

**No:** P59  
**Title:** Evaluating how ICT can help develop confidence in two underachieving Year 3 children.  
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### **Background**

There are 32 children in this year3/4 class. We are a Test Bed school and therefore the children are very confident with the use of a great deal of ICT equipment and programmes. This class in particular has a wide range of abilities, approximately 50% working at or above the expected level for their age and approx 50% with behavioural problems and/or special educational needs (SEN).

### **Aim**

I wanted to use ICT to encourage conversation, interaction and responsibility within two children with special educational needs. These children do not mix and interact well with other children in the class. They have low self-esteem and lack confidence. Child A is a year 3 boy who has dyspraxia. He finds it difficult to interact with other children and prefers to speak only to two friends in the class. He tends to only play with these children at playtime and always wants to work with them in class activities or PE. He has a spatial awareness problem and therefore tends to stand too close to other children, which annoys them and causes confusion, with other children retaliating in some way. He feels as though other children do not want to be his friends. He is working below the expected level for his age. He cannot organise himself in terms of losing equipment, not remembering to change his reading book and not knowing what book he needs for each lesson.

Child B is a year 3 girl who has dyslexic tendencies; she again finds it difficult to interact in a friendly way and therefore distracts a lot of children regularly. She often displays inappropriate behaviour for a child of her age and does not have any particular friends. She tends to hurt other children physically and mentally and therefore other children keep their distance and tend not to play with her. She does not set work out correctly and leaves lines/pages out in her book, her handwriting is just legible and her spelling is poor.

### **Strategies**

As it was near the end of term I decided to produce a PowerPoint of the children's memories from the year. I wanted the two children above to be in charge of the project with the hope that they could begin to interact with the other children, develop some more confidence and become more responsible and in control. The other children would therefore have to cooperate appropriately for their work to go into the PowerPoint and would hopefully offer their support.

The project involved each child having their photo taken and then their favourite memory from the year was to go on the slide with it. Child A and B were responsible for taking the photographs inserting them into a PowerPoint slide and then with support from the other children typing up their memories.

The class was divided in to two groups and during the afternoon sessions the children set up a laptop at the back of the classroom and worked down their list. I nominated another child from the class to support the children on the first day. He was very skilled at using the equipment and again the two children would have to interact in order to achieve their aim. They were also told that they could go to him if they had any difficulties.

### **The outcomes**

The first day worked well. The expert was very keen to coach the children and they responded well and were able to follow his instructions. The two children

worked down the list with his support and seemed very confident and happy. Child B smiled most of the afternoon. This was something I had not witnessed often and was usually greeted with little eye contact and a straight face.

The second day the children set their equipment up well and instead of working down their list, both jumped to a child on the list that they felt comfortable with. Child B chose her cousin and child A chose his best friend. When questioned child B claimed that she thought she could choose anyone in the class and it turned out her cousin was not even on her list.

The children seemed to be working well and talking to the others, explaining what they wanted them to do and where to stand. It was as if for the first time they felt they were leading the project, they were in control and they understood exactly what they were doing and had the ability to do it. The other children also recognised that this was their project and responded accordingly to the instructions given.

When it came to writing up the work child B was able to type and took advice and help from others. She let the children show her where the keys were, where to click on the mouse if she were stuck and they helped her with spelling where needed.

Child A however would often let the others type themselves and he would sit back and let them. When they offered him help at the beginning he replied "I know how to do it" and some of the children then backed off a little. However as his confidence grew he was more comfortable at getting help with spellings and finding some of the keys.

Child B had been having serious problems with several children in the class out of school. However when she had to work with them it was as if nothing had happened. As soon as the photo had been taken and they saw it on screen, the two of them laughed and began talking about how embarrassing it was seeing your own photo.

The equipment however did affect the project as laptops would shut down even though they were working off the mains, cameras were only installed on to certain laptops and one of the cameras belonged to another class. It therefore had to be taken back each day or used when the other class did not need it. This did not seem to affect the children and again they accepted the problems and patiently waited.

For the first time the children were asking to do their work. Every morning they asked if they needed to get the cameras and laptops and when could they start the project. Usually both children were very reserved and came in to class, sat down and very rarely asked to take part in anything. To see them wanting to participate in an activity and also know exactly what equipment to use and how to set it up and use it was great.

### **My conclusions**

The children were very proud of the project and when the rest of the children saw the finished project they all wanted a copy. The children were filled with pride and again both children smiled and enjoyed the positive comments the other children gave them.

Child A does not seem to have changed in his approach to the rest of the class. Despite this intervention, he still finds it difficult to interact and still does not take help and advice from anyone.

Child B did however show signs of improvement and for the week that the children were taking part in the project her behaviour was much improved and she was not in as much trouble at playtime. In class she did not distract others and didn't seem to be upsetting children with name-calling. However, when the children were back into a normal classroom routine they slipped back into their usual habits.

### **Learning from this research**

I felt that the project would have been better taking place in the first term, as the research took place just before the end of the summer term. I have therefore not been able to explore if this has had any long-term effect on the children's behaviour. I would like the children to do a similar project in September with the new class. These two along with another 4 children are going to stay with me for another year with the new year 3s. Child A's two best friends are moving up and therefore this would be a good way for him to meet the class and become confident at talking to them and working with them in the future.