











SENCO Strategies to support QFT in the classroom

<p>Boost self-esteem</p> 	<ul style="list-style-type: none"> • Look for learners' strengths and help them to recognise and value them, too. Group work can be a good way of helping with this. Partner learners with others who have different strengths so that each can bring their own talents to the situation. • Always emphasise the positive – what the learner can do. Praise for small achievements – make praise specific and descriptive; don't give general platitudes as praise. • Also, be careful not to praise poor work – children and young people know when they are being patronised! • Give praise and advice in a one to one, quiet or private situation – many learners do not want to be singled out or to be praised in front on an audience. • Reflective listening – check learner's input/ideas by asking questions to confirm understanding • Accumulate positive outcomes which will improve self-esteem; e.g. for writing task, build up to the final piece of work in carefully planned stages: <ul style="list-style-type: none"> ○ teach a planning method e.g. Mind Maps and allow the student to produce just that planning section as a piece of work first; ○ develop the work in stages, perhaps beginning with a series of bullet points or an outline sketch in a writing frame which is then expanded into fuller text;
<p>Understanding challenging behaviour</p> 	<p><i>Remember that some behaviours are all about concealing or covering up anxiety. Anxiety and fear can show itself in students as anger/ annoyance.</i></p> <p>We need to understand triggers – what is it that will make a learner anxious? This can vary from one learner to another, and the source of anxiety may be something that is very easily remedied; e.g. <i>a pupil worrying about not being able to copy their homework from the board in time.</i></p> <p>Remember, too, that anxiety may take different forms. With some it is obvious, resulting in the pupil 'acting out' with poor behaviour. With others it may be hidden - many pupils simply shy away preferring not to be noticed. Both extremes need to be acknowledged.</p> <ul style="list-style-type: none"> • Ensure the classroom is a positive environment, think about seating. • Create an atmosphere of trust. • Prepare learners for what is coming next, eg, visual prompts; give an outline of what might happen, eg, when we are hungry we will... if it's raining we will...
<p>Motivate</p> 	<ul style="list-style-type: none"> • Objectives need to be simple, straightforward and available to see. Learners need to be reminded of them. • Objectives must be achievable - differentiation is key!! • It is important to use SMART targets. For example - Spelling lists in English. If a learner is consistently achieving 3 out of 10, reduce the number of spellings to 3 and achieve 100%. This results in motivation to do the same with 4 words etc. and goals can be extended as confidence grows. • Teaching 'ownership' of learning is important at all times. Allow the learner to have some input into goal setting – thereby getting them 'on board' and in control of their learning. Let them set targets that are totally achievable. Success will breed success.
<p>Teach metacognition</p> 	<p>Can be thought of as 'knowing about knowing' or 'awareness and understanding of one's own thought processes'.</p> <ul style="list-style-type: none"> • Ask your pupil to think of something that they've learned successfully – it can be something factual or a skill – even riding a bike. Ask them how they learned and what worked for them. Can they apply the same learning techniques to other situations? • Try thinking about the task and what makes things difficult for individuals. Model this internal dialogue for those who may not do it unconsciously: <ul style="list-style-type: none"> • <i>What am I doing this for?</i> • <i>Have I done anything like this before?</i> • <i>What's the best way to learn this?</i> • <i>How can I help myself remember this?</i>




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<p>Teach metacognition cont.</p>	<ul style="list-style-type: none"> • <i>What techniques/strategies do I know that could help with this task - e.g. would a mindmap be a good tool to use?</i> • Encourage 'teaching on'. If they can teach it they are more likely to understand it. • Peer support / Buddy Up we know that from the age of 8 or 9 years children learn more from their peers than their teachers.
<p>Use positive language</p> 	<p>Use expressions such as:</p> <ul style="list-style-type: none"> • <i>Would it help if I.....?</i> • <i>Which bit can I help you with?</i> • <i>I really like the way you have.....</i> • <i>That would be even better if.....</i> • <i>Which bit do you like best?</i> <p>Try to avoid using the word '...but'! E.g. 'This is a really good piece of work, but.....'</p>
<p>Use multisensory techniques</p> 	<p>Beneficial for all not just those with SpLD.</p> <ul style="list-style-type: none"> • Rather than simply talking, employ as many visual aids, gestures, memory hooks, activities etc. as possible. This will help all learners retain what is being delivered to them much better. • WAGOLL: <i>What A Good One Looks Like</i> – never underestimate the power of modelling – many students just cannot 'see' what is being required of them – don't assume they will 'get' this from your words alone. • Visualisation - can be a very powerful strategy for turning auditory input into a visual memory. One method is to read a piece of descriptive text and ask questions about the detail. Then tell the learners that this time you would like them to listen and to 'make a movie' in their head. Then ask questions again. • Auditory support skills - teach students to note-take effectively by using abbreviations/symbols, mind maps and doodles to assist the memory. • Kinaesthetic support skills – try to include movement whenever you can, this can be a powerful influence on memory, e.g. writing words in sand, walking letter shapes, using fingers for times tables. • Remember that with all of the above strategies, learners will need explicit instruction and should be shown examples.
<p>Give one instruction at a time</p> 	<p>This is beneficial for those with short attention spans. Saying a little at a time and as little as possible is much more powerful.</p> <ul style="list-style-type: none"> • Always try to give very clear, short instructions which require one activity at a time. • Ask specific questions to ensure instructions have been understood (not just 'Do you understand?') • Be prepared to repeat yourself – don't just get louder! Similar to speaking abroad/to foreign visitors • Keep instructions in the order of the activity – i.e. Don't say 'go and get your PE kit, but first finish the question you are on and then put your book away'. Instructions delivered out of order are very difficult for students with sequencing issues.
<p>Make text & work sheets reader friendly</p>	<p>Never underestimate how long it can take some students to process visual material. Errors can be with:</p> <p>tracking: skipping lines or re-reading the same lines reading small high frequency words – if/is/in adding or omitting high frequency words – a, the making errors within or at the ends of words, which affects understanding the text being read confusing words that look alike – split for spilt, the for there. confusing letters – b/d/p/q/g, m/n, m/w. confusing numbers – 9/6, 2/5, 91/19</p>

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<p>Make text & work sheets reader friendly cont.</p>	<ul style="list-style-type: none"> •The larger a font is, the easier it is to process. •AVOID BLOCK CAPITALS, <u>underlining</u>, and <i>italics</i> •Left justify passages of text rather than fully justify. •Large blocks of dense print can be intimidating. Try cutting longer texts up into paragraphs or present information using bullet points. •Some learners are really adversely affected by the use of bright white paper, use a softer colour. •Apply these standards to your use of the whiteboard and/or computer screens.
<p>Allow think time</p> 	<p>Slow processing speeds are a common feature of many SpLD. Never underestimate how long it can take some students to process verbal material – written or spoken.</p> <ul style="list-style-type: none"> •Never put a pupil on the spot in front of the rest of the class - this is a sure fire way to demolish their self-esteem! •Slow down your rate of speaking – you may need to practise perfecting this skill! - students will give longer responses and say more. •Allow students time to process what you say – that is, allow 'think time' – again, you will get better responses. There has been much research into this and at least 3 seconds seems to be the magic number. We have seen so many instances of the positive impact of 'think time' in feedback from really quite young students; they really appreciate a few extra seconds to process a question and have a go at responding. •Allow appropriate response time so learners can formulate their answer; e.g. at the beginning of a learning point let pupils know what questions you want them to answer at the end. Some learners need a long time to formulate spoken answers. A useful strategy is allowing 'rehearsal' time. Encourage learners to discuss and practise their response with a partner or in a small group before they deliver in front of the whole class. •Don't talk when students are writing – this will distract them and they will lose their train of thought and have to begin again. Any learner with a weak working memory needs to have as much free 'headspace' as possible to perform.
<p>Reduce memory load</p> 	<ul style="list-style-type: none"> •Reduce memory load to make tasks more manageable •Break any task down into manageable sizes – bite size. •Signal words can be very effective at alerting learners to what is required of them, e.g. there are three things you need to remember. Count them off on your fingers and encourage your learners to do the same. •Check understanding – if a learner has not 'got' what is required of them in class, they will not be able to get on with their work. Many may be too shy or ashamed to admit this/ask for help. •Consider using 'study buddies'. •Provide written instructions using numbered bullet points •Always ensure that homework requirements are written down and/or available in the homework planner.
<p>Keep your language simple</p> 	<ul style="list-style-type: none"> •Use simple sentences, e.g. instead of "Before you do x, do y" say "Do x, then do y" •Allow 'think time' so that pupils can process information, instructions and/or questions. •Avoid (or explain) idioms/double meanings – 'pull your socks up' etc. •Avoid sarcasm •Always think about how what you are saying might be construed by students

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<p>Support gross motor skills</p> 	<ul style="list-style-type: none"> •Difficulties with gross motor skills are also common to many SpLD. •Games and physical activities require gross motor skills – bigger movements using large muscles, e.g. for running, jumping, catching, rolling. •Clothing – make changing for PE/technology etc. as easy and speedy as possible
<p>Teach organisational skills</p> 	<ul style="list-style-type: none"> •All classes should have visual displays as standard. •Use pictures, diagrams and/or photos to help with organisers; encourage learners to choose their own pictures. •Don't assume that using organisational aids is understood or the importance recognised. Many learners need to be taken through the purpose and benefits of such aids. •Many apparent organisational problems may stem simply from the fact that the learner just did not get information down – especially if it required copying from the board. •Homework, especially, can cause difficulty as pupils may go home without the instructions or materials. Avoid requiring learners to copy homework instructions and ensure they have the materials they need to take home. Remember that parents may equally have organisational problems. •Employ any other IT short cuts to support organisation – recording devices, apps, etc. – there is so much out there now to support organisation. •Provide examples (WAGOLL: <i>What A Good One Looks Like</i>) - your learner may not be able to devise organisational systems without this help. •'Now' and 'Next' cards can be very powerful
<p>Have high expectations</p> 	<p>The SEND Code of Practice 6:12: 'The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment.' It is essential that teachers have high expectations for all, that learners' strengths are identified and taken into account as much as their weaknesses, and that support is put in place to ensure that every pupil achieves to their full potential.</p>