

General good practice proactive strategies to support pupils in schools & settings

Knowing the child

- Identify, celebrate, and build on the child's strengths.
- Get to know the child well through careful observation, and reflecting on what went well/didn't go well and why.
- Consider the child's basic needs (environment, food, drink, toilet, sleep, medical etc.)
- Pre-empt situations which individual children may find difficult – avoid problems happening.

Environment

- Provide a quiet, calm, safe place to go to when needed.
- Remove distractions (Sensory – lighting, temperature, noise, visual distractions – cluttered displays, clutter. Social – people)
- Be organised – have appropriate resources ready, (visual, kinaesthetic and auditory).

Routines

- Keep things predictable, have routines which don't change too often.
- Allow for "sensory breaks" between activities.
- Provide transition activities to support the children to transfer their focus from one set of expectations to another eg when coming into school/after play.
- Visual, regularly referred to, reward systems – what would the children value as a reward?
- Regular reminders of rules, rewards and consequences – have visual displays and refer to them regularly.
- Timers – give a countdown to changes of activities.
- "Catch 'em being good" – reward the positives. OFTEN.

Language

- Use visual cues to aid understanding.
- Have a visual timetable so the children know what happens next.
- Make instructions clear, and ensure the children have understood.
- When speaking to children say the child's name first to get their attention.
- Ensure the child processes the whole sentence, if not, find out whether they remember the first or last thing heard, and ensure the most important instruction is put in the right part of the sentence eg Chris, put coat on, time to play outside, or Chris, outside play, coat on.
- Pre teach any new language which may be needed eg for a specific topic.

Adults should:

- Model to the children what you want them to do.
- Be a positive role model for good behaviour.
- Find opportunities to teach specific skills eg turn taking, sharing, understanding facial expressions and body language, understanding how other people feel.
- Interact with the children, play with them, teach them skills, comment on what they say and do, acknowledge their feelings and achievements.
- Don't put them into situations they are unable to deal with without supporting them and teaching them the skills they need. (You wouldn't give a 4 year old a reading book intended for a 7 year old unless they had the skills to read and understand it).