
Growing Learner Independence

Kaiawhina PD 2022

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RTLB CLuster 34



**Ka whangaia, ka
tupu,
ka puāwai.**

**That which is
nurtured grows,
then blossoms.**

Whakawhanaungatanga



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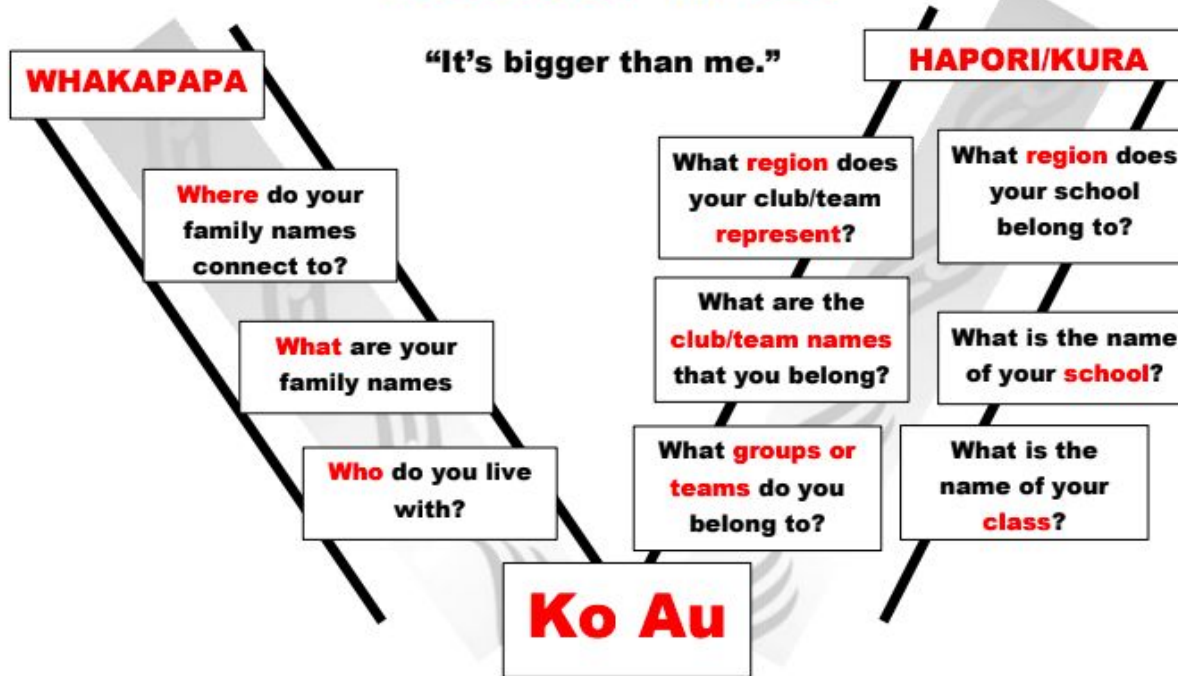
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Whakawhanaungatanga

TUKU IHO



Today's Session

Evidence based universal strategies to promote inclusion and independence in the learning space...

- Understanding learners
- Why are some ākongā reliant on support?
- Practical strategies to support:
 - The rule of five
 - Use the students name first
 - Giving positive direction
 - Explicit descriptive commenting
- Reframing the behaviour. Why, what and the how?
- Use of visuals
- Sharing and Q&A time

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-
- ★ On a scale from 1-5, How confident are you at empowering mokopuna independence? (1 not confident, 3 somewhat confident, 5 no support required)
 - ★ What are greatest challenges in your role in regards to encouraging learner independence?

1

3

5

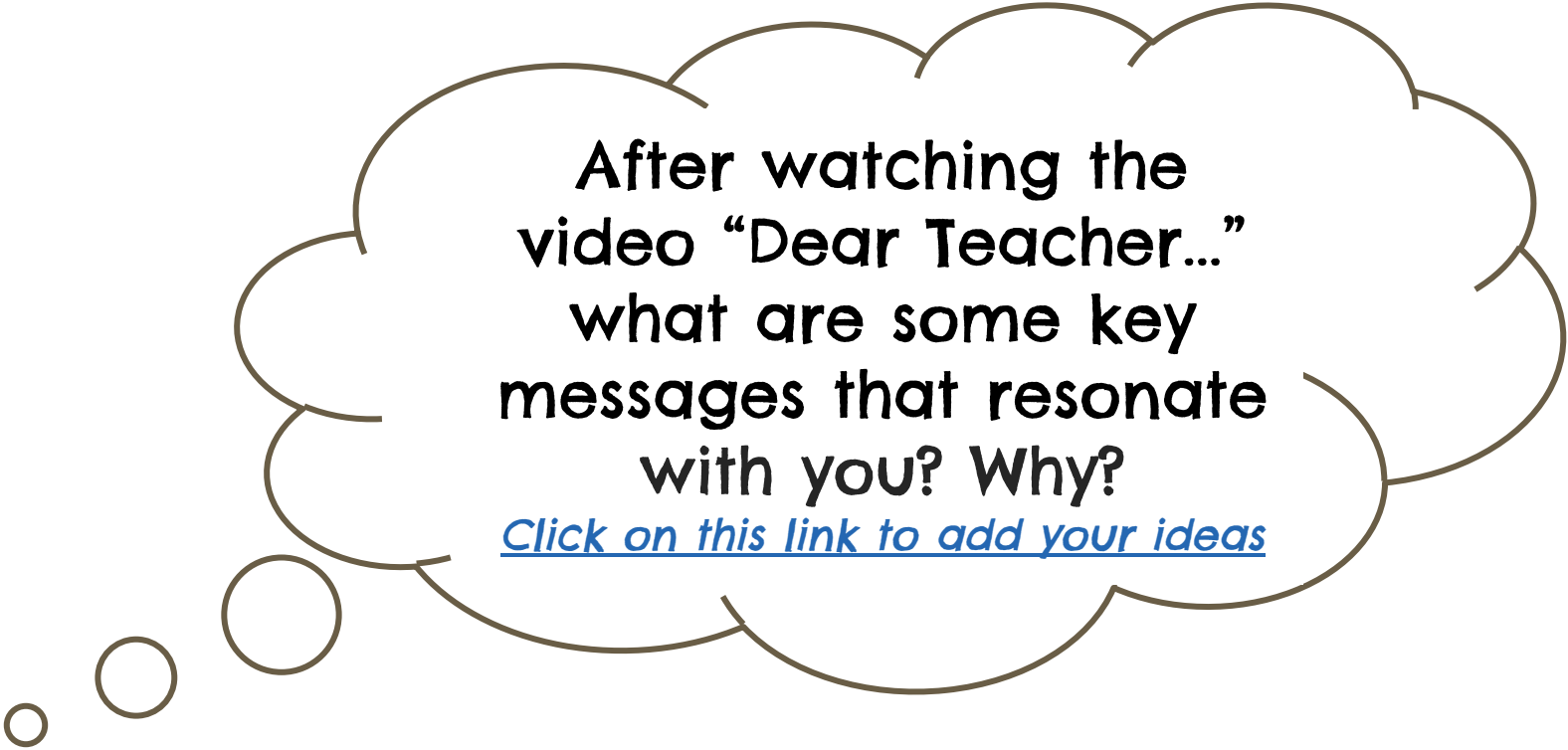
Inclusion

Inclusion and Adult Support Inclusion is a way of thinking—a deeply held belief that all children, regardless of ability or disability, are valued members of the school and classroom community. Inclusive classrooms are places where all students “are integral members of classrooms, feel a connection to their peers, have access to rigorous and meaningful general education curricula and receive the collaborative support to succeed” (Causton-Theoharis & Theoharis, 2008, p. 26).

What does my brain need?



Brainhighways, (2015)



**After watching the
video “Dear Teacher...”
what are some key
messages that resonate
with you? Why?**

[Click on this link to add your ideas](#)

**Why are some learners
reliant on support?**

Neurotypical + Neurodivergence = Neurodiversity



At the top of the poster is a circular logo composed of many small, colorful segments. Below the logo, the text reads: "HERE IS A DIVERSE GROUP OF PEOPLE". Underneath this text are eight icons of human heads in profile, each with a different colored shape inside: a triangle, a square, a hexagon, a square, a square, a circle, a square, and a vertical bar. Below these icons, the text reads: "THESE BRAINS ARE THE MOST COMMON. THEY ARE TYPICAL." At the bottom of the poster, there are four icons of human heads in profile, each with a different colored shape inside: a triangle, a circle, a hexagon, and a vertical bar. To the right of these icons, the text reads: "THESE BRAINS BRANCH OUT FROM THE MOST COMMON. THEY ARE DIVERGENT." At the very bottom of the poster, in small text, it says: "Concept adapted from Sorriy (2020)."

Learner Brain vs Survival Brain

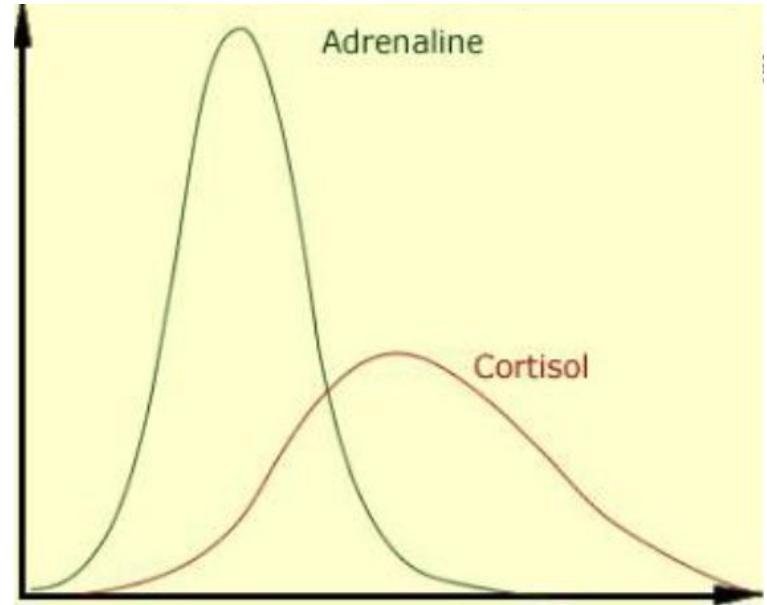
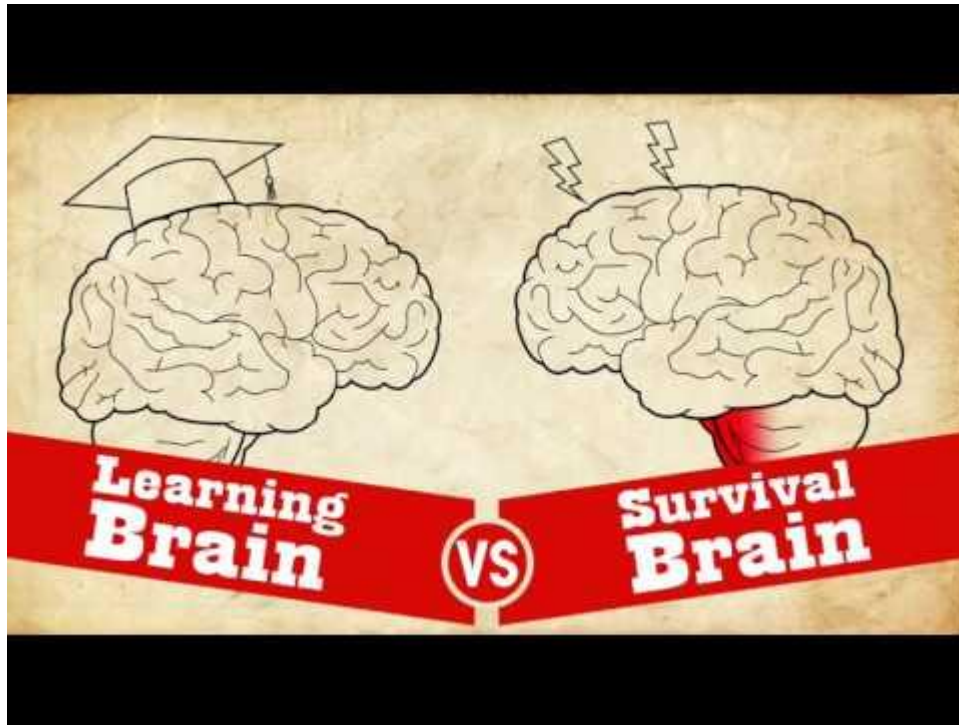
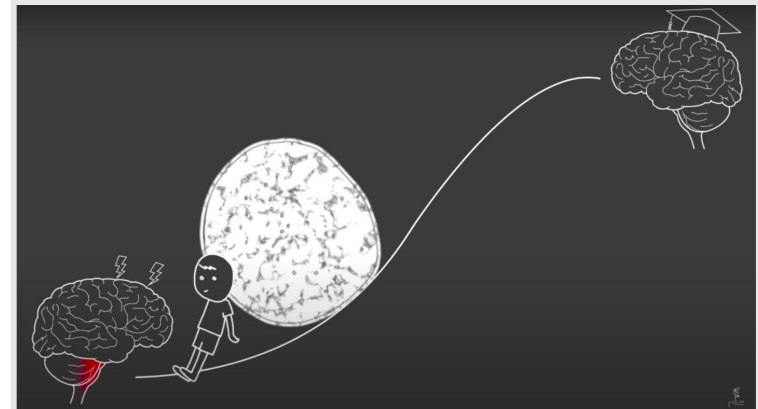
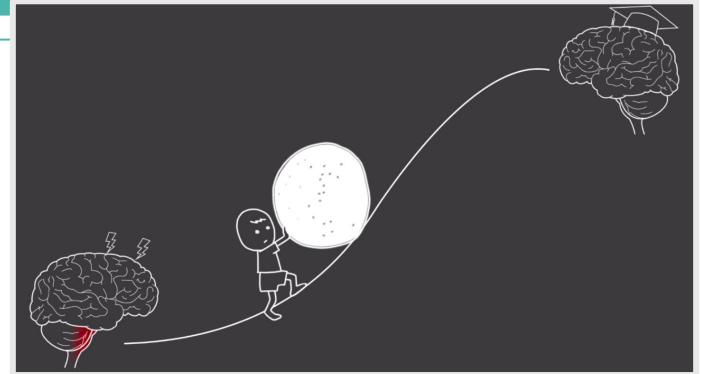
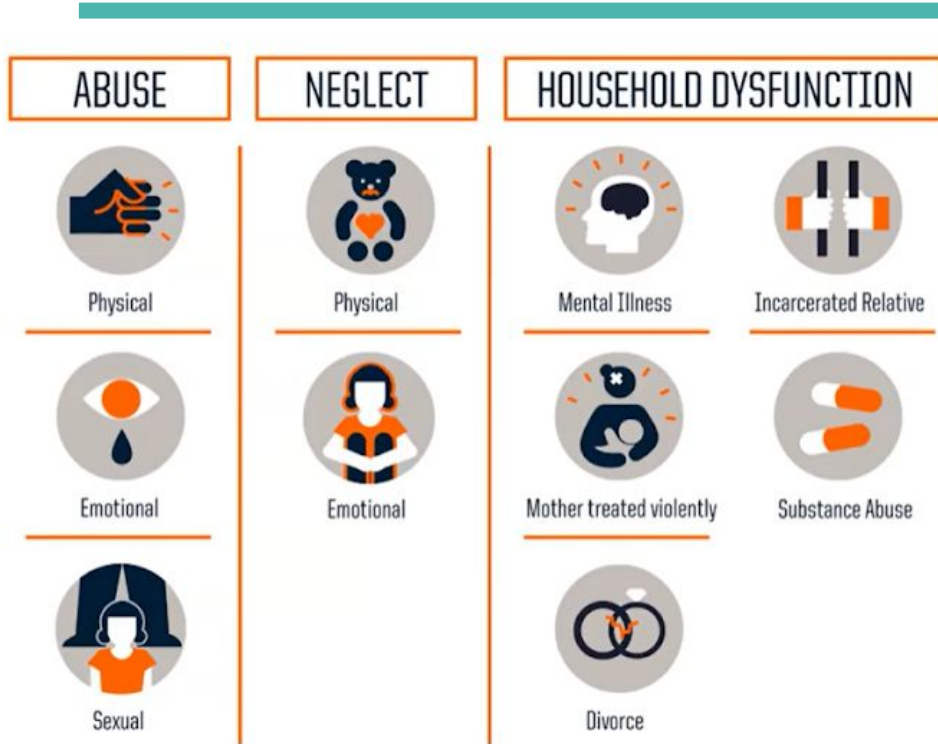


Image retrieved from: S. (2014, August 2). *Modeling the Adrenaline and Cortisol Example*. SlideServe. <https://www.slideserve.com/selia/modeling-the-adrenaline-and-cortisol-example>

Adverse childhood experiences (ACEs)



Stress Response: Psychological effects

We typically react to the physiological effects of the stress response in one of two ways

Active

- Run
- Throw
- Fight

Passive

- Freeze
- Hide
- Stop responding

We all have both active and passive responses to stress. Usually one type of response is more dominant so it's more visible

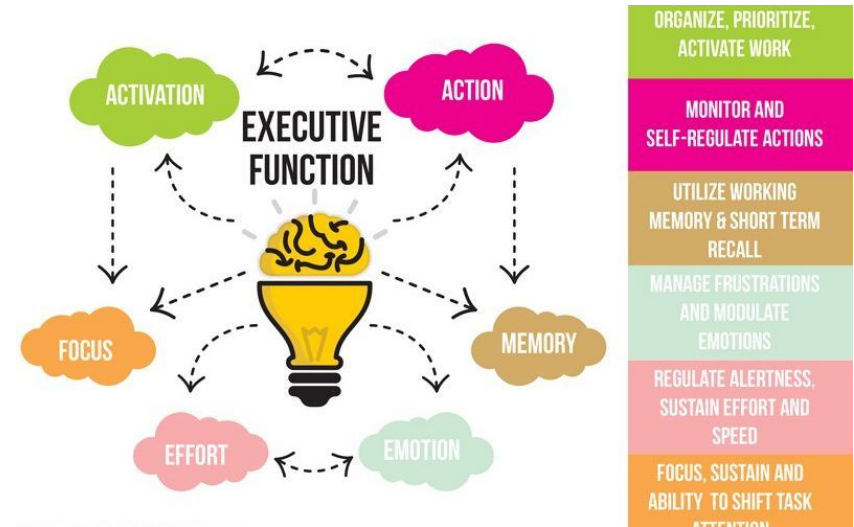
Executive Functions

Executive functions are often referred to as “the management system of the brain.” They require the skills to enable goal setting, planning and achieving what's been set. Poor executive functions impacts learning, home and social interactions. There are three main areas of executive function:

- **Working memory** (working with information without losing track of what we're doing)
- **Cognitive flexibility / Flexible Thinking** (The ability to cope with change)
- **Inhibitory control** (includes self control)

Executive function is responsible for:

- *Paying attention*
- *Organizing, planning, and prioritizing*
- *Starting tasks and staying focused on them to completion*
- *Understanding different points of view*
- *Regulating emotions*
- *Self-monitoring (keeping track of what you're doing)*



Supporting students who have experienced trauma

Some = **s**ee Me

Children = Give me some **C**ontrol (**C**hoice)

Hate = Tell me what is **H**appening

Broccoli = Tell me I **B**elong

Mushrooms = Protect my **M**ana



(adapted from Kathryn Berkett model)

EXAMPLES	Looks like	Sound Like <i>Be specific</i>
SEE me	<ul style="list-style-type: none"> Adults smiling (a smile means I like you) Non verbal praise and communication (thumbs up, visuals etc) Providing positive feedback for every thing that _____ does well (no matter how small it may be) 	<p>“Hi _____, it’s great to see you today” “Hi _____, I missed you yesterday” “I am looking forward to hearing about _____” “Great job at...” “Well done, you are back after the bell, where are you going to choose to sit?”</p>
Give me a sense of CONTROL	<ul style="list-style-type: none"> Choice of where to sit i.e. sitting at the table (visual to support) Potentially a wobble stool or cushion for his seat (movement seeking). Provide a job 	<p>“Show me where you would like to sit...” Remind me of the expectations of sitting at the table... That’s right, you need to Awesome” “_____, I need your help... Could you do me a big favour...?” “Tell me what you would like to do at break time...” (potential to add options here</p>
Tell me what is HAPPENING	<ul style="list-style-type: none"> Adult checking in and checking out at break times (two medals and a mission). Supporting transition back to space. Universal visual (for the whole class) what to do after break time (supporting transition). 	<p>“You have done a great job at...” “It’s time to...” “When you have... Then you can...” “Kai pai to mahi, you _____”</p>
Show me I BELONG and protect my MANA	<ul style="list-style-type: none"> Opportunity to connect with peer/s i.e sitting at table together Adults providing support Opportunities for celebrations Non-verbal for prosocial behaviours (thumbs up, smiling, high five) 	<p>“I am so happy you are here, _____” “Why don’t you show..... the amazing effort you put into ...”</p> <p style="text-align: center;">Template created By Elesha Robinson and Megan Wright, 2021</p>

Creating Successful Outcomes...



When tamariki encounter difficulties we can be 'detective' by identifying and removing barriers. ***'When you see a child differently, you see a different child'*** Dr Stuart Shanher

- Find stressors → Reduce them
- Find unmet needs → Meet them
- Find skill challenges → Teach them

ADJUST

INSTRUCTIONAL
MATCH

SETTING

SUPPORT

SIZE

PARTICIPATION

INPUT/OUTPUT

TIME

[Printable Resource](#)

Information Overload



(RED Digital Marketing, 2017)

The Rule of Five: Fewer Than 5 Words, Wait 5 Seconds

Why?

Many people find the prioritisation of sensory information (what we see, hear, feel, taste) difficult, distracting or confusing. One strategy to support students is to limit the language we use to make it easier for them to understand and process information being given.

What?

Limit verbal interactions to provide time for students to process information.

How?

This strategy involves two challenges.

- 1) Reduce the number of words said in a sentence to fewer than 5.
- 2) Wait 5 seconds after each sentence to allow for processing time.



Use the Student's Name First

This strategy gains attention, and shows the student that an adult is talking to them, especially if other non-verbal cues have gone unnoticed (i.e. eye contact).

- Many students may miss information in the classroom setting which is not directed specifically at them.
- Acts as a prompt that an instruction is to follow which they will need to respond to.

“Research indicates that their difficulty stems from impairment in the ability to identify and attend to pertinent information, while filtering out other sensory information (Ashburner, Ziviani, and Rodger 2008 as cited in Massey University

Specialist Teaching Programme, 2021).

Give Positive Direction

The focus of this strategy is to explicitly tell the student what to do.

- Positive direction which states the expected behaviour is clear for the student to understand what they need to do.
- Response (behavioural) inhibition is difficult skill for many learners (where a behaviour can be stopped once it has started).
- Phrase instructions in a positive manner and be explicit in verbal interactions.

For example say “Jack, walk inside the classroom” rather than “No running, Jack.”

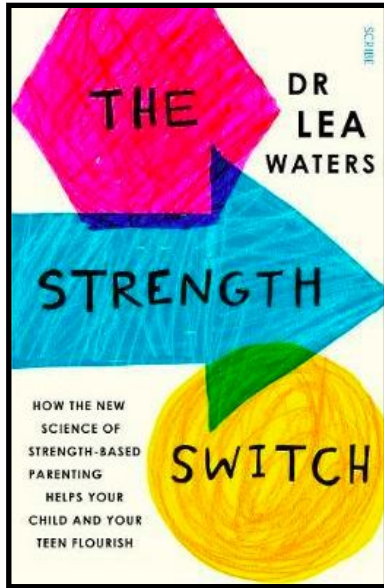
Words Matter

Instead of...	Try....
Stop yelling or Don't swear	
What a mess!	
It's not that hard.	
No!	
Stop crying!	
You need to listen	
That's wrong/ Look at what you've done	
Please stop running!	
Help me	

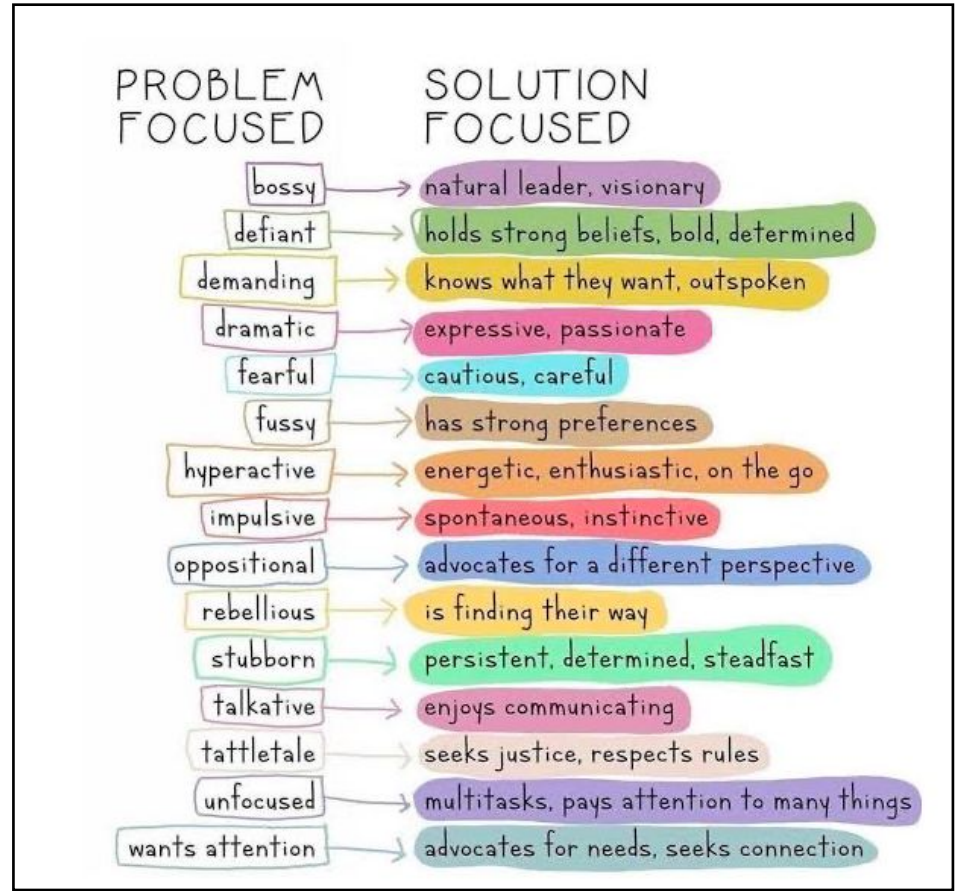
Reframing our thinking



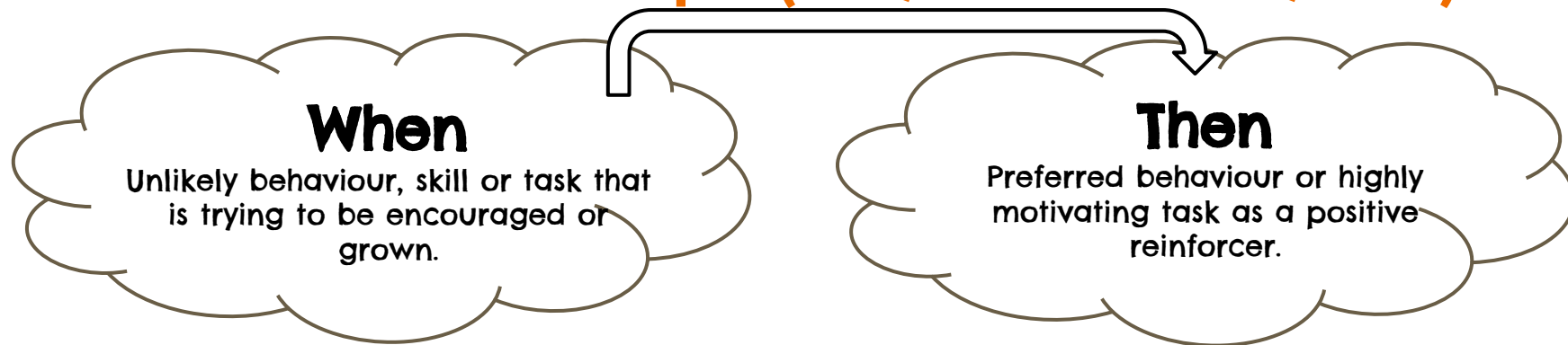
“He mana tō te kupu”
“Words have great power.”
(Altogether Autism, 2020)



“I wonder what underlying strength is motivating them to do that?” (Waters, L. p.51, 2017).



The Premack Principle (first/then or when/then)



Top tips:

- ★ Once first activity is complete, move quickly onto motivating task to ensure reinforcement is successful.
- ★ Be sure to pick first activity at child's level - don't make it too difficult.
- ★ Make sure that the visual is visible by child to encourage independence.
- ★ Ensure that the then task is motivating and fun for the child. To ensure the task is highly motivating, the child could develop a 'menu' of interest tasks to choose from.
- ★ If first then activity is easy, you can make it more difficult by adding in an additional task making the visual when → then → then.

Supporting Transitions - Give warnings

Predictability + Routine = Stability

A way in which teachers can create a predictable and stable environment during times of transition is by giving a warning verbally and visually.

"If they don't see it, you didn't say it" (Littek in Dharan, 2020)

A strategy which is used often is the countdown strategy...

- ★ Teacher: "_____ five minutes left on computer," (teacher may use hand gesture here).
- ★ Four minutes later: '_____ one minute left on computer,' (with the use of a visual timer).
- ★ When the time is up: 'Jack, computer time is finished!'



What if a child is not ready to transition?



Visual time tables

Bilingual Daily Visual Timetable

Te reo Māori / English - 80 learning activity/routine cards to help you build an effective daily visual timetable.

Rāhina 21 o Hōngongoi 2016

9:00 am

9:15 am

9:30 am

10:15 am

10:40 am

Whanau Hui
Class Meeting

Walata
Singing

Pānui ā Rōpu
Group Reading

Pānui Arahanga
Guided Reading

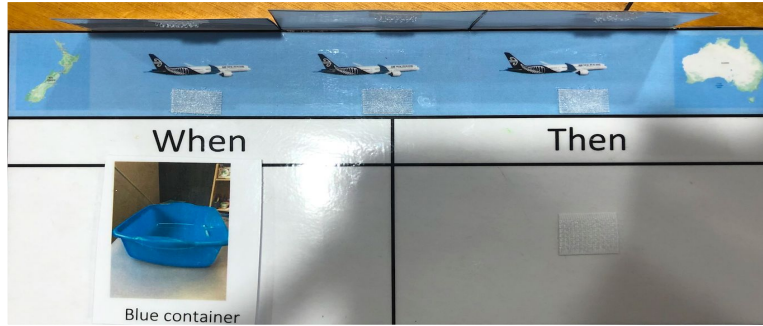
Tuhituhi
Writing

Wā moko
Morning tea

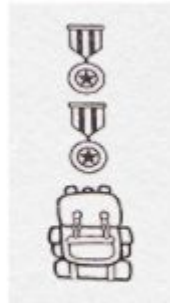
Kiwias!
Made for NZ

Writing	Date:
1. Do my personal writing	5. How many sentences did you write? ★ Sentence 1 ★ Sentence 2 ★ Sentence 3 ★ Sentences <input type="checkbox"/>
2. Choose a writing topic: <input type="checkbox"/> Class topic <input type="checkbox"/> Own topic	6. How many gold cards did you use today? <input type="checkbox"/>
3. Your Choice . . . Talk about your ideas with an adult. Yes No	7. Share your work: Yes No • Who did you share with? _____
4. What tasks did you complete today? a. _____ Y N b. _____ Y N c. _____ Y N d. _____ Y N	8. Play a literacy game till 10.45am 9. At 10.45am: • Put your gear away tidily • Add up your ticks & graph them 10. Go to play when the teacher says you can
	TOTAL TICKS <input type="checkbox"/>

Use of a Non Standard Timer



Check in/Check out systems



Date:		My Points Goal:			(%)		
Good job OK job Not so good Didn't do	Before Play		Before Lunch		Home Time			
	3	2	1	0	3	2	1	0
1. Brought my CICO book back to school		Yes (3)	No (0)					
2. Was in the right place at the right time								
3. Used kind words to other kids								
4. Used kind words to adults								
5. Remembered to use my 'talking voice'								
6. Came back from my breaks on time								
7. Kept my hands and feet to myself								
Comment								Today's Score

Organisation of equipment to promote independence



Reflection

- ★ Knowing what you know now, how confident are you that you have learned something new to support and empower mokopuna independence (1 not confident, 3 somewhat confident, 5 no support required)?

 - ★ Share a takeaway from this presentation that has either changed your thinking or that you can implement immediately.
-
-

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Resources

[Social and Emotional Coaching](#)

[Key Ring Reminders](#)

[Ring Visual Prompts](#)

[First Next Then](#)

[Non-Standard Countdown](#)

[Things to do- list](#)

[Feedback Form](#) (3-2-1)

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