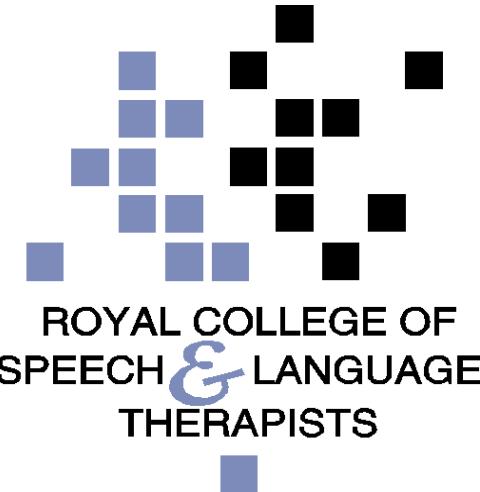


# Engaging young people with target setting

Janice Attard

Best Practice Day





# What we did

- Explored broad awareness of most recent communication targets with selected pupils
- Examined ability to read and understand targets presented in usual format
- Investigated pupil awareness of purpose of working on communication targets
- Format was subsequently modified and links made explicit



# Why we did it

- Hypothesis was that by increasing understanding of targets and making links with the curriculum /functional activities more explicit, we would increase engagement and transfer of skills.

# How we did it



- Significantly reduced amount of text on target sheets
- Simplified language
- Added visuals to help pupils with literacy difficulties
- Pupils rated own vocabulary knowledge
- Raised profile of targets in the classroom
- Made clearer links to the curriculum and functional communication

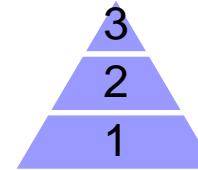


# Before....

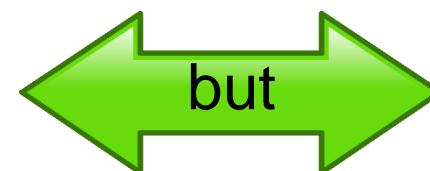
- X will develop understanding and use of curriculum linked vocabulary.
- X will use the conjunctions because and but in structured activities.
- X will discriminate between d and g at word level.

# After...

- I will know 10 new science words



- I will make my sentences longer using...



- I will listen for d and g in words

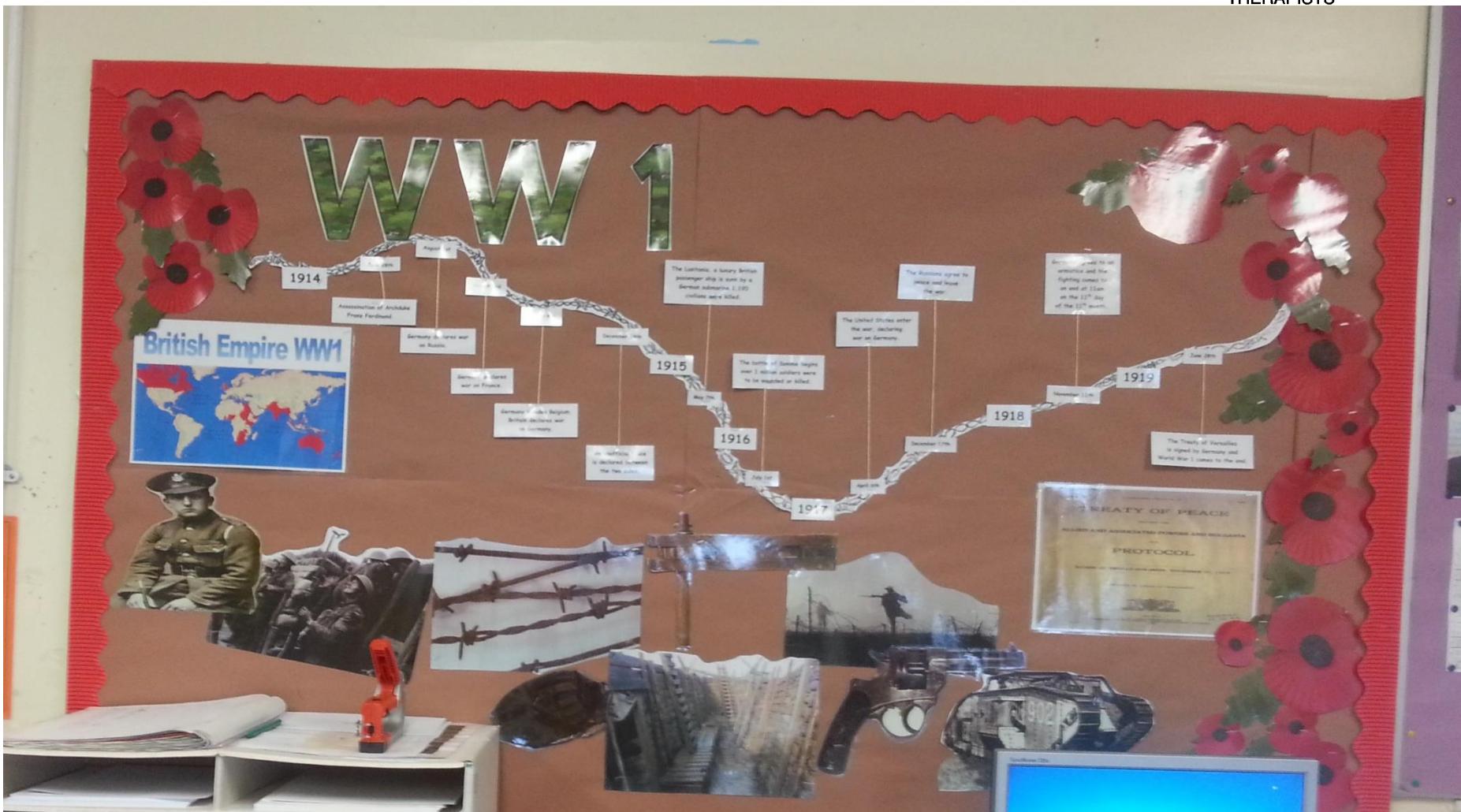




# What were the outcomes?

- Focus pupils showed significantly better understanding and retention of targets
- All pupils will now have accessible S&L target targets
- Every target will have explicit link to functional skills and curriculum in accessible format
- Word walls and curriculum linked displays are routinely used
- Staff have been trained in vocabulary approaches and parent training planned

# Interactive display...



# Pupil quotes...



The pictures help me remember...

The words are easier...

Its more clear for me...