

Observations of a student with complex needs (like Ben):

Blocking ears and vocalising, removing clothing, dropping to the ground.

What need is my student communicating through these behavioural responses?

Please refer to
ITZ student story – Ben
and ITZ strategy toolkit

KEY LENSES

STRATEGY PRINCIPLES

Sensory-motor lens:

Sensory overload/extreme sensitivities.
Craving/Seeking tactile & deep pressure input.
Extremely dysregulated. Fright/flight/fight
Verbal and motor dyspraxia.

Medical lens:

Pain, imbalance in neurochemistry, digestive hearing, vision, dental issues, medication etc.

Emotional/cognitive/communication lens:

Overwhelmed, anxious, frustrated, confused, difficulty understanding concepts & making relationships. Needs connection but doesn't know how to communicate it appropriately.

Behavioural lens:

Disruptive, aggressive, attention seeking, noncompliant, unhealthy habits etc. Use sensory input to attain & maintain a calm-alert state.

Provide calming input – deep pressure input, heavy muscle work, linear vestibular movement. Time to recover and process. Reduce exposure to and impact of painful sensations. Develop self-regulation skills, offer co-regulation.

Rule out medical issues. Consult doctor/specialist.

Be mindful of student's current medications and medical history. Offer co-regulation and comfort for pain relief.

Help the student to feel safe, secure & understood.

Connect with student to understand needs. Reassure, calm, explain more clearly. Provide ways for student to communicate Modify task to match skills. Self and co-regulation skills.

20 % correction; 80% affirmation/praise. Reinforce class rules in a way the student can understand. Prevent escalation/ dysregulation. Affirm appropriate participation. Build skills and teach alternative options. Develop self-regulation skills, offer coregulation to attain and maintain a calm yet alert state.

