



Attention and Concentration Skills

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Learners may need support with responding to and sustaining focus on activities, which impacts on their ability to learn.

Principles:

Use of an organised approach and environment to encourage focused attention and concentration skills.

- Modification of the environment to promote participation
- Short tasks and repetition to support attention and concentration skills
- Utilisation of learner’s motivation to engage and sustain interest in tasks

Modifications to the learning environment	Establishing structures and routines	Approaches to enhance motivation
Seating arrangements and positioning in class e.g. near teacher to engage attention, away from distracting peers, windows and doors	Organised and planned approach e.g. identify times when the learner is most focused to inform the structure of the day	Use learner’s name to gain/redirect attention
Reduce noise and distractions during lessons	Structured day to promote routines	Use experiential or active learning to add collaborative fun to learning
Individual workstations for focused work	Short tasks to encourage completion	Use a variety of tasks to engage interest
Sensory supports e.g. use of agreed fidgets	Regular movement breaks between activities	Utilise learner interest when developing tasks
Colour coding e.g. to highlight information	Repetition e.g. of instructions to ensure understanding	Use personalised support e.g. individualised comments or prompts to support tasks

Visual timetable to highlight times for focused concentration and times for breaks	Engage in listening and talking activities and provide opportunities for turn-taking	Give individualised attention
Demonstration of tasks to encourage attention	Peer supports e.g. to keep learner on task	Notice and acknowledge efforts maintain focus on a focus
Simplify language used	Checklists for organisation and completion of tasks	Give rewards for staying on task e.g. stickers or incentive charts
Written language to support auditory information e.g. tick lists for completion of tasks	Routinely supporting the learner to be aware of and adapt their own 'self regulation'	Notice and acknowledge effort not just success
Visual cues e.g. to gain attention	Routinely provide meaningful roles for the learner	Reward effort not just success
Auditory cues e.g. to redirect attention		Develop positive peer feedback
Breakdown tasks into manageable chunks		Gradually extend targets and expectations
Information and communication technology (ICT) e.g. interactive whiteboard to engage and maintain attention		
Collaborate with parents/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	
•	•	

