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  |