

Gloucestershire Neurodiversity Project 2022.



Colin.foley@adhdfoundation.org.uk

www.adhdfoundation.org.uk



Celebrating Neurodiversity- The Umbrella Project.

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CPD Sessions for Education Professionals 2022-23

It costs £25 to attend live, or to receive a recording.
Each session will take place from 15:45-17:15, including Q+A.

The ADHD Foundation: Neurodiversity Charity is running a series of live-streamed training sessions for educational professionals.

The webinars are applicable to all key stages and phases of education, including sessions that are specific to Early Years, Primary and Secondary settings. We also offer webinars designed for new entrants to the profession and Teaching Assistants. All the webinars will begin at 3:45pm and finish at 5:15pm and will include an opportunity for Q&A. It costs £25 to book on.

How to register

Please confirm your attendance to the webinar of your choice by following the relevant link below. This will take you to the event booking page, with a registration form to complete. You will then receive an email with instructions on how to join the webinar.

Can't attend?

If you are unavailable to attend the live webinar, and would like access to a recording, please continue to sign up; we will be in touch with a link after the session.

"A parent phoned me last week to express her thanks. She feels that the staff have a new understanding of her son's needs after your training."

"We had a 'breakthrough' moment with one of our most challenging children yesterday due to a teacher following some of the strategies from the course, thank you again."

"Certainly one of the most useful sessions that I have attended, during my 22 years as a teacher, in terms of informing my practice."

Autumn Term 2022

Monday 19th September
Introduction to ADHD and the principal strategies to support for NQTs

Monday 26th September
Introduction to ASC on the principal strategies to support for NQTs

Thursday 6th October
Introduction to Neurodiversity in the Early Years

Wednesday 19th October
Reading, Writing and ADHD

Tuesday 8th November
Leading a Neurodiverse Classroom

Thursday 24th November
Planning for the New Term for SENDCOs

Monday 5th December
Supporting Memory in the Classroom

Tuesday 13th December
Mental Health and Neurodiversity, including Rejection Sensitive Dysphoria

Spring Term 2023

Thursday 12th January
Multi-Sensory Approaches to Learning in the Early Years and Key Stage 1 Classroom

Monday 23rd January
Supporting Executive Functioning in the Classroom

Tuesday 7th February
Exploring the Effective Use of Sensory Circuits

Thursday 16th February
Supporting Neurodiverse Children and Young People for Support Staff

Wednesday 15th March
Supporting Children and Young People with a Dual Diagnosis of ADHD and ASC

Thursday 30th March
Understanding and Supporting Foetal Alcohol Spectrum Disorder (FASD)

Summer Term 2023

Thursday 20th April
Understanding and Supporting Anxiety and OCD

Wednesday 26th April
Understanding and Supporting Attachment and Trauma

Monday 8th May
Practical Strategies to Support Neurodiverse Children and Young People

Tuesday 16th May
Girls, Young Women and ADHD

Tuesday 6th June
Creating an Enabling Environment for Neurodiverse Children in Early Years and Key Stage One Part 1



Understanding Neurodiversity – 3-Part Webinar Programme for Parents



- 400 families registered to date
- Further details – lisa.rudge@adhd.foundation.org.uk
- Project runs until February 2023
- Wide range of dates and times available, including evenings and weekends



Session 1 – Sat 26th Nov, Tues 13th Dec, Mon 9th Jan, Mon 16th Jan, Mon 6th Feb

Session 2 – Sat 26th Nov, Tues 13th Dec, Tues 10th Jan, Tues 17th Jan, Tues 7th Feb

Session 3 – Sat 26th Nov, Tues 13th Dec, Wed 11th Jan, Wed 18th Jan, Wed 8th Feb



Thank you so much for today's webinar
It was everything I hoped it would be and
more. -I can't wait for sessions 2 and 3.

Thank you so much.
such a useful session
I've learnt a lot & it's
made me feel a lot
more positive

Attending the webinars has given me
the language to talk about my son's
challenges

So insightful. Really helpful to have new language for understanding
my son.

Gloucestershire Neurodiversity Project 2022 Presents:

Strategies for a Neurodiverse Classroom

Friday 18th
November 2022

9:15 - 3:00 pm

The ADHD Foundation, in partnership with the Barnwood Trust, are holding a FREE conference event open to any education professional working in a school or college in Gloucestershire.

The programme will include presentations on evidence-based strategies to support neurodiverse children and young people in the classroom, including working memory, executive functioning challenges and support for self-regulation.

Hatherley Manor Hotel and Spa
Down Hatherley Lane
Gloucester, GL2 9QA

01452 730217



Register using the
link below!

<https://www.eventbrite.co.uk/e/strategies-for-a-neurodiverse-classroom-tickets-406737100617>



✉ rochel.varney@adhdfoundation.org.uk

☎ 0151 541 9020

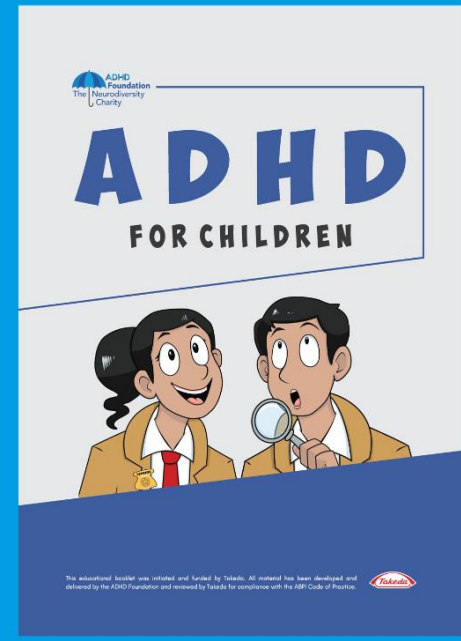
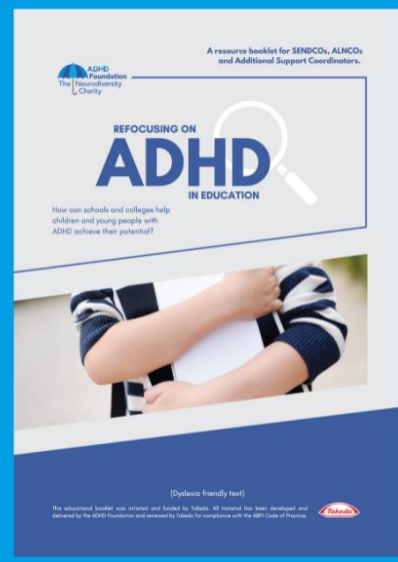
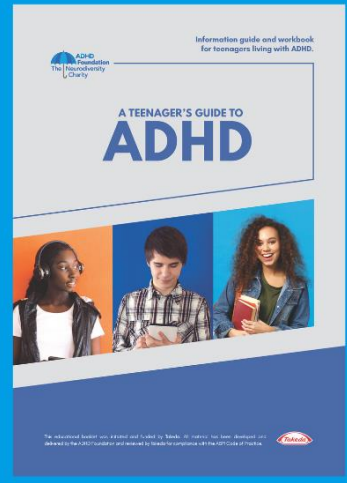
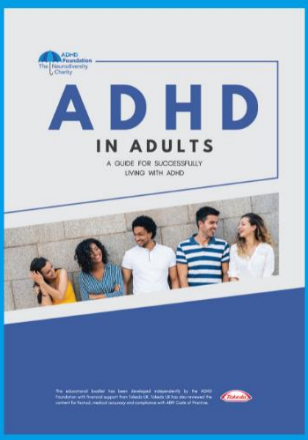
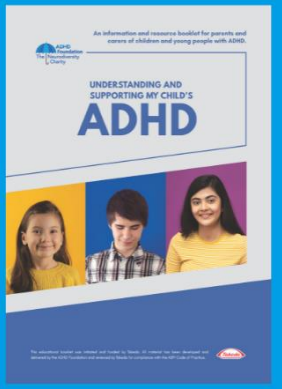
🌐 www.adhdfoundation.org.uk

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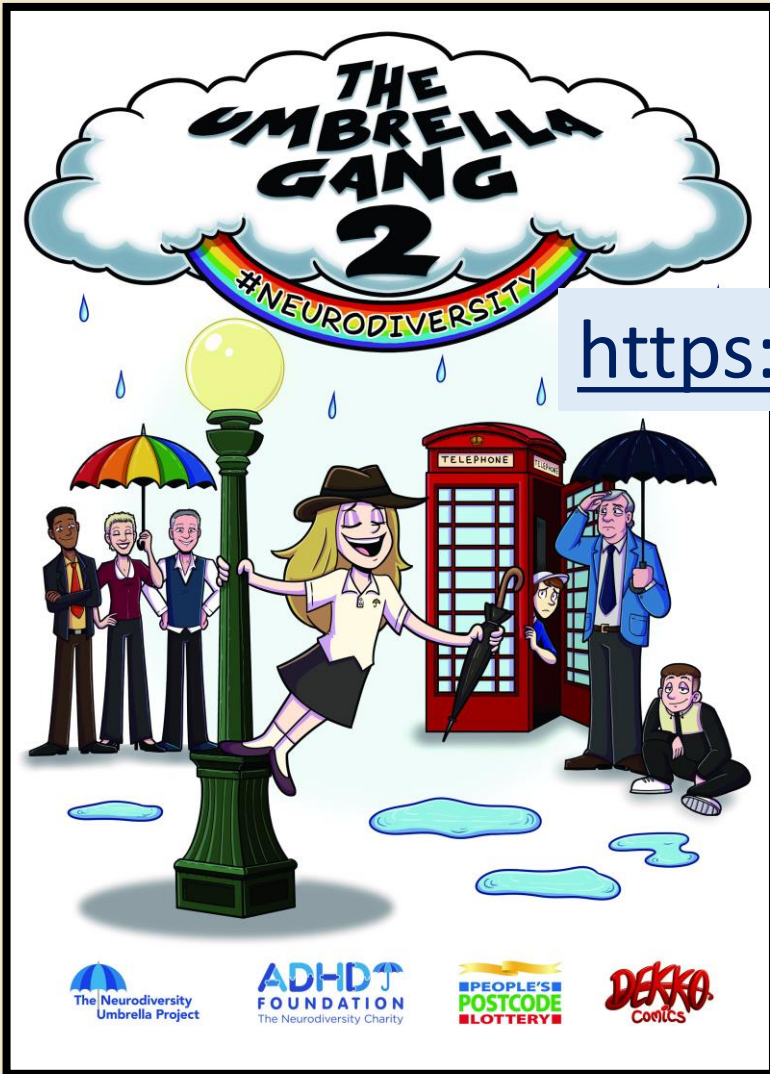


Key themes in Neurodiversity education.

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“The Umbrella Gang.”



<https://adhdfoundation.org.uk/the-umbrella-gang/>

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Do-IT>

Do-IT Profiler in Education Discovering potential in all

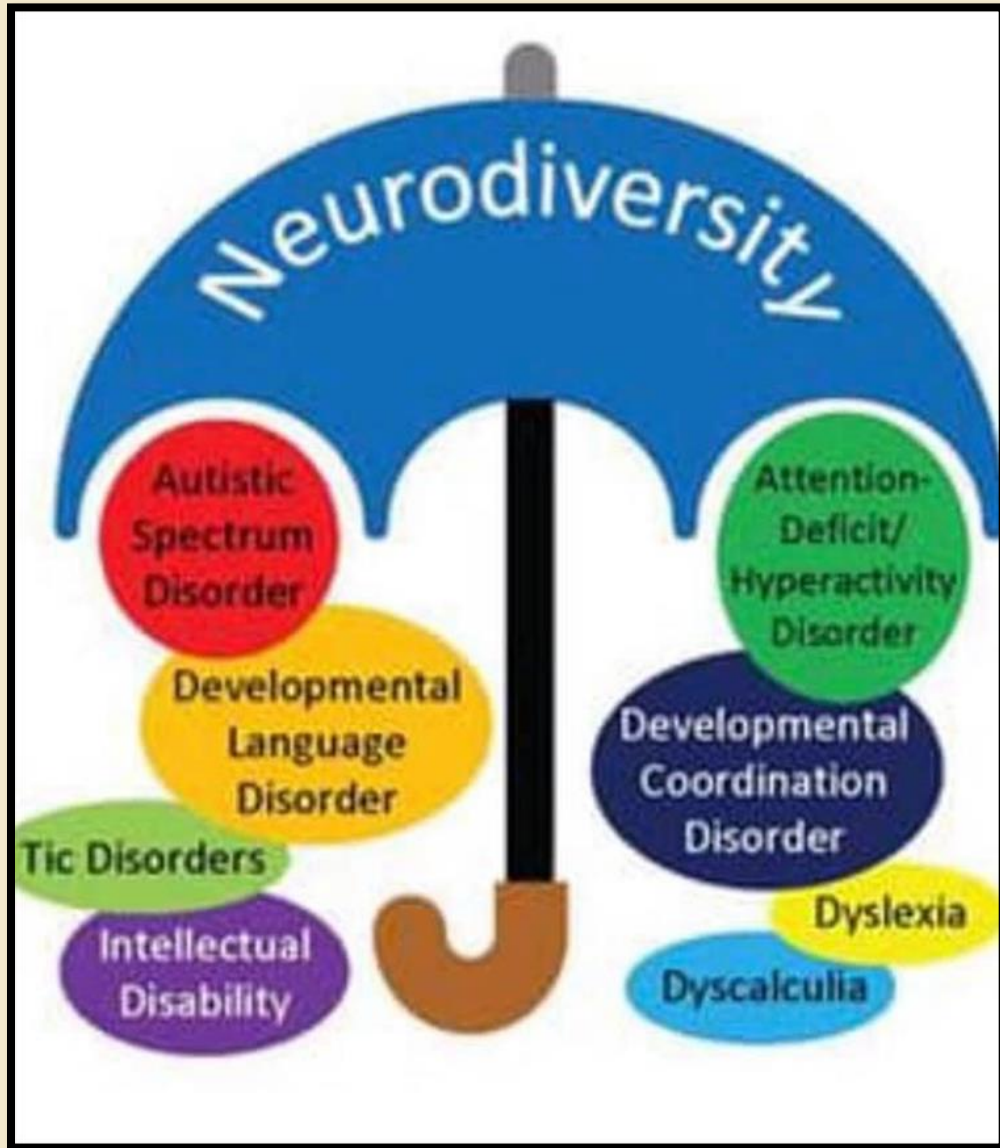
www.doitprofiler.com

info@doitprofiler.com

Screening and assessment tools for
strengths and challenges related to Dyslexia
and overlapping neurodiverse conditions

www.doitprofiler.com

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The Neurodiversity Charity



Neurodiversity is the 'Umbrella' term for

Dyslexia (1 on 10 people)

ADHD (1 in 20 people)

Dyspraxia / DCD (1 in 20 people)

Autism spectrum 1-2%

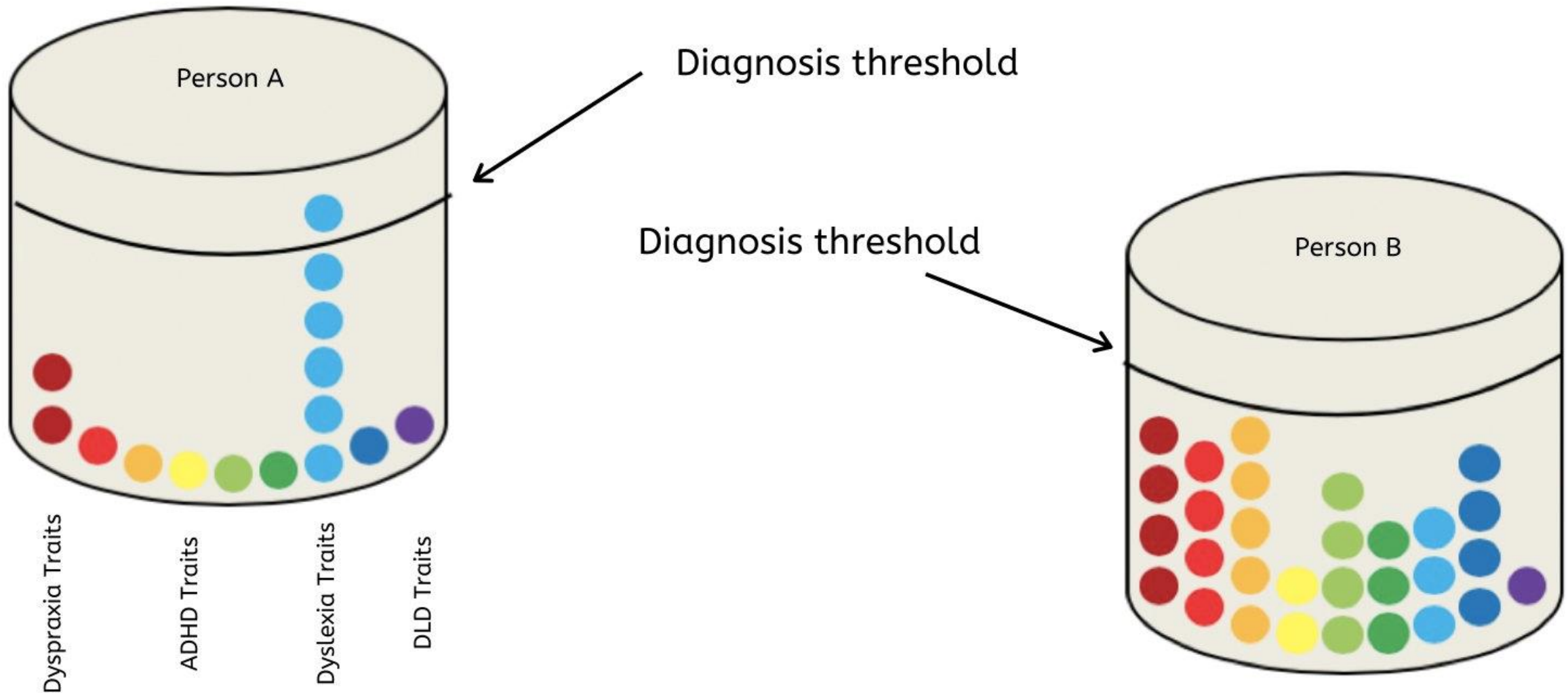
Dyscalculia 1 in 20 people

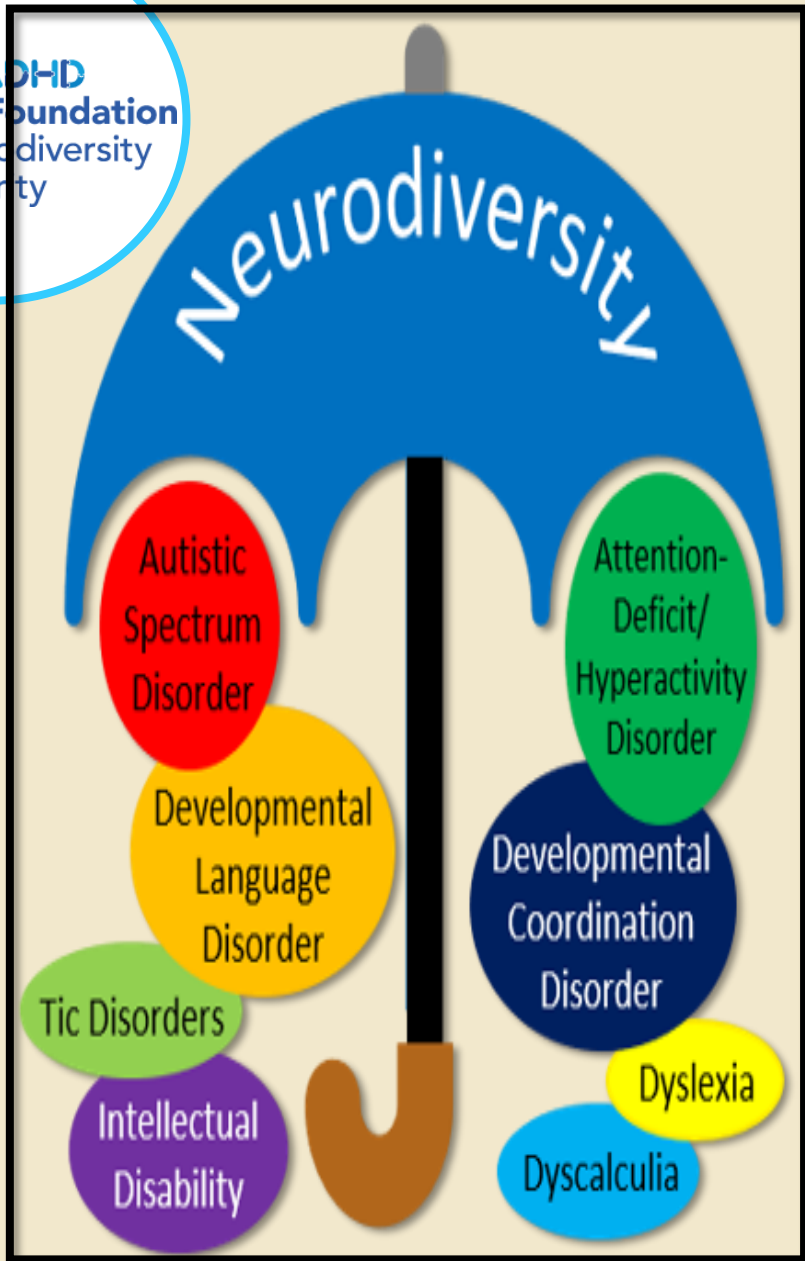
Dysgraphia 4 in 100 people

Tourette's Syndrome 1 in 100 people

13 million UK citizens (40% of whom do not know they are neurodiverse)

Why do some people miss out on a diagnosis and support for their challenges?

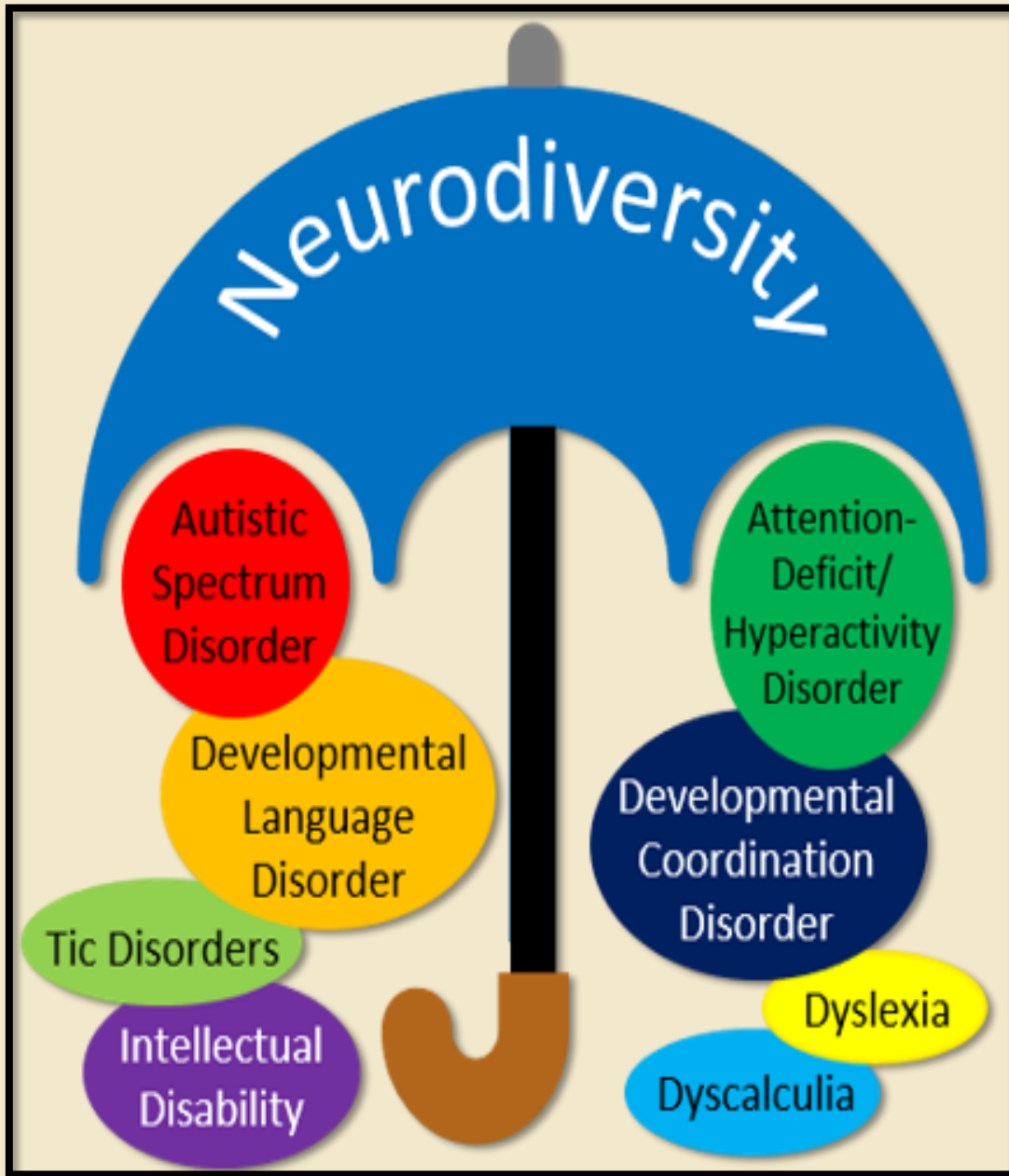




1)Co-occurrence is the rule. (Comorbidity.)

2)Girls and Young women.

3)Mental health: Learner Anxiety/ Emotional dysregulation/ODD/RSD



Understand and practice condition-specific strategies.

3x Ts

- 1) Too much all at once.
- 2) Too fast.
- 3) Too much teacher talk.



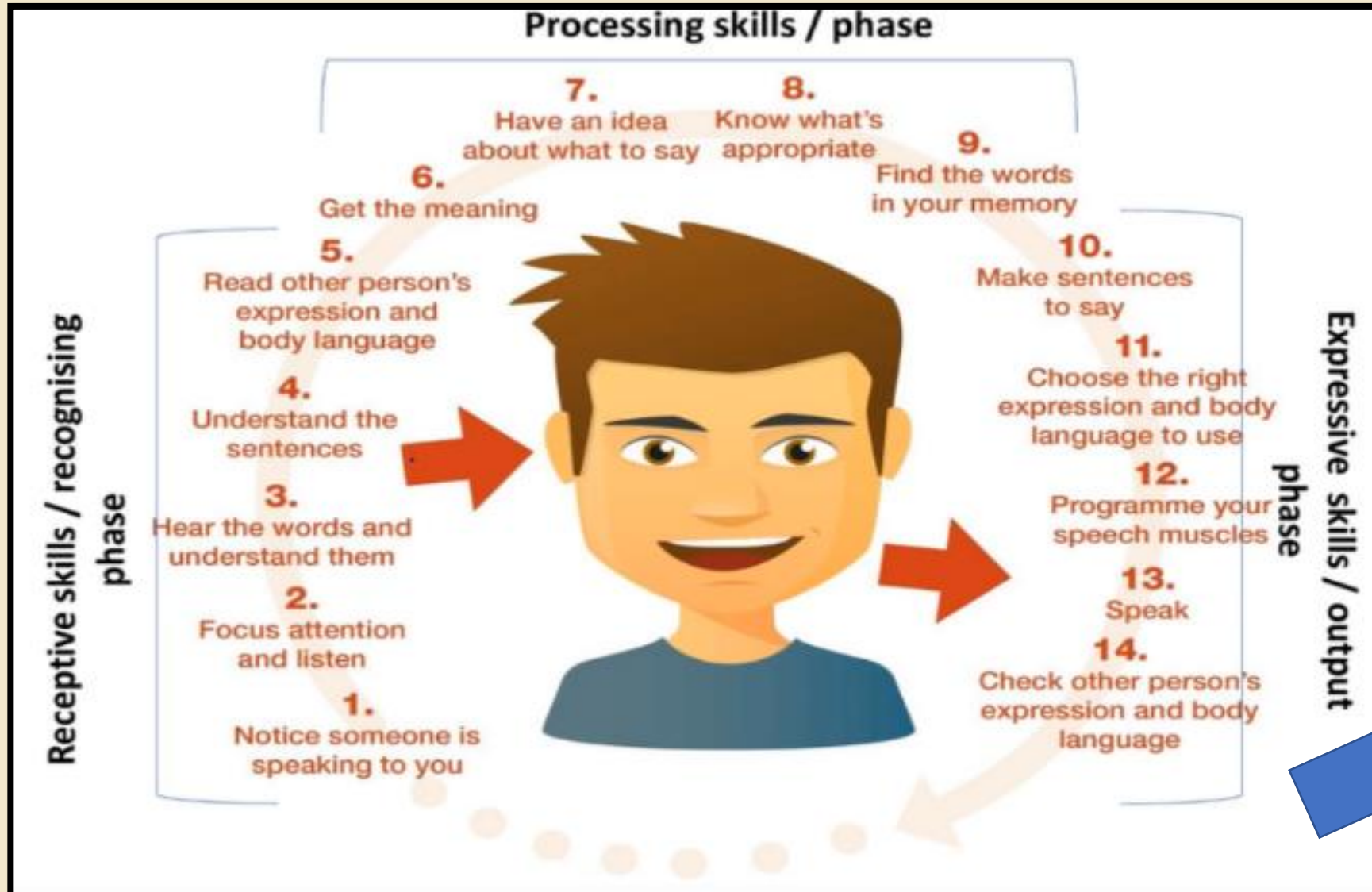
5 top tips:

- 1) If they are doing what you want, back off.
- 2) Don't talk whilst they are reading or writing.
- 3) Don't digress.
- 4) The “left to right, up to down rule.”
- 5) Individual processing time.



COMMUNICATION

Processing time and stages.



If there is a breakdown at any stage of the communication chain this will affect the person's ability to hear, understand and respond to what is being said.

The big six.



1) Explore the “spikey profile” – recognise possible threshold **Co-occurrence**. Explore **condition- specific strategies**.

2) **Variable Attention** (Attentional Dysregulation): **Engagement** is everything.

3) **Talk** (subvocalising) and **Movement**.

4) Support for **Executive Functioning**

5) Building **Memory** (Working Memory) capacity & skills.

6) Supporting effective **Communication** (oral & Literacy, including reading)

2) Controls-
Attentional,
Impulse,
Emotional.

3) Planning &
prioritising,
time
management

4)
Organisation,
sequencing/
ordering
information

1) Task
initiation,
organisation
of materials

The Executive Functions (EF)

5) Flexible
working/
thinking/
set shifting

7) Working
memory

6) Self-
monitoring

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Skill	What does it mean?	What does it look like when weak?
Impulse Control	Thinking before acting.	May say inappropriate things and engage in risky behaviour.
Emotional Control	Can describe feelings and keep them in check.	Can over-react and find criticism hard.
Flexible thinking	Can adjust to the unexpected.	Get frustrated when asked about something new or from a different angle.
Working memory	Can keep information in mind.	Trouble remembering instructions, even with supports.
Self monitoring	Can judge how they are doing.	Surprised by a bad mark and get upset.
Planning and prioritising	Can decide upon a goal and can plan to meet it.	Cannot decide what is important for completing a task.
Task initiation	Can take action to get started.	Difficulty starting or where to begin.
Organisation	Can keep track of things physically and mentally.	Lose train of thought as well as possessions.



ADHD and Masking.

Arron.hutchinson@adhdfoundation.org.uk

Case Study

Hiding in the toilets

Crying

Unable to cope with demands of school

Executive functioning difficulties

RSD

Emotional dysregulation



Others' Perception of Them



Happy



Positive



Organised



On top of things

Masking

Hiding or camouflaging your condition

Attempting to 'fit in'

Can be conscious or subconscious

Also known as 'Impression Management'- Russell Barkley

1/3 of those with ADHD mask

Research suggests girls mask more frequently than boys



Why Mask?



Avoid stigma



Attempt to fit in



Rejection Sensitive
Dysphoria

Rejection Sensitive Dysphoria

Constantly looking for signs of rejection

Expecting rejection

Intense emotional responses to any indication of rejection

Taking rejection extremely personally



Up to 99% of teenagers and adults with ADHD identify as being more sensitive than usual to rejection. 1 in 3 say it's the hardest part of living with ADHD. (Additude 2020)

Signs of Masking



Staying quiet or appearing withdrawn



Excessive worry about organisation



Reacting how you are expected to rather than how you feel



Perfectionism



Suppressing physical movements



Mimicking or copying others



Being very early



Obsessively writing everything down



Irritable when forcing yourself to concentrate

Impact of Masking

Low self-esteem

Anxiety and/or depression

Feelings of isolation/difference

Exhaustion

Delay in diagnosis

People not believing you are struggling



Supporting Learners Who Mask



Normalise support strategies



Reasonable adjustments



Make time for mindfulness/self-regulation



Celebrate ADHD and ND



Be vulnerable – create an accepting environment



Communicate with parents

Case Study

Hiding in the toilets

Crying

Unable to cope with demands of school

Executive functioning difficulties

RSD

Emotional dysregulation





Thank you!



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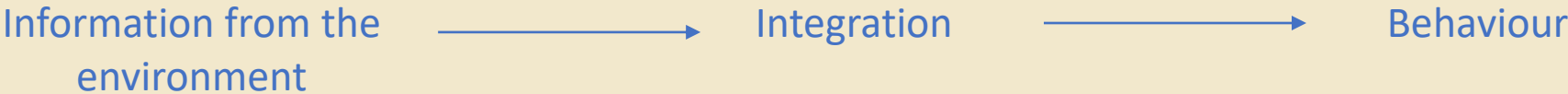


Making Sense of Sensory Sensitivities and Neurodiversity.

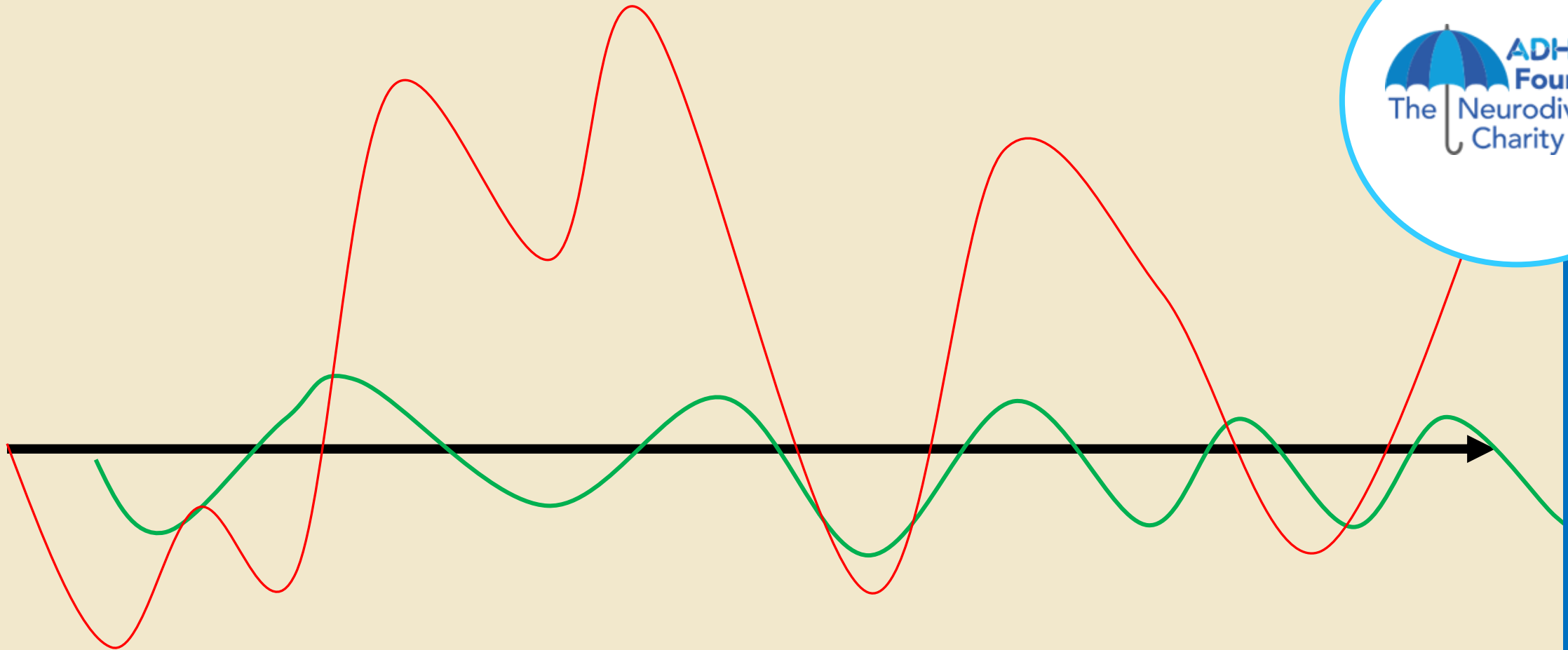
Rachel.varney@adhd.foundation.org.uk



Our sensory system helps us to make sense of the world around us...



Sensory Regulation throughout the day



Sensory Integration Challenges



Sight



Sound



Taste



Touch



Smell



Proprioception



Vestibular



Interoception

Sensory Integration puts it all together

When we eat an orange we have a total experience...



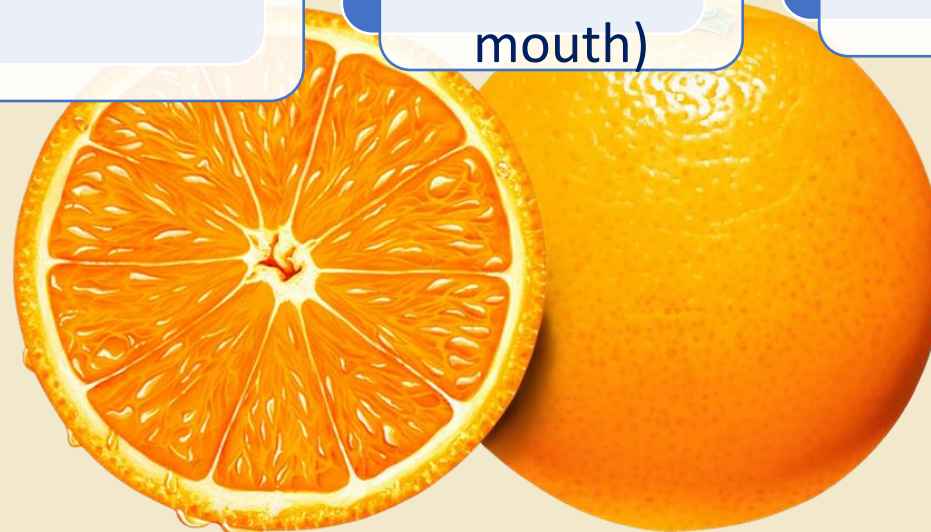
We sense the orange through our eyes (we see it)

Our ears (the sound of the skin peeling)

Our mouth (the taste)

Our skin (on our hands and fingers and in our mouth)

Our nose (the smell)



Sensory Integration puts it all together



...information from less conscious sensory systems that tell us...

The exact position of our hand

How wide we open our mouth

How hard to bite down

How much to move our head to our hand

**How may
these
challenges
present?**

I find it difficult to focus on a task.

I chew on everything

I have the tags cut out of my clothing

When I touch things, I can be too hard or too soft

I have coordination difficulties



I have difficulty following conversations

I like to smell things

Some materials / fabrics cause me distress

I don't like being tickled



I close my eyes in
bright light

I am a fussy eater

I have the tags cut
out of my clothing

I have poor fine
motor skills

I hate being
barefoot

I fidget and sit
awkwardly



sweetclipart.com

I dislike
brushing my
hair

I don't like
loud noises

I don't always
feel pain like
others do

I don't like
being cuddled



Sensory Overload

“When the brain and nervous system is bombarded with too much sensory input from one or more sensory systems and is unable to process and sort out the incoming sensory messages”



We can have difficulty in effectively regulating the degree to which we are influenced by sensory inputs. This can occur in any of the sensory systems.

Over-responsive (sensory avoiding)

Experiencing sensory inputs more intensely, more quickly and/or for a longer time than others. Such individuals often display a high state of arousal

Under – responsive

Taking longer to react and/or requiring intense or long lasting sensory inputs before a response is initiated. Such individuals often display a low state of arousal.

Sensory – seeking

Actively seeking out sensory input, sometimes in ways that are socially unacceptable or potentially dangerous. Such individuals often display a high state of arousal.



Hyper-sensitive or Hypo-sensitive



Avoiding



Seeking



The reason why it is crucial to support sensory challenges are...

- Engage with their environment and to thrive
- Tolerate/ cope sensations and situations that are challenging
- Emotionally & physically regulate
- To increase their capacity to be able to attend, participate and focus
- To support sensory seeking and sensory avoiding behaviours
- To reduce stress and anxiety

Sensory strategies should be personal and specific to the needs of the child or young person – one size does not fit all



**What can we
do to
support
sensory
sensitivities?**

Sensory support: Key Principles

- Strategies should be provided or accessible consistently throughout the day
- Pupils may need regular input or breaks – **MOVEMENT THEN BRAIN**
- NOT to be used as a reward
- Can be helpful at key times i.e. after break time, first thing in morning or when is displaying dysregulation
- Think about the future and transferable strategies



Vestibular input can stay in the system for up to 7 hours- **Dampen with proprioception**

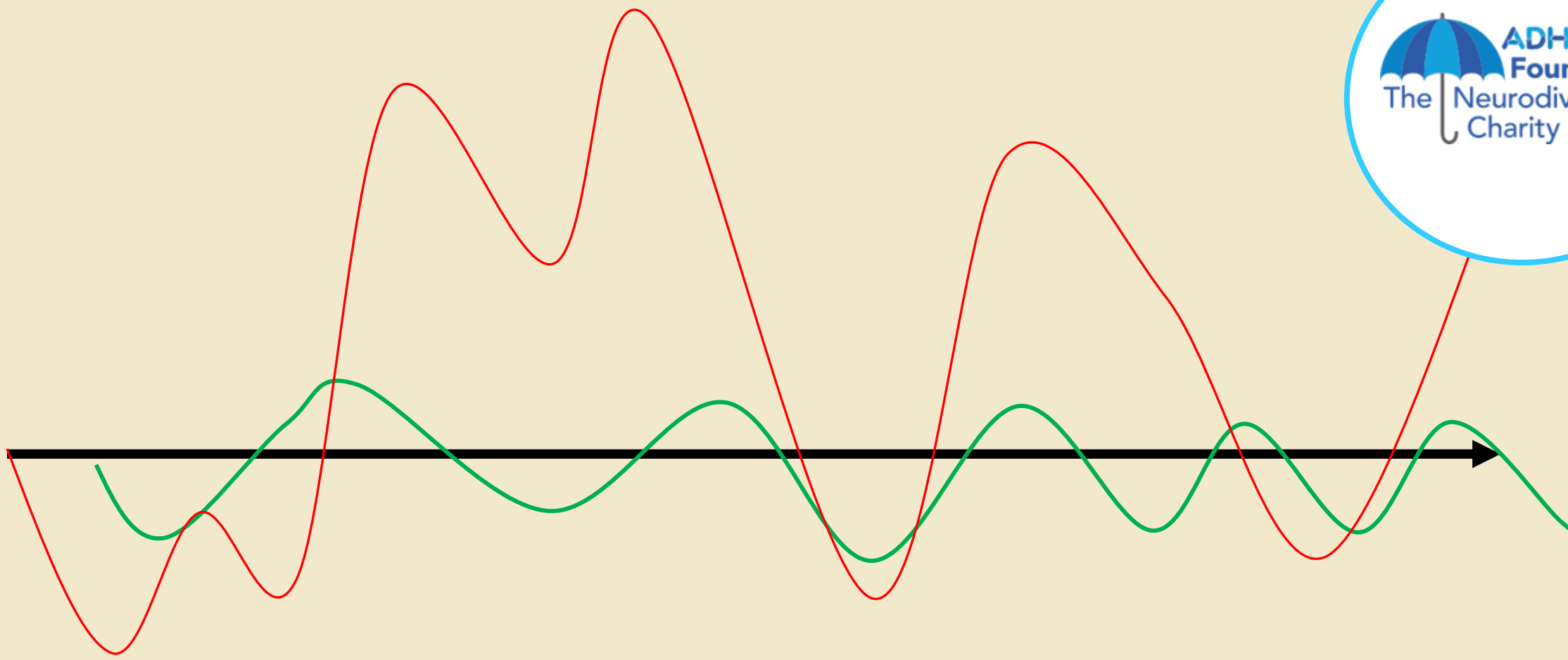
Calming Vs Stimulating



- Create lists of calming and stimulating activities.
- Consider - some of our pupils can present differently on different days (some days over aroused, some days under, some days all!)
- For a pupil who is over aroused we need to consider calming strategies/ for a pupil who is under aroused will require stimulating activities

The aim is to support the child to be ready to learn

Sensory Regulation throughout the day



How can we help? - Proprioception/Vestibular

- Heavy weight activities
- Stretching, climbing, co-ordination
- Non-distracting fidgets such as putty, rubber bands, blu-tack and squeeze balls.
- Theraband on chair legs so student can kick against it.
- Therapy ball activities
- Yoga or stretching activities



Further Proprioception/Vestibular support...

- Weight bearing activities
- Wearing compression clothing
- Activities that involve swinging bats such as tennis, swing ball, golf
- Provide student with regular movement break opportunities throughout the day. This can include giving jobs to do such as handing out books, resources or equipment, setting up the room, going on an errand, cleaning the whiteboard.



How can we help? - Taste and smell

Show students what the lunch choices are in advance

Use of mouth fidgets can help prepare the mouth for eating

Chewy tubes/ pendants/ pencil toppers can help with students who chew everything

Crunchy or chewy foods can also be helpful



How can we help? - Taste and smell



If seeking certain smells - can it be put onto a handkerchief/ sweatband –preferred smells can be used on a handkerchief to be sniffed when needed and hide smells they don't like.



If struggling with smells such as the dining room, is there an alternative location? Consider where where they are sitting – can it be by a window or door far away as possible from where the food is served?

How can we help? – Sound

Where possible
reduce background
noises

Consider using
headphones or ear
defenders when
necessary

When possible,
warn of upcoming
loud noises

Encourage deep
breathing/
relaxation
techniques



Be aware that certain situations may be more distressing for student. For example, busy corridors, the dining hall, assemblies – can the pupil leave a few minutes before other students to avoid this? Consider using ear defenders or headphones

How can we help? – Sound

Provide a quiet space where students can go to if they feel they are becoming overwhelmed



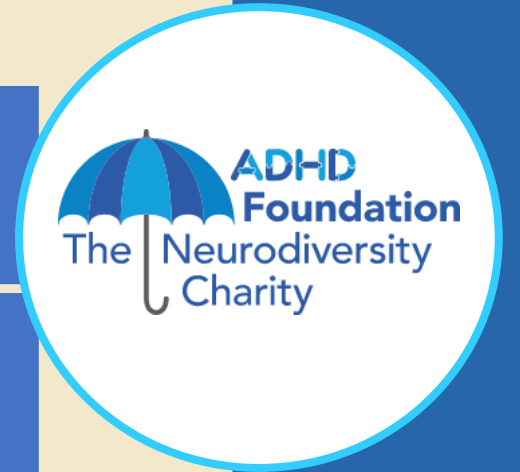
Provide calming proprioceptive activities/ support throughout the day

Seating position – if possible, allow student to sit away from sounds and noises. Avoid sitting near windows and doors. Consider low level noises such as, fluorescent lights, whiteboards, etc.

Proprioceptive support is the secret strategy!

How can we help? - Visual

Use	Buff paper rather than white (reduces glare) for handouts etc.
Encourage	Regular eye breaks by closing them for 60 seconds (or longer if necessary) regularly throughout the day
Consider	Slanted writing or reading surface to reduce glare
Provide	Vestibular and proprioceptive activities regularly throughout the day to support with self regulation.
Provide	Access to a quiet space with reduced visual stimulation if feeling overwhelmed



How can we help? - Visual

Never force eye contact

Use of clear pencil cases and bags to enable to find objects easier

Reduce visual clutter in rooms, workspaces etc.

Consider background colour and font on computers

Use natural lighting / sit away from windows and direct sunlight, do not sit under underneath bright, flickering or fluorescent



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How can we help? - Interoception



Yoga



Explore temperature

 Happy	 Cheerful	 Sad	 Worried
 Excited	 Content	 Scared	 Silly
 Frustrated	 Confused	 Proud	 Angry

Label emotions



Sensory Circuits/ Assault course– 3 stages

Alerting



Organising



Calming



The 3 stages of a sensory assault course

1. Alerting – Activities that promote vestibular balance.



2. Organising – Focus on organising the body.



3. Calming – focus on the limbic brain and relaxation



Sensory self regulation classroom supports

- Use of non distracting fidgets
- TheraBand's on chair legs
- Movement breaks
- Time out pass
- Quiet space for when feeling overwhelmed
- Being able to leave a few minutes before other students



Sensory Ladders



Sensory Ladders in ASI

Petrified Cat	Screeches, words won't come out Really really scared
Snarly Hissey Spitting Cat	Tight, growl, growl snarling, teeth, snappy, growling stuff and hissing
Twitchy, Scratchy Tensey Cat	Tight, tensest to be around Scratchy, tense
Calm, Purring Watching Cat	This is where I like to be and remember best
Blabby Cat - misses the mouse	Awake but brain not there so get confused or very very relaxed, miss things often
Snazy Sleeping Cat	From snazy to asleep and then sleep - sleeping is hard for me

www.asi-wise.org

	fizzy whizzy
	chilled, calm & learning
	under alert
	sleepy

The Sensory Ladder's post

<ul style="list-style-type: none"> • Heavy • Compression • Completely out of control • Loudness • Hot • Head burn red 	
<ul style="list-style-type: none"> • Silly • Silly noise • Silly music • Losing control and force • Looking 	
<ul style="list-style-type: none"> • Heavy • Fast • Loud • All in control 	
<ul style="list-style-type: none"> • Fast • Loud • Heavy • Compression 	

Regulate – Self Regulation Spaces



Regulate - Relaxation



CALM DOWN WITH TAKE 5 BREATHING

1. Stretch your hand out like a star.
2. Get your pointer finger ready to trace your fingers up and down.
3. Slide up each finger slowly ~ slide down the other side.
4. Breathe in through your nose ~ out through your mouth.
5. Put it together and breathe in as you slide up and breathe out as you slide down. Keep going until you have finished tracing your hand.



How do you feel now?
Are you calm or would you like to take another 5 breaths?



Mind shift



MOVE MOOD



CLEAR FEAR



Thank you

rachel.varney@adhd.foundation.org.uk



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Why are Neurodiverse Children and Young People Often Anxious and How Can We Help?

Arron.hutchinson@adhdfoundation.org.uk

Aims



Discuss what anxiety is
and where it comes from



Explore the link between
anxiety and ND



Explore a variety of
coping strategies

What is Anxiety?

Feelings of tension

Worried thoughts

Intrusive thoughts or concerns

Feelings of dread

Nervousness

Sense of impending danger



**“A future-
long-acting
response
focused on a
general threat.”**

American Psychological
Association

<https://www.apa.org/topics/anxiety#:~:text=Anxiety%20is%20a%20emotion%20characterized,certain%20situations%20out%20of%20worry.>

Where does it come from?

Imagine you are a
caveman/woman

Danger around every corner

Alarm system

Fight/flight/freeze response

This is a good thing!



Learner Anxiety

Carol Dweck Study

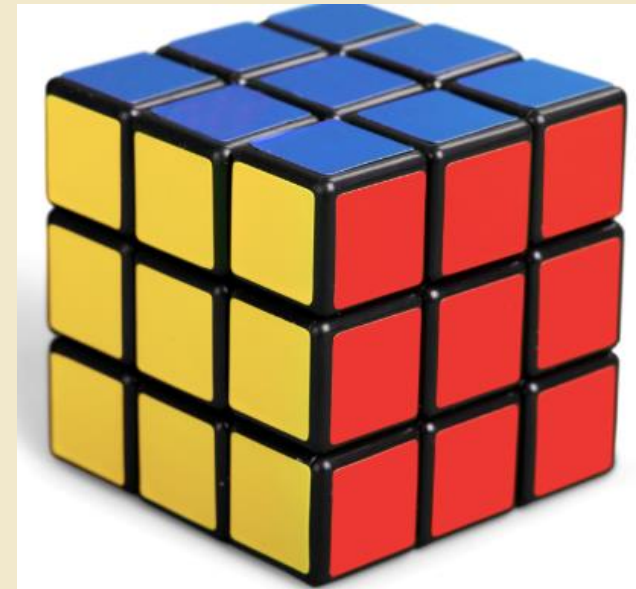
“You must be smart at this”

“You must have worked really hard”

Group 1 became increasingly anxious as the puzzles became more difficult

“If I can do it, I’m smart; if I can’t do it, I’m not”

Praise the outcome rather than the effort



<https://www.additudemag.com/slideshows/school-anxiety-in-children-with-adhd/>

Emotional Maturation

ND.....30% behind with executive & emotional maturation, so at:

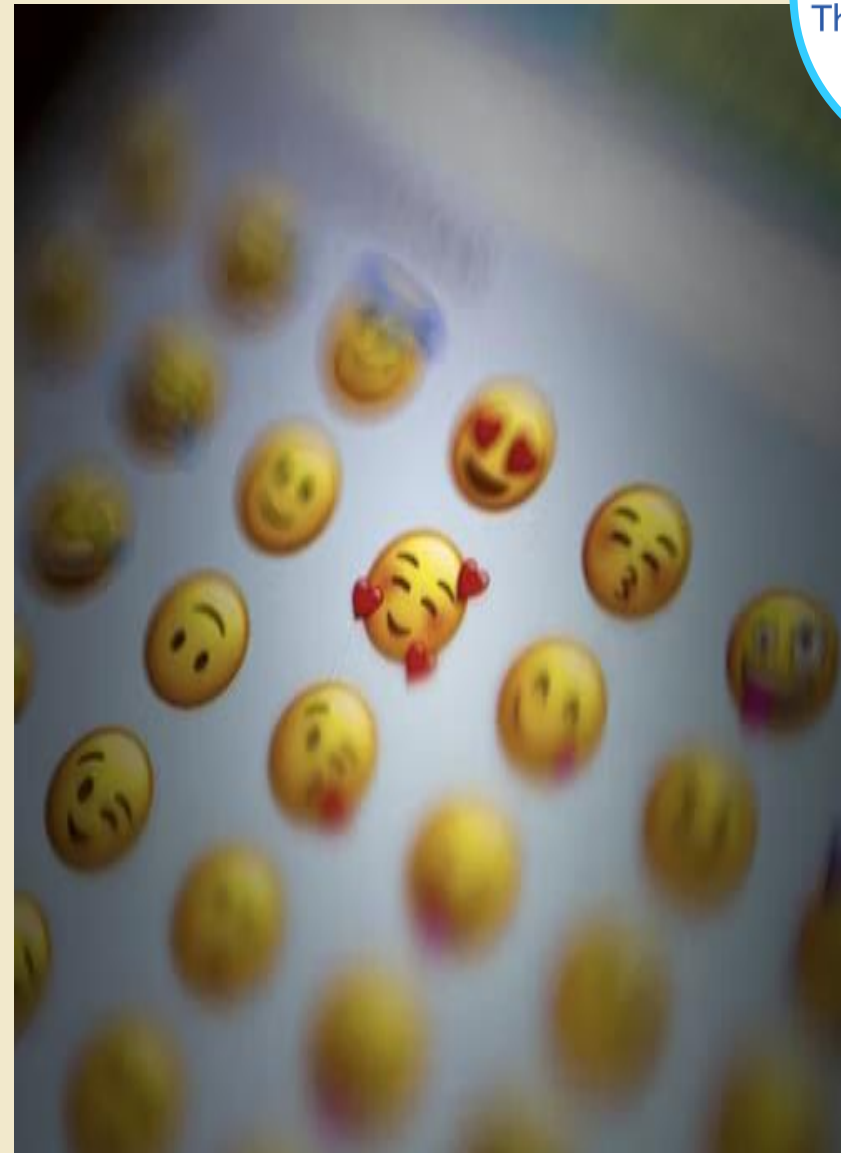
Age 18 can operate as if 12

Age 16 can operate as if 11

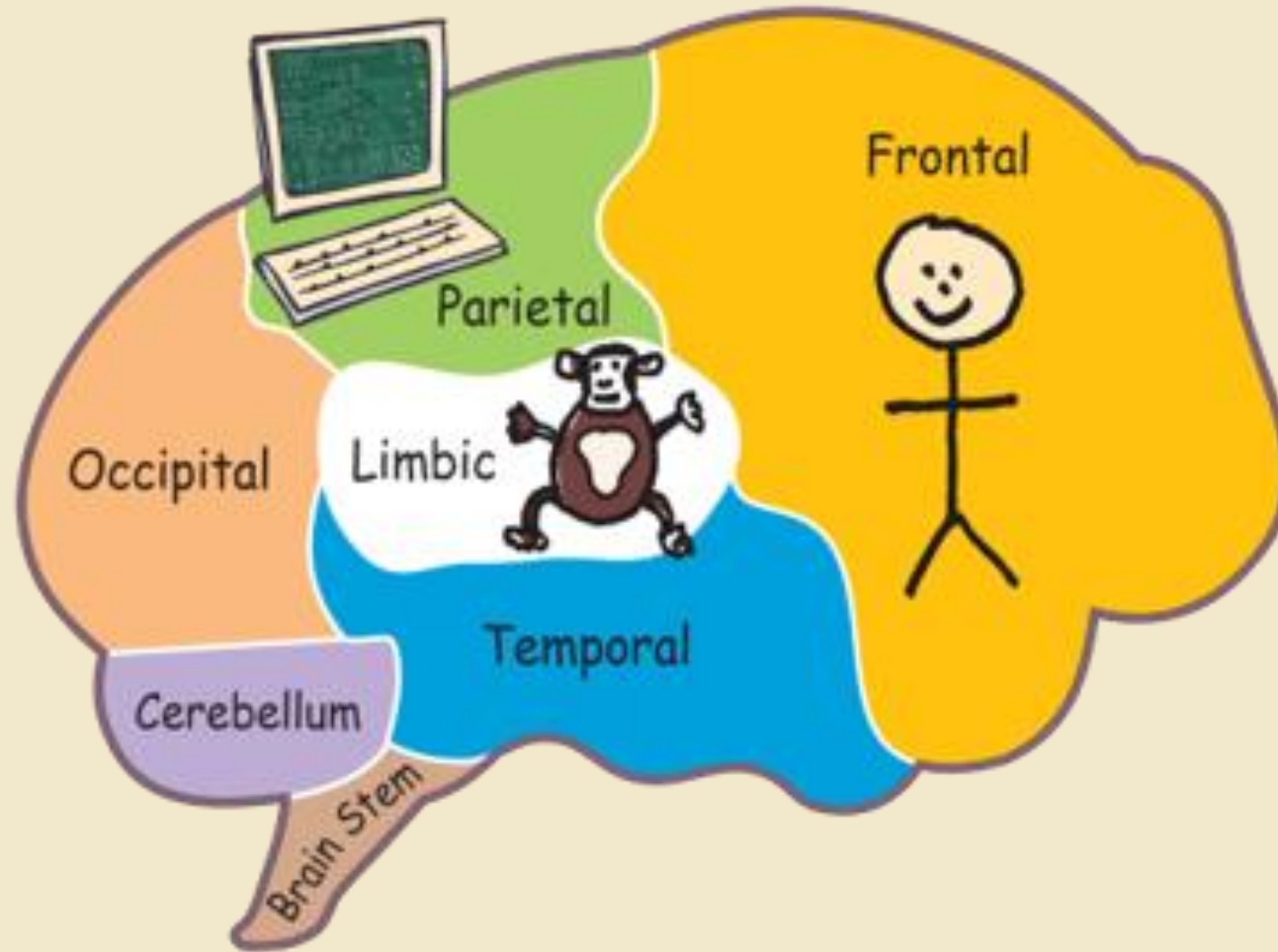
Age 14 can operate as if 9

Age 10 can operate as if 7

The brain reaches maturity in early to mid 20's



The Chimp Brain – Limbic System



Dr Steve Peters

CREATOR OF THE **GROUNDBREAKING** MIND MODEL



'The mind programme that helped me win my Olympic Golds'
Sir Chris Hoy

The
**MIND
MANAGEMENT**

Programme for
Confidence, Success and Happiness

The Chimp Brain – Limbic System



© Sharon Selby 2016



→ Prefrontal cortex
P.F.C.
"THE WISE LEADER"



← "Flipped Your Lid"

← The big emotions, anger, fear,
anxiety etc...
The AMYGDALA - The alarm center
Acts on instinct
fight, flight or freeze

Adapted from Dr. Daniel J. Siegel's Hand Model of the Brain found in *Mindsight: The New Science of Personal Transformation* (Bantam Books, 2010)

Rejection Sensitive Dysphoria



Constantly looking for signs of rejection

Expecting rejection

Intense emotional responses to any indication of rejection

Taking rejection extremely personally



Up to 99% of teenagers and adults with ADHD identify as being more sensitive than usual to rejection. 1 in 3 say it's the hardest part of living with ADHD. (Additude 2020)



Understand

Recognise

Regulate

Understand - Labelling

Help the child to name their feelings by giving it a label.

Naming feelings is the first step in helping child to learn to identify them.

It helps a child to develop emotional language so they can tell us how they are feeling.

I think that
you're feeling
happy

I think that
you're feeling
sad

I think that
you're feeling
angry

I think that
you're feeling
worried

Understand - Labelling

Label your own feelings.

Ask the child to tell you how they think another person might be feeling.

Using films, books, characters on YouTube.

Give the child lots of opportunities to read facial expressions.

Display emotions.



Recognise



Fight



Flight




Freeze


Recognise

I feel...


My feeling is this big...




Facial expression...



Body signs...



To make myself feel better I can...





Regulate – Self-Regulation Spaces



Regulate - Relaxation



Take 5 breathing



Belly breathing



Glitter jars



Apps (Headspace, Calm, MoveMood, ClearFear)



Visual reminders



Allowing time to talk and reflect

Regulate - Grounding



Weighted wristbands



Resistance bands



Weighted blankets



Dumbbells



Weighted hoodies



Homemade resources



Thank You!



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www.adhd.foundation.org.uk



Supporting Memory Challenges.

Colin.foley@adhdfoundation.org.uk

1914191819391945

Memory: Encoding and retrieval:

Encoding: the mental processes involved in the creation of new memories.

Retrieval: The recovery of past memories. **Retrieval Practice.**

“practising retrieval has been shown to produce more learning than engaging in other techniques.”

Therefore, educators must build into their curriculum planning and schematic maps, ‘opportunities to retrieve’

Karpicke J (2016)

Famous word-learning experiment: students learned a list of foreign language words.

Students saw a vocabulary word and its translation on a screen- recall trials, they saw a vocabulary word and had to recall and type its translation.

Results: Studying the words once = average recall was 1%

Massed retrieval (repeating the translations three times immediately) = produced no additional gain in learning.

Best results = **Spaced retrieval**. experience.

(Karpicke & Bauernschmidt, 2011).

“One and done theory”

If students can recall something once, they believe they have learned it, so they don't process it.”

To form a memory, the brain must store new information so that it can be accessed later.- “encoding”

Three ways to do this-

Acoustic- hearing and repetition.

Visual-converting what you see into mental images.

Semantic- new information linked to existing knowledge and understanding- making sense of something and see how it functions or operates. Process of **schema** has begun.

The logo for the ADHD Foundation is located in a white circle on the right side of the slide. It features the text 'ADHD' in a large, blue, sans-serif font, with a small blue umbrella icon integrated into the letter 'D'. Below 'ADHD' is the word 'FOUNDATION' in a smaller, blue, sans-serif font. Underneath that is the tagline 'The Neurodiversity Charity' in an even smaller, blue, sans-serif font.

ADHD
FOUNDATION
The Neurodiversity Charity

Graphic Organisers: configuration of lines, shapes, images creating a visual representation of a pattern of thinking & **CONNECTIONS.**

Examples:

Knowledge/ recall- lists
Sequencing
Cause and effect
Similarities and differences
Classification
Connection.



Create “**schema**”- organise elements of information.



WORKING MEMORY AND CONNECTIVITY

Short answer tasks & free recall tasks.

Draw a map with connection arrows.

First person account/ diary/ hot seat/ role play.

Series of questions/ statements/ actions that builds.

Graphic organiser- key events- chronology- episodic memory.

Low Stakes quizzing (testing)

Chronology reviews: Last month we... Last week we... Last lesson we.....



Externalisations.

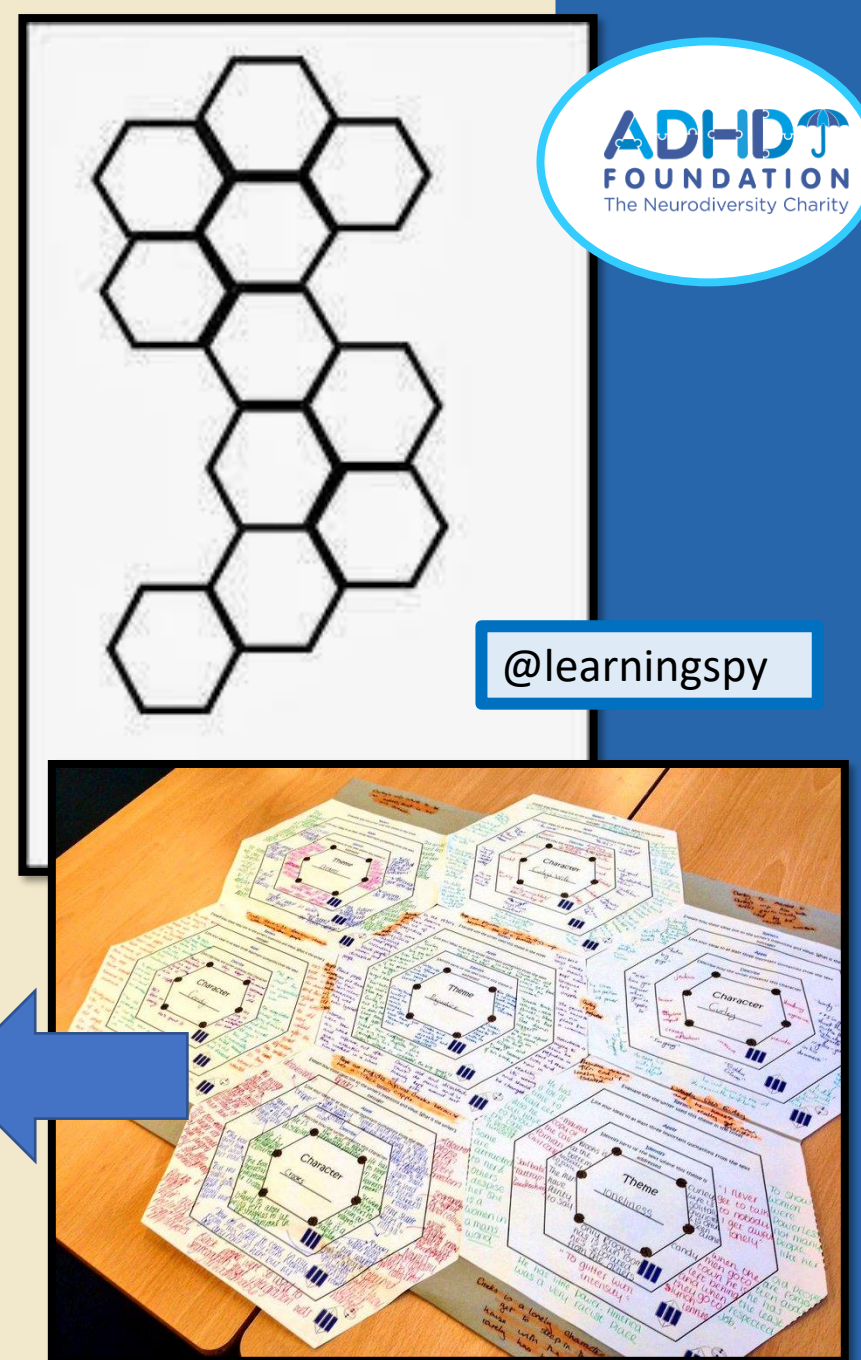
"Externalise what is not happening internally."

Show it	Draw it
<p>What is $\frac{3}{5}$ of 20?</p>	
Explain it	Prove it
<p>You split 20 up into 5 equal parts. There's four in each part and $\frac{3}{5}$ is 3 of the groups which is 12 cubes.</p>	<p>$\frac{1}{5}$ of 20 is 4 $\frac{3}{5}$ of 20 = $3 \times 4 = 12$</p>

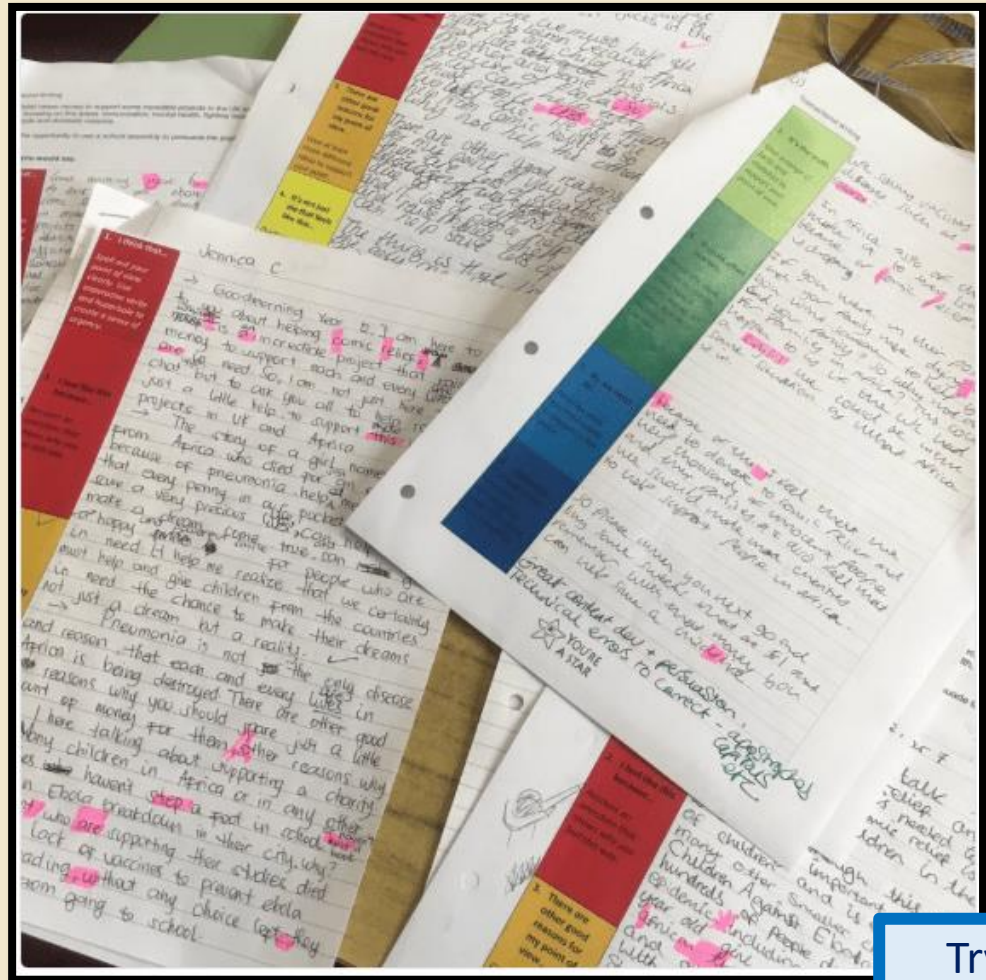
Externalisations.

- 1) Reduce content on slides.
- 2) **Alignment**- text and pictures- clear visual correlation.
- 3) Avoid **visual overload**- too many different fonts, colours.
- 4) **Chunking**- Manageable parts- each section with a clear title.
- 5) **Graphic organisers**- emphasis upon **Connectivity**.
- 6) **Externalisations**: sentence starters to scaffold writing, prompt sheets with specific questions to answer to construct a paragraph, cue cards, closed passages, vocab list.

Hexagon learning: How ideas are linked/connected together, see the bigger picture, not a long chain. Students can provide explanations at the point at which two hexagons meet to indicate how the two ideas are linked- used for spaced retrieval or as a revision tool.



REDUCTIONS & Externalisations.

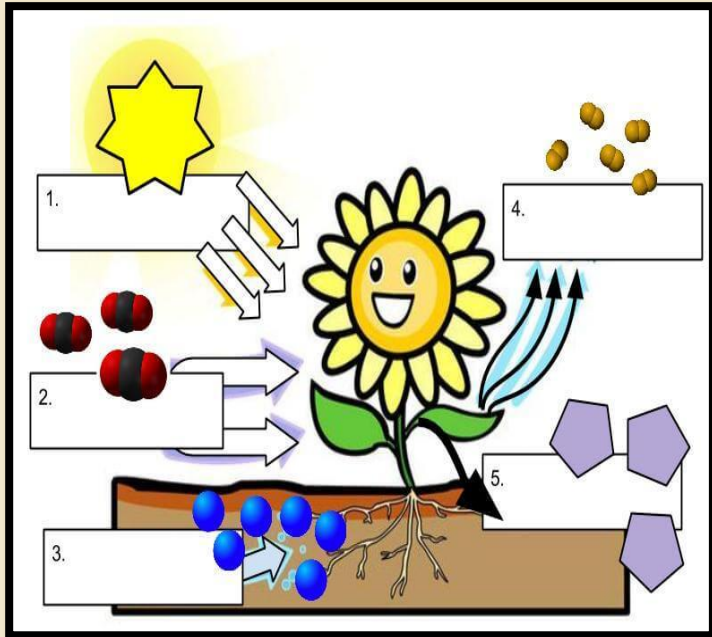


TryThisTeaching

1914191819391945

Label It:

Identify key features of a diagram without labels.



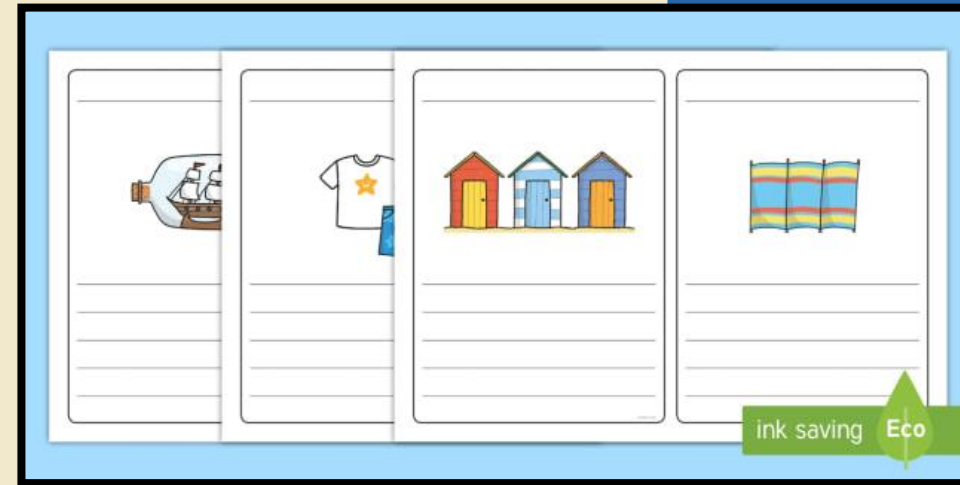
List it:

Series of lists, opportunity to interleave.
Key terms, dates, characters, quotes.

WORLD RANK	COUNTRY	ZONE RANK	IOC	CURRENT POINTS	+/- RANK
1.	USA	1.	USA	819.6	0
2.	Spain	1.	ESP	693.2	0
3.	Serbia	2.	SRB	641.0	0
4.	France	3.	FRA	634.9	0
5.	Argentina	2.	ARG	615.5	+1
6.	Lithuania	4.	LTU	615.4	-1
7.	Slovenia	5.	SLO	512.6	+5
8.	Croatia	6.	CRO	499.5	+3
9.	Australia	1.	AUS	470.4	+1
10.	Brazil	3.	BRA	466.2	-3
11.	Greece	7.	GRE	451.0	+2
12.	Russia	8.	RUS	432.0	-3
13.	Turkey	9.	TUR	372.9	-5
14.	Mexico	4.	MEX	347.3	0
15.	Puerto Rico	5.	PUR	347.3	+2
16.	Italy	10.	ITA	310.9	+19
17.	Dominican Republic	6.	DOM	309.3	+1
18.	Latvia	11.	LAT	288.2	+17
19.	Ukraine	12.	UKR	283.1	+19
20.	Venezuela	7.	VEN	262.6	-5
21.	Finland	13.	FIN	259.0	+11
22.	Islamic Republic of Iran	2.	IRI	252.7	0
23.	Germany	14.	GER	247.8	+6
24.	China	3.	CHN	242.5	-10
25.	Canada	8.	CAN	218.6	-1
26.	Nigeria	1.	NGR	211.3	-10
27.	New Zealand	4.	NZL	208.8	+7
28.	Georgia	15.	GEO	208.7	+19
29.	Czech Republic	16.	CZE	207.9	+19
30.	Philippines	5.	PHI	207.6	-3

Picture Prompt:

Series of images, how does each icon link to what we have learned?



ink saving Eco





Thinking and linking grids:

Retrieval baskets:

Basket full of questions, each pupil takes one, teacher chooses, time to prepare, groups, written or verbal.

Dunkirk	Rationing	Churchill
Blitz	Air raid shelter	Gas Mask
Home Army	Evacuation	Land Girls

Box 1	Box 2	Link between the two

Low Stakes
quizzing (testing)

Short answer
tasks & free recall
tasks.

Draw a map with
connection
arrows.

First person
account/ diary/
hot seat/ role
play.

Series of
questions/
statements/
actions that
builds.

Graphic
organiser- key
events-
chronology-
episodic memory.

Chronology
reviews: Last
month we.... Last
week we.... Last
lesson we.....

Going for Gold:

Walkabout Bingo

Last Column Memory joggers



Write (or speak) sentences of what you have learned so far, Aim to include the following keywords in your answer.....

The Evacuation:

Bronze: War Children Train

Silver: Gas Mask Name badge Air Raid

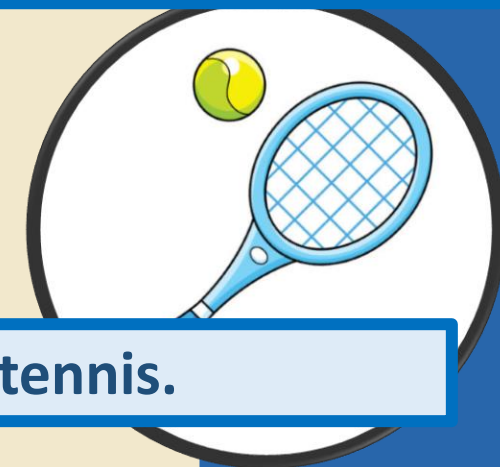
Gold: Blitz Rationing Evacuation

Fan and Pick:

Questions on strips of paper, in a fan, Pupil A picks, pupil B asks, think time, answers and swap over.

Three Step Interview:

Step 1: Teacher announces the interview topic, prep time. Step 2: Pupil A asks, Pupil B answers. Step 3: Switch Roles. Coaches, groups.



Verbal tennis.

Expand or elaborate:

Teacher provides list of facts or statements- pupils expand using own knowledge.



Finish the answer:

Pupils given sentence starter, must complete the rest, groups, swap and share.

Individual spotlight:

Focus on individuals, image as a clue, Extension= 2 individuals- links, commonalities, connection.

Big questions:

Start of lesson, revisit with a retrieval task later in lesson.

Grid or table format.

Revisit one previous “big question.”



Cops and Robbers:

Two column table.

Cops: Own knowledge Robbers: Information “stolen”
from peers.

Set time, brain dump structure, could add subheadings.



Toolkit.

Chunking- Cognitive load theory.

Sequencing tasks.

Cause and effect.

Similarities and differences.

Classification work.

Connection charts & tables.



Abstract to concrete-
verbal explanation with
concrete example.

Modelling.

Dual Coding- using imagery and text - helps to form
mental images of text materials.

Diagram of a rain forest-
chunked into groups of
points- key words highlighted.



blank diagram- identify key
words listed and place in the
correct place.



Strengthening exercise –
pick one element, talk about
how it links to others.

What are the numbers?

1914191819391945