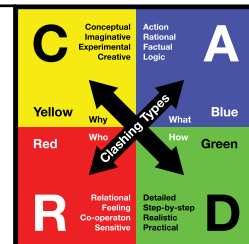


Student Support x C.A.R.D. Type – NON-VERBAL CUES*

*A student's underlying personality is central to understanding their patterns of behaviour. Depending upon context, students may also have additional behavioural overlays based on disability type, developmental age and any co-morbid conditions such as anxiety, depression etc. - all of which should also be factored into behaviour support planning. Use this tipsheet to identify one or more dominant personality preferences within identified students and associated support considerations.



CONCEPT Why	ACTION What	RELATIONAL Who	DETAIL How
NEED: 'Learning tasks that are exciting and interesting to me'	NEED: 'Learning tasks where I can be independent/in control'	NEED: 'Learning tasks where I can share & interact with others'	NEED: 'Learning tasks with very clear steps I can follow'
NON-VERBAL BEHAVIOURS <ul style="list-style-type: none"> Day-dreaming, doodling, looking around to see what others are doing. Often going off-task or intentionally/creatively working around regimented processes. Giving up early on tasks that they are not personally interested in. 	NON-VERBAL BEHAVIOURS <ul style="list-style-type: none"> Jumping into tasks ahead of instructions. Rushing vs being methodical. Acting independently of others. Resisting help or group work. Easily frustrated and agitated. 	NON-VERBAL BEHAVIOURS <ul style="list-style-type: none"> Want to buddy-up and/or be near the teacher or their other 'favourite people'. Require a lot of reassurance /praise/ proximal support. Quick to feel embarrassed or personally offended and may emotionally escalate in response. 	NON-VERBAL BEHAVIOURS <ul style="list-style-type: none"> Requires well organised space familiar to them. Protective of personal property. Easily confused if instructions are unclear - requires modelling of steps. May appear fidgety, nervous, quiet.
SUPPORT CONSIDERATIONS They respond best when they understand what the end result needs to look like and have some freedom to find their own way to that point. Create time and space for them to work flexibly towards the end goal. They dislike being micro-managed – if upset give them time to regroup before providing redirection or feedback.	SUPPORT CONSIDERATIONS Keep instructions short and concise – back up with visual cues of task and timeframe. Pre-empt with non-example success task. Break task down further and give practise without peers watching. If task refusal continues after redirection, exit task and/or exit classroom to avoid escalation trap.	SUPPORT CONSIDERATIONS Encourage, model and proximity support. Praise efforts as part of constructive feedback for sub par performance. Enable group work, as they like to sit close to others (so long as they like them). Praise their genuine desire to help and try their best. Implement any consequences discretely to avoid negative social impact.	SUPPORT CONSIDERATIONS Allow time to orientate to classroom setting and lesson plan. Break down instructions further and provide modelling at each step. Allow extra practise for each step. If task refusal occurs, remind them of consequences and let them choose what to do then follow up with consequences.
PRAISE PROMPTS: Awesome! Amazing! So cool! You're so clever/genius!	PRAISE PROMPTS: Great work! Well done! Nice one! (Thumbs Up)	PRAISE PROMPTS: Thankyou! You did a great job! You're so kind! You're so helpful!	PRAISE PROMPTS: That's perfect! That's excellent! That's brilliant!

Key Reflection Question: Does the student's Personalised Learning Plan consider both their personality preferences & any other contextual factors?