



An Introduction to NCSE Relate

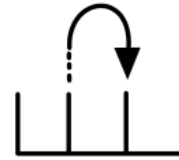
A Regulation First Approach to Reframing Behaviour
and Supporting Student Engagement and Participation



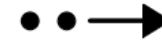
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Now



Next

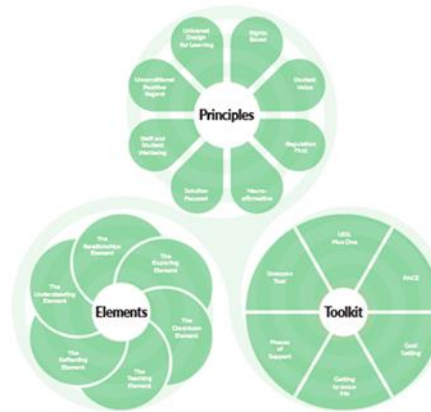


Then

What's NCSE
Relate all about?



What's inside?



Relate Toolkit



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What is NCSE Relate?

1

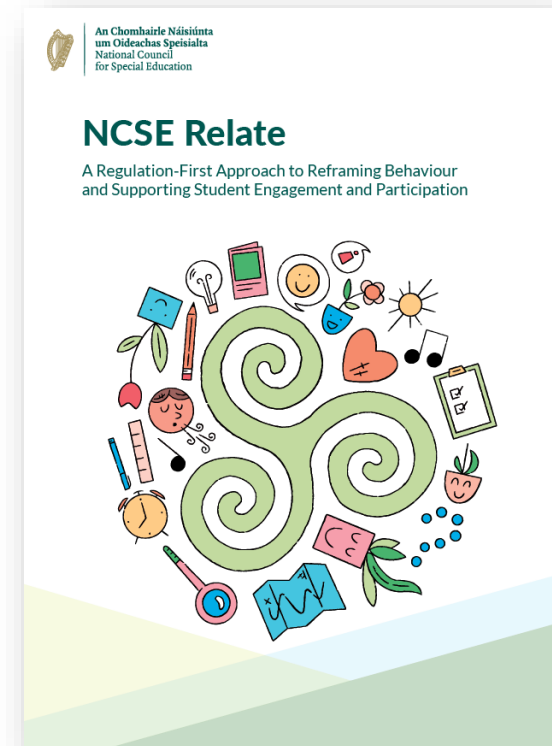
A framework to support school staff to understand and reframe behaviour

2

Relate places relationships at the heart of teaching and learning

3

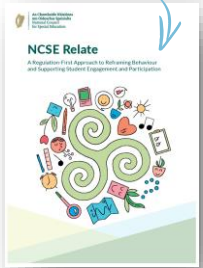
A live document that will be continuously updated to reflect best practice



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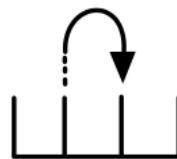
A Shift in Terminology

Shifting from:	Moving towards:
Seeing behaviour as something to manage	Recognising behaviour as communication and working to address unmet needs
Hypothesising functions of behaviour	Recognising stressors and understanding the influence of the environment
Relying on reinforcement through rewards	Finding intrinsic motivation by reducing barriers
Changing behaviours	Changing the environment to increase wellbeing
Collecting data on 'what is happening' with factors such as intensity and duration	Collecting data on 'why it is happening', examining stressors and occurrences in the day
Finding the problem	Leading with strengths and remaining solution focused
Focusing on when behaviours happen	Focusing on when they don't happen and identifying what is successful at that time
Compliance	Connection
Doing things 'to' or 'for' students	Doing things 'with' students
Starting with individual interventions	Making change at a universal level that is consistent and manageable in the long term

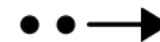




Now

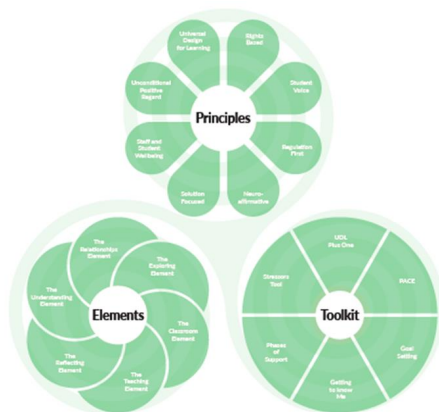


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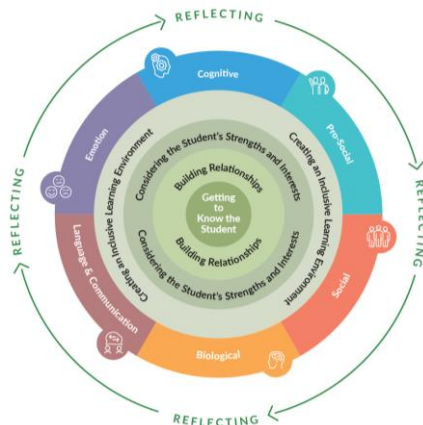


Then

What's inside?



Relate Model of Support

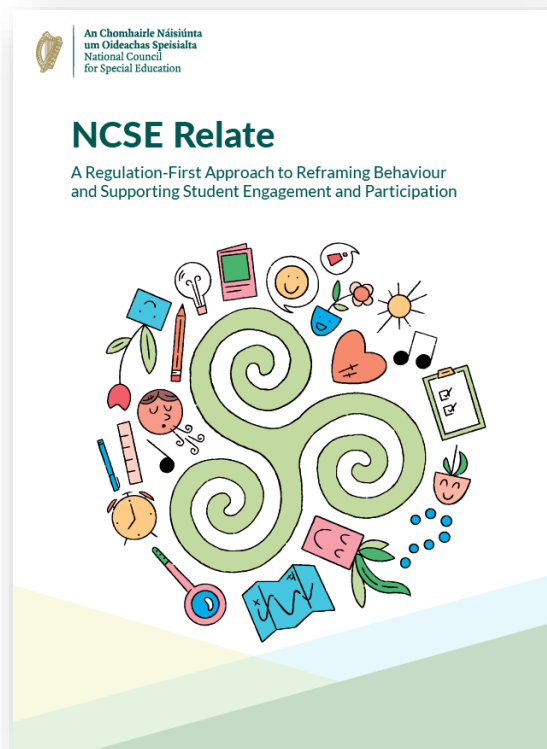


Relate Toolkit



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An Overview



● — Principles

● — Elements

● — Toolkit



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NCSE Relate Principles



Rights Based



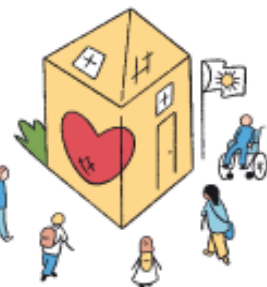
Student Voice



Regulation First



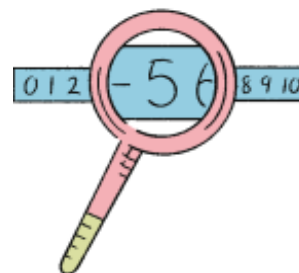
Neuro-affirmative



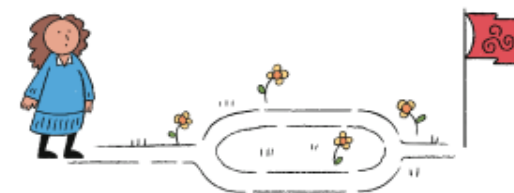
Staff and Student Wellbeing



Unconditional Positive Regard



Solution Focused



Universal Design for Learning

a vision for inclusive and relational approaches...



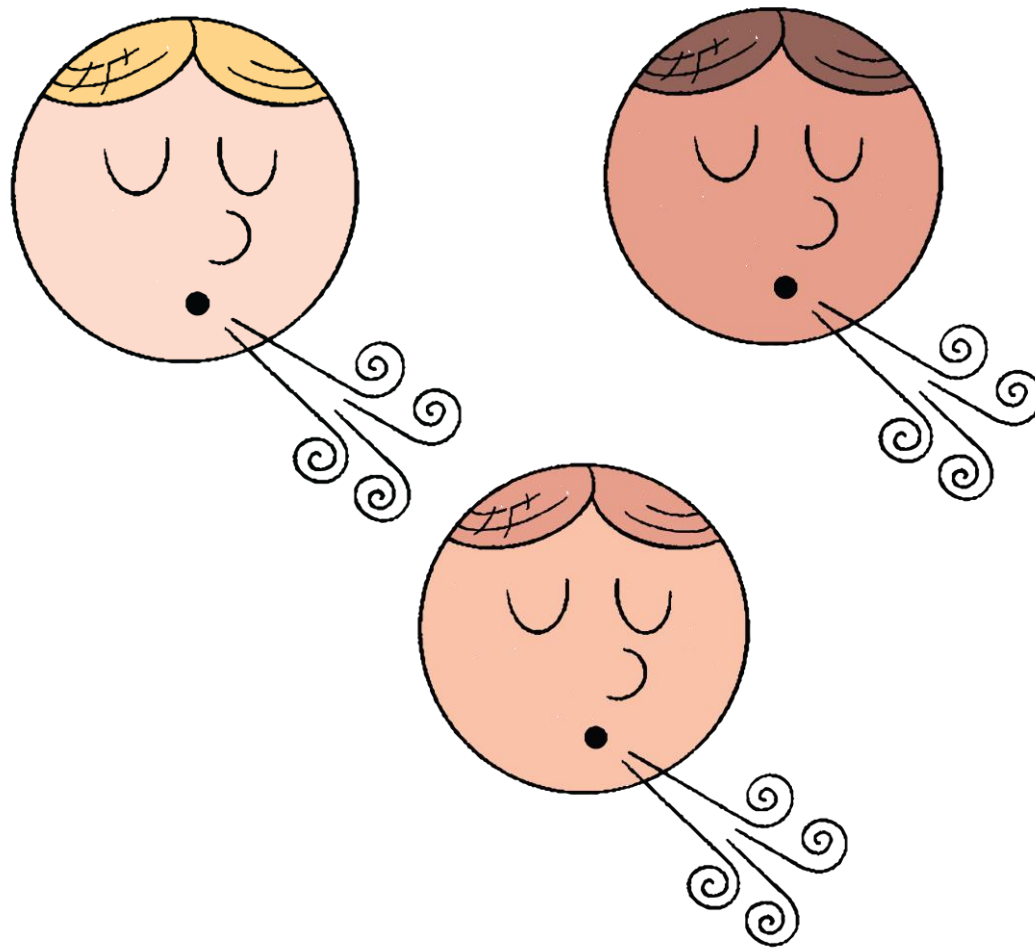
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Relate Principles A Closer Look



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Regulation First



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What is Self-regulation?

“the ability to understand your energy levels, emotions, attention and behaviour”

Engage in learning

Establish and maintain relationships

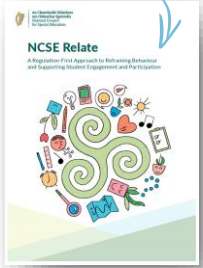
Manage emotions in social situations

Maintain wellbeing

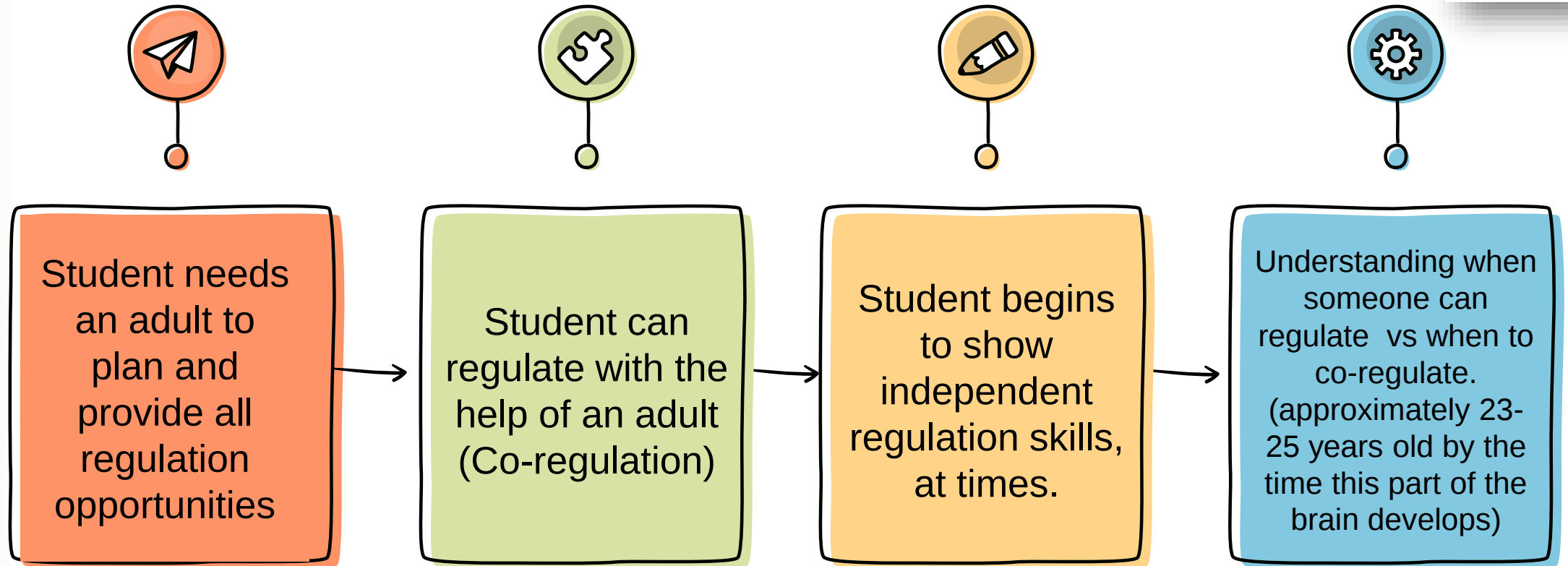
(Shanker, 2010)



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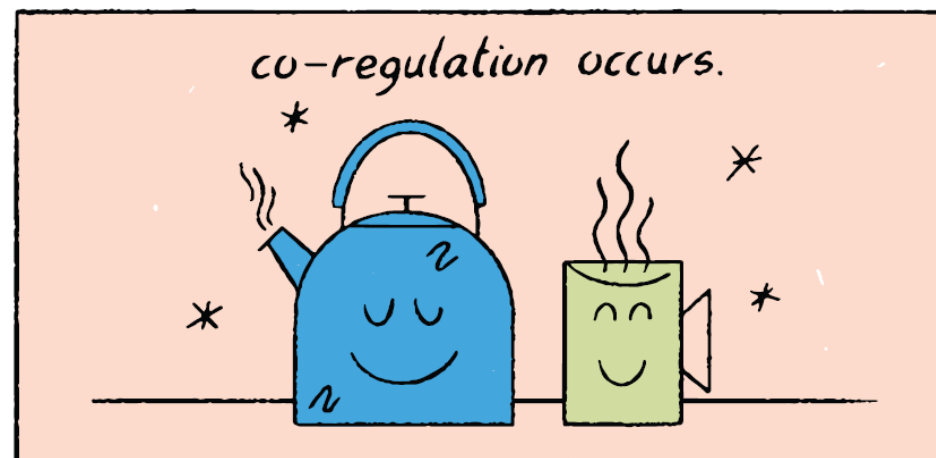
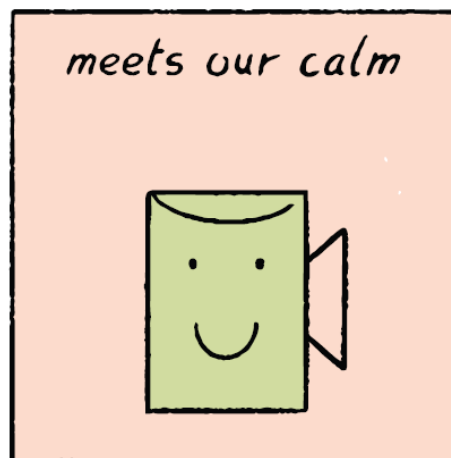
Stages of Regulation



Regulation First



Adults are the most valuable environmental and regulatory tool



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Regulation First

Mindful of your
own regulation

Develop positive
trusting relationships

Model regulation
strategies

Predictable and
consistent

Create
opportunities for
choice

Give space and
time when needed



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Regulation First



Dysregulation impacts a student's capacity to participate and engage in daily classroom life

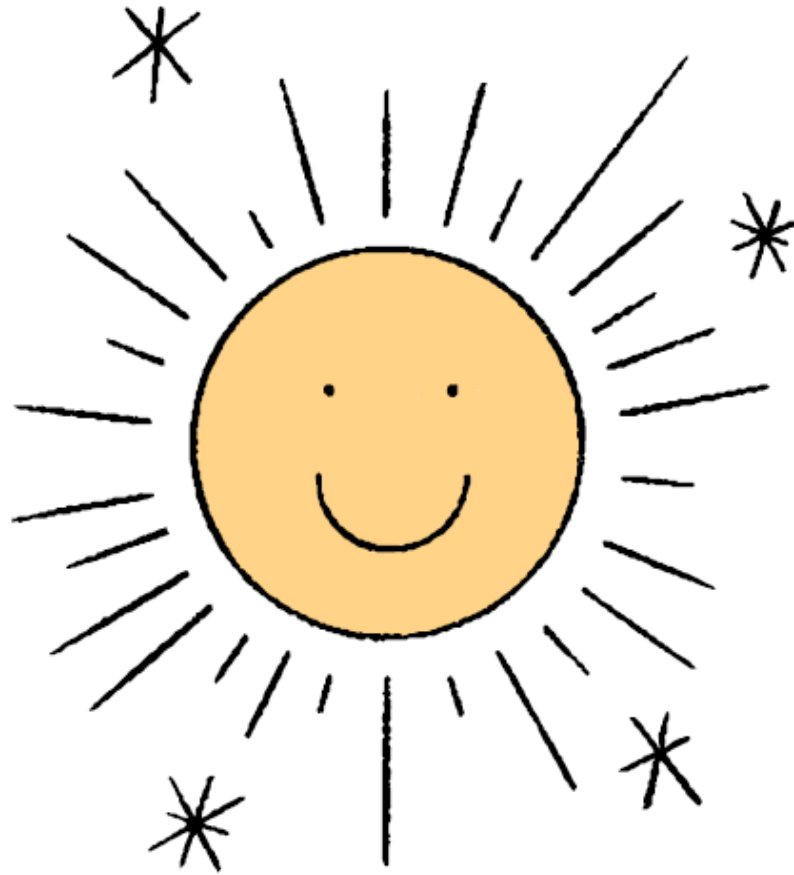
Transmit a sense of safety and comfort –
Co regulation



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Reframe Behaviour as a Stress Response



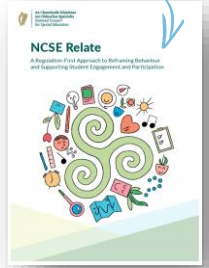


Unconditional Positive Regard



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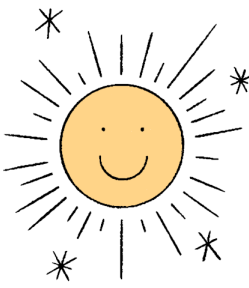
Unconditional Positive Regard



Unconditional positive regard is rooted in how you think.

Thinking about students positively regardless of circumstances





Unconditional Positive Regard

Acceptance without judgement of both positive and negative feelings:

→ promotes positive relationships, develops students' self-esteem and self-belief

Show respect, compassion and understanding

Create an environment that:

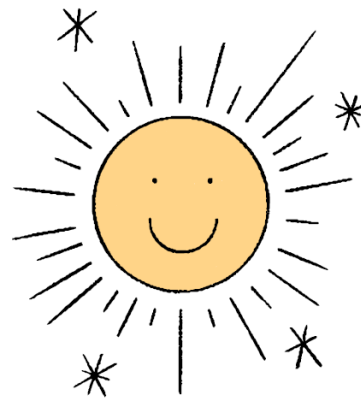
→ fosters openness
→ promotes feeling of being accepted, listened to, understood and valued

See the person beyond the behaviour



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Benefits of Unconditional Positive Regard.



Helps build
positive and
trusting
relationships

Creates classroom
environment where
students feel safe

Helps students
see the best in
themselves

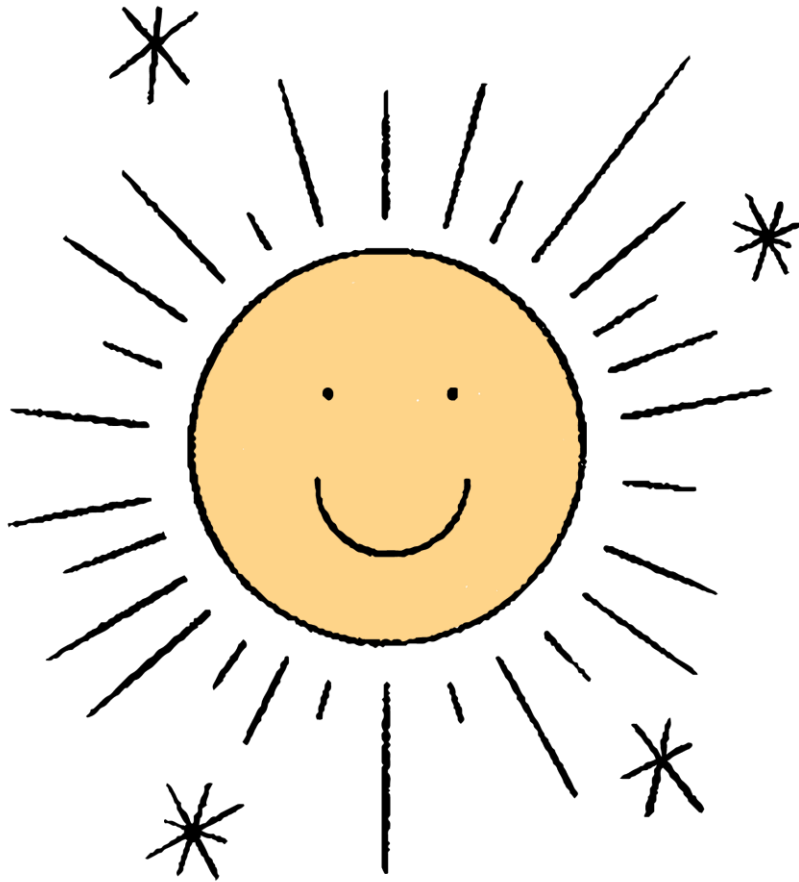
Promotes a growth
mindset

Provides a model
for developing
a positive
classroom culture



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Unconditional Positive Regard



“See a child differently
and you’ll see a different
child”

Dr Stuart Shanker



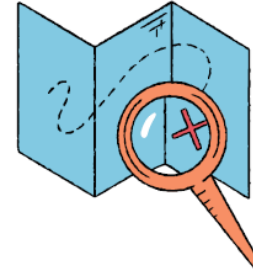
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The
Understanding
Element



The
Relationships
Element



The
Exploring
Element



The
Classroom
Element



The
Teaching
Element



The
Reflecting
Element

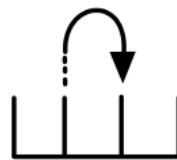
Relate: Six Elements



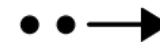
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Now

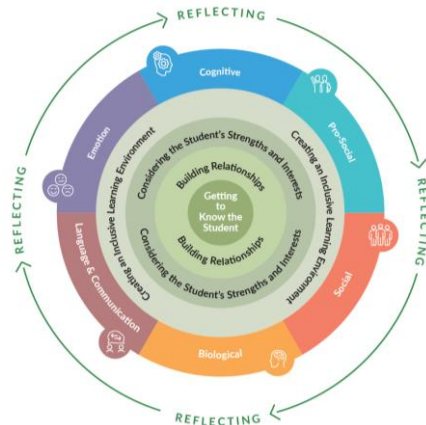


Next



Then

Relate Model of Support



Relate Toolkit



Questions?

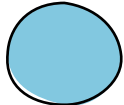


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Exploring the Model of Support



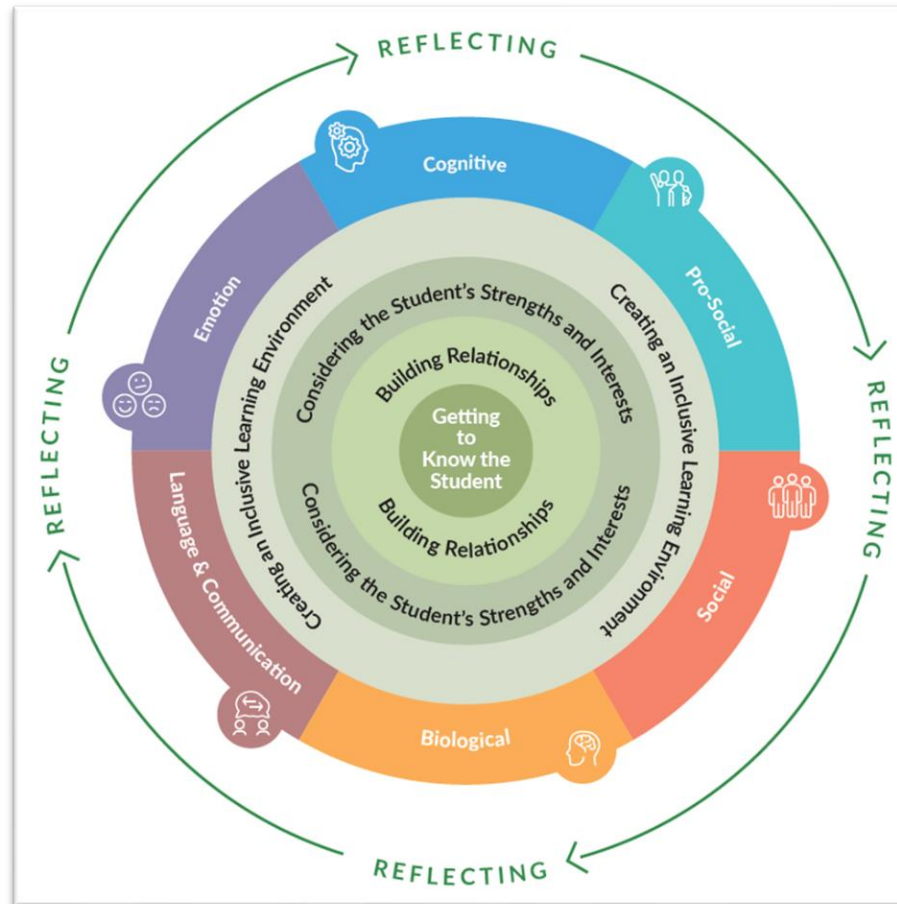
 — The Triskelion

 — Represents the interconnected environmental systems that influence development

 — Child/ young person, adult and environment



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Relate – Model of Support



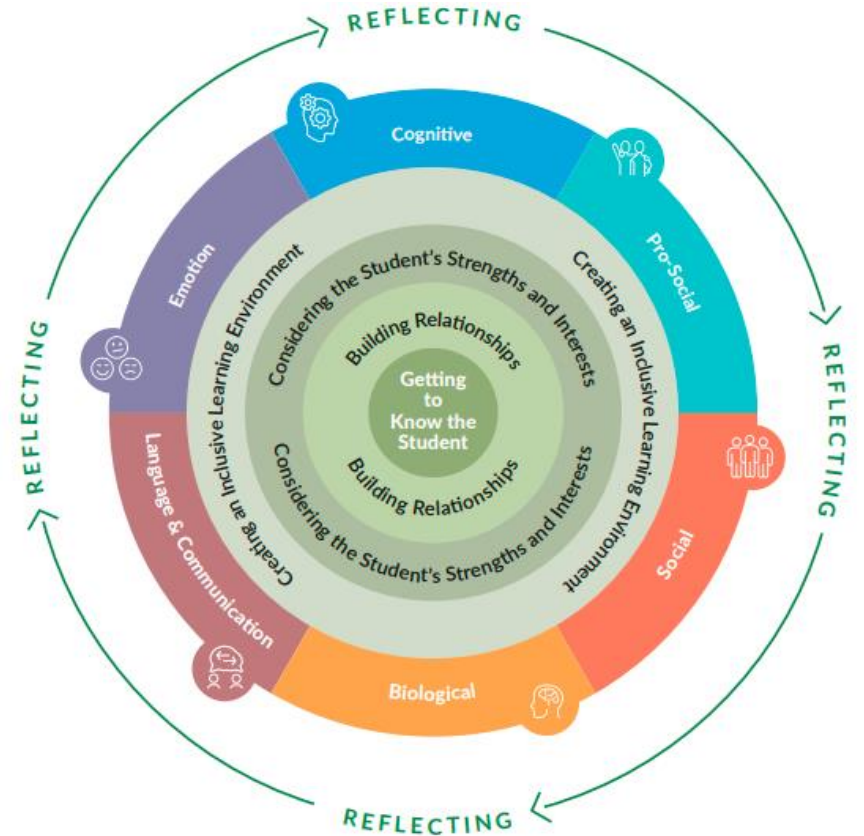
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NCSE Relate Model of Support

Getting to know the student

Relationships

Strengths and Interests



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NCSE Relate Shifting Perspectives



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NCSE Relate Model of Support

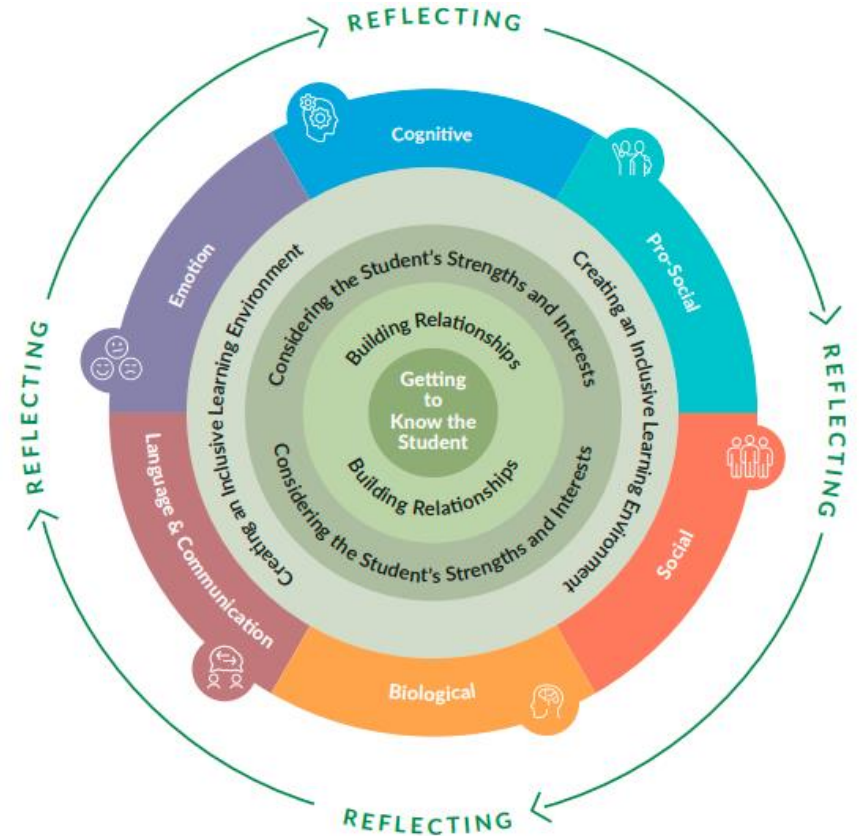
Getting to know the student

Relationships

Strengths and Interests

Creating an inclusive learning environment

Stressors



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Exploring Stressors

“our ability to regulate
can be impacted by the
amount of stress that we
are tolerating ”

Stuart Shanker 2012



Extra Loads



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Exploring Stressors



Biological

Biological

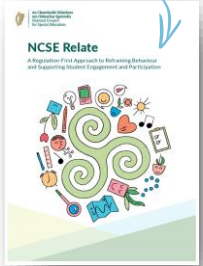
- Medical needs
- Diet
- Sleep
- Toileting



Social

Social

- Day to day life
- Relationships
- Loneliness



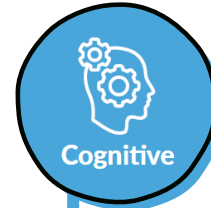
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Exploring Stressors



Prosocial

- Family conflict
- Social Media
- Academic
- World events



Cognitive

- Memory
- Attention
- Problem solving

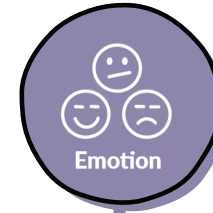


Exploring Stressors



Language/ Communication

- Expressive language
- Receptive language
- SLCN



Emotional

- Recognising emotions
- Understanding
- Regulation/ co regulation



Stressors Tool

STRESSOR TOOL

Recognising and reducing stressors is an important part of reframing behaviour. Start with the student's strengths and interests. Then fill out the potential stressors that you recognise through your own observations or what you have learned from the student, their parent/caregiver or other supporting adults. When you have recognised the stressors, consider how you might reduce some of them with consideration to the student's strengths and interests. Some will be outside of your control.

Student Name:

Student's Strengths and Interests

Date:

RECOGNISING STRESSORS



REDUCING STRESSORS

RECOGNISING STRESSORS



REDUCING STRESSORS

RECOGNISING STRESSORS



REDUCING STRESSORS

RECOGNISING STRESSORS



REDUCING STRESSORS

RECOGNISING STRESSORS

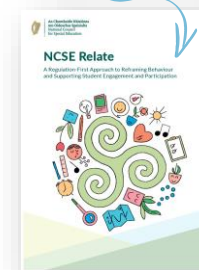


REDUCING STRESSORS

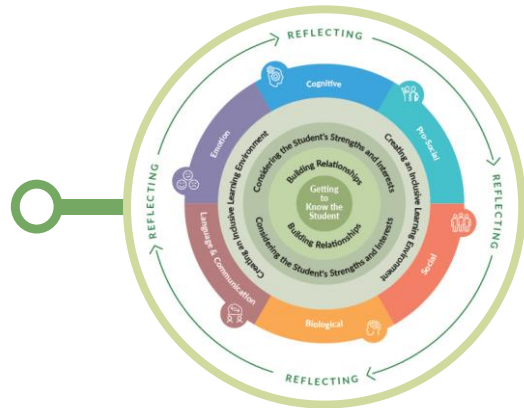
RECOGNISING STRESSORS



REDUCING STRESSORS



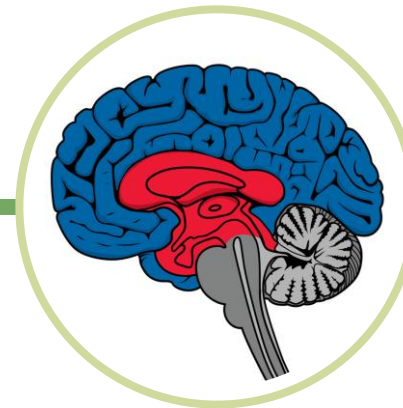
Why this student and Why now?



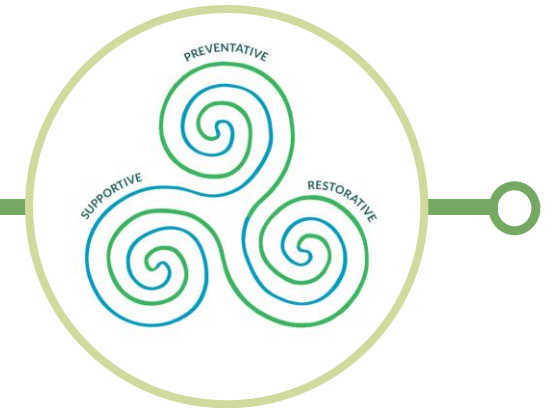
Experience
Stressor



Bucket
is Full



Survival
Mode



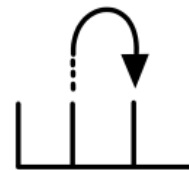
Phases of
Support



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Now



Next

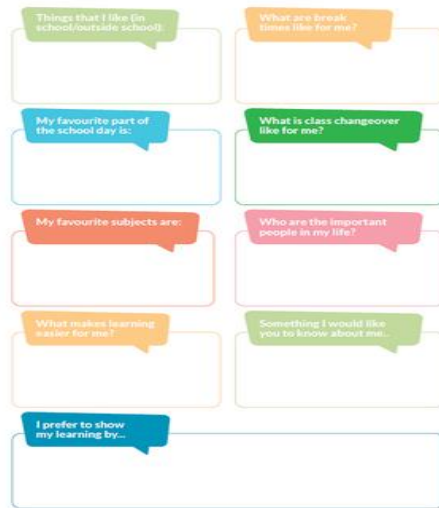
Relate Toolkit



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Relate Toolkit

Getting To Know Me

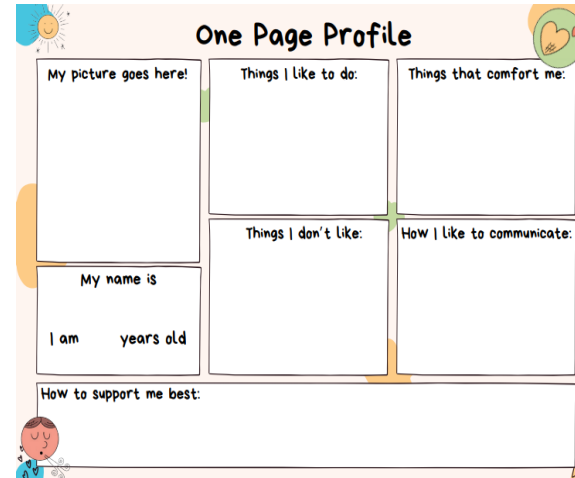


A form titled 'Getting To Know Me' with ten colorful speech bubble boxes for a student to write their preferences and interests.

- Things that I like (in school/outside school):
- What are break times like for me?
- My favourite part of the school day is:
- What is class changeover like for me?
- My favourite subjects are:
- Who are the important people in my life?
- What makes learning easier for me?
- Something I would like you to know about me:
- I prefer to show my learning by...

54

Getting to know me



A form titled 'One Page Profile' with a grid of boxes for a student to describe themselves and their preferences.

- My picture goes here!
- Things I like to do:
- Things that comfort me:
- My name is
- I am years old
- Things I don't like:
- How I like to communicate:
- How to support me best:

One Page Profile

STRESSOR TOOL

Recognising and reducing stressors is an important part of reframing behaviour. Start with the student's strengths and interests. Then fill out the potential stressors that you recognise through your own observations or what you have learned from the student, their parent/caregiver or other supporting adults. When you have recognised the stressors, consider how you might reduce some of them with consideration to the student's strengths and interests. Some will be outside of your control.



A form titled 'STRESSOR TOOL' with a grid of boxes for a student to identify and reduce stressors.

- Student Name:
- Student's Strengths and Interests
- Date:
- RECOGNISING STRESSORS
- REDUCING STRESSORS

Stressors Tool



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Relate and schools

- Two-year sustained support.
- Relate Webinars
- Teacher Professional Learning



NCSE Relate and Parents

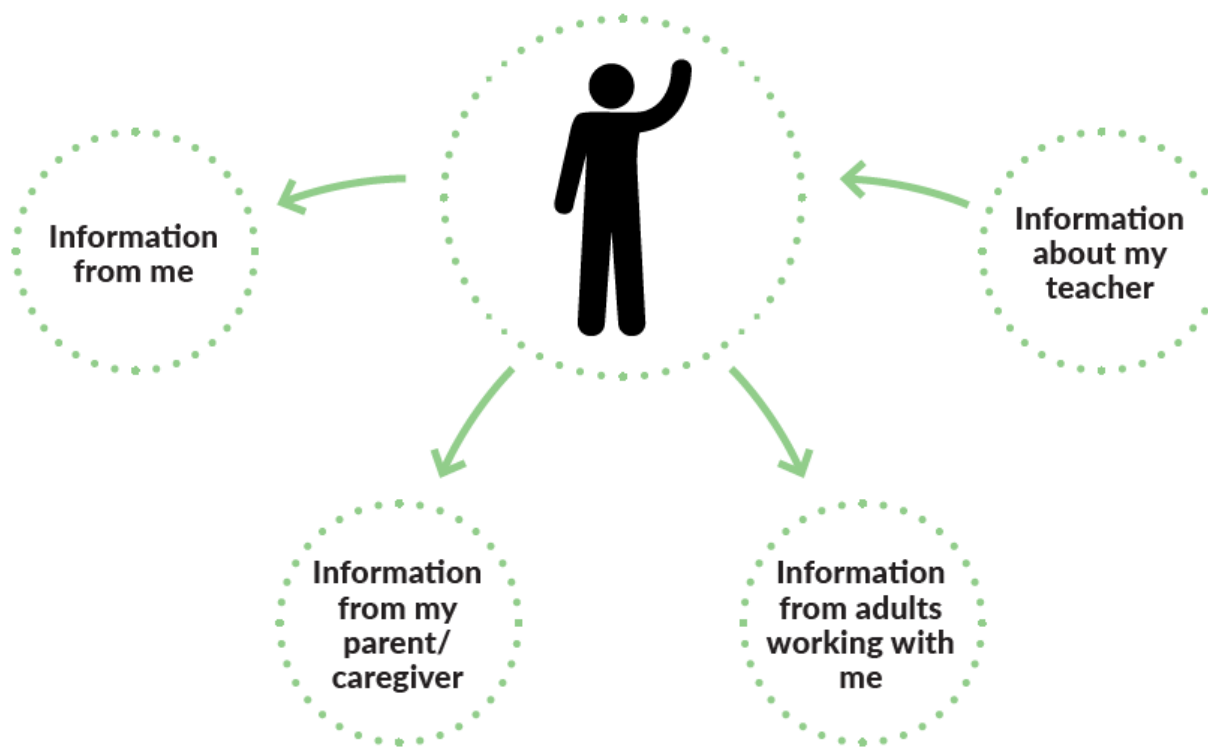
What does Relate
mean for parents and
caregivers?



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Getting to Know Student Needs

Getting to Know Me



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Getting To Know Me

Questions for Parents/Caregivers

What are your child's interests and hobbies?

Is your child worried about anything or scared of something that we should know about?

How can we support your child in school?

Is there any other information you would like us to know?

Have they had any life experiences or changes that you would like to share with us?

The Understanding Element

Information you might include:

- Hobbies and
- Sensory preferences
- Effective strategies being used in the home
- Your best hopes for your child



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One Page Profile



My picture goes here!

Things I like to do:

Things that comfort me:

My name is

I am years old

Things I don't like:

How I like to communicate:

How to support me best:



STRESSOR TOOL

Recognising and reducing stressors is an important part of reframing behaviour. Start with the student's strengths and interests. Then fill out the potential stressors that you recognise through your own observations or what you have learned from the student, their parent/caregiver or other supporting adults. When you have recognised the stressors, consider how you might reduce some of them with consideration to the student's strengths and interests. Some will be outside of your control.

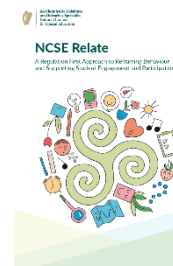
Student Name:	Student's Strengths and Interests	Date:

RECOGNISING STRESSORS		REDUCING STRESSORS
	 Biological	
	 Cognitive	

Regulation First

Regulation First

RECOGNISING STRESSORS		REDUCING STRESSORS
	 Executive	
	 Social	
	 Pre-Social	
	 Language & Communication	



Key Messages

Supporting student engagement and participation should be holistic and inclusive

Everybody has a role to play



Consistency is key



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Any questions?



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