

Appropriate New Experiences

Pose problems linked to a child's previous experience.		<i>"You've made some wonderful spiders... What do spiders like to eat? How do they catch the flies? Can you make a web?"</i>
Manipulate a favourable context.		Use interactive displays as a starting point for further work.
Encourage peer support.		Recognise that some children respond better to peer support than adult support. <i>"It's my turn next isn't it?... cos you've had a long go".</i>
Think aloud, pose possibilities, relate own experiences.		<i>"Do you know .. I always find it helps to point to each dot in turn when I count".</i>
Stimulate interest and ideas		<i>"It's a hole! .. I wonder who lives down there?".</i>
Inform directly		<i>"You need to hold the two ends together and then wind the tape around the join".</i>
Use a child's strengths to promote interest in an area that he/she has not yet experienced/shown confidence in.		<i>"Yes the doctor can see you on the 14th of January at 4.30... shall we write that down so that we will remember?".</i>
Identify clear goals		Some children respond best to adult set goals whilst others prefer to choose from the activities available in the structured environment.