

## Ensure understanding of instructions

Tune in the child with their name before sharing important information, and then check that they have understood. We cannot assume that the young person will know that 'everyone' or 'penguin group' refers to them!

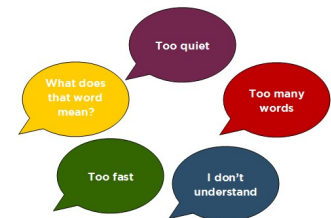
Creating an environment that actively encourages children to say when they have not understood is hugely beneficial for all. One method to achieve this is to incorporate the following steps in the classroom:

### **1. Encourage Questions**

Using social stories can be a powerful means of explaining that none of us understand everything all the time, and that it can be really helpful to let others know when we're confused. Sharing the story with the whole class and having it somewhere easily at reach if needed incidentally is a good starting point.

### **2. Teach what to say and do**

Providing learners with a range of ways of saying they don't understand something and modelling what information we can give to express this to another person is empowering. Visual prompts such as this can be used with the whole class, to help learners know how to ask for specific help.



### **3. Avoid asking 'do you understand?'**

When uncertain, it is likely that a learner will respond "yes" to close down the conversation and feel less uncomfortable. Use alternative ways of checking; ways that will elicit an accurate response, such as 'Show me...' or 'Talk me through what you need next'

### **4. Use a whole class monitoring system**

Incorporating a routine system for enabling learners to let you know how they are progressing with their work is powerful. Any visual system (e.g., traffic lights) can be used to reinforce a culture that communicates it is ok to be unsure and that asking for help is a positive thing.



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For older children, checking in discreetly to check understanding can be powerful. Many young people do not ask for help if they do not understand and may instead avoid starting the task, withdraw or become heightened.

Notes: