

# How to Support Your Child at Home?

**Dr Sarif Alrai – Educational Psychologist**  
**Hannah Jones – Assistant Educational Psychologist**

**St Matthew's CofE – 23/02/17**



# Focus for today's session

- Parent Focus – tips & tricks you can use at home to support your child
- 3-parts
  - ‘Errorless Learning’
  - Reading Together
  - Using ‘Narration’
- Questions throughout

# Part 1 – Errorless Learning

## The ‘theory’

- Most people will say that making mistakes is the best way to learn. This is true some/most of the time.
- So how else can we learn?

# Part 1 – Errorless Learning

## How does EL work?

- We also learn by observation, where the ‘right’ way is shown to us (consciously, or otherwise), and we’re able to copy a ‘good-enough’ model.

## Why does EL work?

- We are given a good-enough model of how it is done.
- Protect the self-esteem.
- Practise

# Part 1 – Errorless Learning

## What does EL look like?

- The 'learner' is given a model of what good-enough/fluent looks like.
- The learner continues to see good-enough/fluent until they can replicate
- The learner is then supported to push learning forward.

# Part 1 – Errorless Learning

- There is ‘affirmation’ but no ‘correction’.
- My turn; together; your turn
- Let’s try together...

# Part 1 – Errorless Learning

When should I use EL?

- During a ‘skill acquisition’ phase (when learning a new skill).

When should I stop?

- Once your child is ‘fluent’.
  - They can do it as well as you can, no mistakes/no stopping.
  - This is now practise/rehearsal.

# Part 2 – Reading Together

## Why?

- Supports literacy and language development
- Supports understanding
- For fun!

# Part 2 – Reading Together

## One approach: paired reading

- A good way for parents to help with their children's reading
- Children often enjoy paired reading and find it motivates them to read
- First reading together, then your child reads to you
- Focus on praise not mistakes

# Part 2 – Reading Together

## When to use a paired reading approach?

Particularly useful to try paired reading if your child:

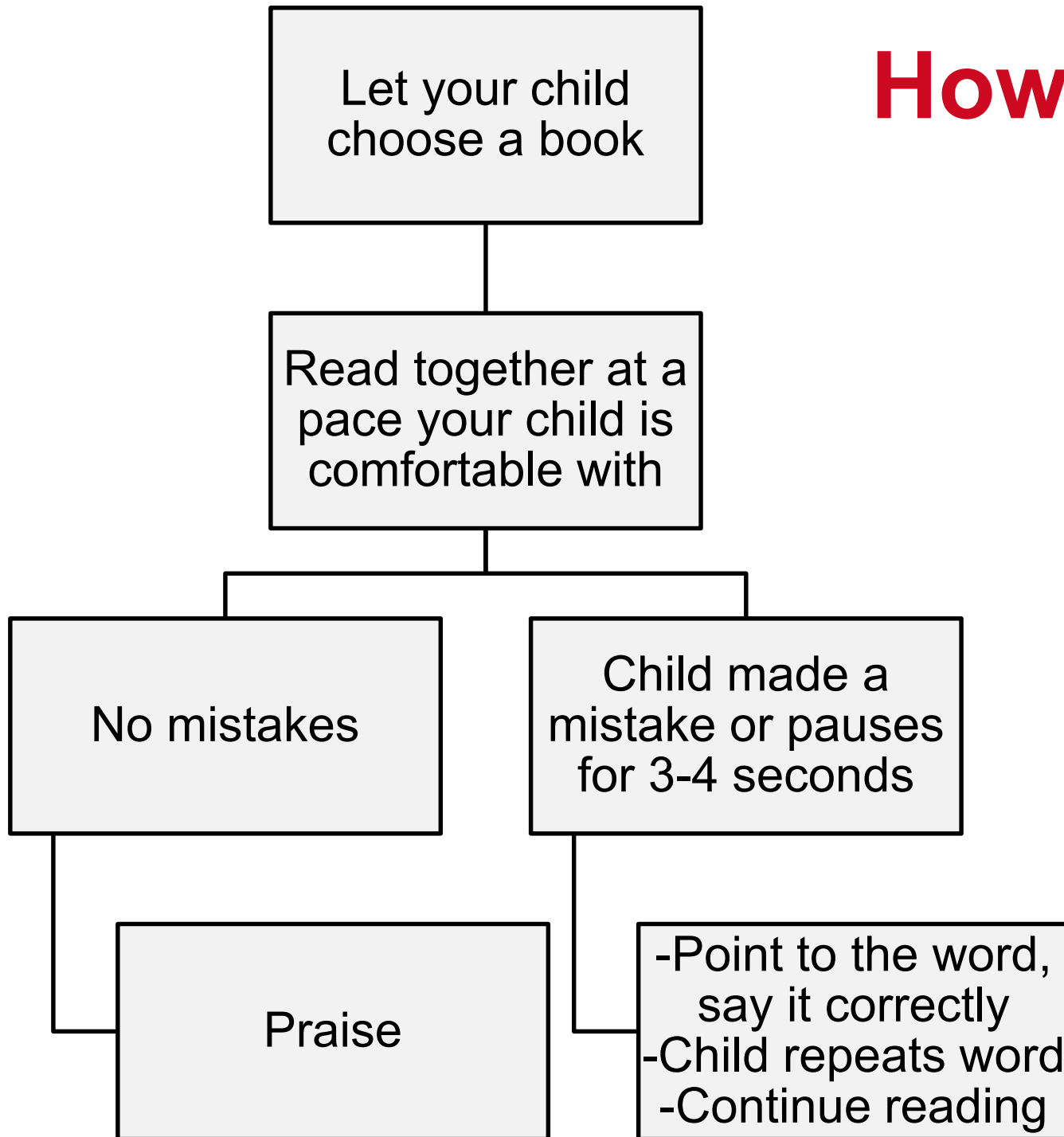
- Finds reading difficult
- Does not feel confident in their reading ability
- Is reluctant to read

# Part 2 – Reading Together

## What you need for paired reading

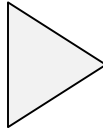
- Books!
- Time (5-15 minutes each day if possible)
- Place – anywhere that is quiet and comfortable

# How it Works

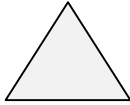
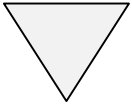


Parent starts to read quieter and gradually stops  
**or**  
Agree on a signal your child can use to show they're ready to read alone (eg: a tap)

Child reads aloud, alone

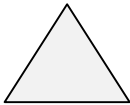
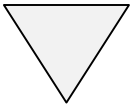


Praise



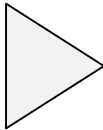
Child reads aloud, alone

Parent gradually stops / child gives signal



**Next steps...**

Child makes a mistake or pauses for 3-4 seconds



-Point to the word, say it correctly  
-Child repeats  
-Continue reading together

# Part 2 – Reading Together

## Reading together: an example

<https://www.ucl.ac.uk/stream/embed/media/a22aad8fc0e4>



# Part 2 – Reading Together

**What are the benefits of using this approach?**

- Focus is on praise not mistakes
- More enjoyable for the child – they choose the book
- Improves reading
- Helps understanding
- It's easy to do
- Only 5 – 15 minutes per day

# Part 2 – Reading Together

## Reading to your child

- Can be less threatening than the child reading aloud and risking making a mistake
- Quality time
- Supports language and reading skills
- Motivating
- Long lasting effects

# Part 3 – Using Narration

## What is narration?

- In a nutshell, narration is our ability to tell a story.

# Part 3 – Using Narration

## Where does it come from?

- As we grow, learn, and develop, we connect more with the world around us.
- We develop a dialogue with ourselves to help us stay understand what we are connecting with.

# Part 3 – Using Narration

**Yeah, but that still doesn't explain much**

- Think about how you are able to function. What is the one thing that is essential to you:
  - remembering to pick up milk on the way home.
  - having the confidence to try something new/take a risk (bungee jumping etc)
  - ‘killing two birds with one stone’.
  - noticing that your friend has yet to reply to a text.

# Part 3 – Using Narration

## Internal Narrative

- Our way of being able to get through the day.
- Might hear the thought in our head. This is **not** considered hearing voices, these are our own thoughts.
- The clearer the thought, the better we can function.

# Part 3 – Using Narration

## So that doesn't just happen naturally?

- It can, but you might notice that sometimes your child:
  - shows anxiety around trying something new
  - struggles to express their side to a story
    - either misses crucial information, or doesn't create enough of a narrative to follow
  - tends to be overly forgetful
  - struggles with planning / foresight

# Part 3 – Using Narration

**How can I work with my child to develop this skill?**

- Narrate your thought processes!
  - Be careful, the processes you narrate are likely to be the ones that your children are going to internalise

# Part 3 – Using Narration

## How do I narrate my thought processes?

- Praise yourself
- Talk through a problem out loud
- Talk through the last time you encountered such a situation and what you did
- Express your emotions (try and include ‘why’)

# Part 3 – Using Narration

## How do I narrate my thought processes?

- Have a discussion with yourself
- Discuss the options that you might have available to you
- Talk through pros and cons of options
- Wonder out loud

# Questions

