

## **Pdnet Top Tips – Support CYP with PD to organise learning task**

Pupils of all ages will benefit from developing good organisational skills. These important life skills will increase their independence and lessen their reliance on adult support when solving problems, completing assignments and meeting deadlines.

### **Organisation of Time**

- Classroom visual timetables showing daily plan.
- Session planners can chunk individual lessons into timed sections.
- Clocks/timers to assist with meeting targets within lessons. Verbal reminders and countdowns can be helpful.
- Weekly timetables – one copy for easy access in school with an extra copy at home.
- Include homework planning, and promote home/school communication with a homework diary
- Long term overviews are helpful to plan completion of large-scale projects
- Individual student organisers/diaries – graphic organisers, checklists, subtitles, outlines that assist with planning written work and homework assignments
- Routines will help build familiarity with systems
- Use of consistent language for cues/reminders
- Teach how to prioritise in order to meet urgent deadlines

### **Organisation of Work**

- Provide checklists or job sheets- tick off jobs as they are completed
- Colour code work using stickers, matching it with folders and timetables (e.g. history-red, maths-blue) Revision notes on cue cards can also be colour coded.
- Demonstrate how to chunk dense information into short sections
- Teach how to highlight key information
- Teach how to take meaningful notes- use titles, subtitles and bullet points; different colours for different issues.
- Teach how to record book titles and reference quotes correctly.
- Teach filing systems (hard copy and electronic files)
- Download hard copies of key items stored electronically for revision purposes.
- Enlist parental support- does the pupil have a workstation at home?
- Provide verbal cues and prompts to ensure child is prepared e.g. what have you got to do next/after play/tonight/tomorrow morning
- Ensure stationery and equipment is accessible and that adaptations have been made for pupils with additional needs

### **Organisation of Research Work**

- Analysing the title: What am I being asked here?
- Brainstorming: What do I already know about the subject?
- Further reading: How can I fill the gaps in my knowledge?

- Essay planning: How will I structure my essay into paragraphs or sections?
- Prioritising information: What is directly relevant, partially relevant, or irrelevant?
- Writing the first draft: How can I express my ideas clearly?
- Revising and redrafting: Do I need to explain my ideas in more detail. □ Proofreading: How can the presentation be improved?
- Evaluating feedback: Where have I done well? Where can I improve?

Consider **alternative ways** for children with PD to record their work, such as:

- Spidergrams or Mindmaps
- Labelled diagrams, drawings or photographs to convey information and show understanding
- Tables summarising information
- Producing a role play/drama
- Making a short film
- Making a power point presentation
- Design a poster, leaflet or book cover

## **Organisation of Self**

### **Listening and remembering:**

- Repeat back or summarize what has been said
  - Use mnemonics to aid the memory
  - Use visual back-up for the spoken word, visualise what is described - Make notes, use a Dictaphone, draw a flow chart
- Equipment and resources:**
- Photographic reminders of resources required for tasks
  - Photographic cues on trays for easy access or tidying away
  - Photographic reminder or list of personal effects
  - Sensible bag or rucksack to carry equipment
  - Allow sufficient time for organising equipment
  - Enlist the support of parents to encourage independence in managing own belongings from an early age
  - Give the responsibility as a class monitor to practice an organising task, and praise good efforts!