

Where SEMH Meets
ASC/ADHD/PDA/PBS etc...
and Alhabetti Spaghetti



Facebook: Andrew Whitehouse at
peoplefirsteducation
Twitter @AndrewWSEN
Instagram @AndrewWSEN
LinkedIn Andrew Whitehouse
andrew@peoplefirsteducation.com
www.peoplefirsteducation.com



Lord Andrew Whitehouse

- ▶ TEDx Speaker
- ▶ SEN Trainer: Bishop Grosseteste University
- ▶ MSpEd at University of Birmingham
- ▶ Cued Speech for the deaf
- ▶ CPSE (PGCert) Mentoring/Training Teachers
- ▶ ADHD @University of Wales

Copyright People First Education Ltd

Copyright People First Education Ltd

1

2

Panel Chair and Keynote Speaker:
Tackling Mental Health, Setting a
Strategy
Educated Yorkshire: 2016



www.peoplefirsteducation.co.uk



Bejewelling

3

4



www.peoplefirsteducation.co.uk

Promoting positive behaviour

- ▶ Behaviour management is not about dealing with issues as they arise
- ▶ Behaviour management is about avoiding those issues in the first place
- ▶ If you deal with those issues as they arise you will not reduce the number of incidents
- ▶ If you avoid the incidents by understanding the impairments and triggers you will significantly reduce challenging behaviour

www.peoplefirsteducation.co.uk

5

6

A Thought...

- ▶ "Education would be so much more effective if its purpose were to ensure that by the time they leave school every boy and girl should know how much they don't know, and be imbued with a lifelong desire to know it."
Sir William Haley



7

A cohesive unified team approach

- ▶ What is the importance of a cohesive unified team approach?



8

Legislation, law and Ofsted

- ▶ Equality act 2010:
- ▶ Reasonable, proportionate and appropriate adjustments
- ▶ Ofsted, Good
- ▶ Needs, interests and aspirations of individuals and groups of individuals
- ▶ SEND Reform 2014
- ▶ "may" have SEN
- ▶ The teacher is responsible



9

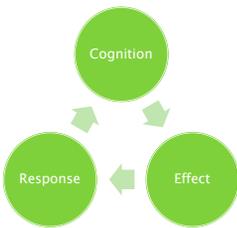
Social, emotional and mental health, how can we help?



10

From BESD to SEMH

- ▶ A concept shift
- ▶ All behaviour is communication



11

DfE and DoH (2014) Special Educational Needs and Disability Code of Practice: 0 – 25 years

- ▶ What is SEMH?



12

Also may have

- ▶ ADD
- ▶ ADHD
- ▶ Attachment Disorder
- ▶ PDA



www.peoplefirsteducation.co.uk

13

Social Emotional and Mental Health

- ▶ New Ofsted framework
- ▶ Requires schools to provide evidence to demonstrate effective practice and the impact of improvement strategies with regards to behaviour issues
- ▶ As a result there is a greater emphasis on the relationship between behaviour and safety for all students and staff within inspections.

www.peoplefirsteducation.co.uk

14

Social Emotional and Mental Health

- ▶ To look at the issue of Behaviour and Safety within Ofsted guidelines and the SEN code of Practice.
- ▶ To consider a range of systems and strategies to effectively manage specific issues and situations

www.peoplefirsteducation.co.uk

15



Copyright People First Education Ltd

16



www.peoplefirsteducation.co.uk

17

What's on your mind?



www.peoplefirsteducation.co.uk

18

Attachment Disorder



www.peoplefirsteducation.co.uk

19

What is attachment disorder?

- ▶ Trauma and loss
- ▶ Pre birth
- ▶ Post birth
- ▶ Early years



20

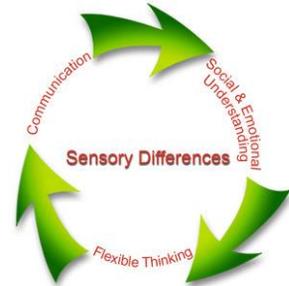
Key features of PDA

- ▶ Resistance and avoidance – ordinary demands of life
- ▶ Resists demands, using at least one manipulative strategy
- ▶ ie not solely through straightforward refusal, ignoring or social withdrawal
- ▶ Normal expectations cause intolerable pressure
- ▶ Obsessively actively avoids these

Copyright People First Education Ltd

21

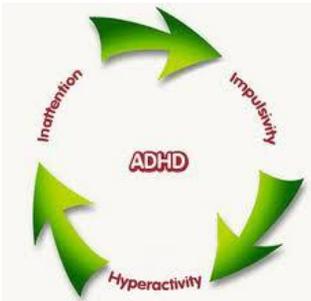
Where PDA meets the Triad of Impairments



Copyright People First Education Ltd

22

And parties with ADHD



Copyright People First Education Ltd

23

Communication

- ▶ What behaviour do you want?
- ▶ Expectations
- ▶ Every professional/paraprofessional differs
- ▶ What behaviour don't you want?

Copyright People First Education Ltd

24

- ▶ Be realistic with expectations
- ▶ Pick 3



25

Communication

- ▶ Make a list...
- ▶ Do want
- ▶ Don't want



26

Copyright People First Education Ltd

Communication

- ▶ How many are effective?
- ▶ 1 - 3 depending upon who you ask



27

Copyright People First Education Ltd

Communication

- ▶ Who makes the rules?
- ▶ You?
- ▶ Them?
- ▶ Negotiated?
- ▶ Control?



28

Copyright People First Education Ltd



29

www.peoplefirsteducation.co.uk

Lucky 7s



30

www.peoplefirsteducation.co.uk

Lucky 7s

- The key to human behaviours:
- Social/emotional
- Communication
- Rigidity of thought
- Sensory
- Attentional issues
- Impulsivity
- Hyperactivity

www.peoplefirsteducation.co.uk

31

What are the presentations of ASD/ASC, ADHD, Attachment Disorder and PDA which affect behaviour?

- Actually there are 8
- Biggest cause of negative behaviour in the classroom...



www.peoplefirsteducation.co.uk

32

Who else presents with these impairments?

- When was the last time you didn't understand a request from your line manager?
- How did you feel?
- When were you last hyperactive?
- What caused this?

www.peoplefirsteducation.co.uk

33

How to identify potential behavioural 'hotspots' and intervene to avoid them.

- First major hotspot - I've told you this one...
- Relationships (gender differences?)
- Changes to routines - see Social Stories
- Lack of interest
- Bad day at home
- Being there
- Any others?

www.peoplefirsteducation.co.uk

34

How do we avoid/circumnavigate these hotspots?

- Quality of L&T
- Relationships - individuals and groups (gender differences?)
- Changes to routines - see Social Stories
- Lack of interest
- Bad day at home
- Being there
- Any others?

www.peoplefirsteducation.co.uk

35

How do we build resilience?



www.peoplefirsteducation.co.uk

36

Sanctions/rewards?

- ▶ What do you think?
- ▶ Which works best?
- ▶ How do you feel if somebody is negative with you?
- ▶ How do you feel if somebody is positive with you?



www.peoplefirsteducation.co.uk

37

“If you get this right, you can have a housepoint!”

- ▶ An examination of effective rewards and sanctions and guidance on how to meet the needs, interests and aspirations of individuals and groups.



www.peoplefirsteducation.co.uk

38

Sanctions/rewards?



- ▶ When is a sanction effective?
- ▶ When it is followed through!



www.peoplefirsteducation.co.uk

39

Dojo Points

Aiden Barker (1)	Ashley Martin (2)	Chasin Smith (2)	Emmarly Woodcock (2)	Isela Perez (2)
Israel Lane (2)	Jace Kirkpatrick (1)	Jeffrey McHargus (3)	Jesus Castillo (1)	Joshua Stram (2)
Kailey Rosewater (2)	Kenna Cole (2)	Luis Aguirre (3)	Luis* Perez (3)	Madalyn Homes (3)
Marco Perez (1)	Paycie Wake (2)	Sheridan Vasquez (2)	Uriel Perez (2)	



www.peoplefirsteducation.co.uk

40

There is no strategy that all children will identify with!



www.peoplefirsteducation.co.uk

41



www.peoplefirsteducation.co.uk

42

Think differently...



www.peoplefirsteducation.co.uk

43

And hey presto!

- ▶ There's your reward!
- ▶ What interesting rewards have worked for you?

www.peoplefirsteducation.co.uk

44



www.peoplefirsteducation.co.uk

45

Top, middle or bottom?



www.peoplefirsteducation.co.uk

46

There's this kid right...

- ▶ Spits
- ▶ Throws chairs
- ▶ Messes about with his Velcro on his shoes
- ▶ What's your focus

www.peoplefirsteducation.co.uk

47

Communication

- ▶ Pick three behaviours...
- ▶ Top
- ▶ Middle
- ▶ Bottom

Copyright People First Education Ltd

48

Communication

- Pick three behaviours...
- Achieve
- Celebrate
- Move forward



49

Communication

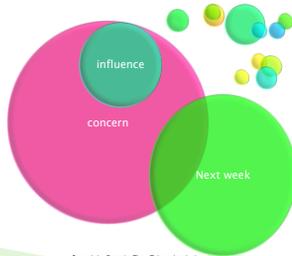
- Your choices, one of each...
- An expectation of how you would like him/her to listen
- An expectation of how you would like him/her to approach learning
- An expectation of how you would like him/her to bring to school



50

Intervention

- High levels of stress and anxiety
- Keep stress to a minimum



51

Fresh start every day...



52

Differentiation

- We need to differentiate by actively facilitating supportive scaffolding across the curriculum.
- How?



53

Engage the child's interest

- Engage the child's interest by noticing what already captures a child's interest and building on that by matching tasks and activities to that interest



54



Copyright People First Education Ltd

55

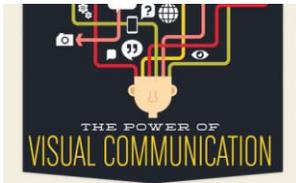


www.peoplefirsteducation.co.uk

56

Simplify tasks and emotional and social situations continued

- ▶ Remember the power of modelling
- ▶ Be creative with communication. Don't just rely on your voice



Copyright People First Education Ltd

57

Solve problems

- ▶ Be ready and prepared.
- ▶ Anticipate where children might need support to avoid failure



Copyright People First Education Ltd

58

Model enthusiasm

- ▶ On completion of tasks, let the child see your pleasure.
- ▶ They can then start learn satisfaction and pride in their own achievements.



Copyright People First Education Ltd

59

The language we use

Not helpful:

- ▶ Be kind
 - ▶ Calm down
 - ▶ Concentrate
 - ▶ Be patient
- ▶ It is not clear what the child needs to do to meet expectations

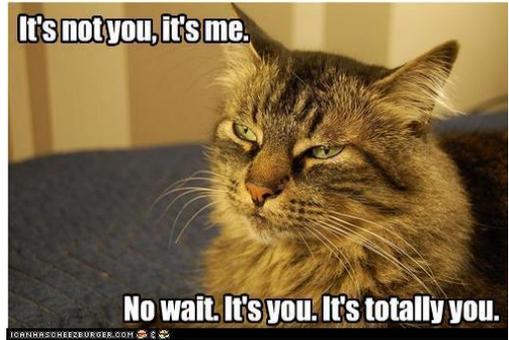
Copyright People First Education Ltd

60



www.peoplefirsteducation.co.uk

61



www.peoplefirsteducation.co.uk

62

Lack of Flexible Thought

- ▶ However...
- ▶ Choose your battles
- ▶ Pushing a child to obey demands may lead to anxiety and 'meltdown'



www.peoplefirsteducation.co.uk

63

Picking your battles, when should the educator intervene, and when should they not. When to respond and when to react and what is the difference.



www.peoplefirsteducation.co.uk

64

What about SEND

- ▶ Hearing impairment
- ▶ Visual impairment
- ▶ Dyslexia
- ▶ ASD/ASC (peripheral vision)
- ▶ Wheelchair users

www.peoplefirsteducation.co.uk

65

What's the difference?

RESPOND | REACT
A Mindful Difference

www.peoplefirsteducation.co.uk

66

Stress!!!



www.peoplefirsteducation.co.uk

67

Managing Stress

- ▶ Children feel stress at home or school and it can have a negative impact on their wellbeing... and behaviour

www.peoplefirsteducation.co.uk

68

Identify triggers..

- ▶ If the cause of the stress isn't easily identifiable, keep a journal and write down times when the child is anxious or upset to determine patterns.
- ▶ Are there sleepless nights before an assessment?
- ▶ Do they look anxious before going on the playground?
- ▶ Use these patterns to pinpoint the activities and situations that may be stressful for the child.

www.peoplefirsteducation.co.uk

69

Reduce Opportunities for Stress...

- ▶ Some stressful situations are avoidable
- ▶ Team games...
- ▶ Find another activity that is a better fit with their interests and abilities.
- ▶



www.peoplefirsteducation.co.uk

70

Find Ways to Relieve Stress

- ▶ Learning to cope with it in a positive way is a lifelong lesson
- ▶ Take a break!
- ▶ Provide learners with a place to go and collect their thoughts before returning to the group.
- ▶ Respect time out or 'Please give me a minute.'

www.peoplefirsteducation.co.uk

71

Breathe

- ▶ Use physical fitness as a way to channel energy in a positive manner
- ▶ Go for a walk
- ▶ Running, jumping, or playing catch can help children release tension and stress
- ▶ Trampolining!
- ▶ If a child can't leave the setting try a stress ball

www.peoplefirsteducation.co.uk

72

Preparing for New Situations

- ▶ Preparation is key!
- ▶ Read stories, write about, and discuss upcoming events to prepare children and set expectations
- ▶ Encourage them to ask questions
- ▶ Wherever possible, let them know how a new event or change will (or won't) affect them.

www.peoplefirsteducation.co.uk

73

Tactile

- ▶ Who likes to doodle, tweet, squidge something?
- ▶ Can you listen at the same time?



www.peoplefirsteducation.co.uk

74

Blu tac!

- ▶ Is everybody consistent?



www.peoplefirsteducation.co.uk

75

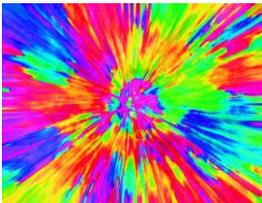
Tactile



76

Lighting and colour

- ▶ Bright colours and busy patterns can also have a distracting effect.



Copyright People First education Ltd

77

Visual

- ▶ Is the classroom visually overstimulating?
- ▶ Understimulating?



www.peoplefirsteducation.co.uk

78

Visual

- ▶ Are you overstimulating?



www.peoplefirsteducation.co.uk

www.peoplefirsteducation.co.uk

79

80

Smells

- ▶ How does the room smell?
- ▶ How do you smell?



www.peoplefirsteducation.co.uk

81

Smells



www.peoplefirsteducation.co.uk

82

What smell happens at 11:30ish



www.peoplefirsteducation.co.uk

83

Smells

- ▶ What can we do about school dinner smell?
- ▶ Discuss



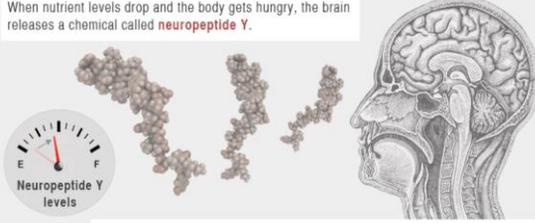
www.peoplefirsteducation.co.uk

84

Hunger, anger, and neuropeptides

How chemicals in the brain can make you hungry and hangry

When nutrient levels drop and the body gets hungry, the brain releases a chemical called **neuropeptide Y**.



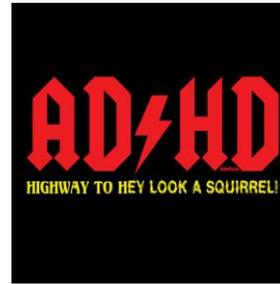
Neuropeptide Y has several functions, including increasing food intake. It is produced in various parts of the brain, including the hypothalamus, and acts on a variety of receptors, including the **Y1 receptor**.

This increase in neuropeptide Y increases appetite and is thought to produce an associated change in aggression and aggressive behaviour.

www.recoverysession.com www.peoplefirsteducation.co.uk Research sourced from shafferback.com

85

Be aware of visual distractions



www.peoplefirsteducation.co.uk

86

Where are you?

- ▶ Where do you stand/sit in transition times?
- ▶ Where are you in the mornings?
- ▶ Where are you at the end of the day?
- ▶ Let's roleplay this!

www.peoplefirsteducation.co.uk

87

All behaviour is communication

- ▶ It's important to know how to deal with negative behaviour.
- ▶ You need to be able to calm them down, so that they don't take any action that harms you or others -
- ▶ Either physically or emotionally
- ▶ By doing this, you can break the emotional "spirals of escalation" and solve the underlying problems that have caused the negative behaviour

www.peoplefirsteducation.co.uk

88

All behaviour is communication

- ▶ If you respond angrily to a child's negative behaviour you may be seen as an aggressor
- ▶ By responding positively negative behaviour you can nurture positive relationships
- ▶ And you'll experience less stress!
- ▶ Spreading the love...
- ▶ If you respond calmly to negative behaviours you inspire those around you to imitate your strategies

www.peoplefirsteducation.co.uk

89

Passive aggressive

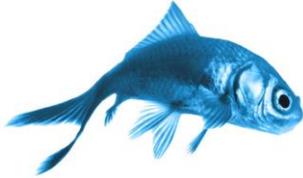


www.peoplefirsteducation.co.uk

90

Distraction techniques

- ▶ Focus attention on something else
- ▶ Laughter, if it's appropriate
- ▶ Use the blue goldfish
- ▶



www.peoplefirsteducation.co.uk

91

Enabling control

- ▶ Practice defusing situations
- ▶ Use role play
- ▶ Negative behaviour is normal
- ▶ Anger is a universal emotion
- ▶ Before you can help, you need to find the root cause of their anger
- ▶ Maybe by asking open-ended questions

www.peoplefirsteducation.co.uk

92



www.peoplefirsteducation.co.uk

93



www.peoplefirsteducation.co.uk

94

Meeting the sensory needs of those with or without a range of SEN.

- ▶ Some simple and effective strategies designed to adapt the school environments and meet the needs of a range of pupils with SEMH, whilst continuing to also meet the needs of their peers.

www.peoplefirsteducation.co.uk

95

Sensory...

- ▶ The most important consideration!



www.peoplefirsteducation.co.uk

96

Using appropriate sound and recognising inappropriate sound issues throughout the school and taking remedial action.

CLASSIC *f*M



97

Noises

- ▶ What can you hear?



98

Noises

- ▶ What can you hear?
- ▶ Music
- ▶ Split groups/year groups doing different activities
- ▶ Other adults in the room
- ▶ Activities outside



99

Sensory Differences



100

How to exploit the benefits of visual interventions in order to nurture effective communication.

PEOPLE REMEMBER OF WHAT THEY

SEE AND DO	50%
READ	20%
HEAR	10%

MOST PEOPLE ARE VISUAL LEARNERS

60 000 TIMES FASTER THAN TEXT

83% OF HUMAN LEARNING OCCURS VISUALLY

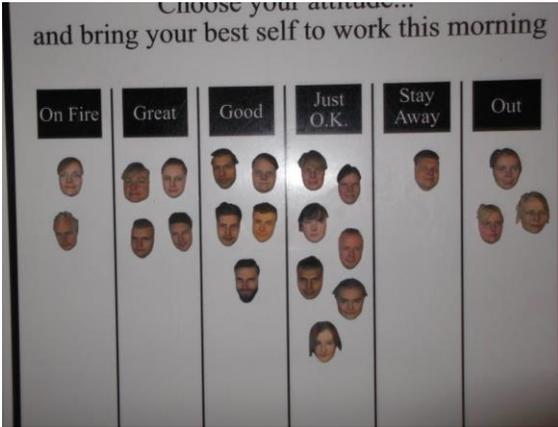
THEY QUICKLY AFFECT US BOTH COGNITIVELY AND EMOTIONALLY

101

Social and Emotional Understanding



102



103

The Emoji!



www.peoplefirsteducation.co.uk

104

Bitmoji



www.peoplefirsteducation.co.uk

105



www.peoplefirsteducation.co.uk

106



www.peoplefirsteducation.co.uk

107

Routine

- ▶ Visual timetables
- ▶ And changes to routine



108

Female brain is multi tasking -- Why?



24/02/2016

www.peoplefirsteducation.co.uk

109

Sensory differences

- ▶ Single attention/divided attention
- ▶ Inability to separate senses (EMB)
- ▶ Fragmented perception – don't run/please walk



www.peoplefirsteducation.co.uk

110

Some figures...

- ▶ ADHD: 80% male
- ▶ Dyslexia: 80% male
- ▶ Dyspraxia: 80% male
- ▶ ASD/ASC: 50% male
- ▶ 100% male brain

www.peoplefirsteducation.co.uk

111

Sensory differences

- ▶ Single attention/divided attention
- ▶ Inability to separate senses (EMB)
- ▶ Fragmented perception – don't run/please walk

www.peoplefirsteducation.co.uk

112

Strategies and interventions for adapting the sensory environment to meet the behavioural needs of individuals and groups.



www.peoplefirsteducation.co.uk

113

How classroom layout impacts on anxiety.

- ▶ Workshop
- ▶ Where does he/she sit? (or they)
- ▶ Please use the sheets of paper provided and draw a rough sketch of (one of) the classroom(s) you work in.

www.peoplefirsteducation.co.uk

114

Display

- ▶ Ideal environment is uncluttered and clear.
- Avoid:
 - ▶ Hanging ceiling displays.
 - ▶ Giant mind maps.
 - ▶ Too many key questions.
 - ▶ Too many key words.



Copyright People First education Ltd

115

The classroom

- ▶ Central spaces
- ▶ Clear
- ▶ Furniture to the sides of the room.
- ▶ Never underestimate the amount of space that will be needed in the room



Copyright People First education Ltd

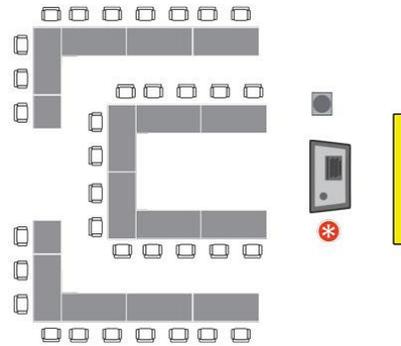
116

Almost – what’s wrong with this picture?



Copyright People First education Ltd

117



www.peoplefirsteducation.co.uk

118

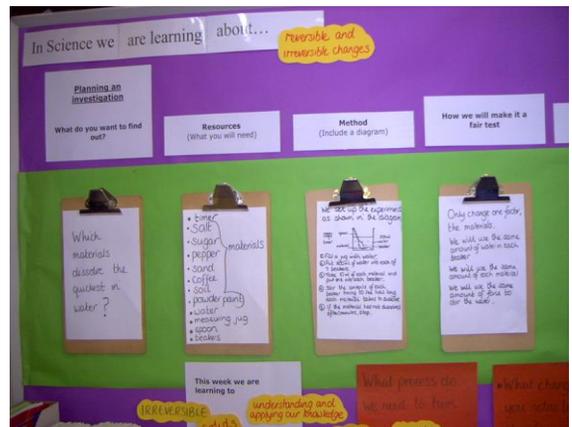
The classroom

- ▶ Washing lines of vocabulary, key words or numbers do not need to be an obstacle.
- ▶ Placed in an area where they are visible without getting in the way.
- ▶ When creating an interactive display patterns and colours need to be considered.



Copyright People First education Ltd

119



120

The classroom

- › Displays – stimulating and informative without being cluttered.
- › Should not need bold, bright backing papers to draw attention to it.
- › Can be effective without being intrusive:



Copyright People First education Ltd

121



Copyright P

122



Undirected time

- › Free time
- › Outside areas – easily overlooked
- › Noise and lack of structure – a potential hot spot
- › Anxiety
- › Confusion
- › Isolation



Copyright People First education Ltd

123

Undirected time

- › Apply structure to this environment.
- › Bypass the outside area completely/ provide lunchtime/playtime clubs.
- › Lunchtime lounge
- › Quiet zone.
- › Partner or buddy.
- › Reducing stress of social procedures.
- › Friendship stops or benches.



Copyright People First education Ltd

124

Undirected time

- › Group games (supervised and supported) can encourage such skills as:
- › Turn taking
- › Understanding rules
- › Social interaction



Copyright People First education Ltd

125

Undirected time

- › In the washroom.
- › Crowds of people – anxiety.
- › Examples of good practice include:
- › Younger learners being sent in twos or threes.
- › Washroom monitors
- › Sending vulnerable learners to the washroom a little earlier.



Copyright People First education Ltd

126

Take care of yourself



Copyright People First Education Ltd

127

Make a plan

- ▶ 5 things you are going to change



Copyright People First Education Ltd

128

The investment will be worth it!



Copyright People First Education Ltd

129

Stay in touch



www.peoplefirsteducation.co.uk

130