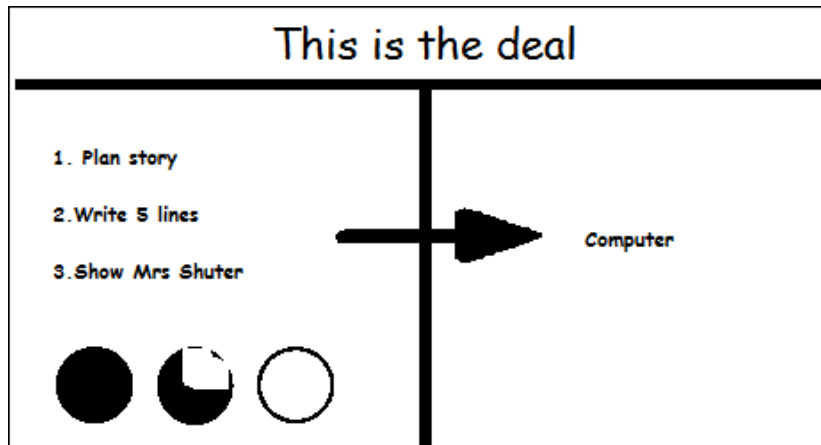




The Deal Card



Deal cards work on the principle of "if you do this then you can have that". The aim is to always work towards a positive. Deal Cards are visual, they cannot be changed and they can be referred to by the pupil throughout a task or a lesson as a reminder. The adult can point to the Deal Card as a prompt, avoiding the use of language.

Why use a Deal Card?

- Some pupils find it hard to motivate themselves to complete a task or activity.
- Some pupils are not motivated by ticks or merits alone and a reward at the end of the week is not instant enough. These pupils need instant rewards chosen by them. If the reward is not chosen by them it will not be motivating.
- Deal Cards should be used to motivate a pupil to complete a single task or a series of tasks in a lesson. They can also be used as part of transitions

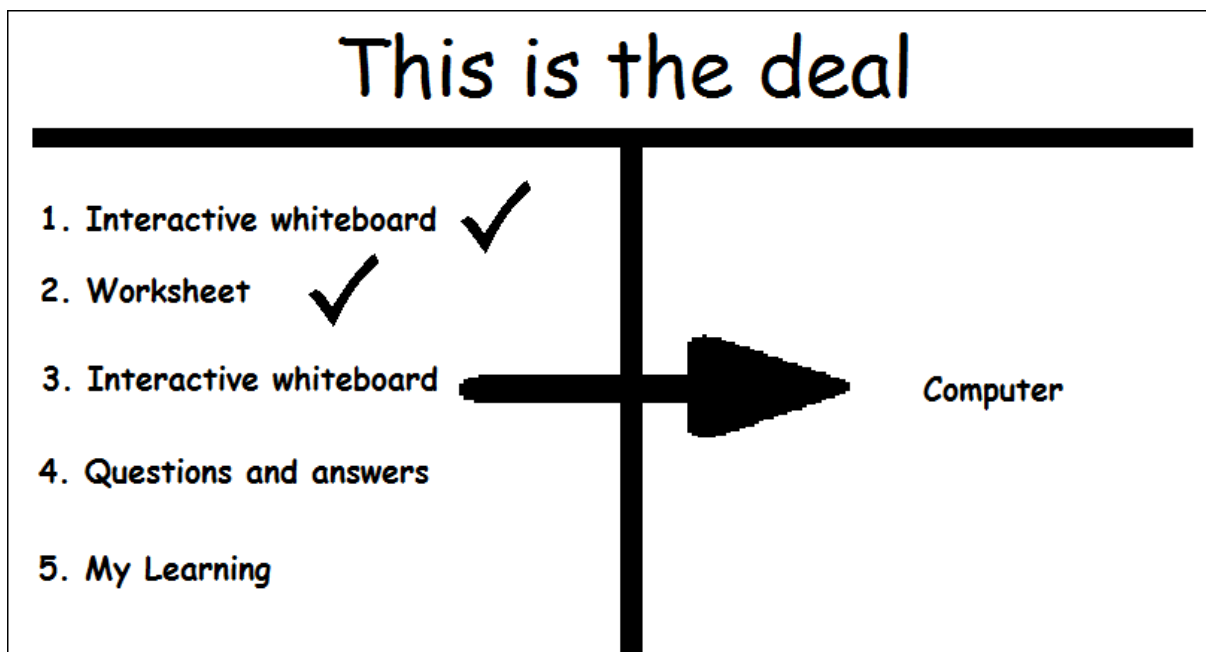


Who needs a Deal Card?

- Some pupils will need to use a deal card for every lesson.
- Some pupils will need to use a Deal Card for specific lessons
- Some pupils may need a Deal Card as a one-off to motivate them to complete a task.

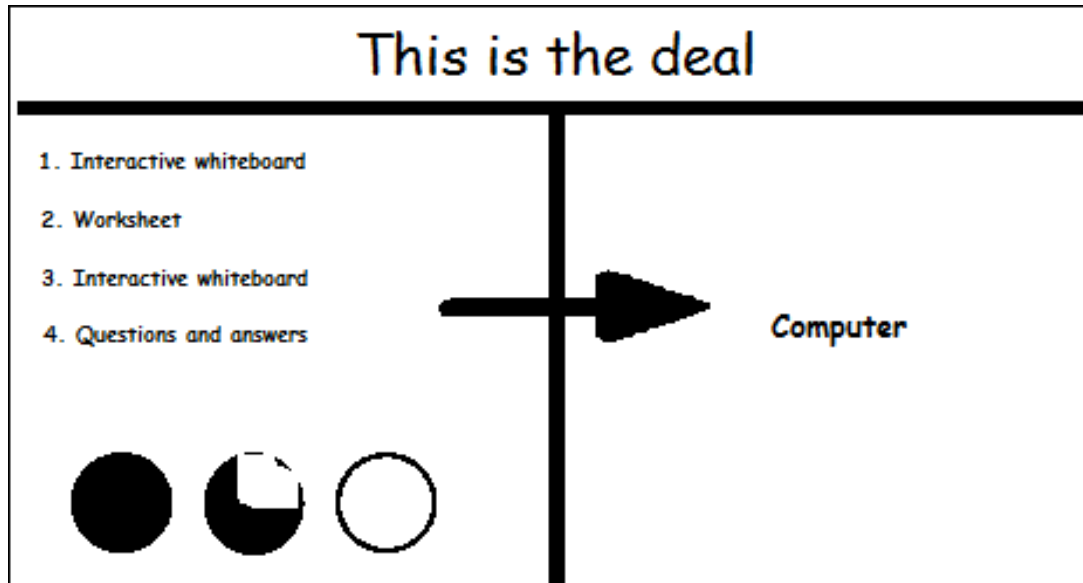
Making the deal - Writing a Deal Card

1. Write the sequence of the lesson & tick off as progress is made:

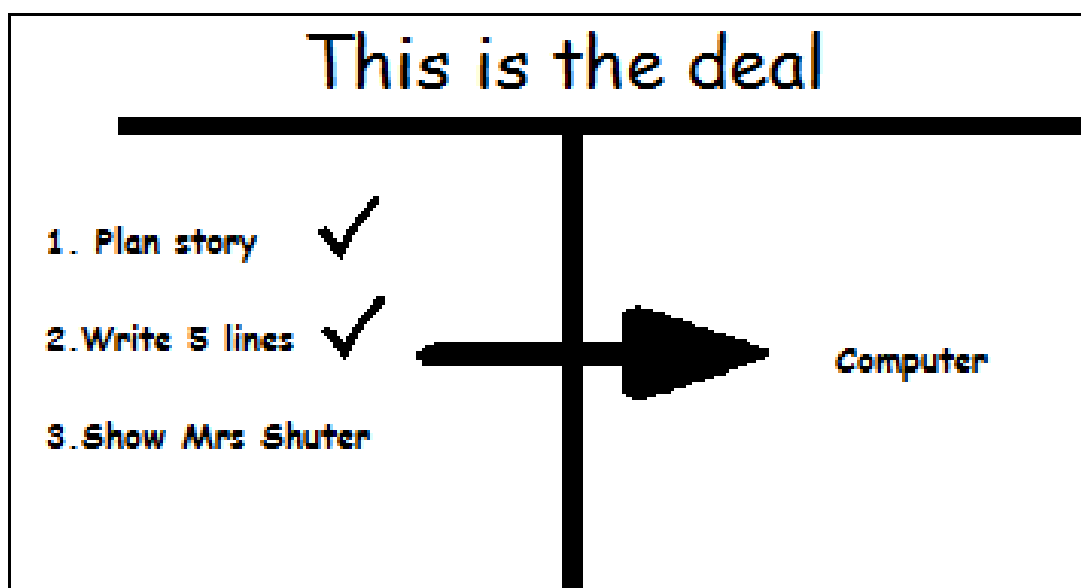




2. **Deal Card with circles:** The circles show the passage of time. Gradually colour in the circles as the pupil progresses through the lesson and use as encouragement to earn the reward.

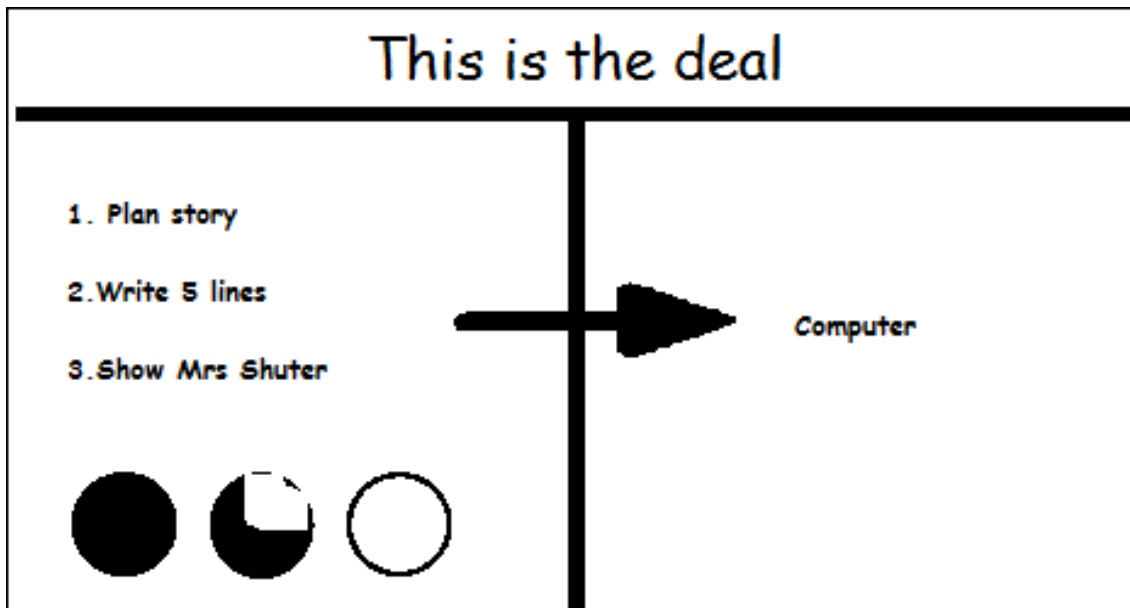


3. **Main Task** - write the individual parts of the main task in the lesson and tick off as achieved.

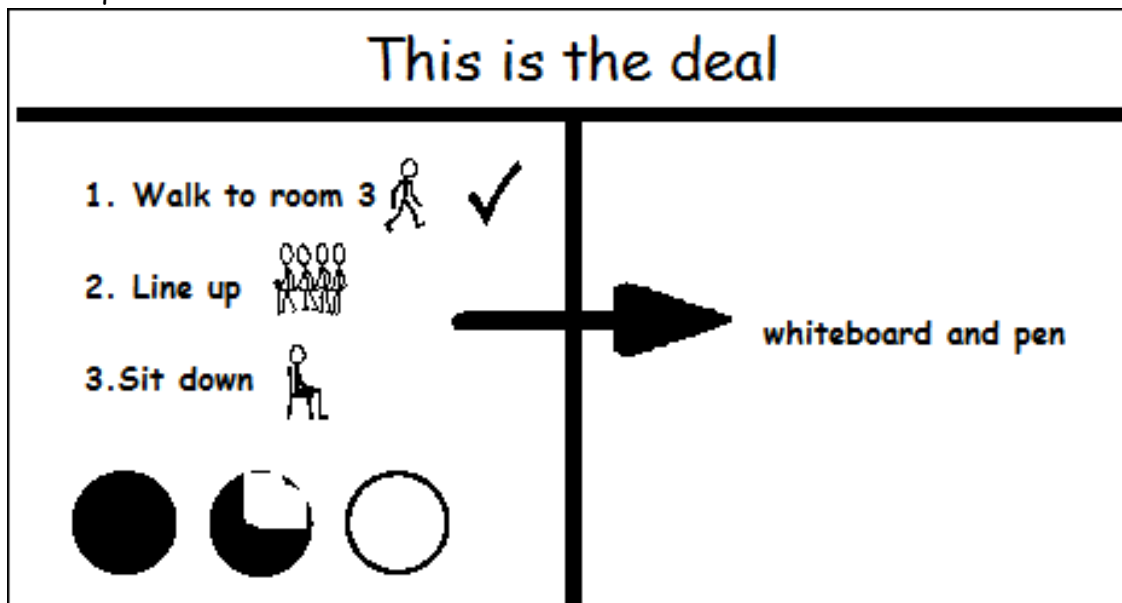




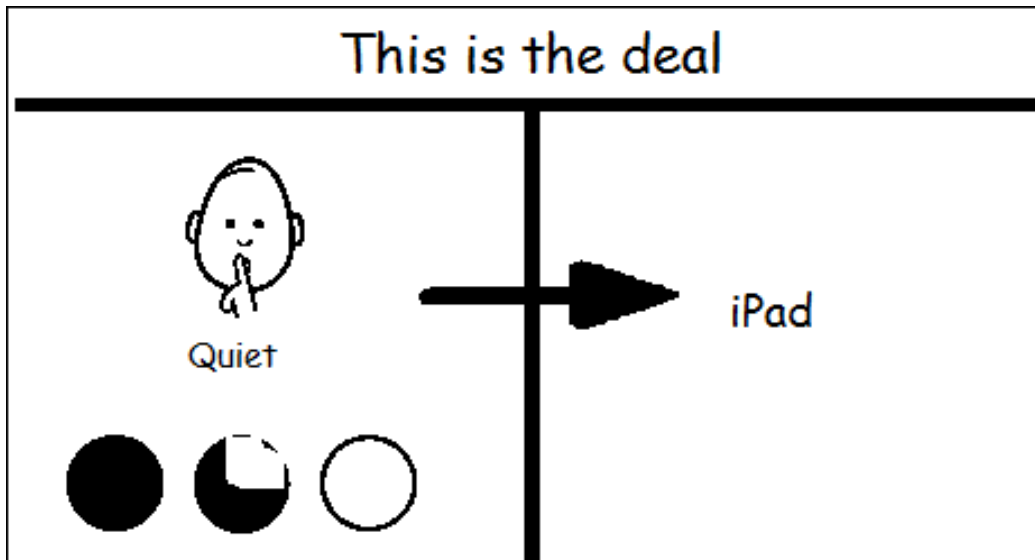
4. **Main task with circles** - The circles show the passage of time and can be coloured in at any appropriate rate, depending on how well the pupil is working. If things are going well, slow it down, not so well speed it up.



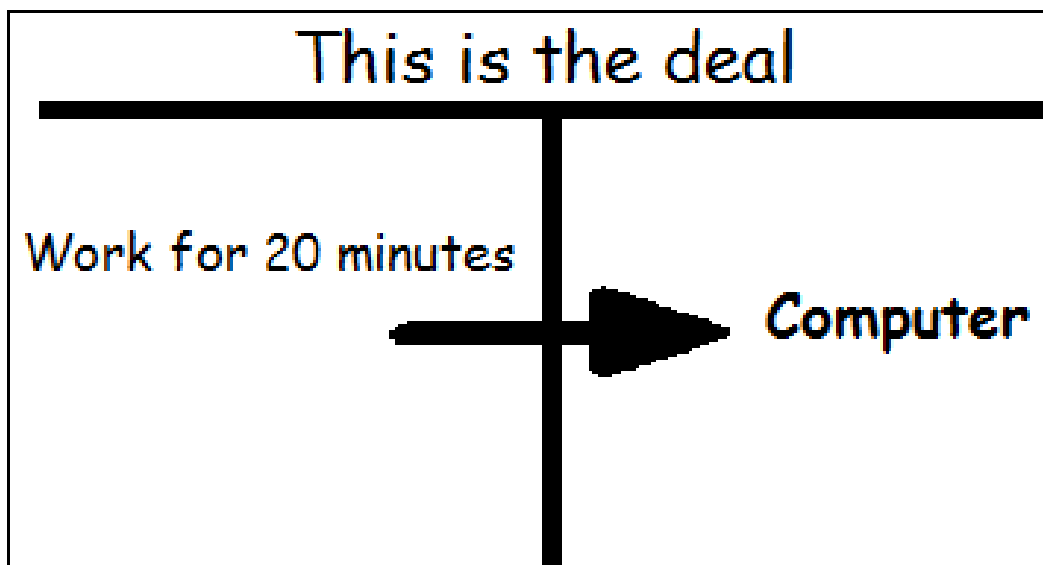
5. **Expectations of behaviour:** Colour the circles in as the pupil progresses through the sequence.



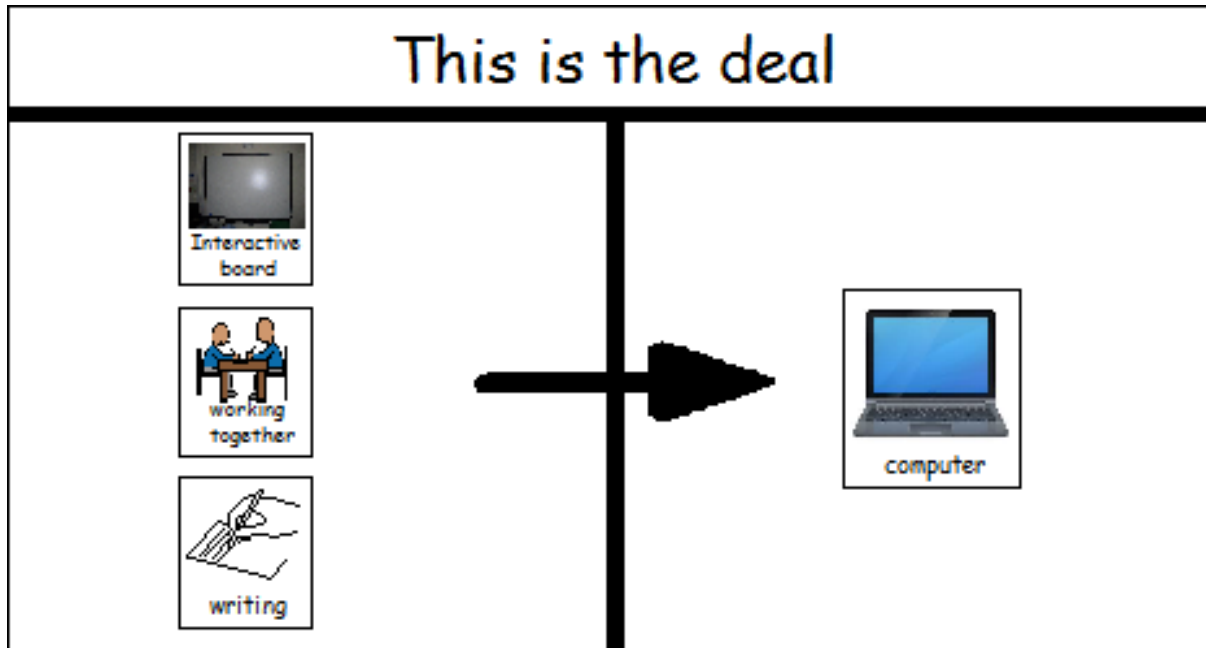
6. **Expectations of behaviour** - If the pupil remains quiet the circles are gradually coloured in. If the pupil makes inappropriate noise *do not* rub the colour out, instead show the pupil that you are not adding more colour. It is important to work towards the positive.



7. **Using time** - This may be too general for some pupils because it is not giving explicit information of what to do but it may work for some. Be careful - some pupils may sit and do nothing for 20 minutes!



8. Use photos/symbols/sketches for pupils who are not confident readers.



Rewards:

- Pupils need to choose the reward themselves so it is motivating for them.
- Pupils may need a visual choice for appropriate rewards.
- The reward should always be given, otherwise the Deal Card will not work next time.



Practical Lessons & Double Lessons:

- Most pupils are more motivated during practical lessons so Deal Cards are often not necessary.
- Double lessons can be too long for some pupils so a Deal Card may help specific pupils. Staff will need to use their judgement if one is necessary and consider:
 - Are there enough staff?
 - How may it disrupt the lesson?
 - How will it disrupt the pupil's learning?
 - Could the reward be accessed discreetly in the classroom?