

PLANNING AND ORGANISING STRATEGIES

Set up a calming environment

- Carry out activities in the part of the room with fewest distractions away from windows and doors, and seat them towards the front of the class in the classroom.
- Reduce unnecessary noise or visual stimulus where possible.
- Ensure workstation is clear.

Establish routine

- Recognise that the child will have certain times of the day, usually mornings, when they will concentrate better.
- Try to alternate periods of sitting with periods of movement, allowing for movement breaks where appropriate. The child may be asked to run an errand for example.
- Provide a visual timetable of the daily routine (for home and at school) that the child can keep with them or put up in their room. It may be helpful to devise a checklist so that the child can self-monitor what they need to do.
- Use a visual timer if the child is having difficulty with time keeping when completing a task.
- Allow the child additional time to process what you are asking of them and completing the task.

Model

- Many children with planning and organisation difficulties will require modelling of the task that you asking them to do, non-verbal cues such as pointing with a finger is also helpful.
- Use simple, minimal language.
- Give one instruction at a time and ask the child to repeat back to you what you've asked them to do if they seem unsure.
- The child may benefit from written instructions for the lesson tasks.
- Make sure the child is positioned in a good line of eye contact so that they can receive visual cues and auditory commands most effectively. Make sure you gain eye contact before giving instructions.
- Tell the child what you want them to do, not what you don't want them to do.

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