



Posture and Mobility (Gross Motor) Skills, Supports and Strategies

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Learner may require support with:

- moving around the class or school
- sitting or standing still during class activities
- coordinating themselves in physical education (PE)

Principles:

Facilitating learners to develop age appropriate or compensatory posture and stability skills through classroom tasks and environmental modification.

- Set up environment, utilising additional physical and/or sensory supports as required, to ensure optimal posture and mobility
- Implement programmes specifically designed to improve movement skills
- Provide opportunities for successful participation in physical activities within the school and school trips

Modifications to the learning environment	Establishing structures and routines	Approaches to enhance motivation
Seating arrangements and positioning in class e.g. to avoid turning to see white board	Verbal rehearsal e.g. talking through tasks in PE prior to doing them	Adapt tasks to ensure success e.g. use larger ball for football
Hands-on support to facilitate posture or movement e.g. to assist sitting correctly in seat	Use kinesthetic learning routinely	Ensure positive experience in PE e.g. sensitively assign roles in group work
Suitable furniture e.g. correct height of chair to allow feet flat on the floor with hips and knees at right angles	Practice recommended movement skills	Give positive praise and reinforcement

Clear physical boundaries e.g. use a carpet square to identify sitting space	Regular specialist groups to develop movement skills	Use personalised support e.g. individualised comments or prompts to support tasks
Physical supports, equipment, aids and adaptations e.g. seated area in playground	Movement breaks e.g. regular change of position	Give individualised attention
Sensory supports e.g. sit-and-move cushions	Routine PE specialist time	Give encouragement
Visual cues and supports e.g. sitting posture rules	Ensure routine use of recommended specialist equipment e.g. sit-and-movement cushions	Reward effort not just success
Auditory cues and supports e.g. "that's nice straight sitting"	Allow extra time for completion of movement tasks	Give incentives for trying new skills
Additional verbal instructions to support movement	Ensure safety e.g. on stairs or PE equipment	Identify opportunities for learner to participate in sporting interests e.g. specialist clubs
Demonstrate desired movement e.g. balance	Ensure that school events and outings are accessible	Highlight and celebrate diversity e.g. Paralympic success and opportunities for competitive sport
Task breakdown e.g. how to kick a ball	Use routine peer support for specific activities	Develop positive peer feedback
Modify task specific to physical ability		Gradually extended targets and expectations
Collaborate with parent/carer		

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	
•	•	
Most successful strategies used	Learners' Views	
•	•	
Strategies to implement or use more frequently	Learners' Views	
•	•	
Plan: What? How? Who? When?	Learners' views	
•	•	