

Designing the **environment** and giving structures with **rituals, rules** and visual **illustrations**

- clarifies the work
- increases the organization
- reduces distraction
- communicates expectations visually
- offers a better understanding
- diminishes stress
- makes the teaching predictable
- improves participation
- gains higher performance
- teaches general skills

“**Challenging Behaviour**”

There are many different types of challenging behaviour:

- Low-level disruption (talking, giggling, making noises, clowning etc.)
- Non-compliance & avoidance (refusing instructions, truancy etc.)
- Aggression & harm (insults, threats, pushing, hitting, vandalism etc.)
- Social & relational (bullying, exclusion, harassment etc.)

Immediate responses

- Stop the behaviour!
- Stay calm, use neutral language trying to de-escalate.
- Maintain control over your reactions.
- Avoid power struggles with the pupil.



Possible Intervention

There are many ways of intervention that we use as teachers. According to the situation, your character and own preferences it could range from a slight touch, a stern look over admonition, physical barrier to shouting, holding and many others.

Possible Consequences

As teachers you all apply a variety of consequences. They must be

- appropriate,
- proportionate,
- not humiliating
- linked to the behaviour.

And the consequence should always be paired with **teaching alternative behaviours** and follow-up support.

Some of those **consequences** could be:

Verbal warning, logical consequences (repair damage, apology), removal from classroom, work in break-time, in-school suspension, letter home / phone call home, exclusion, short reflection, time-out and others more.

Prevention Strategies

A good relationship in the classroom and in education is essential because **learning only succeeds through relationships** – positive bonds are crucial for learners to open up, feel motivated and develop their skills. They need a sense of trust and security. When children are seen and valued, this strengthens their self-esteem and self-efficacy which is important for learning!

- Whole school **behaviour policy** as well as **classroom rules** should be **clear** and fair
- Explicit teaching of **social-emotional skills** (cooperation, self-regulation, problem solving, anti-aggression ...)
- Active, engaging, differentiated **lessons** to reduce frustration (“Plan of the Week“, “Project“, “Rol-play“ “Presentations“ ...)
- **Celebrate effort** and improvement regularly
- Offer **spaces** for reflection and cool-down

Teaching of social-emotional skills



Work on social stories



Cooperative activities



Role playing



Problem solving



Self-regulation



Anti-aggression



Prevention is more effective than punishment.

Checklist for Teachers

- Do I create a positive climate with warm relationships, predictable rituals, routines and rules?
- Are expectations (= rules etc.) clear, positive, and illustrated?
- Do I know the students' strengths and triggers?

- Are ritual and routines taught and rehearsed?
- Am I using specific praise more than punishments?
- Is the work appropriately active, challenging and engaging?
- Are consequences consistent, fair, and followed by teaching alternative behaviour?



**Don't expect change to be easy
Prevention is the clue!**

There are NO simple recipes

We have to work **HARD** on how to find the individual way



We can NOT fix it easily

To learn other behavior takes a **LONG** time.



The student is NOT a machine

His behavior can be different every day
He **DECIDES** how to act



Non-speaking learners

Non-speaking learners do not use functional spoken speech to communicate. Mostly, these are learners with autism, intellectual disabilities, cerebral palsy and others. As every human being, they have thoughts, needs, feelings and interests they want to express.

And as every human being, they deserve the basic **right to communicate**. This is not optional - it's a fundamental human right: Non-speaking learners need to communicate.

AAC (Augmentative and Alternative Communication) gives tools, strategies, and devices that help individuals communicate when spoken language is difficult.

To work with AAC, you should

- **assess abilities:**
vision, hearing, motor skills, preferences
- **start with low-tech:**
laminated communication symbols and boards
- **teach essential vocabulary:**
"more" or "again" (then 10–12 high-frequency words "stop", "want," "help" ...)
- **model AAC use:**
act as a "shadow", point to symbols while speaking
- **always have AAC device at hand**
communication happens in **any** situation



Useful applications

Apps for AAC can be found in App-stores under "AAC for kids".

To print pictograms use the freeware

www.pictoselector.eu

For smartphone as AAC device:
Weaver app (free & adjustable)

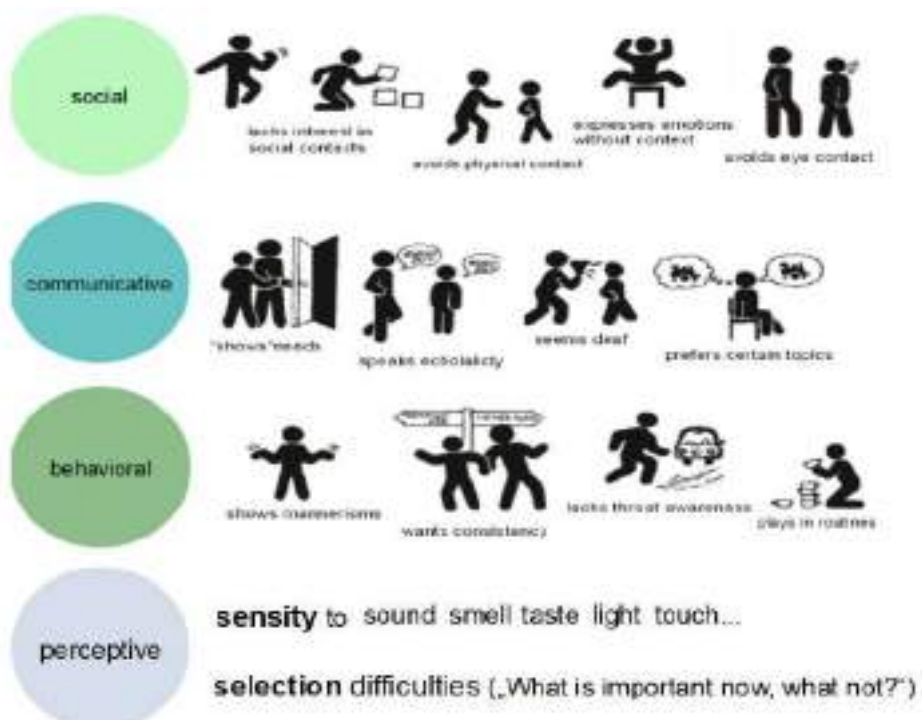


DO'S	DON'TS
Try with EVERY non-speaking learner	Offer AAC only to chosen learners (prerequisites in age, cognitive level ...)
Start simple with pictos for "again" or "more"	Wait for assessment to complete
Model AAC use consistently	Only expect the person to initiate
Create an AAC environment (use AAC in all contexts)	Restrict to therapy sessions only
Include both aided + unaided (gestures, signs)	Rely on only one mode
Add vocabulary gradually	Overload with too many symbols initially

Autism Spectrum Disorder

Learners with Autism Spectrum Disorder (ASD) present challenges with **social skills**, speech/nonverbal **communication**, and repetitive **behaviours**.

Autism is lifelong, and varies widely across the "spectrum" - some have learning disabilities while others have average or even above average intelligence.



TEACCH

The TEACCH program (Treatment und Education of Autistic and related Communication handicapped Children) tries to take into account the characteristics of learners with ASD. Accordingly, there should be

- **Physical structure**
Adjusts the classroom/environment to reduce distractions and make focus possible
- **Visual schedules**
Daily predictable sequences so children know what to expect
- **Activity systems**
Structured tasks that promote independent activities
- **Structured tasks**
Predictable but adaptable activities



Physical structure



Visual schedules (and timers)



Activity systems



Structured tasks