Way Forward Consulting
https://way-forward-consulting.trainercentralsite.eu

The Outdoors Group Ltd
www.outdoorsgroup.co.uk
Tel | 01392 715940
Email | hello@outdoorsgroup.co.uk

www.shevekpring.com

https://www.theoutdoorsschool.co.uk

Training and Workshop Materials:

Supporting SEND and behaviour Outdoors

Workshop Activity 1:

Collect together a range of objects, this could be tarps, tyres, planks, ropes, etc. Mix them all together and make it look as if you are halfway through building something with it all.

The aim for the group activity is that the group are told you were in the middle of building something and could they help you finish it please?

Your role is to facilitate the ideas generation and the collaboration of the group, this should be allowed to follow the direction the group choose as an open-ended task. The aims and the behaviour strategies are listed below in the tables, and links to further reading are provided.

Workshop Activity 2:

Lay out 3 concentric circles on the ground with rope or string. Show people that the circles represent a comfort zone, stretch zone and a panic zone (make sure the panic zone is in the middle so that there is a control measure in place for potential flight risk learners or where learners may be worried).

Ask a series of questions about how learners feel about the various statements; these can be curriculum, behaviour or SEMH based, whatever your requirements are. Questions such as 'who is afraid of…' or 'how do you feel about…' or 'how comfortable are you feeling about…'. You can also ask learners to contribute their own ideas for questions as well.

Open ended tasks are crucial for SEND learning, they support the development of key social skills, communication and interaction modelling and support, and the opportunity to develop low demand engagement without the risk of failure.

Key elements of this are;

Development of Growth Mindset (adaptive and maladaptive learning responses)
Dweck and Leggett 1988

Theory of Loose Parts ("*in any environment the degree of inventiveness and creativity, and the possibility of discovery, are directly proportional to the number and kind of variables in it*")
Simon Nicholson 1971

Play reduces the number of synaptic pathways needed to support learning
Bijlsma et. al. 2022

If you are interested in learning more about teambuilding and accessing teambuilding resources and activities for inside and outside use, you can purchase my book here;
Effective Teambuilding and Practical Activity

Potential Behaviour in learners	Strategy to support
Disagreements	- Set out some supportive rules for this process to take place such as; - Each person has a set time to speak then they need to agree on the next steps (with or without your support) - Use a 'talking stick' or similar that they can only talk when they are holding it - Ask them how they want to solve the situation ie vote, discussion, compromise. You may need to introduce these themes but this kind of open-ended task is perfect for this process - If they are arguing but fairly and it is a creative conflict consider not getting involved at all, this may be a fantastic learning opportunity for them as it is
Flight risks in outdoor space	- Make sure the focus of the task is placed in the centre of the activity zone, eg set up the activity so the focus is inwards not outwards to ensure group management is easier. - Ensure if support (LSA or TA) is available make sure you identify learners who represent this risk are clearly identified and supported Best Practise for TA support use - Be aware of the Trauma Responses of your learners that could lead to flight, this could mean visiting EHCPlans or IBSP's or could be through pastoral and behavioural history and support
Refusal	- Where learners may present with PDA as an anxiety response try closed options 'you could do a or b' or pose questions that reduce compliance anxiety such as 'I wonder if we could make this work?' - Where learners struggle to engage due to attention you can make them responsible for something task related, inside this could be handing out books or giving out handouts, in an outside setting maybe they are responsible for carrying resources or for looking after particular bits of kit - Where learners are anxious and have a trauma response to being left or fear of being abandoned provide a critical item for them to hold when you move away from them to the rest of the group, this will support them in knowing you will return, you can also then ask them to bring the item over and introduce it later on to support their integration - Where learners are not feeling able to engage for confidence, welfare or self-esteem reasons they may well like to support the session in other ways such as by taking photographs, or they could look out for particular things on your behalf such as timings or people needing support etc
Disengagement	- Where learners feel like they are giving up or not being able to be involved it is worth having something to support

	re-engagement, such as an idea they can take back to help the group, a top tip to make the activity work better, or a mechanism for bridging the gap such as giving them 3 questions they can ask you to help the group out - Where disengagement is apathetic or stubbornness it is often the tactic of distraction that works best. Engage them in a conversation about a topic they are interested in, ask them lots about it and get them sharing, then ask them to hold something related to the task for a minute (or similar idea), they will be engaging without realising and this may support them to re-engage fully in the activity.
Anger	- Anger is a difficult emotion to diffuse, sometimes allowing and facilitating a way of taking some time is worth considering, such as; - If you think its appropriate maybe get the learner to run or walk around the edge of the filed before telling you what they are angry about - Get them to explain the problem they are trying to solve not the person they are angry with, this is key as it means that the problem and the focus of the anger can be separated - Sometimes the anger is justified and it is just a case of holding the space with them s that they feel heard
Dealing with 1:1 or small group conflict whilst managing the rest of the class	- This is often a distraction from the class or a difficult situation to deal with when you are in an outdoor space and scanning constantly to ensure you are aware o the whole class. There are some techniques to support with this; - Ask each person involved to speak for 20 seconds in turn to explain the problem and then you can support with solutions once everyone is heard - Conflict is creative as long as there is a solution focus, ask them to find a way (or give them a way) to come up with a consensus, such as voting on an idea once everyone has given their options.
Holding the space in an outdoor setting	- Set clear boundaries for the space being used and go through this physically (with a rope boundary for instance) or through explanation. A good idea is to get learners to walk the boundary with you so it is really clear.
Attention seeking	- Attention seeking can be hard to deal with and can detract from working with the rest of the class. I find it is helpful to reframe attention seeking as 'connection seeking'. This helps to give some ideas about what you can do to support. - Give 1:1 undivided attention but only when they are asking about or being involved with the activities. If they start to derail the process planned ignoring can help. This way they will gain attention when positive engagement is there

Low level disruptions	- Sliding scales showing how 'fast and fizzy' vs how 'slow and sluggish' they feel is a good way of gauging the potential reasons for the behaviour they present with - 5 Point Scale - Giving responsibility is a good way of gaining engagement - Where this is based on questioning try getting them to place their hand on your arm when they want to ask a question, then you can place your hand on theirs to let them know that you are aware of them and will speak to them next after you have finished talking.
Withdrawal	- Withdrawal is difficult to deal with and easy to ignore as it causes little disruption to the class, however, this is not positive for those who are withdrawn. - Remember Maslow; go through the basics levels and check to see if they are ok in these lower tier elements before you move onto engagement with the task. - Give them low level demand tasks that are linked to the process the class are engaged in. - Use things to support them such as RAG cards to show how they are feeling - Thumbs up and down instead of speaking - Ask them to hold things for you related to the task of the class
Physical Violence and aggression	- When this occurs, it represents a major issue to deal with, you need to think about 3 things; - safety of the rest of the class, can you move them away from the conflict? - Safety of those involved, can you separate those fighting safely. Key to this is to watch carefully who the aggressor is, if you can target the one being attacked and get them to move away you have a better chance of splitting them up. - Safety of staff and yourself. Don't attempt to step between those fighting unless trained in PIP, PRICE or similar, call for help if needed according to your school policy. - General tips: shouting STOP! Can often work if you step in quick enough but be ready with your next instructions and make them explicit and non-negotiable such as 'go to the heads office', or 'stand over here'. - Positive touch can often be used to guide students apart, a hand on the shoulder and walking them away from the issue. Don't grab them, just guide hem, if this doesn't work don't escalate unnecessarily by holding them.

SEND Need	Support resources
Persons with Autism	NHS Resources Resources For Autism Charity Autism Education Trust Autism Toolbox National Autistic Society
SEMH	DfE Mental Health and Behaviour in Schools Report Think good to feel good SEMH Sensory strategy plans
Trauma Responses	Emotionally Based School Refusal Guide Beacon House
Physical disabilities and access	Accessibility Access and Audits Support for learners with physical disabilities
Sensory impairments	Sensory room design Sensory equipment and resource shop TOP Tips for MSI inclusion in classrooms National organisations links for sensory impairments
Communication and Interaction	Communication and Interaction resources and links Integrated treatment services resources Social Thinking Methodology Visual Timetable guide Social Story writing guide
Learning disabilities	Learning disability guide NSPCC learning resources Resources and advocacy