



50/50 LEARNING AND BEHAVIOUR PROGRAMS

It is very important when developing a behaviour program that you put in place two types of strategies:

- ✔ Strategies for the **ADULTS** to use to manage the students behaviour.
- ✔ Strategies for the **CHILD** to manage **THEIR OWN** behaviour.



***NOTE:** Behaviour can be both 'active' and 'passive'. Some students actually 'shut down', while others 'meltdown' and others hold it together at the time and meltdown later. All of these students need to identify their personal triggers and what actions to put in place.

You will need to use a combination of strategies and while at first it may feel like YOU are doing all the work as the student learns to work with what you provide, you will do less and less and eventually move to a 50/50 approach. **This is where 50% of the strategies are by the adult and 50% by the student.** Children on the spectrum need to be 'taught' to use a combination of strategies. I have seen many examples over the years where people put in place a strategy and just expect the child to understand how to use it or what it means.

One of the key elements of a 50/50 program is teaching children to manage their own emotions. A pro-active approach to helping children with ASD, ADHD, ODD identify their 'personal triggers' is essential. Once you know these, it is easier to develop the 'Strategies' and 'Actions' to put in place for the individual at home and school.



50% STRATEGIES FOR THE ADULTS TO USE TO MANAGE THE STUDENTS BEHAVIOUR

50% STRATEGIES FOR THE CHILD TO USE TO MANAGE THEIR OWN BEHAVIOUR



STRATEGY+	ACTION =	INDEPENDENCE & SUCCESS
<ul style="list-style-type: none"> • Use a range of visuals to support understanding. • Use visual schedules to help students know what is happening. • This reduces anxiety and increases independence 	Model	<ul style="list-style-type: none"> • Follow a visual schedule. • Understand changes in schedules and regulate own anxiety if these occur. • Refer to visuals to increase understanding
Use Timers to: <ul style="list-style-type: none"> • Pre-warn • Indicate HOW long they need to do a task 	Practice	<ul style="list-style-type: none"> • Understand time limits through use of timers and clocks. • Start/finish agreed task once timer has finished, particularly useful for transitioning. • Refer to timer for time management
Allow the child time to process	Persistence	Ask for help, let adults know when they need time to think etc. Use Social Stories to support, to ask for help or extra time.
Pre-warn and allow completion of tasks before moving on to next activity	Small Steps	Accept they need to 'finish' for now and can complete the activity later (regulate own anxiety)
Use Preventative Breaks <ul style="list-style-type: none"> • Notice signs of anxiety (change in facial expression, body language etc). • Put in place strategies like a sensory area. drink/toilet break 	Consistency	<ul style="list-style-type: none"> • Request a break before behaviour escalates. • Rejoin the group after calming themselves.
Teach signs of anxiety and what to do	Repetition	Notice their anxiety and putting in place strategies to reduce it.
Use social stories	Range of Strategies	Refer to Social Stories and put in place their strategies.
Be aware of your own tone of voice and motions as this can cause behavioural difficulties	Rewards Using Strategies Independently	Understand other people's emotions and regulate their own.
Use Organisational Supports <ul style="list-style-type: none"> • Colour coding books • Clear Timetables • Homework: having equipment ready, drink and food 	Social Stories	Independently use the organisational supports.
Create consistent routines. When the child knows what is happening and when it reduces anxiety	Timers	Independently follow the routines.
Use of sensory tools allows children "sensory breaks" and encourages processing during listening activities.	Visuals	<ul style="list-style-type: none"> • Independently access sensory tools to self-regulate anxiety. • Understand sensory needs and use sensory tools to self regulate.