

NEURO DIVERSITY CLASSROOM TOOLKIT

AUTSITIC SPECTRUM CONDITION

Universal	School SEND Support	Specialist SEND Support	EHCP
<ul style="list-style-type: none"> • Calm classroom environment • Reduced visual stimulation with less on the walls • Whole class visual timetable • Calm music can be played at busier times to reduce noise and bustle. It will encourage the children to stay calm 	<ul style="list-style-type: none"> • Think of ASC behaviours as anxiety driven • Build a good relationship with the child with ASC, the better you know their likes and dislikes the more successful their time will be in your class • Use problem-solving phrases rather than questions • Allowing the child to simply have a break from the environment/situation to help them reregulate • Have access to safe break out spaces • Class visual timetable • Use child's name at the beginning of an instruction 	<ul style="list-style-type: none"> • Personalised visual timetable, create this with the child • soft starts to the day • • Work station - a quieter space set away from the main cohort of the class against a wall if possible, use a privacy screen, no clutter around the space, less stimulation and distraction. • The privacy screen may display the personal visual timetable / Now and Next board. • Understanding that their possible lack of 	<ul style="list-style-type: none"> • Social stories https://carolgraysocialstories.com/ • Comic Strip conversations • Think ahead, ensure any triggers are avoided • Give plenty of notice before any unusual changes in routine • Use an OOPS! card in the visual timetable to highlight the change coming • Create a clear visual timetable and visual guide to any school trips or important transitions • Use warnings, count downs or timers to prepare them for a change of task

	<ul style="list-style-type: none"> • Simplify language and reduce sentence size • Be ready to repeat instructions without re-wording • Give time for response and check understanding. • Guidance and modelling for how to communicate effectively 	<p>understanding, cooperation or attention is not deliberate</p> <ul style="list-style-type: none"> • Task board • Provide visual clues – write down key points. • Use lists. • If giving a sequence of instructions, give them one at a time – do not move on until each step is complete • Avoid sarcasm • If using humour – smile!! Do not try dead pan! • Stick to the facts, not opinions • Tailor work around their interests where appropriate • Do not ask a question that can be answered with a ‘no’. • Use positive choice – “Would you like to do this first or this first?” • Access to ASC friendly groups led by ELSA or a trained TA to facilitate relationship building and good modelling 	<ul style="list-style-type: none"> • Break tasks down and be very clear with simple non wordy instructions. • Monitor stress levels and scale back demands, the child’s stress bucket is quite full to start with. • If a child has a stress induced meltdown, stay calm and in control. • Give the child time to calm and do not talk about the event until they are completely regulated, which could be up to an hour or more later. • Choose carefully the situations you need to discuss as the child will not want to talk about anything that has happened. If the child has behaved in an unsafe way or it has affected another child or adult negatively -discussion can be done through Comic Strip conversations. • Use indirect language <i>‘I wonder if we can....’</i> <i>‘I can’t see how to make this work..’</i> <i>‘Who do want to help us today..’</i> • Avoid demand led language
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ADHD

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<ul style="list-style-type: none"> • Calm classroom environment • Reduced visual stimulation with less on the walls • Calm music can be played at busier times to reduce noise and bustle. It will encourage the children to stay calm • Whole school approach to emotional regulation using the Zones of Regulation or another similar intervention • Use the same language across the school. 'I can see you are in the yellow zone. What can you do to get yourself back to the green zone ready for working'? 	<ul style="list-style-type: none"> • Sit child near the teacher • Place the child at the front of the class with their back to the rest of the class to avoid distraction • Surround the child with good role models • Avoid distracting stimuli, do not sit child near doors, windows, colourful displays etc. • Plan and prepare for transitions or disruptions • Access to break out spaces • Maintain eye contact during verbal instruction • Use the child's name when asking them a question or asking them to do something to get their attention 	<ul style="list-style-type: none"> • 'Catch me if you can' style motivating practices (Child earns ticks for good learning behaviours, which result in an agreed reward to have at the end of the lesson) • Reward – find the rewards that work. everyone is motivated by something. Keep rewards updated and fresh • Proud book to share with parents • Asking the child to repeat back what has been tasked to do to check they have focused on the instruction • White board and pen when whole class activities are taking place, e.g. ask child to capture 3 facts or ideas from the session that they can share with the class; draw a symbol 	<ul style="list-style-type: none"> • Work station • Personal targets 'I can' • Clear consistent reward system discussed and agreed by the child • Zones of Regulation style intervention to aid with self - help personal; regulation activities • Proactive Plan to ensure all staff are consistent and know the triggers to avoid • Heavy work e.g. child wears a heavy ruck sack whilst taking a message around the school. • Heavy work jobs e.g. moving books or other heavy items, digging in the allotment • structured lunchtime e.g. clubs etc. to reduce too much free time

	<ul style="list-style-type: none"> • Give child thinking time and warning that you will come back to them for an answer so they have to focus • Allow quiet fiddling • Have agreed brain breaks to recharge their focus • Make instructions clear and concise • Simplify instructions • Make sure child understands, get them to tell you what they are meant to be doing • Repeat in a calm and positive manner • Help the child to develop self-help skills • Gradually reduce assistance to promote independence 	<p>or a word on the whiteboard to help them remember the facts to maintain engagement.</p> <ul style="list-style-type: none"> • Work station. This comprises of a quieter space away from the main cohort of the class, a privacy screen, no clutter around the space, less stimulation and distraction • The privacy screen may display a simple visual timetable or Now and Next board allowing the child to feel control and not be concerned about any surprises or unknowns • Make sure they feel listened to • Bring yourself to their eye level when talking to them • Speak quietly and calmly when needing to remind them to have good learning behaviours • Tactically ignore attention seeking behaviours • Praise good behaviour • Use agreed-non-verbal gestures to remind child of good classroom behaviours 	<ul style="list-style-type: none"> • Alternative timetable across the week e.g. additional allotment time, forest school
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		<ul style="list-style-type: none">• Use sensory feedback strategies (See below in Sensory Processing section)• Brain breaks –See Sensory Diet below, walking around the playground, jobs e.g. help sweep the dining hall after lunch, take a message around the school• Jobs and responsibilities• Chew toys	
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Sensory processing needs

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<ul style="list-style-type: none"> • Calm classroom environment • Reduced visual stimulation with less on the walls • Calm music can be played at busier times to reduce noise and bustle. It will encourage the children to stay calm • Whole school approach to emotional regulation using the Zones of Regulation or another similar intervention • Use the same language across the school. 'I can see you are in the blue zone. What can you do to get yourself back to the green zone ready for working '? 	<ul style="list-style-type: none"> • Taking themselves to a quiet room and looking at a favourite book. • Going to a quiet corner in a room and putting head phones on to listen to calming music. • Ear defenders • Yoga stretches • Chew toys /fiddle toys • Deep pressure through the muscles and joints can be very calming- pushing down through the shoulders and holding for 10 seconds, then repeat • Weighted cushion/lap weight- can be used in many ways e.g. can be used on the lap when sitting and engaging in activities, or on child's back if lying on their tummy. 	<p>Sensory Diet to help the child regulate.</p> <ul style="list-style-type: none"> • Floor push ups • Wall push ups • Sit ups • Pushing hands together for 5 seconds and repeat • Sit on a chair, sit on your hands then push down to raise your body up off the chair • Stretches hold each one for 10 count high as you can, • touch toes, • right arm over the head to the left then to right arm to the left • Lying on your back on the floor stretching as long as you can • On your back pull one knee up and hug it as hard as possible, other leg 	<ul style="list-style-type: none"> • sensory room • sensory lights • Pop up tent with calming resources e.g. cushion, portable lamp, soft toy, books • weighted blanket

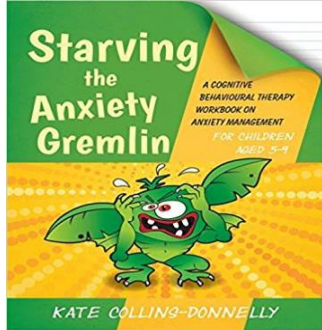
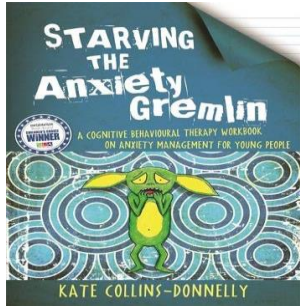
- Rocking in a ball on the floor
- Crawling on hands and knees
- Commando crawling with full body
- Walk, Run, Jump March, Dance, Bunny hop outside

With an adult

- Swaddle/ Bear hugs /bean bag hugs
- Back scratch
- Log rolling
- Adult pressure on shoulders pushing down gently for 5 seconds and repeat
- Roll up 'as a hotdog' in a blanket
- 'Sandwich' between pillows (need a partner and the adult)
- Walk outside /doing a job /running an errand with heavy ruck sack on
- Helping with spraying down and wiping chairs and desks, tidying up.
- Throwing a ball/bean bag, or at a target, or catching a ball thrown at the wall.

		<p><u>In class for sensory regulation</u></p> <ul style="list-style-type: none">• Use hand fidgets toys• Weighted lap pad• Wobble cushion to sit on• Theraputty/blu tac• Chair bands for feet to press on.• Breathing exercises e.g. lazy 8, finger breathing, square breathing, smell the flower blow out the candle (use pictures, trampoline breathing (child lies down rests a toy on their tummy and watch it move as they breath in and out). <p>-</p>	
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Anxiety

Universal	School SEND Support	Specialist SEND Support	EHCP
<p>-</p> <ul style="list-style-type: none"> • Class visual timetable • Be a consistent teacher with good routines • Keep the classroom neuro diverse friendly 	<ul style="list-style-type: none"> • Clear information • Show the child what is happening next, don't tell them. • Give empathy at all times • Stick to the facts, not opinions • Use constructive criticism and problem-solving phrases • Tell students what they should be doing • Remind and prompt • Sitting still like a frog is a good mindfulness resource and has a CD, clips on the web etc. • https://www.littleparachutes.com/ - this website has a wide selection of story books for your age range about anxiety 	<p>For children really compromised by anxiety</p> <ul style="list-style-type: none"> • Be aware their stress bucket is quite full most of the time and only small things can tip them over • Think of the melt down or behaviour as an anxiety or panic attack • Create a 'safe' place for the child to go when experiencing strong symptoms of anxiety • Help a child make sense of their anxiety – use same language. • Emphasise that some anxiety is normal. • Stay calm, don't shout • Use humour to distract 	<p>As in Specialist SEND Support</p> <div style="text-align: center;">  </div> <div style="text-align: center; margin-top: 20px;">  </div>

		<ul style="list-style-type: none">• Do not negotiate whilst a child maybe in an anxiety melt down• Be flexible• Use drawings/writing/other media to draw out the worry. (use their language- worry monster etc.). Draw out people that can help.• Draw and talk intervention (STIP)• Make puppets – using these to tell a story/externalise the worry.• Make a story book – Tell a story of how the boy/girl beat anxiety using strategies that have been discussed together. Make a story about taking control of the worry• Use of a worry box, to put worries in – can have a classroom one too.• Make a pair of worry glasses- are you wearing your worry glasses – can you take them off? What do you see now?	
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		<ul style="list-style-type: none">• Use or write out the worry and tear/screw up.• Use of rewards for trying to be brave.• Use distraction.• Anxious thoughts make us feel powerless, but talking back to anxious thoughts gives us control over the situation.• Talk back to the worry – GO AWAY! Use puppets/stories to create a character – super hero or self to challenge worries. Make a script.• Thought stopping - STOP! saying, “No! That’s not true!” This technique interrupts the anxious flow.• Put a big full stop on the end of the worryFULL STOP!• One positive from today was.... help the young person identify a positive for the day.• Break the worry down into manageable• Encourage the child to use general strategies at home	
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		e.g. exercise, special interests, sleep, recognise their triggers, seek out the things you enjoy	
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