

Session 4 overview



TOTAL 3 hours

ARRIVAL

Welcome and opening round:	
Noticing positive actions	5 mins
Overview and goals for today	5 mins
Feedback on home practice: praising	40 mins
Energiser: cross crawl	5 mins
Using praise to support learning:	
Parts A and B	5 mins
Quickthink: praising for doing/being	
in relation to school	10 mins
Praise each other	5 mins

Total 1 hour 15 mins

BREAK! 15 mins

Play: a reminiscence exercise	10 mins
Discussion about play	10 mins
Giving poor attention: role play	15 mins
Introduction to attending	10 mins
<i>Attending</i> : facilitators' role play	5 mins
<i>Attending</i> : carers' practice	10 mins
Feedback	5 mins
Tips for <i>attending</i>	5 mins
Home practice: recording <i>attending</i> and	
using praise to support learning	10 mins
Session evaluation	5 mins
Closing round: a thought from today	5 mins

Total 1 hour 30 mins

TOTAL 3 hours

Praise to support learning

Children can easily become discouraged when learning.

- All children find learning difficult.
- As adults, it is easy to focus on mistakes and become caught in the criticism trap.

Effective praise gives children positive feedback about what they are doing well.

- When a child receives recognition about what they are doing right, learning is reinforced.
- When a child is feeling affirmed, they are better able to tackle challenging tasks.

Effective praise is:

- frequent, low level
- specific
- meaningful – from the heart
- acknowledges effort
- celebrates achievement

Remember body language

- Be warm
- Be appropriately enthusiastic
- Make eye contact
- Use touch and gesture
- Smile
- Have positive expectations

Doing: Cognitive/behavioural/social skills: need to notice and praise the whole range of skills in our children including behaviour like:

- Listening
- Co-operation
- Sharing
- Paying attention
- Asking questions
- Thinking hard
- Taking turns

Being: Praising a child for who they are and showing that you value them unconditionally. Qualities like:

- Patience
- Thoughtfulness
- Creativity
- Enthusiasm
- Friendliness
- Willingness to try new things

Adapted from *Supporting Children's Learning*, Clare Pallett, John Simmonds and Andrea Warman, BAAF, 2010

Tips for *attending*

- Follow your child's lead
- Go at your child's pace
- Sit close
- Avoid competing
- Praise and encourage your child's creativity
- Get involved in your child's make-believe play
- Use descriptive comments instead of questions
- Reward quiet play with your attention
- Be an appreciative audience
- Avoid taking over
- Ignore inappropriate behaviour
- Encourage your child to problem-solve
- Use one-off attends at routine times
- Laugh and have fun
- Give a warning before you are going to finish.

REWARD YOURSELF FOR YOUR EFFORT AND SUCCESS!

Guidelines for *attending* at home

Follow your child's lead: The child is in charge of play, so don't impose your ideas. You can imitate your child and gently mirror her actions but don't take over.

Go at your child's pace: Sometimes children like to repeat activities. They may need to rehearse and practise something. Resist trying to push your child on to the next thing.

Follow your child's cues and listen and watch. If your child is getting bored with doing a puzzle, don't force her to stick with this. Let her move on to the next thing.

Sit down close to your child: Make sure you turn your body towards your child. This can be a special and intimate time.

Avoid competing! Don't overshadow your child. He will feel incompetent and de-skilled if you outshine him by building a better and bigger tower, for example. When you are attending, don't argue about rules and don't worry if your child makes them up.

Encourage creativity: You can pre-select three–four different toys that your child can choose from. Use toys that require creativity or imagination, like plasticine, dolls, construction toys, drawing and so on. (Try to avoid board games, competitive games, computer games or colouring books, as these are more structured and rule-bound and do not allow for open exploration and communication.)

Get involved in child's make-believe play: Don't be afraid to join in your child's fantasy play. Let them take the lead and tell you what to do. Fantasy play helps children sort out the differences between what is real and not real. It also develops social and intellectual skills. If your child colours her frog purple or puts a pig in the doll's house, it doesn't matter. Your child needs space to use her creativity. Praise her for her imagination and her inventiveness. Remember, there is no right or wrong way to play.

Use descriptive commenting: Describe your child's actions as if you were giving a running commentary. If your child scribbles over something they have drawn, don't make a judgment – just describe what they have done. Questions inhibit the flow of the child's play. If you do accidentally ask a question, follow it up with some positive, non-critical feedback. 'What's that animal... Oh, a giraffe. You really know your animals. And you've coloured him a beautiful pink colour.'

Be a good audience: Give your full, undivided attention and show that you appreciate your child and what they do.

Ignore minor inappropriate behaviour: If your child misbehaves, just turn away and say nothing. You want to try and avoid giving attention to inappropriate behaviour. As soon as your child behaves appropriately, turn around and praise or comment on his actions. If your child is being really unco-operative or destructive, you may need to stop the play: 'When you scribble with the pens on the mat, we have to stop playing.'

Encourage your child to do their own problem-solving: Try not to get drawn in to helping too much. Provide support without taking over. For example, hold the jigsaw steady whilst the child fits in the next piece. If she asks you a question, try to reflect it back to her to encourage her to come up with some ideas. This will increase her self-esteem and sense of competence.

Give a warning before you stop play: Attending can be an absorbing and rewarding experience for the child and so they may need to anticipate it finishing. 'In two minutes it will be time for you to stop playing... Now it's time for you to stop playing.' If your child pleads, explain you can play again tomorrow. If they want to continue to play on their own then that's fine. If they continue to plead, just walk away and ignore. He will learn that there is a chance to play some more tomorrow.

Try attending at routine times: Use one-off "attends" when you are out shopping, at the playground, or having lunch. Make attending part of the way you relate to your child.

REWARD YOURSELF! Praise yourself for your effort and your achievements. Don't be over-critical of yourself. You are learning a new skill, and this takes time and practice. The benefits of attending can be enormous. The child often feels special when they are given this kind of attention. They feel valued in their own right and many children become more co-operative and responsive towards their carer.

Home practice: *Attending*

Make a note of what you did and how your child responded. Reflect on what you did well and what you need to work on. Try and praise your child for doing and begin to support their learning. Remember to use spontaneous praise at least five times a day.

DAY OF THE WEEK	ATTENDING OBSERVATIONS: CHILD'S RESPONSE	PRAISE TO SUPPORT LEARNING	PRAISE X5
Mon			
Tues			
Weds			
Thurs			
Fri			
Sat			
Sun			

Session 4 Evaluation

NAME.....

Please rate your answers on a scale of 1–5. 1 = poor and 5 = excellent

1. How was feedback on home practice:

Poor	1	2	3	4	5	Excellent
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2. The ideas about praise to support learning were:

Poor	1	2	3	4	5	Excellent
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3. The discussion on play was:

Poor	1	2	3	4	5	Excellent
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4. The role-plays on attending were:

Poor	1	2	3	4	5	Excellent
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5. The information on attending was:

Poor	1	2	3	4	5	Excellent
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6. The preparation for home practice was:

Poor	1	2	3	4	5	Excellent
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7. What did you enjoy most about the session?

8. What did you enjoy least about the session?

9. Any other comments:

Thank you.