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| Seat pupil near the front with their back to the class, between two good role models and well away from areas other pupils need to walk through. |
| Establish a quiet place where pupil can go to work. |
| Allow pupil to fiddle with a piece of Blu-Tack, rubber band, squeeze ball or another chosen object. |
| Make tasks short, with frequent breaks and opportunities to move around. |
| Give instructions simply and clearly. Make sure the pupil is looking at you first. Check that he has understood them. |
| Use a kitchen or sand timer to help pupil complete a task in a specified period of time, or display one on the IWB. |
| Aim for a ratio of four positive comments to one negative and teach pupil how to reward themselves: ‘You managed to concentrate on your work very well just then; give yourself a pat on the back.’ |
| Devise a private signal system to let the pupil know when they are off-task or behaving inappropriately. |
| Use a planned reward system. |
| Teach a relaxation strategy like slow breathing and cue pupil when they need to use it. |
| Teach/use clear classroom routines, e.g. have all pupils hold an object when it is their turn to talk. |
| Display classroom rules and routines for pupil to refer to. Illustrate them visually – for example, use a traffic-light system to indicate whether pupils can talk or not, or symbols for different noise levels (partner voices, group voices, classroom voice, playground voices). |
| When pupil is misbehaving:   * Say what you want him or her to do, rather than what you don’t – ‘N, I want you to keep your hands in your lap’ instead of ‘N, stop bothering P’. * Label the behaviour but not the pupil – not ‘You big bully’ but ‘N, bullying is not allowed in our school’. * Remind pupil of a rule, rather than telling them off – ‘N, our rule is we put up our hand to answer’, or make a point of praising a pupil who is keeping the rule – ‘A, I like the way you put your hand up when you knew the answer’. * Use the language of choice, reminding pupils of the consequences of the various behavioural choices open to them. |
| To help pupil work independently:   * Actively teach core routines for certain tasks, having pupil practise them with progressively less help until they can quickly tell you and show you what they have to do if you ask them to do that type of task. * Give independent tasks that have previously been modelled for the whole class. * Give clear guidelines: ‘I expect you to have produced at least three lines by ten past ten; I will be asking you then to share these with your writing partner.’ * Use visual prompts in the form of pictorial task cards. * Provide support in the form of writing frames, word mats, relevant classroom displays, and prompts such as a card with ideas for ‘Five things to do if you are stuck with your work’. |
| Ask another pupil or a small group to buddy the pupil who is having difficulties, praising them when they achieve easily reachable behavioural targets. |