Match the following: put the correct strategy number against learners' needs A - H

A. To feel safe and secure		**Strategy 1** • Use individual laminated whiteboards so that learners can show their answers rather than having to choose when to speak. • Allow the learner to work with headphones on or to imagine putting headphones on to cut out distractions and to be able to focus on own work. • Let the learner doodle or stand up and stretch when needed.
B. To believe the teacher likes them as a person even when their behaviour is annoying		**Strategy 2** • Notice and praise when the learner is on-task and behaving appropriately, for example,use a 'Catch me being good' card. • Focus on the learner's strengths, for example, let them draw pictures you need on the board.
C. To have a clear structure and consistent rules		**Strategy 3** • If you cannot come back to the learner when you said you would, acknowledge the anxiety the learner might be having: 'Maybe you thought I had forgotten you, but I had not.' • Have a worry box, where learners can write down privately any worries they want the teacher to know.
D. To have support in what to do and how to learn		**Strategy 4** • Sit the learner near the teacher and away from distractions such as windows, heaters, etc. • Have computers available for extra activities. • Allow the learner to go to a designated area if the classroom is getting too stressful so that they can cool down. • Have a signal for the learner to use when they need to escape, for example, a card which can be put on the desk.
E. To have help in managing their inappropriate behaviour, restlessness		**Strategy 5** • Have a few clear classroom rules and remind learners of them. • Have a clear reward system and involve the learners in designing it. • Set clear time limits for work and give warnings when time is nearly over, e.g. one minute to go,teacher counts down to finish of activity: 5, 4, 3, 2, 1.
F. To have help in developing relationships with others		**Strategy 6** • Use timers for learners to see the time they need to focus, for example an egg-timer or a watch with a large face. • Let the learner know how long they have before you come back to them: 'OK, try the first three questions and then I will come back to you.'
G. To have help with short-term memory		**Strategy 7** • Use visual memory aids, for example, a visual timetable. • Use positive language and say what you want to happen, for example 'Look at the board' rather than 'Don't turn around'. • Send home good reports.
H. To have help in understanding and managing time.		**Strategy 8** • Encourage 'study buddies', learners who can work together and help each other. • Encourage everyone to notice each other's strengths.

LIVEWORKSHEETS