Success depends upon previous preparation, and without such preparation there is sure to be failure.

Confucius
Common principles

Taking an ecological approach

• Consider NDD approaches as a ‘whole school’ approach
• Remember they ALL overlap
• Provide practical tools
• Train staff to help with skills and confidence
• Understand each child’s profile
• Seek strengths
• Utilise community and parents
What do you know about NDDs?

How confident do you feel supporting \textit{all} students in your schools?

What do you do currently?
Seeing strengths?
**Strengths for some**

Excellent attention to detail  
Excellent memory for detail  
Knowledge of specific areas  
A strong drive to detect patterns (or ‘systemising’)  
Persistence  
Depth of specific knowledge

---

**Challenges for someone with Autism Spectrum Disorder**

Social communication difficulties,  
difficulties with cognitive empathy or theory of mind  
Difficulties adjusting to unexpected change  
Specific interests  
Doesn’t know when to stop/start a conversation  
A love of repetition or ‘need for sameness’  
Sensory hyper- and hypo-sensitivities  
e.g. noise/smells
**Strengths for some**

Empathy and sensitivity  
Excellent long term memory  
Persistence

**Challenges for someone with DCD/Dyspraxia**

Difficulties with tasks requiring co-ordination  
Handwriting  
Learning a new skill quickly  
Team sports with balls  
Fatigue  
Folding clothes  
Changing for games  
Learning to ride a bike  
Using tools – scissors; rulers; cutlery
Strengths for some
Creative
Entrepreneurial
Good oral skill

Challenges for someone with Dyslexia
Avoids writing where possible
Difficulty learning alphabets
Difficulty learning rhyming songs
Difficulties being able to break words into parts e.g. el-e-phant
Avoiding answering questions in a group
Difficulties getting ideas onto paper
Taking notes down in class
Taking longer to read information and needs to re-read information to understand content
Makes spelling errors
Strengths for some
Creative
Entrepreneurial
Good oral skill

Challenges for someone with Dyscalculia
Difficulties learning times tables
Difficulties estimating
Difficulties with time
Maths anxiety
Strengths for some

Creative
Out of the box thinking

Challenges for someone with ADHD

Difficulties focusing and staying on task
Starts work but doesn’t complete work
Fidgety /can’t sit still
Prevaricating
Difficulties managing time
Difficulties with self organisation
Difficulty being patient, waiting for an event or waiting their turn in a game
Acting without thinking
Strengths for some

Creative
Out of the box thinking

Challenges for someone with Developmental Language Disorders

Understanding instructions
Thinking of responses
Being understood
Needing information repeated
Recognising inference
Interpreting things literally
Personalised learning means understanding the complexity of each individual’s student and the needs and context of the society they live in.
Bronfenbrenner

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The different pieces are all important
Building the student’s profile
International Classification of Functioning (WHO)

The person

Activity  Participation

Environmental Factors  Personal Factors

Contextual factors

Strengths, Challenges and limitations
Includes an awareness of *cumulative* adversity

Intrinsic

Extrinsic

Recognition

Time

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Intrinsic factors e.g.

Prematurity
Developmental delay
  • Motor
  • Language
Specific/Profile of cognitive challenges
  • Reading difficulties
  • Poor working memory
Other health conditions
  • Epilepsy
  • FAS
  • Head injury (TBI)
  • MH: Depression, anxiety, self harm, substance misuse

Extrinsic factors e.g.

Homelessness
Early home environment
Parents with challenges
  e.g. substance misuse/domestic violence
School
  e.g. quality of teaching
Moving from school to school
Exclusions from school
Looked After Children/in care
English or not speaking the first language of learning
Lack of attendance at school

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Wave 1: Whole school

- Inclusive teaching
- Liaison with home and school e.g. website/handouts
- Transition planning
- PE/games strategy
- Flexible recording /writing schema
- Awareness of NDs and general awareness of conditions among staff
- Resources available across the school
- Social opportunities
Wave 2: Short focused interventions

• Screening to gather further information on specific ‘at risk’ children
• Run specific groups skills groups – ball skills, writing; organisation
• Provide scaffolding and ‘place of safety’
• Review progress
Wave 3: Individual

Screening to gather further information on specific child

Goal setting
  • Child
  • Parent
  • Teacher

Review progress

Consistent approaches and information at home and school
1. Training, awareness raising

- For all about Neurodiversity and mental wellbeing
- Practical strategies for success
- Making the school ND friendly
- Considering activity and participation for all
2. Knowledge

• Staff should know how to support learners with difficulties and where they can get help or information if they don’t.

• Staff should have access to generic support strategies, pen portraits of students with NDs and policy documents.

• Each school should have a member of staff who has training and ‘expertise’ across NDs’.
2. Updating and sharing knowledge

**Sign posting**

- For staff, students and parents and how the school raises awareness of positive approaches and outcomes of students with additional needs
- Local parent support groups
- Social activities in the area e.g. youth clubs, football, chess, martial arts

**Cascading information**

- Knowledge is cascaded *across* the school
Cascading knowledge

E.g.
- Evidence provided should demonstrate that the school is aware of other external agencies that can provide support and has information available to pass on to individuals who may require it
- Contact list
- Leaflets from such organisations

E.g.
- Evidence that the school has shown examples of positive outcomes and approaches for children with NDs/ examples of students’ good effort and high achievement
- Highlight positive role models from every day walks of life
3. External communications

• With parents
  • Parents need to feel collaboration is sought and welcomed (Deslandes, 2001) and can influence outcomes for their child.
  • ..parents prefer face- to- face communication (2007)
  • Parental engagement increases student participation and outcomes

• With other agencies e.g. health
Utilises what’s in your community

- Parents
- Family setting including siblings-beliefs and understanding
- Do you know the names of contacts for support services e.g. support groups
- Local opportunities/access to services

Bronfenbrenner, U. (2005)
Making human beings human- bioecological perspectives on human development.
3. External communications - other agencies

School works closely with outside agencies. There is a good and regular communication between the school, education boards, health, social services and the voluntary section.

Consulting external agencies and the voluntary sector when drawing up policy/provisions on NDs.

Staff work closely with other schools providing a similar service with a view to sharing best practice and exchanging information. WORK in CLUSTERS.
4. Identifying pupils

• Screening tools, measurements
  • When action happens
  • What happens when there are concerns

• Referral processes
  • The referral pathway, when to refer and who to
4. Identifying pupils

Each student has a unique profile AND it's MESSY
BUT to properly support each student we need to know also what is:

Accessible to change
Change ability

• **What is amenable to change** e.g. skill deficit such as spelling, language delay, spelling rules

• **What is changeable by altering the environment** e.g. physical impairment provide accessibility, spellchecker, transportation, use of computer?
Where do you start?

• *Identify At risk* groups

• They may be identified for a number of reasons...
  • Parental concerns
  • Teacher concern
  • Delay in speech, motor development
  • Premature
  • Been excluded
  • Moved around from school to school
4. Referral or consultancy

Do you know where to get more support?

<table>
<thead>
<tr>
<th>Occupational Therapist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiotherapist</td>
</tr>
<tr>
<td>Educational Psychologist</td>
</tr>
<tr>
<td>Speech and Language Therapist</td>
</tr>
<tr>
<td>Child and Adolescent psychiatry/Paediatrician</td>
</tr>
</tbody>
</table>
What factors can affect success?

Behaviours

- Task
- Individual
- Environment
What does the task mean?
What does the environment mean?
The school environment
The playground
The lunch break
The sports ground
Arrival at school/Leaving
Staff attitude
Messages
Labelling in the school
Clocks
Relationship with parents
Attitude
Each individual has different hills to overcome and... different ways to do this
Internal Hills

- Haven’t learnt the skills – missed out on teaching i.e. gaps
- Difficulty/disability in learning despite being taught e.g. language delay
- Emotional wellbeing impacting on learning e.g. ADHD, depression, anxiety
- Vulnerable, feelings of shame
External Hills

• **Home circumstances** e.g. caring for other children or parents, adversity, maltreatment, level of education of parents
• **School/college circumstances** e.g. lack of resources, training of teachers
• **Financial challenges** e.g. computers
• **Social setting** e.g. lack of transportation, access to regular meals
• **Health status** e.g. Nutritional wellbeing
Case study
Jo is 6 years old

He walked at 16 months. He is a tall boy for his age. He loves running around, playing football, playing Lego. He sometimes finds it hard to switch activities but does so if he is giving a warning this will happen.

His speech and language has been noted as being delayed. He needs to be reminded to look at someone when talking to them.

He has started sharing with others. He responds to clear rules and outcomes but will check for clarification which sometimes comes across as ‘cheeky’.

His drawing and pen skills are naïve for his age but he knows his alphabet, can count objects and recognises all numbers.

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What do you want to know about Jo?

- Home concerns
- School concerns
- Interests
- Family setting
- Who has he seen?
- What works?
- What gaps are there for him now?
- What about future planning?
Inclusive approaches don’t need to cost a lot.

Technology solutions

Miss Jones

History
Consider what is right for *most* isn’t always *right* for ALL

10% left handers
Motivator-Sports Day

De-Motivator-DCD

Amanda Kirby 2018
**Motivator** - Pen license

**De-Motivator** - DCD/Dyspraxia

Jo went to the park and it was a sunny day. Jo played on the swings and had lunch. After Jo was tired and so went home for a rest. Jo then had tea and went to bed.
Motivator-Circle Time

De-Motivator-DCD/ADHD
Motivator - Language Lessons

De-Motivator - DLD/Dyslexia
Motivator - Lunch times

De-Motivator - ASD/DCD
**Motivator** - Plan the work

**De-Motivator** - ADHD/ Distractible if sessions too long
5. Supporting pupils

Whole school e.g.

- maps of school timetables
- use of colours
- pictures/names of teachers
- transition programmes
- use of IEPs’
- group interventions, bullying strategies
- lunchtime/after school clubs
- ICT choices
Think about the **non-class** times

- Lunch
- Break times
- Assembly
Class level

• Differentiated teaching methods
• Small group work
  • buddy schemes
  • paired working
• Adapting the environment
  • seating
  • lighting
  • access to ICT
  • visual timetables
Class toolkits

Amanda Kirby 2018
Different keyboards

L handed keyboard

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Provide scaffolding.

e.g.

Writing an essay

Show examples
Think of different ways to achieve the same goals
We all learn skills at differing rates
Think about readability/accessibility

• Font size and type

  - too small to see and harder to read!

  Reading this is much easier
I think I am in prison because of people I hang out with.

Nothing was reworded! Why? The text you entered didn't have any difficult words or phrases. Rewordify.com intelligently simplifies (and teaches) over 58,000 difficult words and phrases, but it can't read, understand, and re-write text that has all simple words. Learn more.
Intervention approaches

• Compensatory approaches (external)
• Coping strategies
• Catch up skills e.g. social skills/recording
• Practice and development of functional abilities (internal)
Intervention approaches

- Recognise comorbidity/co-occurrence
- Addressing secondary consequences e.g. anxiety
- How to disclosure to others positively – reducing shame/stigma
- Promoting the development of a more positive self-perception (Kirby 2003; Kirby et al. 2011c).
- Social skills groups to encourage inclusion (Barnhill et al, 2015)
5. Supporting pupils- Literacy/Dyslexia

- Information on non-white paper
- Key words used
- Electronic spellers
- Literacy games e.g.
  - rhyming/alliteration/syllabification/phonics
  - letter bank
  - word bank
  - ICT
  - Checking level of literacy materials in line with literacy skills)
5. Supporting pupils - Numeracy/Dyscalculia

- Memorization techniques for arithmetic facts
- Repetition and practice
- Control of task difficulty
- Use of technology
- Strategy cues (reminders to use strategies)
- Estimation tasks
- Language of mathematics cards
- Make it real
5. Supporting pupils - Speech, language and communication skills / DLD/ ASD

- Visual timetables to reinforce tasks
- Multiple forms of communication e.g. say it/write it/repeat it
- Check for understanding
- “Safe haven” – quiet setting for students to use
- Peer mentor schemes
- Circle of friends
- Breaking down tasks into small chunks and checking for understanding
- Sensory changes
- Study carelles
- Headphones

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5. Supporting pupils - Motor co-ordination/DCD/Dyspraxia

- Adaptation in PE
- Differentiating sports
- Alternative ‘sports day’ options
- Use of ICT
- Alternatives for writing
- Use of scribes
- Additional time for new skills
- More time changing for PE
- Scissors - different types
- Angle boards
- Seating position
5. Supporting pupils - Attention and concentration

- Sounds
- Distraction
- Positioning
- Fidgeting/doodling
Generic skills: Encouraging Independent skills

• Dressing, buttonings
  • threading, and bead games
• Shoe lace tying where necessary
• Putting on coats the right way round - clues
• Tops - explain badge at front
• Left and right in shoes
• Use of cutlery
• Managing a lunch box, crisps, carton with straw
Generic skills: Organisation

- Task sheets
- Time tables
- Timers
- Diary systems
- Colour coding
5. Knowledge of NDs and how to support

• Staff should know how to support children/adolescents with difficulties and where they can get help or information if they don’t.

• Staff should have access to generic support strategies, pen portraits of students with NDs and to policy documents.

• Every school should have a member of staff who is an ‘expert’ in each SpLD.
<table>
<thead>
<tr>
<th>Evidence of inclusive practice to minimise alienation of students with NDDs</th>
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<table>
<thead>
<tr>
<th>Evidence that effective measures are in place to deal with harassment and bullying related to SEN.</th>
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<table>
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<tr>
<th>Promote the student advocacy service, mentors and counsellors where appropriate.</th>
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<table>
<thead>
<tr>
<th>Students are encouraged to develop life skills e.g. stress management, problem solving, independent living skills, social skills, hobbies and interests.</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Examination adjustments are made and students are taught how to use time and extra resources.</th>
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<table>
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<tr>
<th>Homework approaches – students are given a choice of recording method.</th>
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<tr>
<th>The school has considered how to reduce stress levels for both staff and students.</th>
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<tr>
<th>Demonstration that self esteem is promoted.</th>
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<table>
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<tr>
<th>Help with emotional and behavioural issues.</th>
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<table>
<thead>
<tr>
<th>Raise an awareness of SEN amongst students. (Remove the stigma and provide positive role models).</th>
</tr>
</thead>
</table>

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6. Monitoring and outcomes

• What and how undertaken?
• Individual Educational Plans are easy to write badly!
Find strengths and find ways
to celebrate them
Build resilience
Resources

1. www.boxofideas.org
2. www.movementmattersuk.org
3. www.neurodiversityemployment.org.uk
4. www.doitprofiler.com

Email: amandak@doitprofiler.com
For more information on webinars/online training for your school contact info@doitprofiler.com

| + | Supporting young people with Developmental Coordination Disorder / Dyspraxia in primary school |
| + | Components of Reading and Writing |
| + | General Resources |
| + | Handwriting and Assistive Technology |
| + | Literacy, Dyslexia and the whole child |
| + | Managing Social and Emotional Relationships |
| + | Oracy and Communication Skills |
| + | Phonological Skills |
| + | Reading Comprehension |
| + | Supporting young people with Developmental Coordination Disorder / Dyspraxia in secondary school |
| + | What is Working Memory |
| + | Whole school approach to supporting students with Additional Learning Needs |
| + | Dyscalculia |
| + | Executive Functioning |
| + | ADHD |