



SOUTH AND EAST CHRISTCHURCH

Understanding Senses & Heightened Behaviours, and how they impact learners

Jo Falloon, Lisa Webber, Gwyneth Nuttall

Ko te kai rapu, ko ia te kite
One who seeks, shall find



Understandings to be Developed

1. The importance of knowing your learner
2. Introduction to behaviour
3. Feeling and emotions
4. Structures and routines
5. Calming tools

Tahi Knowing your Learner



Get to Know your Ākonga - Build Positive Connections

- See me, give me some control, tell me what is happening, show me I belong and protect my mana. (K Berkett)
- Stay Positive, Supportive, Proactive
 - Focus on the positives
 - Block, ignore, redirect negative behaviour
 - Make it fun and rewarding
 - Build in supports to maximise success!

Discussion—what does this look like in your practice?

How do you . . .

- Show the child that you see them?
- Give them a sense of control
- How do you check in with the child?
- Do you inform what the session is about?
- What do transitions back to the classroom look like?
- How do you uphold the students mana and show them they belong?

Are you Meeting the Child's Needs?

- + Are there ways you can make your session more hands on and engaging for your learners?
- + Are there a range of activities and suitable supports?

What does the child bring with them to your session

- + Are they Hungry? Tired? Upset? Excited? Anxious?
- + What has happened before they came to you—at home, in the classroom or playground?

Supporting Positive Behaviour

- Spot early warning signs
- Respond to needs effectively
- Known boundaries and routines (with Kaiako)
- De-escalate situations quickly
- Model calm behaviour and **positive responses**
- Support emotional regulation
- Take a break, or use humour if you or the tamariki are beginning to get dysregulated

ABC—Antecedent Behaviour Consequence

Antecedent

- Building positive relationships
- Boundaries and routines
- Positive reinforcement
- Interest based

Behaviour

- The behaviour not the child—non-judgemental
- Remember the contexts—family, school, sensory, COVID-19, trauma

Consequences

- Natural consequences
- Logical consequences
- Ignoring

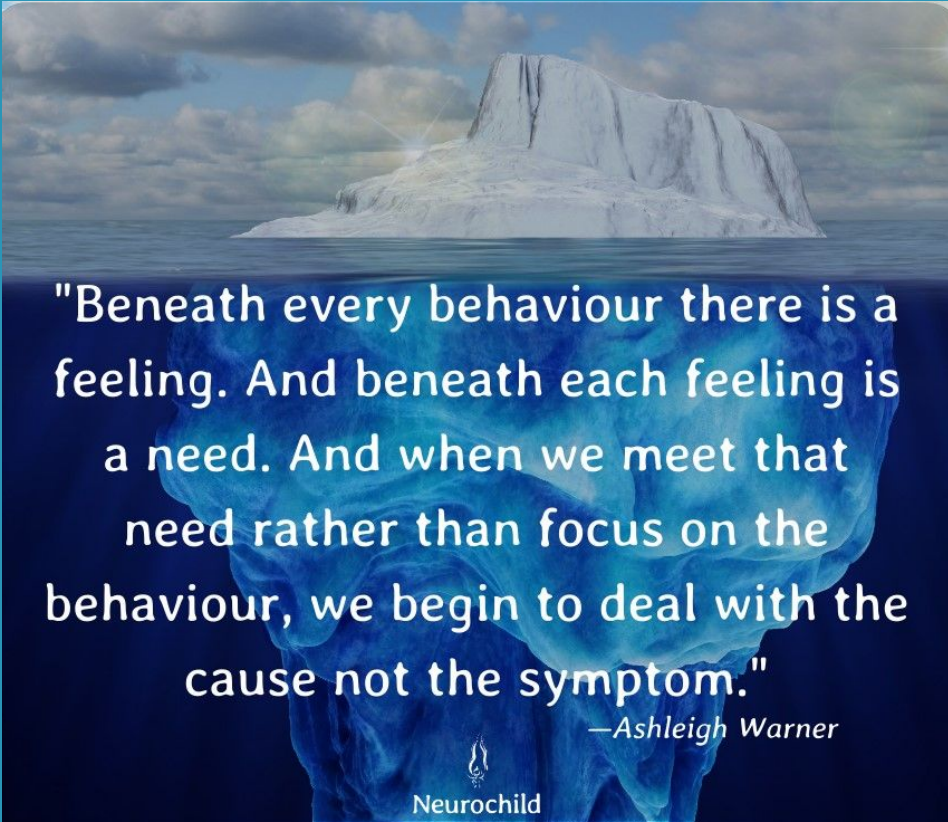
- + Be Positive
- + Be aware of the child's sensory needs -moods, behaviour
- + Be aware of your feelings and needs



Rua

Introduction to Behaviour





"Beneath every behaviour there is a feeling. And beneath each feeling is a need. And when we meet that need rather than focus on the behaviour, we begin to deal with the cause not the symptom."

—Ashleigh Warner

Neurochild

Image retrieved from [Facebook](#)

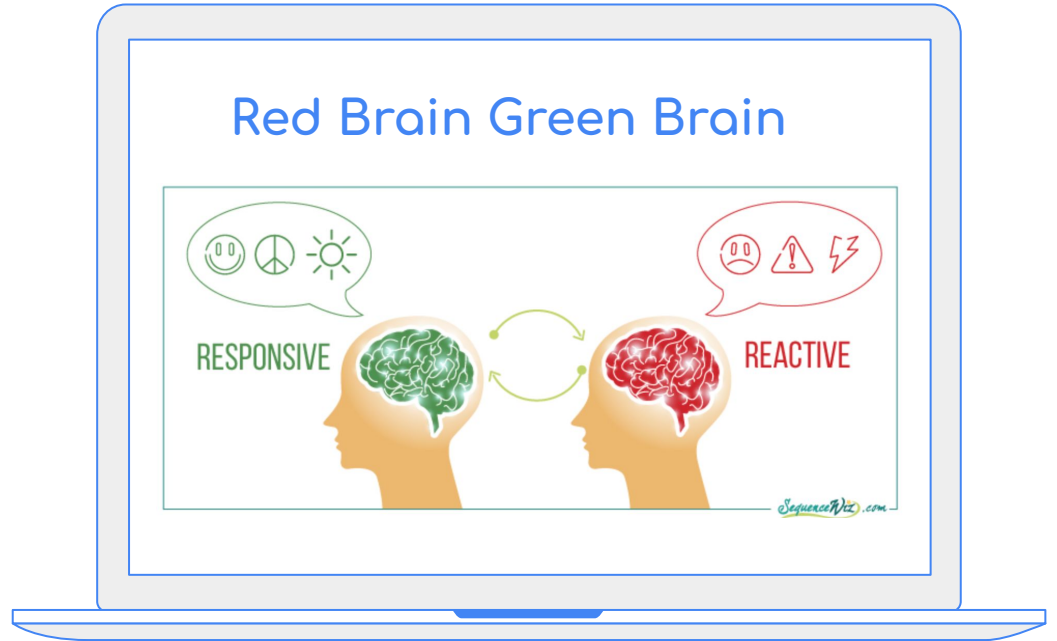
Warner, A., (n.d.) Behaviour Quote, Retrieved from <https://www.homegrown-happiness.com/blog/2019/10/24/meeting-your-childrens-needs>

[Neurochild Community](#), (2020)

Red Brain Green Brain - Kathryn Berkett

This is a link to a video on
what we mean by Red Brain
Green Brain by Kathryn
Berkett

You may wish to view the
Managing Behaviour Video
at a later stage



Make Positive Connections

- Take time to make a positive connection at the beginning of each session
 - Identify if the child is in the Red Brain or Green Brain
 - Red Brain—Go outside for a break OR use calming strategies
 - Green Brain—Ready to engage & learn

“All Behaviour is Communication.
... There are no bad kids. Just
impressionable, conflicted young
people wrestling with emotions and
impulses, trying to communicate
their feelings & needs the only way
they know how.”

Janet Lansbury

Under the iceberg—The WHY of the behaviour

What is the child communicating?

1. I can't handle this!
2. I want that!
3. I am bored!
4. I am overwhelmed!
5. I want attention!
6. This is too hard!
7. I feel pain!
8. I am excited!
9. Please help!

What could the purpose be?

1. Escape or avoid something
2. Obtain something
3. Obtain Stimulation
4. Escape stimulation
5. Obtain attention/interaction
6. Escape/avoid a task
7. Mask or communicate pain
8. Regulate the nervous system
9. Seeking assistance/support

Reasons for a child's behaviour

What people think



Naughty and doing it on purpose

@The_Therapist_Parent

What really is behind behaviour

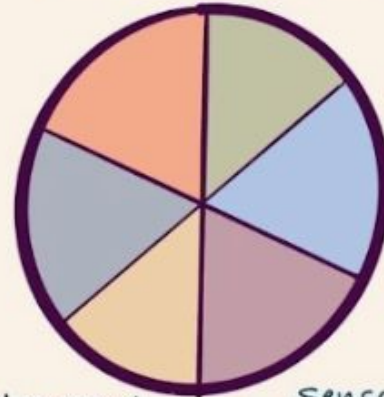


Image from [The Therapist Parent](#)

Toru Structures & Routines



Use the Student's Name

- Gaining attention through the use of personal names helps to establish and maintain a respectful culture.
- At times non-verbal cues such as eye contact or thumbs up can be missed.
- Many students may miss information in the classroom setting which is not directed specifically at them.
- Name use is a prompt that an instruction is to follow, which they will need to respond to—Pause and wait for tamariki to be engaged.
- Supports gender diversity.

Keep it Simple

- Tell the student what is expected clearly and simply
- Phrase it in a positive way - “Maia sit down and start your work now,” instead of “Maia stop getting out of your desk!”

Using Visuals: The Why and When?

- Developing connections
- Group work or reading circles
- Reading activities—e.g., word game
- Collaborative tidy uptime
- Back to class—transitions



Do they need a break? Be flexible...

A blank space can be useful—a question mark?

9 Reasons to use Visuals

9 REASONS TO USE VISUALS

www.northstarpaths.com

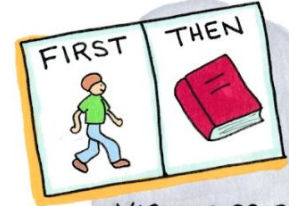
@kwiens62



- VISUALS ARE PERMANENT
(SPOKEN WORDS DISAPPEAR)



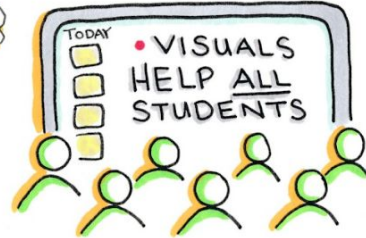
- VISUALS ALLOW TIME
FOR LANGUAGE PROCESSING



- VISUALS PREPARE
STUDENTS FOR TRANSITIONS



- VISUALS HELP KIDS
SEE WHAT YOU MEAN



- VISUALS HELP
BUILD INDEPENDENCE



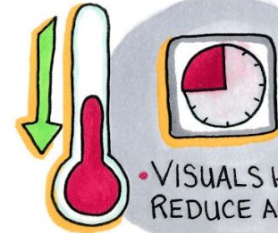
- VISUALS HELP
BUILD INDEPENDENCE



- VISUALS ARE TRANSFERABLE
BETWEEN ENVIRONMENTS
AND PEOPLE



- VISUALS HAVE NO ATTITUDE
• NO TONE • NO FRUSTRATION
• NO DISAPPROVAL



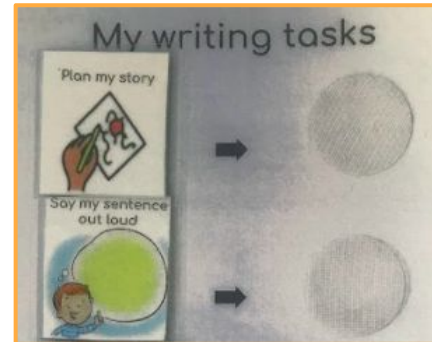
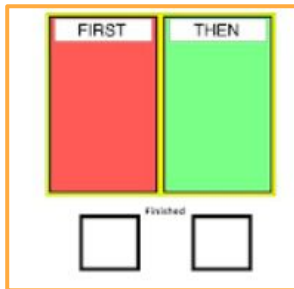
- VISUALS HELP
REDUCE ANXIETY

Kristin Wiens 2017

First Then

A First – Then board is a simple visual used to teach students to follow instructions and learn new skills:

- The FIRST activity is YOUR choice (Low motivation—must do).
- The THEN is THEIR choice (High motivation).
- Can be FIRST, NEXT, THEN



PRAISE: 5 praise comments to 1 redirect

Praise “the child’s effort or achievement” not the child.

E.g. Don’t tell Ari they are amazing, tell them you loved how focused they were putting together the Lego model

- Non-verbal praise 👍😊
- Honest feedback—don’t tell them they are good at something if they aren’t
- If children are amazing—Tell them why.

Flora, S., (2000) Praise’s Magic Reinforcement Ratio: Five to One Gets the Job Done.
Retrieved from <https://psycnet.apa.org/fulltext/2014-43420-004.pdf>

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

What? Verbal interactions are fewer than 5 words followed by 5 seconds.

How? This strategy involves two challenges.

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

Why? This strategy allows for sensory and information processing speed. Skills which many learners require support with.

Make Explicit Descriptive Comments

Based on what they are doing. e.g., : “Maia you are putting in great mahi to stay within the lines with your colouring! Ka Pai”.

“Rangi, you are collaborating well with your group members, I like how involved you are”.



Whā Regulation of Feelings & Emotions



The Brain

The Stop Light
Approach Organisation,
(2017) Red Brain, Yellow
Brain, Green Brain
(Video)
Retrieved from: [YouTube](#)



Feelings

Check-In & Coping Tools Check-list

I FEEL...	I CAN...
	TAKE DEEP  BREATHS
	TREAT MYSELF & OTHERS WITH  KINDNESS
	CREATE ART  OR BUILD  SOMETHING.
	USE POSITIVE  SELF-TALK
	 ASK FOR HELP
	 EXERCISE
	FOCUS  ON THE GOOD
	STRETCH OR  DO YOGA
	BRAINSTORM  SOLUTIONS &  TRY AGAIN
	GET A DRINK OF  WATER
	 TAKE A BREAK
	TALK  OR WRITE  ABOUT IT

Keep Calm

- Keep Calm—‘Rest & Digest’ by breathing deeply to reset and support regulation back to the Green Brain.
- Model positive behaviours & self-regulation strategies to reflect back what you want to see.

Remember, behaviour is a form of communication.

Breathing Activities

Other breathing activities to try:

- Star Breathing
- Square Breathing
- 5 Finger tap
- Figure 8 breathing

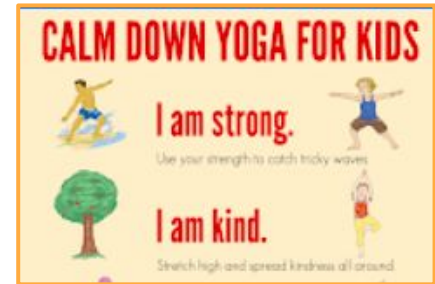
we will do these together

Chu, C., (2021) 5 Finger Breathing. Retrieved from <https://www.wellnesspediatrician.com/downloads/>



Mindfulness Activities to Try

- S.T.O.P.
- When I feel mad, sad worried or unfocused at school
- 100 Calm Down Tools and Strategies
- Calm Down Yoga for Kids



Extra Supports

- Guide to Behaviour and learning @ TKI
<https://inclusive.tki.org.nz/guides/behaviour-and-learning/>
- Encouraging Positive Behaviours
<https://pb4l.tki.org.nz/Encourage-Positive-Behaviours>
- Explore Specialist Advice—Health Care NZ
<https://www.healthcarenz.co.nz/service/explore-specialist-advice/>
- Zones of Regulation
<https://www.zonesofregulation.com/index.html>

- Rohan T., (2019) He Māpuna te tamaiti: Supporting social & emotional competence in early learning (great for junior classrooms too)
- Rohan, T., (2017) Teaching for positive behaviour: Supporting engagement, participation, and learning

Both Books are can be retrieved from:

<https://inclusive.tki.org.nz/guides/behaviour-and-learning/#key-resources>



Visual—extra supports

Countdown strips:

- Shelley Moore Countdown Strips and how to use them-great for transitions
<https://www.youtube.com/watch?v=JlrDcphxGSc>
- <https://fivemooreminutes.com/>
- www.adaptingforautism - 10 countdown strip
- [5 countdown strip](#)

Visual supports that may be useful

- https://www.victoriesnautism.com/uploads/4/0/4/0/4040527/_b_chart_10_set2.pdf
- Twinkle or Teachers pay Teacher
- Good to use the same pictures that the Class teacher is using
- Use photos of tamariki undertaking expected tasks
- <https://www.andnextcomesl.com/p/autism-visual-schedule-printables.html>
- [How to Make a Flip Visual Schedule](#)