Quick Ideas for Support

Start with the barrier. Choose the smallest useful support. Keep checking whether it helps.

Adjustments should help a learner access learning, routines or correction. The context matters more than the item itself.

STARTING FEELS HARD

Try: highlight the first step; use now/next; begin alongside.

Remember: help them enter the task, then step back.

TOO MUCH LANGUAGE

Try: one instruction at a time; visual prompt; processing pause.

Remember: say less, then wait.

MOVEMENT IS NEEDED

Try: standing option; movement job; short planned break.

Remember: keep the route back predictable.

SENSORY INPUT HELPS

Try: fidget, putty, textured item or another agreed sensory tool.

Remember: if the tool becomes the task, change it.

CORRECTION IS HARD TO HEAR

Try: low-key redirect; reduced audience; take-up time; belief language.

Remember: keep warmth available while the standard stays clear.

THE LEARNER IS STUCK

Try: worked example; visualiser; chunking; two acceptable choices.

Remember: support the next piece of thinking without doing it for them.

Ask: What barrier are we reducing? What will this help the learner access? How will we know it is helping?