

Ben

A student story that is featured in all the components of ITZ.



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Provides tailored professional development & evidence-based tools that will assist you to:

**"Kids do well if they can" Dr. Ross Greene**  
How can we help our students do as well as they can?

**Get to know your student**  
Personality, skills, interests, complex needs, triggers, sensitivities, stressors, levels of alertness, behavioural responses and more.  
These are the windows to their internal world.

**Observe** → **Analyse** → **Interpret** → **Plan**

Make informed decisions, set achievable goals, prioritise the student's needs, develop learning tools based on their learning styles, engineer the environment, modify teaching practices etc.

**Evaluate** effectiveness and benefit to student and whole class.

Greene, R. W. (2005). The Explosive Child. New York, NY: Houghton Mifflin Publishers.

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Student name: Ben  
Age: 9 years old

Diagnosis:

- Autism Spectrum Disorder (ASD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Verbal and motor Dyspraxia
- Speech and language delay,
- Intellectual Delay (ID)

Ben seems stressed and anxious.  
Ben sometimes enjoys swimming and bush walking.



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**HOW** can we support Ben?

One of his **IEP goals** is:

Ben will engage for 5 minutes during a group activity to follow a story.

But it's hard to know how to help Ben reach that goal.

**WHAT** is impacting him? – OBSERVE and ANALYSE

**WHY** is he troubled by this? –INTERPRET

**HOW** can we support Ben? – PLAN and EVALUATE

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**"Kids do well if they can" Dr. Ross Greene**

How can we help our students do as well as they can?

**WHAT?**

Get to know Ben.  
Understand his internal world

Observe → Analyse → Interpret → Plan

Design a schedule and classroom environment that meets Ben's needs in the context of the whole class

Evaluate effectiveness and benefit to student and whole class.

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**Observations of Ben's behavioural responses impacting function at school**

- Self-injurious behaviours (hits own head, picks at sores).
- Impulsive and "hyperactive".
- Aggressive outbursts – especially triggered by 1 peer.
- "Controlling" about routines, seating arrangement, following rules.
- Blocks ears and vocalises loudly, whinges and cries frequently.
- Avoids tasks and interaction, not taking in new information.
- Constantly moving, rocking, pacing, jumping.
- Sometimes drops to the ground during transitions.
- Bumps into others, leaning against others, forceful and rough.
- Moves classroom furniture, hiding under tables and under cushions.
- Walks on tip toes.
- Removes clothes when distressed.
- Washes hands all the time, plays with water a lot.
- Flicks, fidgets, fiddles with objects.
- Fussy with food, gags and chokes, sometimes regurgitates/vomits.

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Observations and assessments

- ABC – behaviour analysis provides information about the behaviour, antecedent and consequences but the information can sometimes be inconsistent, confusing and misleading. The antecedent is not always clear and the consequence is deeper than merely avoiding, obtaining or attention seeking.
- Ben is triggered by 1 particular classmate that cries and yells a lot.
- Passport to Learning assessment results show that on a challenging day Ben needs very explicit instructions, tangible (real) objects, contextual learning tools and routines and structured environments.
- He requires explicit, clear, consistent and concrete messages from his educator. Less verbal – more visual and gestures.
- He needs a lot of time on his own in the outdoor learning area.



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Observations and assessments cont.

- On his “best day” :
- Ben is beginning to understand first-then with a preferred activity and real objects/familiar photos.
  - He can also do 12 piece interlocking puzzles and pack his own school bag when motivated to go home.
  - He can use a few objects functionally e.g. watering can, goggles for swimming, spoon to eat, magnetic blocks to build, puzzles etc.
  - Ben is motivated by water and his favourite food.



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Observations and assessments cont.

- On a challenging day:
- Ben presents as a child with high anxiety, sometimes sad, scared, reactive, restless, pacing, moving all the time. He displays many challenging behavioural responses
  - Ben struggles with interactions. He is non-verbal and needs concrete objects for communication. He mostly communicates by placing the educator’s hand on things to get food, water or go outside.
  - Ben craves jumping on the trampoline and swinging extremely high and gets upset when it’s time to stop.



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**WHY?**

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**IN THE ZONE For Learning**

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Observations of student:  
Blocking ears and vocalising, removing clothing, dropping to the ground.

What need is my student communicating through these behavioural responses?

**HOW?**

**WHY?**

**KEY LENSES**

**STRATEGY PRINCIPLES**

**POSSIBLE INTERPRETATIONS**

**Sensory lens:**  
Sensory overload/extreme sensitivities.  
Craving/Seeking tactile & deep pressure input.  
Extremely dysregulated. Fright/flight/fight.

**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, non-compliant, unhealthy habits etc.

**Use sensory input to attain & maintain a calm-alert state.**  
Provide calming input – deep pressure touch, heavy muscle work, linear vestibular movement. 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 to communicate. Modify task to match skills. Self and co-regulation skills.

**20 % correction; 80% affirmation/praise.** Reinforce class rules. Planned ignoring at low level. Reward appropriate participation. Build skills and teach alternative options. Develop self-regulation skills, offer co-regulation

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Regardless of our interpretation of our student's behavioural responses we need to take a **"whole person"** **"whole brain"** approach.

Refer to The foundations for Learning Framework and tutorials.  
Educator manual in development.

**FOUNDATIONS FOR LEARNING**

**MY STUDENT'S PRIMARY FEELING AND BODY FUNCTIONS**

**WAYS TO SUPPORT MY STUDENT**

**THINKING**

**FEELING**

**MOVING**

**CONNECTING**

**WHAT?**  
What's going on in my student's internal world?

**HOW?**  
How can I support my student?

**IN THE ZONE For Learning**

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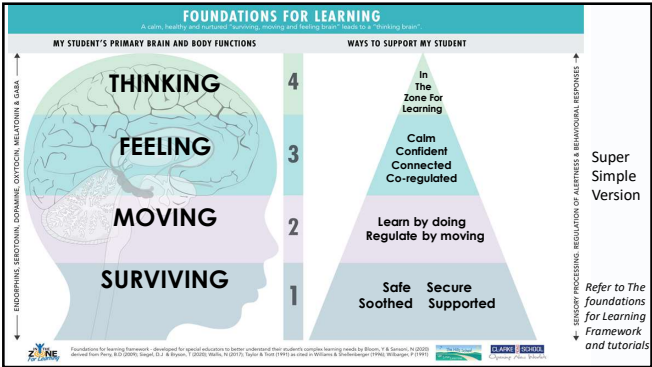
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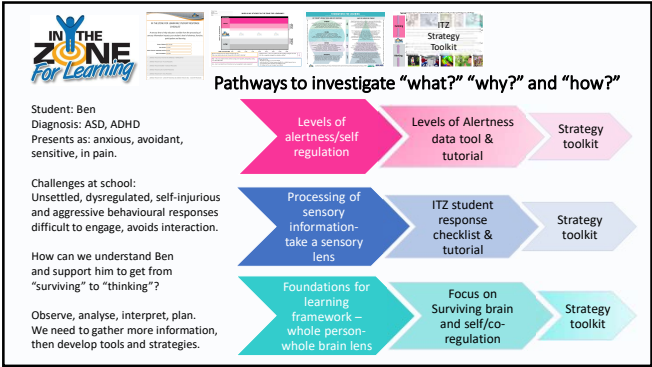
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