

ADDRESSING BARRIERS TO LEARNING (ABLE)

Taking a Closer Look at Attention

Pupil's Name	
Date of Birth	
School	
Class	
Date	

Names of those involved in ABLe conversation

Key: Highlight statements using "traffic light" system

Red - area of concern/difficulty

Orange - emerging skill/some difficulty

Green - fine

Leave blank - not known/not relevant at this time

Comments

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Activation	Date	Date	Date	Comments
• Tackles school work without planning or thinking enough before starting				
• Has difficulty allocating, organising or estimating time needs				
• Has difficulty in organising tasks/materials/activities				
• Loses books/toys/equipment				
• Forgets homework/PE kit/meetings				
• Has difficulty getting started with work				
• Misses key parts of instructions/explanations				
• Requires repetition of instructions				
Focus				
• Difficulty moving from one activity/task or aspect of a task to another				
• Daydreams easily				
• Fails to give close attention to detail/makes careless mistakes				
• Has difficulty remembering new material				
• Has difficulty getting involved/engaged in the curriculum				
• Has difficulty identifying main points/key information when reading/studying				

• Easily distracted from tasks/play activities				
<ul style="list-style-type: none"> Is easily distracted by:- <ul style="list-style-type: none"> irrelevant sounds/background noises visual stimuli - stares/looks around aimlessly/focuses on irrelevant sights/notices things no-one else notices fiddles with things/fingers constantly exploring and touching constantly looking ahead to what is coming next or happening tonight or next week peers - watching/chatting/possibly provoking others 				
Effort				
• Has difficulty falling or staying asleep				
• Shows evidence of fatigue (eg, yawning, stretching) during the day				
• Is fidgety when needing to concentrate				
• Inconsistent/erratic patterns of attention				
• Loses interest in tasks (especially written tasks)				
• Difficulty completing tasks on time				
• Can concentrate on things that are particularly interesting to him/her				
• Effort is unpredictable; can work well at times but not others				
Action				
• Doesn't look ahead and consider possible				

consequences before doing of saying things				
• Has difficulty estimating or foreseeing solutions to work outcomes in school				
• Does inappropriate things without realising it				
• Says inappropriate things without realising it				
• Doesn't notice when others seem annoyed/puzzled etc				
• Impulsive in what they say				
• Impulsive in what they do				
• Impulsive in what they think - jump too quickly to inaccurate conclusions				
• Interrupts				
• Blurts out answers				
• Finds "wait times" difficult:- - waiting in queues - turn taking in games - turn taking in conversation - working towards long term targets				
• Loses track of what she or he is doing during a task or activity				
• Difficulty regulating the pace of their actions - does tasks too quickly/too slowly				
• Makes frequent careless errors without noticing				
• Often late				

• Misses deadlines for handing in homework, returning permission slips, etc				
• Finds it hard to sit still - fidgety/restless				
• Difficulty remaining seated long enough to complete a task				
• Finds it hard to play quietly				
• Talks excessively				
• Doesn't seem to learn from his/her mistakes				
• Doesn't use methods that have worked well previously				
• Actions - school work/social skills/behaviour not greatly affected by punishment				
• Responds appropriately to praise				