Welcome to todays webinar with Gray Felton. This webinar will be recorded.

Afternoon

Hello from Leicester

hello

Hello from Cumbria

Welcome everyone!

hi

hello

Hello

Hello all

Hi

Hi

hi everyone 🙂👋

Hi

hi all

Hello from Nottingham!

Hello!

Hello from Cornwall

Hello

Hi

Hello from Newport

Hello

Hello!

Hello from Southend

Hi from Kingswood London

hello

Hi from Warminster

hi

Good afternoon

Hello :)

hello from bourne lincolnshire

hi everyone

Hi from Nottingham also

hello from Lincolnshire

Hi from Jan Morris Lincolnshire

Hi

Hi Everyone. Telford calling

Hello from Staffordshire

Hi from Southampton!!! :)

Have you turned the cameras and mics off?

Hi! Jack from Warrington here

Hello from Barnhill

Hey 👋

Hi from Carmarthen

Hi to everyone

Hello from bedfordshire

Hello from Northamptonshire.

hello

Hello!

Hello from Southend-on-Sea :)

Hello

Hello

Hi . . . from Belfast!!

hi

Hello from Kent

Hi I can not see anything

Hello from South London

hello from suffolk

hello from Kent

Hello!

Hello from Bedfordshire

Hello from Essex

Hello from Chalfont st Peter

Hi from Wolverhampton

Hello from Dubai

Hello from devon

Only the trainer has her video on.

hello from Norfolk

Hi from London

Hello from Suffolk

Good afternoon everyone from Durham

Hi from Essex

Hi from Redhil

hi am from walthamstow

Hello from London!

Hello from Southampton

hi from Brighton

Hello some of us can’t see you

Hello from Birmingham!

Hello from Brighton

Hi everyone from Leicester

hello from Oxford

Hello everyone from Chaseterrace

you are breaking up, its hard to hear you

Hello everyone from Reading

Hello, Sarah from Kingdown school Wiltshire

I can see and hear you very clearly

I can see you and hear you really well :)

Hello from Carrickfergus in NI

Safety, comfort,

connect, fixed, link, comfort, security

If you cant see click the view at top Right of screen and click speaker

trust

recipricoll relationships

Hi, sorry just joined

Can see the speaker and hear fine

Apologies for being a few minutes late, preceding meeting over ran.

Hello, I'm Rabiya Chowdhury. My laptop is not working currently so I am using my younger brothers zoom account. I just wanted to let you know so I can be marked as attending this session

sharing issues

transparency

humour

talking

Building empathy and understanding

understanding

collaborating towards a common goal

ask questions about person, listen and affirm

active listening

Honesty

communicate your needs

touch

trust

empathy

common interests

giving time and space

communication

smiling

resilience

Confiding in others

listening

smile

PLay

body language

understanding

Eye contact, talking, facial expressions

smile

remembering things about them

listen

resilience

Having lunch together

supporting each other

Communication

working as a team

touch

body language open

resilience

togetherness

Showing and interest in others

facial expressions

Checking in

shared interest

Being there to support emotionally

Wave to someone

asking how are you?

Reminding the person you are in their thoughts

laughter

botherdness

laughter

Like-mindedness

making time to listen

shared experiences

listening

humour

non judgemental

listening and being interested

showing empathy and kindness

lunch nicki freestone

being dependable

Familiarity, trust, sharing, shared purpose

Being there physically

empathy, kindness , togetherness

reassurance

Sharing time

Chatting about shared interests; expressing interest in one’s life

waving

Being on the gate to check in and welcome them into school

Showing some sunshine on a cloudy day

Shared experiences

trust issues

trust

communication

Quite a lot are LAC

communicating needs

Make

They don't always make eye contact

emotional literacy difficulties

the children may not recognise what the feeling is

Social communication difficulties make it hard to establish those connections in the first place?

communication barriers

lack of understanding

find it difficult to read others emotions

Not understanding other people’s emotions & feelings

Not understanding social constructs, communication difficulties

sense impairment

communication and understanding

Trust

global delay and social skills

Harder to regulate emotions

Brain neurons not wired yet

They struggle to make emotional and physical connection due to lack of understanding of emotions and body language

Often SENS atuswnt can struggle with social skills and 'reading' others

trust, language and understanding

Hearing inpairments

lack of understanding

Autism, anxiety

feeling different

Trust, communication barriers, lack of understanding

Different neural pathways?

Hypervigilance

processing issues

makes them uncomfortable

low self esteem

Trust

previous traumas

Mental age of understanding

if trauma has been present, it may not feel safe to

Language and communication difficulties

eye contact

restricted understanding of emotions

Feeling different that leads to insecurities

Previous social and emotional issues, previous experiences

takes longer to trust

low self esteem

misinterpreting non verbal communication

Not being able to "read" the situation

Fear

social skills challenges, delay processing language, inability to read pragmatics

Bonds

self esteem

Not having a trusted adult available

SCLN

exhausted as always working harder to survive

trust issues

The ability for a child with ASD to read and interpret facial expressions and body language

Boundary issues

um

emotional / sensory regulation

cannot feel understood

fear of being judged

Low mood, out of school pressures

poor social skills

belonging

no sense of belonging

peoples attitude and expectations influences how they interact with SEND

history of unmet needs

Can't communicate well

Always being in fight or flight mode

ASD - need to show understanding/care in different ways

Anxiety leading to school refusal - if they’re not in, it’s hard to connect

Being in heightened arousal lots of the time

expectations on self and by others - overwhelming

They dont always know therir own feeling and therfore cannot convey their needs

Traumatic events in their past with adults who have let the down

processing difficulty

doesn't understand emotions or how to read other peoplrs body language

They may struggle to connect with themselves let alone other people

meeting a student for the first time - they don't like change

understanding communivcation problem

vulnerable as they can't tell what someone else is doing: bullying or banter?

feeling rushed by others

Understanding emotions

Cultural issues++++

m''

mmm,,,.,...//./././//@/''?

he knows what he's doing

WON'T!

naughty

lazy

they are choosing

disruptive

naughty

Naughty

Lazy!

lazy

naughty

wet blanket

lazy

it's chosen behaviour

disrespectful

they are specail

refusing

How many ways to I have to describe this?!?

they are just doing it for attention! this annoys me

disengaged

manipulative

rude

Loud

attention seeker

annoying

odd

he's on one

disrespectful

slow

he is on one today!!!

rude!

loner

naughty

difficult

never listens and doesn’t try

He's putting it on (in relation to tics!)

a nightmare

Choosing to disengage

rude, naughty, challenging

a pain

rude

Nightmare

it's a choice

Disruptive

nightmare

wierd

choice behaviiur

boring!

little shit

he's just like his brother

waste of time

lazy

chaotic

nightmare

he's making a choice

Off the wall

stupid

mad/mental

Being a boy

will do anything to get out of the work

can't sit still or listen.

Lazy

That child

annoying

poor attitude

out of control

it's what they always do

naughty, lazy, fidgety, loud

nightmare

Hyper

brainless

doing it on purpose

lazy is my pet hate

On one

attention seeking

picks and chooses

nothing wrong with them

awkward

Had another melt down

Interfering

making it up

unteachable

selective behaviour

just not there….

just ignore

‘lost it’

'one of those'

`why can't they just snap out of it

they just can't sit still

I get frustrated when I hear staff complain about being exhausted from dealing with them. As a staff member in an SEND school but also a parent of a child with SEND, I find it difficult!

having a tantrum

waste of space

Controlling

Nothing wrong with them - they are just misbehaving

spoilt at home

space cadet

rude, stubbrne ,challenging,hard to connect them

waste of time

can't deal with them

no boundaries given

hope they are not in tomorrow

'on the spectrum' . . . . I hate that!!

Why does he do it to annoy me?

poor parenting

What's the point trying to teach them.don't listen

Waste of my time

Attention seeking

Very disruptive

bad parenting

Someone just needs to say no to them

will never come to anything

rude and disrespectful

Unruly

Bad choices, like they have complete control over the minutia of their actions

Doesn’t deserve nice things

Parenting issues

pushing the boundaries all the time

not time for 1 when there are 30 in the class!

“Can’t warm to that child” “child does my head in” “they are just very autistic”

stupid

attention seeking

Doesn’t try to understand

being a little madam

want their own way

this coloured paper (IRLENS)is a load of rubbish

lazy

hard work

pop psychology like 'they're not autistic, they make eye contact!'

has to be heard

Just needs to listen

Need to learn respect and listen first time

doesn't try

They just want :their own way”

I've not personally come across much apart from lazy,slow.

People should not work with children who use language like this.......

also

They don’t want to learn

its just an excuse

one that really gets to me is "lets make good choices about our behaviour"

Or the 'why can't they just..'

wasting my time

No excuse

so sad to read as a non educational person, so sad for child but also for the staff who maybe don't understand although no excuse for these labels

So sad. I guess there is much work to be done in schools to educste the Teachers

autistic.. they are just naughty and out of control

What do we do them?

alot of these comments are hard to hear. so sad

do they really have ....condition, I mean really?

disappointing

Eye contact ,watch carefully

made up condition

can we stop now ? :-(

just dont listen

For New Year we have been working on positive affirmations!

yes agree

thats what i say

Totally agree

Yes, i say that! :)

attention seeking , changed to attachment seeking

Needs want to be meet

we are working on what do the children need in order to help them. working within the 4 R's regulate, relate, reason repair. changing your thinking.

met sorry

so true! I say 'behaviour is a communication of a need, we have to help them to work out what the need is'

That mantra you use is what I also always say when explaining to those who have no/little understanding of SEND

refusing to work

banging tables

Shouting out

Shouting out

calling out

Calling out

calling out, leaving seat

moving

shouting out

Shouting out

Leaving the classroom

hitting out

talking over staff

Fidgetting

stimming

refusing to work, head on table

not listening

disrupting others

Screaming, shouting, throwing

Running from the class

trying to start fights/arguments with peers

walking around the class

hange in behaviour

Constant pencil tapping

hitting

running, hiding, trying to find a safe space, calling out, standing at the front of the class

Tearing up work

movement

tapping feet, pens - anything

tugging and tapping

calling out

Their is usually a trigger behind every behaviour, need people to understand this and listen.

swearing, shouting, throwing objects, hitting out

questioning

withdrawing from learning

Running away

walking out of lessons

playing to peers

calling out

Throwing things

walking out of class

destroying surroundings

leaving the room

Screaming/shouting out

swingin on chairs

Refusing to engage - head down

interrupting with questions

standing up rather than sitting

movment to make a noise

arguing

Repetitive behaviour or phrases

Being a joker - the class clown

Making noises

All the above ^^^

non-attendance

fidgeting, head down, stimming

shouting

hand up asking for time out toilet break etc

Failing to follow instructions

Playing

tapping

making sounds, movements

making silly comments

ignoring

Swearing

crying

Not following instructions

Screaming

physical responses

They often make sure you are watching before they misbehave

Annoying peers

Not wanting to work and no eye contact

kicking over whiteboards

constant chat, talking over the teacher, messing around, noises

no following isntructions

Punching things

school refusing

swearing

shouting out, walking out the class, putting head on table, refusing to do the work set

running out of class

Walking out of the class and then banging on the door to return, but not wanting to come in

Hiding

In extreme cases, overturning tables and/or throwing objects

answering back , comments ( maybe inappropriate)

Talking ,shout out ,leave class room

disrupting others in the class, shouting out loud, making inappropriate comments

bringing in things from home

Singing, shouting, noises,

mobile phone use

Being detached

being abusive to staff and peers

With drawing

Getting up and walking about

Running out of the room

looking elsewhere

stimmimg (Repetitive noises) head upon table, head down

snatching

restlessness - sharpen pencil, get a ruler, get a drink

crying

hurting themselves

Rudeness

doesn't care

name calling towards others

refusing to work, shouting out, running out of classroom, crying, spinning around the room

Asking to leave lesson for time out

anger

Lying on the floor

breaking equipment, pens, pencils

answering back

silence

leaving the room

Definitely agree on the mobile phone use!

verbally abusive

stealing, self harming and worse in some cases

drawing or doing other work

Don’t care attitude

regressive behaviour

not doing as asked

ignoring others around them

having arguments

lack of focus

crying and distressed

Angry outbursts

Need the loo, drink, tissue all the time

Not paying attention gets attention but in a negative form.

Not listening

Tapping pen on the desk, repetitive behaviour, ignoring, chatting to peers, disrupting their peers to attempt to connect, self-harm

refusal to work; hurting other; turn furniture over; rudeness, not sitting still; disengagement.

throwing things

head on the desk

Stealing objects from the classroom

breaking masks and asking to go out to get another one

making noises e.g yawning loudly

asking to go to the toilet every lesson

being late to lessons

Fidgeting, swinging on chairs, fiddling etc unmet sensory needs

often the behaviour is a need they cant identify or have words to explain

Maybe they need a short brain brake

Catching attention so connection but it’s getting a negative response but that’s fine as it’s still connection so I’ll do it again.

Fear of looking 'silly' in front of peers

fear of not meeting societal expectations

they feel pressurised to conform and simply can't cope, A cry for help.

'Ask' - what has happened? or what do you need? rather than - what is wrong? and ensure they have the scaffolding to communicate

Not getting enough sleep is a big problem

In year 6, deliberately trying to break a relationship with trusted adults as they know the relationship is soon coming to an end

The behaviour results in connection - even negative responses are still a connection

That loudness/brashness they may exhibit may be a shield to protect their vulnerabilities

I like the connection seeking instead of looking at the behaviour as attention seeking! Insightful

maybe they only know aggressive shouting behaviour if heir parents have issues around conection

I spent a year working with a child with learning needs and lackof development due to his disorder and no one would pick up the pieces and try to get him somewhere with his educaion so i stepped in and managed to create a connectionwith him and his nan and eventualy he started to show respect and major improvements in his education which helped him grow in confidence as he was getting praise and not frowned upon

Isn’t that what Thrive is about?

what about children who appear to communicate that they are ‘needless’ and they don’t want to connect with any teacher/adutl int eh setting?

sensory circuit's are brilliant

we talk about attention needy children rather than attention seekers

Sensory brakes, mindfulness

wobble cushions

Drawing and doodling - they are still listening

Rocking chairs are great - Primary and Secondary

figity bits are amazing, they are like a watch

Standing desk

Allowing a student with Tourette's to chew gum

Satisfy Maslow first

weighted blankets

Learning breaks works with my child

toilet pass

fidget toys, exercise breaks

TheraBand on a chair leg

Regular movement breaks

In HE, allowing them a seat near the door for easy access to take breaks

Blu tac made a huge difference for one child

Velcro but only one side of it

weighted jackets/ blankets

Regular brain breaks

I take my children on sensory circuit before the start of a tricky lesson

exercise for 10mins between each lesson

having a change of environment they can go to

Sensory Circuits, Intensive Interaction

weighted figets

cushions

take time out

adapting your approach

Water bottle as sucking can help a sensory need

Headphones

fidgets

Visual supports/reward systems

I work in wave 4 secondary - we have mindful colouring and silent fidgets, time-out passes, weighted blankets

Movement breaks , weighted blankets

making reasonable adjustments and providing access arrangements

we have brain breaks, little walks, I always carry biscuits

Sensory circuits

Secondary timetabled sensory sessions

Working on wellbeing action plans to allow them to understand different ways to be comfortable/cope

Not always expecting writing etc to be done at a desk - large paper on the floor?

attune, validate

We have a tent they can use , in the corner of our autism base

drawing is great therapy for autistic children. Very calming, a distraction and they can be expressive.

1:1 where possible

allow to doodle

Knowing their likes and dislikes so they know they're not just a name but a person

knowing your child and getting to know them well, means you are more atune to their needs and what may help

Building rapport with them

visual timetables

social stories

art therapy

quick check-ins

somewhere to rest/sleep if not sleeping and emotionally exhausted - longer to allow for communicating - differentiate tasks so they can access

Notice them

Find a positive no matter how small

using their names

A pet at school is a great idea but not possible in majority of schools

a good rapport with them

Celebrating successes

Now and next boards

small steps

showing a genuine interest in them as an individual

star charts

praise

give them a little task that shows you trust them

Gardening,cooking

To help them feel as though they’re ‘held’ in your mind

role modeling

sending praise home - to build on sucesses

rewards

choices

giving every child a chance to shine

taking them out for brain break

Positive phone calls home

It helps giving them a task then they get rewards for it

watch and make note

sharing positives with parents/carers

it keeps them focused

Brilliant books

Sometimes using distraction and humour- if you have a bond/ connection and know what is likely to de-escalate

achievable goals

safe spaces

sharing our failures and hw we coped

bringing out the gold and showing you care is so important. They need to feel recognised and valued

Are we able to access the recording of this?

Yes the recording and chat will be emailed to all who has booked webinar

case meeting with subject teachers to share what goes well

Is it possible to get a copy of the recording/ chat information to share with colleagues?

A positive, happy, smiley attitude yourself, will rub off on he child you are trying to connect with

PLAY is fantastic for enabling connection - quick and effective

Small transitional objects - like a tiny smooth pebble also help the child feel a connection when you're not around

You can learn about someone in an hour of play than a year of conversation - Plato

what if a child is attached to a cuddly toy and wants it in class

Thank you 😊

Chat or Q&A?

What recommendations could you suggest for secondery main stream schools that have a increased number of student with increase of learning difficulties when the curriculum and pressure on teachers does not allow flexibility?

Removing any pressure to talk - Using Theraputty to let them work out their feelings first -physically by twisting/squeezing ... then turning it into a parallel play situation where you can connect without it being too intimidating -Make sausages/putty pop/make your own pizza etc

Thank you

It's really important to project what you want them to reflect. Not easy but if we want calm students we need to remain calm.

hi Kate scrase can I give you my email address I am really interested in play and play therapy how it helps children sounds like you know a lot about play hope you don't mind

We are about to trial restorative behaviour management with an entire year group to see how this impacts and review whole school policy.

Thank you for the Webinar Gray.

How can I help a 7 year old with disorganised attachment to build secure relationships?

Not everyone gets the same. Everyone gets what they need.

The Thrive Approach is amazing for connection with children, using play to help a child learn their emotions and understand their needs. Building positive relationships and providing ways to self regulate

I like to take a student in our cosy room were they feel relaxed and its not like a classroom with bean bags and comfy seats with low lighting

@kate Scrase please may you email me some play therapy ideas, hints tips? sounds like you know alot & I'd like to know more please

Christinam.dale@yahoo.co.uk

I'm due to begin THRIVE training in February, so good to hear

How about having a fresh start line as you walk in the door (masking tape on the floor) they have a fresh start each lesson. whatever went on before is finished with so bad behaviour doesn't lingerie.

Brilliant metaphor. thank you.

Its so lovely yo see so many people/teachers who care so much :)

Love that equality and equity analogy - thank you! :)

Love that

I really like your metaphor re equality and equity. Thank you.

This has been very informative. Thank you

Thank you

Me to Kate

Thank you- very informative.

Apologies, I need to leave as I have to pack away and catch a train. Thank you, this has been valuable.

Trauma Informed schools approach is a fantastic practical course

We do what we do for the love of the children and to simply make a difference.

Thank you

Thank you that's been helpful

Very informative webinar, thank you

Cathy...Its if truly amazing

is

Great webinar. Thanks very much

this has really affirmed for me that I am making a difference in my approach. thank you so much

Thank you!

Cathy Elsdon is your THRIVE training booked through your school or yourself?

Thank you

Really glad to connect today. Thank you for your time. Some brilliant insights.

thank you this webinar has been extremely informative

Thank you

Brilliant thank you!!!

Thank you so much, great webinar

Thanks so much for this brilliant training and clarifying difference of Equality and Equity!

Thank you

I could listen to you all for hours, thankyou

Thank you so much!

Thank you so much

Thank you

Thank you!

Our primary school are brilliant and very focused on 'ALL behaviour is communication'

Sadly secondary schools seem to operate on a completely different level.

my apologise I was late. Fin class late. REgards

Thank you it was great

Thank you so much Gray - very helpful

marvellous - thank you

Thank you!

Thank you!

thank you.

thank you

Thank you

Thank you!

thank you great webinar :)

Thank you so much, love your positivity

thank you so much

We did training sessions last year and the year before and have become a trauma aware school

thankyou

Thank You

Thank you so much

Thank you so much. So helpful.

nicki freestone thank you it's been brilliant

Thank you, this has been great!

Thank you

thank you ,been brilliant

Thank you so much

Thanks

Very interesting Thank you

thank you

Thanks

thank you

great webinar- thank you

Thanks all.

thank you

Thank you so much, please run another one.

thank you

Thanks very much

thank you :)

thanks

Thank you 😊

Thank you so much

thank you !!!!!

Thank you for a good session

Thank you!!

thank you. delivered so well.

Thank you so much

Good webinar. Thank you

Thank you

Thank you

Thank you for your time today

brill, thank you the best webinar I have been on

Booked and paid for through school

thanks

Thank you

Thank you so much! Really interesting

Thank you :)

Thank you

Thank you

Thank you for a very valuable session

Thnk you

Thanks

Thank you everyone

Thanks everyone for sharing

Thankyou so much. I sometimes feel that teachers feel they dont have to chamge but the kids do!!

Brilliant and clear thank you

Thank you

Thank you

Thank You!

thank you

Thank you

Thank you!

thanks so much!

thank you

Thank you

Thank you

Thank you

Thank you!

Thank you! Some brilliant ideas

Thanks

Thanks

Thanks ! Bye!

Thank you very much.

Thanks so much - been great

Brilliant

Thank you

Thank you so much, really great to have your expert help

Thank you

Thank you

Thank you.

thank you

Thank you

thanks😊

Thank you

Thank you.

Thank you!

Fantastic, many thanks

Thank you, very informative

Thank you so much! Very great and informative!

Apologies for joining so late! Thanks for your input, really interesting ideas to apply.

Thanks so much for a great webinar.

Many thanks.

Thank you, renewed my determination

Thanks

thank you

Thank you!!

Your calm way made the presentation so clear.

Thank you

thankyou it has helped me in so many ways

Thank you. Very useful listening and reading everyone's contributions.

Thank you very much.

Fantastic webinar. Thank you so much for your insight. Take care x

Thank you - very informative.

Many thanks

thanks for your time

Thank you

Thank you this was very interesting and valuable

So helpful! Hope to share this with my school

Cathy, do you have any links at all

Thank you! x

Thank you x

apologies for joining late..

Thnak you very much. We need more of this.

Thank you

Thank you so much..its been interesting.

Many thanks. Keep up the good work everyone!

Utterly brilliant… too much to process

thank you

Thank you

Many thanks, useful pointers!! :)

Thank you.

Thanks. Really useful and given me plenty of food for thought.

we do need more people like you sharing this with all school staff

Thank you very much. I'd love to join you in any other webinars you do.

thank you

Thank you so much for your passion and clear and concise advice. Take care and stay safe everyone. x

I have another meeting now. But thank you - this has been very helpful!

thanks so much

it's so uplifting to see so many professionals wanting to learn and provide for their children

Thank you

Thank you

That was really informative. Thank you!

Thank you so much - really insightful

I will let my Sendco know how brilliant this training has been!

please may I have your email?

I apologize for being late...left school late

Thank you for thanking us for thanking you :)

Thank you 😁

Thank you. As this is pre recorded I will share this with colleagues

Thank you so much, really informative and interesting - Jan

do you have a website of resources?

Thank you!

Is it possible to watch it afterwards please?

Many thanks!

Thank you

thank you ever so much

Given me something to think about especially how the negativity that I sometimes feel could be turned into a more

Thank you very much for this evenings Webinar

How do I get certificate.?

Thanks

Thank you. Interesting and informative

Brilliant, thank you. Have a good evening.

Goodbye to everyone.