

# PDA: Classroom Supports and Strategies

Presented by

**Christina Keeble**



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# Christina Keeble

- Who am I?
  - Mum of 2, teacher, speaker & consultant, diagnosed at 37, founder of Christina Keeble Consulting & co-founder of National PEKE Centre
- Pieces of Paper
  - BS Psychology, BA Hons Psychology, PGDipEd Early Childhood & Primary Teaching, Masters in Special Education
  - Been in Spec Ed/Disability since 2002: ECE □ High School



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# ”Kids Do Well If They Can”

And when they can't we need to adjust expectations &/or build their skills (if appropriate)

*Dr. Ross Greene*



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## How to empty the water from their cup?

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- Restorative practices & rest
- Very individual
- For many it involves tech
  - Allows the brain to tune-out because of the high level of sensory input
- Important to have a quiet/ safe space (or 2) for the student to go to when they are becoming overwhelmed



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## How to Support

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So much of this is about *HOW* we do it,  
not just what we do



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## **#1 Develop a Safe & Trusting Relationship**

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*With the student and family*



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## **Explain the 'Why'**

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PDAers need to see a meaningful purpose to what they are doing. If they sense any manipulation they will not engage.



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## Be mindful of the messages you are sending via:

- Body language
- Tone of voice
- Choice of words



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### Co-regulate

Our response to *their* stress plays a huge part in their experience of regulation or dysregulation.

-Christina Keeble



- Co-regulation is using your emotional state, actions, language and tone of voice to provide support to your client when they are feeling a big emotion, to support them to regulate their reaction to their feelings.
- Repeated coregulation experiences are a pre-requisite to developing self regulation
- Co-regulation as an ongoing need throughout childhood and adolescence.



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# Important to support with...



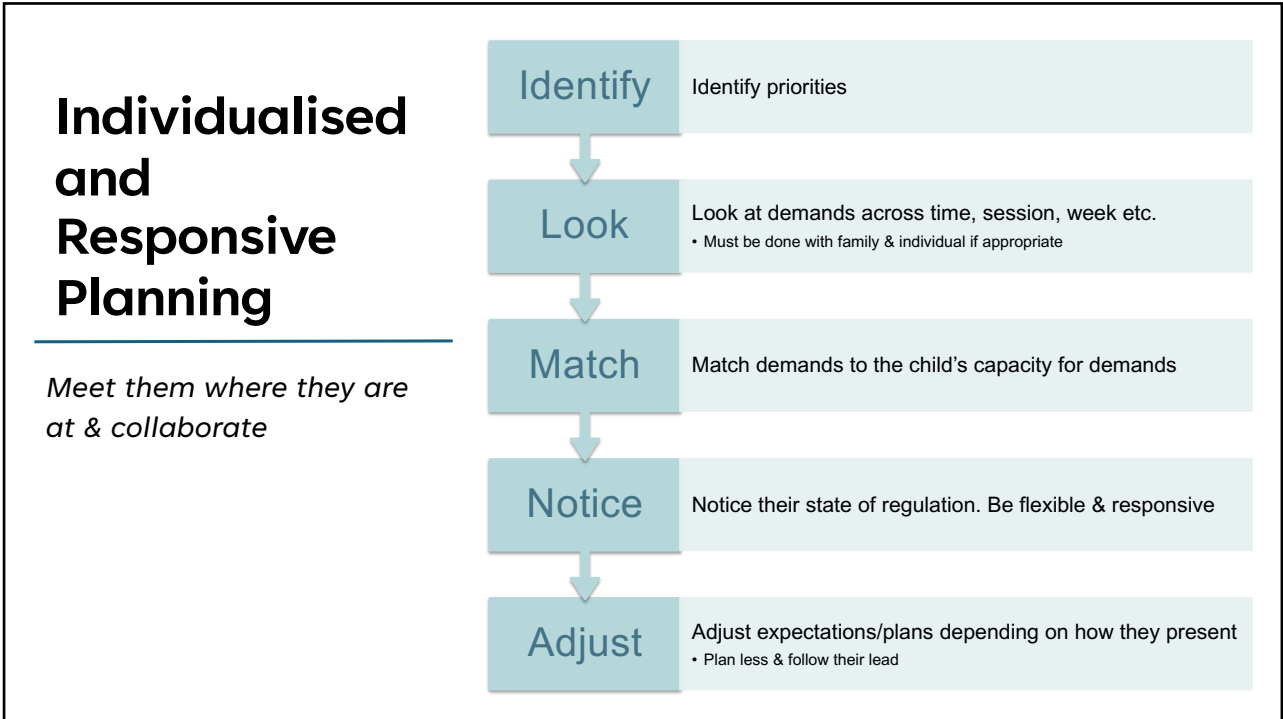
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## Responsiveness with demands

Matching our expectations (lowering demands) of the child/student with their ability to cope with demands in the moment



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# Declarative Language

You are making a comment about something and inviting them into the conversation. They have the choice to join in or not.

	Imperative Language	Declarative Language
<ul style="list-style-type: none"> <li>•Must be authentic communication and not manipulative</li> <li>•Any sense of manipulation and it will not work, will most likely escalate</li> </ul>	Wash your hands.	I noticed your hands have dirt on them from the mud play.
	Slow down.	You're walking too fast for me.
	It's hot outside. Have a drink of water.	It is so hot today; it's making me thirsty. I'm going to get a drink.
	Try doing it this way.	That looks frustrating. I wonder what would happen if you did xyz.

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## ***Ask them what they need***

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When in doubt



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## **Contact Me**

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