



This NEPS Handout has been developed by educational psychologists and is based on current knowledge in this area. It is intended as a guide only. Not all the advice here may apply to any one student or situation. Teachers and parents may wish to identify the strategies that will work best for them.

## **Tips for Children with Organisation Difficulties (Primary)**

Structure and routine are important influences on a pupil's organisation skills development. For further information on Classroom Organisation, see Section 3.4 of *Behavioural, Emotional and Social Difficulties: A Continuum of Support (NEPS)*.

Consider establishing an individual positive reward chart for work completion. See Section 3.6 of *Behavioural, Emotional and Social Difficulties: A Continuum of Support (NEPS)*.

Consider direct teaching of Self-Monitoring techniques which are described in *Behavioural, Emotional and Social Difficulties: A Continuum of Support (NEPS)* p129.

Provide the student with additional time to complete fine motor activities such as writing, art work etc. See *Special Educational Needs: A Continuum of Support (NEPS)* for additional advice pp50-51.

If possible resources for each subject area should be in different colours, in order to help quick identification. For example, all English books and English exercise books are green, all maths books and math exercise books are red etc.

If possible the student should have two pencil cases, one for home and another for school. Transparent pencil cases can reduce rummaging time.

Label all belongings clearly with the student's name, as they may lose things easily. Put the students name on their coat hook.

Ensure the student is facing the teacher's desk and not sitting in a place where there is a lot of traffic, or distractions.

Use visual schedules and timetables.

Differentiate visual presentations e.g. minimise clutter in handouts etc.

Encourage and support the student to maintain a neat desk and establish a routine for tidying their desk and school materials, school bag etc. Use containers for school work materials.

Ensure that equipment in the class is kept in the same place and is well labelled.

Attend to the student's ideal writing position. That is:

- Both table and chair are the right size for the student
- S/he has a sloping surface on which s/he can write. Ideally this should have a rim for holding a pencil
- S/he sits with his/her bottom at the back of the chair so his/her thighs are supported
- Both feet are on the ground
- Body and head are upright and facing the direction of the teacher
- Forearms supported on the table
- S/he uses a correct pencil grip

### **Study Skills and Task Attack**

Encourage children to consider their strengths and weaknesses in relation to the requirements of various learning tasks. Get them to think about their preferred method for understanding and memorising new information.

Use of coloured dots. For example: Green indicating the starting place, red for the finish. An orange dot may signal not to start a new word. For example the last word may not fit on the line and this dot prevents squashed writing.

Consider matching the paper used with the student's handwriting. For example:

- Widely spaced lines for students who use very large lettering.
- Raised line paper for a student who has trouble writing within the lines.
- Graph paper for a student whose writing is too large, or improperly spaced.

Provide a template prepared in advance setting out the task. For example: lines for where the heading and date go, a box for where to draw a picture.

Cue Cards (Pictorial or written). Cue cards would include pictures/words/pictures and words of the items that Student would need for completing a task. The teacher would keep these on his/her desk. Student would approach the teacher at the start of the task and he/she would give him the necessary cue cards. He should be asked to name out loud the things that he needs to check his understanding. For example: Maths Lesson Cue cards may include pictures/words/words and pictures of:

- a maths exercise book ( in a red cover)
- a maths text book ( in a red cover)
- a pencil
- a rubber
- a ruler
- blocks
- number line etc.

### Teach tactics for gathering main points from text:

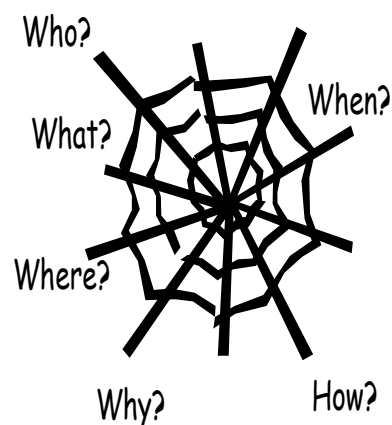
- Establish the title and main idea.
- If follow-up questions are to be answered, read through questions both before and again after reading the text.
- Look for the key-words and phrases and underline/highlight to support memory and aid revision.  
Sketch a picture, picture-sequence or diagram to represent what has been read.
- Look for underlying ideas as well as surface interpretation of text.

## Gathering & Organising Information Spider Charts

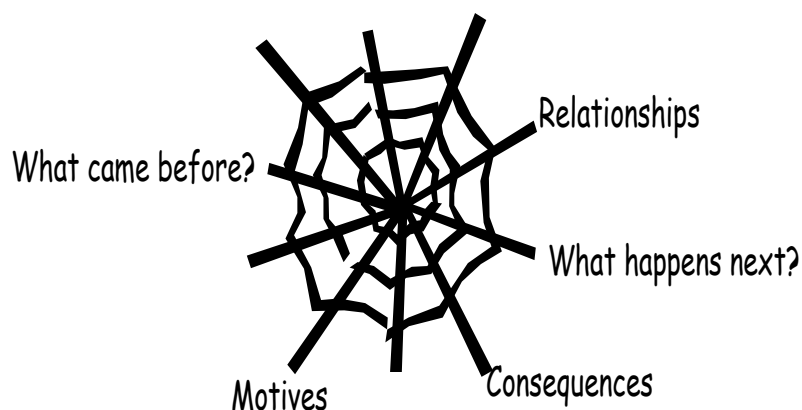
### Using the senses



### Using questions

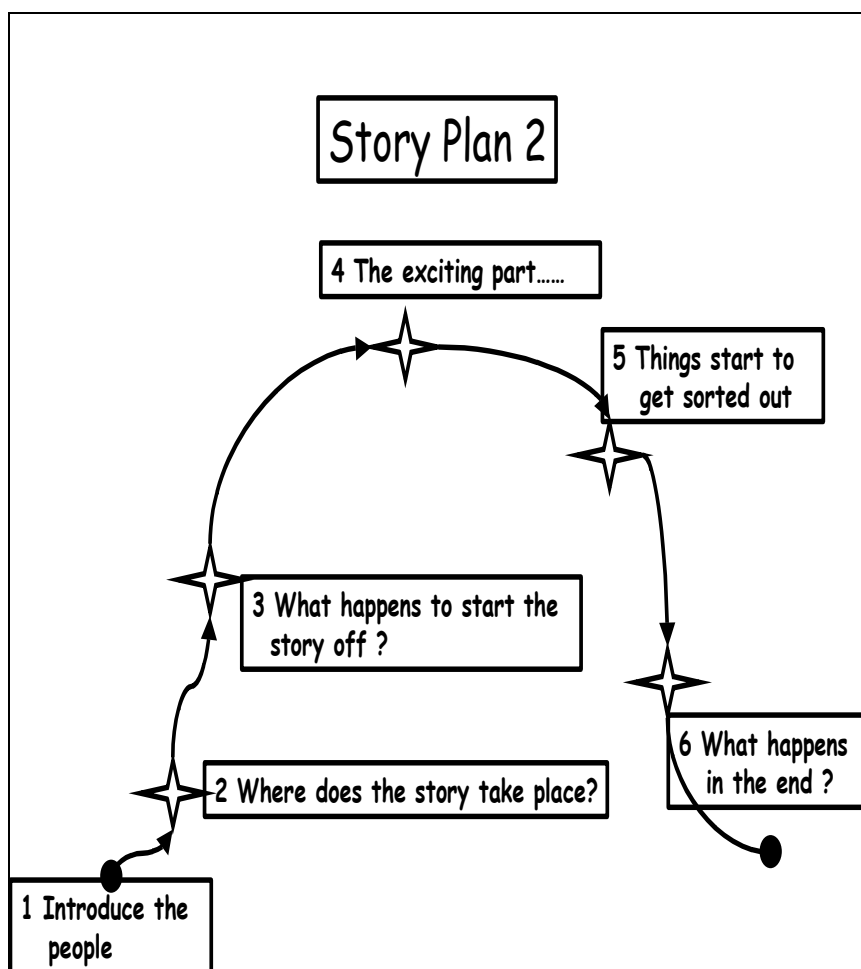


### Development



### Teach structures to organise thinking:

- Encourage the child to talk about a subject or idea in some detail, to extend vocabulary and clarify concepts.
- Teach children to “brainstorm” ideas – writing them down so that they can be grouped and arranged in order afterwards.
- Help them to put ideas in to order using structures such as time, sequence, stages of a process, order of importance etc.
- Provide structured forms for building stories or writing an account of events, using illustrations. (See example)



### Teach systems for recording

- Encourage children to verbalise sentences before writing.
- Teach systems for highlighting with different coloured pens, leaving spaces corrections, use double-paging as appropriate (one page for child to write down thoughts without worrying about spelling, etc and the opposite page for redrafts – possibly with an adult’s help).
- Encourage children to make a habit of re-reading work, perhaps out-loud or to a friend, to correct errors.
- Keep available lists of frequently mis-spelt words, groups of “topic” words, maths tables, and other reminders.
- Consider alternative ways of recording work. For example: word-processors with spell and grammar checks, dictation/Dictaphone etc.