**INHIBITION 3 – Managing External Distractors (During/whilst it is happening)**

* I am losing focus because something is taking my attention away from my main task

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| 1. **Character :**
 | **Freddie Focus** |
| 1. **Symptomatic Behaviours:**
 | 1. Flitting
2. Fiddling, fidgety
3. Unsettled
4. Loss of eye contact (perhaps)
5. No sustainability at tasks
6. Unexpected sounds/sights take attention away
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| 1. **Body Parts/movements**
 | Sensory :1. Eyes
2. Ears
3. Smell (lunch!)
4. Touch/irritation
5. Temperature control
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| 1. **Steps in learning**
 | 1. Managing awareness of basic needs – temperature, thirst, hunger
2. Recognising what the focus is
3. Seeing it through
4. Admitting to the distraction
5. Awareness of the distraction but choosing to focus and sticking to completion
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| 1. **Teacher Behaviours**
 | 1. Using language of focus

 – the main thing we need* Your task
1. Explicitness/ modelling of distraction and how to overcome
2. Affirmation of better choices made
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| 1. **Inhibition Teaching Strategies/Games**
 | 1. Get children to do tasks in one minute ( writing letters, saying the word of the week over and over, counting etc) How many times? Now introduce an auditory or visual distortion – can they concentrate and beat time?
2. Kim’s memory game – remember objects on tray – then use a distraction.
3. During task tell the children to do the action they shouldn’t do eg Look out the window, fiddle
4. Brain training games on i=pad
5. Simon says – say the opposite of what they do to distract – look out of window, start fiddling
6. Use games with order or get children to say a daily routine they/pets do and try and distract them
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| 1. **Conceptual/cognitive development (linked to 3rd area of Executive Function – flexibility/planning thought)**
 | **Storyboards:*** Model concentration behaviours to class
* Choice to not be distracted
* Explicitness about feeling good on completing something well
* Awareness of distractions and different types
* Praise for feelings/emotions shown when focusing
* Modelling of language of resilience and concentration : I’m going to finish, I’m not looking at/ I am only looking at/listening to

**Role Play*** Their suggested scenarios from their play/difficulties
* Leading to choices made
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| 1. **In the Moment Play**
 | * Adults modelling language of focus
* Adults modelling language of distraction/awareness
* **Showing Freddie card/asking child to say which card they need**
* Spotting that a child is making a choice to focus – using bridging language, tell me what you are thinking… could you do this…or this…
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