

MANAGE THE EXPERIENCE



ACTIVITY

- Allow settling-in time and breaks
- Share learning objectives
- Set level of challenge
- Explain the 'why' of it
- Individual, pair or group
- Quizzes and games
- Visual prompts
- Manipulatives
- Knowledge organisers



ENVIRONMENT

- Routines / timetable
- Medication, diet and sleep
- Level of arousal (noise, smells, textures, temperature, lighting, colours...)
- Seating plan
- Devices
- Regulation aids (e.g. fidget toy, wobble cushion, weighted blanket...)



SELF

- Zones of Regulation
- Incredible 5-point scale
- Anger Iceberg
- Journal
- Stress routines
- Positive self-talk
- Breathing techniques

ONLINE ENGAGEMENT LADDER

Give feedback to others in the classroom

Use my camera in the classroom

Use my microphone in the classroom

Use my microphone in a breakout

Show my own work on-screen

Answer a question in the group chat

Ask a question in the group chat

Share a gif or emoji to check-in

DM my tutor to say I've arrived

PATHOLOGICAL DEMAND AVOIDANCE (PDA)

SIGNS

- Defiance as a stress response to demands
- Mood swings and impulsivity
- Sociable on the surface, but lack social understanding
- Capabilities depend on how 'safe' they feel

SUPPORTS

- Offer choices (e.g. "Shall we have a break first or do it now?") and minimize pressure
- Allow the student to feel in control
- Think aloud e.g. "I wonder if we could do this..." rather than telling what to do
- Focus on process not perfection

AUTISTIC SPECTRUM CONDITION (ASC)

SIGNS

- Difficulty socialising with other people
- Active imagination often with special interests
- Sensory differences
- Routines and consistency are important

SUPPORTS

- Use precise, factual language and avoid idioms
- Coach and model emotions/relationships
- Give notice of forthcoming events/changes and allow processing time (count to 7 in your head)
- Moderate eye contact, tone of voice and personal space

SENSORY PROCESSING DISORDER (SPD)

SIGNS

- Over or under-responsive to sensory stimuli including sound, light, smells, textures, temperature and pain

SUPPORTS

- Provide a sensory diet
- Access to low arousal environments
- Give sensory/movement breaks
- Visual cues on what to do and how

INATTENTIVE, IMPULSIVE & COMBINED ADHD

SIGNS

- Easily distracted and forget everyday tasks
- Difficulty paying attention and following instructions
- Restless, talkative and interrupt in conversations
- Hyper-focused on a topic of choice, but not others

SUPPORTS

- Personalised, clutter free workspace in quiet area
- Written step-by-step plans/task sheets to follow
- Fidget toys and regular movement breaks
- Emotional regulation strategies