



Organisation and Planning Skills Supports and Strategies

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Learner may require support with organisation of self and of the environment (including materials and equipment) that may affect planning and execution of tasks, engagement and learning.

Learner may require support with:

- Organising themselves and their belongings - for example, planners, textbooks, pencil case, equipment
- Getting themselves from place to place on time
- Meeting deadlines, following tasks and completing work in expected timeframes
- Organising and completing schoolwork and homework
- Sequencing (completing pieces of work or tasks within a piece of work)

Principle:

Developing organisational skills in learners using techniques, resources, routines and environmental supports.

- Use a consistent, clear and structured approach to classroom and task management.
- Structure tasks and routines to facilitate organisation.
- Promote organisation through the use of resources and physical organisation within a class setting.

Strategies

Modifications to the learning environment	Establishing structures and routines	Approaches to enhance motivation
Liaise with parents/carers to facilitate organisation between home and school - for example, use a home/school diary for communication or notes in planner.	Be clear about the objectives of the lesson and learning aims.	Consider alternative ways of giving homework such as via email or through buddy systems.
Repeat instructions as appropriate - preface instruction with the learner's name to ensure they are aware it is for their attention (consider giving a printed copy).	Give learners extra time to support self-organisation and management of belongings.	Present instructions in a variety of ways to meet different learning styles.

Utilise peers to support organisation through modelling and demonstration.	Identify those who may benefit from supported study or homework clubs.	Use a nominal deposit system for borrowing items such as pencils, which learners get back on return of the item.
Consider seating arrangements (proximity to supportive peers; proximity to teacher; consistency of seating).	Check understanding of task expectations - ask learner to repeat and rephrase instructions.	Provide clear expectations, praise and reinforcement.
Consider strategies that physically promote organisation - use of specific drawers/boxes for specific resources; visual timetables; labelling; posters depicting timelines for assignments/ deadlines; colour coding according to the task/topic.	Allow use of appropriate ICT to support organisation such as hand held devices which can give prompts and reminders*.	Encourage learner to select their preferred organisational prompts e.g. key-ring prompts or check lists.
Encourage consistency in classroom layout and organisation of resources.	Promote use of lesson and homework planners.	Chunk all information and tasks into a series of logical, manageable sections or steps which ensure success.
Keep books and jotters at school when possible.	Ensure homework instructions are written (consider giving a printed copy).	Be clear about task structure – what the learner needs to do, and next steps. Ensure achievable goals.
Use visual supports for tasks such as revision timetables.	Provide frameworks for completing specific pieces of work such as essay writing templates.	Give feedback on effective problem solving.
Provide supported study or homework clubs.	Support efficient organisation of hand-outs by encouraging learners to date and clearly label them.	Encourage the learner to use various media (e.g. drawing or ICT) before putting ideas on paper.
	Establish distinct routines in the classroom and be clear about where things go.	

Supports and Strategies Planning Page

Learner's Name:	Date:	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	
Outcome:	Learners' Views	
Next Steps:	Learners' Views	