



**Kingsfield
Primary School**

The *Active Learning* Trust

SEND CPD: Attention and Listening



Cambridgeshire
County Council

Laura Mills - SEND 0 -25 Specialist Teacher

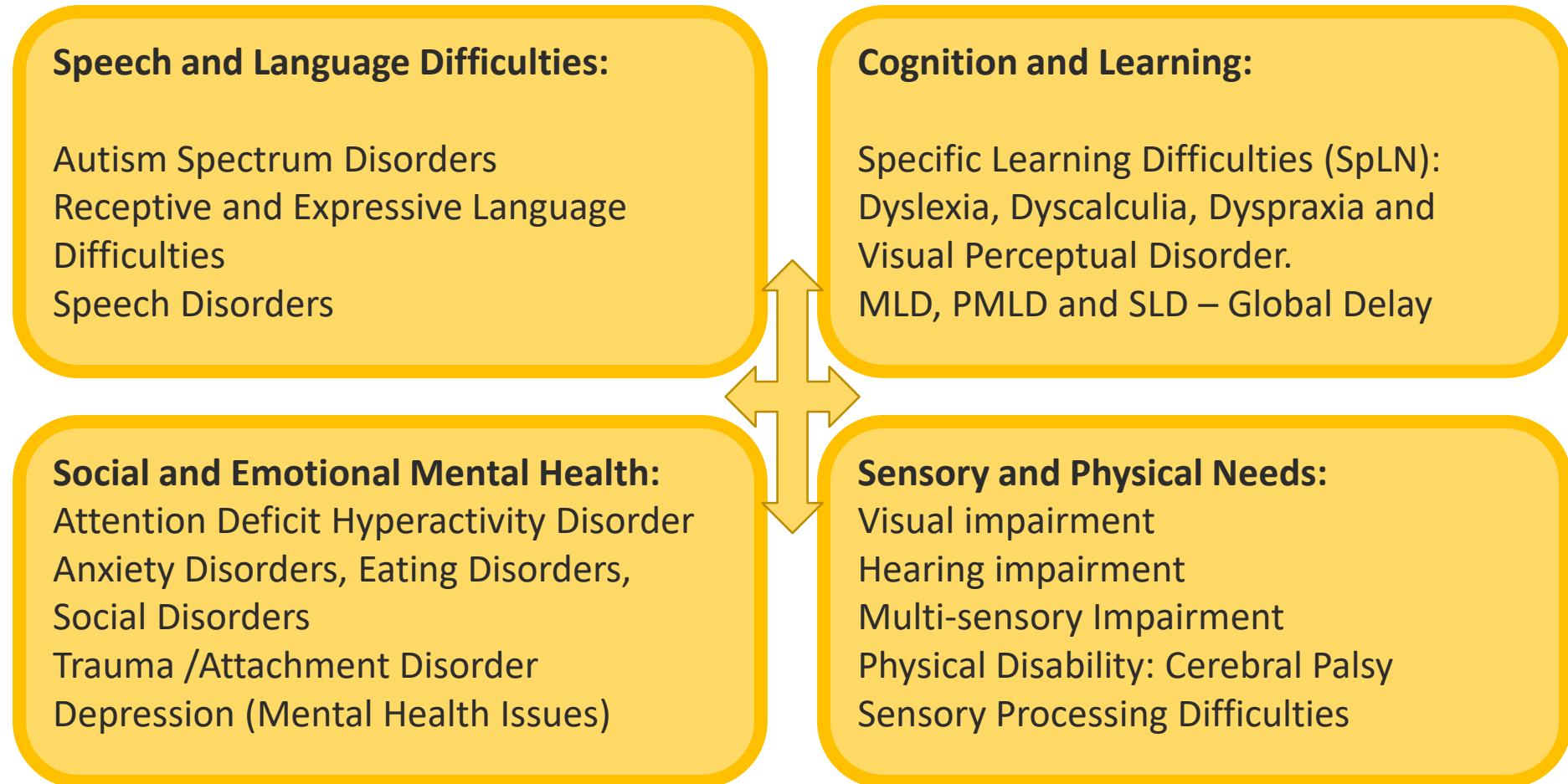
COURSE INTENTION

1. To understand the importance of attention and listening skills to achieve 'readiness for learning'.
2. To increase knowledge on how changes in attention can impact pupils 'availability to learn'.
3. Ideas for learning to listen.
4. To provide visual strategies to support pupils with attention and listening difficulties.
5. To provide examples of the graduated approach for developing a young person's attention and listening skills.

Please can you rate your current knowledge on a scale of 1 – 10 and post in the chat box with your initials.

The attention and listening CPD was identified through the SEND surgery data as an area of focus. Attention and listening difficulties can be experienced by many children for various reasons.

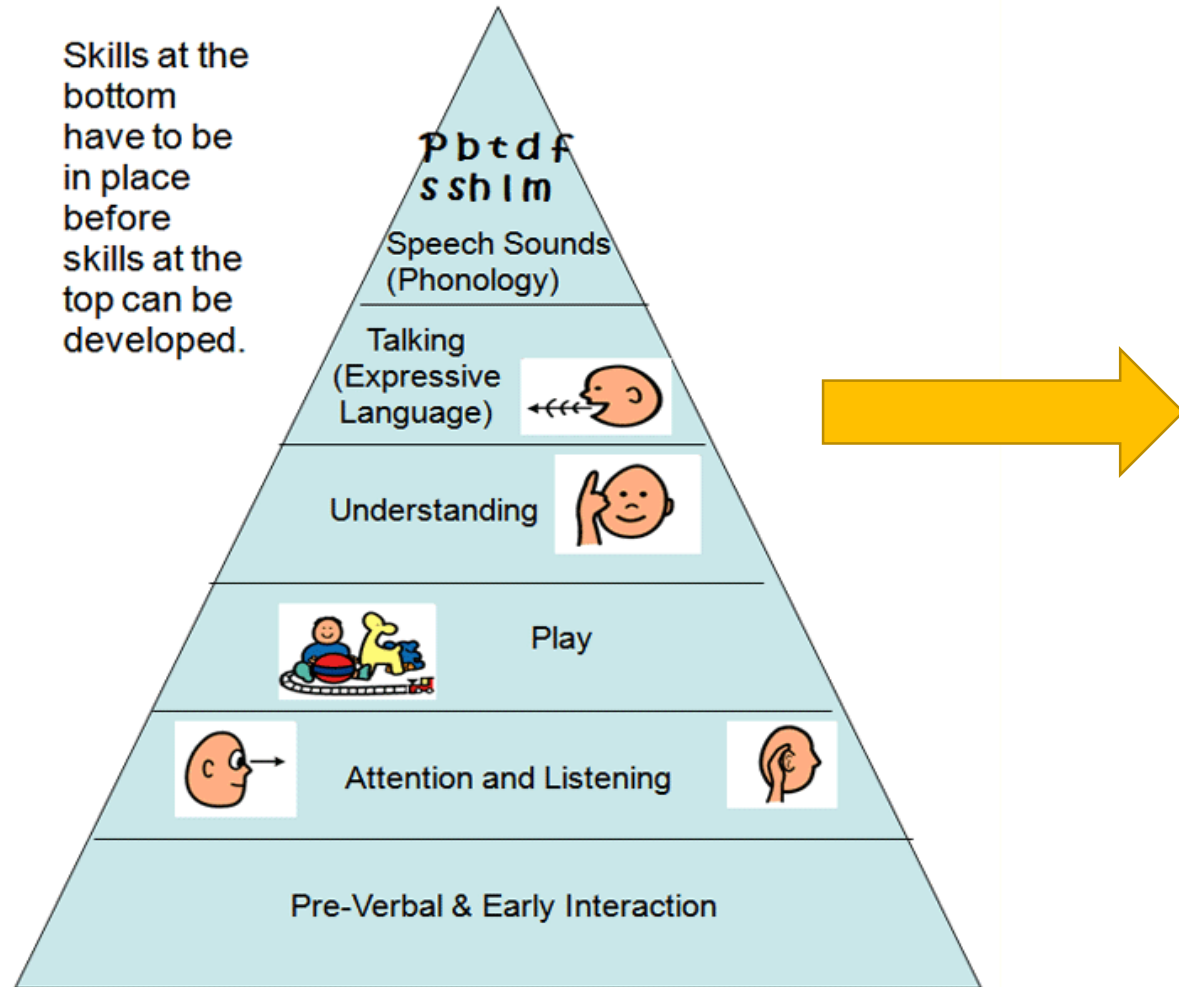
Four area of SEND Need (SEND Code of Practice, 2014)



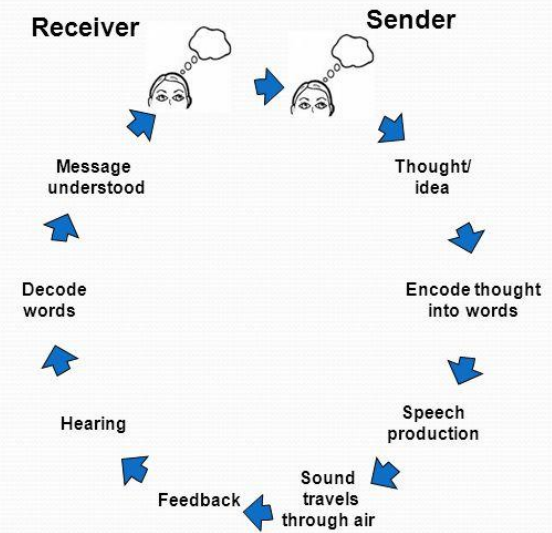
Not all attention difficulties are ADHD

Why is good attention and listening important to learning:

Language Development Pyramid



The communication chain



Communication is a complex process which involves two people, a listener and a speaker and a chain of interlinked processes which allows us to understand and convey a message.

Typical Development of Attention Levels:

Age	Attention Development
0 – 1 year	Fleeting Attention The child is easily distracted and attention flits from one thing to another.
1 – 2 years	Rigid Attention The child can concentrate on a task of his own choice but he cannot tolerate interruption by an adult. He may, therefore, appear wilful or obstinate.
2 -3 years	Single Channelled Attention The child cannot cope with doing one thing and listening to an instruction about something else all at the same time. He has to do one or the other. If an adult wants to give a child an instruction, the child must be asked to stop his activity, listen to the adult and then return to his chosen task.
3-4 years	Focusing Attention The child is gradually beginning to control his own focus of attention but can still only concentrate on one thing at a time – the task or the unrelated instruction. However, he can now shift his focus of attention from one to the other himself.
4 – 5 years	Two Channelled Attention Attention is now two-channelled, that is, he can do a task and understand an instruction at the same time. His concentration span may still be short but he can be taught in a group.
5 – 6 years	Integrated Attention Two-channelled attention is now well established across different situations with different people.

Cooper, Moodley, and Reynall (1978)

What do we want to achieve at the end of Reception?

The Early Learning Goals

The Prime Areas

Communication and Language

Listening and Attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Gov.uk, 2017



If the goal is not achieved in reception then we must continue to work on developing listening and attention skills as subsequent learning will be limited if these skills are not achieved. We cannot assume children know what 'good listening' is and we may have to help them learn this.

1. Focus child's attention before giving instructions: "Tom listen"

2. Make the child aware of good listening - teach sitting and looking, give positive feedback – good looking, hand gesture and symbols to support.

3. Reduce background noise and distractions where possible.

4. Remember to use an appropriate level of language – this may involve SHORT, SIMPLE sentences or REPHRASING information.

5. Check the information has been understood – ask the child to explain what they have to do, make sure they know when the task is complete, SHOW (model) rather than repeat.

6. Use pictures, objects and real situations to reinforce language.

7. Work for short periods of time.

8. Refocus the child's attention when necessary to help them keep on task.

9. Take turns – this maintains interest especially if the child can be teacher.

10. Give praise and reinforce appropriate listening and attention

Learning to Listen:

Make them interesting and motivating!

“Hearing is essentially a sensory-based passive process. Presuming one has normal hearing, it takes no effort to hear; hearing occurs all the time and hearing cannot be switched off. Hearing occurs at every moment of every day.”

Douglas L Beck and Carol Flexer (Feb 2011).

Learning to Listen

- Children do not have language and life experience that enables them to “fill-in-the-gaps” of missed or inferred information
- They therefore require more complete and detailed auditory information than adults
- The human auditory brain structure is not fully mature until approximately 15 years of age so children do not bring a complete neurological system to a listening situation.

Background noise

“Any sounds that distract or interfere with the ability to hear or be heard”

- Processing background noise means we can't focus on what we want to listen to.
- Results in masking speech sounds, in particular the consonants.



1. Simon says
2. Sound bingo / lotto
3. Parachute games
4. Thumbs up and thumbs down
5. The telephone game
6. I went to the shops.....
7. Rhyme games
8. Talking sticks – turn taking
9. FREEZE (also helps teach self control)

To this point we have looked at 'Readiness for learning'. Attention and listening skills are essential fundamentals for young people to be ready to learn. The next slides we are going to explore if a pupil is 'available to learn'.

Achieved ELG
Passed KS1 phonics screening
Age related progress to date

Change in learning behaviour
observed - **difficulties in ability
to attend**

Questions to answer:

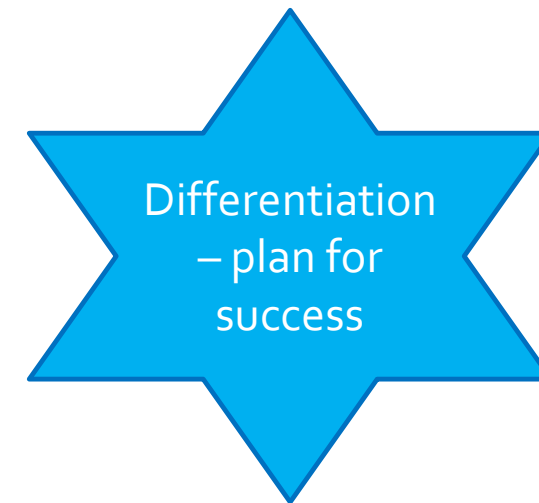
Has there been a change in home/
school circumstances?

Is there any areas of learning they
find difficult?

- Failing to pay close attention to details;
- Making frequent and careless mistakes during schoolwork or other activities;
- Trouble keeping attention focused during play or tasks;
- Appearing not to listen when being spoken to;
- Failing to follow instructions;
- Difficulty completing tasks;
- Avoiding tasks that require a high amount of mental effort and organisation,
- Frequently losing items needed to complete activities,
- Excessive distractibility,
- Forgetfulness,
- Avoidance or inability to begin an activity,
- Associated problems such as low self-esteem, depression, or anxiety.



Increased anxiety or stress can result in a lack of concentration and difficulty staying on task. If a child's is constantly worried they are less likely to be 'available to learn'. Their stress bucket will be full or ready to overflow. Stress can be related to feeling overwhelmed by how much there is to process or a fear of failure.



Children may need additional individual strategies to ensure they can manage stress and access their learning.

The best way to support pupils with Attention and Listening difficulties is visual support.

Why use visual supports?

Words “disappear” right after we say them, visuals hold time and space.

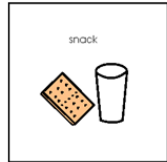
- Visuals direct attention to them and hold attention.
- Visuals allow more time to process the information.
- Visuals assist in remembering.
- Using the same words every time a visual is shown, teaches the child those words.

Examples of visual support:

first



then



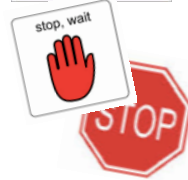
First, Then Boards

- Provide simple structure visually informing the child what is expected and what they can expect to happen.
- A first then board is often used in the early stages of structuring a child's day and can be used to prepare a child for using a visual time table. However they can continue to be used to support a child to engage in a less preferred activity, by placing the less preferred activity first and a more motivating activity second, this will serve a visual reminder supporting motivation of engaging in the first activity.
- A first, then board can reinforce natural routines e.g. toilet then wash hands, wash hands then lunch et.
- The use of simple predictable language alongside the first then board can support the child to generalise understanding of this language even when the symbols are not there.



Visual prompt cards

The use of symbols to support key words in communication can be useful alongside visual time tables to reinforce what is happening e.g. time for lunch/ group time. They can also be useful to communicate behavioural expectations e.g. a symbol for stop.



Room labelling:

To support child to understand boundaries in the environment, accompany with simple language a gestures toward signs/ symbols e.g.

- Red stop sign on door when outside is not accessible and green when it is
- Stop sign on switches that should not be touched or draws/ cupboards that should be closed
- Signs stating how many children can be in a particular area e.g. climbing frame/ computer
- Sign identifying where to put dirty plates etc.



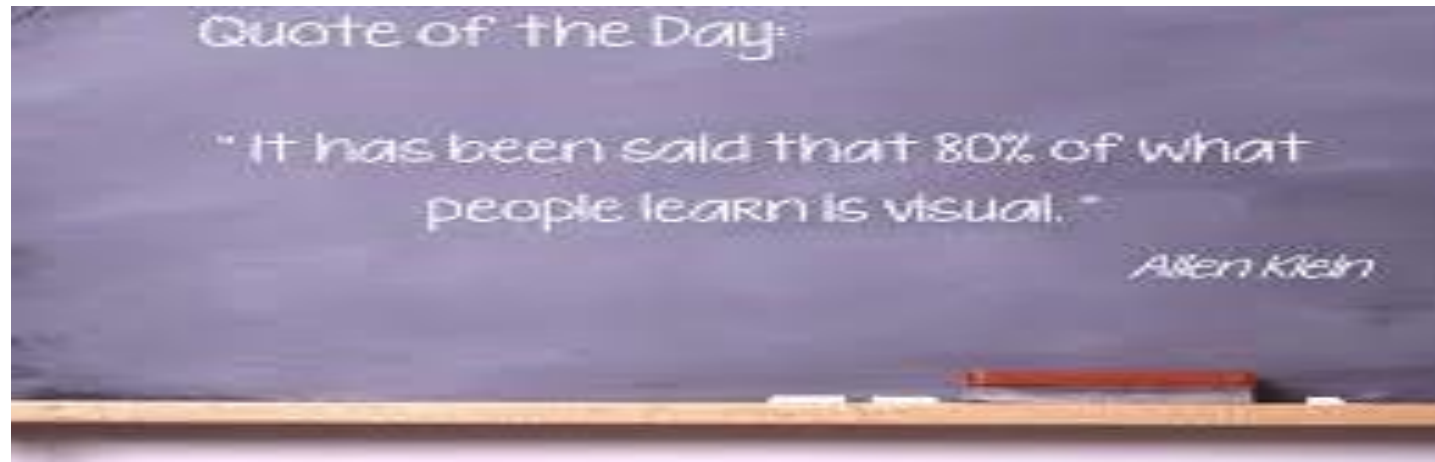
Sand timers:

To support turn taking, a child to change activity or when there is a change of routine. For these scenarios use simple language such as “1 minute then has finished” pointing to the sand timer or “Harry's turn/ time for....” (Put a sticker on one end of sand timer so you know if it has been turned over)



Emotions Symbols

If a child has difficulty in understanding or identifying emotions pairing a simple symbol of that emotion when someone or the child is experiencing it can be supportive e.g. “Matthew is sad” (show symbol) if a child is more verbal it may sometimes be appropriate to also identify why that person is experiencing that emotion in simple terms e.g. ‘He hurt his knee/ he fell over”. Initially limit how many symbols you use.



Examples of visual support:



Carpet square, mat or cushion

Supports child to know where to sit and the space that they have rather than sitting in an abstract space. It also gives a good visual prompt when a child moves and it is not time to reducing use of additional language. When presenting a child with a space to sit it can be a good idea to offer a choice e.g. "red mat or green mat choose".



Story Visuals

It can be very useful to have visually appealing props to focus children's attention on the story. Choose items that highlight key points of the story or that will enable the story to be acted out by a scene. Visuals can also include key pictures or board that maps out the key points of story. You can also use props/ visuals for songs



Name: _____	Date: _____
Recent Frame	
When? 	_____
Who? 	_____
Where? 	_____
What? 	_____
Why? 	_____
<small>Self assess your work today Give it one of the faces</small> 	
<small>Teacher assessment of your work</small>	

Written Language Strategies

- Use organisers for all written assignment planning
- Provide models for all written assignments
- Instruct through modelled and guided writing

Graduated Approach

1 APDR cycle = 6 weeks

Using teacher assessment, data, cycles of APDR, parent/child involvement. Refer to SENCO

SENCO discussion with parent when more specialist involvement is required.

SENCO makes a request for EHCP if applicable

Wave 1

High Quality Teaching (1)

Wave 2

Short term intervention (2)
SEN Caseworker – Teacher led

Wave 3

SEND register (K)
Long term intervention
Involvement of SENCO

Wave 4
EHCP (E)

Student's can move up and down based on the provision they are receiving

- What every child receives
- All staff responsible for ensuring Wave 1 provision is delivered
- Teacher standards
- Reasonable adjustments
- Class teacher has implemented HQT classroom strategies (pupil profile) and followed 2 cycles of. Assess/Plan/Do/Review.
- Student recorded as (1) on EduKey

- Not making expected progress despite reasonable adjustment at wave 1.
- HQT and Short Term specific intervention required. (specialist, class or curriculum)
- Baseline assessments to be completed with recommendations.
- Student recorded as (2) on EduKey

- In-depth assessment to establish area of need.
- Ongoing, specific support to address child's SEND. Evidenced based intervention monitored by SENCO.
- Young person will have individual learning plan, measurable targets, provision outlined.
- Specialist support from outside agency.
- SENCO involved in coordinating provision, assessment, measuring impact and liaising with outside agency.
- Student recorded as SEND support (K) on SIMS

- Support over and above, additional and different.
- Highly personalised and closely monitored specialist provision.
- Specialist support form external services.
- Student recorded as EHCP (E) on EduKey

Graduated Approach for Attention and Listening

Using teacher assessment, data, cycles of APDR, parent/ child involvement. Refer to SENCO

Wave 1

High Quality Teaching (1)

- What every child receives
- All staff responsible for ensuring Wave 1 provision is delivered
- Teacher standards
- Reasonable adjustments
- Class teacher has implemented HQT classroom strategies (pupil profile) and followed 2 cycles of Assess/Plan/Do/Review.
- Student recorded as (1) on EduKey

Assessment:

Teacher observation and usual termly progress tracking assessment:

- Fleeting attention – time how long they can attend
- Difficulties attending during input
- Easily distracted
- Looking /waiting for peer prompts as misunderstood input
- Not confident to work without adult support or regular input

Reasonable Adjustments for children with attention difficulties:

- Use their name to ensure you have their attention.
- Reduce language to keep it focused.
- Recap with them to ensure they have understood learning task.
- Whole class visual schedule.
- Give clear written and verbal instructions. Visual frameworks.
- Schedule regular check-in times
- Provide task planners to aid executive function (organisational skills).
- Use a visual timer to support focused learning
- Sitting on a chair rather than the carpet during input (or specific tile)
- Seating in class with minimal distraction around them – front near teacher
- Regular movement breaks and sometimes organising and calming activities too. A chair which allows movement, wobble cushion or foot wobble board.
- Dedicated time to build self-esteem – Praise when pupils are following instructions.

Example of APDR target:

Tom will engage in a sequence of three listening games for 10 minutes daily. The time Tom can attend will be recorded for each session.

Graduated Approach for Attention and Listening

SENCO discussion with parent when more specialist involvement is required.

Wave 2

Short term intervention (2)
SEN Caseworker –
Teacher led

- Not making expected progress despite reasonable adjustment at wave 1.
- HQT and Short Term specific intervention required. (specialist, class or curriculum)
- Baseline assessments to be completed with recommendations.
- Student recorded as (2) on EduKey

Assessment:

- Language Links Infant and Junior
- Blank Word Level – understanding questioning
- Renfrew Action Picture Assessment
- Anxiety mapping / Roots and fruits – Step On tool
- Boxall Profile

Intervention:

- Recommendation from Language links
- Attention and Listening games
- Talk Boost programme
- Talk boxes
- Word Aware / Narrative Intervention (Speech and Language specific)
- Emotional Literacy programme
- Talk Time (SEMH focus) – Big Books of Blobs
- Sensory circuits
- Movement breaks – sensory diet

Example of APDR target:

Tom will be able to attend to an independent task for 5 minutes every learning session using a visual timer to help him remain on task.

Or

Tom will use a three step visual task planner to chunk his learning task into manageable steps for Maths and English.

Graduated Approach for Attention and Listening

SENCO makes a request for EHCP if applicable

Wave 3

SEND register (K)
Long term intervention
Involvement of SENCO

Wave 4 EHCP (E)

- In-depth assessment to establish area of need.
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Diagnostic Assessment:

- British Picture Vocabulary Scale (BPVS)
- Conners Assessment for assessing ADHD
- Functional Behaviour Assessment (FBA)
- Referrals:

Community Paediatrician

Link Speech and Language Therapist

SEND 0 – 25 Educational Psychologist or Specialist Teacher

Intervention:

- Specific targets set by external professionals which feed directly into the APDR cycle
- Review of targets 6 weeks later by external professionals or SENDCo.
- Attention Autism - Bucket Time
- 5 Point Scale

Example of APDR target:

Tom will complete stage one of Attention Autism sitting independently for a daily session of 5 minutes. Resources and training advised by Speech and Language Therapist.

Thank you for listening please ask any questions.

It would be great if you could let us know on a scale of 1 – 10 where your knowledge / confidence is on now for meeting the needs of pupils with attention and listening difficulties following the presentation.



Primary Age

- ☀ Anxiety
- ☀ Behavioural Difficulties
- ☀ Work with parents

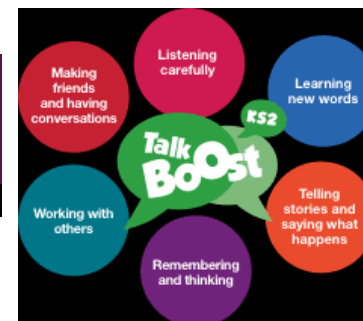
ccs.ehw@nhs.net



Elklan Language Builders 5 -11s.



Language Links Infant and Junior



Talk Boost

Staff member is training to become an ELSA – Emotional Literacy Support Assistant.