

CREATING OR EDITING YOUR RESOURCES

This document has been created to help you if you would like to create resources such as those shown in the Introductory Resources section and LOOK THINK DO resources. You can click on Checklist and Template under About of <http://www.ltd.lgfl.net> to view a short checklist which summarises this document and a blank template for a LOOK THINK DO resource. Information on how to create resources such as visual timetables and choice boards can be found online or your local SEN and outreach teams should also be able to provide support.

1. BEFORE YOU START:

- What child/ren and adults will you be working with and will they be able to understand a resource like this?**

It is a good idea to identify whether just an individual pupil needs support on the chosen area or whether to target a group of pupils. For example, if a group of children all need support on initiating or finishing play, you might choose to work on these resources with these children and even a wider group of peers whose involvement and strengths in this area might benefit the others. You might also use this strategy within a certain curriculum subject with a small or larger group e.g. PSHE or Literacy to support certain topics.

The main approach (Introductory resource and LOOK THINK DO) shown on the website is for pupils who can understand simple, or sometimes more complex, written or spoken sentences supported by photos, although it can be adapted to meet the needs of pupils at different levels. If your pupils might not be able to access these resources, it would be a good idea to look at the suggestions and resources that have been designed for younger pupils or those with more complex needs to see if these might help.

- What area/s do you need to focus on and is this resource type an appropriate strategy to use?**

Similar resources can be created to support a range of situations and for a range of purposes or goals. For example, they might support:

- a person in understanding how other people might feel or think within a certain situation, different ways other people might behave within it and how they might adjust what they say or do accordingly
- areas such as independence and self care (e.g. putting their coat and bag etc away in the classroom)
- flexible social skills support (e.g. greetings or turn taking in different contexts)
- changes in routine which many children with social and communication difficulties can find very stressful e.g. getting a new teacher or changes to the day's timetable
- a child's behaviour, perhaps as a way to support them in limiting the time they spend on their special interests, or as a way of dealing with their anger and frustration in certain situations.

Social Stories™ and similar resources can be used to describe and explain aspects of many of the areas above. The LOOK THINK DO DONE strategy can be used if a child would benefit from considering and choosing what expected behaviour they might use in a problematic situation and practising and acquiring the skill set involved. It would be also helpful if the final resource, particularly the EXPECTED area, might serve well as a visual prompt to remind them about what they should do.

One of the benefits of using the main strategies that appear on this website is that they are very visual, structured, collaborative and provide a prompt that you can bring the child back to just before they might find themselves in that situation again if needed.

There are many other interventions, strategies and resources that have been designed to support pupils with special educational needs in the above areas too such as visual schedules, utilising special interests and other motivators. Some of these are included on this site, but it is also a good idea to research some of these and/or to contact local support such as Outreach teams who may be able to support you in selecting an appropriate strategy to help a child if needed. It might be better to choose to use a different strategy instead of the ones displayed on this site to support a particular need of a particular child. For example, if a child is struggling to manage their lunch or to dress for PE because of motor skill difficulties, occupational therapy support might be more appropriate first of all.

What is the purpose and goal of your resource?

As with many strategies and interventions you might use for children with SEN, deciding on the goal for your resource, and what you are trying to achieve, is one of the first things to consider. The goal for your resource may be to work with pupils to help them develop their own understanding about a certain topic and expected things a child could choose to do when in that situation in a collaborative and uncritical way.

Initially, the pupil/s will probably be displaying a behaviour or issue that you will want to support them in modifying. The child/ren will probably have some misconceptions about that topic and your goal will be to support them both in getting a more accurate understanding and developing their skills in that area. The key thing is not to try to fix the issue, but to work with the child to generate their own understanding, solutions and strategies.

For example, a child might not greet other people and may not look at them. They might ignore other people, whine or leave when approached. When creating a resource with this child, the goal might be to get the child to think about why, how and when classmates and staff say hello to each other every day when they arrive in their classroom. A staff member may also want the resource to visually represent the process a child might use when saying hello through photographs and ensure that the child is involved in developing this through modelling and roleplay etc.

Resources can also be created with the key goal of celebrating something a child has learnt to do successfully and to support their sense of pride and self esteem. Carol Gray specifies that the majority of Social Stories™ should be praise stories to positively reinforce something a child has effectively learnt or done well and the intention of your resource could be similar to this.

It is important that at the outset you have a very clear and specific goal in mind and that you bear this in mind when creating and planning your resource.

Have you done background research to ensure you have an accurate understanding of the child's perspective and how they feel?

In order to create a resource that will effectively support a child, we need to understand how the pupils that we work with perceive and understand the world generally as well as the particular area we would like to help them with. We tend to just use the behaviour to diagnose what the issue is rather than looking beneath it. This can mean that we might produce a support strategy or resource that won't work. Sometimes an issue might also be caused by something different from what we are used to, rather than a common reason why a child e.g. with autism might not want to do a particular thing. We might have to delve deeper than the first level explanation to get the real context of an issue right.

For example, we might think a child does not want to go to the lunch hall because they are sensitive to sound and it is noisy there. However, it might be because they are anxious about sitting in a different place every day or it could be because they are worried about seeing a particular child from another class.

In order to do this, it is important to discover as much information as possible to get an accurate understanding of the situation you are focussing on. This might be from the individual (if appropriate) staff working with them, parents, the pupils themselves and from other observations and data. The IDP has some excellent materials available to support you in really observing and analysing what could be happening and why such as observation charts and questionnaires.

Sometimes it can be very difficult to understand why a child is behaving in a certain way, and to understand their behaviour from within, but it is always helpful to try to look at the situation from their eyes and what it means for them even if it means we have to go back and start again when we get it wrong.

PLANNING:

□ What other strategies will you use alongside this resource?

You might find that other strategies work well alongside this resource. For example, a visual prompt e.g. a symbol could initially prompt a child to ask for help or say hello appropriately, alongside using an introductory or LOOK THINK DO resource. Similarly, a playground buddy system and some visual playground rules might also support a play resource. The case studies show some of the other strategies that staff used when using these resources.

□ What ICT tools and Programs are you going to use?

Many of the staff used Microsoft Word when creating these resources as it is easy and familiar for pupils, staff and parents to use. For this reason, we have made sure that all resources are available in Word so that staff can easily download and edit them to suit their needs.

However, other staff used other Programs such as Powerpoint and also Apps such as Book Creator on the iPad. Many book creating and social story apps available allow pupils and staff to create resources such as this in a much faster and intuitive way. Some also allow pupils and staff to instantly and easily record and embed sound, photos and video files which can make the resource even more effective as it allows the child to watch whole sequences when needing prompting.

It is also worth looking at the J2E software that is available through LGfL. This also allows you to easily create visual and multisensory resources with pupils.

□ How will you approach introducing the topic and support the child/ren's understanding of it?

Each resource starts with a short introductory resource to introduce and clarify the situation to the pupils. Addressing this part of the resource, and not just LOOK THINK DO, is very important. This is because a child might be responding in an unexpected way in a certain situation because they don't really understand it. Just addressing possible skills and behaviours is therefore not necessarily going to help them. It could leave them vulnerable as people would expect that they understand as they seem to be behaving appropriately when they do not necessarily have an underlying understanding.

Many of the staff who created resources on this site, created a resource similar to a Social Story™ to ensure that the pupils gained a fuller understanding of the topic before they addressed the skills using photo sequences in LOOK THINK DO. Social Stories™ are designed by Carol Gray, a renowned authority in working with children and adults with autism. Due to copyright, we cannot duplicate the criteria and guidance of Social Stories on this site. However, if you want to find out more about Social Stories, you can go <http://www.thegraycenter.org/social-stories/what-are-social-stories> or buy her book, *The New Social Story Book*. Your local outreach teams or support teams may also provide training on them.

How you introduce the topic is up to you. You may choose to use or create a Social Story™ or something similar with your pupils. You might introduce the topic using an appropriate resource or book, followed by a small group discussion with differentiated questions. Or, you might use a special interest to help introduce the topic. For example, a plane enthusiast who always wants to go first in a line might benefit from a resource including a video and questions on how planes all have to take their turn queuing before take off before relating this to school life. How you introduce the topic, and to what level, will of course depend on the age, level of understanding, interests and learning styles of the child. Some children, with lower abilities, ages or a shorter concentration span, might just be able to access a very simple and quick resource on this area so it is important to think about it.

You might choose to use a similar process to the below:

1. Plan and create a text version of an introductory resource. You might add questions or leave blanks so pupils can fill in the gaps. This may not have photos or might show other pupils or staff demonstrating points in photographs.

2. You might go through this resource with your pupils, asking the questions and completing the gaps to support their understanding.
3. You might amend the story and make additions with the pupils in the group so they have ownership of it. You might add photos following role play to support the story now or at a later point when LOOK THINK DO has been drafted.

How will you approach LOOK THINK DO?

The areas you select for LOOK THINK DO might be particular situations that a child or group might find difficult that they face frequently that you would like to help them break down and consider. If a child is very sensitive about that area, and would not want to consider, discuss or act it out, you might change the context slightly so they are not too overwhelmed, defensive or threatened. For example, if a child found saying hello to their full class too worrying, you might role play and photograph LOOK THINK DO with them saying hello just to a teacher in that classroom or even use another peer instead. The child might just help take the photographs.

LOOK THINK DO situations that you create could be part of a set. For example, one school who created LOOK THINK DO resources to support play, created 4 related resources to do with initiating and ending play that were each slightly different and displayed slightly different skills. Sets of resources on different topic areas could expand and mature as pupils become more skilled in that area and get older, when different behaviours might be more appropriate.

You can choose to sequence and break down these skills however you choose to do so. The extent to which it is broken down will depend on the targeted pupils, but it is important not to break it down too little or too much. For example, if it's broken down too much, it might mean it's too onerous to carry out themselves. However, if a pupil does not grasp a skill, it might need to be broken down a little more.

As previously described, we have chosen to break LOOK THINK DO down into 1 or optionally 2 stages: how people would not expect you to behave (optional) and what they would expect you to do. We have used 'Expected' and 'Unexpected' because we want to emphasise that there is not a 'right' and 'wrong'. The resource is about getting pupils to develop an understanding about what is happening in a situation, what they might choose to do and what might be expected of them. It isn't about telling them what to do. The resource aims to be positive and constructive, rather than negative and critical

This being the case, the Unexpected part of the resource is entirely OPTIONAL. Some children do benefit from focussing on what people might not expect, and having the opportunity to role play it and discuss it to understand the situation more fully. However, some might react against this part of the resource and be defensive or silly. For this reason, please only create and use UNEXPECTED if you feel the children you are working with will benefit from it. Only use EXPECTED if not.

The 'Unexpected' scenario typically appears first. This will show:

- a picture of the child seeing the situation e.g. someone coming into the room.
 - a picture showing difficulties in this area e.g. pupil ignoring someone who is greeting them
 - Questions following set pattern below
- 1) A factual question
 - 2) A question involving inference skills such as 'how does x feel?'
 - 3) Prediction question such as 'what should happen next'?

Example:

- Where is the boy?*
- How do the children feel?*
- What might happen next?*

The Expected part of LOOK THINK DO will divide a possible expected behaviour into 4 stages:

- LOOK - Looking at what is happening (this replicates the first scene in the unexpected part of this chapter as it is just the response that is different)
- THINK- Thinking about the situation and choosing what to do
- DO - Doing or saying something which might be expected of you. This could be 1 box or more if it's something that has more stages e.g. putting coat, bag and drinking bottle in the right places in your classroom in the morning.
- DONE – Having completed the speech and/or action in an expected way, the pupil is shown to have achieved their goal.

Each resource will conclude with a thinking points section to summarise that sequence

.You might complete the process in the following ways, but other possibilities are also shown in the case studies:

1. You might first of all ensure that the pupils understand the topic area through an introductory resource or another way. You can then instruct and talk with them about what they feel expected behaviour might be in that situation.
2. You might plan out the sequence LOOK THINK DO and possibly DONE using drawings/stick figures.
3. You might then choose to allocate the pupils different roles e.g. different pupils as directors, actors and photographers.
4. You might then role play the unexpected and/or expected behaviours. The students act out the skill steps in the right order.
5. You can then photograph and review the skill demonstrated with feedback, perhaps looking at the photo taken as you do so. The director or others could provide feedback on how each step was acted with praise and what was done 'correctly' or 'expectedly' first. 'Corrective' feedback can be given in a very supportive way e.g. 'In the next step I want you to show eye contact even better.' Practice and feedback can be given until the student can demonstrate the step effectively without feedback.
6. This could be done until you get the photos you need which you or pupils could insert with appropriate text and callouts into the resource template as appropriate.

□ **How are you going to approach the photos?**

When planning or taking the photos, it is a good idea not to use photos that might be subject to change or problematic. For example, an adult might not include a photo of a typical classroom if they knew a particular child could be distressed if their classroom did not look exactly like that. Also, they would take care not to take photos with extra information that could distract e.g. busy background displays. When taking photos, it is best to consider the questions below:

- Are they clear with people and faces obvious if necessary?
- Do they contain misleading information?
- Are they too visually busy e.g. no background displays?

The key thing is not to use too many or make them too detailed or complex if this won't benefit the child or if they won't be able to access them at that level. They should always have a purpose.

□ **How are you going to include possible changes in context?**

It is important to make sure that you are allowing for changes of context in your resource. For example, in a resource about saying hello, you might consider not just who you might say hello to, why and how, but also why saying hello isn't always appropriate. This might not be done at the same time or in the same resource, but it is vital to consider that this is important too. Similarly, if you work on a resource which shows them what happens at the end of the school day, without saying what to do if a taxi driver or parent or carer is late, that would also be inflexible. Anticipating and teaching about possible changes is important. Obviously, it's impossible to cover all of them and would make it very confusing, but it is important to consider this area and pitch it at an appropriate level for the pupil you are working with. Using questions might help with this area and also encouraging the children to look at all of the things in the picture.

How are you going to involve the child/ren in planning, creating and/or editing the resource?

Involving the pupils is an extremely important part of the process to ensure they have ownership. So often pupils with social and communication needs are taught skills or understanding by adults and it is important for them to sometimes have the opportunity to be an involved and integral part of their own support strategies.

It might be that you choose to involve the pupils when planning or creating the whole resource, for example, if it is created by older pupils to support pupils lower down the school. Alternatively, they might be just involved in planning or photographing in LOOK THINK DO if this shows expected skills or communication you would like to support them in acquiring. It could be that they are involved in the editing stages and input on whether the language or strategies used are things they want to change or feel they are comfortable with. When and how you involve them is of course up to you and will depend on the pupils you are working with.

The schools that worked on the resources in this project did the following:

- The staff members in one school planned and created the social story and LOOK THINK DO in PSHE lessons with a group of children on an area that they found difficult.
- The staff members in another school created resources with a small group of children both individually and together to support them in areas they all needed support in. The staff wrote the social story themselves, but photographed the pupils and recorded what they said when roleplaying LOOK THINK DO. The older pupils then looked at the resources and edited the speech bubbles as appropriate.
- The year 5/6 pupils in one school were going to plan and create the full resource with the help of their teachers to support children lower down the school with issues they used to experience themselves and now had strategies for dealing with. The older pupils had been in the younger pupils' situation and so could see the difficulties from their eyes.
- One school asked classes up and down the school to create a different resource in a set of resources on the same general theme as this was a topic they were all focussing on that term. Each class had an area that they were responsible for investigating and providing descriptions and solutions for. This enabled different classes to support the whole school with commonly occurring issues.

It is of course up to you. The final editing stage is probably the most important stage to involve pupils in to ensure they are happy with the choices and what they could say or do.

How are you going to tailor the resource to the child's interests, abilities, and learning styles?

This is an extremely important element to be aware of as if the resource is wrongly pitched, it will inevitably be unhelpful. For example, a cognitively able, older child might feel patronised and angry when working with a very simple and undetailed resource. This might be one with few higher level explanations in the initial explanation and LOOK THINK DO sections with no adaptations for changes in context or a lower order focus. Correspondingly, a very wordy and complex resource would be bewildering for someone with a lower ability and concentration span.

It is a very good idea to accommodate special interests or toys in the resources. For example, a resource on needing to be first written for a car enthusiast could involve some information on how even good racing drivers sometimes don't win and perhaps involve a LOOK THINK DO section using toy figures and cars. Computer enthusiasts could also be supported to access and create resources using the wide variety of apps, computer programmes and tools available.

CONTENT: TONE, TRUTHFULNESS, PHOTOS, LANGUAGE AND STRUCTURE

Is the resource positive and true to life?

A resource wouldn't focus on things the child/ren is doing 'wrong' but just on supporting the understanding in a positive way and illustrating the expected skills steps. An unexpected section would only be incorporated if there were obvious benefits for the child and they would not feel threatened or defensive about this. Or, unexpected might occur if the resource was created for one group of children for another group, so therefore there was no direct criticism of the audience's behaviour.

The resource needs to be as realistic and true to life as possible, so therefore would not show situations that might not happen in real life or show that a certain course of events would always happen.

Is it clearly structured and appropriate in terms of language, sentence lengths and vocabulary?

A staff member might choose to consider the format of the resource. Many younger and/or less verbal pupils might find a short resource with very clear photos and simple concepts best. However, a resource created for a high functioning, verbal and cognitively able KS2 child might be more complex in terms of the vocabulary, structure and level of skills and understanding it conveys. Different LOOK THINK DO sequences could be considered in it to show there is not just one day of dealing with a situation.

Many of the pupils who the resources were created with/for on this site are in upper Key Stage 1 or early Key Stage 2 and high functioning. Consequently, the language and vocabulary of the resources were pitched at a similar level. However, the early years children who the visual schedule and simpler resources were created for could not have accessed the level of text and complexity it involved.

USING AND REVIEWING THE RESOURCE:

When and how you are going to use and fade out the resource?

As can be seen from the case studies, many of the teachers went through the resource in individual or small group settings at first, sometimes in stages, rather than going through the introductory and LOOK THINK DO resource in one go. They then went through key parts of the resource before a child was in or when they had just got to that situation. Many used over learning and made sure the EXPECTED page was available as a visual prompt if needed which was then gradually phased out as the child had secured the understanding and related skills and behaviours in that context.

Sometimes staff used reward systems and other strategies alongside the resource to reinforce. However, these can and should be also phased out and students reminded about what the positive natural consequences are for enacting that skill.

How you use and fade out the resource is of course up to you and depends on what is appropriate for the child and the group. The essential thing is to make sure all adults spending time with the child, at home and at school, are aware of the work being done in this area and are given access to the resource so they can use it to support and ensure consistency. They can then all reinforce and provide feedback as appropriate. Sometimes the resource is as helpful for other people involved with the child as for the child him/herself.

When are you going to monitor and assess its effects and build on the skill?

You can ask other adults who spend time with the child to observe and report on whether and how they are now demonstrating these skills and understanding and other key indicators such as their anxiety levels in these situations. You can observe yourself or ask the child.

As a child or group begins to secure the knowledge and skills, you could work on generalising this into different contexts. This means the skill can be practised in many appropriate situations with prompts and motivations to use them. Many opportunities can be made to practice and refine the skills and use their new knowledge throughout the school day e.g. at lunch, circle time etc. These can also be prompted and practised at home between family members and in play dates etc. Pupils can be prompted about the skills at other opportunities e.g. when they misbehave or the instructors can provide bait or contrive a situation. You can go back to key parts of the resource at these times.

It is important to work on developing the skill and refining it as the pupils mature. For example, a 7 year old might have learnt it is appropriate to turn take when playing with a friend. However, this unrefined knowledge and skills base could make them vulnerable as they get older. A teenager who thinks it is appropriate always to turn take and do whatever their friend wants to do could find themselves in a problematic situation e.g. if the friend wants to shoplift and their

level of understanding means they are disposed to comply. Constantly building on the skills and understanding is very important.