

# Supporting with Disclosures for Pupils with SEN

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# Difficulties experienced by young people with SEN

## Organisation



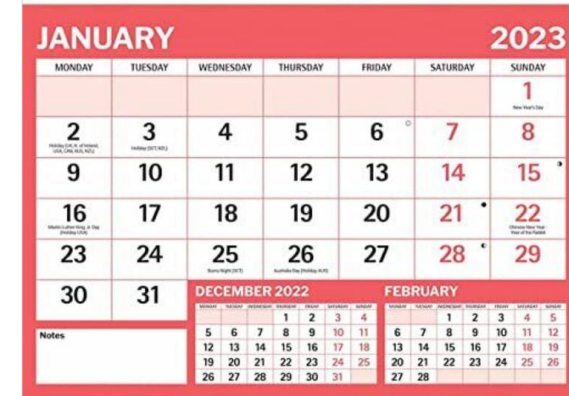
- Difficulty organising themselves
- Struggle to follow a timetable
- Difficulty finding classroom
- Loses work, books, belongings

## Time



- Has no understanding of time
- Can't use a watch
- Often very early for school
- Repeated lateness to school or lessons
- Time blindness
- Can't estimate time

## Dates



- May struggle to recall events and place events in history

## Processing Time



- May require up to 10 seconds process a question



*'Words can be complicated. If they are spoken and there is nothing to accompany them, then they are “invisible,” “transient” and aren't retained.'* Oliver Caviglioli (ResearchEd 2017)



# Abstract Language



- May struggle with abstract ideas like spoken or written words
- Needs visuals to anchor concepts and ideas

# Apple



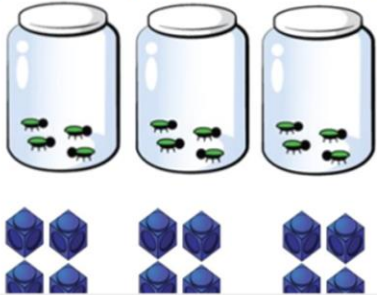
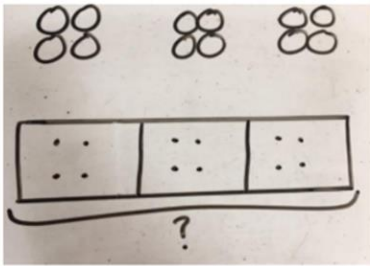
# Concrete to Abstract



**Concrete** : an actual apple—it can be felt, manipulated, cut into, eaten, observed

**Less Concrete**: a picture of an apple

**Abstract**: the word *apple*

Concrete	Pictorial	Abstract
<p>Repeated grouping/repeated addition <math>5 \times 4</math> <math>1 + 4 + 4</math> There are 3 equal groups, with 4 in each group.</p> 	<p>Children to represent the practical resources in a picture and use a bar model.</p> 	<p><math>3 \times 4 = 12</math> <math>4 + 4 + 4 = 12</math></p>

Turning abstract ideas into concrete experiences

# Symbol ladder



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Eiklan  
aiming high with communication

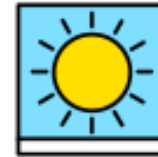


Eiklan   
aiming high with communication

# Sequencing



- May be experiencing issues remembering times and dates



Day



Night

- Can give different accounts of the same incident or struggle to recall the order of events

First	Next	Then

1.	2.	3.
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# Supporting Sequencing



Incident report form

Where

Who

what happened first?

What happened next?

How do I feel?

What can I do now?

You can sequence the different parts of an incident using a simple incident form like the one above or even a set of boxes to help the child or young person to explain the stages of an incident.

First / 1

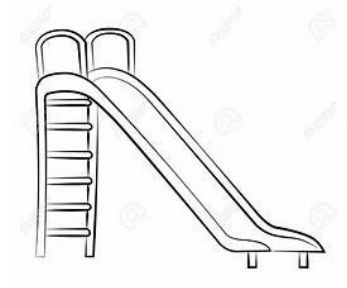
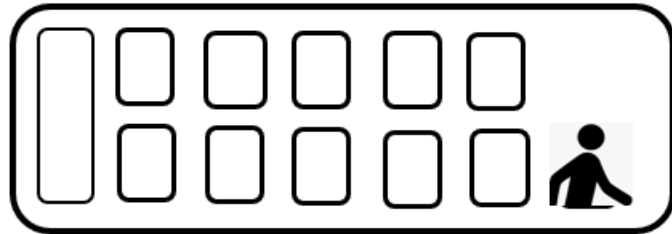
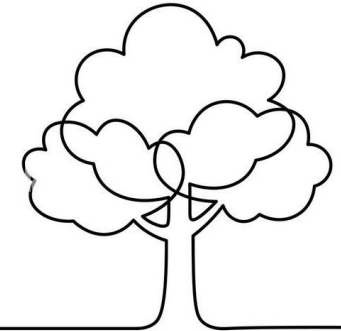
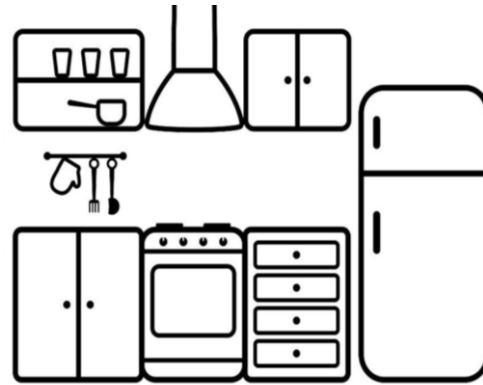
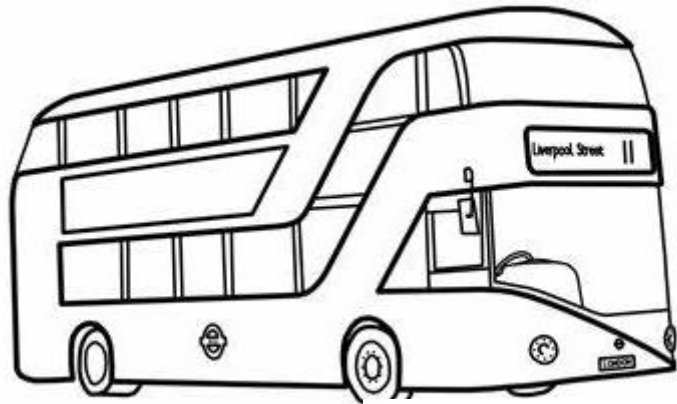
Next / 2

Next / 3

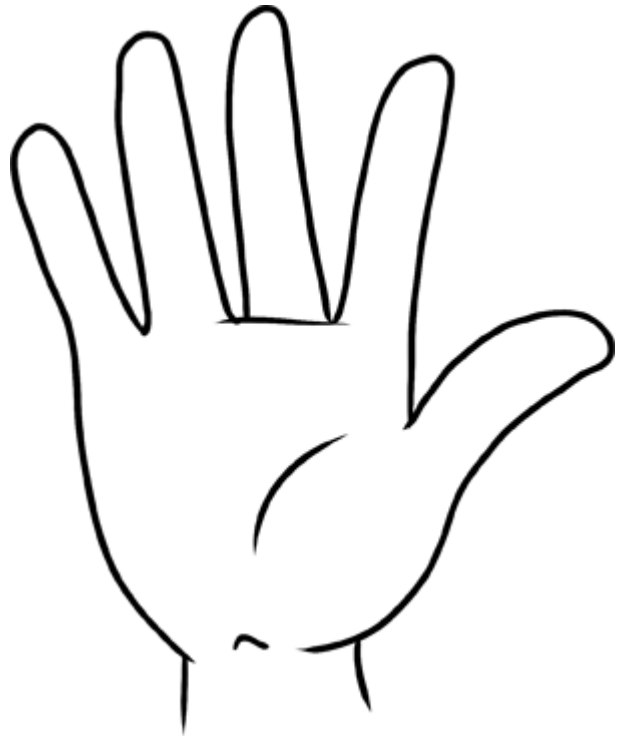
Last / 4



# Setting the Context



# Clarifying Details



**A**



**B**

# Comic Strip Conversations



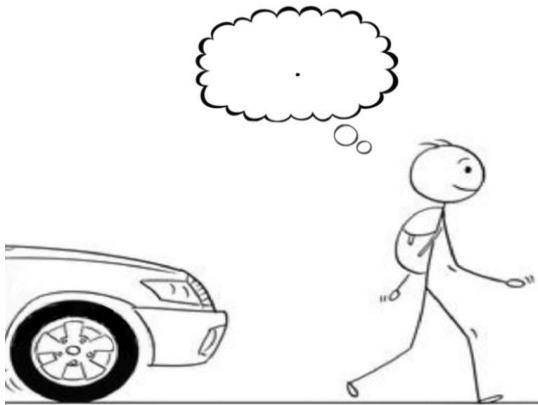

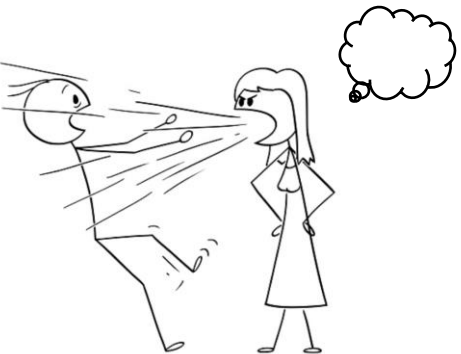

Comic strip conversations were created by Carole Gray. This technique uses simple drawings to visually represent a social situation, incident or conversation that a child or young person has experienced.

Children or young person with special needs whose language development may be significantly below their chronological age may not be able to understand or process speech quickly.

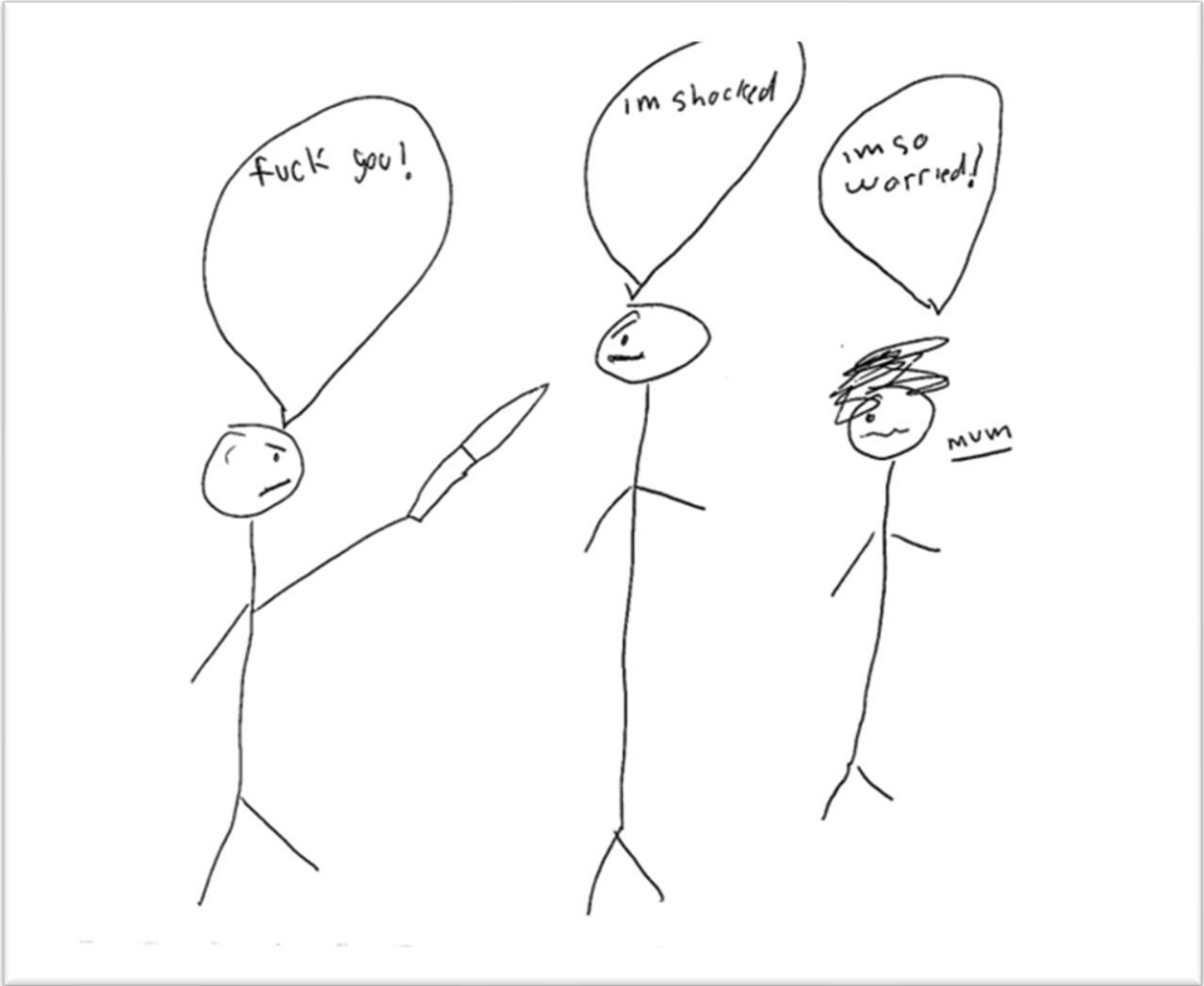
This technique supports the child or young person to explain their involvement and the involvement of others in an incident which has occurred through the use of stick people, speech and thought bubbles.

# Example of a Comic Strip Conversation

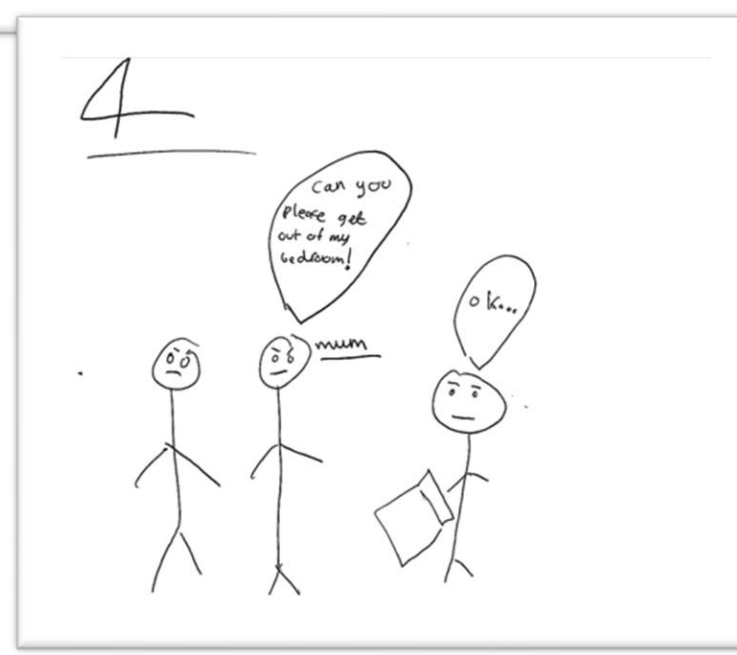
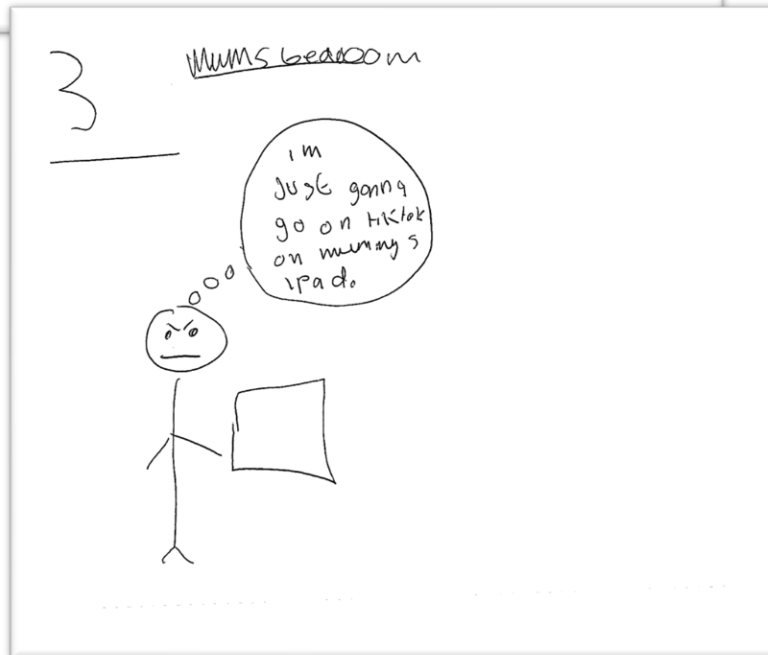
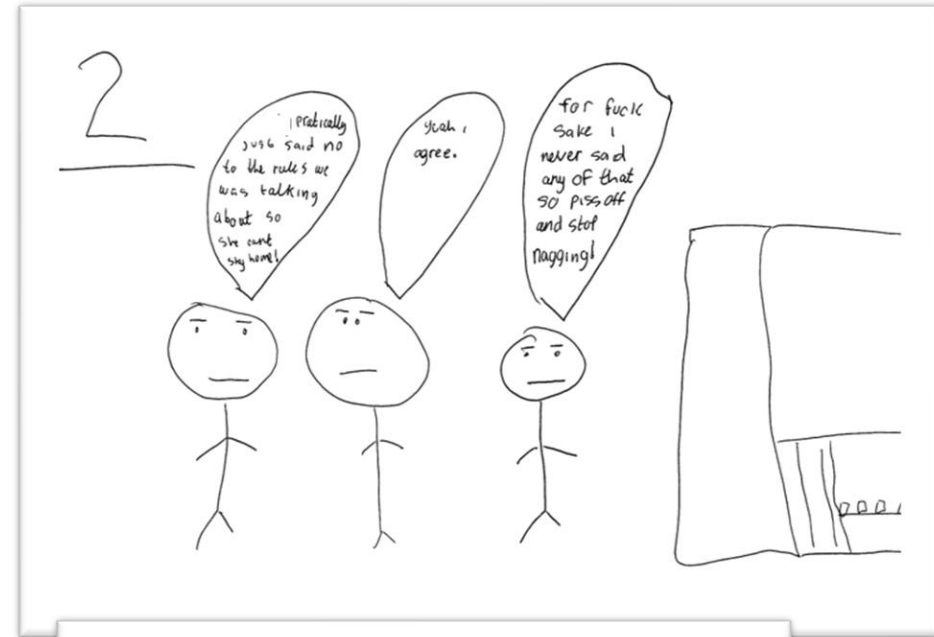
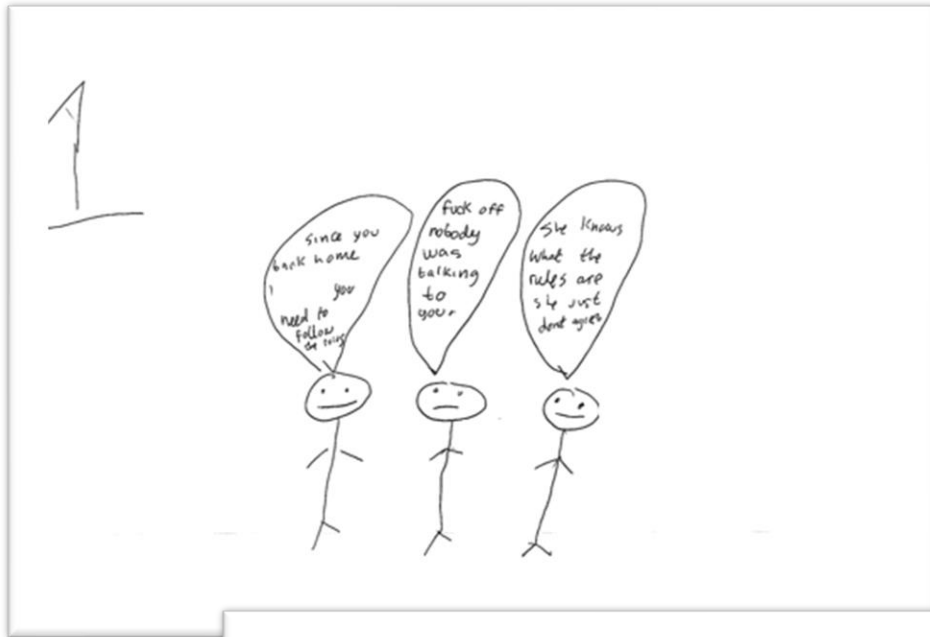


 <p>1</p> <p>He jumped on top of the car. What was he thinking ?</p>	 <p>2</p> <p>His friends ran off</p>
 <p>3</p> <p>The lady who owns the car came out. She was very angry. What did she say?</p>	 <p>4</p> <p>At the Police station. What is he thinking now ?</p>

# Example of a Comic Strip Conversation



# Example of a Comic Strip Conversation



# Example of a Comic Strip Conversation



# Key questions to ask/discuss when creating a comic strip conversation:



We wouldn't tend to do these kind of reflection exercises (comic strip conversations) until after the person has had some time to reflect, process and calm down from an incident. Doing it too soon after could be more triggering for the student.

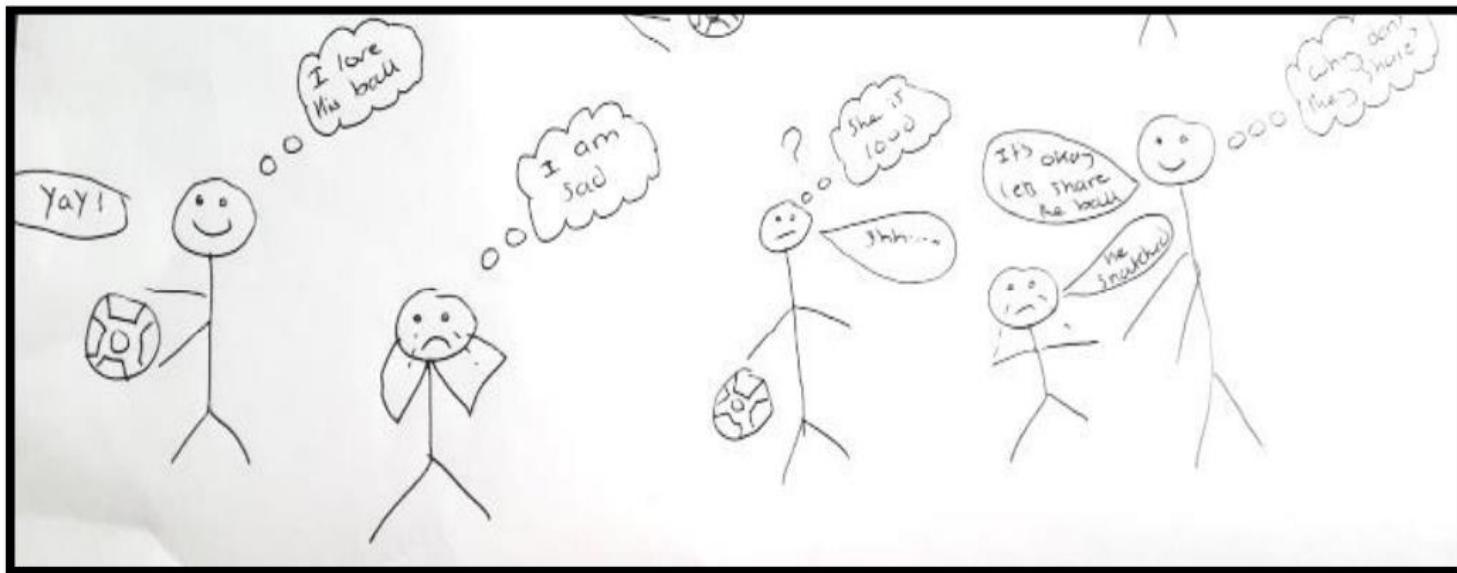
We need to be mindful about the types of questions we ask. **'Who'**, **'What'**, **'Where'** questions are typically easier than **'Why'**, **'When'** and **'How'** questions. Similarly questions which require someone to predict e.g. **'what happened next?'** or infer **'Why do you think he felt sad?'** will be difficult for a lot of people with language and communication difficulties as they rely on higher level skills.

## Suggested Questions to Use

- **Where did this happen? (Blanks L2)**
- **Where were you? (Blanks L2)**
- **Who else was there? (Blanks L2)**
- **What were you doing? (Blanks L2)**
- **What happened? (Blanks L3)**
- **What did the other people do? (Blanks L3)**
- **What did you say? (Blanks L3)**
- **What did others say? (Blanks L3)**
- **What happened next? (Blanks L3)**
- **What did you think when they said that? (Blanks L4)**
- **What did others think when you or they said/did that? (Blanks L4)**



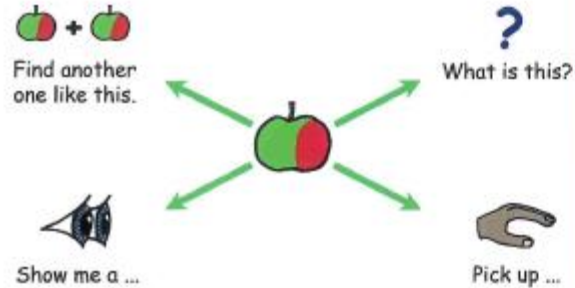
# Comic Strip Conversations



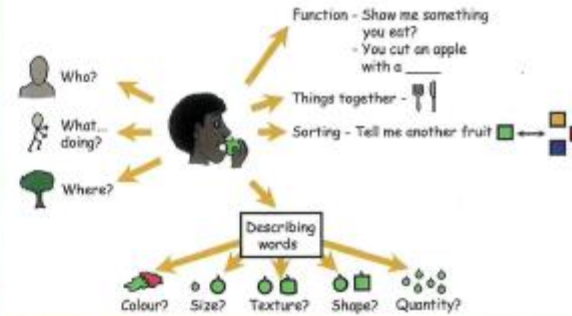


# Think about questions

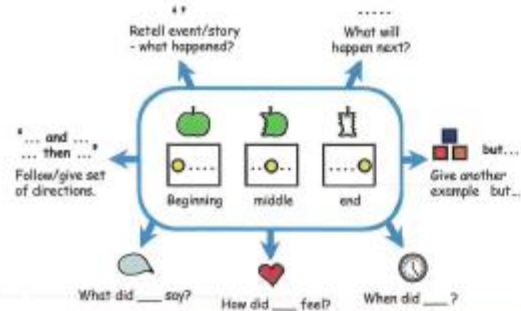
## Blank Level 1 - Naming



## Blank Level 2 - Describing



## Blank Level 3 - Re-telling



## Blank Level 4 - Justifying



# References and More Information



<https://bcuhb.nhs.wales/services/hospital-services/neurodevelopmental/documents/comic-strips/?msclkid=91a068c0ca1111ecb75ef85b45ba5ebb>

<https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/social-stories-and-comic-strip-conversations>

<https://youtu.be/mz7JhQmlC6c>