Welcome to our SEND coffee morning 17.04.2024

Today we are talking about start of the day and end of the day routines for neuro diverse children and then a chance to talk to our school nurse Kate Lewis



Enjoy a cuppa and biscuits!



Everyone can achieve. Everyone can learn. Everyone belongs.

Outcomes

- Understand why neuro diverse children may show challenging behaviour at the beginning and end of a school day.

- Have some strategies to make adaptations to support your children.

This information is adapted from the following website which has multiple helpful resources for parents of neuro diverse children:
Resources - Diverse (diverseuk.org)

DIVERSE

Challenging behaviours before and after school





Air Balloon Hill PRIMARY School

Everyone can achieve. Everyone can learn. Everyone belongs.

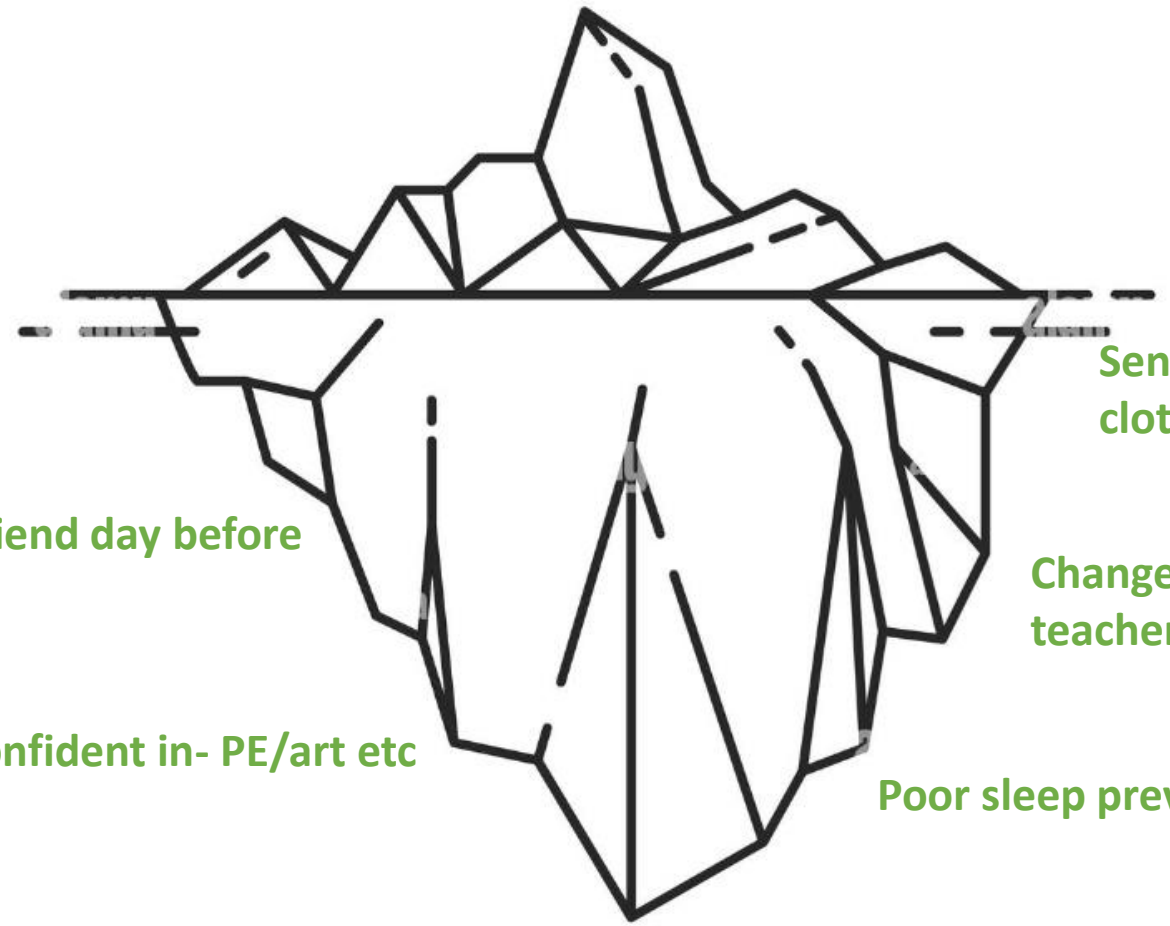
Behaviour – the what, why and how approach

- Think about what behaviours your child displays that are difficult or challenging in some way before and after school
- Consider why your child may be behaving the way they do
- Decide how to make things better; how to reduce, replace or manage your child's difficult behaviours before and after school

Getting ready for school- challenging behaviour

WHAT?

refusing to get ready



WHY?

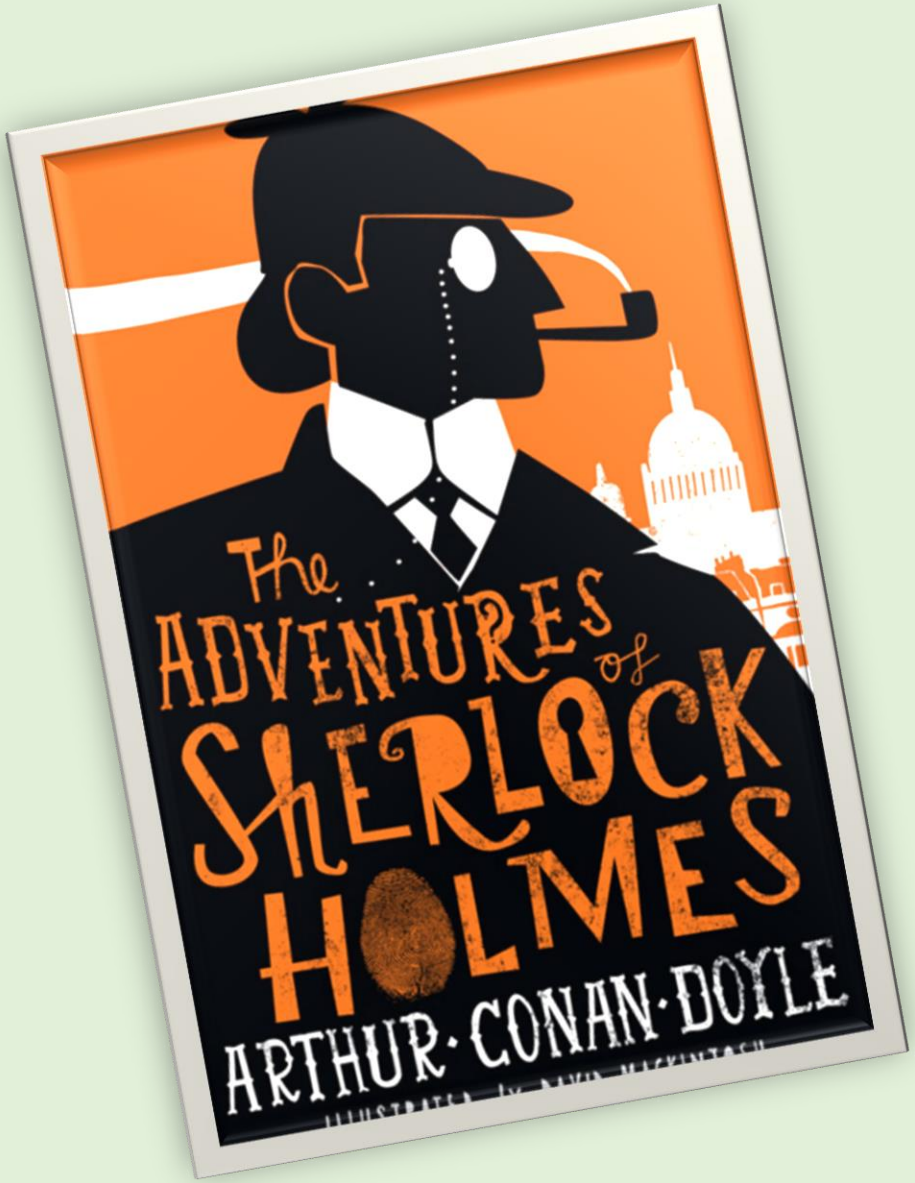
Sensory difficulties- new detergent on clothes/ weather/bin lorry/ loud music

Had an argument with a friend day before

Change in routine- different teacher/trip/event

Subject they feel less confident in- PE/art etc
On the timetable

Poor sleep previous evening



Once you understand why your child is behaving this way you can help them cope living in a neuro typical world.

Some of their stresses you may be able to eliminate straight away. For example:

- **No radio on in the morning**
- **Get them to choose the fragrance of detergent they like**
- **Not insisting they wear their coat- put it in their bag**
- **Journey to school slightly later or earlier**

Can you think of something you could change or drop totally from your morning routine which would help reduce challenges?

Focus on one behaviour at a time you want to change

- Prioritise safety. Look at these behaviours and list them in order of importance to you. Each persons view may be slightly different.

- My child won't brush their teeth
- My child runs away from me on the way to school
- My child refuses to wash their face
- My child won't wear a coat
- My child won't get dressed in their uniform
- My child hits their sibling on the way to school
- My child won't eat breakfast
- My child won't do their homework



Some of these routines and behaviours you can negotiate with your child. Visual routines really support
Neuro diverse people. You can negotiate a routine with your child. It might not seem totally logical to you but if it makes sense to them that will be more effective. Remember to do this when they are calm and happy and you can both reflect- not in the moment of crisis!

Morning Routine

- [ ]  Eat Breakfast
- [ ]  Take Medicine
- [ ]  Put up Dishes
- [ ]  Brush Teeth
- [ ]  Change Clothes
- [ ]  Put PJs Away
- [ ]  Socks/Shoes
- [ ]  Get Backpack

Rewards are better than bribes

- A bribe is when you give your child something to stop them doing something you don't like.
- A reward is agreeing in advance what your child will get if they do a behaviour you approve of.
- So rewards are better because you have control of them and they produce more social behaviour from your child.
- Not too high stakes- can just be quality time with you- does not need to be a financial cost.
- Don't make them wait too long. Fairly instant rewards work better.
- Use us to support you. A sticker from their teacher or just a smile and well done may make all the difference!



Think about your Language

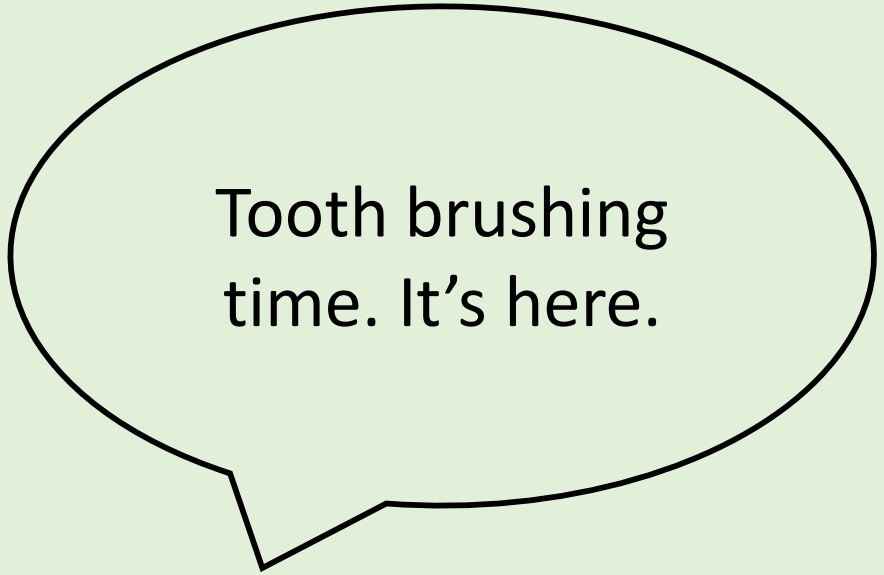
- Use non confrontational language. Look at the difference between these ways of encouraging your child to get ready.

We're just about to leave. I've put your shoes by the door. Let me know if you need some help.

Get your shoes on now! You are making everyone late!

Simplify- if your child is distressed their ability to process information is limited

Now my lovely, I'd really like it if you could brush your teeth. That would be such a help as we need to be out of the door in five minutes. Could you do that for me please?



Talk through social norms and changes to give them take up time – use social stories



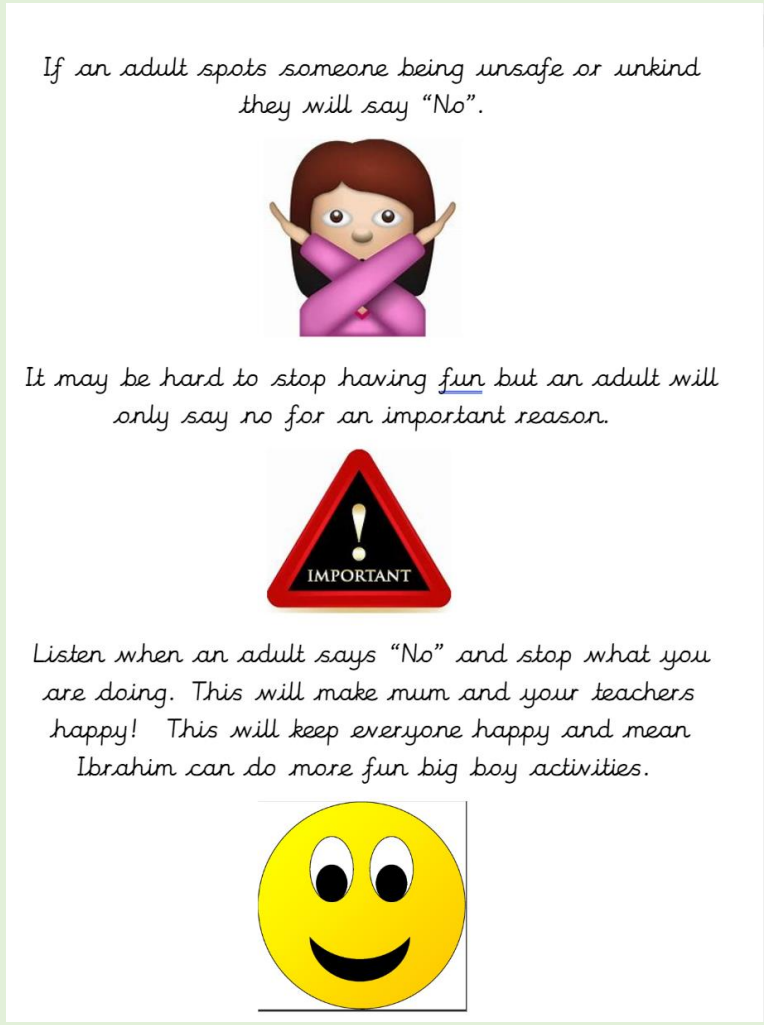
_'s sometimes we are told "No" Story

_____is in _____ Class.

He is in year _ and is a big boy now.

Sometimes in year _, children are trusted with special, exciting activities.

Adults are there to keep us safe and happy.



If an adult spots someone being unsafe or unkind they will say "No".

It may be hard to stop having fun but an adult will only say no for an important reason.

Listen when an adult says "No" and stop what you are doing. This will make mum and your teachers happy! This will keep everyone happy and mean Ibrahim can do more fun big boy activities.



End of the day – chill out

- Don’t expect too much of a neuro diverse child after school
- Give them some decompression/chill out time
- Find out what calms them- TV, nature, exercise, puzzles, bathtime
- Change your routine to incorporate this if you can
- If they attend a club after school- talk to the club- they are happy to make adjustments to help your child
- Worries about H.W or reading talk to us- we understand.





Bristol Autism team

About the courses

The Bristol Autism Team runs a range of courses throughout the year. The courses are:

- free
- for parents and carers
- face to face and online

Course referrals

If you're a parent or carer, you can refer yourself for a course. You can also refer on behalf of a parent or carer, but you must get their consent. You cannot refer someone if you don't have their consent.

We prefer it if parents and carers who want to attend the course do the referral themselves.

Our courses fill up quickly. If you've made a referral and we don't have space, we'll contact the parent or carer when there's space on an upcoming course.

Scan this QR code to take you to the webpage with course details


THANK
YOU