No. 7

Figure Photograph showing an Alexa Echo Dot

May 2023

Reaching out

**NCW Outreach Termly Bulletin — Supporting V.I. Education**

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## **Executive Dysfunction (CFVI)**

Advice from Sam Gilbert – SENCo, NCW

Executive dysfunction is a term used to describe the range of cognitive, behavioural, and emotional difficulties which often occur as a result of another disorder or a traumatic brain injury. Individuals with executive dysfunction struggle with planning, problem-solving, organization, and time management. There can be a link with Cortical Vision Impairment and 80% of people with Autistic Spectrum Disorder are quoted as having issues.

Affected Skills………

Emotional control

Sustained attention

Task initiation

Planning/prioritisation

Organisation

Time Management

Goal-directed persistence

Flexibility

Metacognition

What Do Executive Skill Weaknesses Look Like in Students?

• Acts without thinking

• Interrupts others

• Overreacts to small problems

• Upset by changes in plans

• Talks or plays too loudly

• Resists change of routine

• Acts wild or out of control

• Easily overstimulated and has trouble calming down

• Gets stuck on one topic or activity

• Gets overly upset about “little things”

• Out of control more than peers

• Low tolerance for frustration

• Overwhelmed by large assignments

• Can’t come up with more than one way to solve a problem

• Doesn’t notice impact of behaviour on others

Some Possible Strategies:

* Create structures and routines
* Warn of any changes to routines
* Make sure that students are aware of expected behaviour
* Break up tasks into manageable steps
* Try to create a calm environment in which noise and levels of stimulation are limited
* Teach skills they need to work in a group through carefully planned strategies and activities that teach group work and interaction skills, e.g. the teacher gives specific roles to students.
* Teach skills the students need to respond to social situations, for example, turn taking, listening and speaking appropriately including giving constructive feedback.
* Ensure consistency
* Use checklists (which could be presented in a visual, tactile or audio form)
* Support access to appropriate leisure and social activities.
* Use apps, or Alexa, as reminders
* Encourage ownership

# **RNIB Launch of CFVI Parents and Carers Guide**

RNIB will be hosting an online event to launch the new guide:

**Download your copy now at:** [**www.rnib.org.uk/cfvi**](http://www.rnib.org.uk/cfvi)

Parent/carer guide professional event: Wednesday 24 May 16.00–17.00

Following the launch of the parent guide, RNIB are inviting professionals to attend an event that will explain the background to the Parent Guide as well as offer the opportunity to discuss some of the questions and topics that it covers. The focus of this session is supporting professionals to work effectively with families using the shared language and resources the CFVI offers.

## For more information about the launch event for professionals, and to book your place, visit our [‘Training for professionals supporting learners with visual impairments’](https://www.rnib.org.uk/professionals/health-social-care-education-professionals/education-professionals/training-for-professionals-supporting-learners-with-vi/)

## **Upcoming Courses**

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## Supporting Primary School Students – Friday 16th June 2023 10am – 3:15pm

The day will focus on the strategies for supporting primary age children. Sessions and workshops will look at developing literacy, numeracy and living skills as well as other key skills for development.  
  
This event is suitable for teachers and teaching assistants working with a primary school aged child, or parents of a child who is vision impaired and at Primary School

Outreach Open Day – Thursday 22nd June 10am -3:00pm

These informal days for education professionals supporting a student who is vision impaired or parents of a child with a vision impairment, will give a taste of how NCW teaches VI students.  
  
There is the opportunity to meet subject teachers, as well as gain practical support and advice on specific curriculum areas of your choice, which may include Maths, Braille, Science, English, Geography, Independent Living Skills, IT, Art, P.E and Music.  More information on this will be communicated nearer the time.

Preparing Tactile Diagrams – Tuesday 4th July 9:45am – 3:00pm

This course, being held on our campus in Worcester, will provide hints and tips on how to produce tactile diagrams for Science, Maths and Geography.

The course is suitable for education professionals who are supporting students who are vision impaired, or parents of a child with a vision impairment.

More information about these events can be found on our website: <https://www.ncw.co.uk/event-directory/>

## **NCW Outreach Team Profile 7**



I work as part of the NCW Independent living skills team as a teacher of Activities for Daily Living. My role is to equip our 6th form students with the knowledge and skills they need to live independently in the future.  I also share my knowledge with a variety of people including our students, parents and individuals from outside the NCW community. I was a student at NCW from 1989 – 1995 and then returned to my home town of Fareham where I completed a B.Tec in Childhood studies. I went on to work in various preschool settings. I am married with one son and in my spare time I sing in a community choir. I love to read and have been an avid fan of The Archers for the last 30 years. I have worked at NCW since 2014, initially running the youth club. Since 2019 I have thrown myself into my current role which I thoroughly enjoy.