



MASKING

- Look for signs of burnout (e.g. “brain fog”, disengagement)
- Allow recovery time
- Validate authentic behaviour



STIMMING

- Understand the purpose
- Reduce triggers
- Find safe alternatives



TICS

- Minimise attention
- Support relaxation
- Offer a focus



STAMMERING

- Use comments rather than questions
- Speak calmly and allow time
- Welcome input



DYSREGULATION

- Make it safe
- Remove triggers or offer diversion
- Listen actively



NOTICE HOW STUDENTS SHOW-UP

GIVE CLEAR INSTRUCTION

Start with a recap

“Last lesson, last week, last month...”

Provide scaffolding, chunk instructions and break tasks into small steps

“Just one new thing at a time...”

Ask questions to check they really understand

“What have I done wrong...?”

Provide models and examples

“This is a good/bad one because...”

Guide students’ practice and then let them try independently

“I do, we do, you do...”

Make sure everyone’s successful before you move on