Following instructions

Developed by Dr Ian Corban, Educational Psychologist

6 weeks | 12 sessions | 2-4 pupils | 15-20 minutes per session

Years 1-4 - suggested starting phase; match to skills, not age alone.

The learning goal

Carry out short classroom instructions, using repetition or a visual sequence when needed, and ask for clarification when information is missing.

Everything in one pack

A TA guide, six-week overview and evidence notes.

Twelve session plans, each with a pupil activity sheet.

Starting, midpoint and final checks with scoring keys.

Individual session records, progress chart and teacher/SENCo summary.

Reusable tools and a classroom-transfer observation form.

Before you begin

Agree the starting point, access arrangements and classroom link with the teacher. Print one pupil sheet and one individual record per pupil. Materials can be photocopied for a group of up to six; the recommended teaching group is shown above.

Evidence-informed original resources. This programme has not been independently evaluated. The schedule is a practical plan, not a validated dosage or guarantee of progress.

https://daybydaytools.co.uk/programmes/following-instructions.html

Choose the right starting point

Entry skills and access

Can identify a pencil, book, cup and counter and access a simple spoken or signed instruction. Check hearing access, language understanding and motor demands first.

Materials and preparation

Pencil, book, cup, paper, two counters, ruler; one set per pupil. Adult reads task cards; print a pupil sheet per session.

Teacher and TA agreement

Choose one classroom goal and a realistic time to observe it. Arrange two sessions a week, avoiding repeated loss of essential class teaching. Give the TA time to read the plan and rehearse the model. Check local SEND, safeguarding and curriculum arrangements.

A predictable session

Prepare and retrieve: 2 minutes. Adult model: 3 minutes. Guided and individual practice: the remaining time, reserving 2-3 minutes to record and review. Adjust for the session length on the cover; repeat a session if needed.

Keep every pupil involved

Give each pupil their own materials. Rotate the first responder. Allow processing time and a communication choice. Use paired practice only after modelling; a confident pupil should not answer for everyone. Offer individual delivery where group demands prevent access.

Access route

Adult may read directions. Accept speech, signing, pointing, AAC, drawing or exact adult scribing where appropriate to the skill.

Limits and safeguards

This is support for understanding and using instructions, not a test or training course for general working-memory capacity.

Six-week teaching sequence

Starting check A: before any teaching. Midpoint check C: at the start of session 6. Final check B: at the start of session 12. Use the same access arrangements. Checks replace some practice time; do not rush them.

Week	First session	Second session
1	1. One clear action	2. Two actions in order
2	3. Where does it go?	4. Listen for the describing word
3	5. Say it, then do it	6. Check and consolidate
4	7. Ask rather than guess	8. Follow a visual sequence
5	9. Before and after	10. Instructions in a lesson
6	11. Choose the right support	12. Use, review and share

Pace follows learning

This is a six-week plan, not a deadline. Revisit an earlier step, reduce the number range or change the access route if necessary. Record any change; adapted checks are not directly comparable with the original version.

Keep a classroom connection

Each session names one transfer opportunity. Agree this with the teacher before expecting it to happen. Observe one relevant action in ordinary work; do not assume a good group score means the skill transfers.

Evidence behind the design

Developed by Dr Ian Corban, Educational Psychologist

Research into the approach

Uses short language, demonstration, rehearsal and a gradual reduction in adult prompts. These choices apply oral-language and explicit-teaching principles.

What this means in the pack

A worked example makes the learning visible. Pupils practise with feedback, then try with less prompting. Checks inform what to teach next; classroom observations test whether support is useful beyond the group.

What is not established

The sources below support teaching principles, not the effectiveness of this particular pack. There is no independent trial, standardised score, norm group or proven six-week outcome for this programme. Do not apply average research effect sizes to its results.

EEF. Oral language interventions, Teaching and Learning Toolkit
https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions

EEF (2020). Special Educational Needs in Mainstream Schools
https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/SEND

Sources checked: 24 October 2026. Original teaching activities and local checks; no endorsement by the cited organisations is implied.

Measure progress consistently

The target being measured

Five instruction tasks: score completion of every stated element in the stated order. Record repetition, visual aids and language of delivery.

Starting, midpoint and final checks

Use A before session 1, C at session 6 and B before session 12. Administer individually, away from peer answers. Present each item once; allow processing time. Record the first response before feedback. Then offer a prompt or model to identify support needs. Do not teach the check items in advance.

Record outcome and support separately

Code	Support needed
I	Correct on first attempt with agreed access aids; no item-specific adult cue.
P	Correct after a general cue, repeat or clarification.
M	Correct after demonstration or a specific answer cue.
N	Not correct after support, declined or not attempted; note which.

For each item, correct = 1 for I, P or M; otherwise 0. Independent correct = 1 only for I. Both totals are out of five. Usual AAC, glasses, agreed visual aids and exact scribing are access arrangements, not automatically prompts. Record them so conditions can be matched.

A declined/not-attempted item is not evidence of inability. Keep N in the record and describe the reason; do not interpret incomplete checks as a comparable ability score.

Interpreting change

Compare correct /5 and independent /5, inspect item-level responses, attendance and access conditions. A one-item change may reflect task difficulty or normal variation. These alternate tasks sample similar skills but are not standardised or proven equivalent. Do not report ages, percentiles or causal effects.

Assessment keys and decisions

One point for a response that meets the key; accept equivalent wording and valid alternatives. Do not require the exact printed phrase. Score the named construct only.

A - starting check

1. Touches pencil.
2. Both in order.
3. Under book.
4. Both in order.
5. Which object/where or equivalent.

C - midpoint check

1. Touches ruler.
2. Both in order.
3. Under paper.
4. Both in order.
5. Where or equivalent.

B - final check

1. Touches cup.
2. Both in order.
3. Under cup.
4. Both in order.
5. Which object or equivalent.

Teaching decisions, not diagnostic cut-offs

A practical local rule: move on when the pupil completes most tasks independently on two occasions and shows the skill in class. Four of five independent responses can start that discussion; it is not a validated threshold. Otherwise revisit the specific barrier, model again or adapt support. Persistent difficulty or distress requires teacher/SENCo review, not repeated testing.

Check A - starting

Pupil code: _____ Date: _____ Adult: _____

Adult: Adult may read directions. Accept speech, signing, pointing, AAC, drawing or exact adult scribing where appropriate to the skill.

Access route / usual aids: _____

1. Touch the pencil.

Adult record: I / P / M / N First response / note: _____

2. Touch the book, then lift the cup.

Adult record: I / P / M / N First response / note: _____

3. Put a counter under the book.

Adult record: I / P / M / N First response / note: _____

4. Turn the paper over, then touch the ruler.

Adult record: I / P / M / N First response / note: _____

5. Adult says "Put it there" without pointing. What could you ask?

Adult record: I / P / M / N First response / note: _____

Correct: ____ /5 Independent correct: ____ /5 Completed: yes / no

Notes / declined items / changed conditions: _____

Check C - midpoint

Pupil code: _____ Date: _____ Adult: _____

Adult: Adult may read directions. Accept speech, signing, pointing, AAC, drawing or exact adult scribing where appropriate to the skill.

Access route / usual aids: _____

1. Touch the ruler.

Adult record: I / P / M / N First response / note: _____

2. Touch the cup, then lift the pencil.

Adult record: I / P / M / N First response / note: _____

3. Put a counter under the paper.

Adult record: I / P / M / N First response / note: _____

4. Lift the book, then touch the cup.

Adult record: I / P / M / N First response / note: _____

5. Adult says "Put the cup there" without showing a place. What could you ask?

Adult record: I / P / M / N First response / note: _____

Correct: ____ /5 Independent correct: ____ /5 Completed: yes / no

Notes / declined items / changed conditions: _____

Check B - final

Pupil code: _____ Date: _____ Adult: _____

Adult: Adult may read directions. Accept speech, signing, pointing, AAC, drawing or exact adult scribing where appropriate to the skill.

Access route / usual aids: _____

1. Touch the cup.

Adult record: I / P / M / N First response / note: _____

2. Touch the ruler, then lift the book.

Adult record: I / P / M / N First response / note: _____

3. Put a counter under the cup.

Adult record: I / P / M / N First response / note: _____

4. Turn the book over, then touch the pencil.

Adult record: I / P / M / N First response / note: _____

5. Adult says "Get that" without pointing. What could you ask?

Adult record: I / P / M / N First response / note: _____

Correct: ____ /5 Independent correct: ____ /5 Completed: yes / no

Notes / declined items / changed conditions: _____

01 One clear action

Aim

Identify the action and object.

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

Say "Touch the cup". Think aloud: "Touch is the action; cup is the thing." Demonstrate once with your own set.

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. Touches book.
2. Lifts pencil.
3. Points to cup.
4. Counter on paper.
5. Turns paper over.

If pupils struggle

Offer two objects and demonstrate the action before the scored trial.

Next challenge

Add a third distractor object without changing the sentence.

Classroom link

Teacher gives one clear action at the start of a familiar lesson.

01 One clear action

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. Touch the book.

---

2. Lift the pencil.

---

3. Point to the cup.

---

4. Put a counter on the paper.

---

5. Turn the paper over.

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

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

02 Two actions in order

Aim

Complete two linked actions in order.

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

Model "Lift the book, then put it down". Repeat the two actions quietly before acting.

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. Both in order.
2. Both in order.
3. Both in order.
4. Both in order.
5. Both in order.

If pupils struggle

Use first/then boxes and leave them visible.

Next challenge

Pupil explains the sequence before doing it.

Classroom link

Use a two-action packing instruction with the same first/then cue.

02 Two actions in order

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. Touch the cup, then lift the pencil.

---

2. Lift the book, then touch the paper.

---

3. Turn the paper over, then point to the cup.

---

4. Put the pencil down, then lift a counter.

---

5. Touch the ruler, then touch the book.

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

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

03 Where does it go?

Aim

Understand on, under and beside.

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

Place a counter under a cup. Contrast on and beside using the same objects.

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. On book.
2. Under cup.
3. Beside paper.
4. Under book.
5. Beside book.

If pupils struggle

Teach one position with contrasting demonstrations.

Next challenge

Pupil gives a position instruction for an adult to follow.

Classroom link

Use the position words during a classroom tidy-up.

03 Where does it go?

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. Put a counter on the book.

---

2. Put a counter under the cup.

---

3. Put the pencil beside the paper.

---

4. Put the ruler under the book.

---

5. Put the cup beside the book.

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

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

04 Listen for the describing word

Aim

Select the correct object when there are distractors.

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

Draw a big circle and a small circle. Model "Point to the small circle"; explain which word changes the choice.

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. Big circle.
2. Short line.
3. Two-counter pile.
4. Open book.
5. Counter on square.

If pupils struggle

Prepare the contrasting drawings in advance; do not score drawing skill.

Next challenge

Combine a describing word and a position.

Classroom link

Teacher emphasises the key describing word in a real instruction.

04 Listen for the describing word

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. Draw a big circle and a small circle; point to the big circle.

---

2. Draw a long line and a short line; touch the short line.

---

3. Put one counter and two counters in separate piles; touch two counters.

---

4. Open one book and close another; point to the open book.

---

5. Draw a square and a circle; put a counter on the square.

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

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

05 Say it, then do it

Aim

Use verbal rehearsal or an accessible equivalent.

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

Model repeating "book, then cup" before following "Touch the book, then the cup". A signed or pointed rehearsal is equally valid.

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. Both in order.
2. Both actions in order.
3. Both in order.
4. Both in order.
5. Both in order.

If pupils struggle

Allow a pupil-selected visual sequence throughout.

Next challenge

Ask which rehearsal strategy was helpful and why.

Classroom link

Pupil chooses a rehearsal strategy for a classroom instruction.

05 Say it, then do it

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. Touch the paper, then the pencil.

---

2. Lift the cup, then put it on the paper.

---

3. Touch the ruler, then turn the book over.

---

4. Put the counter under the book, then touch the cup.

---

5. Lift the pencil, then put it beside the book.

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

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

06 Check and consolidate

Aim

Review the strategies and carry out a midpoint check.

Prepare

Have the pupil sheet and relevant materials ready. Revisit one previously taught example; use a different example from any formal check. Use check C before teaching today; replace part of practice.

Model - make the thinking visible

Compare "I guessed" with "I checked the first step". Revisit the hardest earlier position or sequence.

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. Both in order.
2. Beside cup.
3. Both in order.
4. Both in order.
5. Requests repeat or clarification.

If pupils struggle

Return to a one-action instruction with a visual cue.

Next challenge

Combine two previously secure features.

Classroom link

Teacher notes which cue the pupil uses without an adult reminder.

06 Check and consolidate

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. Touch the book, then the ruler.

---

2. Put the counter beside the cup.

---

3. Lift the pencil, then put it under the paper.

---

4. Turn the book over, then touch a counter.

---

5. Explain or show what to do if you missed a word.

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

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

07 Ask rather than guess

Aim

Request the missing information.

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

Say "Put it over there" without indicating an object or place. Model "Which thing? Where should it go?"

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. Which thing? or equivalent.
2. Where?
3. Asks for first step/repetition.
4. Asks for meaning or demonstration.
5. Asks adult to clarify which instruction.

If pupils struggle

Offer two clarification phrases to choose between.

Next challenge

Role-play the request with an unfamiliar adult.

Classroom link

Agree that adults will respond positively to clarification requests.

07 Ask rather than guess

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. An adult says "Get that" without pointing. What could you ask?

---

2. An adult says "Put the book there" without showing a place.

---

3. You did not hear the first step.

---

4. You do not know what beside means.

---

5. Two people give different instructions.

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

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

08 Follow a visual sequence

Aim

Use a three-box visual plan to reduce memory load.

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

Draw three boxes: get paper / draw circle / put pencil down. Tick each after completing it.

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. All three in order using plan.
2. All three in order.
3. All three in order.
4. All three in order.
5. Tracks or ticks completed step.

If pupils struggle

Use two boxes with simple adult-drawn pictures.

Next challenge

Pupil makes the plan for a peer.

Classroom link

Use a three-box plan for a familiar classroom routine.

08 Follow a visual sequence

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. Use three boxes: touch book / lift cup / put cup down.

---

2. Use three boxes: get paper / draw line / circle the line.

---

3. Use three boxes: lift pencil / touch ruler / put pencil down.

---

4. Use three boxes: get counter / put on book / touch cup.

---

5. Show how you know which step is next.

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

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

09 Before and after

Aim

Understand temporal order in simple sentences.

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

Explain "Before you touch the cup, lift the pencil": lift pencil first. Act it out and reverse the wording.

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. Lifts cup then touches book.
2. Touches ruler then lifts pencil.
3. Counter then paper.
4. Lifts then puts down.
5. Paper then cup.

If pupils struggle

Rewrite as first/then and explicitly teach the word before.

Next challenge

Pupil rewrites an after instruction as first/then.

Classroom link

Teacher checks understanding of before/after in a lesson.

09 Before and after

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. Before you touch the book, lift the cup.

---

2. After you touch the ruler, lift the pencil.

---

3. Before you turn the paper over, touch the counter.

---

4. After you lift the book, put it down.

---

5. Before you touch the cup, touch the paper.

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

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

10 Instructions in a lesson

Aim

Apply the strategies to a short classroom-style task.

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

Model reading or listening to "Draw a square; put a dot inside" and checking both parts.

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. Circle and internal dot.
2. Initial and line below.
3. Two boxes; cross in first.
4. Line and adjacent circle.
5. Checks against each stated element.

If pupils struggle

Adult draws shapes; pupil places marks or counters.

Next challenge

Pupil explains how they checked without adult prompting.

Classroom link

Try the routine in the next maths or art lesson.

10 Instructions in a lesson

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. Draw a circle; put a dot inside.

---

2. Write your initial; draw a line under it.

---

3. Draw two boxes; put a cross in the first.

---

4. Draw a line; put a circle beside it.

---

5. Choose a completed task and check every part.

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

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

11 Choose the right support

Aim

Select a strategy for a new instruction.

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

Model choosing a visual list for a long task and a repeat request when a word was missed.

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. Visual list or rehearsal.
2. Requests repeat/access adjustment.
3. Ticks or tracks steps.
4. Requests clarification.
5. Matches completed action to instruction.

If pupils struggle

Offer two suitable supports without requiring speech.

Next challenge

Explain when a chosen support would not help.

Classroom link

Record a teacher observation of a pupil-selected support.

11 Choose the right support

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. Three steps are hard to remember. Choose a support.

---

2. The room is noisy and you miss a word.

---

3. You know the words but lose your place.

---

4. You do not know which object is meant.

---

5. An instruction is manageable. Show how to check it.

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

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

12 Use, review and share

Aim

Complete final check and agree a useful classroom cue.

Prepare

Have the pupil sheet and relevant materials ready. Revisit one previously taught example; use a different example from any formal check. Use check B before teaching today; allow time for review.

Model - make the thinking visible

Demonstrate describing a helpful strategy to the teacher using one real example, without comparing pupils.

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. Names or demonstrates a usable support.
2. Clear request.
3. All elements in order.
4. Matches work/actions to instruction.
5. Specific task and relevant support.

If pupils struggle

Adult offers a choice of two cues and records pupil preference.

Next challenge

Try the strategy with a different adult or subject.

Classroom link

Send the individual summary and agree one shared cue with the teacher.

12 Use, review and share

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. Show a support that helps you.

---

2. Show how to ask for a repeat.

---

3. Complete a two-step instruction chosen from session 10.

---

4. Explain what you check at the end.

---

5. Choose a classroom task for your strategy.

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

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

Individual session record

Pupil code: _____ Teacher: _____ TA: _____

Classroom goal: _____

Agreed aids/access route: _____

I = independent correct; P = prompted correct; M = modelled correct; N = not correct/declined/not attempted. Explain N. Attendance: present / absent / partial.

Session / date	Attendance	Codes 1-5	Correct /5	Indep. /5
01 / _____	_____	_____	___	___
02 / _____	_____	_____	___	___
03 / _____	_____	_____	___	___
04 / _____	_____	_____	___	___
05 / _____	_____	_____	___	___
06 / _____	_____	_____	___	___
07 / _____	_____	_____	___	___
08 / _____	_____	_____	___	___
09 / _____	_____	_____	___	___
10 / _____	_____	_____	___	___
11 / _____	_____	_____	___	___
12 / _____	_____	_____	___	___

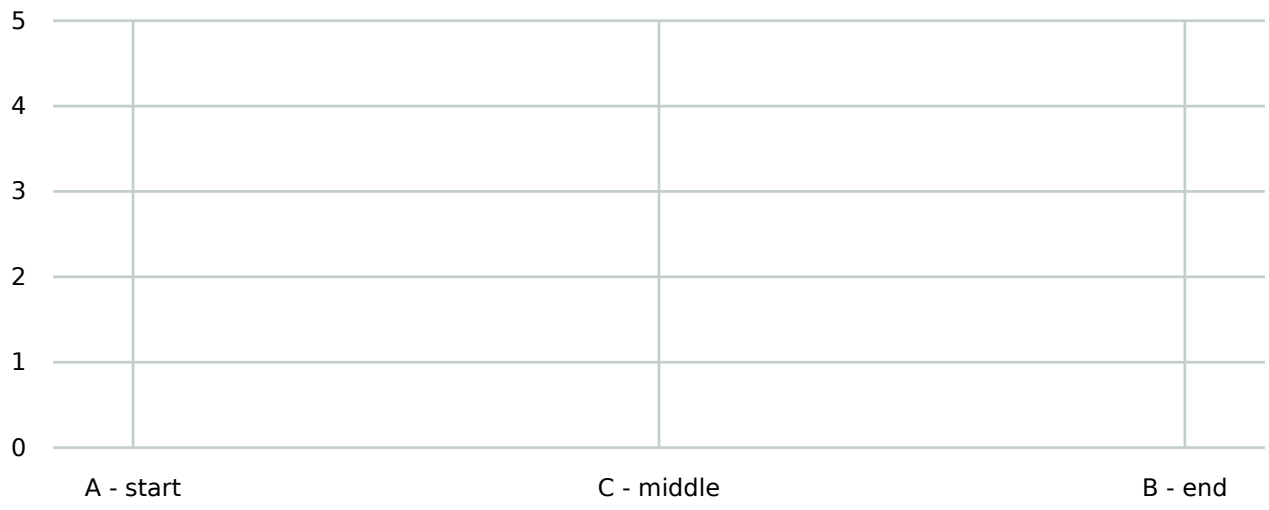
Attendance, changes, useful prompts and pupil preferences

Progress at a glance

Pupil code: _____ Group period: _____

Check / date	Correct /5	Independent /5	Access matched?
A / _____	___	___	Yes / no
C / _____	___	___	Yes / no
B / _____	___	___	Yes / no

Plot independent-correct totals. Checks use fresh items; session scores include supported practice. Do not combine these into one trend line.



What does the pattern suggest?

Skill learned / support reduced / uncertain or mixed evidence

Conditions or attendance that affect interpretation

Classroom-transfer observation

Pupil code: _____ Observer: _____

Observe during normal work; do not create an upsetting or inaccessible situation just to obtain a score.

Before the programme

Date, lesson and planned opportunity

What the pupil did; aids and adult prompts used

During the programme

Date, lesson and planned opportunity

What the pupil did; aids and adult prompts used

After the programme

Date, lesson and planned opportunity

What the pupil did; aids and adult prompts used

Record: demonstrated / not yet / no opportunity. No opportunity is not a failed skill. Report context-specific observations rather than assuming transfer to every lesson.

Teacher / SENCo feedback

Pupil code: _____ Class: _____ TA: _____

Dates: _____ Sessions attended: ____ /12 Partial: _____

Measure	Starting A	Midpoint C	Final B
Correct /5	____	____	____
Independent /5	____	____	____
Access matched?	Baseline	Yes / no	Yes / no

What the pupil can now do - include an example

Evidence in class, or no opportunity yet

Support still needed / access adjustments to continue

Pupil view or preference - include choice not to comment

Agreed next step, responsible adult and review date

Decision: continue / adapt / consolidate / move on / seek further advice. These local scores describe observed performance; they are not standardised or proof that the programme caused change.

Reusable tools

My plan / practice card

The goal or message

My first step

A support or strategy I can choose

How I will check

Where I could use this in class

Adult may scribe exactly. Keep the card specific to the taught skill rather than using it as a general behaviour chart.

Keep this programme handy

Return to this programme

Scan the QR code or use the visible, clickable address below for the programme page, session sheets and records.

https://daybydaytools.co.uk/programmes/following-instructions.html

More classroom resources

daybydaytools.co.uk
https://daybydaytools.co.uk/
Printable resources, small-group programmes and interactive classroom tools.

Practical guidance for schools

epforschools.co.uk
https://epforschools.co.uk/
Practical articles for teachers, teaching assistants and SENCos.

Advice and assessments

corbanpsychology.com
https://corbanpsychology.com/
Information about Dr Ian Corban, Educational Psychologist, and services for schools and parents.

Choose further support according to the pupil's needs and school arrangements. This pack supports teaching; its local checks are not diagnostic or standardised.