





Attention and Concentration

Attention is essential for all aspects of learning and daily activities, from listening to instructions to staying on task, to being able to filter out unnecessary sensory input in order to successfully complete task/activity. See Sensory Processing handout.

The following are suggestions of approaches and principles that may be useful to promote attention levels and aid function with regard to school work for the young person.

General Guidelines for Young People	
<ul style="list-style-type: none"> ➤ Identify your own strategies - what works for you? <ul style="list-style-type: none"> ○ Where do you prefer to sit ○ Music or silence ○ Privacy boards / headphones ➤ Utilise worksheets and to do lists ➤ Testing out best times for homework ➤ Chunk your work and take short/frequent breaks ➤ Set goals and reward success 	 
General Guidelines for Teachers	
<ul style="list-style-type: none"> ➤ Consider seating position within class: encourage the young person to try options ➤ Access to a quiet area ➤ Routine and consistency within a calm and organised environment will promote attention ➤ Try listening to music through headphones, soothing background music or lively music (dependent on what has been found to be most effective for improved attention for each young person) ➤ Shorter work period and regular movement breaks – see Top Tips for movement breaks ➤ Rewards - small, timed and consistent ➤ Supervise transitions ➤ Close communication with young person's parents to ensure consistent approach in all environments and share successful strategies 	 

- Encourage different timings/locations for homework
- Avoid rushing or hurrying young person

Task Completion Strategies

- Alternate complex activities with those that allow talking and movement
- Divide long tasks into several short tasks
- Use visual cues re: task direction and rules
- Break down instruction into simple single instructions
- Give written instructions in addition to verbal
- Note taking
- Using phone to record both verbal and visual instructions
- Use a system of “talk back” when instructions are given

