

## Organisation and Planning Skills

### Strategies

#### Modification to the Learning Environment

- Liaise with parents/carers to facilitate organisation between home and school - for example, use a home/school diary for communication or notes in planner.
- Repeat instructions as appropriate - preface instruction with the learner's name to ensure they are aware it is for their attention (consider giving a printed copy).
- Utilise peers to support organisation through modelling and demonstration.
- Consider seating arrangements (proximity to supportive peers; proximity to teacher; consistency of seating).
- Consider strategies that physically promote organisation - use of specific drawers/boxes for specific resources; visual timetables; labelling; posters depicting timelines for assignments/ deadlines; colour coding according to the task/topic.
- Encourage consistency in classroom layout and organisation of resources.
- Keep books and jotters at school when possible.
- Use visual supports for tasks such as revision timetables.
- Provide supported study or homework clubs\*.

#### Establishing Structures and Routines

- Be clear about the objectives of the lesson and learning aims.
- Give learners extra time to support self-organisation and management of belongings.
- Identify those who may benefit from supported study or homework clubs.
- Check understanding of task expectations - ask learner to repeat and rephrase instructions.
- Allow use of appropriate ICT to support organisation such as hand held devices which can give prompts and reminders\*.
- Promote use of lesson and homework planners.
- Ensure homework instructions are written (consider giving a printed copy).
- Provide frameworks for completing specific pieces of work such as essay writing templates.
- Support efficient organisation of hand-outs by encouraging learners to date and clearly label them.
- Establish distinct routines in the classroom and be clear about where things go.

#### Approaches to Enhance Motivation

- Consider alternative ways of giving homework such as via email or through buddy systems.
- Present instructions in a variety of ways to meet different learning styles.
- Use a nominal deposit system for borrowing items such as pencils, which learners get back on return of the item.
- Provide clear expectations, praise and reinforcement.
- Encourage the learner to use various media (e.g. drawing or ICT) before putting ideas on paper.
- Chunk all information and tasks into a series of logical, manageable sections or steps which ensure success.
- Be clear about task structure – what the learner needs to do, and next steps. Ensure achievable goals.
- Give feedback on effective problem solving.
- Encourage learner to select their preferred organisational prompts e.g. key-ring prompts or check lists.

\*See page 70