



The MANAGE ideas and skills help us to plan, think, stay in control and get things done

MANAGE skill	How my teacher and LSA might help	Top tips
Memory 	Chunk it, show it, repeat it • Chunking instructions and information • Giving concise simple instructions • Pre-teaching vocabulary • Giving information visually and verbally • Repetition, deliberate practice and overlearning • Providing key word mats / bookmarks / copies of board work	Do it step by step. Don't try to do everything at once. Say it, see it, do it (listen, look at the visual, then act) Use your resources (word mats, displays, examples) Repeat it back to remember it (say instructions back quietly)
Awareness 	Predictable routines + regulation tools • Clear, explicit boundaries and routines • Consistent and predictable classroom environment • Repeated instructions • Using oracy stems • Regulation resources such as fidget tools or movement breaks • Planned breaks and regulation space	Stop - think - then do. Use your body tools (fidget, wobble, movement if needed) Take a breath if it feels too fast Wait your turn - your time will come
Now and next 	Show "now and next" clearly • Now-and-next boards and first-then systems • Visual timetables • Clear end points and success criteria • Sequenced, structured tasks and instructions • Colour coding and organised resources • Sentence starters and scaffolds	What am I doing now? What comes next? Look back at your Steps to success Tick it off as you go Get what you need ready first
Adaptations 	Prepare for change and model thinking • Prepare for change using warnings or visual timers • Lesson maps showing transitions and adaptations • Providing choices within tasks • Metacognitive modelling, helping me learn how to learn • Overlearning to build confidence before adapting	It's okay if the plan changes Try another way if it doesn't work Ask: 'What else could I do?' Remember Mistakes help me learn
Getting going 	Scaffold the first step • Sentence starters / writing frames/ Learning walls • Modelling and worked examples around the room • Start with success and work the task backwards • Structured guided practice before independence • Apprentice tasks	Just start with the first bit Use the examples to help you begin If it feels hard, start small You don't have to be perfect - just begin
Emotions 	Build safety, predictability and coping tools • Predictable routines and clear expectations • Regulation resources and safe spaces • Planned rest breaks • "Get out with dignity" strategies • Strengths-based language and positive relationships • Emotion coaching and scaling systems	Name it - How am I feeling? Use my calm tools (breathing, break, safe space) Ask for help Take a break and come back