**PNI Case Study – Clicker 8 Training**

A primary school has recently purchased Clicker 8 – I recommended this programme to support the development of Literacy. I have three pupils on caseload at the school who would benefit from using an alternative to recording – and so I planned to deliver a group session to model the use of Clicker 8.

The audience consisted of Learning Support Assistants (LSAs) – those who support my pupils plus a few additional LSAs who the Senco had identified would benefit from using this programme with their pupils. During the session I modelled the main elements of the programme. I explained how to use each element to support each of my pupils in class, how it can support whole-class teaching and how staff can integrate it into the learning process.

None of the LSAs had used Clicker before so we went through each stage step-by-step. The main elements are:

* Document – start writing. Use of the predictor, voice recording tool, adding pictures, saving/printing, sharing files
* Learning grids – free resources to download
* Clicker book – create a personalised book – add photos/pictures/drawings
* Clicker board – a mind-mapping tool – can translate into a word-bank
* Clicker Set – Sentence Set, Connect Set, Word Bank – using words and pictures

The LSAs then created their own grid and a book. They then had an opportunity to ask questions about any element they didn’t understand. I also explained how the programme could support the rest of the class and the possibilities for use during whole-class teaching. We explored opportunities for creating grids during the day, such as working with the pupil to create books/search for pictures or during the day e.g. creating a grid during teacher carpet session – using key vocabulary that has been outlined by the teacher. We also discussed how to include the use of Clicker 8 on teacher’s plans to indicate when and how it would be used. One particular pupil would also benefit from having this shown on his visual timetable – staff were very keen to do this.

The staff were very enthusiastic about using this with their pupils. By the end of the session staff were confident to use the programme and had a plan of when to start using it in class. The Senco was present during the training and so she will discuss the use of the programme with the Class Teachers at a Staff Meeting. She can also support the LSAs to implement the suggestions and ensure that resources and achievements are shared between staff. I will follow the use and impact of Clicker 8 on my next visits to each of my caseload pupils – I will be able to then plan any future support that may be needed to extend the use of Clicker 8 to develop independent writing skills.

A few weeks later: I have now had the chance to follow-up on the Clicker 7 training and receive some feedback. Comments from the LSAs were really positive. They felt that the training was really useful and they liked the how the information was presented. They now know how and where to get help and the child specific hints and tips. Comments below are from staff who have already put Clicker into practice:

“It’s quite easy once you get started, it’s still a work in progress but it’s working really well as X is requesting to use it. It was like a revelation! He could see what he was doing and that it was right and hear it too. As his writing isn’t legible, for him and his learning, he was really achieving, it might only have been a little sentence but that’s a big thing for him. And because you can print it out it and it can go in a book, which is proof of work and that’s important to X.”

“I asked X what he thought of Clicker…he said Good. How does it help you?....he said It helps me because I’m writing”

X’s class teacher comments……” I think it’s brilliant. It means he doesn’t have to worry about putting pen to paper. He made up the first bit and typed it and then used the word lists to continue it. It’s really good for him!”

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