

## > CONNECTING ABILITIES

# Group 1: Behavioural Challenges

Challenging behaviour can generally be understood as something that either interferes with the safety or learning of the student or other students or interferes with the safety of staff.

It is a way to communicate unmet needs when an individual struggles to communicate their needs in other ways often due to factors such as anxiety, neglect, abuse, or learning disabilities.

Strand	Suggestions to Adapt	Tips
<b>Hazards and Personal Safety</b>	<p>Rather than just talking to students about hazards and personal safety involve them in the discussion.</p> <ol style="list-style-type: none"> <li>1. Use visuals, have students place them in groups for home, public pools and other environments.</li> <li>2. Create a game using equipment to represent different hazards and personal safety.</li> <li>3. For older students change the name of regular equipment for a lesson to see if the messages resonate.</li> <li>4. If there is available space develop different stations for older students with activities at each station.</li> </ol>	<p>Refer to “Provide the Boundaries” Effective Teaching Strategy to create expectations.</p>
<b>Entry and Exit</b>	<p>Give clear, concise instructions and demonstrations to prevent injury.</p> <ol style="list-style-type: none"> <li>1. Have students match up images and titles of entries and exits. Then have them try the ones appropriate for their level. This will engage multiple learning styles.</li> <li>2. For team engagement, have students pull from a deck of cards which only list the “when” a specific entry or exit should be used. Then students work in teams to figure out which entry or exit might be correct to perform to match with the card. Team points can be added for extra fun.</li> <li>3. Avoid having students waiting on the side of the pool. Keep them moving and engaged.</li> </ol>	<p>Impulsivity can play a large part of behavioural challenges therefore sitting on the edge waiting for others to have their turn can be excruciating.</p> <p>Avoid temptation and introduce a game or an activity where everyone is safe and moving.</p>
<b>Flotation</b>	<p>Flotation can be difficult with more than 1 student if they don't have the skills.</p> <ol style="list-style-type: none"> <li>1. If students are still beginning to learn, encourage students to practice their bubbles while you assist each one individually.</li> <li>2. If students are competent encourage them to practice with equipment by utilising kick boards, noodles etc.</li> <li>4. If there are different tasks involved in a group activity or pairs <ul style="list-style-type: none"> <li>- Explain that each student will receive a turn.</li> <li>- Ensure each student has a turn in each position of the group or pairing.</li> </ul> </li> </ol>	<p>Refer to “Provide the Boundaries” Effective Teaching Strategy to create expectations.</p>
<b>Swimming</b>	<ol style="list-style-type: none"> <li>1. Keep instructions between activities clear and concise.</li> <li>2. Accompany any instructions where possible with demonstrations to reduce time students are not active.</li> <li>3. Provide each student with individual and instant feedback as they are performing a skill or activity rather than waiting until all students are finished.</li> <li>4. If there are different tasks involved in a group activity or pairs <ul style="list-style-type: none"> <li>- Explain that each student will receive a turn.</li> <li>- Ensure each student has a turn in each position of the group or pairing.</li> </ul> </li> </ol>	<p>Refer to “Provide the Boundaries” Effective Teaching Strategy to create expectations.</p>

<b>Underwater</b>	<ol style="list-style-type: none"> <li>1. Give clear boundaries for underwater activities. For example, “stay in between the end of the pool and the flags”, “everyone is to duck dive twice then stand up”.</li> <li>2. Engage using eye contact with those students who may struggle or discreetly repeat the instruction to them as well.</li> <li>3. Use underwater skills as a reward if you know it will gain the right behaviour in another area.</li> </ol>	Refer to “First and Then” and the “Call and Response” Effective Teaching Strategies.
<b>Lifesaving</b>	<p>Instead of having a discussion with students about what to do in a lifesaving situation, involve them in the topic with active learning.</p> <ol style="list-style-type: none"> <li>1. Be clear with instructions and ready to re-direct unwanted behaviour</li> <li>2. Use visuals and equipment to make the lesson more engaging.</li> <li>3. Involve all students in the activity or skill.</li> <li>4. If there are different tasks involved in a group activity or pairs <ul style="list-style-type: none"> <li>- Explain that each person will receive a turn</li> <li>- Ensure each student has a turn in each position of the group or pairing.</li> </ul> </li> <li>5. If there is available space develop different stations for older students with activities at each station.</li> </ol>	Refer to “Provide the Boundaries” Effective Teaching Strategy to create expectations.
<b>Rescue</b>	<p>Rather than talking to students about what to do in a rescue involve students in active learning opportunities.</p> <ol style="list-style-type: none"> <li>1. Be clear with instructions and ready to re-direct unwanted behaviour</li> <li>2. Use visuals and equipment to make the lesson more engaging.</li> <li>3. Involve all students in the activity.</li> <li>4. If there are different tasks involved in a group activity or pairs <ul style="list-style-type: none"> <li>- Explain that each person will receive a turn</li> <li>- Ensure each student has a turn in each position of the group or pairing.</li> </ul> </li> <li>5. If there is available space develop different stations for older students with activities at each station.</li> </ol>	Refer to “Provide the Boundaries” Effective Teaching Strategy to create expectations.
<b>Sequencing and Survival</b>	<p>Rather than only talking to students about what to do in an emergency have students involved in active learning.</p> <ol style="list-style-type: none"> <li>1. Be clear with instructions and ready to re-direct unwanted behaviour</li> <li>2. Use visuals and equipment to make the lesson more engaging.</li> <li>3. Involve all students in the activity.</li> <li>4. If there are different tasks involved in a group activity or pairs <ul style="list-style-type: none"> <li>- Explain that each person will receive a turn</li> <li>- Ensure each student has a turn in each position of the group or pairing.</li> </ul> </li> <li>5. If there is available space develop different stations for older students with activities at each station.</li> </ol>	Refer to “Provide the Boundaries” Effective Teaching Strategy to create expectations.

