

Consider young people's attention abilities

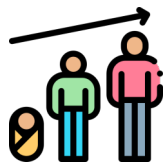
Consider a child's attention levels when planning learning opportunities.

How long can the young person realistically attend for?

We know that children at different stages of their development vary in their ability to sustain attention.

Time of the day can also have a big impact on how long children can pay attention, so tasks planned for the morning may differ in complexity and duration compared to tasks planned in the afternoon.

Support children to develop their ability to focus by gradually building up how long they are required to focus for. Some children may need to start with practical activities that only require a very short amount of attention to be successful (e.g. 30 seconds). This can be increased over time.



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Support extended tasks with a break as needed.

Try taking a 'my turn, your turn' approach with tasks, or use countdown strips.

For pupils in secondary settings, plan for a range of activities over a lesson to support focus and attention.

Consider the attention abilities of different pupils in your classes.

Are there some activities that might be better placed at certain time of the day? Is the required attention for certain tasks achievable for all the pupils in your class?

Jot down some notes below:

Notes:
