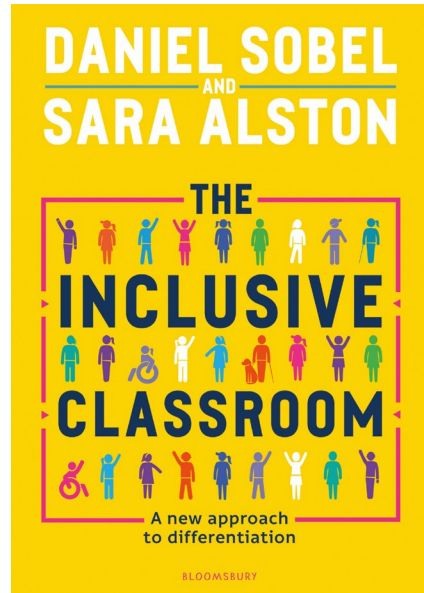


# EFFECTIVELY SUPPORTING YOUR TA

The Link Live Speech & Language Day



Sara Alston

[www.seainclusion.co.uk](http://www.seainclusion.co.uk)

# WE WILL LOOK AT...

- Sharing and explaining needs.
- Supporting inclusive support.
- Ways to build a team around the child to ensure all children access QFT teaching and TA support.
- The importance of sharing planning and feedback.

# WHAT DOES YOUR TA NEED TO KNOW ABOUT SPEECH AND LANGUAGE NEEDS?

- What supports an individual's communication.
- Complex.
- Expressive and receptive language.
- Assumption that children understand what is said and what they say.
- Importance of time and patience.

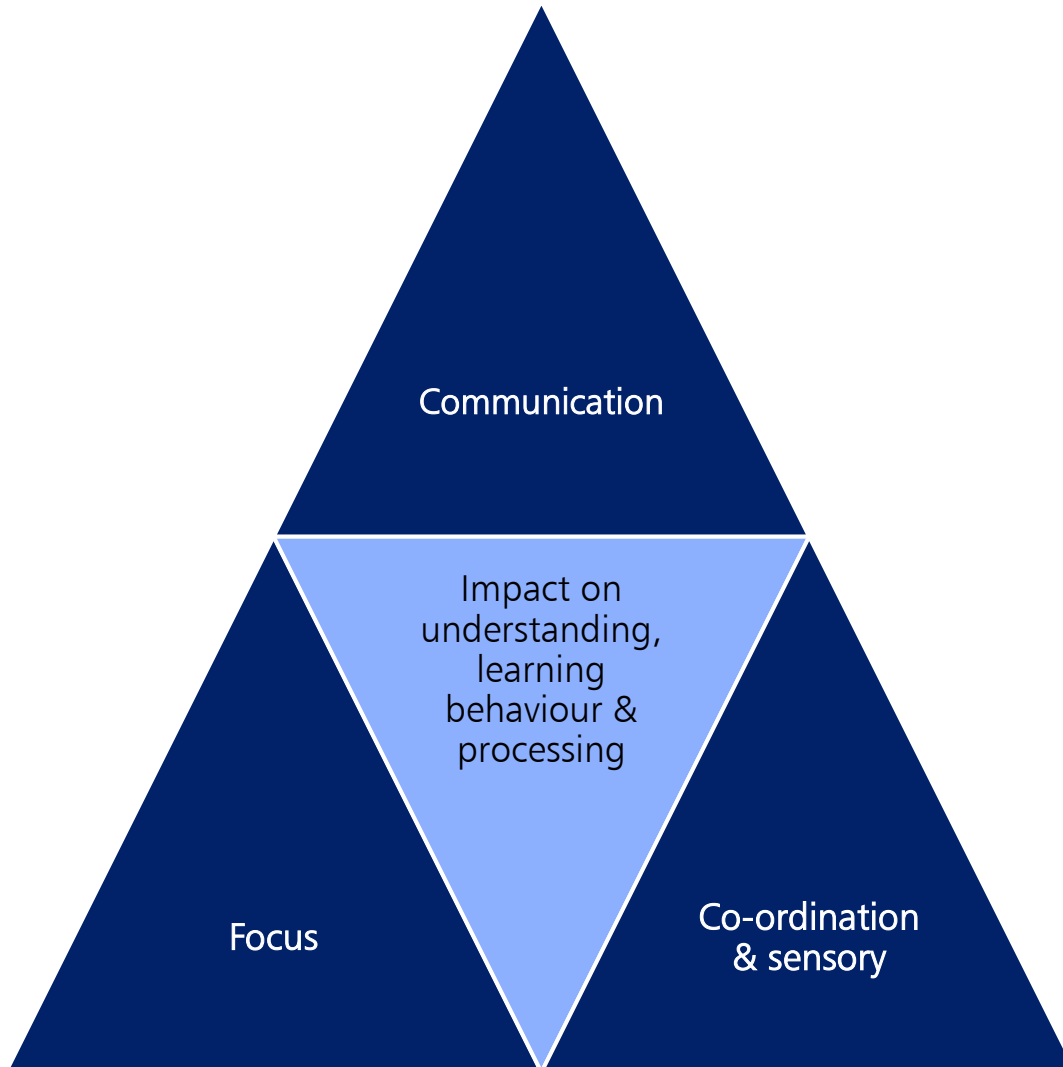
# SHARING THE CHILD'S NEEDS

Clarity about the needs

Sharing pupil profiles

Moving beyond diagnostic labels

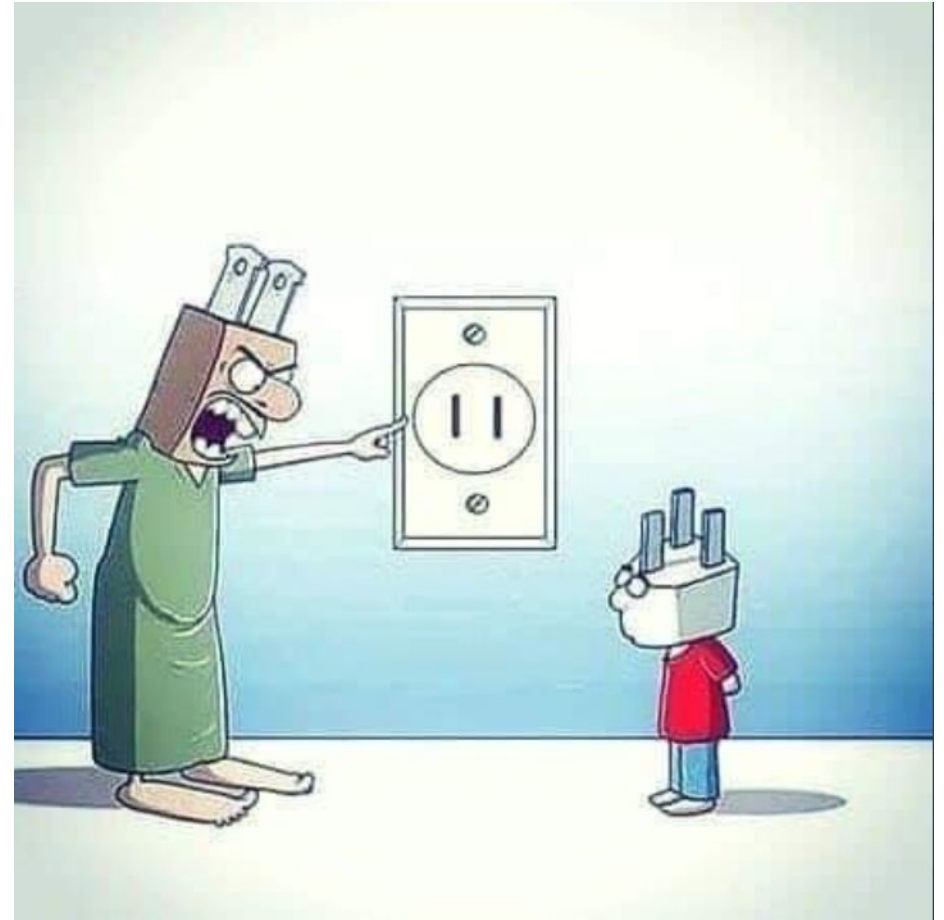
# FOCUS ON THE CHILD AND THEIR NEEDS, NOT THE DIAGNOSIS



- Autism-social communication difficulties.
- COIN- expressive and receptive language.
- ADHD.
- Cognition and Learning (LAN)
  - Specific learning difficulties, including dyslexia- written and verbal communication.
  - MLD (moderate learning difficulties)- understanding language.
- Social, emotional, mental health (SEMH).

# SAME LABEL, DIFFERENT NEEDS

- Not just ASC- all diagnoses exist on a continuum.
- Not all children are the same.
- Too broad - not identify details.
- Children are not fixed.



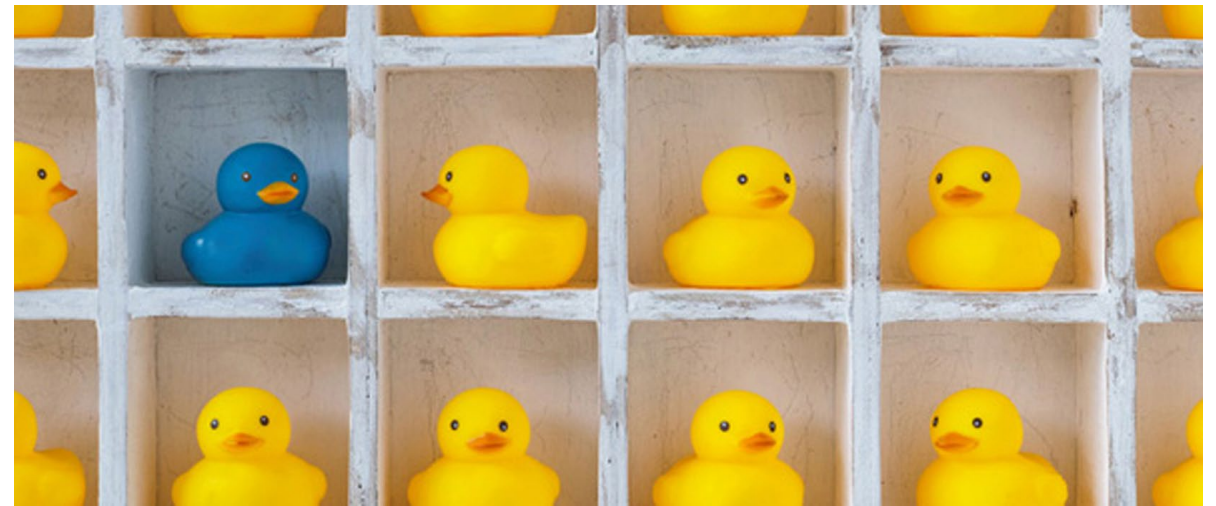


**WHAT  
IS A  
BIRD?  
WHAT  
DOES IT  
NEED?**

# DIFFERENT DIAGNOSIS, SAME NEEDS

Dyslexia, ADHD and ASD can all present with

- Poor focus
- Easily distracted
- Misunderstanding language
- Poor memory and word finding
- Struggles with organisation
- Struggles to manage routines
- Sensory overload
- Low self-esteem
- Difficulties with friendships





# REMEMBER THE STRENGTHS - NOT JUST A DEFICIT MODEL

Dyslexia	ADHD	Autism
<ul style="list-style-type: none"><li>• visual thinking</li><li>• creative and interconnected thinking</li><li>• navigation</li><li>• big-picture thinking</li><li>• pattern recognition: useful for prediction</li><li>• spatial knowledge</li><li>• sharper peripheral vision</li><li>• narrative reasoning</li><li>• verbal communication</li><li>• good at reading people</li></ul>	<ul style="list-style-type: none"><li>• curious</li><li>• highly engaged in the moment</li><li>• energetic</li><li>• creative</li><li>• persistent</li><li>• adventurous</li><li>• big-picture thinking</li><li>• thinking outside the box</li><li>• copes well with unpredictability</li></ul>	<ul style="list-style-type: none"><li>• attention to detail and observational skills</li><li>• logical</li><li>• long-term memory and recall of details</li><li>• unswayed by peer pressure</li><li>• reliable, loyal, honest</li><li>• non-judgemental</li><li>• knowledge of routines and desire for accuracy and order</li><li>• ability to hyper-focus</li><li>• thinking outside the box</li><li>• visual learning</li><li>• good vocabulary (though they do not always understand the words they use)</li></ul>

# WHAT IS THE ROLE OF A LABEL?

## It is not

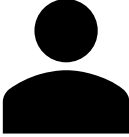
- A magic wand.
- A cure.
- A simple answer.
- The end of a journey.

## In reality

- Changes nothing.
- What makes the difference is the response.

**Labels can obscure a child's needs and so inhibit our ability to meet them.**

# SHARING INFORMATION TO BUILD A PICTURE OF THE WHOLE CHILD

<p>Their strengths: What are they good at?</p>         <p>Their motivators: What are they interested in and what do they enjoy?</p>	<p style="text-align: center;"></p> <p>Name:</p>	<p>Their barriers to learning: What is getting in the way of their learning? What is it they find difficult?</p>         <p>Their needs, difficulties, and weaknesses.</p>
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# SUPPORT IN THE ROOM: INTERVENTION NOT 'OUTVENTION'

- Assumption that interventions are out of the room and involve an additional adult.
- Many interventions are small tweaks and adaptations through differentiation and QFT.
- The risk the learning for the most vulnerable children is being outsourced to TAs.
- Interventions do not meet the needs of the children.
- Support is too often based on what schools have, staff are trained to do what they have always done, rather than on the needs of the children.
- Too often children are in so many interventions they are out of class more than they are in.
- Children learn to do things in interventions but are not able to generalise and transfer to other settings.
- Disconnect between intervention and class learning.
- Evidence-based interventions are not used faithfully so their impact is lost.



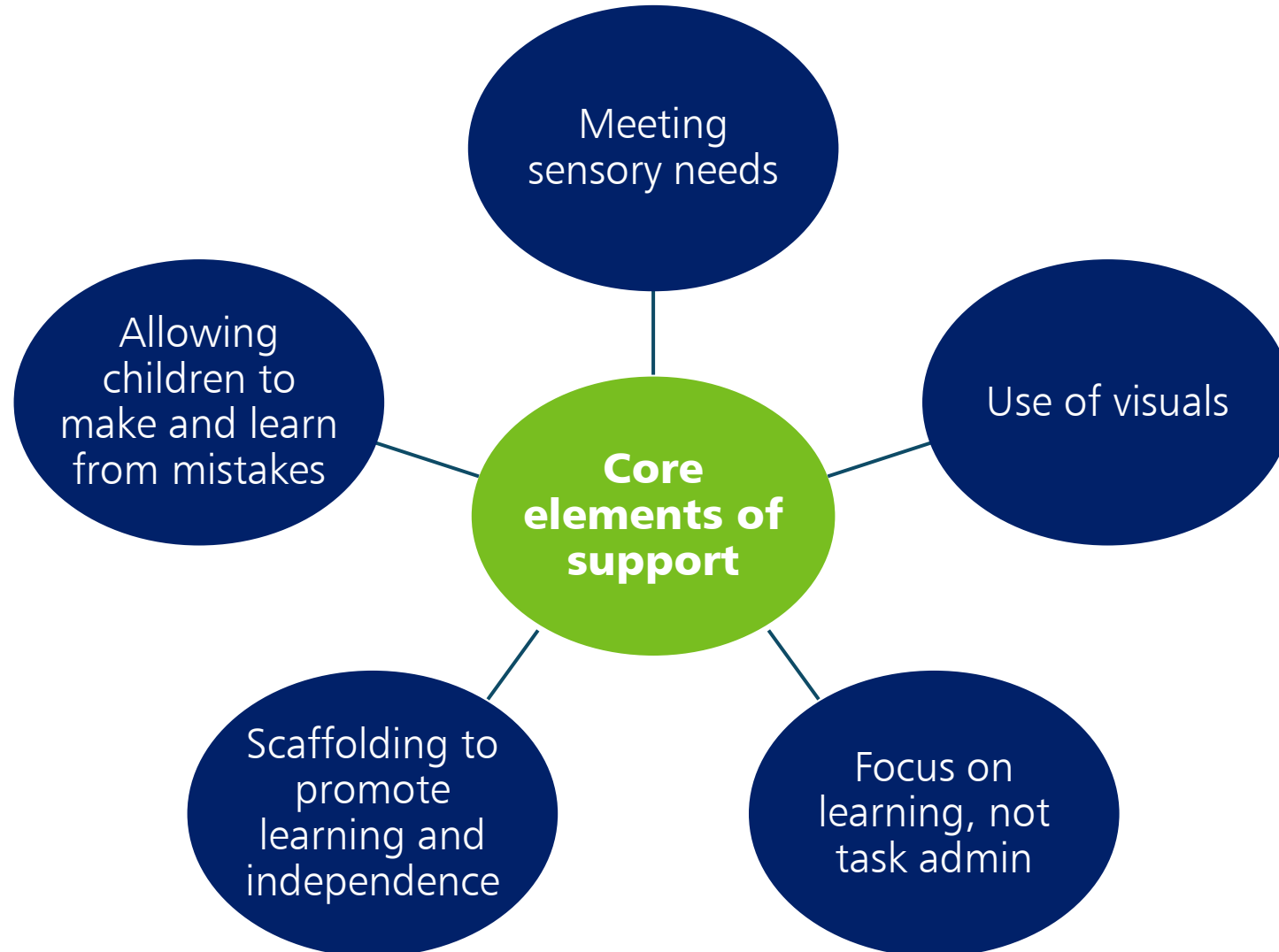
# BALANCE OF INTERVENTIONS AND 'OUTVENTIONS'

- Default response to those struggling to manage in the classroom.
- The risk the learning for the most vulnerable children is being outsourced to TAs.
- Interventions do not meet the needs of the children.
- Interventions are not properly planned and/or staff are not properly trained.
- Interventions take place in inappropriate spaces.

Short interventions that may need to take place outside the classroom include:

- Occupational therapy, physio and other work to meet specific physical or sensory needs.
- Speech and language work, though some of this could be included in phonic sessions.
- SEMH and wellbeing interventions.
- Very specific, short, time-bound academic interventions focused on a particular learning skill, e.g. phonic catch up.
- Pre-learning where children are introduced to the vocabulary they will need to access the learning.

# EMBEDDING SUPPORT IN THE CLASSROOM



Prompting for independence, not developing prompt dependence.

# IMPORTANCE OF PRE-TEACHING: VOCABULARY

Need to understand what you are talking about

By age three, it is believed that children growing up in poor neighbourhoods or from lower-income families may hear up to 30 million fewer words than their more privileged counterparts.

Vocabulary needs to be taught explicitly and repeatedly.



An average adult has a vocabulary of 30,000 words. To achieve this a child needs to learn 6-8 words a day.

Some children will need to learn more words and learn them quicker in school.

# PRE-LEARNING

Enables children to tune into learning and get the most from it.

Links to previous learning

Links to real life

Develop vocabulary

Common words in writing

Specific words and words with dual meanings

Technical words



# PRE-LEARNING: WHAT LANGUAGE DO WE NEED TO LEARN THIS?

A Camberwell Beauty landed in front of me.



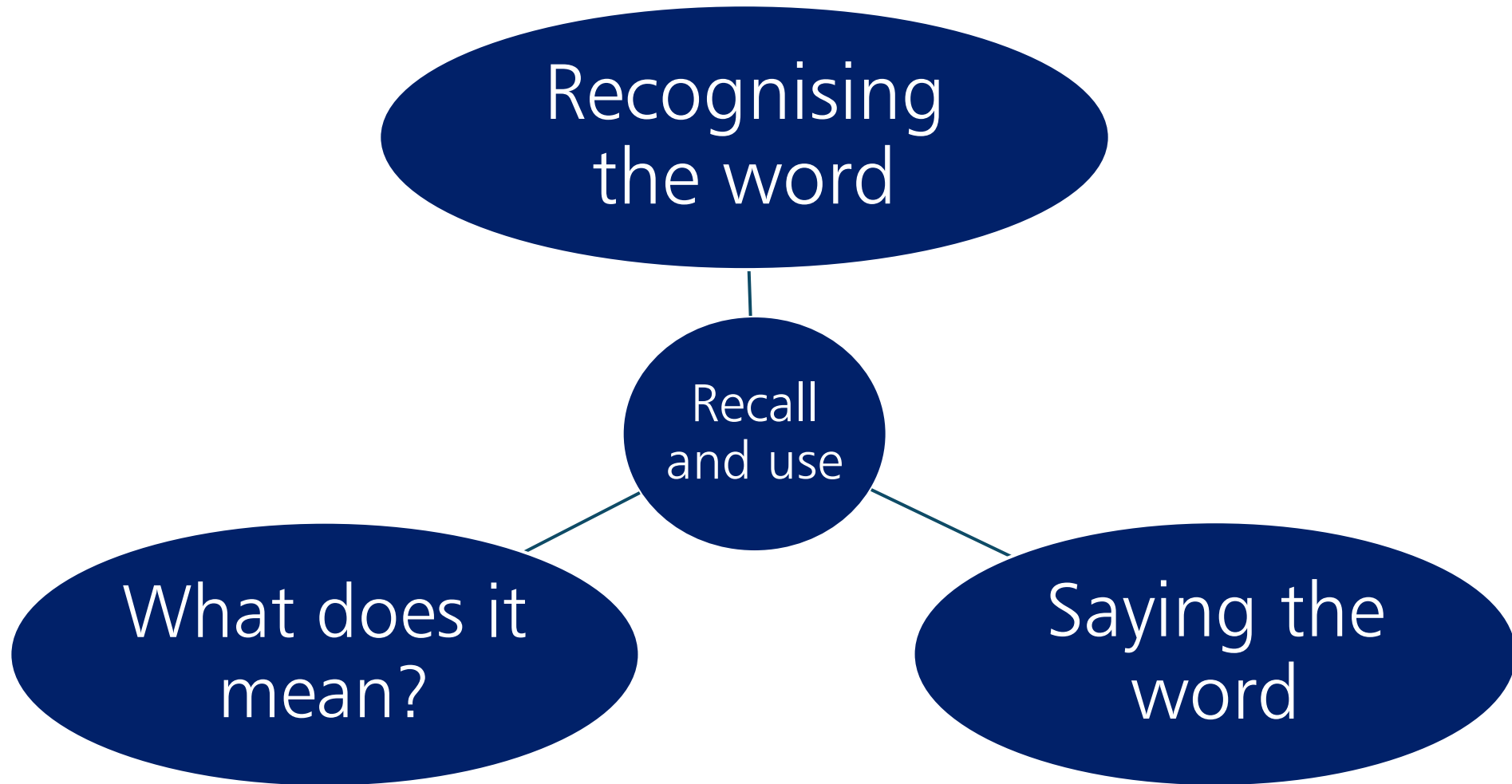
# WHAT IS THE KEY VOCABULARY?

- What new, technical, unusual vocabulary will the children need to access learning?

## Don't forget:

- Words previously taught, but not used for some time.
- Words common in writing, but not so common in speech.
- Words with multiple meanings.
- What new, technical, unusual vocabulary will the children need to access learning?

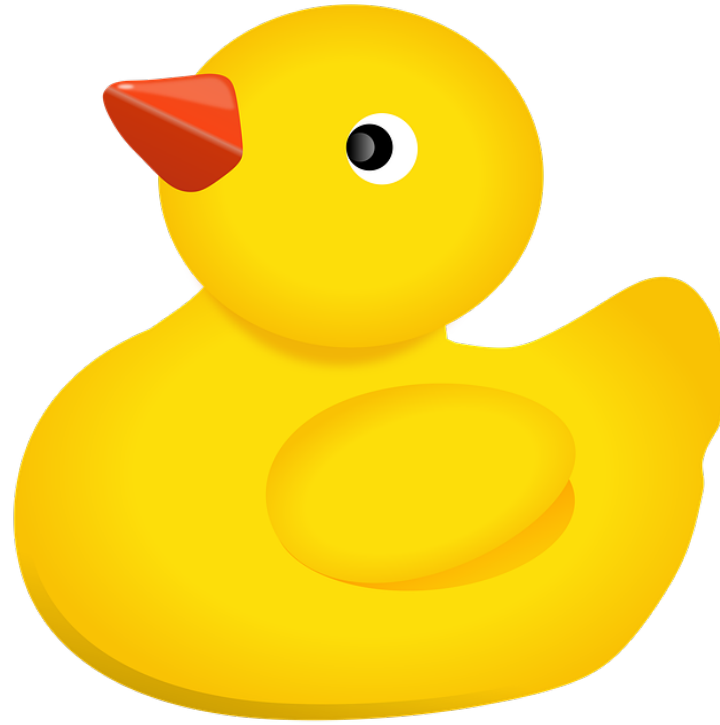
# PRE-LEARNING: VOCABULARY



*“The Iron Man came to the top of the cliff. How far had he walked? Nobody knows. Where had he come from? Nobody knows. Taller than a house, the Iron Man stood at the top of the cliff, on the very brink, in the darkness.”*

The Iron Man - Ted Hughes





Aqua = water duct = lead

# SUPPORTING THE LANGUAGE BY CREATING CONNECTIONS

**Aqueduct**

# VISUALS

- Reduce uncertainty - clear and expected routines - visual timetables, detail of what will happen, now and next cards.
- Introduce and support vocabulary.
- Support access to instructions.
- Act as aide memoire.
- Visual checklists.
- Task management boards.

## TASK BOARD

<b>Task:</b>		
<b>Equipment needed</b>		
	<b>Job</b>	<b>Done</b>
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		

# PHASES OF THE LESSON

## Entering the room and preparing to learn.

- Helping to settle, meet and greet, personal
- Visual reminders of what to do
- Pre-learning to ensure children have the vocab to access learning
- Individual learning

## Instructions and engaging in learning

- Supporting individuals, so that they can share ideas without shouting out
- Providing visual prompt for understanding/or focus
- Modelling questions and possible responses
- Support to engage with instruction, not repeating them
- Observation

## Working as individuals in the classroom

- Helicopter deployment
- Flipping the provision
- Scaffolding
- Prompting for independence
- Effective Scaffolding
- Visual and concrete resources
- Different ways of recording

The TA is active throughout the lesson

## Working within a group

- Intervention groups
- Modelling and facilitating interactions
- Ensuring that children are able to engage with peers
- Observation

## The last 5 minutes

- Picking up on misconceptions
- Over-learning
- Observation
- Sharing success
- Supporting to finish learning including time checks
- Support to leave the room and manage transitions

# EFFECTIVE COMMUNICATION

- Gain the child's attention first
- Reduce instructions
- Use gesture
- Visuals and written instructions
- Separate instructions and chat
- Repeat the instruction the same way
- Avoid echo or stereo teaching
- Eye contact or not
- Thinking and processing time
- Allowing fiddling and fidgeting



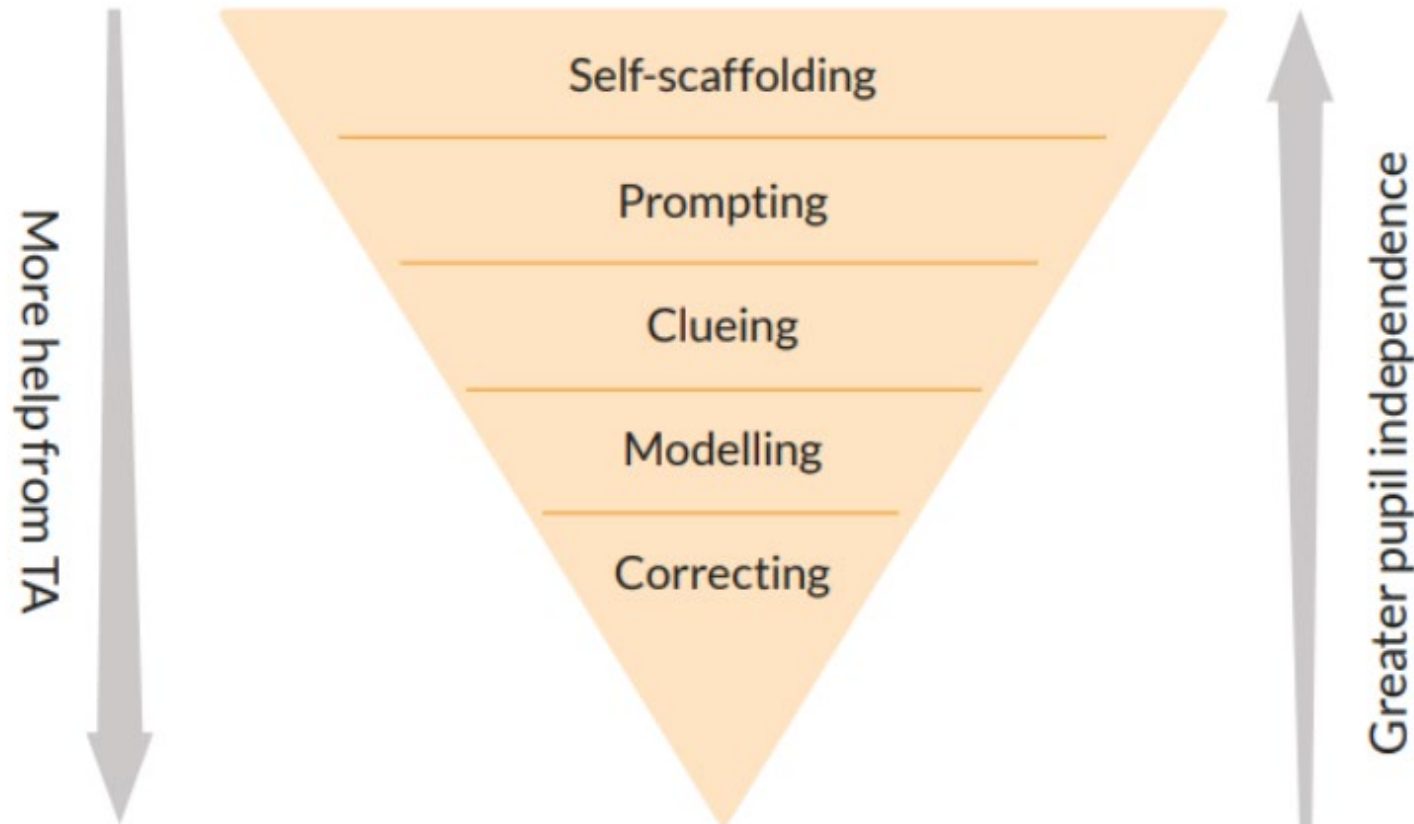


# UNDERSTANDING OF QUESTIONING

- Consider use of open and closed questions
- How to make questions more than fact checking, so they promote learning and prompt thought?
- Use of question stems to support different forms of question
- Bloom's taxonomy - needs to understand purpose of the questions
- Blank's questions - naming, describing, talking about, reasoning

# WHAT IS SCAFFOLDING?

Figure 10: Scaffolding model

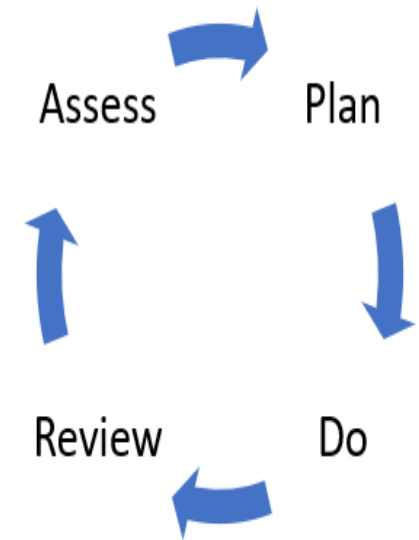


To work scaffolding needs:

- The task to be broken down into small steps.
- Effective interaction between the child and adult, including clear and thoughtful questioning responding to what the child has said or done.
- The child to be prompted, *'What do you need to do next?'*, rather than being told.
- Support for the child to talk through their learning, what they are doing and why.
- The supporting adult to understand the learning and the task fully.
- The child to be encouraged to work with the least support they can, so they can take ownership of their learning.

# INVOLVING TAS IN PLANNING AND ASSESSMENT

- Understanding of learning, so that they can identify progress
  - Sharing information among the team around the child
  - Ensuring that SEND plans are working and shared documents
- Assess- Where the child is working? This does not need to be formal assessments.
  - Plan- What are we going to do about this?
  - Do- The actions in response to the assessment and planning
  - Review- what has been the impact? What has worked well? How can things be changed to work even better?



# SHARING PLANNING

<b>Why we need to share planning</b>	<b>What happens if we don't</b>
To support and promote children's independence and give them opportunities to take risks with their learning.	Research shows that TAs tend to fall back on over-prompting and spoon-feeding children the answers.
To provide children with appropriate visuals and other prompts to support their understanding and vocabulary. Staff need to know both what is coming up and what is the key vocabulary in order to create effective and appropriate visual prompts.	The visuals and other prompts are often haphazard, inappropriate, or introduced at the wrong time, so inhibit rather than promote learning.
To ensure a TA can support children to focus on the learning.	If a TA is not confident with the focus of the learning, it can be difficult for them to separate it from the administration. Then they may focus on that and task completion, rather than learning.
To enable TAs to support children with clear instructions.	If TAs are not sure what is happening in a lesson, they tend to engage in stereo teaching- repeating the teacher's instructions and often adding to children's confusion rather than prompting them for learning, independence or engagement.
To support TAs to use effective questioning to promote learning and extend thinking.	TAs tend to use questions just to check the recall of facts. This also leads to an over-reliance on closed questions.

# SHARING PLANNING: 3 KEY QUESTIONS

Moving on what do you want me to do to understanding of and support for learning.

- What is learning objective?
- What is the key vocabulary?
- What is the outcome?



Time to prepare teaching and resources

# SHARING FEEDBACK

- Communication as a two-way process
- Observations
- The level of support
- Role in live marking - should TAs write in children's books?
- Ensuring feedback is useful
- TAs should spend more time supporting children than writing about how they supported them



# MOVE AWAY FROM ONE-TO-ONE AS DEFAULT SEND SUPPORT

## **Key person/SEN Support**

- 'The key person helps a child feel confident that they are "held in mind", thought about and loved.'
- Need to move from language of 1:1 -
  - False expectations for parents and staff
  - Barrier between child and teacher
  - Exclusion from QFT
- Exceptions - physical/medical needs and safeguarding

# MOVING FROM 1:1 - BUILDING A TEAM AROUND THE CHILD

## Velcro



### Advantages:

- ✓ There is always someone there when the child needs help.
- ✓ It is clear that the child has support which can make them and their parents feel secure.
- ✓ It is easy to differentiate work to the child's level.

### Disadvantages:

- ✗ The child becomes dependent on having an adult there to attempt any task.
- ✗ It undermines the child's and adults' belief that the child can do anything on their own.
- ✗ The child becomes dependent on the TA and separated from the teacher.
- ✗ The child becomes separate from their peers.

## Helicopter



### Advantages:

- ✓ The child can develop independence.
- ✓ The child learns that they can do things on their own.
- ✓ The TA can also support others.

### Disadvantages:

- ✗ The support will not always get the timing right and there is a risk that the child might not always have appropriate help available at the point they need it.



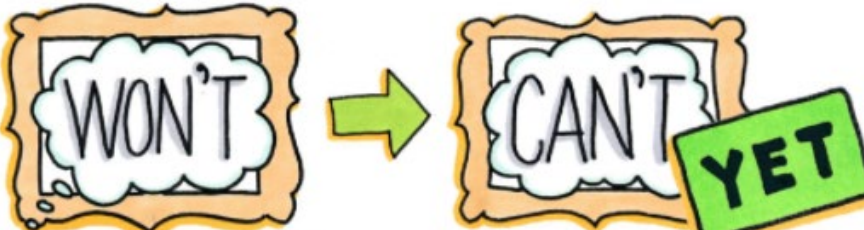
# ALTERNATIVE CLASSROOM DEPLOYMENT

- Rotating through the week
- Flip the roles
- Models of 'cut away'

<p style="text-align: center;"><u>Model One</u></p> <ul style="list-style-type: none"><li>• All the children start together engaging in the teacher input.</li><li>• The 'more able' group are sent off to start the task.</li><li>• The remainder of the class continue to engage with the explanation and worked examples.</li><li>• The remainder of the class start independent working.</li><li>• The teacher then returns to the 'more able' group and supports them with an extension task.</li></ul>	<p style="text-align: center;"><u>Model Two</u></p> <ul style="list-style-type: none"><li>• The 'less able group' start with the TA on a reinforcement/recap task.</li><li>• The teacher introduces the new learning to the remainder of the class.</li><li>• They then set off on the task and independent working. The TA moves to these groups.</li><li>• The teacher then works on new learning with the 'less able' group.</li></ul>
<p style="text-align: center;"><u>Model Three</u></p> <ul style="list-style-type: none"><li>• The whole class starts together.</li><li>• During the input the teacher regularly stops for self-evaluation. As children feel confident, they move to independent work.</li><li>• The teacher continues to work directly with those who feel that they need continued input. The TA supports the remaining children.</li><li>• This needs to be supported by good Assessment for Learning (AfL).</li></ul>	<p style="text-align: center;"><u>Model Four</u></p> <ul style="list-style-type: none"><li>• The 'more able' start on a problem solving/mastery task.</li><li>• The 'less able' start on a reinforcement/recap task working with the TA.</li><li>• The teacher works with the majority of the class. Once they are ready for independent work, the teacher moves to the other groups.</li></ul>

# REFRAME THE BEHAVIOUR

"KIDS DO WELL IF THEY CAN"  
~ROSS GREENE



**JUDGMENTAL**

- WILLFUL
- DEFIANT

**CURIOUS**

- TOO MANY STRESSORS
- SKILLS DEFICITS

ADULT'S MINDSET

VIEW OF CHILD

THOUGHTS

RESPONSE

CHILD'S EXPERIENCE

HE'S LAZY  
SHE JUST WANTS ATTENTION  
...RUDE!

- REWARDS & PUNISHMENTS

WHAT'S GETTING IN THEIR WAY?  
HOW CAN I HELP?

- FIND & REMOVE BARRIERS

- FRUSTRATION
- GUILT/SHAME

- SUPPORTED
- STRENGTHENED

"SEE A CHILD DIFFERENTLY, YOU SEE A DIFFERENT CHILD"  
~Dr. Stuart Shanker

When kids exhibit challenging behaviour we can be "STRESS DETECTIVES"...finding and removing barriers.

- FIND STRESSORS → REDUCE THEM
- FIND UNMET NEEDS → MEET THEM
- FIND SKILLS DEFICITS → TEACH THEM

@kwiens62

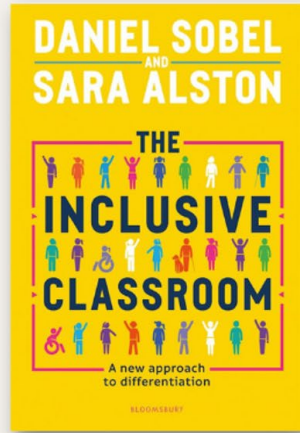
# SUPPORT FOR CHILDREN WITH SEND

## Challenge:

- The belief in and dependence on a 1:1 - move to language of key worker
- Risk of an exclusionist model where the TA becomes the primary educator
- Children becoming prompt dependent

## Focus on:

- Building a team around the children including all the adults in the room
- Sharing information and planning
- Ensuring inclusion and access for all children to quality teacher time as well as TA support



BLOOMSBURY EDUCATION



Sara Alston

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