

## Modelling Strategies

### Modelling – Universal

Modelling is one of the most important universal strategies for developing language and communication skills in the classroom. Small adjustments to the Teacher's delivery can make a big difference for student's with SLCN.

### Pause

It is all too easy to get caught up in the pace of a lesson when things seem to be going well. However, students with a wide range of SEN can have difficulties with processing and memory, particularly with auditory information. Using strategies like the *10 Second Rule*, *No Hands Approach* or *Talk Partners* allows students time to process the information and formulate a response. Pausing at key points during lesson input also allows students time to think of and ask questions. More able students can also benefit from having more time to think, often changing their original idea or adding some additional information.

'**Pose, Pause, Pounce, Bounce**' is a useful memory aid to help ensure all adults pause when they ask students questions and after key information.

<b>Pose</b>	Ask your question ...
<b>Pause</b>	Count to 10 (10 Second Rule) ...
<b>Pounce</b>	Choose a student to share their answer or idea - No Hands Approach...
<b>Bounce</b>	Choose other students to share their answers or ideas or to say what they think about what has already been said.

### Repeat

Sometimes we realise that we have used language structures or vocabulary that are too difficult for the students in the classroom, and we need to rephrase what we have said. However, if you have used words that the students know and kept your sentences at a level that they should be able to understand, your first step should always be to repeat the information or instruction.

For students with processing difficulties, changing the way you have said something means they have to start their thought process all over again. It may well be that just repeating exactly what you said will be enough for them to remember the bits they may have forgotten and make sense of what you have said!

Repeat before you rephrase!

### Rehearse

One of the best ways to check understanding is to ask a student to repeat information or instructions in their own words, i.e. telling you what they have understood or what they are going to do. Try to involve more than one student each time so that you can address any misconceptions but make sure you finish on a clear and concise version.