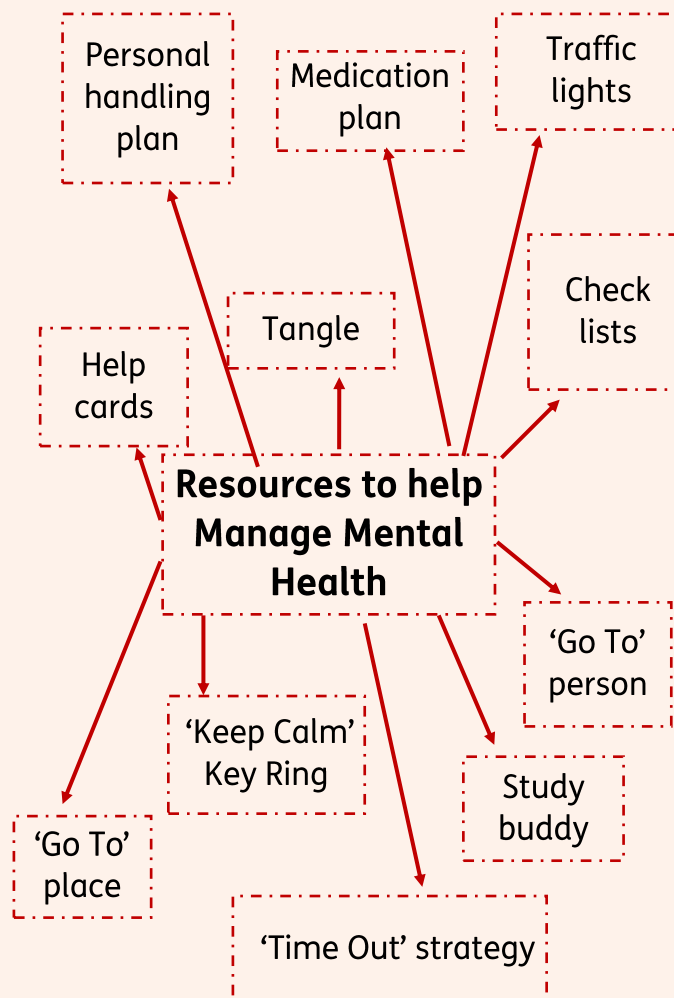


## Personal Strategies Based on ALS 5

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If you have any more questions or need any more support and guidance please contact: the:

ALS Co-ordinator

Or

ALS Department

Tel: 01226 216769

Email : ALS@barnsley.ac.uk

Further information can also be found on the ALS Buzz page :<https://www.barnsley.ac.uk/student-life/additional-learning-support/>

Web Page: <https://www.mind.org.uk/>



## **Mental Health Top Tips Tool Kit**

**Always check the students support plan (ALS 5) to meet individual needs**



## Managing Behaviour



Make ground rules together

Make your expectations clear

# WHAT TO EXPECT



Anticipate some behaviours such as reactions to stress arising from group work

Encourage learners to **seek help** before conditions get too big

Allow learners to indicate feeling using a traffic light system



I can do this!



I need help!



I'm getting there.

Avoid **confrontational** situations

**Never** block the exit route out of the classroom.



Allow time-outs



Agree a room or place where time-outs will be taken. This will defuse situations

Have a back up **plan** in place for forgotten medication. Will they keep spares at college? Will they be sent home?



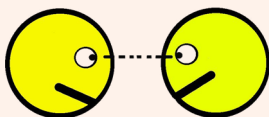
Allow learners to use tangles to reduce anxiety

## Communications

Keep open communication

Keep communication **clear** and **simple**.

Make instructions **short**



Maintain eye contact when speaking



## Teaching and learning

**Observe** how learner learns and engages best.

**Share** observations with others involved with the learners

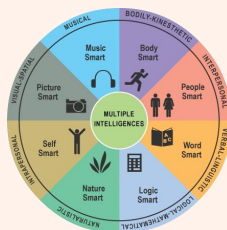
Focus on the learners **goals** and **skills**

Ask the learners how they are progressing and how they learn best.



One to one tutorials that offer emotional support

Use a variety of teaching styles



Break down large tasks



Set **achievable** targets

Provide **summary** handouts

Keep a record of lesson activity (making it easier to cater for missed lessons)

## Respect confidentiality.

Get consent from learners before talking to colleagues about their difficulties, unless of a safeguarding nature.



## Support

Develop a relationship to enable learner to express their feelings and how you can help them.



Make the learners aware of what support is available

Talk to the learner about how the difficulty affects the learning process

Provide / offer extra study sessions

Ensure that the learner recognises their achievements.



Praises success

Set up a "study buddy" system



Peer support and mentoring makes learners feel valued.



Encourage self assessment

Be aware of and discuss the **implications** of any changes in routine e.g. change of teacher or class trip

Some students may **self harm**. Make sure you are aware of these students, **keep an eye** out and make a **note** of any new injuries **Pass** this information on to the appropriate people and report to safeguarding.

