Session 4: “Where am I now?”

Success escalator

This will be confidential and is only for your reference.

Plot where you are on the success escalator at the moment. Note down below some of the reasons why you have placed yourself here – why not lower? Why not higher?

Notes:
Session 6: “Skills and qualities”

Read over the list displayed of skills and qualities essential to be an effective support assistant.

Choose 3 which you feel are your personal strengths:

1. 
2. 
3. 

When, where and how could you use these skills more in your work?

Choose one of the skills that you would like to develop:

Where, when and how could you do this?
### Session 7: “Background and national education policy context”

Curriculum for Excellence notes for reference

<table>
<thead>
<tr>
<th>Successful learners</th>
<th>Confident individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>With:</strong></td>
<td><strong>With:</strong></td>
</tr>
<tr>
<td>• enthusiasm and motivation for learning</td>
<td>• self-respect</td>
</tr>
<tr>
<td>• determination to reach high standards of achievement</td>
<td>• a sense of physical, mental and emotional wellbeing</td>
</tr>
<tr>
<td>• openness to new thinking and ideas</td>
<td>• secure values and beliefs</td>
</tr>
<tr>
<td></td>
<td>• ambition</td>
</tr>
<tr>
<td><strong>And able to:</strong></td>
<td><strong>And able to:</strong></td>
</tr>
<tr>
<td>• use literacy, communication and numeracy skills</td>
<td>• relate to others and manage themselves</td>
</tr>
<tr>
<td>• use technology for learning</td>
<td>• pursue a healthy and active lifestyle</td>
</tr>
<tr>
<td>• think creatively and independently</td>
<td>• be self-aware</td>
</tr>
<tr>
<td>• learn independently and as part of a group</td>
<td>• develop and communicate their own beliefs and view of the world</td>
</tr>
<tr>
<td>• make reasoned evaluations</td>
<td>• live as independently as they can</td>
</tr>
<tr>
<td>• link and apply different kinds of learning in new situations</td>
<td>• assess risk and take informed decisions</td>
</tr>
<tr>
<td></td>
<td>• achieve success in different areas of activity</td>
</tr>
</tbody>
</table>

Transforming lives through learning
### Session 7: “Background and national education policy context”

<table>
<thead>
<tr>
<th>Responsible citizens</th>
<th>Effective contributors</th>
</tr>
</thead>
<tbody>
<tr>
<td>With:</td>
<td>With:</td>
</tr>
<tr>
<td>• respect for others</td>
<td>• an enterprising attitude</td>
</tr>
<tr>
<td>• commitment to participate responsibly in political, economic, social and cultural life</td>
<td>• resilience</td>
</tr>
<tr>
<td>• self-reliance</td>
<td>• self-reliance</td>
</tr>
<tr>
<td>And able to:</td>
<td>And able to:</td>
</tr>
<tr>
<td>• develop knowledge and understanding of the world and Scotland’s place in it</td>
<td>• communicate in different ways and in different settings</td>
</tr>
<tr>
<td>• understand different beliefs and cultures</td>
<td>• work in partnerships and in teams</td>
</tr>
<tr>
<td>• make informed choices and decisions</td>
<td>• take the initiative and lead</td>
</tr>
<tr>
<td>• evaluate environmental, scientific and technological issues</td>
<td>• apply critical thinking in new contexts</td>
</tr>
<tr>
<td>• develop informed, ethical views of complex issues</td>
<td>• create and develop the ability to solve problems</td>
</tr>
</tbody>
</table>
Session 7: “Background and national education policy context”

What do you do? How do you do it?

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>For example:</strong></td>
<td><strong>For example:</strong></td>
</tr>
<tr>
<td>• encourage children in their learning;</td>
<td>• encourage and foster respect for others;</td>
</tr>
<tr>
<td>• break down tasks into manageable chunks;</td>
<td>• talk about your experiences of the world;</td>
</tr>
<tr>
<td>• praise children for the individual steps they take towards completing a task;</td>
<td>• encourage children to be able to:</td>
</tr>
<tr>
<td>• support a child with reading;</td>
<td>− make good choices;</td>
</tr>
<tr>
<td>• help children to learn to work independently;</td>
<td>− talk to each other positively;</td>
</tr>
<tr>
<td>• help children to use a computer.</td>
<td>− play well together;</td>
</tr>
<tr>
<td></td>
<td>− do things for themselves.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Confident Individuals</th>
<th>Effective contributors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For example:</strong></td>
<td><strong>For example:</strong></td>
</tr>
<tr>
<td>• encourage children to be healthy;</td>
<td>• encourage children to work as part of a team;</td>
</tr>
<tr>
<td>• help a child to think positively;</td>
<td>• encourage children to take turns;</td>
</tr>
<tr>
<td>• support a child to learn to ask for things in the right way;</td>
<td>• encourage children to share things;</td>
</tr>
<tr>
<td>• help a child manage themselves positively;</td>
<td>• do problem-solving activities.</td>
</tr>
<tr>
<td>• encourage children to have self awareness;</td>
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<tr>
<td>• encourage children to have ambition.</td>
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</table>
Session 7: “Background and national education policy context”

**Wellbeing Indicators**

**Safe**  
protected from abuse, neglect or harm

**Healthy**  
experiencing the highest standards of physical and mental health, and supported to make healthy, safe choices

**Achieving**  
receiving support and guidance in their learning – boosting their skills, confidence and self-esteem

**Nurtured**  
having a nurturing and stimulating place to live and grow

**Active**  
having opportunities to take part in a wide range of activities – helping them to build a fulfilling and happy future

**Respected**  
to be given a voice and involved in the decisions that affect their wellbeing

**Responsible**  
taking an active role within their schools and communities

**Included**  
getting help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn
Session 7: “Background and national education policy context”

The Wellbeing Wheel

[Image of the Wellbeing Wheel]

- **Nurtured**: Having a nurturing place to live, in a family setting with additional help if needed or, where this is not possible, in a suitable care setting.
- **Confident individuals**: Having opportunities to take part in activities such as play, recreation and sport which contribute to healthy growth and development, both at home and in the community.
- **Active**: Having the opportunity, along with carers, to be heard and involved in decisions which affect them.
- **Respected**: Having opportunities and encouragement to play active and responsible roles in their schools and communities and, where necessary, having appropriate guidance and supervision and being involved in decisions that affect them.
- **Achieving**: Being supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community.
- **Healthy**: Having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy and safe choices.
- **Responsible citizens**: Protected from abuse, neglect or harm at home, at school and in the community.
- **Included**: Having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn.

Transforming lives through learning
Session 10: “Sharing experiences, building skills”

“FOR GOODNESS SAKE!”

FOR GOODNESS SAKE STOP

- Making silly noses
- Getting out of seat
- Shouting out
- Prodding other pupils
- Talking when the teacher is
- Rocking on chairs
- Not bringing correct equipment
- Fussing with coats & bags
- Coming into the classroom noisily

WHICH PRESS YOUR CRUMPLE BUTTONS OR ANNOY YOU THE MOST?
Session 11: Preparatory task for Day 2

Write down a situation from your own experience below. Please bring it with you tomorrow to share with the group.

Name:
Session 4C: Communication is a lot more than words

Useful Questions

- Tell me what happened?
- What were you thinking at the time?
- How were you feeling?
- What have you thought about since?
- What has been affected by what happened?
- In what way?
- What do you think needs to be done to put things right?
Key Strategies – Primary School

A: TO ENCOURAGE SELF-MOTIVATION

1. Give own pencil with name

Recognition of name, ownership, personal responsibility.

2. Star for completed work

Your idea of finished and the child's can vary, so explain your criteria.

3. Specific praise for effort

For example: “You tried hard to listen just then.”

4. Specific praise for attainment

For example: “Well done! You got eight examples right! You can do it.”

5. Repetition and reinforcement

For example: “Well done! You’re looking at me! Good listening skill!”

6. Practical examples/concrete materials

For example: “Remember your target card/badge.” Or using the “I feel _____ when _____ and what would be better is _____” technique.

7. Small steps

If a task seems insurmountable, break it down.

8. One-to-one reinforcement of routines

For example: “Wait for the right moment to speak Sally.”

9. Direct appeal to young person to behave well

“Jamie, remember to walk quietly, I know you can do it.”

10. Showcase pupil when giving good example

For example: “Mo, take this note to the Head Teacher for showing good ____ skills.”

11. Small number of realistic, tickable targets (rewards related)

12. Refer to the behaviour, not the child

For example: “Colin, it’s not acceptable when you shout out.”
Key Strategies – Primary School

13. Assess understanding of basic classroom language
Give clear instructions. For example: “Fran, please put the big book on the Reading Table.”

14. Build on personal interests of the child
For example: “Kevin was fishing at the weekend, so he’s going to tell us about it!”

15. Broken record technique
For example: “Graham, sit down please. Sit in your chair. Graham…Graham… Your chair!”
For example: “Jamie please get started…Jamie your work…Thank you Jamie.”

16. Where possible, balance between teacher-directed activity and own choice
For example: “Children, when you’ve finished your story, make a choice from these 3 activities…”

LANGUAGE DEVELOPMENT

17. Short, simple instructions
For example; “Ali, listen to the teacher.”

18. Tell the child in advance what he/she will learn
For example: “Today we will learn about which things stick to magnets and why!”

19. Use gestures as well as words
For example: “Barry, come and sit here next to me.”

20. Use good eye contact
Make sure you have the child’s attention before you begin.

21. Playback verbally what’s to be done next
For example: “Next, I’d like you to sit in the circle.”
Key Strategies – Primary School

B: TO FACILITATE DEVELOPMENT OF SOCIAL SKILLS

1. Use the child’s name
2. Seat them next to a good role model
3. Keep the child close
4. Praise non-target children (be specific)
   For example: “Michael is showing us good work habits.”
5. Repeat the instruction and model use of Please
   For example: “Sally, join the line, please.”
6. Get them started
   For example: “Time to begin now, Jane. Pick up your pencil!”
7. Smile and showcase
   For example: “Helen, you’re doing so well at taking your turn!”
8. Distract the child
   For example: “George, please tell me when everyone is ready.”
9. Do the thing/task with them
   For example: put your hand over theirs to help them begin to write.

C: TO ENCOURAGE WANTED BEHAVIOUR

1. Avoid initial confrontation
   For example: “I’ll be back in a minute to see if you’ve started”; “I’ll leave your work here until you’re ready”; “It would be good if those things were picked up.”
2. Make a game of imitating/copying, etc.
   For example: “Do this, do that!”
3. Hold their hand and speak calmly
Key Strategies – Primary School

4. **Play Bask in the Sunshine**

Instructions: a game without words. All children in group lie down to Bask in the Sunshine, remaining completely still. Teacher gently taps the shoulder of any children who move. They in turn join teacher. They observe and point out anyone who moves etc. The winner is the last child left.

5. **Play soothing music/baroque**

Play background music to suit the mood of the tasks in hand.

6. **Use facial expressions well to indicate your feelings to the young person**

7. **Teach: “I don’t understand” and welcome child’s use of it**

Technique is to offer praise immediately: “I’m so pleased you asked about…”

8. **Ask young person to retell in a different way**

For example: “Can you explain that in another way?”

9. **Use playback to ensure you understand what the child means**

For example: “I think you said that…”

10. **Encourage the young person to look friendly: facial expression**

Invite them to practise looking friendly. Use plastic mirrors for the children to practise their “faces”.

11. **Catch them being friendly and praise**

For example: “I see you’re sharing the crayons nicely with Emily, well done!”

12. **Give daily opportunity to help others**

For example: “Can you give out the clock-faces before we begin please?”

13. **Encourage children to comment positively about their peers**

14. **Encourage children to show an interest in their peers**

Use “Tell a Good Tale” for a short Circle Time after lunch. Children may tell a good tale about someone other than a best friend, or pass.

15. **Teach: “Can I get a game?”**

Technique: The answer is always YES, but conditions may be attached.

16. **Teach taking your turn at games**

Hint: start as a partner activity and build upon success.
Key Strategies – Primary School

17. Teach: Taking your turn in class
Technique: do this in a variety of activities.

18. Praise collaboration
For example: “I’m glad to see you working well together, Ann and Paul, great work!”

19. Praise end result of collaboration
For example: “What a fast time your model car has achieved. Two heads are better than one.”

21. Acknowledge every small step of progress in behaviour skills

22. Help children put feelings into words
Teach: “I feel _____ just now, and I’d feel better if _____.”

GIVE LESS ATTENTION

23. Give minimal attention via your words
For example: “Paul, your work.”
Praise wanted behaviour when it resumes.

24. Useful techniques:
“I can only hear you when you put your hand up and wait.”
“I can only see you when you’re in your seat.”
“I can only talk to you when you’re listening.”

25. Limit your answers to the “why is it always me?” question
Giving long responses is giving attention negatively.

26. Keep a calm face
Don’t reveal your personal crumple button.

27. Let them know the consequences
For example: “You’re not choosing to work now, so you will have to finish this at another time.”
Key Strategies – Primary School

**D: GETTING STARTED AND STAYING ON TASK**

1. **Make sure you have attention before you speak. Use, for example a rainmaker**

   Use “When I want to speak to you all, I'll put my hand up”; “When I want to speak to you all, I'll let you hear the rain.”

2. **Make sure their equipment is organised**

   Hint: Encourage the children to set out the equipment required for the task before they begin.

3. **Give distressed children familiar work**

   Hint: Allow children to be successful and regain good feelings by showing what they can already do before moving on.

4. **Start off with a simple task and praise success**

5. **Work on sequencing**

   Many children find sequencing of all kinds challenging, from the simple act of getting dressed to the more complex task of story sequencing. Use real class events and ask the children to re-tell in sequence.

6. **Make sure they know when they are finished (your view)**

   Very important for children who give up easily.

7. **Let child draw a happy face on work when YOU agree they’re finished**

   Hint: let them use a special pen, e.g. a metallic one.

8. **Record success visually**

   Offer affirmations/certificates – class, department, school. Develop classroom displays. Inform home via notes/letters.

9. **Use large egg-timer**

   This is helpful for young people with poor time concept/work ethic who don’t complete tasks in time. Useful also during time-out and for children who find it hard to stay seated for any length of time.

10. **Build in “Let off Steam” time**

    Children learn better when hard work is interspersed with short periods of teacher-directed enjoyable activity before settling to work again.
Key Strategies – Primary School

11. Ask the young person:
   (a) *What* have you to do?
   (b) *How* have you to do it?
   (c) *Show me*, then *praise*.

E: EMOTIONAL DISTRESS: SKILLS TO DE-STRESS

1. Give opportunity for purposeful expression of feelings with a trusted person

2. Use the traffic lights

3. Give Positive, Specific, private praise to combat very low self-worth

   For example: “Kath, I can see you’re listening well because you’re really looking at me when I’m speaking – well done!”; “I really like the way you’ve left a space between each word.”

4. Reality check – continuously ask: “What do you think you did a bit better?”

   Talking up their efforts is so important, especially if their self-worth is low.

5. Talk them up while they’re within earshot

   For example: “Oh, Mr Smith…did you know that Joseph made a good choice and used his calm card before he lost his temper. I’m so proud of him!”

6. Short time-out

   An opportunity for the young person to reconsider his/her behaviour and make better choice. Minimum attention needed. Egg timer helpful too. This timely intervention proves very useful when others are being affected.

7. In class time-out

   Hint: child gives agreed signal when ready to rejoin others.

8. Give the runner a safe place to go within the building

   A good first step to safety for the child who runs away. This is a better alternative to chasing around the building or down the road.
Key Strategies – Primary School

9. **Build in 10 minutes quality time**

Ten minutes well spent gives invaluable payback and encourages wanted behaviour!

- Reinforce strengths and achievements.
- Emphasise exceptions to difficult behaviour.
- Compliment on efforts.

10. **Playtime buy back**

Where playtime has been withdrawn, children can earn it back again in units of 5 minutes by showing good skills at meeting agreed targets.
Key Strategies – Secondary School

**A: TO ENCOURAGE SELF-MOTIVATION**

1. **Give them their own pencil with name/school name**

Recognition of name, ownership, personal responsibility. (Consider other materials – e.g. folders, use of labels etc.)

2. **Star (or other sign) for completed work**

Your idea of finished and the young person’s can vary, so explain your criteria.

3. **Specific praise for effort**

For example: “You tried hard to listen just then.” (Quiet and private – or public praise if effective).

4. **Specific praise for attainment**

For example: “Well done! You got eight examples right! You can do it.” (Quiet and private – or public praise if effective).

5. **Repetition and reinforcement**

For example: “Well done! You’re looking at me! Good listening skill!” Aimed at individual, class, group, friends, models, as appropriate.

6. **Practical examples/concrete materials**

For example: “Remember your target card/badge”. Or using the “I feel _____ when _____ and what would be better is _____” technique.

7. **Small steps**

If a task seems insurmountable, break it down: within a lesson, over a week or over a term.

8. **One-to-one reinforcement of routines**

For example: “Wait for the right moment to speak”; “Remember to put your hand up”; “Remember, at the start of the lesson you _____”

9. **Direct appeal to young person to behave well**

“Jamie, remember to work quietly, I know you can do it.”

10. **Showcase pupil when giving good example**

For example: Issue merit/award as appropriate to class/department/whole school system for showing good _____ skills.

11. **Refer to the behaviour, not the young person**

For example: “Colin, shouting out is not acceptable, no-one else is being allowed to answer.”
Key Strategies – Secondary School

12. Assess understanding of basic classroom language
Give clear instructions. For example: “Fran, please put your folder in the S1 box.”

13. Acknowledge personal interests of the young person
For example: “Lynn, how did the competition go at the weekend?”

14. Broken record technique
For example: “Graham, sit down please. Sit in your chair. Graham…Graham… Your chair!”
For example: “Jamie please get things started…Jamie your work…Thank you Jamie.”

15. Where possible, balance between teacher-directed activity and own choice
For example: “There are 6 experiments, choose 3 to write a report on.”
For example: “Choose a character from the story to write about.”

16. Short, simple instructions
For example: “Ali, your work!”

17. Tell the young person in advance what he/she will learn
For example: “Today we will learn about which things stick to magnets and why.”

18. Use gestures as well as words
For example: “Barry, come and sit here next to me.”

19. Use good eye contact
Make sure you have the young person’s attention before you begin.

20. Playback verbally what’s to be done next
For example: “Next, I’d like you to sit in the circle.”

21. Check back at the end of the lesson what has been learned
For example: “Tom, would you like to tell us what we’ve learned today/so far?”
Key Strategies – Secondary School

B: TO FACILITATE DEVELOPMENT OF SOCIAL SKILLS

1. Learn and use the young person’s name
2. Seat them next to a good role model
3. Seat them close to teacher
4. Praise non-target pupils – balanced between specific and general
   For example (specific): “You look ready to get started, so let’s all get our books open at page…”
   For example (general): “Bringing your homework diaries has made a big improvement to the whole class standard of homework.”
5. Repeat the instruction and model use of Please and Thank You
   For example: “Sally, join the line, please.”
   For example: (with expectation of instruction being followed), “Sally, join the line, thank you.”
6. Get them started
   For example: “Time to begin now, Jane. Pick up your pen! Start with…”
   For example: “You know the routine, jackets off, homework diaries out!”
7. Smile and showcase
   For example: “Helen, you were patient and allowed John to finish his comment. Would you like to add something?”
8. Distract the young person
   For example: “George, can you tell me when all the folders have been given out and we’re ready to begin?”
9. Do the thing/task with them
   For example, open test book at right page and prompt to copy heading/write date, etc.
C: TO ENCOURAGE WANTED BEHAVIOUR

1. Avoid initial confrontation
   For example: “I’ll be back in a minute to see if you’ve started”; “I’ll leave your work here until you’re ready”; “It would be good if those things were picked up.”

2. Privatise correction/reprimand/praise and speak calmly
   (Remember, some young people don’t respond well to public praise.)

3. Pause for thought
   For example: identify key moments beginning/during/after lesson for ‘quiet time’ strategies, such as reading for 10 minutes at the start of the lesson, or personal reflective thinking at the end of the period.

4. Play soothing music/baroque
   Play background music to suit the mood of the tasks in hand.

5. Have a quiet seat/safe task area
   Have available for the young person to use as a comforter. For example: “Kelly, come and finish your work at this table”, or: “Siobhan, come and sort the coloured pencil box please.”

6. Use facial expressions well to indicate your feelings to the young person

7. Teach: “I don’t understand” and welcome young person’s use of it
   Technique is to offer praise immediately: “I’m pleased you asked about…”

8. Ask young person to retell in a different way
   For example: “Can you explain that in another way?”

9. Use playback to ensure you understand what the young person means
   For example: “I think you said that…”; “Did I hear you say you were feeling angry?”

10. Encourage the young person to look friendly: facial expression
    For example: “Oh, come on guys, give us a smile!”

11. Catch them being friendly and comment
    For example: “That was good of you helping John out with that task.”

12. Give daily opportunity to help others
    For example: “Can you give out stop-watches before we begin please?”. Give individuals tasks within group work.
Key Strategies – Secondary School

13. Encourage young people to comment positively about their peers
Emphasise helpfulness, giving ideas and sharing tasks.

14. Teach taking your turn during activities or discussions
Start as a partner activity and build upon success.

15. Praise collaboration
For example: “I’m glad to see you working well together, Ann and Paul.”

16. Praise end result of collaboration
For example: “You’ve worked well together to solve that problem. Two heads are better than one.”

17. Acknowledge every small step of progress in building behaviour skills
If things have stopped getting worse – that’s success.

18. Help young people put feelings into words
Teach: “I feel _____ just now, and I’d feel better if _____”

GIVE LESS ATTENTION

19. Give minimal attention via your words
For example: “Paul, your work.”
Praise wanted behaviour when it resumes.

20. Useful techniques:
“I will only hear you when you put your hand up and wait.”
“I will only see you when you’re in your seat.”
“I will only talk to you when you’re listening.”

21. Find productive activities for restless pupils to break up the lesson for them
For example: “Please take this register to the office”; “Can you help me get these materials ready?”

22. Limit your answers to the frequently asked question “Why are you always picking on me?” or “Why is it always me – he did it as well!”
Giving long responses is giving attention negatively.
23. Keep a calm face
Don’t reveal your personal crumple button.

24. Let them know the consequences
For example: “You’re not choosing to work now, so you’re showing me that you’re choosing to work at a later time.”

25. Use small rewards for all pupils showing good skills
This encourages all young people, including target pupils, to improve their skills. For example: class reward/achievement systems; school praise systems like “keep on colour”. Letters home to parents are pupil favourites as shown in research. Positive letters from year heads are very popular.

26. Teach: Class ‘class focus/concentrate’ technique
Encourage young people to blank unacceptable acting-out behaviour not putting them personally at risk, such as someone making funny noises.

Limit your questioning to avoid giving additional attention. For example: “Why did you do that?” seldom has good outcomes. Instead: “I saw that. Now let’s get started and not waste more time…” avoids negative attention.

Establish an agreed set of criteria and verbal/visual signals denoting a request for high quality audience of listeners. Use a variety of feedback systems to recognise and reinforce good listening skills. For example, use verbal praise for a specific skill: “That’s good Bob, you’re looking at Iain when he’s talking”; “Good John, you’re nodding your head and encouraging Peter.” Use post-it notes to comment unobtrusively on skills being demonstrated during group discussion. In PSE these can be displayed to build up individual/class community profile.

Some staff find it useful to have a piece of flip-chart paper displayed with the label “parking lot” on which young people can be invited to place post-its with questions that occur to them during the lesson or items they haven’t understood. These can be re-visited at the end of the lesson.

D: GETTING STARTED AND STAYING ON TASK

1. Make sure you have attention before you speak. Use, for example a rainmaker
Use verbal or visual cues which you feel comfortable with. Good to vary these.

2. Make sure their equipment required for tasks is organised
For example: Encourage pupils to take responsibility for issuing of regular equipment like folders, pencils, study planners, etc.
Key Strategies – Secondary School

3. Give stressed young people familiar work

Technique: Allow young people to be successful and regain good feelings by showing what they can already do before moving on.

4. Use imagination and humour when placing pupils in an isolated seat to encourage concentration for set period

For example: “James, come and sit in the Driver’s Seat until you finish that task, then I’ll give you your licence and you can return to your friends. Remember there are penalty points if you don’t!”

5. Start off with a simple task and praise success

6. Work on sequencing skill as an early study technique

Many pupils find sequencing of all kinds challenging, from the simple act of changing for PE to the more complex task of story sequencing. Hint: break task into smaller, simpler sections.

7. Make sure they know when they are finished (your view)

Very important for young people who give up easily

8. Involve pupils in recording own progress

For example: let pupils write agreed rating/grading/mark or symbol on their work when you agree they are finished. For example: incorporate into monitoring sheets when being used; let them use a special pen, e.g. a metallic one.

9. Record success visually

Offer affirmations/certificates – class, department, school. Develop classroom displays. Inform home via notes/letters.

10. Use large egg-timer or stopwatch

This is helpful for young people with poor time concept/work ethic who don’t complete tasks in time.

11. Build in “Let off Steam” time

People learn better when hard work is interspersed with short bursts of teacher-directed enjoyable activity or a sharp change of focus/direction for the lesson before settling to work again.

12. Ask the young person:

(a) **What** have you to do?

(b) **How** have you to do it?

(c) **Show me**, then **praise**.
E: EMOTIONAL DISTRESS: SKILLS TO DE-STRESS

1. Try to encourage trust and openness in your classroom

For example: “I know you’re frustrated that you didn’t get a turn but it let others get a chance to take part who didn’t get a chance last time.”

2. Give positive, specific, private praise to combat very low self-worth

For example: “Kath, I can see you’re listening well because you’re really looking at me when I’m talking. Well done!”

For example: “I really like the way you’ve left a space between each word.”

3. Reality check – continuously ask: “What do you think you did a bit better?”

Talking up their efforts is so important, especially if their self-worth is low.

4. Talk them up while they’re within earshot

For example: “Oh, Mr Smith…Jane has put her hand up to answer and hasn’t shouted out all period.”

5. Short time-out

An opportunity for the young person to reconsider his/her behaviour and make better choice. Minimum attention needed. Useful to try this for a short time, or example: pupil is removed to another class pre-arranged with a colleague and returns to class after 10-15 minutes to make a better choice.

6. In class time-out

For example: separate pupil from group activity. Allow to return when behaviour/ attitude is appropriate.

7. Give the runner a safe place to go within the building

A good first step to safety. Issue young person with a “get out of class free” card to present to safe place supervisor.

8. Build in 10 minutes quality time

Ten minutes well spent gives invaluable payback and encourages wanted behaviour!

- Reinforce strengths and achievements.
- Emphasise exceptions to difficult behaviour.
- Compliment on efforts.