



Introduction

A caring friend, affectionate, sensitive

Demand avoidance

Attachment

Possible ASD/ADHD

Area of focus: accessing maths inputs



What is impacting this child's achievement in Maths?

ATTENTION SPAN

LACK OF PRIOR KNOWLEDGE

Anticipated barriers

NEGATIVE BEHAVIOUR DUE TO EMBARRASSMENT

DEMAND AVOIDANCE

NAPPY CHANGES



Anticipated barriers- attention span

A way of helping this child with the wiggles on the carpet, helping them to focus and to feel like part of the class

This child told me they would prefer to sit on a chair with friends.

Sitting on the carpet is a skill

"SITTING WITH THE STABILITY OF A CHAIR FACILITATES INCREASED ATTENTION TO ACADEMIC LEARNING BECAUSE THE CHILDREN CAN FOCUS ON THE TEACHING AND NOT HOLDING THEIR BODIES IN A SPECIFIC POSITION."

When this child is struggling for attention I bring out the timer.

We use the timer regularly in EYFS for turn taking and self regulating in the calm corner

The 10 minute timer provides a visual reinforcement and eases the transitions.



demand avoidance

Alongside the class points system this child also has a personal reward chart.

The reward chart needs 5 stickers before a prize is given.

This helps them to see that their behaviour has a positive reaction. This child can remember why they have received each sticker and the reward they get as a response.



Lack of previous knowledge



Real life examples

- while some children are ready to transition from concrete to pictorial or abstract this child benefits from being able to access the manipulatives
- Manipulatives representing the SNB slides

Pre-teach

- Opportunity to work closer with an adult in a smaller group to during the share and think

