Intervention and Strategies Bank

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| Need | Group Strategies | 1:1 Strategies |
| Emotional Self Regulation | - Small, positive, achievable targets that are negotiated  - Group based trust games  - Opportunities to make choices, within limits, and with explicit consequences.  - Adults that model appropriate behaviour, and emotions, and aim to be consistent, repetitive, and predictable.  - Changes to be communicated in advance  - Visual prompts and timetables to help structure the day.  - Implement a feelings rating scale and discuss what is recorded. | - Given responsibilities for some things that the pupil believes are important to an adult  - Access to a key adults  - Social stories  - Using a calm box  - Multi-sensory objects or activities  - Behaviour charts  - Designated time with Key worker  - Adopt a narrative therapy approach when discussing negative emotions  - Give emotions a name, personality, draw them and make models of them out of clay |
| Strategies to avoid and resolve disagreements | - Adults to apply de-escalating strategies  - Calm and relaxed environment with clear behavioural limits  - External social reinforcement and feedback.  - Positive praise for his positive behaviours  - Role play with visual objects or small groups of peers. | - Positive praise for his positive behaviours  - Kindness chart  - Restorative approaches  - Role play with visual objects or small groups of peers. |
| Sensory support strategies | - Staff aware of each pupils’ sensory preferences report /profile  - Preferred learning styles accommodated  - direct teaching regarding literal and idiomatic language | - Sensory Breaks  - Access to a safe area  - Using a calm box  - Multi-sensory objects or activities  - Appropriate exit strategy |
| Issues with low self esteem | - Opportunities to identify and develop his strengths, using resources such as 'The Strength Cards for Kids'.  - use positive self-talk and strategies for dealing with criticism | - Positive praise for his positive behaviours/achievements  - use positive self-talk and strategies for dealing with criticism  - Use ‘no blame’ language (the numbers one to five) to describe his feelings |
| Improve social skills | - Co-operative learning approach  - Encourage the use of individual skills to work together towards a shared goal  - Group games that involve turn taking, waiting and understanding rules | - Social stories  - Kindness chart  - Restorative approaches  - Role play with visual objects or small groups of peers. |
| Delays in his language development | - Teachers plan vocabulary enrichment activities to explicitly teach new words relating to topics within class will be beneficial.  - Pre- teach key vocabulary that pupils will be exposed to in lessons.  - Use prompts during the lesson to ensure focus.  - Instructions to be given in simple one step or two step instructions.  - Provide opportunities to explore deviations in language such as sarcasm, implied meaning and jokes | - Access to a structured speech and language programme informed by an understanding of one who has delayed verbal language difficulties.  - Have key word cards displayed to support spelling.  - Simplified and key Words on any sheets used. |
| Improve comprehension skills | - Frequent and regular opportunities to read, and discuss what is read with adults  - Structured reading comprehension programme  - Over-learning opportunities  -Bingo wit key vocabulary for lesson  - Use “think aloud” strategy  - Creative thinking exercises such as word association, 5Ws | - Frequent and regular opportunities to read, and discuss what is read with adults  - Creative thinking exercises such as word association  - Use of personal notebook |
| Improve Literacy and spelling skills | - Experiential learning opportunities  - Opportunities to practice reading  - Tasks to be broken down into small steps, the steps should be visual and verbal  - Pre-task / pre-topic discussions  - Opportunities to consolidate vocabulary in different contexts.  - Teaching of spelling rules  - Precision teaching | - Opportunities to assess own work  - Opportunities to consolidate vocabulary in different contexts.  - Teaching of spelling rules  - Create comprehension maps when reading that pupil can refer to on tasks  - Use of personal notebook |
| Improve Maths skills | - Evidence based approaches to teaching of mathematics  - Frequent encounters with mathematical language, in a range of contexts  - Multi-sensory methods of learning maths, and opportunities for over-learning. | - Frequent encounters with mathematical language, in a range of contexts  - Record information in alternative ways |
| Improve working memory | - Play memory games such as “I went to market”  - Pre teach key vocabulary that pupils will be exposed to in lessons | - Matching cards games  - Ensure that complex instructions are broken down in smaller steps so that a maximum of two simple directions are delivered at a time.  - Encourage pupil to repeat back instructions |