

Figure 1.3 Attention deficit hyperactivity disorder (ADHD)

Symptoms	Date	Date	Date	Date	Date	Date
<p>Inattentive/distractable</p> <p>Sometimes appears to be in a world of his/her own</p> <p>Poor listener; does not always respond when addressed and forgets instructions</p> <p>Lacks concentration; flits from one activity to the next; easily bored</p> <p>Does not complete tasks; gives up easily and is disorganised and forgetful</p> <p>Work is full of errors and untidy</p> <p>Distracted by what others are doing, or other events occurring in the vicinity</p>						
<p>Impulsive</p> <p>Acts without thinking of consequences; does not plan what to do next</p> <p>Calls out and interrupts; does not wait his/her turn; needs instant gratification</p> <p>Blurts out answers to questions without thinking</p> <p>Talks incessantly; constantly asks questions, but does not wait for answers</p>						
<p>Hyperactive</p> <p>Fidgets, fiddles and has boundless energy; always out of his/her seat</p> <p>Does not settle to tasks; easily distracted</p> <p>Tears about knocking into objects and people; engages in risky physical exploits</p>						

Figure 1.4 Autistic spectrum disorder (ASD), including Asperger's syndrome

Symptoms	Date	Date	Date	Date	Date	Date
<p>Communication</p> <p>Does not talk or talks very little</p> <p>Does not respond to questions</p> <p>Echolalic (repeating what has been said)</p> <p>May recite chunks of Disney films</p>						
<p>Asperger's syndrome</p> <p>Talks fluently on subjects of interest</p> <p>Poor conversational skills</p> <p>Does not understand non-literal language</p> <p>May have a pedantic manner and unusual intonation</p>						
<p>Social interaction</p> <p>Appears to be in his/her own world</p> <p>Does not seek out physical contact</p> <p>Prefers solitary activities</p> <p>Does not understand about sharing</p>						
<p>Asperger's syndrome</p> <p>Wants to socialise but does not know how</p> <p>Does not pick up on non-verbal cues as to how people are feeling</p> <p>Lacks empathy</p> <p>Gets into arguments and fights</p>						
<p>Imagination</p> <p>Does not play imaginatively</p> <p>Does not indulge in symbolic play</p> <p>Lines objects up rather than playing with them</p> <p>Wants to do the same non-productive activity over and over again</p>						
<p>Asperger's syndrome</p> <p>Good at learning facts and figures; less good at abstract thought</p> <p>Absorbed by narrow range of interests</p>						

Figure 1.5 Specific language impairment (SLI)

Symptoms	Date	Date	Date	Date	Date	Date
<p>Phonological/auditory difficulties</p> <p>Unable to pronounce all sounds</p> <p>Substitutes sounds</p> <p>Unable to differentiate between certain sounds</p> <p>Unable to separate out the sounds in words</p>						
<p>Grammatical difficulties</p> <p>Inclined to give one word replies</p> <p>Has difficulty with tenses and plurals</p> <p>Has difficulty with conjunctions and prepositions</p> <p>Finds it hard to comprehend or use complex sentences</p>						
<p>Semantic difficulties</p> <p>Finds it difficult to retain new vocabulary</p> <p>Has difficulty understanding new concepts</p> <p>May not understand non-literal language</p> <p>Has difficulty in expressing his/her thoughts</p>						
<p>Pragmatic difficulties</p> <p>Has difficulty in understanding how to adapt language to different social situations</p> <p>Makes inappropriate comments</p>						
<p>Semantic-pragmatic disorder</p> <p>Has difficulty with both the meaning of words and using language appropriately</p>						
<p>Word-finding difficulties</p> <p>Slow to recall words</p> <p>Uses non-specific words</p> <p>Uses circumlocution</p> <p>(Verbal dyspraxia – see Figure 1.6 under ‘dyspraxia’)</p>						

Figure 1.6 Specific learning difficulties: dyslexia, dyspraxia, dyscalculia, dysgraphia

Symptoms	Date	Date	Date	Date	Date	Date
<p>Dyslexia</p> <p>Slow to learn sounds</p> <p>Muddles vowel sounds</p> <p>Slow to blend words</p> <p>Sequences letters incorrectly</p> <p>Copies down incorrectly</p> <p>Disorganised</p> <p>Needs time to process spoken language</p> <p>Weak speller</p>						
<p>Dyspraxia</p> <p>Bumps into objects and people</p> <p>Runs with awkward gait</p> <p>Slow to learn to hop and skip</p> <p>Finds it difficult to balance, stand on one leg or kick a ball</p> <p>Slow to learn correct pencil grip</p> <p>Slow to dress and undress</p> <p><i>Verbal dyspraxia</i></p> <p>Exaggerated movements of mouth</p> <p>Makes undue effort to pronounce words</p> <p>Words not clear, but sounds as if talking when mouth is full</p>						
<p>Dyscalculia</p> <p>Lacks intuitive number sense</p> <p>Difficulty in sequencing numbers and counting</p> <p>Very slow to pick up number concepts</p> <p>When writing out sums, puts numbers in wrong columns</p> <p>Difficulty with direction, shape and space</p> <p>Slow to understand money or tell the time</p>						
<p>Dysgraphia</p> <p>Letters poorly formed</p> <p>Handwriting untidy</p> <p>Often writes very little</p> <p>Difficulty organising ideas to put them on to paper</p> <p>Body posture abnormal: lying on desk or moving across desk as writing moves across page</p>						

Figure 4.1 Strategies for improving motivation, confidence and self-esteem

- Teach pupils that making mistakes is part of the road to success, so that they become more resilient and do not give up easily.
- Keep tasks short and make sure they are achievable, so that success rather than failure becomes the pattern.
- Give frequent praise and rewards, while keeping in mind what motivates different pupils and the manner in which they prefer to receive praise.
- Avoid getting into a downward spiral of negativity by keeping in mind the ability of the brain to grow new connections.
- Treat each day as a fresh opportunity to work on behavioural issues and wipe the slate clean.
- Explain to pupils that the brain improves with exercise: the more they try to learn, the better at learning they will become.
- Build on pupils' strengths, abilities and interests by providing different ways of tackling tasks, including a choice of how they present their homework.
- Give immediate feedback where possible, emphasising any achievement and conveying a sense of enthusiasm about the learning that still needs to take place.
- If there is not time to give pupils immediate feedback, find moments to discuss any comments on their work so that they are clear what they need to do to improve.
- Incorporate computers and other multimedia resources into activities and lessons as much as possible.
- Discuss goals so pupils have a sense of purpose and something to aim for.
- Demonstrate how teachers have to learn too, and reinforce the message that everyone is on a journey of lifelong learning, not just those who are students in school.
- Make sure pupils know how much their success means to those who teach and support them, and that staff have confidence in their ability to succeed.

Figure 4.2 Strategies for improving attention skills

- Use pupils' names and draw their attention to what they need to look at or listen to.
- Make classes orderly but exciting places to be.
- Include novelty in lessons to capture attention and imagination, whether in the style of the lesson, the content, the resources used, or where it takes place, including outdoors.
- Break up lessons into different activities, so that listening will be interspersed with opportunities to talk and to move about.
- Think of ways of making lessons multisensory and interactive, so that pupils have visual and auditory information, as well as being able to handle objects and be active.
- Balance the amount of teacher and pupil talk – pupils learn through expressing their ideas and discussing them with others.
- Provide opportunities for pupils to exercise. This can be from a few stretching movements at their desks to intervals for a short workout.
- Allow opportunities to drink water or have a snack.
- Do not insist on eye contact if it makes a pupil uncomfortable, but allow them to be at a distance if they show they can learn this way. Some pupils prefer to work standing up.
- Be flexible and allow 'concentrators'. Use favourite objects/activities as rewards.
- Work out very gradual steps for desensitising pupils who are hypersensitive.
- Seat highly distractible pupils at the front or give them their own space within the classroom, screened off from distractions.
- Allow pupils who need it to go to a 'time out' room or area, or to have additional short breaks, to prevent them feeling overwhelmed or out of control.

Figure 4.3 Strategies for organisation

- Set a good example by keeping a well organised classroom which makes it easy for pupils to find what they need.
- Encourage pupils to keep their desks and possessions tidy.
- Have clear rules and routines, so that pupils know what the expectations are for the lesson.
- Help pupils to understand the sequence of the day by providing visual or written individual timetables, as well as class timetables.
- Ask pupils questions about what they need to take home or bring to school.
- Discuss with them what strategies they will use to remind themselves what they need to do.
- Encourage pupils to have the equipment they need for each lesson on their desks at the start of the session.
- Check pupils' understanding of the homework they have been set. Ask them to repeat back what they have to do.
- Use homework diaries and discuss with pupils how to prioritise their work: when to do it and when it needs to be handed in.
- Make sure they know what the objectives are for each lesson and help them to think about whether or not they have been achieved.
- Give 'either/or' choices before working up to a greater degree of choice.
- Provide a starting point for creative writing rather than a blank sheet of paper.
- Help them to structure stories and essays by drawing the sequence of events in pictures first, or by writing one key sentence for each of the paragraphs they will be using. In either case, this will help them to think about having a beginning, middle and end.
- Build the idea of flexibility into their thinking, so that they learn to cope with the unexpected.

Figure 4.4 Strategies for helping memory

- Keep sentences short to reduce unnecessary complexity, particularly when content is unfamiliar to pupils.
- Avoid overloading the memory by expecting pupils to both hold and manipulate information at the same time.
- Teach new concepts by repeating the key words so that pupils have a better chance of absorbing the information.
- Attach new knowledge to previous learning, so that pupils build on what they already know.
- Give pupils sufficient time to process what they have been told and check their understanding. Allow sufficient time for them to think about and organise their answers.
- Plan lessons so that the same concepts are put across in different ways, for instance, linking oral information with visual cues.
- Link material to be learnt with actions: gestures, singing, or using rhythm, as using the body heightens awareness and increases memory.
- Provide sufficient opportunities for repetition, practice and consolidating learning.
- Find ways of encouraging pupils to use their initiative, so that activities become more significant to them and are easier to remember.
- Provide support for pupils with word-retrieval problems by giving them clues to finding the word. Give practise in recalling the same words, so they become easier to retrieve.
- Encourage word association games to develop word-finding skills.
- Chunk information to be remembered, so that there is not so much to remember at a stretch.
- Talk pupils through their role in events, before, during and after they occur, in order to increase self-awareness and support the declarative and autobiographical memory.
- Talk to pupils about memory and help them to recognise the strategies that help them, including visualisation.

Figure 4.5 Strategies for helping with motor skills

- Break down motor skills tasks into their component parts and practise each stage separately.
- Remind pupils that the more they take part in physical activities the more skilled they will become.
- Use a variety of different sized balls, balloons and bats to practise ball skills.
- Programme short bursts of activity into the day and into lessons. Start the day with a 10-minute workout for the pupils who need it.
- Make pupils aware that activity increases the supply of oxygen to the brain and strengthens neural connections.
- Make sure chairs are the right height relative to the desk, with younger pupils having their feet firmly planted on the floor.
- If fine motor skills are poor, check whether there is a problem with gross motor skills and work on these as well if necessary.
- Have a variety of different sized pencils, pencil grips and pens for pupils to try.
- Teach handwriting by using different materials: writing in the air, in sand, in foam and using sandpaper letters.
- Reinforce the skill of handwriting by giving daily practice at the primary stage, making sure that incorrect habits are not being reinforced, but are being corrected
- Provide opportunities for those with severe difficulties to learn touch-typing and allow the use of laptops where available.
- Supply younger pupils with specially adapted cutlery and non-skid mats for plates.
- Have ridged rulers or ones with knobs pupils can hold.
- Try book rests or angle boards for pupils who move their heads or bodies across the desk to read or write.

Figure 4.6 Strategies for communication skills

- Develop pupils' ability to listen by gradually increasing the length of time they are expected to do so.
- Encourage pupils to listen carefully to each other and to a range of other people talking to different sized groups.
- Provide opportunities for discussion in pairs and in different sized groups.
- Use radio programmes and other forms of listening where pupils can learn to concentrate on one medium without other distractions.
- Use games to develop listening and attention skills, such as identifying taped sounds.
- Use percussion instruments for children to create rhythms and to practise following instructions to play and to stop playing.
- Break instructions into chunks and check understanding by asking pupils to repeat back what it is they have to do.
- Make more use of signs, symbols, pictures and photographs as teaching aids.
- Revise key concepts and vocabulary regularly.
- Teach vocabulary specific to each subject and have it on display or inside the books of pupils who need it.
- Practise oral skills in pairs, groups and in front of the class.
- Use specific games to help with the development of social communication skills: ICT programmes on recognising emotion, guessing what emotions pupils are demonstrating by facial expressions, or role playing different emotions.
- Give pupils the opportunity to record their own voices and to hear themselves speaking.
- Include debating sessions in lessons and encourage all pupils to make a contribution, however short.

Figure 4.7 Strategies for literacy skills

- Try to identify those with dyslexia and those who are slow to make a start at reading.
- Help pupils to understand that words are made up of sounds by developing phonological awareness through a multisensory approach.
- Provide additional opportunities for practice if blending sounds into words is problematic. Make them interactive.
- Utilise pupils' visual strengths if they cannot learn through a phonic approach by encouraging them to build up a sight vocabulary, starting with their own name and the names of others in the class.
- Encourage pupils to enjoy books and to learn about what is involved in reading, even if they are not ready to learn to read until they are six or seven.
- Ensure pupils develop a range of strategies, including making use of the context by reading beyond the word they do not know and using any graphic clues.
- Make sure struggling readers engage in reading more often rather than less frequently, but with support.
- Help pupils with hyperlexia to develop the ability to understand what they read by reducing the complexity of the material and asking them questions about it.
- Use talking books and ones where pupils can record their own voices to increase their motivation.
- Recognise that some pupils may not be ready to learn spelling rules before seven years of age or older.
- Take a multisensory approach to spelling and handwriting as well as to reading.
- Ensure pupils who need it have daily practice in handwriting, while not being asked to think about anything apart from the formation of the letters.
- Allow opportunities to tell or record stories, rather than always being expected to write them out.
- Use alternative methods of recording as well: mind maps, diagrams, charts, writing frames, digital cameras, etc.

Figure 4.8 Strategies for numeracy skills

- Use real objects for counting in sequence and for establishing the concept of what numbers stand for.
- Do exercises and activities involving right and left.
- Reinforce position words by getting pupils to move physically in response to hearing the word.
- Provide practical apparatus, including an abacus for understanding place value. Let pupils continue to have this support for as long as they need it.
- Make sure pupils are counting on, not going back to the beginning each time.
- Draw attention to number patterns and numbers in the classroom: calendars, clocks, watches, etc.
- Use real money and clock faces where pupils can move the hands.
- Encourage estimation and then checking the answers: how many paper clips or pencils are there? How wide is the desk? How many paces from their desk to the door?
- Practise estimating 10 seconds, 30 seconds, 1 minute, etc. until pupils have acquired a sense of time.
- Encourage pupils to discuss mathematical terms, have them on display, or put them inside the exercise books of pupils who need them.
- Play games finding the quickest way to guess a number.
- Use board games involving dice, or a pack of playing cards, so that numbers are used in different contexts.
- Make use of maths computer programs that provide very visual representations of the four rules of number, as well as other areas such as fractions.
- Pair pupils together with a more advanced pupil assisting the other one to play a computer or card game.
- Involve pupils who need to gain confidence in becoming familiar with numbers to keep the score in class quizzes and ball games.
- Ask pupils to explain what they are doing to check understanding and to help them to remember procedures.

Figure 4.9 Strategies for social skills

- Provide opportunities for working one-to-one with an adult and then with a partner.
- Pair pupils with those who are good role models for some classroom activities, or to give them someone to talk to at playtimes.
- Involve pupils in activities that require turn-taking and pretend play.
- Work up to pupils being able to cooperate in small groups for some activities.
- Use circle time to encourage social interaction and communication and to ensure that everyone learns to take turns and to join in.
- Give pupils collaborative learning tasks without forcing any pupil to participate who is not yet at that stage.
- Make sure pupils do not become too dependent on adults but learn independence skills.
- Use social stories to explain to pupils how to behave in different situations. These can be in written or picture form.
- Try to make sure that pupils are praised for behaving well rather than getting attention when they are not. Positive reinforcement works better than punishment.
- Give low-key prompts about desired behaviour, such as quietly dropping a picture on the desk showing the desired behaviour.
- Talk to them on their own rather than in front of the class when they need to be reminded of school and class rules.
- Go over class rules regularly with pupils and get them to contribute their ideas as to what they should be.
- Make it clear what the expectations are of how pupils will behave and help them to live up to them by having a positive approach.
- Use puppet plays, role play and drama devised by the pupils which explore people's feelings and attitudes to events.
- Model social skills by maintaining good relationships with pupils and giving a high priority to their social development.
- Look beyond the child who is frightened by their lack of control or miserable with how they are.