

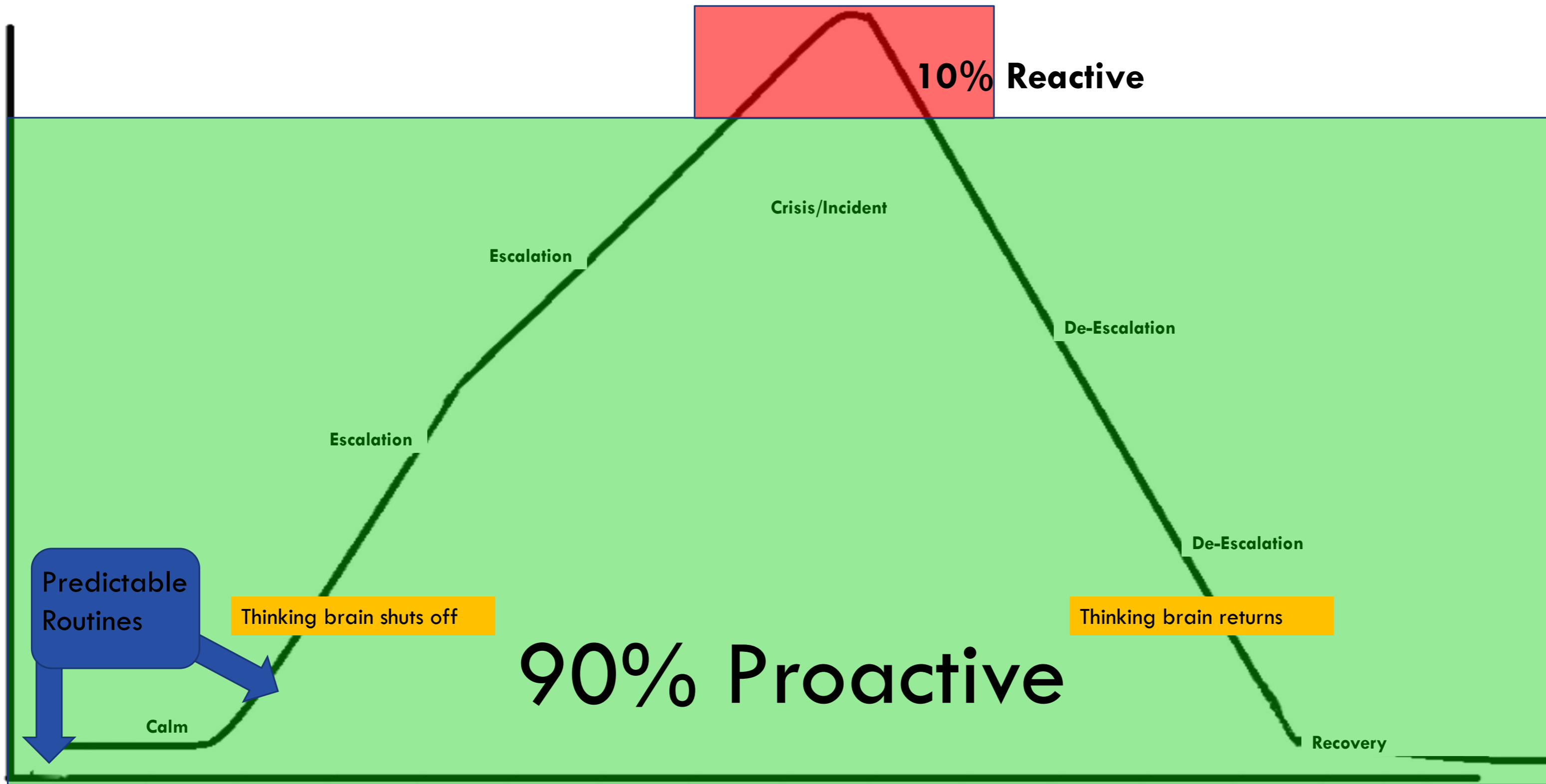
**“Harnessing Strengths inside the Tornado: Using Trauma-Informed Wellbeing Strategies to Support Hyperactive and Defiant Students”**

**Leonie Abbott**  
**labbott@berrystreet.org.au**



**Thursday, Session Two Workshop 14:50 – 15:45**

**Find us: [www.bsem.org.au](http://www.bsem.org.au) Follow us: @BSEMaus Call us: 03 9429 9266**



# 1. Establish a 'Ready to Learn' plan for all students

Strategies that help me learn include -

Choose a breathing technique

Go for a walk

Listen to a favourite song

Count backwards- 5, 4, 3, 2, 1

1. Establish a 'Ready to Learn' plan for

Strategies that help me learn:

Choose a breath

Go for a wa

Listen to a fav

Count backward

- **PREDICTABLE ROUTINES SUPPORT LEARNING**
- Use ready to learn plans as a regular

**PREPARE YOURSELF FOR LEARNING TODAY**

Assess your self-regulation.  
Design your ready to learn chart.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

- > Tune In
  - > How do you feel?
- > De-escalate
  - > Have you taken a breath?
- > Focus
  - > Is your attention here?
- > 'Ready to Learn'

1	2	3	4	5
No way am I ready to learn	I am feeling 'blah' about learning	I am OK to learn	I am good to learn	I am pumped about learning

www.bsem.org.au

## 2. Create your environment

Is your external environment 'ready for learning' to occur?

Environmental Inputs send subtle messages to our brains and nervous system

Having a calm, ordered and predictable classroom helps to:

- Relax students
- Set expectations
- Prepare for learning

# Sensory Input

- Releases positive neurochemical Serotonin and Oxytocin in the brain
- The positive effect can last between 90-120 minutes
- Sensory input can be calming or stimulating, depending on the needs of the student

# SENSORY INPUTS

## VESTIBULAR INPUTS

- **LINEAR, SIDE TO SIDE MOVEMENT**
- MIMICS THE ROCKING WE RECEIVED IN UTERO AND AS BABIES
  - SWINGING FORWARD AND BACKWARDS (I.E.- HAMMOCK – SWING – WOBBLE STOOL)
  - BIKE RIDING
  - DRIVE IN CAR (AVOID WINDY ROADS)

## AUDITORY INPUTS

- MUSIC (80 BEATS PER MINUTE)
- SOUNDS FROM NATURE

## AUTONOMIC SYSTEM INPUT

BREATHING ROUTINES

## Proprioceptive Inputs

- Activation of muscles and joints
- May require the person to work against gravity
  - Carrying books
  - Jumping on mini trampoline

## Visual Inputs

- Using walls as a calming tool
- Playing video clips
  - Baby animal pictures
  - Converging of visuals from right and left for corpus colosseum strengthening

**Use fidget tools to build self regulation**

**3. Consider your internal environment too:**  
Have you activated  
Unconditional Positive Regard?

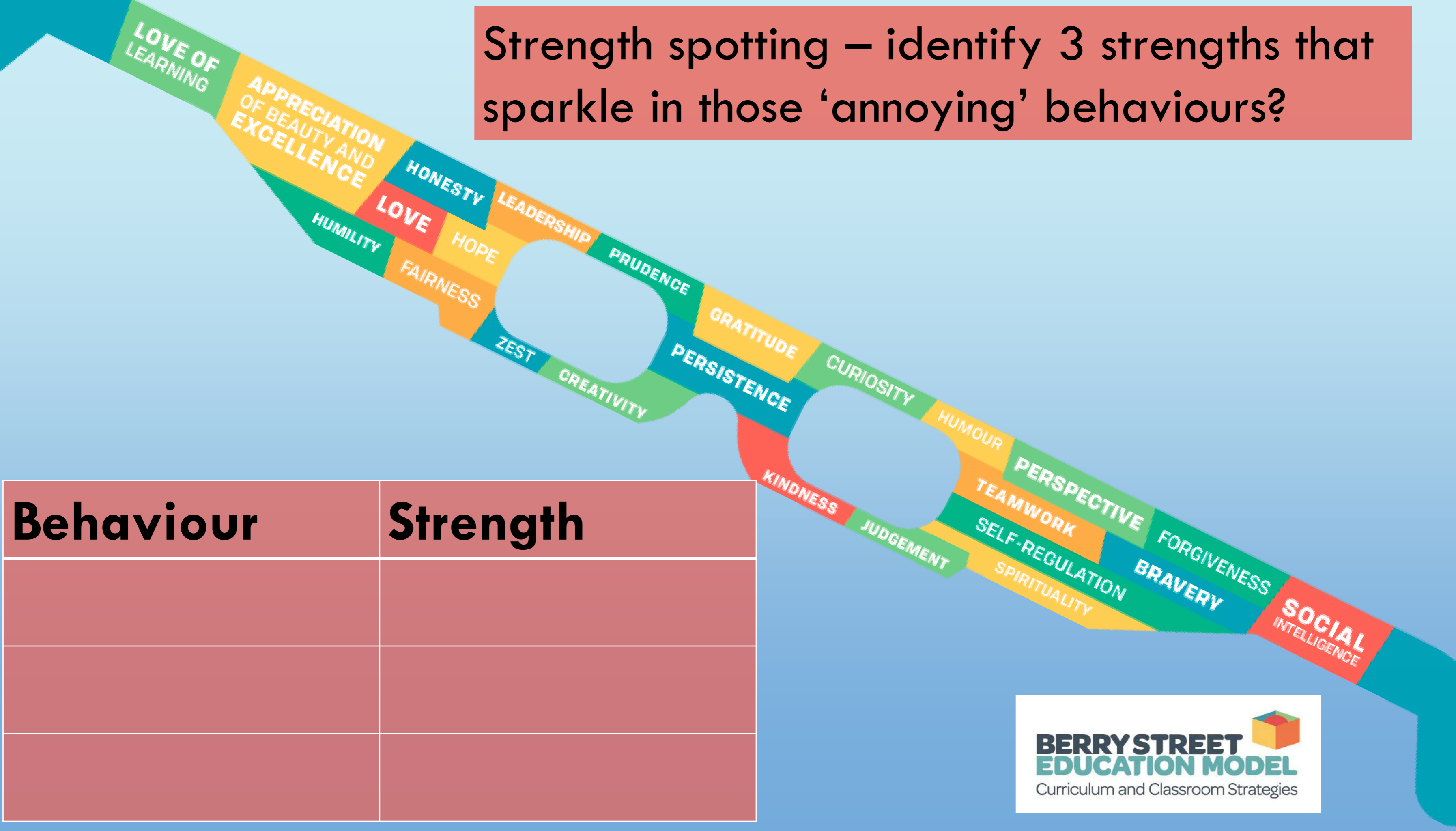
What are the behaviours from your students that really heighten you as a teacher?

**REMEMBER – activate your own strategy to stay calm!**

Can you look for the attributes that sparkle amongst the turbulence?



Strength spotting – identify 3 strengths that sparkle in those ‘annoying’ behaviours?



Behaviour	Strength