

It's The Little Things



Strategies for supporting positive behaviour in the learning environment.

An equal society for every person who has a learning disability

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Background

This resource has been developed to provide some practical suggestions for educators to effectively support the learning and meet the needs of children and young people with additional support needs.

We called this resource **“It’s the Little Things”** in recognition of the fact that it’s often small changes in practice that make all the difference and help to create a truly inclusive learning environment which benefits every child.

The strategies suggested in this resource originated with a group of teachers and parents in Perth & Kinross, Scotland who wanted to share what had worked for them in the classroom and at home.

Please try out these suggestions but remember that there are no guarantees that they will be effective for the children you are working with. Children and young people are all unique individuals and will react differently to strategies. The age and stage of development of the child should also be considered.

The most important thing is that you get to know each child as an individual and build a positive relationship with them. This will make it easier to find out what works best for them. Finally, don’t be afraid to try out your own ideas!

Introduction

It's the Little Things can be used alongside ongoing work on relationship building to form part of a positive, safe and inclusive classroom ethos. In such an environment children will learn to respect and value themselves and others. Help the children in the class respect and understand each other's differences and learn appropriate ways of responding to unusual or unfamiliar behaviours.

The strategies in this resource are intended for use in addition to or to support the existing class behaviour codes, positive behaviour support policies and individual behaviour support plans. A child with complex behavioural or learning needs would normally have a plan in place to address their specific needs e.g. an Individualised Education Plan (IEP), Coordinated Support Plan (CSP) and/or a Positive Behaviour Support Plan (PBSP). These are likely to be incorporated in a single Child's Plan, particularly where the child has wider support needs than those related to education. Make sure that you are familiar with the content of any plans that might be in place for children in your class.

It can be helpful to negotiate a calming technique with every child. They might all have a different way to calm down (counting/deep breathing/going to safe space/thinking happy thoughts etc.) but if teachers know every child has such a technique, they can remind the child to use it if they are becoming stressed or anxious. This can work particularly well with older children.

Don't panic when you're confronted with a situation you're not sure how to handle. Don't react immediately - remain calm and take time to think about the child and what will work best for them. Getting to know each child as an individual will make this easier to do. Try to

relax and enjoy building positive relationships with the children you work with.

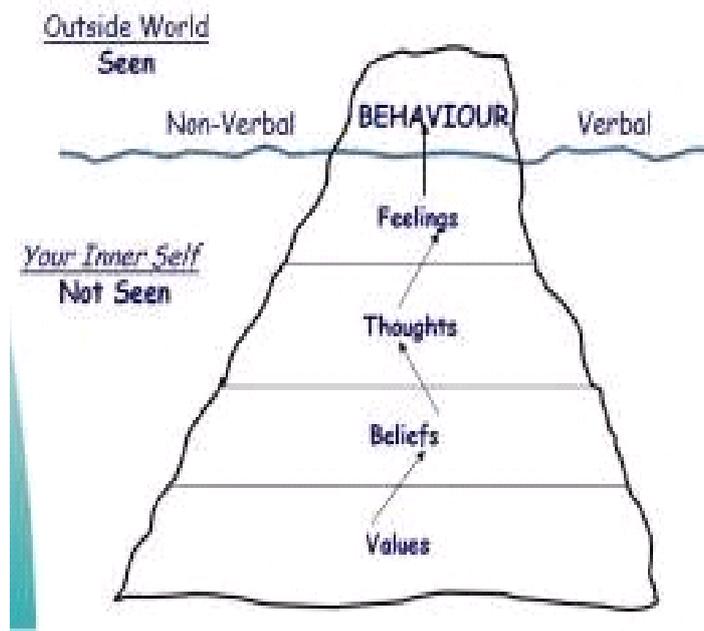
You may have to do a lot of work on individual needs, differences and expectations. Children are likely to complain if they feel that they are being treated more harshly than a classmate. For example if they get a strong reprimand for saying a rude word whereas a classmate who mutters swearwords all the time is only shown a red card, you will need to help them to understand **why** they are being treated differently. This could mean explaining that the classmate is being helped to stick to the classroom rules in a different way that works for them.

Of course, you will no doubt face challenges – large class sizes, time constraints, workload, reductions in staff numbers etc. But never forget that **“it’s the little things”** that often make the most difference. These little things do not cost lots of money or take lots of time but will help you to create a warm, inclusive, calm learning environment that will have positive outcomes for all the children you work with.

The Behaviour Iceberg

Think about an iceberg – you can only see the tip but there's a lot more underneath that you can't see. The same idea can be applied to behaviour – there can be underlying reasons for behaviour that we find challenging.

So ask yourself – what is this child trying to tell me?



Remember, behaviour happens for a reason, but what are those reasons? It can be helpful to consider the following questions:

- Is the child ill or in pain?
- Does the child have sensory difficulties?
- (This could be to do with light, noise, heat, smell.)
- How does the child communicate?/Can he or she make their needs known?
- Does the child understand what is expected and can he or she do it?
- Has the child had enough time to process the instruction or

understand what's happening? (This is particularly relevant for children with Autistic Spectrum Disorder.)

- Is the child scared or frustrated?
- Do they understand the classroom's "social rules"?

Try the **STAR** approach (Zarkowska and Clements 1994):

Setting - where does the behaviour occur?

Trigger - what happened before the specific behaviour, both immediately and longer term. Can you pinpoint triggers?

Action - what actually happened? (Describe the behaviour.)

Response - what happens next? (Think about possible responses.)

For example, you may notice that when in a hot, noisy classroom environment (Setting), if you refuse to allow him/her to do the activity they want (Trigger), he/she has a tantrum and starts screaming (Action). You may then try removing the child to a quiet place (Response) until they calm down. You could try observing and recording the child's behaviour using this approach over a 2 week period to find out what works best for them. Then evaluate what has changed and adjust your practice accordingly.

Think about **WHY** the child may be doing this i.e. the **FUNCTION** of their behaviour:

For example a child may spit because it's their only way to draw attention to their needs, or it's a way of getting out of a situation that they are uncomfortable in, or they may even just have a horrible taste in their mouth.

Other functions may include:

- Lack of knowledge/understanding (e.g. that people don't like spitting).
- Pressure to do tasks which are too difficult at the time (e.g. shouting to divert from the fact he or she doesn't know how to do something).
- Feeling scared, angry, frustrated and not knowing how to communicate those emotions to you.
- Difficulty understanding routines.
- Sensory issues -the child may flap their hands to distract from overloaded sensory sensations in another part of his or her body or may enjoy the feeling of hand flapping.
- Difficulties with making themselves understood.
- Difficulty in understanding what's being asked of them.



Aggressive Behaviour

Remember that behaviour is a form of communication. Ask yourself – “what is this child trying to tell me?”

- Rule out possible health problems first – do they have toothache or an ear infection?
- Always try to remain calm but assertive. Bringing more emotion into a tense situation only adds to the frustration and confusion.
- Use “time out” or a “safe space”. This can be a specific bought item (Google ‘safe space’ for ideas) or a designated empty area chosen together.
- Give the child space if safe to do so.
- Try to identify the ‘triggers’ and seek to minimise them.
- Make the child aware that if they continue they will get time out. You are therefore giving him or her chance to behave differently and letting them know what will happen. Always be consistent, fair and follow through on what you say will happen.
- Use diversion - tell the child what they can do instead. For example: “you are scratching yourself, clap your hands together”.
- Remove the child from the situation.
- Give a basic explanation of the behaviour and its inappropriateness – “you are hitting me, that hurts me and it’s not very kind”.
- Notice when they are not hitting out and praise good behaviour.
- Build in as many opportunities as possible for the child to achieve.
- Try reward charts with clear rules and specific incentives for good behaviour.
- Use a “good decision” strategy where the child is given a choice. Make sure they understand the consequences of their decision and keep the consequence consistent. For example

“you are shouting. If you want to stay in the room, please use a quiet speaking voice. If you choose to keep on shouting, you will have to leave the room”.

- Try writing a Social Story™ (Gray, 2010). A Social Story is a means of sharing accurate information meaningfully and safely. This can help a child understand what is expected of them.
- Go to <http://www.thegraycenter.org/social-stories> for more information and ideas or speak to a Speech and Language Therapist.
- Talk to the child, ask why they are feeling like this and listen to them.
- Say stop firmly. Use the hand signal for stop.
- Use “first...then” e.g. “first toilet, then lunch”. This can be done with symbols or words.
- Once the child has had time to calm down, talk about the situation and what they could do differently next time.
- Teach them to share.
- Use a verbal/visual countdown in any situation using hand and voice. This is a good distraction technique because it turns it into a game rather than a battle e.g “let’s see if you can get your shoes on by the time “I count to 5”.

Repetitive Questioning/Actions

Try to work out why the child is repeating the same question or behaviour – but realise that it can be very difficult to find the underlying reason – and very frustrating!

- Respond as early as possible if their questions are driven by anxiety.
- Or ignore the questioning if it's driven by mischief or attention-seeking and speak to your pupil at a more appropriate time. Praise him or her on every occasion this is then achieved.
- Point out what is happening and ask them to either stop or use their 'thinking' voice – teach them that this is when it stays in their head and doesn't come out of their mouth.
- Limit the questions - "one more question and then we're talking about something else."
- Change the subject or say "it's my turn to talk and your turn to listen."
- Turn the question around – and ask *them* the question instead of answering.
- Remove the child from the situation if this will help him or her regain control.
- Speak about the consequences if they don't stop e.g. "if you keep asking that question, you will have to have time out to think about the answer."
- Increase their vocabulary so that they can talk about other things.
- Make them aware of themselves and what they are doing. e.g. "Do you realise that when you keep asking that question, it makes me sad because you are not listening to the answer?"
- Answer the question using exactly the same words and tone of voice three times, or write the answer down and give it to the child to read each time.

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- Divert attention and say what you are going to do next. For example “talking time is over, now we will go and peel the potatoes.”
 - If repetitive actions e.g. hand flapping relate to physical stimulation, replace this with a more appropriate action such as clapping hands or holding your hand. (Remember however that this action may be very important to children with Autistic Spectrum Disorder.)
 - Give your pupil the option to write about it.
 - Use a phrase known to the child - “are we talking about this just now?” to remind them to focus on the current topic of conversation.
 - Check that they understand the reply. Ask them to repeat or confirm your answer. Then ask them to use their “thinking” voice and ask if they need to write the answer down.
 - With repetitive actions, use “stop” and give another action for them to do, or something else to hold.
 - If the child is old enough, there are various apps for mobile devices which can help a child or young person to understand social situations.
 - Remember to only use a response if it works. If one doesn’t work, try another until you find the one that makes sense for each child.

Sexualised Behaviour

- **If you are concerned that sexualised behaviour may be an indicator of abuse, you must share your concerns with your manager as a matter of priority.**
- Say a firm “no thank you” to public displays of sexualised behaviours.
- Have a safe but private place for a young person to go to where they can do the action for example in the bathroom.
- Use a red/green card system (it’s okay here/it’s not okay here)
- Take them to a specified area, show them the green card and say “it’s okay here, on your own” – this works best with older children. Use a red card to say stop/not allowed/no/not here.
- Ask for advice from school, social work, Parent to Parent, ENABLE Scotland or your GP or Health Visitor.
- Be clear regarding boundaries in all settings, for example hugging members of staff. Giving mixed messages can be very confusing for the child.
- Discuss the difference between a public place and a private place, and talk about what kind of behaviour is appropriate in each. For example, “Is it OK to kiss and hug your boyfriend during a lesson at college?”
- Try to find out the source of the behaviour(s) that you are concerned about – where has the child seen/heard/learnt about it?
- Divert attention – this works best with younger children.
- Say “No thank you, please put your hands on the table”.
- Write a Social Story on the appropriate place for such activities.



Withdrawal

- Negotiate with the child - “first we’ll do this and then we can do something you really enjoy”.
- Implement a de-sensitisation programme with gradual steps. For example allow your pupil to observe an activity. As they become more comfortable they can be encouraged to engage for a small amount of time. Increase the time slowly.
- **Make use of a peer buddy. This is a ‘trained friend’ who will support the child. For more information on this speak to a social worker or educational psychologist.**
- Role play – act out what might happen e.g. on a school trip.
- Use symbols e.g. Board maker - a communication board which uses Picture Communication Symbols. (Go to www.mayer-johnson.com/what-is-boardmaker for more information.)
- Build their self-esteem - praise and encourage any efforts made, no matter how small.
- Stay at the activity and continue with what you are doing/ model how to play or do the activity.
- Give your pupil a meaningful job to do e.g. if it’s music time they can hand out the instruments, switch on the tape player etc.
- Use “first...then” sentences, for example, “ first we will finish reading the story then it will be time for lunch.”
- Don’t give a choice - say clearly what is happening. This depends on the child and the specific situation (e.g. if they have an appointment with a health professional).
- Try using finger puppets to encourage the child to join in class activities.
- Be sure you are doing things that will positively support the child’s behaviour rather than just trying to make them ‘fit in’. Sometimes its okay to be different!



Inappropriate Language

- Avoid reacting excessively to inappropriate language; it may be best ignored.
- If it's not possible to ignore, e.g. if its disrupting the class, offer an alternative word. For example, "don't say shxx....say sugar".
- Use a Social Story on specific language and its appropriateness.
- Explain that this is not a nice word and people don't like it.
- Use the phrase "we don't say that word here. You can say that in your bedroom/bathroom."
- Red/green card system can work in this context (see section on sexualised behaviour.)
- Design a feelings chart using the Incredible 5 point scale (Buron and Curtis, 2003) along with a specific phrase such as "I feel... when you say that to me. How would you feel if I said that to you?" (Go to www.5pointscale.com for more information.)
- Ask the child to use a "thinking voice".
- Use a "good choice/decision" system - "are you making a good choice here?"



Separation Anxiety

The behaviour of the teacher or whoever greets the child when they arrive in school can make a huge difference. Try this: have a member of staff to distract/chat to/occupy the parent while another takes the child off to start the usual morning routine (after saying a brief goodbye). You may find that the child is able to settle without much difficulty once the parent has gone. Many children can pick up on parental anxiety and once separated can more easily make the transition into the school day.

With those children whose anxiety is maintained or increased when separated from the parent, you can try many of the techniques included in *It's the Little Things*. It is important for the child to have a trusting relationship with the adults in school and that the school ethos helps the child feel safe and secure while they are in school. Consistency is essential, as is good communication between home and school. You could try these ideas:

- Allow the parent to stay for the first part of the day, slipping away when the child is absorbed in something.
- Keep a home box in the classroom - with photos or items related to home that the child can look at and hold for reassurance.
- Let the child keep a teddy/toy or comfort blanket with them in school.
- Clearly but kindly explain that coming to school is not a choice but a must.
- Make sure that the child knows when they will see their parent again. The key thing is that the child gradually builds up trust that the parent will always come back at home time to collect them.

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- In families where this does not always happen, it is much harder to help the child with their separation anxiety. In this case, work needs to be done to support the whole family, perhaps with the assistance of other agencies.

If separation anxiety is a difficulty for a child in your class, why not share the following suggestions with the parent or carer?

- Be clear about when you will be coming back. Always come back when you say you are going to.
- Go with your child if they are nervous or anxious about attending an activity but gradually reduce the amount of time you stay with them.
- Allow your child to talk about their worries.
- Acknowledge their feelings - “ you feel sad/you miss me/it’s okay to feel sad”.
- Use a first-then system - “first you go to school, then you will see mummy”.
- Take photographs of yourself and give them to the teacher so that your child can use it for communication about their feelings or as something to hold on to.
- Use distraction techniques when it’s time to separate, e.g. teacher reads to your child when you are leaving.
- Read or make up stories about such situations.
- Promise to do something your child really enjoys after you have been apart e.g. “after playgroup we will go to the park.” Always keep your promise!
- Try to keep calm.
- Try to build confidence/self-esteem by giving your child responsibility for something such as having to look after another child or a specific task to take care of e.g. choosing a story for class.

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- Use a symbol strip detailing activities until you return. This is a visual breakdown of your child's day which allows them to see what's going to happen.
 - Try using an app on your phone that helps a child to understand that its okay to feel a bit anxious when they go to school.
 - Be consistent in your responses when your child asks about what's happening.
 - Make sure you have something to do while you are away from your child to decrease your own anxiety.



Eating Challenges

These tips may be useful in an early years or out of school care setting.

- Ensure that the child is eating something, even if this means that their diet is restricted.
- Try not to get upset in front of the child about their diet as this can increase their anxiety and yours.
- Try to rule out any physical reasons why a child may not be eating.
- Use themed meals – for example, Nemo Fish Fingers or make faces out of different foods etc.
- Make very slight changes to accepted foods such as try a small amount of butter or cheese in mashed potatoes.
- Try using a hand blender to ‘disguise’ food such as in soups.
- Involve the child in making the food.
- De-sensitise, use “touch, smell, lick, taste”. Start by tolerating a small piece on the plate e.g. five peas, then insist on a small taste before getting something they like.
- Offer a choice e.g. “do you want four peas or five?”
- Use eating charts and incentives for trying new foods.
- Encourage the child to touch and smell food of different textures. Give lots of praise and positive responses to trying/ touching/ tasting new foods.
- Go to supermarkets to look at food - try to make food fun.
- Get the child involved at mealtimes by getting them to help choose the menu, get involved in the shopping, cooking, laying the table etc.
- Try food art or play with food – if possible the child should choose some of the food. Don’t be afraid to get messy.
- Be consistent in presenting food that the child dislikes. Explain that sometimes you have to try lots of times before you like something.

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- Have a look at the Eating Game website for ideas – <http://theeatinggame.ca/about-the-eating-game/>



References

Buron, K. D. & Curtis, M. B. (2003).

The Incredible 5-Point Scale - Assisting Students with Autism Spectrum Disorders in Understanding Social Interactions and Controlling Their Emotional Responses. Shawnee Mission, KS: Autism Asperger Publishing Company.

Gray, C. (2010).

The New Social Story Book. Arlington, Canada: FutureHorizons.

Zarkowska, E. & Clements, J. (1994).

Problem Behaviour and People with Severe Learning Disabilities: the STAR approach. (2nd ed.) London: Chapman and Hall.



Useful Links

Educational Resources

Alliance for Inclusive Education (ALLFIE)

www.allfie.org.uk/

A national campaigning and information-sharing network led by disabled people. Campaign for all disabled learners to have the right to access and be supported in mainstream education. ALLFIE believes that the whole education experience should be inclusive of disabled learners, both inside and outside the classroom.

Autism Toolbox

www.autismtoolbox.co.uk

The Autism Toolbox is a resource to support the inclusion of children and young people with autism spectrum disorder in mainstream education services in Scotland. As well as introducing and describing some of the more common challenges a pupil with autism might face, it provides real life case studies from Scottish schools and practical examples of supports that you can translate and use in your own school setting. It also signposts you to other websites and resources you may find useful.

The A-Z of Attachment and Resilience

www.educationscotland.gov.uk/Images/AtoZofAttachmentandResilience2014SouthLan_tcm4-843853.pdf

A downloadable PDF which is well laid out and attractive with simple ideas around things you can do to build attachment and resilience.

The Communication Trust

www.thecommunicationtrust.org.uk

Speech, language and communication resources for parents and practitioners.

Curriculum for Excellence

www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/index.asp

Education Scotland's website contains all the information you need about Curriculum for Excellence. The curriculum includes the totality of experiences which are planned for children and young people through their education from age 3 - 18, wherever they are being educated.

Dyslexia Toolkit

www.addressingdyslexia.org

A free comprehensive online resource for all who are involved in the identification and support of learners aged 3-18 years who are showing signs of literacy difficulties. The project is managed by Dyslexia Scotland and funded by the Scottish Government.

Education Scotland

www.educationscotland.gov.uk

Education Scotland is the national body in Scotland for supporting quality and improvement in learning and teaching. They have a number of key areas of work including providing support and resources for learning and teaching, and carrying out inspections and reviews of educational establishments.

Engaging with Families

engagingwithfamilies.co.uk

A Scottish Government website designed to support schools and communities access the very latest Scottish, UK and international research and evidence around what works to support effective family engagement strategies. It has a particular focus on engaging with vulnerable families and those living in our most deprived communities with a view to raising attainment and achievement of all and closing the inequity gap in educational outcomes.

Enquire

www.enquire.org.uk

Advice service for additional support for learning (special educational needs). It provides independent advice and information for parents and professionals, free publications, and services for children and young people.

Helpline: 0845 123 2303

Govan Law Centre (Education Law Unit)

www.edlaw.org.uk

Govan Law Centre is an independent, charitable, community controlled law centre operating in Scotland. The Education Law Unit is Scotland's expert legal resource in the field of school education, with a particular focus on tackling discrimination, promoting human rights and the rights of disabled pupils and pupils with additional support needs. Works in partnership with schools, education authorities, parents' groups and charities across Scotland to make pupils' rights and parents' rights in education a reality.

Model Me Kids® DVDs and Apps

www.modelmekids.com/index.html

Model Me Kids produce high quality teaching tools for children with autistic spectrum disorders and developmental delays, which can be used by teachers, parents, and therapists. Model Me Kids® videos demonstrate social skills by modelling peer behaviour at school, while playing, at a birthday party, on the playground, at a library, at the dentist, restaurant, and more.. Real children model each skill.

Free ipad/iphone apps also available here:

www.modelmekids.com/iphone-app-autism.html

National Autistic Society Education Rights Service:

0808 800 4102

This service provides impartial, confidential information, advice and support on education rights and entitlements for parents and carers of pre-school and school-age children with autism to help them get the educational support their child needs.

Parentzone Scotland

www.educationscotland.gov.uk/parentzone

Parentzone is a website managed by Education Scotland, for any parent or carer interested in their child's education, from pre-school to senior stages. Includes information on additional support needs.

SQA (Scottish Qualifications Authority)

www.sqa.org.uk

SQA provide a wide range of internationally recognised qualifications and associated services. The website includes information on assessment arrangements for disabled pupils.

Talking Point

talkingpoint.org.uk

Information to help children develop vital communication skills. Lots of free resources for professionals and parents.

TES (Times Educational Supplement)

www.tes.co.uk

All the latest news on teaching and education, for students and teachers.

Visual timetables – lots of resources online including:

www.tes.co.uk/teaching-resource/Visual-timetable-3010801

asdteacher.com/visual-timetables/

asdteacher.com/visual-timetables/

Organisations

Capability Scotland Advice Service

www.capability-scotland.org.uk

Capability Scotland can provide free confidential advice and information on disability issues including advice on living with cerebral palsy and other conditions.

Helpline: 0131 313 5510

Carers Trust Scotland

www.carers.org/scotland

The largest provider of carers support services in Scotland, with a unique network of independent carers centres and young carers services throughout Scotland.

Challenging Behaviour Foundation

www.thecbf.org.uk

The CBF supports families, professionals and others who support individuals with complex needs and challenging behaviour through education, information, research and partnership working.

Contact A Family

www.cafamily.org.uk

UK charity for families with children who have any disability or rare disorder. It enables parents to get in contact with other families and provides a helpline, support groups and information.

Helpline: 0808 808 3555

Down's Syndrome Scotland

www.dsscotland.org.uk

Down's Syndrome Scotland has a network of branches offering support to people who have Down's syndrome, parents, carers and professionals. It provides telephone advice, publications, events and workshops.

Dyslexia Scotland

www.dyslexiascotland.org.uk

Support people affected by dyslexia, and campaign on their behalf, in many different ways including through a branch network, support services and partnership working.

Helpline: 0844 800 84 84

Dyspraxia Scotland

www.dyspraxiascotland.org.uk

Support people with dyspraxia, both in education and employment.

Helpline: 08000 257 605

ENABLE Scotland

www.enable.org.uk

The leading Scottish charity for people with learning disabilities of all ages. ENABLE provide a wide range of services as well as campaigning and lobbying to influence national policy-making. A wide range of publications can be found on the website and membership is free.

ENABLE Direct (information line):

0300 0200 101 Or email enabledirect@enable.org.uk

Epilepsy Scotland

www.epilepsyscotland.org.uk

Help and advice on epilepsy including a confidential helpline, community support services and training.

Helpline: 0808 800 2200

Family Fund

www.familyfund.org.uk

The Family Fund champions an inclusive society where families with severely disabled children have choices and the opportunity to enjoy ordinary life. They give grants to families with disabled or seriously ill children aged 17 and under.

HandsOnScotland

www.handsonscotland.co.uk

Practical information and techniques on how to respond to children and young people's challenging behaviour, build self-esteem and promote positive mental wellbeing. An excellent complement to It's the Little Things.

I CAN

www.ican.org.uk

I CAN is the children's communication charity. They are experts in helping children develop the speech, language and communication skills they need to thrive.

Kindred

www.kindred-scotland.org

Kindred provides information, advocacy and emotional support to families of children and young people with additional needs in Edinburgh, the Lothians and Fife.

Helpline: 0131 536 0583

Mindroom

www.mindroom.org

Provide one-to-one support for families affected by learning difficulties, offer help and advice for individuals and organisations who work with people with learning difficulties, and strive to increase knowledge and understanding among policymakers.

Muir Maxwell Trust

www.muirmaxwelltrust.com

Provide practical support to children and their families coping with severe epilepsy and increase awareness and understanding of epilepsy and help remove the stigma associated with the condition.

National Autistic Society

www.autism.org.uk

Impartial, confidential advice and information to people with autism or Asperger syndrome and their families. You will also find a directory of autism services at www.info.autism.org.uk

Autism Helpline: 0808 800 4104

National Deaf Children's Society

www.ndcs.org.uk

The National Deaf Children's Society (NDCS) is the leading charity dedicated to creating a world without barriers for deaf children and young people.

Helpline: 0808 800 8880

Netbuddy

www.netbuddy.org.uk

Full of handy tips and bright ideas from parents, carers, teachers and therapists with experience of learning disability and autism. It is a 'by you, for you' special needs resource, offering practical solutions to everyday issues – from brushing teeth to challenging behaviour. ENABLE Scotland worked in partnership with Netbuddy to produce Tricky Moments, our parents guide to supporting positive behaviour, on which It's the Little Things is based.

One Parent Families Scotland

www.opfs.org.uk

Informing, supporting and inspiring single parent families.

Helpline number: 0808 801 0323.

PAMIS

www.pamis.org.uk

Support for families of children and adults who have profound and multiple learning disabilities through practical help and advice, contact with other families, training and assistance in accessing community resources. PAMIS is based in Dundee University and has local offices in Glasgow, Fife, Tayside, Grampian and South Lanarkshire.

Parenting Across Scotland

www.parentingacrossscotland.org

The Parenting Across Scotland (PAS) website has a wealth of parenting information for parents, carers and professionals. Also has details of various parenting helplines including

ParentLine Scotland: 0800 028 2233 for any parent or carer who needs information, support or guidance, or simply someone to talk to.

RNIB Scotland

www.rnib.org.uk

Information, support and advice for people with sight loss, and their families.

Helpline: 0303 123 9999

Royal College of Speech and Language Therapists

www.rcslt.org

The RCSLT is the professional body for speech and language therapists in the UK, providing leadership and setting professional standards. Facilitate and promote research into the field of speech and language therapy, promote better education and training of speech and language therapists and provide information for members and the public about speech and language therapy.

Scottish Autism

www.scottishautism.org

Dedicated to enriching the lives of people with autism. The largest provider of autism-specific services in Scotland and a leading authority and advocate for good autism practice.

Autism Advice Line: 01259 222 022

Scottish Consortium for Learning Disability (SCLD)

www.scld.org.uk

SCLD was set up to help agencies and people make the changes set out in the Scottish Government's review of learning disability services (replaced in 2013 by The Keys to Life). ENABLE Scotland is a partner organisation. SCLD collates national data on adults with learning disabilities (eSAY) and provides, training, research and consultancy.

Scottish Centre for Children with Motor Impairments

www.craighalbert.org.uk

Based at the Craighalbert Centre in Cumbernauld; provide educational and therapy services for children and young people throughout Scotland affected by cerebral palsy and related conditions, which result in disorders of movement and communication.

Sense Scotland

www.sensescotland.org.uk

Services for adults or children with communication support needs because of deafblindness, sensory impairment, learning or physical disabilities.

Shared Care Scotland

www.sharedcarescotland.org.uk

Promotes the development of appropriate, flexible, affordable and good quality short breaks (respite care) services and has a database of information on different services.

Sleep Scotland

www.sleepscotland.org

Provide support for families of children and young people with additional support needs and severe sleep problems.

Support Line: 0131 651 1392

Tailor Ed Foundation

www.tailoredfoundation.co.uk

Teaches daily living skills to children with autism aged 3 – 12 living in Edinburgh with their families.

Working Families

www.workingfamilies.org.uk

Working Families is the UK's leading work-life balance organisation. They help and give a voice to working parents and carers, whilst also helping employers create workplaces which encourage work-life balance for everyone. Provide advice on any work-related topic including disability.

Helpline: 0300 012 0312

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This publication can be downloaded from
www.enable.org.uk/youngfamilies



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