**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

|  |  |
| --- | --- |
| 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 |
| 1. **Body Parts/movements** | Sensory :   1. Eyes 2. Ears 3. Smell (lunch!) 4. Touch/irritation 5. Temperature control |
| 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 |
| 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 |
| 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 |
| 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 |
| 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… |