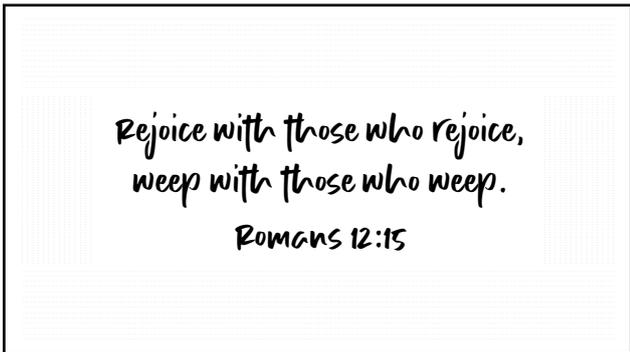
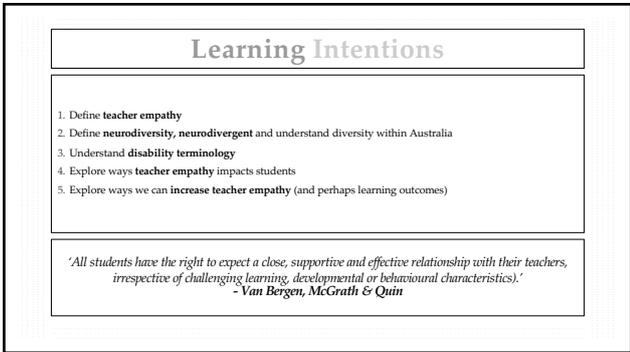




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2



3

Framework for Teachers in SCEA Schools

- 1.1 Acknowledges that students are made in God's image... equal and valued in the eyes of God
- 1.2 Understands renewing of the mind and how epigenetics (trauma) and neurology (diversity) underpin this
- 1.3 Respect created differences [neurodiversity]
- 1.4 Teachers model being kind, showing respect, compassion, grace and forgiveness
- 1.6 & 2.2 Use teaching strategies which encourage full participation and plan carefully accordingly
- 3.1 Have high expectations and support God given abilities
- 3.3 Understand the power inherent when teaching and the messages of hope and life conveyed when teaching; addresses societal inequalities
- 3.5 Uses 'from the heart' verbal and non-verbal which demonstrates Christian love, care and encouragement
- 5.2 Feedback is considerate [appropriate for the child's developmental understanding]
- 5.3 Judgments on student learning is fair, consistent and unbiased
- 5.4, 5.5 & 5.6 strives to grow, participating in learning and uses community feedback to progress
- 7.1 Upholds ethical responsibilities [Disability Act, 2005]

4

Framework for EAs in SCEA Schools

- Supports student learning as directed by the teacher
- 1. Is flexible and proactive, adapting to changes and anticipating needs of students and teachers
 - 2. Adopts a holistic approach to care of students, responding to educational, spiritual, emotional and physical needs
 - 3. Responds appropriately to observed student behaviours, including those with special needs
 - 4. Works with students from diverse backgrounds to support their learning

5

A Note on Note Taking

Cornell Notes -
Includes

- Keywords and questions (left side)
- Main notes and key thoughts (right side)
- Summary (bottom)

Notes Keywords, comments Summary

Application-

- When you think about neurodiversity, which student comes to mind (they may or may not have a formal diagnosis)
- Take a moment to jot down how they learn, how they perceive situations, their relational needs & behavioural needs (regulation needs)
- Create a visual of the student (no judgment)
- Throughout the session, we may discuss something which may assist in this student's learning, well-being and behaviour – write down ideas which may assist them and you

6

A word about terminology

Throughout this presentation I will use language and terminology that is generally preferred within the disability community. These are:

- Identity first (autistic person) as opposed to person first (person with autism)
- Neurodiverse: brains are diverse just like the colour of skin, hair and body shape
- Neurodivergent: differing in mental or neurological function from what is considered typical or normal
- Disability (not different ability... disability is not a dirty word)
- Atypical or neurotypical (not confirming to a type) compared to neurotypical
- Ableism involves discriminatory attitudes and practices arising from the perception that a person who has a disability is in some sense inferior to a person who does not have a disability.
- High functioning autism – this can be quite upsetting for autistic people as it assumes they ‘function highly’, when this is not often the case.

7

A great analogy

From a social story written by More Than One Neurotype (see recommended reading)

We can think of brains like phones – we have iPhones, Samsung and Google phones. Each of these phones work differently, but one phone’s way of working is not better than the other, and they all have their own names, just as there are names in neurodiversity (ADHD, autism and so forth).

But, if you try to get a Samsung phone to use an Apple app, it won’t work properly. It’s not because the Samsung phone is broken, its because you are trying to use something that was not made for the Samsung phone. It is like expecting something that works with neurotypical children to work for neurodivergent children, but you are using the wrong ‘app’.

The question is – would you punish the Samsung phone or discard it when you are trying to download an app made for an iPhone?



8

‘EDUCATION NEEDS TO BE ADJUSTED TO FIT TO THE STUDENTS, RATHER THAN STUDENTS NEEDING TO ADAPT TO FIT AN EDUCATION SYSTEM OR EXPERIENCE... [THIS MEANS IT SHOULD INVOLVE] PROACTIVE UNIVERSAL APPROACHES FOR THE ACADEMICS, BEHAVIOURAL AND SOCIAL-EMOTIONAL WELLBEING OF ALL STUDENTS AND INCREASING LEVELS OF ADJUSTMENTS TO SUPPORT INDIVIDUAL STUDENT LEARNING’

- (COLOGON & LASSIG, 2020)

9

About Me

Let's talk about my bias....

- Head of Learning Support PK-12 at Ellenbrook Christian College
- Mother of two teenagers and one adult
- I have ADHD
- Very neuro-atypical family
 - Autism
 - ADHD
 - SLD-R
 - DCD
- I have been teaching for a little over six years: English, HaSS & Psychology

10

Context of my research project

It's tough being neurodivergent.



It's tough being the parent of a neurodivergent child.

When I talk about privilege with my students, I use the word **access** to help them understand what it can mean.

- How does being neurodivergent affect their access to the world?
- And in this specific context, affect their access to education?

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Context of my research project

Most parents I speak to lament that teachers do not understand-

- the functional and emotional issues which arise from being neurodivergent
- the impact this has on learning and navigating the social world
- how simple things can be difficult, time-consuming and emotionally taxing
- teachers do not make accommodations that can make their child's learning and school life easier and less stressful

Significantly, Broomhead's (2013) research on teacher empathy began as a result of parents raising concerns about the lack of empathy shown by educational professionals.

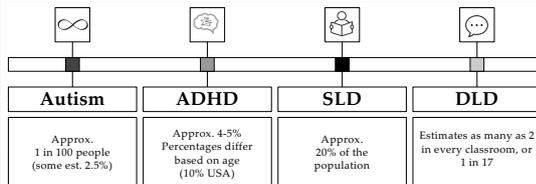
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Context of my research project

- Professor Blatchford’s research found that 75% of classroom teachers felt unprepared to teach students with special needs’
- Julie, a mother of a child with Developmental Coordination Disorder (DCD, used to be known as dyspraxia) stated, ‘teachers have no idea ... I would like them to think ‘gosh I wonder what kind of morning or day’ the student and parents have had (Broomehead, 2013).
- The Children with Disability Australia report (2015) states that ‘a typical school experience for students with disability involves discrimination, limited or no funding for support and resources, inadequately trained staff, a systemic culture of low expectations, exclusion and bullying.’

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Neurodiversity in Australia



14

Neurodiversity in Australia

There have been more students with disabilities (including learning disabilities) enrolled in Australian mainstream schools in the past decade than in any previous decade (AIHW, 2017).

7.3% of all children and young people aged 0-24 years in Australia have an identified disability

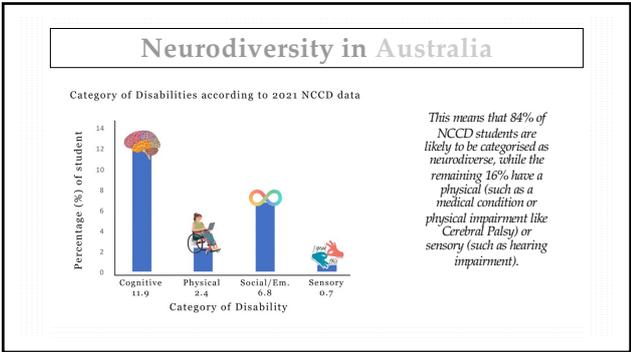


Car's Home, by Donna Williams and autistic artist, explores his sense of isolation.

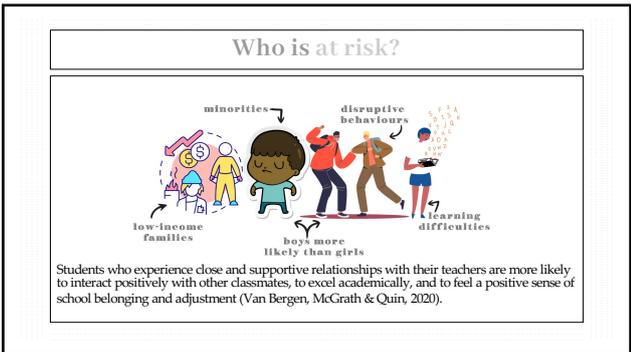
A recent report stated that neurodevelopmental issues, such as autism and ADHD, are increasing by 15 percent per year, and the NSW Department of Education has predicted 'a 50% rise of students with disabilities in public schools' by 2027 (Baker, 2020).

90.2% of students with a disability attend mainstream schools

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16



17

IT IS IMPORTANT TO CHECK WHAT ARE OUR EXPECTATIONS ARE

DO YOU HAVE BEHAVIORAL EXPECTATIONS STUDENTS CANNOT MEET DUE TO NEUROLOGICAL DIFFERENCES, SUCH AS SITTING STILL?

OR ARE THEY EXPECTATIONS THAT CHILDREN HAVE THE RIGHT TO LEARN AND BE CHALLENGED IN THEIR LEARNING?

19

**BARRIERS TO
LEARNING FOR
DISABLED STUDENTS**

20

***DID YOU KNOW A CHILD WITH ADHD
COULD RECEIVE 20,000 MORE
CORRECTIVE OR NEGATIVE COMMENTS BY
THE TIME THEY ARE AGE 10 THAN THEIR
NEUROTYPICAL PEERS?***

21

Disability Models

MEDICAL MODEL
You are disabled
by your impairment.
We need to fix you so
you can climb the step.



SOCIAL MODEL
You are disabled
by the step.
We need to fix that!



*For example, an autism
diagnosis states that a
person has deficits in
social communication,
whereas the social model
would argue that we need
to recognise this as a valid
form of communication*

**the medical disability model
vs social disability model**

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Understanding the medical & social model

- Disabled people believe this is a failure of their community and environment to take into account different bodies, [minds] and ways to function, and to accommodate and adjust for those differences (Malaquias, n.d.). Unfortunately, the medical model has framed much of education.
- Reframing 'impairments' through a social model understanding looks like this:
 - A person who walks has the same need for mobility as a wheelchair user, but that same need is met in a different way for both of them.
 - An autistic young adult has the same need to have social relationships as a neurotypical young adult, but how they each satisfy that need can look very different depending on a range of factors, including disability.
 - A child with an intellectual disability has the same fundamental need to be educated as a child with typical intellectual function, but they may need to have curriculum content delivered in a different way, so their common need to learn may be met in different ways.

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'in'
em+pathos
morphology of empathy 'feeling'

24

What is empathy?

- Empathy, as a general concept, is understanding someone else's emotional state.
- Teacher empathy is the ability to comprehend 'another's emotional state or condition [and] feel similar to what the other person feels or would expect to feel', or more specifically, 'the ability to express concern and take the perspective of a student' (Barr, 2013)
- Empathy leads to pro-social behaviour. This is important when the teacher is the person responsible for making decisions that effect the students in the classroom.



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What is empathy?

When exploring the concept of empathy, both aspects of empathy - the affective (emotions) and cognitive (thinking) - are stressed as important (Parchomiuk, 2018, p. 57).

we learn

this is the type

WALK A MILE IN SOMEONE ELSE'S SHOES

learning about the barriers which people with disabilities face and how you can provide access



comes more naturally

WHEN YOU CRY, I CRY

note: even though this comes more naturally, we do not all this in equal amounts



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What is empathy?

in other words...

Affective empathy is also known as 'emotional contagion', which is the ability to understand another's emotional state and act in regard to another's welfare

emotional contagion: the spontaneous spread of emotions and related behaviors

Cognitive empathy as 'knowing the internal state of another person' which also includes perspective taking, empathetic accuracy and theory of mind

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What is empathy?

Preston and de Waal (cited in Huang et al., 2020) provide an analogy of a *Russian doll* to explain how the different aspects of empathy work together

THE COGNITIVE OR PERSPECTIVE TAKING COMPONENT



THE MIDDLE LAYER IS A MIXTURE OF EMOTIONAL AND COGNITIVE COMPONENTS CALLED EMPATHIC CONCERN



THE EMOTIONAL CORE INVOLVES PERSONAL DISTRESS AND EMOTION CONTAGION



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Teacher Empathy



Empathy can "be considered one of our most important social processes" (Janssen, 2012)

hopefully leading to pro-social behaviour

It is a teacher's ability to engage in empathy that affects the decisions made in the classroom for the student (O'Connell et al., 2013).

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Teacher Empathy

Goroshit and Hen (2016) describe it as: *'a moral feeling concerning the welfare of others, facilitating interpersonal relationships and influencing people to engage in prosocial behaviour. ... the need to be able to identify emotional responses in others... [and]... follow through'.*



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Teacher Empathy

- Sagers, Hwang & Mercer (2011) found that:
 - 'students relate to teachers who relate to them'
 - students appreciated teachers who 'allow them to be understood and their voices to be heard'
 - students did better when teachers provide a 'structured, yet flexible learning environment' where their learning strengths and limitations can be identified.

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Teacher Empathy

- In the classroom, empathy may take the form of the teacher reflecting on:
 - a student's behaviour and ability in relation to the lesson
 - a student's response to the classroom culture
 - teacher's action to information provided by parents and/or the learning support team (including pastoral)
 - how to improve their pedagogy to benefit the individual student and class as a whole

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Teachers Empathy In Action

student = client **Roger's Therapeutic Model** teacher = counsellor
 empathetic communication (understanding and acceptance) unconditional positive regard (love regardless of behaviour) genuineness (open & trustworthy)

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WHAT DO WE NEED TO CONSIDER AS TEACHERS TO HAVE A MORE EMPATHETIC UNDERSTANDING?

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ALL STUDENTS HAVE THE RIGHT TO EXPECT A CLOSE, SUPPORTIVE AND EFFECTIVE RELATIONSHIP WITH THEIR TEACHERS, IRRESPECTIVE OF CHALLENGING LEARNING, DEVELOPMENTAL OR BEHAVIOURAL CHARACTERISTICS)
(VAN BERGEN, MCGRATH & QUIN, 2020, P. 298)

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Hidden Curriculum



A hidden curriculum are unwritten rules, social values, attitudes and norms that govern behaviour in various situations

- Teacher expectations
- Teacher-pleasing behaviours
- how to be a good friend
- behaviour which attracts positive attentions
- behaviours which are considered negative to peers and teachers

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Teacher Attribution

A student shoves a student in while waiting in line

<p>internal attribution</p> <p>'she's violent'</p> <p>'she's impatient'</p> <p>'she has no self-control'</p> <p>'she is mean & nasty'</p> <p>we attribute the behaviour to something about them</p>	<p>external attribution</p> <p>'it was crowded'</p> <p>'others were shoving'</p> <p>'the teacher was running late'</p> <p>'it was thunder storming'</p> <p>we attribute the behaviour to something in the environment</p>
--	--

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Intergroup Interaction



in-group
(shared identity)



out-group
uses stereotypes
based on limited perception

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Upskilling Teachers

1. Learning the concepts of inclusion.
2. Examining knowledge about supporting disabled students.
3. Mastering the instructional techniques for diversity.
4. Sharing successful experiences.
5. Reflecting on their beliefs in teaching.
6. Participating in professional dialogue.
7. Using community resources.
8. Disseminating research outcomes.
9. Advocating a whole-school approach (WSA)

Sin, Tsang, Poon and Lai, 2010

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Understanding the co-regulation

- Regulation is the ability to adapt to change, control our impulses, emotions and responses in relation to stressors. It is an internal skill and takes years to develop and many things can interrupt the development including trauma
- Dr Delahooke states – we cannot develop regulation until someone co-regulates with us; L.R. Knost says “When little people are overwhelmed by big emotions, it’s our job to share our calm, not join their chaos.”
- ‘Co-regulation is when two individuals are in sync with each other, allowing each individual to up or down regulate the other to be calm and engaged’ - Stuart Shanke

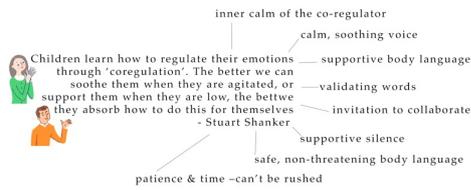
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Understanding the co-regulation

- Dysregulation occurs when we are unable to adapt to what is happening or the stressors we are experiencing. These can include, but not limited to –
 - Sensory over stimulation (noise, touch, light and so on)
 - Communication frustration
 - This can be known as the 'double-empathy problem' which is 'suggests that communicative difficulties between autistic and non-autistic people are due to bi-directional differences in communicative style and a reciprocal lack of understanding.
 - Feeling unsafe - Neuroception was originally developed by Dr Stephen Porges. This theory suggests that we have a subconscious surveillance system that detects threats; this is not something we think about, it happens automatically. We constantly survey our environment to evaluate the risk, and our bodies and brains react depending on the state of threat.
 - Internal experiences that are not understood – such as puberty

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Understanding co-regulation



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5Cs of ADHD



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Lives in the Balance

Kids do well if they can.
Dr. Ross Greene

Important questions –
Why are challenging kids challenging?
When are challenging kids challenging?
What are we going to do differently now that we know why challenging kids are challenging?

Dr. Greene summarises challenging episodes as difficulties with flexibility/adaptability, frustration tolerance and problem-solving. He states, "Adult imposed consequences don't teach kids the skills they lack or solve the problem that set the stage for their challenging behaviour."

Teachers are helpers –
1. Don't make it worse
2. Have a thick skin
3. What are the lagging skills?

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Lives in the Balance

01 Kids do well if they can

02 Doing well is preferable

03 the Important stuff is upstream

04 the Problem Solving is collaborative, not unilateral

05 the Problem Solving is proactive, not reactive

06 Understanding is the most important part of helping

'he just wants attention'
'she just wants her own way'
'he's manipulating us'
'she's not motivated'
'he's making bad choices'

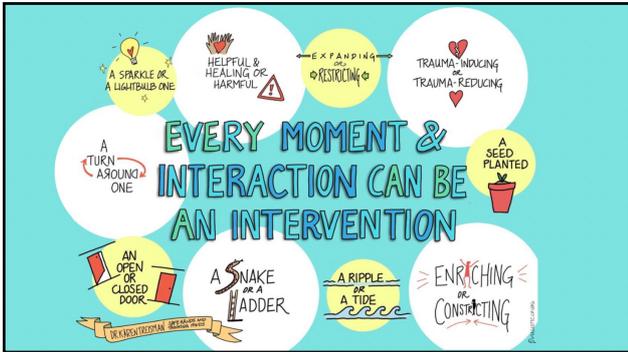
45

Shifting your understanding

The following dot points are taken from a slide from a PD presented by Christina Keeble.

<input type="checkbox"/> They are giving me a hard time	vs	<input type="checkbox"/> They are having a hard time
<input type="checkbox"/> They are attention seeking		<input type="checkbox"/> They are connection seeking
<input type="checkbox"/> They are choosing to do it		<input type="checkbox"/> There is a reason they are struggling
<input type="checkbox"/> Their behaviour is a problem		<input type="checkbox"/> Their behaviour is communication
<input type="checkbox"/> How can I change their behaviour?		<input type="checkbox"/> How can I support them?

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In their voice

(At school) they would get us to watch DVDs for sport and other lessons, which were for little kids not a 16-year-old. At lunch and recess every day I was in the library on computers. I want to be treated like other students – Student aged 16 years.

Kids who have a disability are just like other kids. We just happen to have a disability. We have feelings and want the same things as other children. See us as kids who want to be happy and have ideas like everyone else – Student aged 13 years.

(My son's) teacher said (to me) at a horrendous meeting - "a dyslexic child doesn't fit into our curriculum we will have to give him all Ds" – Parent.

(My child's) funding was used to babysit not educate – Parent

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In their voice

How many actually want kids with disabilities at their school? I know my daughter's Principal didn't want her there – Parent.

I have to go to extreme length to keep my daughter in inclusive education. Someone needs to educate the experts about teamwork, real choices and human rights – Parent.

(My son) was refused access to a private school unless I attended with him and acted as his education assistant – Parent.

(My child's) school decided to isolate my child from other children on daily basis, keeping my child in a small meeting room with two teachers to work on social skills – Parent.

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Reflection Questions

<p>How many conversations do you have with colleagues about disability oppression? Lalvani and Broderick (2013) argue these conversations are often silent in schools (p. 468).</p>	<p>Have you engaged with parents/caregivers about the difficulties students have outside of school? If so, how has this informed your pedagogy?</p>
<p>Do you make a conscious effort to keep abreast of changes within the disability field or disability discourse? For example, the autistic community considers the Autism Speaks Light it Blue Campaign as a day of mourning. They feel this is an organisation who have caused more harm than good to the autistic community.</p>	<p>Have you considered including disability studies as part of your multi-cultural studies in class?</p>

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Reflection Questions

<p>What are your expectations of students in your class? Do you feel they are reflective of your own thinking about what students are capable of, or what students are actually capable of?</p>	<p>Which students are in your teacher spotlight? How can you be more aware of your spotlight and make sure you are not always targeting the same students over and over again?</p>
<p>Do you find ways to praise neurodiverse students? How is done appropriately?</p>	<p>How often do you practice self reflexivity (why do I think they way I do, what are my biases, what informs my affective and cognitive attitudes?)</p>

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Recommended Reading

Social Story
 Neurodiversity social story - <https://www.teacherspayteachers.com/Product/Neurodiversity-Social-Story-A-Story-About-Brains-and-Phones-9780067IncludiWARIIiByDHW49D4-MSYcAw47HS0xhN7n-https://www.teacherspayteachers.com/>

Books -
Beyond Behaviours and Brain-Body Parenting by Dr Mona Delahooke
The Explosive Child and Lost at School by Dr Ross Green
Connections Over Compliance by Dr Lori L Desautels
Punished by Rewards by Allie Kohn
Inclusive Education edited by Linda Graham
The Whole-Brain Child & Brainstorm (teens)- Dr Daniel Segal

Courses -
Beyond Behaviours by Dr Mona Delahooke
The Power of Language by Dr Karen Treisman

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Contact Me

If you would like to chat more about what was discussed this afternoon,
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