

# Queensmill School

## Booster Group

As part of an ongoing commitment to ensuring progress for all children, we have identified a group of children at Queensmill who would benefit from what we entitle 'Booster' Group sessions. These are individual students who may have made progress but this has identified as having plateaued or is limited to a particular sphere.

For example a maths session might make more challenging demands on a student's ability to problem-solve but the added context is that this may occur within a more social setting where turn-taking, waiting, sharing and communicating are key. We know that children and adults with autism have great competence in particular areas but applying these in new contexts and with a social focus is a principal deficit, inherent in their condition, and using SCERTS, we aim to develop these skills.

The young people who are part of the booster group are chosen using a range of criteria, including examples listed below:

- Young people who have previously had exposure to ABA (Applied Behaviour Analysis) programmes
- Those identified as 'coasting' making marginal gains in the acquisition of skills and knowledge but adults supporting them are of the opinion they are capable of more.
- Those preparing for a transition to one of our inclusion resource bases.
- Those with developing verbal language skills, who would benefit from learning time with peers modelling a greater range of verbal behaviour.
- Those who would benefit from an extended peer and learning group.

The booster group operates for both primary and secondary students in the school and using criteria listed above and discussion between teachers and senior leaders.

Within the structured sessions learning is orientated around both Maths and English curriculums with a focus on developing 'learning to learn skills':

- **Prompting** (learners complete tasks independently)
- **Fluency** (learners are able to learn new skills with speed and accuracy)
- **Maintenance** (learners maintain competency over time through repetition)
- **Generalisation** (learners achieve mastery in different settings or contexts, with different stimuli or with different staff)
- **Communication** (learners engage with and initiate interaction with staff about their learning and skill development)
- **Social Interaction & Learning** (learners work positively with peers to complete tasks and develop new skills)

See appendix for full detailing on 'learning to learn' skills

## Appendix 1

| from dependent   |  | Prompting   |  |  |   |  |  | to independent   |  |
|--|--|---|--|--|---|--|--|--|--|
| <b><i>Learners complete tasks independently</i></b>  |  |   |  |  |   |  |  |  |  |
| The learner is provided with support throughout the task. Support may be provided in which every way is most appropriate for the learner |  | Support is still provided but there is a reduction in the level or frequency of prompting given |  |  | Tasks are completed with minimal prompting. Often learners perform independently but need consolidation for this to become consistent |  |  | The learner completes tasks independently. Encouragement may be given but no prompting relates directly to tasks |  |
| 1      2   |  | 3      4      5   |  |  | 6      7      8   |  |  | 9      10  |  |
| <i>Comments</i>  |  |   |  |  |   |  |  |  |  |

| from approximate  |  | Fluency  |  |  |  |  |  | to accurate  |  |
|---|--|--|--|--|--|--|--|--|--|
| <b><i>Learners are able to learn new skills with speed and accuracy</i></b>   |  |  |  |  |  |  |  |  |  |
| Demonstrations of the skill are approximate and the learner's actions/responses need considerable shaping to complete tasks |  | The learner's performance is increasingly purposeful and coordinated but it is not yet sufficiently accurate to effectively accomplish tasks |  |  | The learner is sufficiently accurate to meet the demands of tasks but may need some refinement through support<br><br>The learner starts and completes tasks with little faltering or hesitation |  |  | The learner is smooth, swift and accurate with tasks and no further refinement is needed |  |
| 1      2  |  | 3      4      5  |  |  | 6      7      8  |  |  | 9      10  |  |
| <i>Comments</i>   |  |  |  |  |  |  |  |  |  |

| from inconsistent   |  | Maintenance   |  |  |   |  |  | to consistent  |  |
|---|--|---|--|--|---|--|--|--|--|
| <b><i>Learners maintain competency over time through repetition (they remember how to a task after a break in learning)</i></b> |  |   |  |  |   |  |  |  |  |
| New skills are observed on one occasion only  |  | New skills are observed more than once but intermittently |  |  | New skills are reliably repeated but may need a refresher after a break |  |  | New skills are consolidated and maintained over time, they are remembered follow a break in learning |  |
| 1      2  |  | 3      4      5   |  |  | 6      7      8   |  |  | 9      10  |  |
| <i>Comments</i>   |  |   |  |  |   |  |  |  |  |

| from single context  |  | Generalisation |  |  |  |  |  | to many contexts |  |
|--|--|----------------|--|--|--|--|--|------------------|--|
| <b><i>Learners achieve mastery in different settings or contexts, with different stimuli or with different staff</i></b> |  |                |  |  |  |  |  |                  |  |

|   |  |  |  |
|---|--|--|--|
| Skills are demonstrated in a single setting or context, with limited stimuli or materials with the same staff | Skills are repeated but some variation in setting, context, materials or staff | Skills are frequently, but not yet consistently, demonstrated in different settings or contexts, with different stimuli or materials or with different staff | Skills are reliably demonstrated in different settings or contexts, with different stimuli or materials and with different staff |
| 1 2   | 3 4 5  | 6 7 8  | 9 10   |
| <i>Comments</i>   |  |  |  |

|  |   |  |   |                  |  |
|--|---|--|---|------------------|--|
| from passive   |   | <b>Communication</b>   |   | to participatory |  |
| <b><i>Learners engage with and initiate interaction with staff about their learning and skill development</i></b>                  |   |  |   |                  |  |
| Learners rarely initiate interactions in relation to learning and demonstrates limited response to staff direction and instruction | Learners demonstrate inconsistent responses to staff direction and instruction<br><br>When prompted learners are able to initiate a simple interaction about their learning | Learners consistently respond positively to direction and instruction and are able to initiate interactions about their learning | Learners initiate interactions about their learning and are not reliant on direction and instruction from staff |                  |  |
| 1 2  | 3 4 5   | 6 7 8  | 9 10  |                  |  |
| <i>Comments</i>  |   |  |   |                  |  |

|  |   |  |   |                  |  |
|--|---|--|---|------------------|--|
| from solitary  |   | <b>Social Interaction &amp; Learning</b>   |   | to collaborative |  |
| <b><i>Learners work positively with peers to complete tasks and develop new skills</i></b>   |   |  |   |                  |  |
| Learners work independently on tasks and demonstrate little desire to work with peers<br><br>When engaged in paired/group work learners require constant staff support | Learners engage in some paired/group work with intermittent staff support to work towards a common goal | Learners are keen to work on tasks with peers and can work towards a common goal.<br><br>They may require limited staff support to maintain engagement and appropriate social interactions | Learners are able to engage in paired/group without support and communicate to staff that is a preferred method of completing tasks and developing new skills |                  |  |
| 1 2  | 3 4 5   | 6 7 8  | 9 10  |                  |  |
| <i>Comments</i>  |   |  |   |                  |  |