11 Rehearse in a new situation

Aim

Apply the support plan to a different context.

Prepare

Have the pupil sheet and relevant materials ready. Revisit one previously taught example; use a different example from any formal check.

Model - make the thinking visible

Use a fictional noisy lunch queue. Model asking for an agreed alternative before distress increases.

Practise and record

Use items 1-2 for supported practice and items 3-5 for individual attempts. Give each pupil a turn on all five, preventing peer copying. Record the support actually used, including a model on practice items. The session total is a teaching record; formal checks provide the fresh-task comparison.

Suggested answers / success criteria

1. Space/alternative route/adult support.
2. Explanation, pause or support choice.
3. Explain/show card or seek familiar adult.
4. Pause, clarify or get support.
5. Prepare/adapt environment or routine.

If pupils struggle

Rehearse one familiar situation at a time.

Next challenge

Pupil chooses which fictional situation to practise.

Classroom link

Observe one real opportunity only with pupil agreement.

11 Rehearse in a new situation

Name or code: _____ Date: _____

Try the tasks with your adult. You can say, show, sign, point or write your answer. Your adult can help you record it.

1. A queue feels too crowded. Suggest a support.

---

2. A game changes unexpectedly.

---

3. A new adult does not know the signal.

---

4. A task feels frustrating.

---

5. What could adults do before the next similar event?

Adult codes for tasks 1-5: ____ ____ ____ ____ ____

Correct: ____ /5 Independent: ____ /5 Useful support: _____