

# Chatter Pack

Working towards boards

Free resource

These working towards boards are suitable for a range of developmental and chronological ages. They are designed to be used within any tasks including learning tasks and by adopting a positive and proactive approach, they work by using motivation and rewards to lengthen engagement on tasks and attention and listening skills.

## Instructions

- Choose the Working Towards board which is most suited to the child or young person.

You could personalise the boards by allowing the child or young person to decorate them. Alternatively, you could try adding images of the child or young person's favourite characters.

- Achievable targets aid motivation and support progress. Therefore, consider what the child or young person can currently achieve and use that as the starting point.
- For example, perhaps they are able to write 3 sentences unaided, read one paragraph, or tidy up for 5 minutes without becoming distracted.
- Once the target is set, next choose a reward. This is key to success using these boards and therefore, the reward **MUST** be motivational.

Involving the child or young person in choosing rewards can help them to better engage in the task, however, you could offer choices from limited options if you feel this would be more appropriate.

- Keep the board in their line of sight and refer to it throughout the activity. For example, simply gesturing towards it might be sufficient, or, if they are struggling to engage and attend, you could refer to it verbally whilst pointing out what they have achieved so far/how much they have left to complete before they receive their reward.

Engagement in tasks can improve by using positive, encouraging language. Sometimes, simply adopting an 'excited' tone of voice can support children and young people to re-engage in less motivating or tricky tasks.

## Moving on...

When the child or young person is achieving consistently using the boards in tasks, it might be appropriate to adapt the target using the same board, or perhaps, use one of the other boards.

- Adapting the target might be lengthening the time they are asked to focus and engage within an activity. However, keep in mind that targets must still be achievable and therefore, it might be more appropriate to raise expectations slowly.
- Alternatively, if they are ready to move from board 1 to board 2, or from board 2 to board 3, introduce it using the same steps which you used originally. (Set out above)

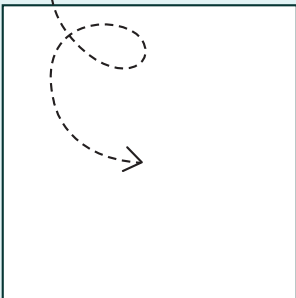
It is common for children and young people's achievements and progress to fluctuate, especially if there are other things happening in the child or young person's daily life. For example, a change to routine, an upcoming event, or if they are struggling in other areas of their development can all have an impact on success in learning tasks. If this happens it might be more appropriate to reduce targets and reduce demands so that they can continue to achieve. This can really help them to get 'back on track'.

# I am working towards

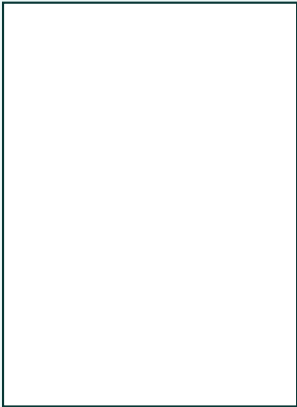
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**Great  
start**

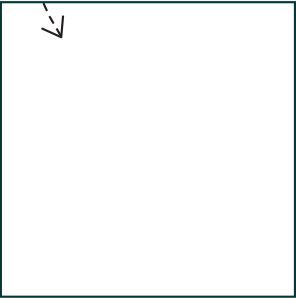
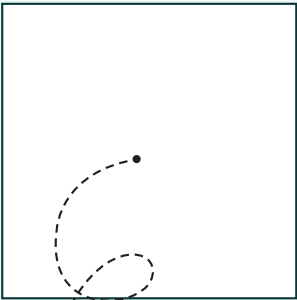
**Keep  
going**



# I am working towards



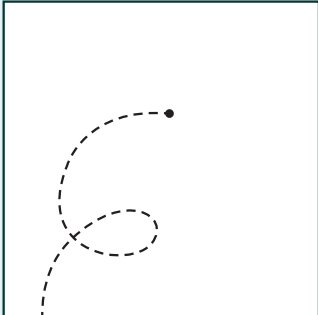
**Great  
start**



# I am working towards

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**Great  
start**



**Almost  
there**

