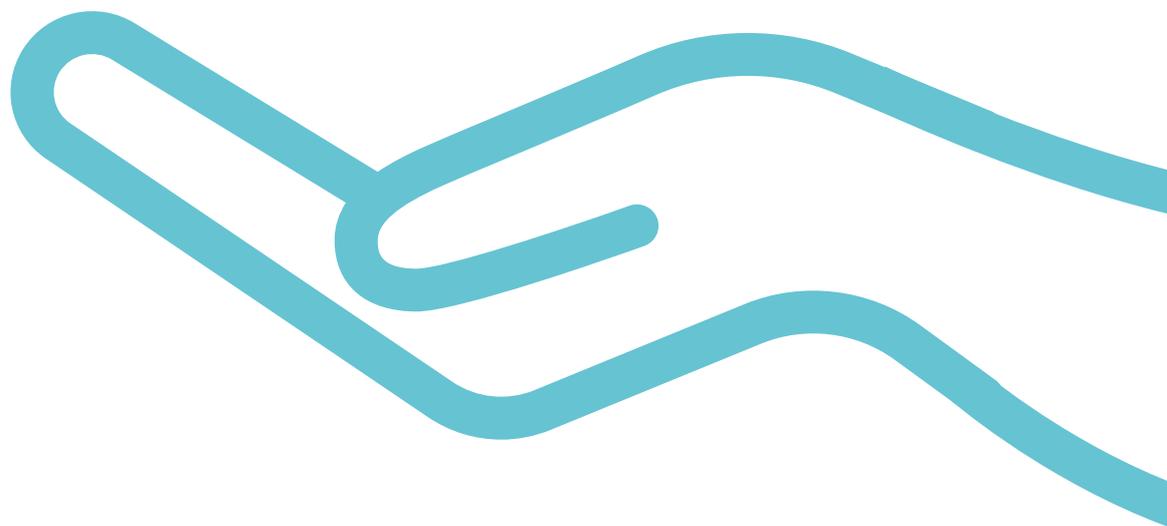
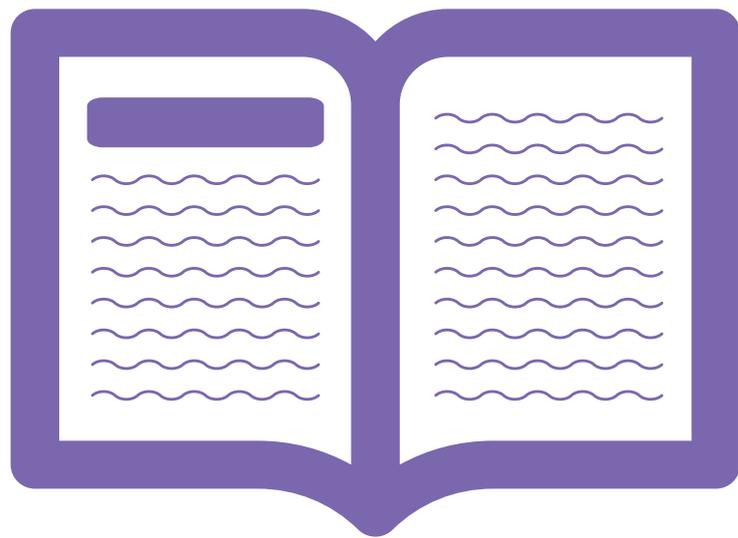


Approaches to learning and teaching
with children who have hydrocephalus

Spina Bifida
Hydrocephalus
Scotland



Hydrocephalus and Learning



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Who is this document for?

This information is for all staff in educational and voluntary organisations, including early learning and childcare staff, teachers, support and classroom assistants who may work with a child with hydrocephalus.

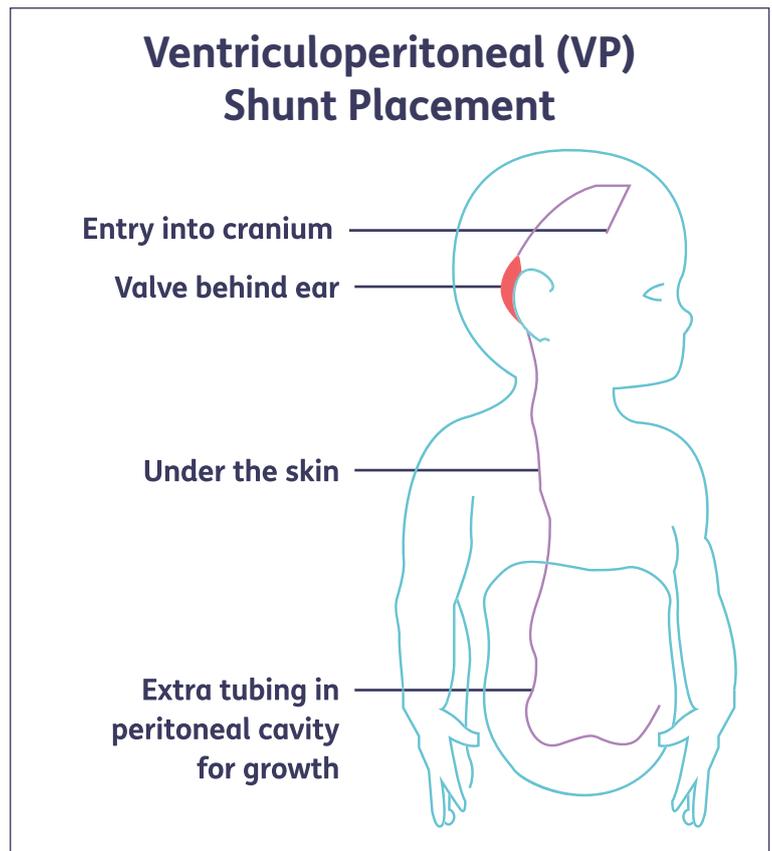
It is designed to be a helpful guide and aims to provide information to help staff meet some of the learning needs of children with hydrocephalus. It also provides useful information about teaching strategies for staff to use in a variety of different situations.

Whilst the emphasis is on educational and voluntary organisations this guide is also a useful tool for parents interested in the educational process and who want more involvement with their child's education and future learning.

What is hydrocephalus?

Everyone has cerebrospinal fluid (or CSF), which circulates around the brain and spinal cord to protect the brain from injury from a fall or serious impact. CSF also helps keep the brain healthy by removing unnecessary waste products. Hydrocephalus is a condition where there is an excessive amount of CSF that surrounds the brain and spinal cord. In hydrocephalus, CSF builds up and puts pressure on the brain, squashing the delicate tissues and causing the chambers or ventricles within the brain to swell. Without treatment, damage to the brain tissues may occur.

Symptoms depend on the cause of the hydrocephalus, the age at which it develops and the extent of damage to the brain.



How is hydrocephalus managed?

The usual treatment is surgery, usually to insert a shunt (long tube) that drains fluid from the brain, normally into the abdominal cavity, allowing the fluid to drain away. With treatment, it's possible that children may lead an independent life, depending on the cause of the condition. However, there may be ongoing neurological problems which affect learning and development. No matter how it is treated, hydrocephalus can only be managed but cannot be cured.

What does this mean for children in my care?

For some children with hydrocephalus challenges can be less obvious initially and can become quite challenging to cope with as expectations on their learning increase. There is a danger that the needs of these particular children can often be overlooked or misunderstood and as a result they may underachieve as their learning needs are not met.

Children with hydrocephalus, as with any learning disorder, will have varying degrees of difficulty. Some children will have more to cope with than others but all, as with any child, have their individual strengths and weaknesses. An essential aspect to helping children achieve is the commitment of staff to creating a positive and purposeful climate for learning characterised by mutual respect, trust and an understanding of the condition.

Before you start working with a child who has hydrocephalus the following summary is always important to remember:

Common effects of hydrocephalus include:

- Difficulties with learning and concentration (cognitive)
- Behavioural difficulties
- Emotional difficulties
- Short attention span
- Lack of organisational skills
- Taking spoken and written words literally
- Visual Processing
- Problems with coordination
- Difficulties with fine motor skills
- Noise sensitivity and sensory overload

Things to consider:

- Ensure every member of staff working with the child knows what support is needed
- Keep instructions clear and to the point
- Use visual learning with a range of multi-media, pictures and written prompts
- Use play strategies
- Help with decluttering and organising
- Repetition. Give more opportunities to practice new things
- Use short term targets
- Be patient



Curriculum for Excellence - Building the Curriculum 3

Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities that Curriculum for Excellence can provide.

Supporting children and young people in their learning involves a range of people - parents and carers, teachers and health professionals, support staff, college staff, psychological services, volunteers and workers from voluntary organisations. It is important to work in partnership to “get it right for every child. The National Improvement Framework agenda is very clear that children and young people are entitled to personal support to enable them to:

- plan for opportunities for personal achievement
- have their learning reviewed and plan for next steps
- be prepared for and supported through changes and choices
- gain access to learning activities which meet their needs



Point for Reflection

How might you develop your existing structures to provide the personal support that children and young people need in meeting the entitlements as described above?

What would you really like to do to help children in your care?

What changes would you consider making to your own practice?

What are the specific issues or challenges for children?

1

Executive Functioning

2

Language - Including the understanding and use, appropriateness of use and comprehension

3

Health and Wellbeing

1 Executive Functioning - What does this mean in practice?

Although the neurological implications of hydrocephalus varies between individuals, there are a number of common areas where many children and young people may have difficulty. Two of the most common areas that educators report their child or young people have difficulty with are motivation and task initiation. So in many ways for some children with hydrocephalus, they may struggle to initiate their learning and be much more reliant on teacher-led activities. These skills are part of our Executive Functioning, which can be described as the control centre for our behaviour.

Executive skills can be divided into two areas; **cognition** (working memory, planning/prioritisation, organisation, and time management) and **behaviour** (response inhibition, task initiation, emotional control, sustained attention, goal-directed persistence and flexibility).

The charts on the next page look at each executive skill individually and describe how difficulties in any one of these areas can impact on behavior and performance in the classroom. Some examples and helpful strategies are also described. **Most of these strategies can be adapted for use at home, so some examples have been included to describe how this can be done by parents and carers.**

Working Memory

Memory is fundamental to learning as it involves the ability to retrieve meaningful information, hold and manipulate information mentally and link past learning to new information.

Potential Issues	Potential Strategies
Difficulty following directions	→ Break down information into small steps
Needs instructions repeated	→ Give opportunities to repeat information in a wider variety of settings
Has trouble recalling plots, events and character traits	→ Link past learning with new learning
Link past learning with new learning	→ Use of visual cues/diaries for dates and whiteboards
Fails to complete tasks	→ Help students decide what information is important and what isn't by highlighting phrases or sentences
Providing incomplete responses to oral questions or choosing to opt out of answering questions	→ Use of visual cues/diaries for dates and whiteboards
Has difficulty with mental maths	→ Use a range of materials and/or written numbers on a whiteboard



Parent / Carer

You could use notebooks and diaries to take notes as new things occur. Highlight events on a wall calendar for appointments or changes in routine for example. Allow plenty of time to talk things through and to deal with questions and uncertainty. Talk about, and compare, new situations or events to things that your child has done before.

Organisation

Ability to organise self and the surrounding environment efficiently.

Potential Issues	Potential Strategies
Desk and notes can be messy	→ Explain why desks and materials should be kept tidy and help the child to declutter
Difficulty locating belongings or bringing in homework	→ Provide time to organise

This table continues on the next page

Struggles to produce sequential written tasks



Allow opportunities to reason aloud as they work through tasks



Ensure handouts and assignments are stored in a folder when possible



Plan a structure for personal writing for the child or young person to double check as they proceed



Parent / Carer

Help to keep things in order at home by having labels and pictures to show where things are stored. Have an allotted 'tidy-up time' and practice the routine that goes with it. Use pictures and lists as reminders of daily routines and tasks such as 'getting ready for school' or 'going to bed'. Introduce these prompts one at a time and allow plenty of practices for each prompt before you add another. Try as far as possible to make sure that how and when the prompts are used is consistent. Don't go overboard! Focus on the things that are most important to your child's security, happiness and independence and to alleviate pressure on you.



Time Management

Skill is linked closely to organisation and planning.

Potential Issues	Potential Strategies
Difficulty completing work on time due to over or underestimating how long a task will take	→ Create a plan with teaching/ support staff
Either leaving things to the last minute or spending too long on one item	→ Ensure clocks or timers are used in class
Arriving late if moving from class to class	→ Explicitly teach time in connection with daily/weekly schedule



Parent / Carer

Have a clock or watch available so that 'time' can be referred to regularly. Use visual pictures of the time on the daily routine lists mentioned above (e.g. a clock face showing 7am alongside a picture of breakfast). Use timers and 'small targets' to get through things like homework (e.g. "Let's get the next 2 questions done before the buzzer goes."). Stay in touch with school and agree systems that work for them, you and your child to keep school work on track.



Goal Directed Persistence

Also closely linked to organisation skills. Involves ability to identify goals and stick to the task at hand. Child needs to be able to identify steps involved and be able to see the 'bigger picture'.

Potential Issues	Potential Strategies
Finds difficulty in working well independently, instead needs frequent prompts in order to remain on task	→ Break tasks down into smaller chunks
Gives up easily on difficult tasks	→ Structure tasks with the use of visual aids and mind mapping
Switches attention to more enjoyable tasks	→ Motivation - try to include students interests or rewards
	→ Monitor progress by providing opportunity to 'check in'



Parent / Carer

Use short and regular instructions and encouragement. Offer reminders and check how things are going regularly. Link rewards such as TV time or computer game time to the successful achievement of their daily routines – particularly the important self-care / organisation routines that you have created visual lists for. Use novel or valued rewards to help motivate when a task is new or particularly challenging.



Planning and Prioritisation

Ability to organise self in order to complete tasks. Requires the child or young person to determine what information is important and what is not.

Potential Issues	Potential Strategies
Difficulty following timelines	Ensure child can verbalise and understand what they are required to do
Has difficulty completing longer projects in a logical order	Provide check lists and encourage use of to-do lists in order to help planning process
Can become overwhelmed by irrelevant information and has difficulty to determine what might be needed	Take an active role in helping child determine their priorities
	Encourage them to take more responsibility over time



Parent / Carer

Use the visual prompts and lists that have been referred to above. Refer to them regularly to help increase your child's use of them and less dependence on you. Use your child's ideas and preferences (e.g. a cartoon character) to help decide the best way of displaying regular tasks, or making notes about new ones. Always allow time for repeating back instructions, discussion and questions and to allay any fears or anxiety, particularly when your child is struggling with working things out and making decisions.

Task Initiation

Ability to start task with minimal delay.

Potential Issues	Potential Strategies
Needs constant reminders in order to get started	→ Ensure child makes plan to complete task and understands what they are required to do
Takes cues from others before beginning group work	→ Provide visual cues as reminders
	→ Break task down into manageable chunks



Parent / Carer

Use short instructions and refer to any visual or written reminders that your child is accustomed to (as discussed above).

Flexibility

Ability to cope with change.

Potential Issues	Potential Strategies
Reacts negatively to change in plans	→ Keep to routine and timetables when possible
Difficulty adapting to new routines or timetables	→ Provide advance notice if plans are likely to change
Finds it difficult to move on to a new task if previous task incomplete	→ Opportunity to role-play or discuss situation that the child or young person may find difficult
Struggles with problem-solving due to difficulty finding alternative solutions	→ Break tasks down into smaller more manageable chunks so they are not overwhelming

Parent / Carer

 This is about using the visual reminders, lists, diaries and calendars that you have put in place to help not only on a day to day basis, but with the introduction of new routines or one-off events. When you let your child know about a new event may depend on whether you think they need lots of time to get used to the idea, or you may wait until nearer the time to avoid them worrying or repeatedly asking about it. Whenever you decide to tell them, allow time for repeating back instructions, discussion and questions and to allay any fears or anxiety, particularly when trying something new or different from usual.

Sustained Attention

Capacity to maintain concentration despite distractions, fatigue or boredom. Can often affect a number of the previously mentioned areas.

Potential Issues	Potential Strategies
Fail to complete tasks on time	<p>→ Allow for short breaks as necessary, gradually reducing amount needed in order to increase attention span</p>
Appears careless or rushes through more difficult or longer tasks	<p>→ Use a range of prompts or cues to keep children on task</p>
Easily distracted by environment e.g. outdoor noise, conversations	<p>→ Present smaller amounts of information at a time</p>
Difficulty following instructions	<p>→ Establish what works best for the child and when possible engage their interests to encourage children to learn more</p>
Has difficulty with reading comprehension	<p>→ Where possible, provide supervision to help the students stay on task</p>
Recalling information can be difficult	<p>→ Use of rewards as an incentive</p>



Parent / Carer

Provide appropriate challenge but be realistic about setting expectations related to any task or job around the house. Where possible, make it fun or exciting and incorporate favourite music or characters (for example) to maintain interest and momentum. Where a task is more mundane it should be done in a place that the child is least likely to be distracted. Allow breaks and movement and link achievement to rewards that you know your child will value and enjoy. Think about linking different aspects of a task to a reward (e.g. doing all the steps required, completing on time).

Response Inhibition

Ability to 'think before you act' and to inhibit inappropriate responses. Awareness of how behavior may affect others.

Potential Issues	Potential Strategies
Speaks out of turn in class	Establish 'classroom rules' e.g. wait for others to finish speaking before you do, use agreed strategies in classroom to request support
Makes comments which may be perceived as inappropriate or mean	Ensure child understands required behaviour both in and outside of the classroom

This table continues on the next page

Difficulty taking turns in conversations



Reward and praise self-control

'Talks back' or retaliates to peers or teachers



Use positive behaviour strategies as agreed



Parent / Carer

Be clear about boundaries for behaviour and verbal responses. Be consistent about applying the boundaries and use positive language to communicate what is acceptable and expected e.g. "It really helps me to listen to you when you wait until I'm finished speaking to your brother." Think about non-embarrassing signals that you can use to remind your child to wait or to stop, and reward them when they recognise and act on them.

Emotional Control

Management of emotions in a variety of situations in order to successfully complete tasks and to behave appropriately.

Potential Issues	Potential Strategies
Tantrums	→ Routine is important so that child knows what is expected of them and to reduce stress
Overreaction to seemingly minor problems	→ Increase use of positive self-talk and coping statements
Anxiety	→ Source the cause of their anxiety → Present smaller amounts of information at a time with achievable goals or targets
Easily disappointed by setbacks	→ Steer the child onto other positives which have been achieved
Difficulties with peers	→ Encourage supervised group work



Parent / Carer

Think about any patterns you have noticed. Does your child get upset or react in particular circumstances? Where you have the choice and it benefits your child, are there some situations you could avoid? Where it is necessary (e.g. the dentist), or there are important life skills to be learned (e.g. supermarket shopping / using money), avoidance isn't always the best option. In this case, think about how you can make the activity more routine (e.g. weekly, at the same time) and what you need to do to prepare and support your child in their involvement (e.g. reading stories, watching film clips or other enjoyable activities). Discuss methods of 'self-soothing' with your child – what appropriate things could they do or say for them self to allay anxiety?



Executive Function, Numeracy and Learning

Understanding numbers helps us to function responsibly in everyday life and contribute effectively to society. It increases our opportunities within the world of work and establishes foundations which can be built upon through lifelong learning.

When the above difficulties with executive skills are taken into consideration, it may come as no surprise that many children and young people with hydrocephalus have difficulties with numeracy. This is because so many aspects of numeracy are dependent on other skills such as, being able to think logically, being able to transfer skills from one context to another and having good short term memory skills. It is easy for children to fall behind unless they have achievable targets in their personal plan which are worked on together with the child, parents and staff with plenty of opportunities for success. Poor mathematical skills are also likely to be influenced by language and literacy difficulties (described further below).

Potential Issues	Potential Strategies
Poor short term memory and difficulty in mentally processing numbers	Use a variety of active approaches to learning numbers to reinforce understanding and previous learning. Establish what the child's interests are and use these to motivate and enthuse children
Unsure about place value and setting out numbers	Transfer children's skills into real life settings for example, when lining up to go out of the classroom, taking turns while playing games. Play sequencing games to reinforce concepts and skills

This table continues on the next page

Finding difficulty in setting out work and needing to think logically



Use a range of concrete materials to aid memory, give frequent opportunities to practice the same skill, which helps ensure success

Some symbols may be confusing for children such as, more or less than, directional signs



Keep instructions clear and remove visual distractions. Play games which require children to use visual discrimination. Plan how to introduce symbols at a rate which the individual child can best manage without confusion

Many children will struggle with too many stimuli being presented to them at the one time



Avoid similar colours, for example difficulty in distinguishing shades of the same colour and limit number of objects to a minimum



Point for Reflection

Ask yourself the following questions: How do you plan for active learning approaches to be a regular and supportive feature of children's learning in your class? How can you organise and plan for children's experiences particularly in the area of numeracy to be meaningful but still allow for progression in learning?



Parent / Carer

Numeracy supports many life skills such as telling the time, using money, weighing and measuring in cooking. Introducing numeracy in daily routines (e.g. using a clock) or in games (e.g. playing shops) will support your child's use of numbers in everyday life. As your child gets older, think of activities that continue to support and allow your child to practice their numeracy skills and encourage independence e.g. baking, shopping, working out a savings plan for a new bike.

2 Language and Literacy Communication and Comprehension

Language skills, including comprehension (understanding of language) and expression (production of language) are incredibly important for learning in the classroom and in everyday life. There is a need for young people to be able to communicate effectively both face-to-face and in writing through an increasing range of media. These skills can be more difficult for children with hydrocephalus as they may have difficulty with some aspects of understanding of language and literacy. These difficulties are often masked by adequate expressive language skills that children with hydrocephalus have. In fact, many young people with hydrocephalus have excellent reading skills which can further mask problems with language, but we need to be aware that **reading** and **comprehending** are two different skills.

Therefore it is important to think of the language and literacy experiences provided for children. The best experiences are those which are embedded into everyday routines, which allow children to learn in active meaningful contexts.

Potential Issues	Potential Strategies
Children may be very talkative but what they say can also be repetitive	Ask questions to clarify the child's understanding. Engage in high quality conversations with the child, as appropriate to their stage of development, to keep them on task
Difficulties in responding to particular questions and comments	Ensure all staff working with the child understands their difficulties so all can support the child appropriately. Encourage the child to explain themselves more clearly if necessary

Have a very literal understanding of language, e.g. understanding jokes, indirect requests, sarcasm and poems



Ensure instructions are suitable and clear. Frequent use of the child's short term targets with the child, will reinforce learning and achievement. Make sure that formative assessment comments are clear and unambiguous. Children often respond better to a range of multimedia and practical learning approaches

Have difficulty with the social aspects of language, e.g. following conversation rules such as taking turns, personal space



Try using a sloping desk and uncluttered written instructions. Try writing in an interesting relevant context or play situation. Using the computer for some children may help encourage children to write more imaginatively. Play sequencing games to encourage left to right. Create interesting formats which encourage the child to participate

Difficulty keeping on topic (school work and/or conversations)



Encourage children to talk about what they see. Play games which help their visual discrimination. Find out what interests the child and provide interesting text to read

This table continues on the next page

Difficulty with word retrieval → Use of visual prompts

Poor writing skills → Use a range of materials such as black felt pens to give a clear mark

Following text which looks different, such as on a computer screen, a poem or list → **Break text down, line by line or sentence by sentence**



Point for Reflection

Ask yourself the following questions:

How am I meeting the literacy needs of the learners in front of me?

What could I do to help children progress well? What do I need to keep doing but what could I change to help children learn more?



Parent / Carer

Use lots of questions in your discussions with your child to check that they have understood what is happening and what you expect to happen next, particularly if they are required to do something. Remember that shorter more frequent instructions may be needed. If you find your child is repetitive or frequently comes back to a specific topic, set aside 'talk time' for that topic and perhaps use 'talk time' as a reward for doing their best in the task at hand. Play games that encourage your child to listen and understand then respond appropriately (e.g. playing at being a vet, doctor, teacher, parent, a good friend). These 'role play' games can help your child rehearse different scenarios that might be difficult for them. Increased familiarity with different types of conversation can lead to increased confidence and can boost your child's sense of well-being.

3 Health and Wellbeing

If children and young people are healthy and emotionally secure they will be more able to develop the capacity to live a full life. Through health and wellbeing children are learning to develop an understanding of the physical, emotional and social factors that influence their health and wellbeing. With a sense of wellbeing they will be better able to deal with the unexpected and cope with adversity. It should also enable them to recognise and deal with the many different pressures in life, and identify when they need support. They should learn to find appropriate sources of information and help to make informed choices and live a healthy, fulfilled life.

Potential Issues	Potential Strategies
<p>Children with hydrocephalus may be more likely to show behavioural issues</p>	<p>Use positive behaviour strategies understood by all children. Some children may benefit from a particular personal emotional and behavioural plan and know they can practice their skills in a safe environment</p>
<p>Some children are particularly sensitive to noise</p>	<p>In organising the classroom make sure that the child is sensitively included but at times may sit in a group away from obvious distractions</p>
<p>Any particular sudden or immediate change or deterioration in behaviour</p>	<p>Contact the parent immediately and agree if further medical advice should be sought</p>

Table continues on the next page

Difficulties with spatial awareness may give children difficulties in managing the playground, moving objects and taking part in games



All children need access to high quality physical activity. Children with hydrocephalus should be encouraged to do most activities. Staff should be aware, however, that a child with a shunt may need to avoid some contact sports or apparatus if such activity produces unwanted symptoms. To help cope with playground times consider the use of a “buddy” system or a circle of friends to support the child outside



Parent / Carer

A secure home environment is of particular importance as this may be the place that issues in other areas of the child’s life are first recognised. Parents and carers are sensitive to change in a child’s behaviour and or general health (e.g. increased frequency in headaches). Sudden or gradual changes should trigger questions about possible health issues (e.g. shunt) or, recognition that pressures, hidden at school (for example), are apparent in the behaviours shown at home (e.g. fatigue or ‘melt downs’). The suddenness, frequency or extremity of the change may trigger different courses of action (e.g. seeking input from GP or neurologist; discussion with school about learning and / or peer relationships). Sometimes parents and carers can help by using many of the strategies and measures already discussed. Often they will need to work with health professionals, teachers, parents of peers and other people in the child’s life to support their health and well-being in all areas of life. See the following section regarding ‘Personal Support’.

Personal Support

The health and wellbeing of every child and young person is greatly enhanced through the individual support and pastoral care which they receive through having an identified member of staff who knows and understands them and can support them in facing changes and challenges and in making choices. Members of staff are often best placed to identify even minor changes of mood in a child or young person which could reflect an important emotional, social or mental health issue with which that child or young person needs help or support.

The National Improvement Framework and working with children with hydrocephalus

“The National Improvement framework” has been introduced to raise standards of learning and teaching for all 3-18 year olds. Its focus is on excellence and equity. Excellence through raising attainment ensuring that every child achieves the highest standards they can and achieving equity to ensure that every child has the same opportunity to succeed. It aims to help prepare children and young people with the knowledge and skills they need to cope in a fast changing world.

Learning across the curriculum is the responsibility of all staff. The Scottish Attainment Challenge intends to develop, reinforce and extend learning across the curriculum particularly in the three areas of health and well-being, literacy and numeracy which cross over all other areas of the curriculum. These three areas have particular relevance for children with hydrocephalus and how their learning can be best managed.

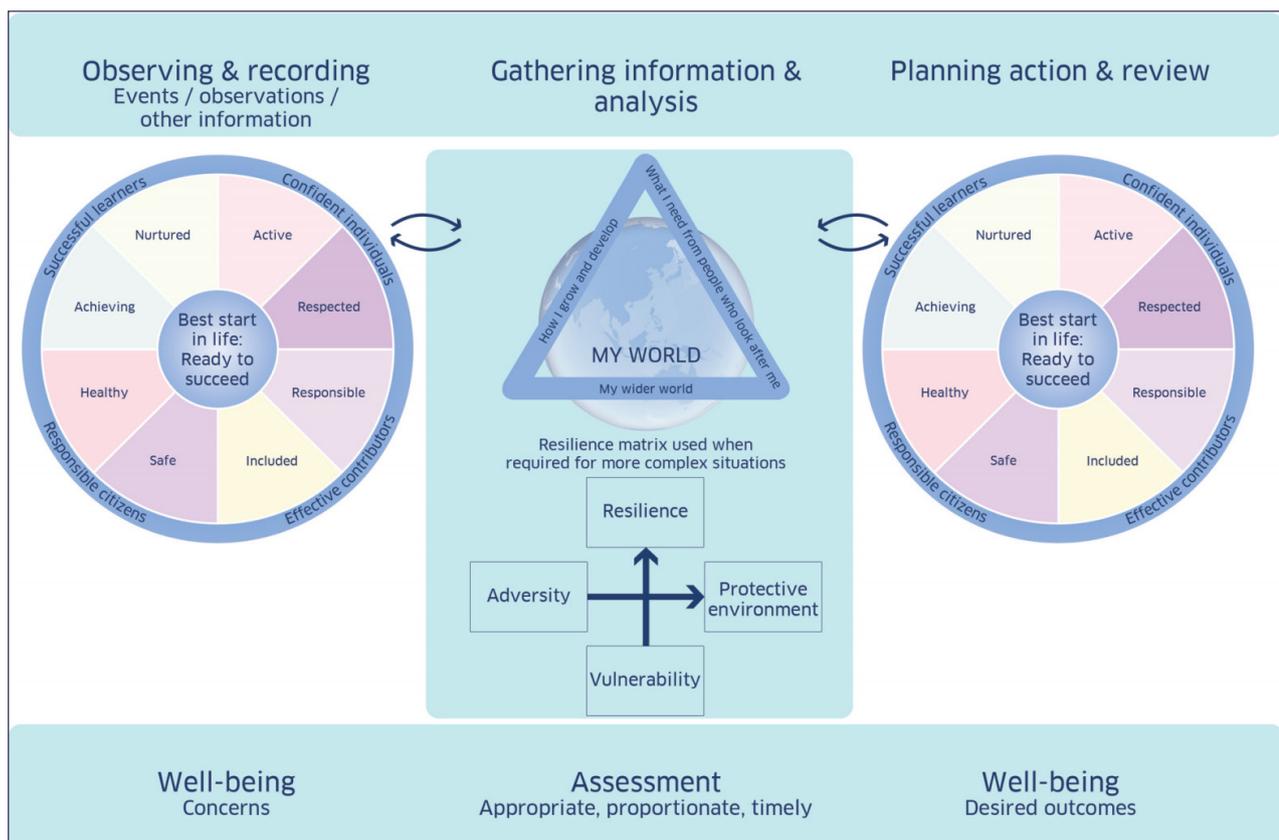
Working Together

Supporting children and young people in their learning involves a range of people both within and outwith the school setting, such as parents and carers, early learning and childcare staff and primary teachers, secondary teachers, support staff, and a wide range of other professionals in statutory and voluntary sectors. In most cases, children will require an Individual Education Plan (IEP) or in some cases a Coordinated Support Plan (CSP). In good practice, plans are created taking account of the views of the child, their parent, school staff and other relevant agencies. Plans should contain long and short term targets for the child to confidently achieve. It is useful to use the agreed short term targets as a weekly working document with the child. This acts as a reminder of the next steps in learning, the child’s achievements and progress. Staff have a responsibility to ensure that targets are regularly reviewed with the child or young person and parents to ensure the best possible provision.

The need for multi-agency partnerships is essential to ensure that children benefit from the earliest possible intervention. Working alongside and building partnerships with parents is paramount in achieving success for all children. Time invested in finding out wider information about a child who has hydrocephalus and their particular needs and issues is well spent. This may include, finding out about which agencies are involved with the family, communicating frequently with parents to create a shared understanding of a child’s needs, being responsive and show understanding that you value their input and knowledge about their child.

Getting It Right For Every Child

The Scottish Government is keen that we “Get It Right For Every Child” in Scotland by placing the needs of children first, ensuring they are listened to and understand decisions which affect them to ensure they get the very best help they require. The National practice model outlined by Scottish Government (below) at www.scotland.gov.uk/resource/doc/1141/0118076.pdf is helpful to see the contribution that staff should consider who work with children and their families.



It is a useful reminder to ensure that children receive the right help at the right time. The Wellbeing wheel has eight wellbeing indicators. These areas are described as being nurtured, active, respected, responsible, included, safe, healthy and achieving. They sit firmly within the context of Curriculum for Excellence and highlight areas in which children need to progress now and for their future. The “My World Triangle” helps staff understand the experiences a child has, for example what they need from others and how they grow and develop and the impact of the whole child’s community.



Point for Reflection

You have a child with hydrocephalus in your class.

What do you need to know about this child and what can you do better in order to help them progress? Using the link above access the practice model on “Getting It Right for Every Child”

Use the information in the “My World Triangle” and the “Well-being wheel” as a guide to thinking about the best possible support you could offer.

The components of the practice model have been designed to ensure that information about children and young people is recorded in a consistent way by everyone involved with the child. This should help in providing a shared understanding of a child or young person’s needs and identifying concerns that may need to be addressed.



Finally

This information has been put together to help ease children's learning experiences in school or early learning and childcare settings and to celebrate their achievements both in school and the wider community. All children develop and gain knowledge at their own rate and in their own particular ways. All children need opportunities to build their resilience, confidence and self-esteem in a safe supportive environment to feel secure and accepted.

Children with hydrocephalus are no different.

Spina Bifida Hydrocephalus Scotland (SBH Scotland) has built up a significant amount of expertise in supporting children, their families and a wide range of professionals who care for, or work with, children with hydrocephalus.

If you do have a child with hydrocephalus in your establishment and you would like further support to provide for the child's particular needs SBH Scotland will be happy to respond to any request.

Further information and acknowledgements

What is curriculum for excellence?

[https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/What](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What)

The National Improvement Framework – Achieving Excellence and Equity

www.gov.scot/Resource/0049/00491758.pdf

Building the Ambition

<https://education.gov.scot/improvement/Pages/elc1buildingtheambition.aspx>



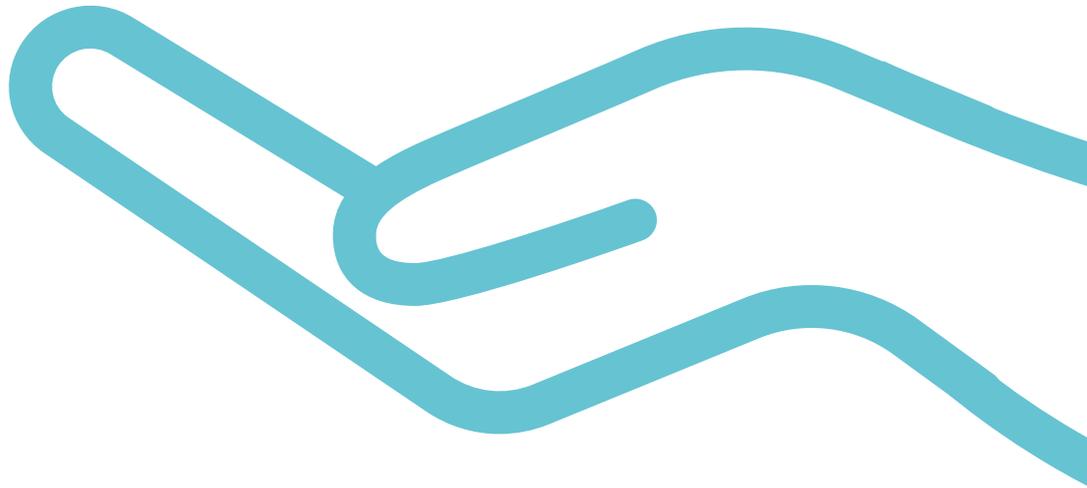
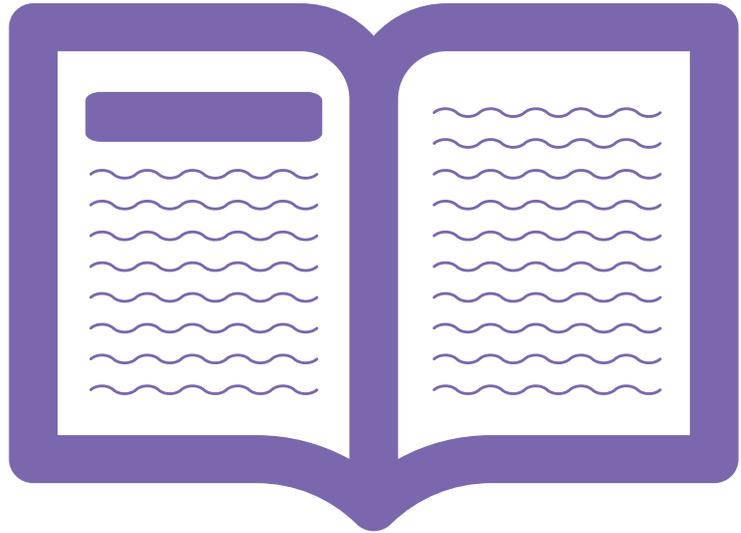
Getting it Right for Every Child

www.gov.scot/Topics/People/Young-People/gettingitright/what-is-girfec



Scottish Attainment Challenge

<https://education.gov.scot/improvement/Pages/sac1tosac11scottishattainmentchallenge.aspx>



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If you have questions or would like further information, please call the **SBH Scotland Helpline** on **03455 211 300** or email **support@sbhscotland.org.uk**
For general enquiries call **03455 211 811**, visit **www.sbhscotland.org.uk** or visit our dedicated site on Hydrocephalus and Young People at **www.hydrocephalusscotland.org.uk**

Contact us if you require this publication in another format or language.

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