

Module Taster

Each module from the ACE Disability DIY Manual contains

1. An information sheet with case studies which can be used as handouts
2. Power points of key points
3. A discussion paper of case studies and questions to provide a basis for classroom discussion or for individual reflection plus details of where to find further information
4. A quick quiz which can be used as a recap at the end of a session, to reinforce understanding or as a pre-test before starting a module

The following is an excerpt from **Sample from “Basic Classroom Management” module information sheet** to provide a taste of the Manual

Behaviour management

Having people with disability in a class does not mean that there will be disruption, nor is unusual behaviour, such as fidgeting, always disruptive. Consider first how distracting the behaviour really is – some Tourette’s symptoms, for instance, may not be acceptable in a yoga class, although they may hardly be noticeable during a walking group activity.

Where behaviour is causing concern but is not actually disruptive, it is worth talking privately to the person concerned. Be honest but positive and ask for their suggestions.

Mike had a habit of sniffing loudly throughout the class. His teacher could see that this was annoying some people. She asked to talk to Mike and his support worker to see if there was anyway he could stop sniffing. He explained that he had bad hay fever. He and his support worker agreed that he would bring a box of tissues into class and that he would use these whenever he felt like sniffing.

Nevertheless, difficult behaviour does occur very occasionally with people with and without disability. Ideally a few preventative strategies can be used to make sure this does not happen. In the rare event of an incident occurring there are also strategies you can use to deal with such situations.

Preventative strategies

- a) If student has been referred from a disability service ask if there is a behaviour management or consistent approaches plan
- b) Do all students know their rights and responsibilities?
- c) Make your expectations regarding student behaviour clearly understood at the outset. This is where a code of conduct or setting of ground rules can help
- d) Be consistent in applying ground rules
- e) Be aware of where a student may be having difficulties and intervene early

“I can see that you are getting frustrated with this. That’s OK – it’s not easy. Have a break from it now and I’ll find time to go over the problem with you at the end of the session”

- f) Recognise early signs of aggression (see below) and try to de-escalate the situation
- g) Be aware of where you can get support.

Recognising the basic sign of aggression

Aggression may be triggered by:

- Communication difficulties e.g. inability to express needs verbally to carers
- Health problems e.g. physical illness, pain
- Fear e.g. not being informed of changes
- Environment e.g. amount of people, noise levels, room temperatures
- Emotional, psychological, psychiatric e.g. feelings of frustration or depression
- Poor self-esteem
- Experience of abuse
- Limited knowledge or lack of information provided to staff about triggers for individual client
- Unsuitable workplace practices e.g. class often organised for group management rather than individualised activities and leading to, for instance, set times for meals, activities with little flexibility, no opportunity for client choice
- Poor match between staff skills and client needs.