DYSART OUTREACH

TIPS THAT WORK FOR EVERYONE

Invitation to learn:

Rather than merely expecting pupils to engage with what we are saying or doing we want to draw pupils into the learning experiences but making it ‘irresistible, therefore providing motivation to engage.

Pupils with learning or behavioral difficulties often find; attending, engaging, recalling and understanding unwritten rules more challenging. We often find their learning and play is limited, repetitive and needs to be explicitly taught. Our pupils often don’t know how to engage with an object or stimulus so during an irresistible input adult model this.

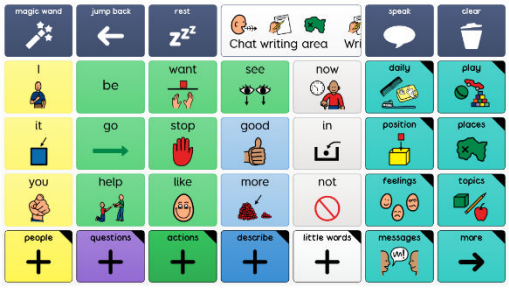
We can support engagement through “attention grabber activities”. Below are some ideas;

Visuals

Visuals are your 'go to' tool when supporting ALL learners in a classroom. The reasons for this are;

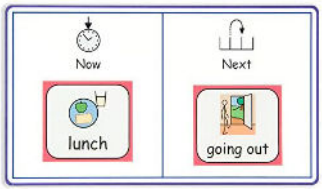
- Reduces anxiety
- Can be referred back to
- Remains constant when the word is gone
- Allows for slow processing of learners
- Helps a pupil prepare for ant changes or transitions
- Promote independence for learners heavily reliant on adults.
- Transferrable

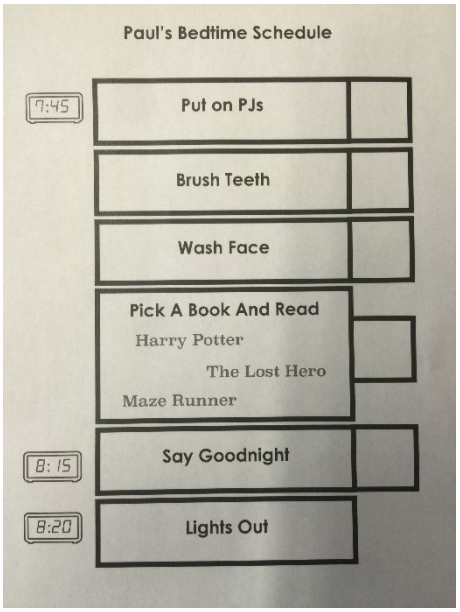
There are lot's of High and Low tech systems to use to support visuals in your classroom. At Dysart school our low tech option is 'communication in print' and our high tech option is 'Grid player'.



Timetables

A visual timetable is a schedule that uses objects, pictures or symbols to help children see what is going to happen over the course of a morning, afternoon, day or even a single activity. Visual timetables can help children who need to have clear structure and expectations.





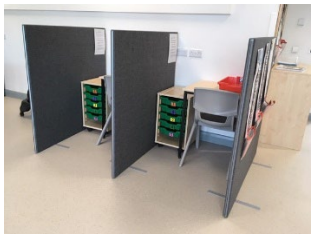
Work spaces:

'Work stations' support pupils learning, independence and self-help skills in order to best prepare pupils for life after school.

At its core it focuses on strong visual and structural supports to:

- Increase understanding
- Calm and organise
- Build independence
- Reduce behavioural difficulties

Work stations are primarily used to build independence and reinforce previous learning. They should not be used when teaching new concepts.



Sensory supports

Sensory processing is how we process information from our senses (what we see, hear, taste, touch, smell and how we move). Our brains interpret this information to help us understand the world around us and carry out everyday tasks.

Everyone falls along the continuum of sensitivity for each sense

Less-sensitive Typical More-sensitive

Remember, It's OK to have different sensitivities. Some of us might be less sensitive to some sensory information and more sensitive to others and It's how we manage our sensitivities in everyday life and environments that is important!

Some ways to do support sensory processing is;

- Environment – positioning/auditory/visual
- Sensory circuits; see training presentation
- Sensory strategies such as short movement breaks and fiddle tools
- Appropriate seating; including postural support, body awareness and movement
- In some cases, individual OT Programmes/Sensory Diet