

St James C of E Primary Intervention Overview

At St James C of E Primary School we have carefully selected research based interventions to meet the needs of our children. This document provides a short overview for the main interventions in which we use.

Interventions at St James'

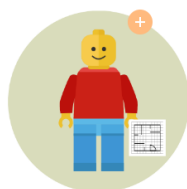
- Lego Therapy
- Zones of Regulation
- Colourful Semantics
- Word Aware
- White Rose Primary Intervention Program
- Touch typing

LEGO Therapy

LEGO therapy is a social development programme which helps children with autism spectrum disorders and related social communication difficulties. It was created by Clinical Neuropsychologist Dr Dan LeGoff as a way of getting pupils to socialise appropriately.

Not only does it hugely benefit pupils with ASD but it can also be used with other children as a way of developing and reinforcing play skills and social skills such as:

- Verbal and non-verbal communication
- Joint attention
- Task focus
- Sharing and turn-taking
- Collaborative problem-solving



Engineer



Builder



Parts Supplier

<https://www.youtube.com/watch?v=qrl9XKKouos>

Zones of Regulation

The Zones of Regulation is a complete social-emotional learning curriculum, created to teach children self-regulation and emotional control.

This program teaches a variety of social-emotional skills to children, starting with early emotional skills and advancing on to self-regulation and navigating social situations.

Here are some skills taught during The Zones of Regulation:

- Identifying your emotions by categorizing feelings into four zones (more on this below)
- Self-regulation: Achieving the preferred state of alertness (zone) for a situation. This is all about regulating your body and emotional regulation
- Identifying triggers: Learning what makes you “tick” and why
- Coping strategies: Various techniques and strategies that help achieve emotional regulation and manage strong emotions
- Size of the problem: Introduces the idea that the size of your reaction should match the size of your problem, how to identify the size of your problem, and strategies for problem-solving.
- Expected behaviour vs unexpected behaviour: This also covers perspective taking and how your behaviour affects the thoughts and feelings of the people around you

The Zones of Regulation uses four colours to help children self-identify how they’re feeling and categorize it based on colour.

They learn different strategies to help them cope and manage their emotions based on which colour zone they’re in. Additionally, the Zones of Regulation helps kids recognize their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people

<https://www.youtube.com/watch?v=zZ9X-d3oZvQ>



Colourful semantics

Colourful semantics is an approach created by Alison Bryan. It is aimed at helping children to develop their grammar but it is rooted in the meaning of words (semantics).

Colourful semantics reassembles sentences by cutting them up into their thematic roles and then colour codes them.

The approach has 4 key colour coded stages. There are further stages for adverbs, adjectives, conjunctions and negatives.

1. WHO – Orange
2. WHAT DOING – Yellow
3. WHAT – Green
4. WHERE – Blue



Touch Typing

Through the use of BBC Dance Mat children will develop keyboard awareness and skills. Working through four levels children will learn to identify the home row keys before introducing new letters.

<https://www.bbc.co.uk/bitesize/articles/z3c6tfr#zn9s3qt>



Word Aware

Word Aware is a comprehensive and structured approach to use throughout the school to promote vocabulary development in all children.

Children need twelve meaningful encounters of a word before they really know it. Word Aware promotes a method called STAR, which stands for Select, Teach, Activate and Review. This process ensures the children encounter the new words many times and many different ways.

Word Aware allows us to teach all pupils how to understand the relationship between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. Pupils will be taught how to work out and clarify the meanings of unknown words and words with more than one meaning.

The Star method:

SELECT:

The teacher will **select** the appropriate words to teach using the Word Aware approach. These will be really useful words which are likely to be encountered again in spoken language or reading.

TEACH:

Teaching covers phonological sound, syntactic grammar and semantic meaning. In other words, we will be teaching the sound and initial letters of the word; what word class it is (for example, a noun, adjective, adverb, verb) including how the word is structured in a sentence; and what the word means.

ACTIVATE:

The teacher will then ask relevant questions to explore and **activate** the meaning of the word.

REVIEW:

Once a word is taught, these words then need to be **reviewed** (repeated) by the child in both their writing or their spoken language (both needed in the right context).



White Rose Maths

The White Rose maths Intervention complements our White Rose Maths curriculum to provide support with key mathematical foundations. The sessions are dynamic and engaging to develop and reinforce conceptual clarity and mathematical proficiency.

