



Organisation and Planning Skills Supports and Strategies

Edinburgh Version (3.3) CIRCLE Collaboration © 2021 All rights reserved

Learners may need support with organising themselves and their environment, planning their time and activities and logically sequencing their thoughts to address problems.

Principle:

- Supporting development of organisational and planning skills using techniques and resources tailored to learners' individual needs.
- Consistent layout and organisation of the learning environment
- Provide opportunities for problem solving and utilise resources to help structure tasks and routines
- Ensure that organisational success is achievable and rewarded

| Modifications to the learning environment | Establishing structures and routines | Approaches to enhance motivation |
|--|--|---|
| Organise and declutter workspace e.g. use of central desk tidies and/or start and finish trays | Organise and plan activities e.g. consistent day for homework | Encourage learner selection and use of organisational prompts e.g. key-ring prompts or checklists |
| Clear labelling and consistent positioning of resources | Structure day to encourage predictability | Use backward chaining to allow learner to experience success – break down task and teach steps in reverse order |
| Colour coding e.g. to identify specific topics | Visual timetables for use both at school and at home to support organisation | Give regular feedback and acknowledgement of effort |
| Daily or weekly planning sheets | Personal checklists e.g. tick lists for completion of steps in a task | Give individualised attention e.g. personalised comments or prompts to support tasks |
| Whole class checklists | Clear and organised worksheets or Templates | Utilise multi-sensory approaches to engage interest and capitalize on preferred learning styles |

| | | |
|---|---|---|
| Good role models | Auditory or visual prompts for beginning and end of tasks and for transitions e.g. timers | Give feedback in effective problem solving |
| Individual workstation to support organisation | Peer supports e.g. for task reminders | Ensure achievable goals |
| Simplify and shorten instructions | Regular breaks | Identify learner interests and use these to personalise tasks |
| Break down tasks | Practice use of strategies until routine | Notice and acknowledge effort not just success |
| Demonstration | Provide regular opportunities to practice problem solving | Develop positive peer feedback |
| Visual mapping of processes and ideas | Use home/school diaries for reminders | Gradually extend targets and expectations |
| Give thinking time | Homework clubs / consider reducing homework | |
| Clear learning outcomes | Consider a "soft start" to the day | |
| Clear physical boundaries | | |
| ICT e.g. specific software, tablets or phones to support organisation | | |
| Collaborate with parents/carers | | |



Organisation and Planning Skills Supports and Strategies

Edinburgh Version (3.1) CIRCLE Collaboration © 2015 All rights reserved



Supports and Strategies Planning Page

| | | |
|-------------|----------------|---------------|
| Pupil Name: | Date of Birth: | Completed by: |
| | Class: | Position: |

| Summary of Concerns from Classroom Learner Participation Scale (CLPS) | Learners' Views |
|---|---|
| <ul style="list-style-type: none">• | <ul style="list-style-type: none">• |
| Most successful strategies used | Learners' Views |
| <ul style="list-style-type: none">• | <ul style="list-style-type: none">• |
| Strategies to implement or use more frequently | Learners' Views |
| <ul style="list-style-type: none">• | <ul style="list-style-type: none">• |
| Plan: What? How? Who? When? | Learners' views |
| <ul style="list-style-type: none">• | <ul style="list-style-type: none">• |