



SCHOOL GAMES | NATIONAL SUMMIT 2024

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#SchoolGamesSummit

@YouthSportTrust @YourSchoolGames



Communication Workshop



Who are we?



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Dyslexic



Content

- Definitions
- Neurodivergent Conditions
- Group Tasks
- Communication In Context
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- After The Games
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Definitions



Neurodiverse - The natural variation in how people's brains work. Neurodiversity includes neurodivergent and neurotypical people.

Neurodivergence - People who 'show patterns of thought or behaviour that differ from most people' or 'having a type of brain that is often considered different to what is usual'

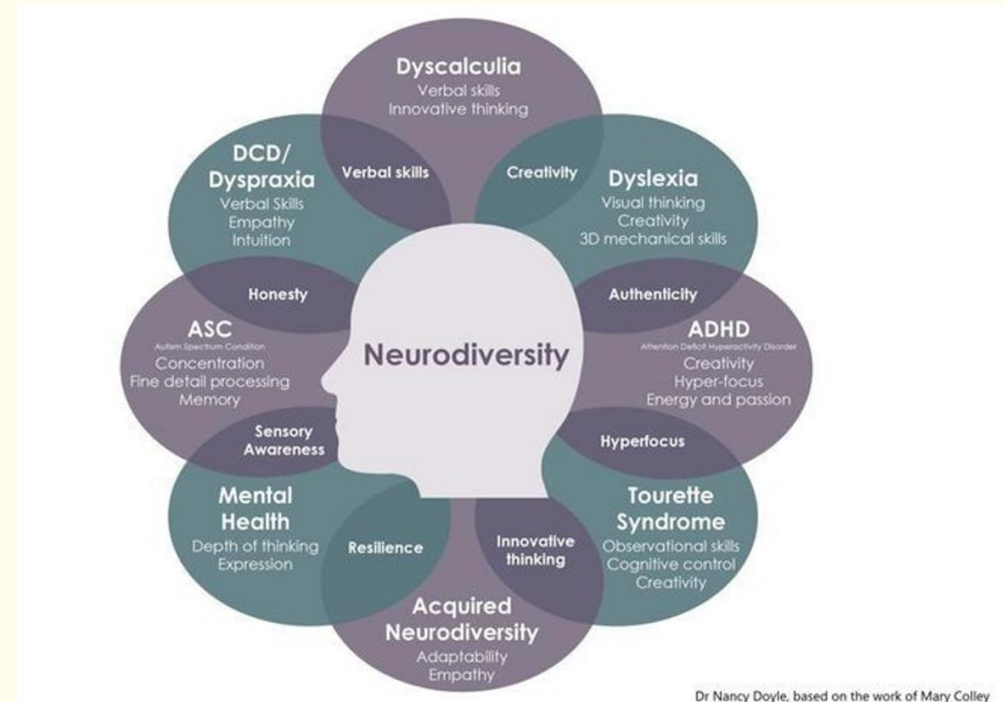
Neurotypical - People who are not neurodivergent, whose brains work in a 'typical' way



Neurodivergent Conditions

It is estimated that 15-20% of the population is neurodivergent. Neurodivergent includes conditions and neurotypes such as:

- ADHD
- Autism
- Dyspraxia (DCD)
- Dyslexia
- Dyscalculia
- Sensory Processing
- OCD



Group Task

Imagine you are a 10 year old child at a School Games event.



What challenges / demands are you experiencing in the following areas:

- Sensory e.g. noisy
- Physical e.g. running
- Cognitive e.g. remembering instructions
- Emotional e.g. excited
- Communication e.g. working with team mates



Communication In Context



Differences In Communication

- Literal
 - Direct
 - Processing time
 - Eye contact
-
- Interpreting non-verbal communication
 - Understanding of rules
 - Team dynamics and roles
 - Hyper-focus
 - Non-speaking when stressed



‘My son Adam, spent the whole of his games lessons from reception to Year 4 log-rolling on the grass and hopping like a frog. When he was really fed up, he would pick and eat daisies...

In Year 4 we moved Adam to a new school. The teachers there modelled what he needed to do, and supported him to join in, to the point where he represents the school in matches.’ (Newton, 2023)



Before The Games



Individual v Team Games

Team Games:

- Complex interactions
- ‘She struggles to process more than one interaction at a time’, Newton (2023).
- Splitting attention
- Managing multiple communication
- Non-verbal communication



Alternative Ways to Participate

- Sports photographer
- Sports Reporter
- Time Keeper
- Scorer
- Equipment Monitor
- Explainer



Explain the Rules

‘Tom struggles to take in lots of verbal information. One time he was playing a game like rounders, and he didn’t know what to do. He just stood there when the ball came near him.’ Newton (2023).

Kyle said if a teacher had tried to explain the reasoning for the rules it would have helped him to follow them. Knight (2017).



Advance Preparation

Advance preparation to reduce anxiety and increase confidence and comfort:

- Two way communication with parents
- Pre visit
- Video of location and games
- Checklist of day / visual timetable



During The Games



Transitions & Routines

- Minimise transitions
- Keep to a routine if possible
- Inform of any last minute changes
- Warn of upcoming transitions



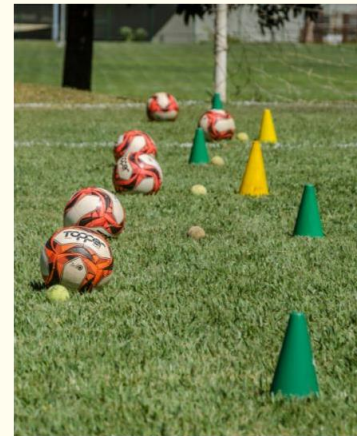
Verbal Communication

- Short instructions
 - Explicit instructions
 - Name tagging
-
- Choose children first if hand up
 - Keep waiting to a minimum - instructions beforehand in a quiet place



Visuals

- Use colours and shapes to show routes (dyslexic, dyscalculia, colour blind)
- Use picture cards to communicate with individuals
- If becoming non-verbal use pre-agreed hand signals or picture cards
- Calm room if needed



After The Games



Right Place Right Time

- Choose your timing - kids tired, overwhelmed
- Debrief the following day
- Help children process emotions
- Feedback to improve for next games



Celebrate!!

- Learning new skills
- Overcoming challenges
- Having fun





Resources & References

Knight, Rachel (2017), *Little Known Secrets of ADHD: The Surprising Upside You Haven't Been Told*, Busy Bee Media.

Newton, Faith (2023), *Inclusive PE for SEND Children*. FB3 Publishing.

Youth Sport Trust (2021), *Positive Experiences of Competition. School and Teacher Toolkit*, https://media.yourschoolgames.com/documents/YST_Positive_Experiences_of_Competition_school_and_teacher_toolkit_Feb_2021.pdf

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Thank You For Listening



Connect With Us

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