g. 'My very fat cat with furry paws' (minerals, vitamins, fat, carbohydrates, water, fiber and protein). Allow students to create their own - perhaps even draw pictures to link to them.
- Make visual records of ideas and key words, make use of **mind maps**
- Record ideas and listen back to them to help revise
- Make key word cards with definitions, use these at beginning of lessons to revise key ideas. Keep it short and sharp and revise them every so often to help store in long term memory
- Use cards - write question on one side/answer on the other—ask students to test each other.



Reading difficulties

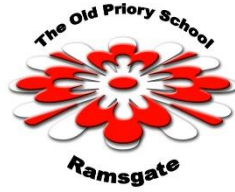
Strategies

- Hear student read discretely if necessary to gauge accessibility of texts
- Provide easier texts if necessary—shorter sentences, plenty of pictures, difficult words explained
- Provide time to practice reading the texts before embarking on task
- Where necessary provide alternative means of accessing texts e.g. listen to recording/pair with more able peer
- Provide and discuss definitions of subject specific key words - display or provide key words list for the lesson/topic.
- On board write large and clearly, change colours every new idea if possible (to help students find and follow ideas more easily).
- Have on the board only the information needed for the lesson
- Use pictures/role play/videos—not just reading
- When reading a large amount of text, encourage students to use different coloured highlighters. One could be to highlight who, one for when, one for why etc. This then allows the student to find answers more easily and break down the text
- Rather than having students read to the whole class, encourage paired reading so that students read to each other
- If students do read to the class, tell them that if there is a word they don't know, they can miss it out and carry on. If a student is attempting to sound out the word or has paused at a word they don't know, allow them time to work it out rather than immediately provide the answer for them

Spelling Difficulties

Strategies

- Provide copies of notes rather than asking student to take notes—they may miss out key points or not be able to read back what they have written
- Provide key word lists
- Display key words/topic words so they are accessible in lessons
- Allow students to record their work in different ways e.g. voice recorder/scribe/use of laptop where appropriate
- Mark 'target' spellings only – these might be key words/or high frequency words.
- Correct spellings of these selected words (focus on errors which are unintelligible or are very common words) Don't correct every error (disheartening) and don't ignore all errors (prevents progress)
- Allow time for students to check their spelling/ensure they can use spell check if they are on laptop
- Support them using dictionaries (make sure they are confident to use them)
- Encourage strategies where they are able to try sounding out words/dividing into syllables for longer word



Ethelbert

Children's Services

