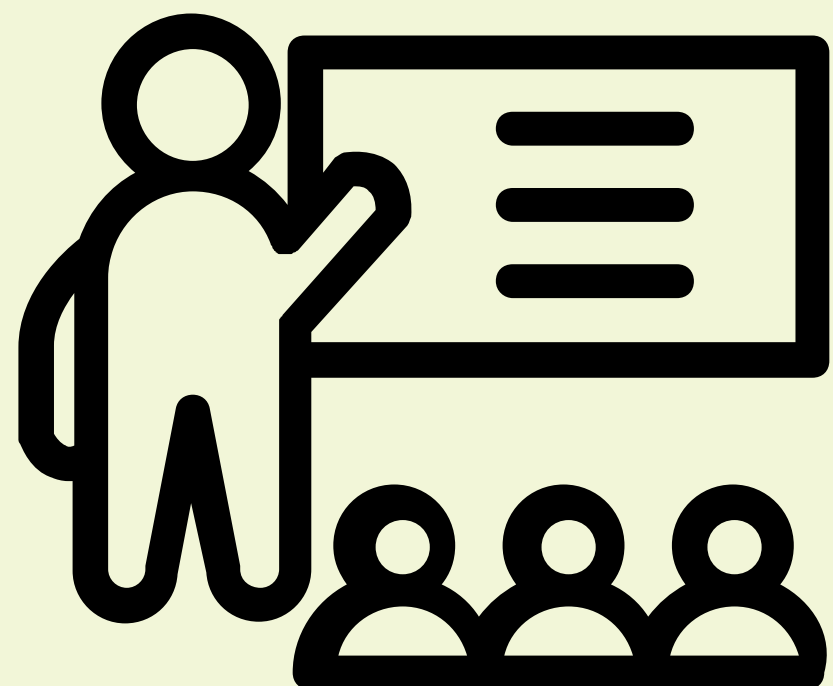


# Welcome to the TBB Educator Portal



**WELCOME EDUCATORS**



As Educators, we know that behaviour can be the difference between a smooth learning journey, or the metaphorical derailed train.









Knowing how to accelerate learning through supporting behaviour can be hard with so many contradictions out there... right?

This is why we have created a one stop shop that bridges home and school, known as the **The Behaviour Bank™**

Welcome!







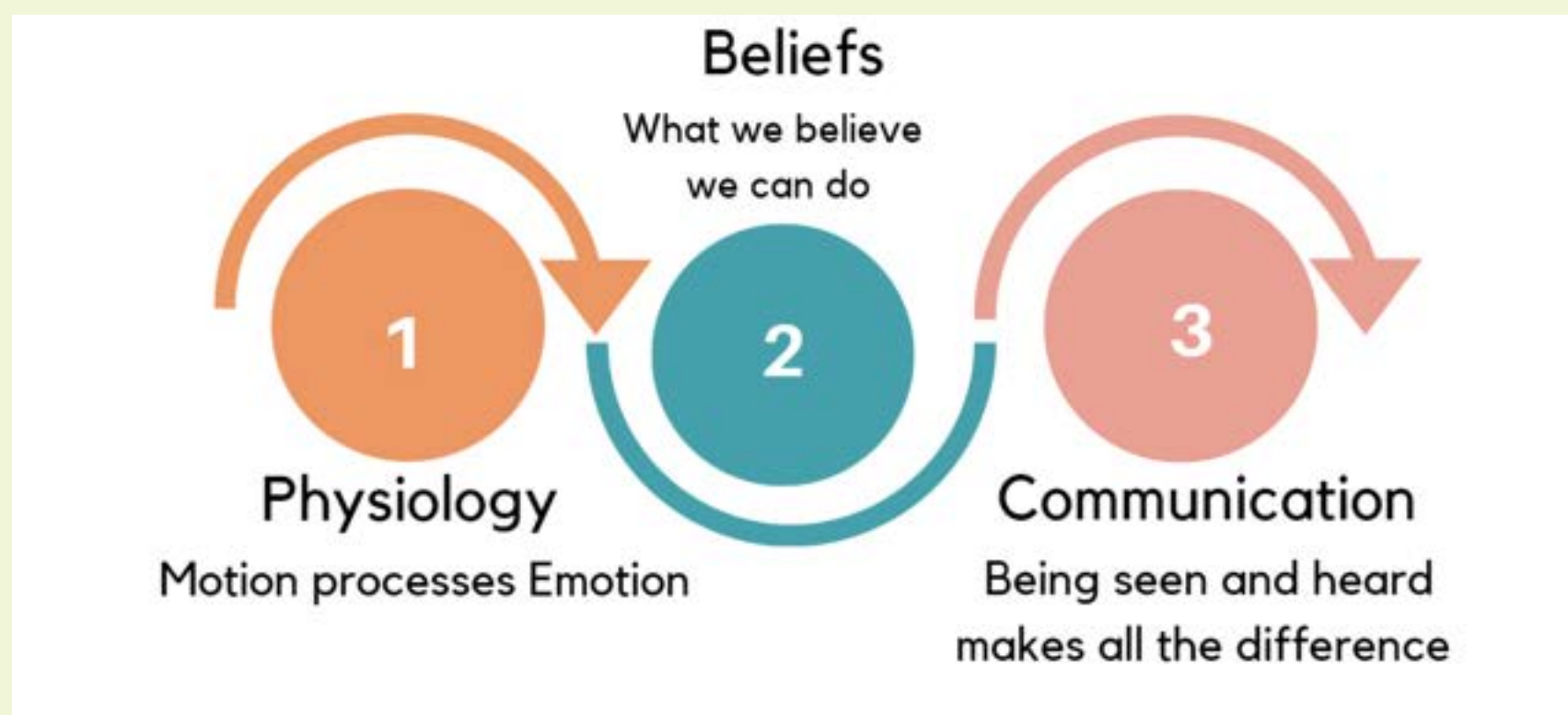
## Meet The Behaviour Bank Experts

 <p>Samantha Dholakia</p> <p><i>"Practise makes progress"</i></p> <p><a href="#">READ MORE</a></p>	 <p>Kate</p> <p><i>"Gathering matters because it is through each other that we figure out what we believe"</i></p> <p><a href="#">READ MORE</a></p>	 <p>Lauren</p> <p><i>"Good health is the best wealth"</i></p> <p><a href="#">READ MORE</a></p>	 <p>Lydia</p> <p><i>"Use your kids as a motivation to love yourself more"</i></p> <p><a href="#">READ MORE</a></p>
 <p>Claire</p> <p><i>"Compassion, courage, creativity"</i></p> <p><a href="#">READ MORE</a></p>	 <p>Emma Dpk</p> <p><i>"Be brave, be kind, have fun"</i></p> <p><a href="#">READ MORE</a></p>	 <p>Emma S</p> <p><i>"As a dietitian I don't care if your child eats broccoli, chocolate or only beige food. I am not here to judge, I am here to help you"</i></p> <p><a href="#">READ MORE</a></p>	 <p>Jaz</p> <p><i>"In a society that says 'put yourself last', self-love and self-acceptance are almost revolutionary"</i></p> <p><a href="#">READ MORE</a></p>

Body

## The Behaviour Bank Champions

 <p>Gina</p> <p><i>"Whether you think you can, or think you can't - you're right"</i></p> <p><a href="#">READ MORE</a></p>	 <p>Jo</p> <p><i>"When a flower doesn't bloom, you fix the environment in which it grows, not the flower."</i></p> <p><a href="#">READ MORE</a></p>	 <p>Charlotte</p> <p><i>"The acquirement and enjoyment of physical well-being, mental calm, and spiritual peace are priceless to their possessors if there be any such so fortunate living among us today. However, it is the ideal to strive for, and in our opinion, Pilates can help children on that path"</i></p> <p><a href="#">READ MORE</a></p>	 <p>Kaley and Nick</p> <p><i>"If a child can't learn the way we teach, maybe we should teach the way they learn."</i></p> <p><a href="#">READ MORE</a></p>
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# TBB Vaults



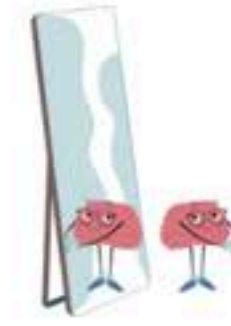
Behaviour Toolkit



It's Brain Science



Neurodiversity



You

## Behaviour Toolkit



Behaviour Toolkit



Building Belief Systems



Shifting Physiology



TBB Classroom Kit

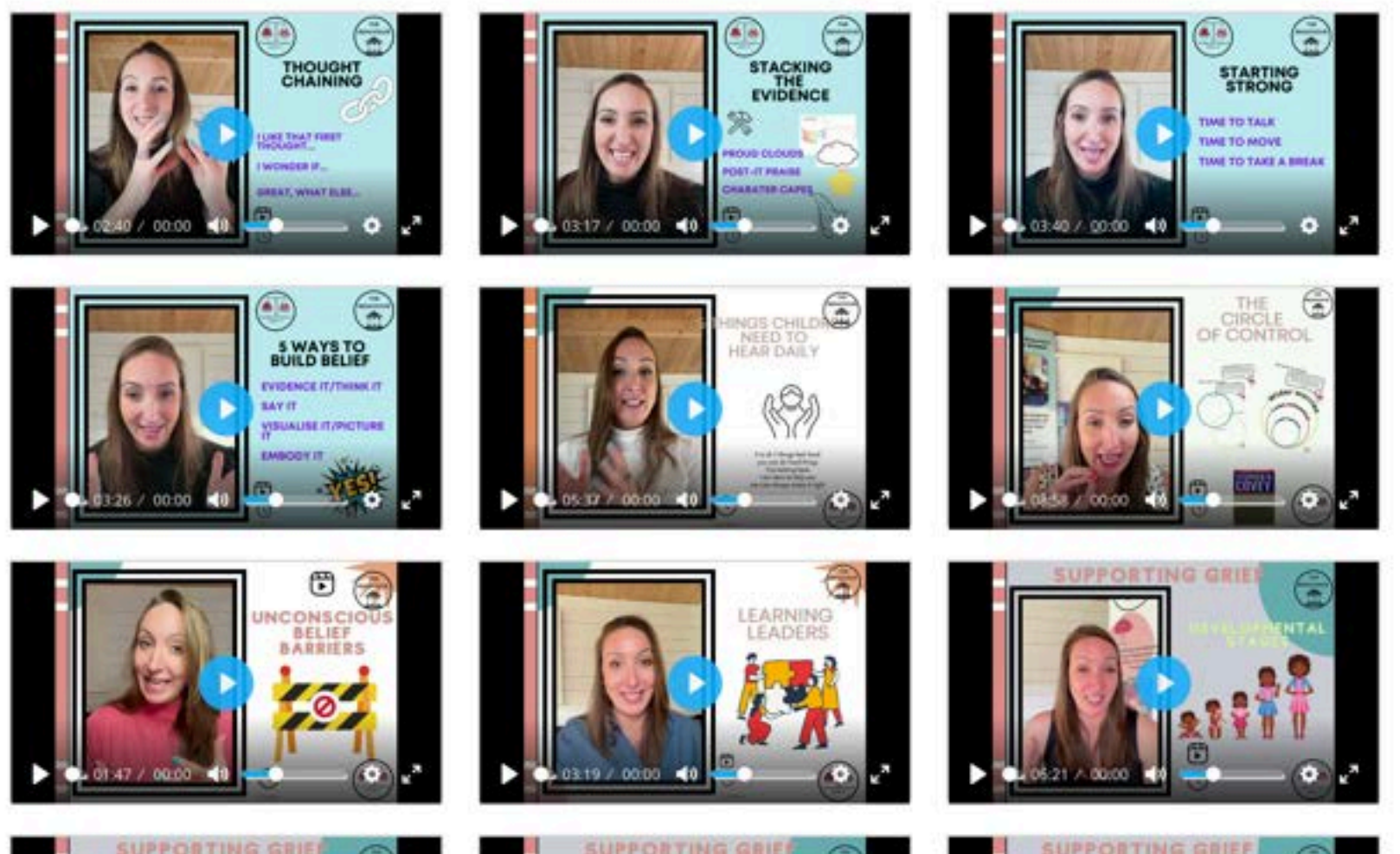


The 3 Cs - Communication,  
Connection and  
Collaboration



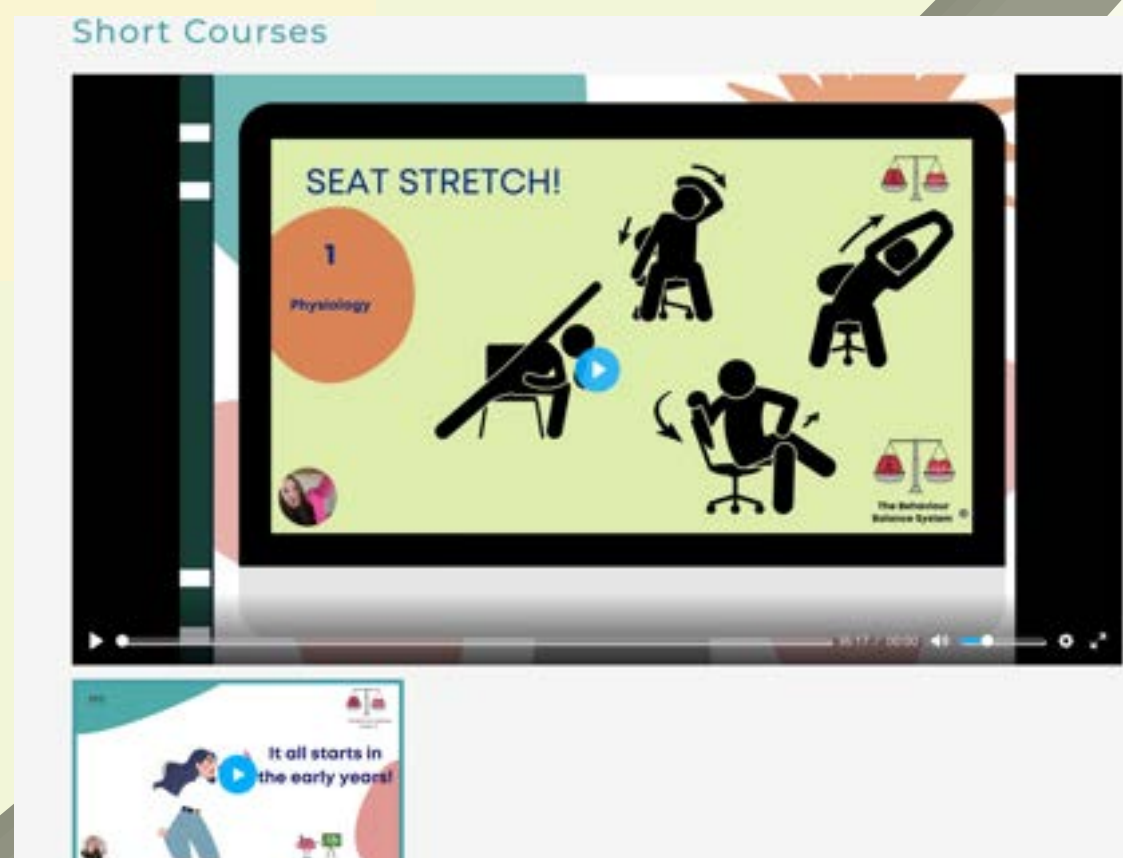
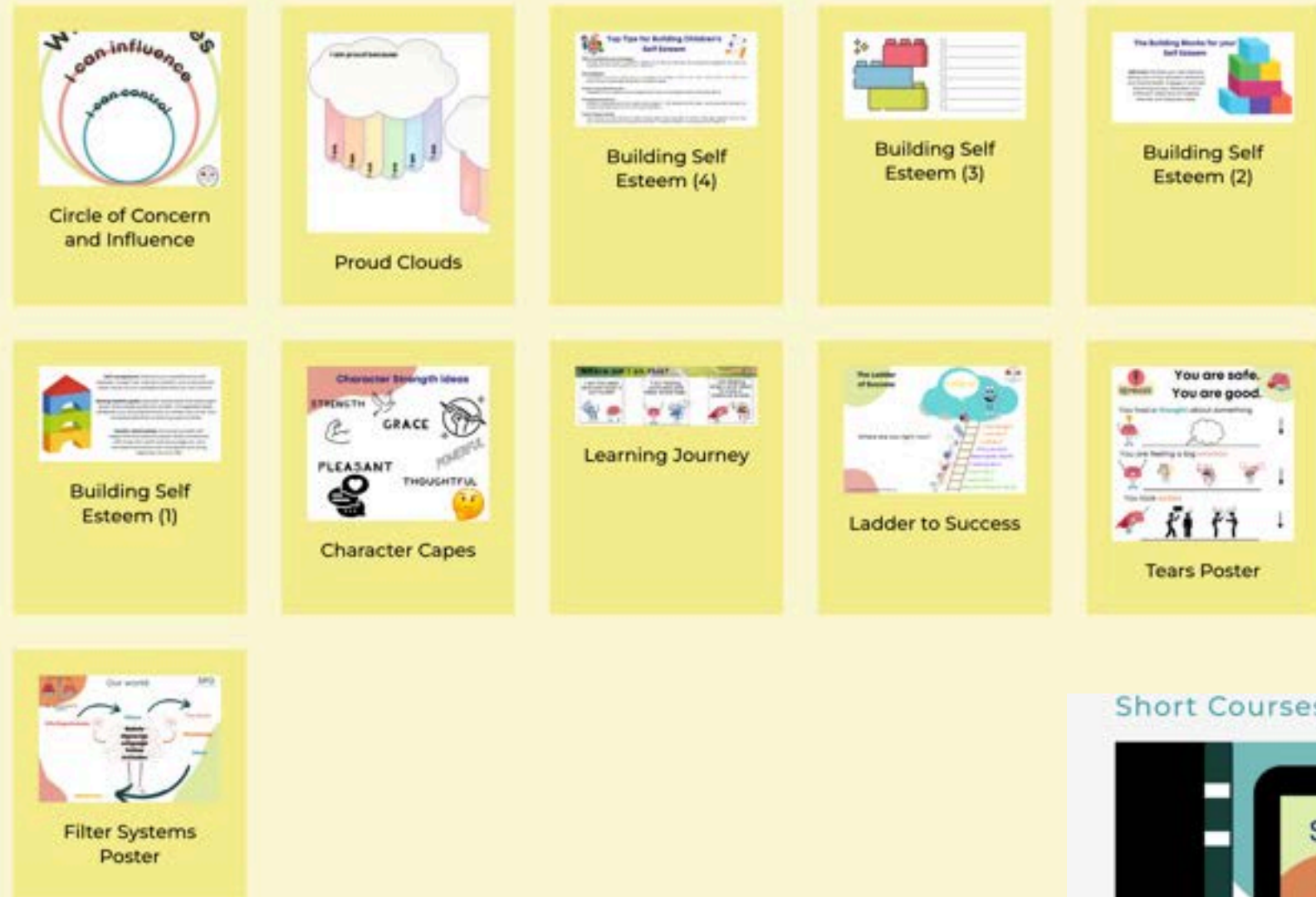
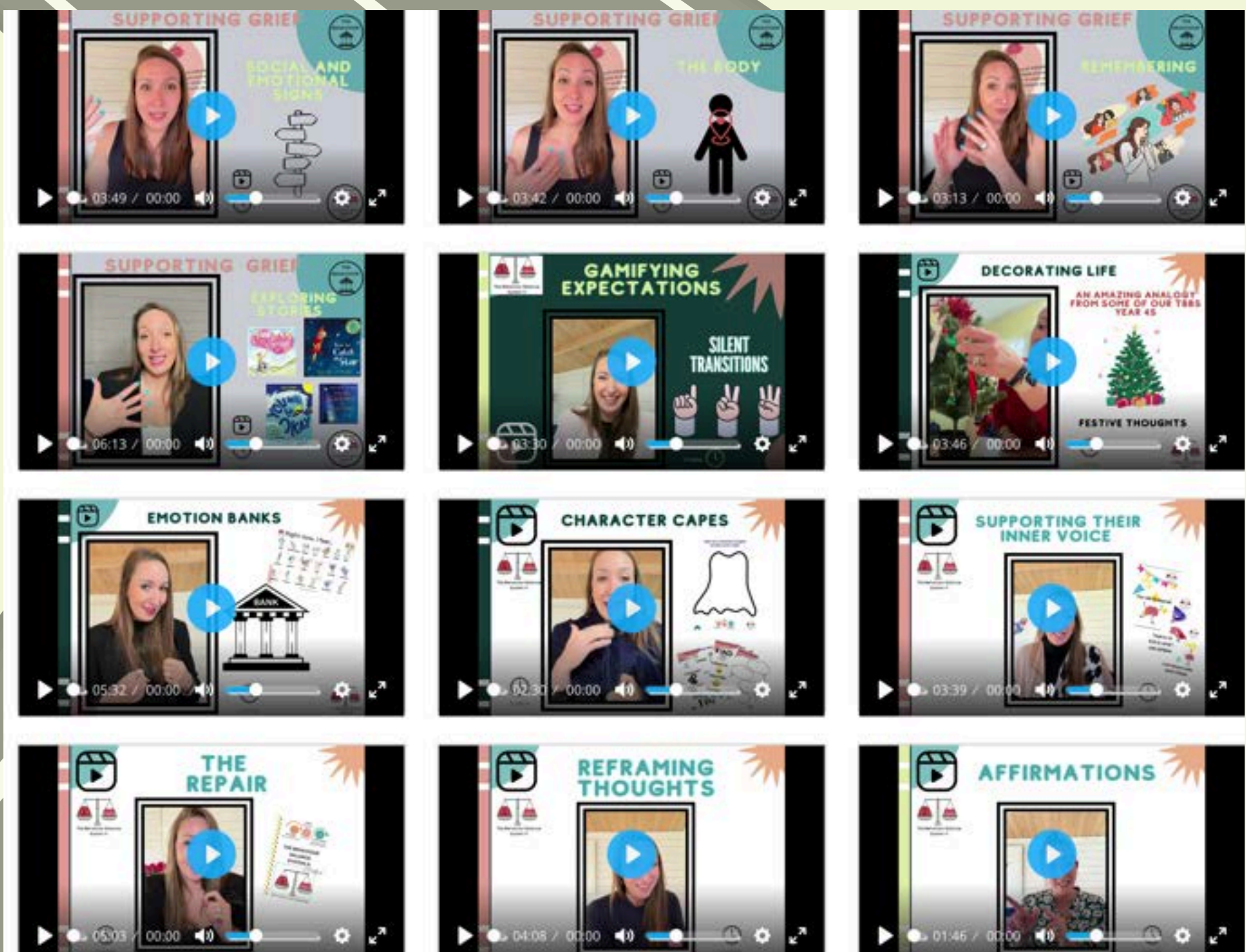


- Behaviour Toolkit
- Building Belief Systems**
- Shifting Physiology
- TBB Classroom Kit
- The 3 Cs – Communication, Connection and Collaboration
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- Neurodiversity
- You
- Emotional Regulation & Behaviour Toolkit
- Behind The Scenes 360 Support
- Neurodiversity
- You



# Resources

# Bitesize Clips



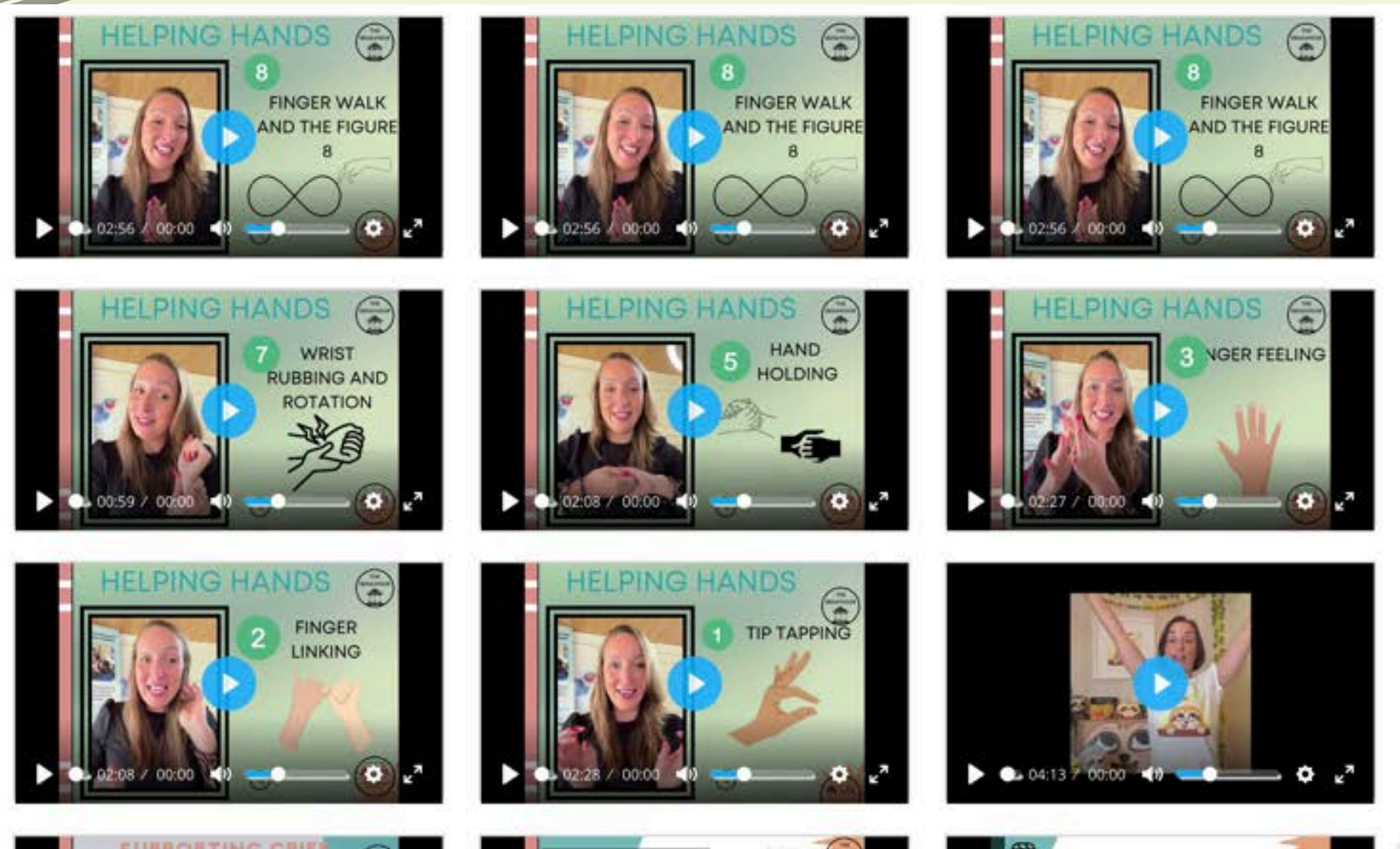
# Short Courses



# Bitesize Clips

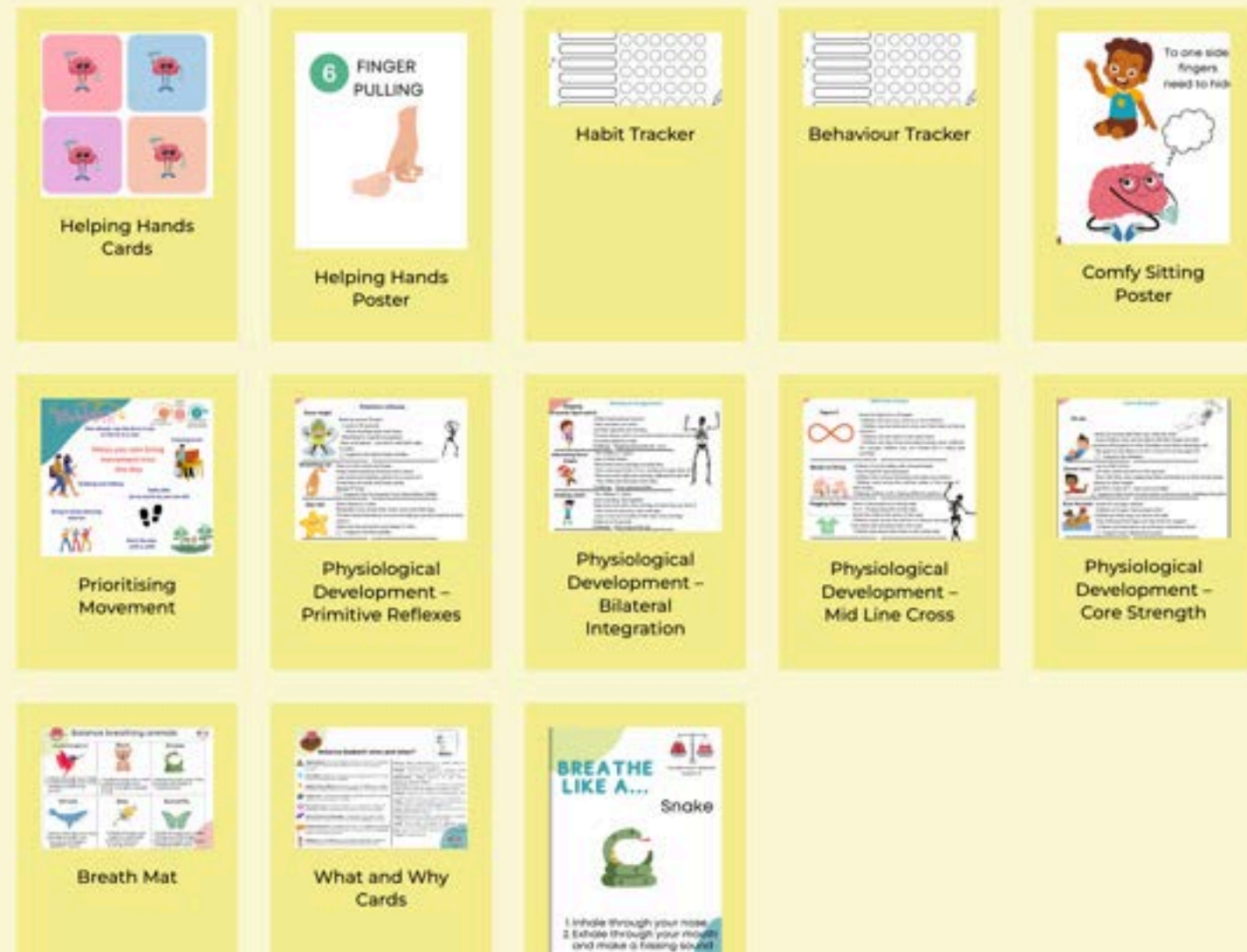


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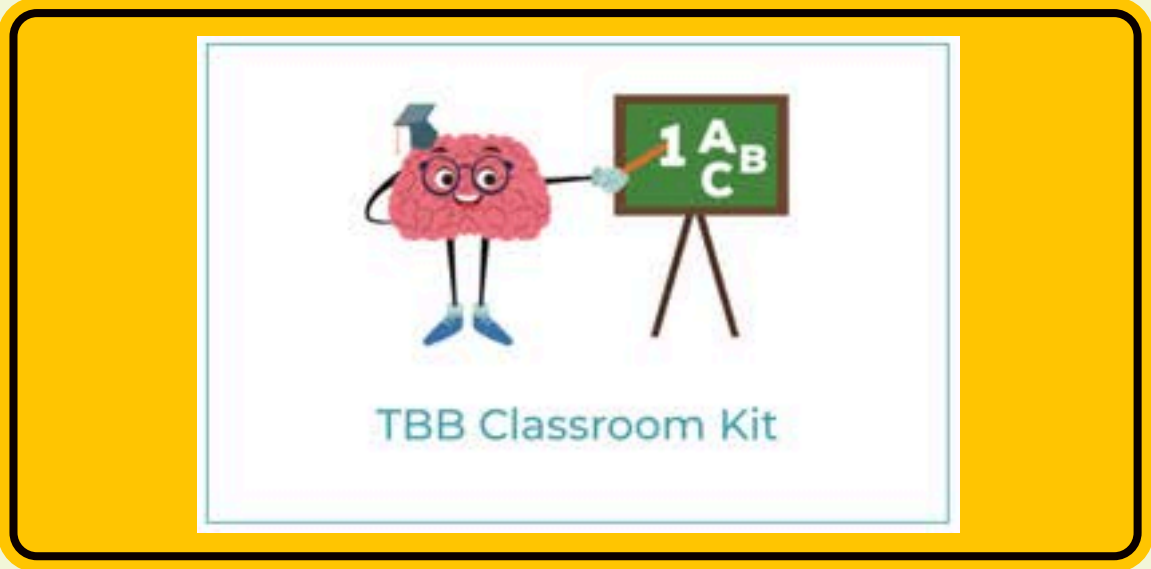
# Resources

## Resources



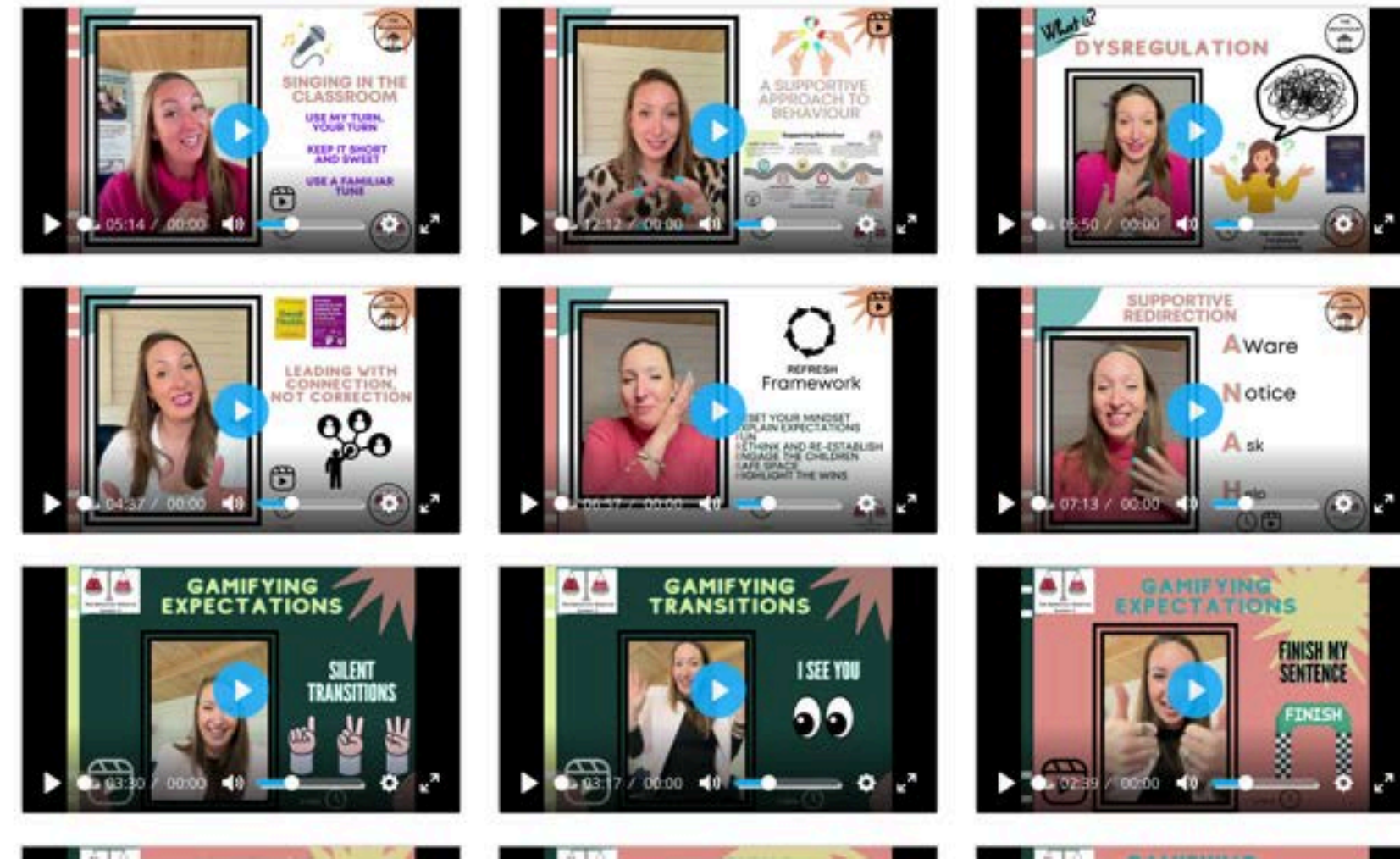
# Short Courses



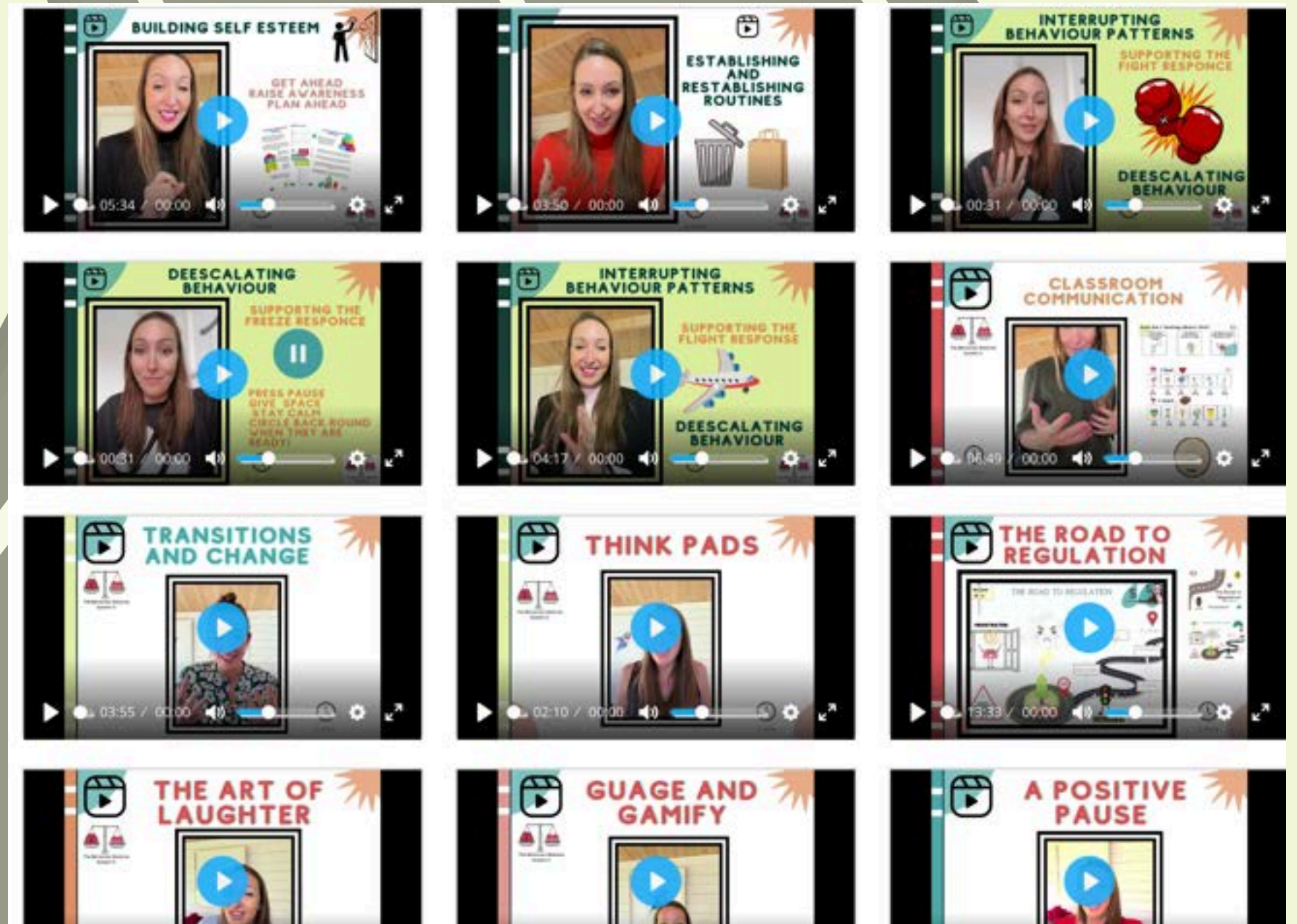
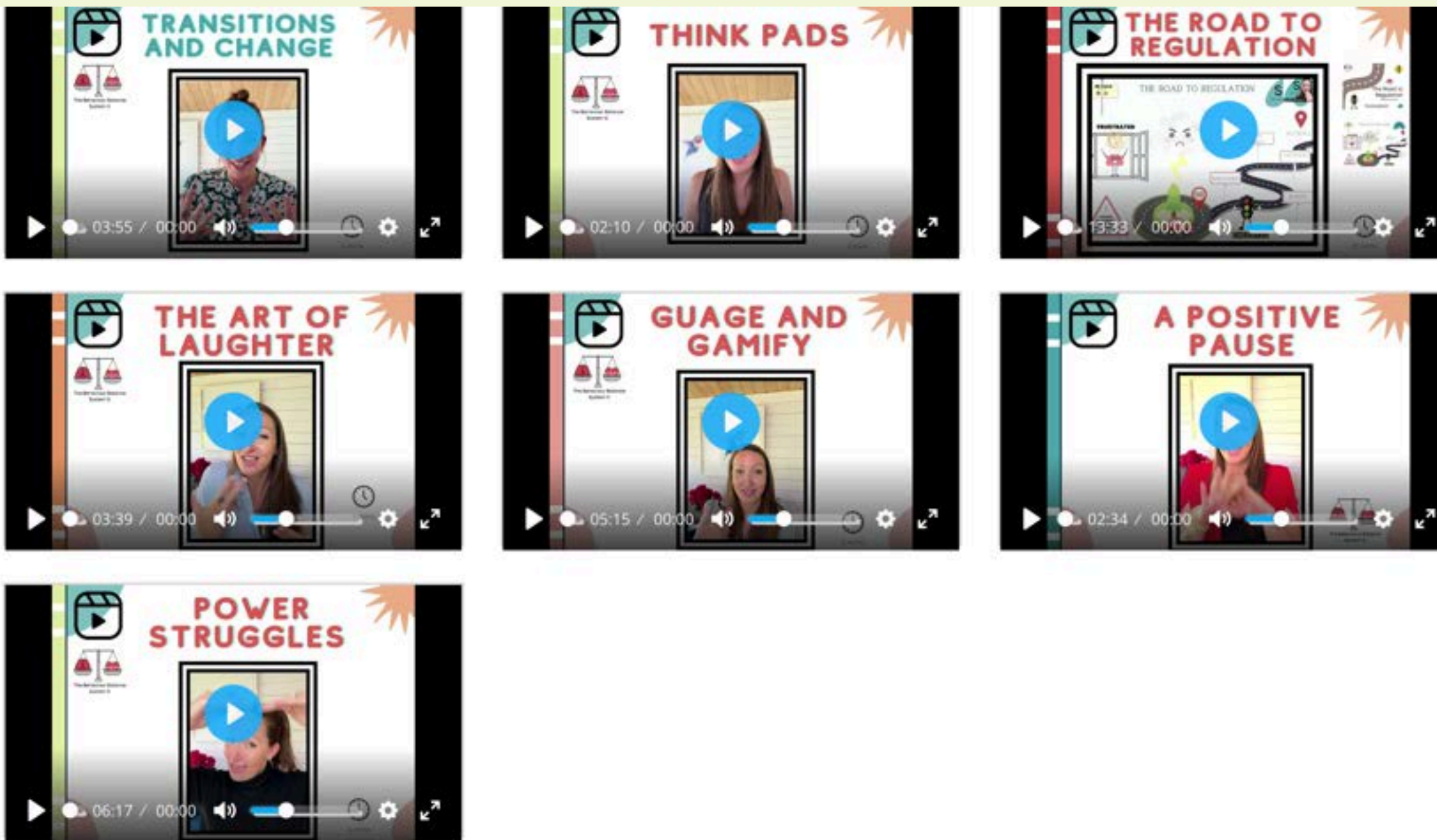


- My Behaviour Bank
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### Bitesize Clips

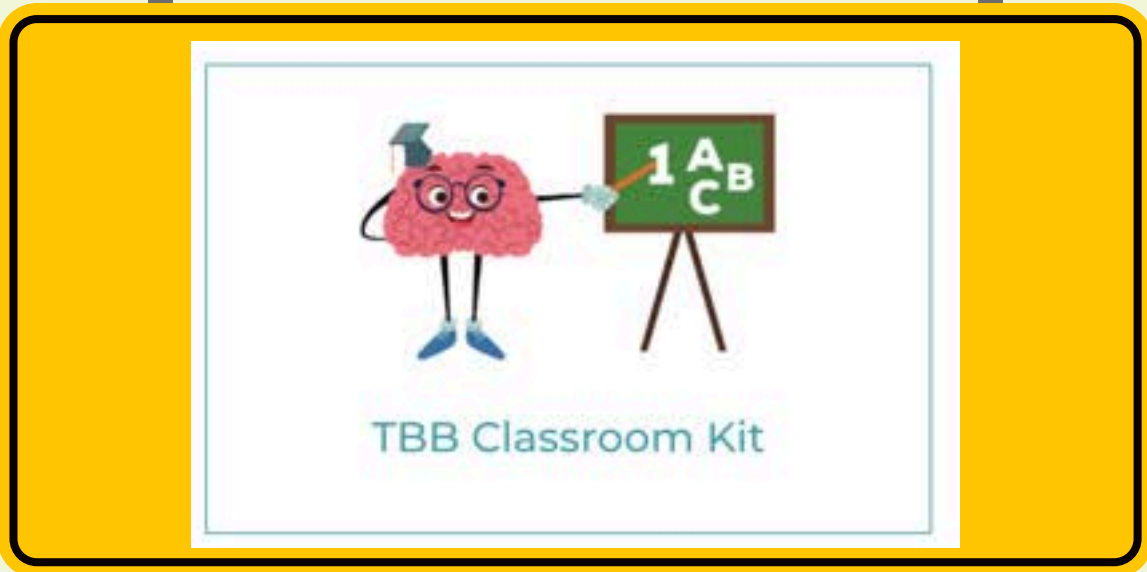


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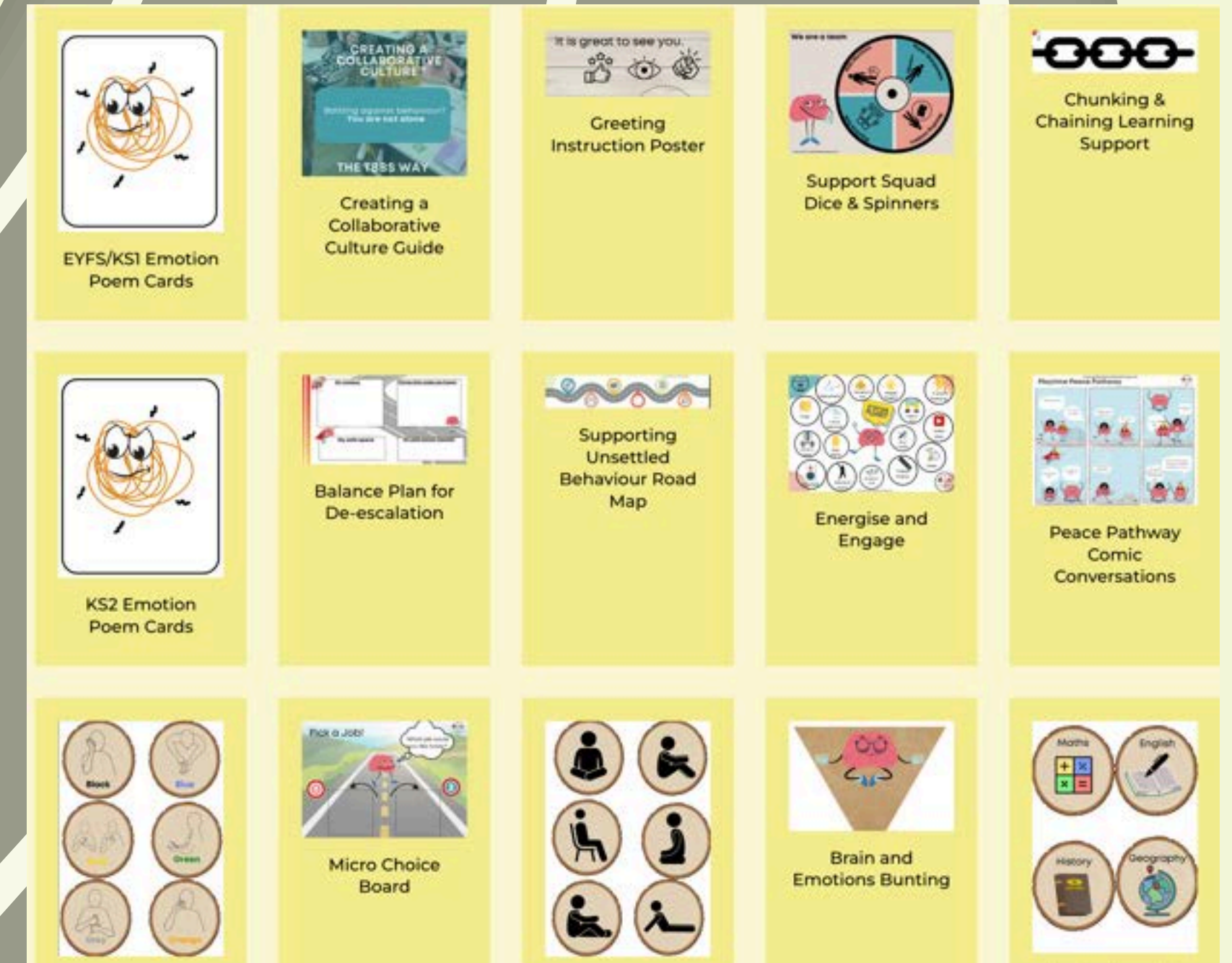




# Bitesize Clips



# Short Courses





# Bitesize Clips



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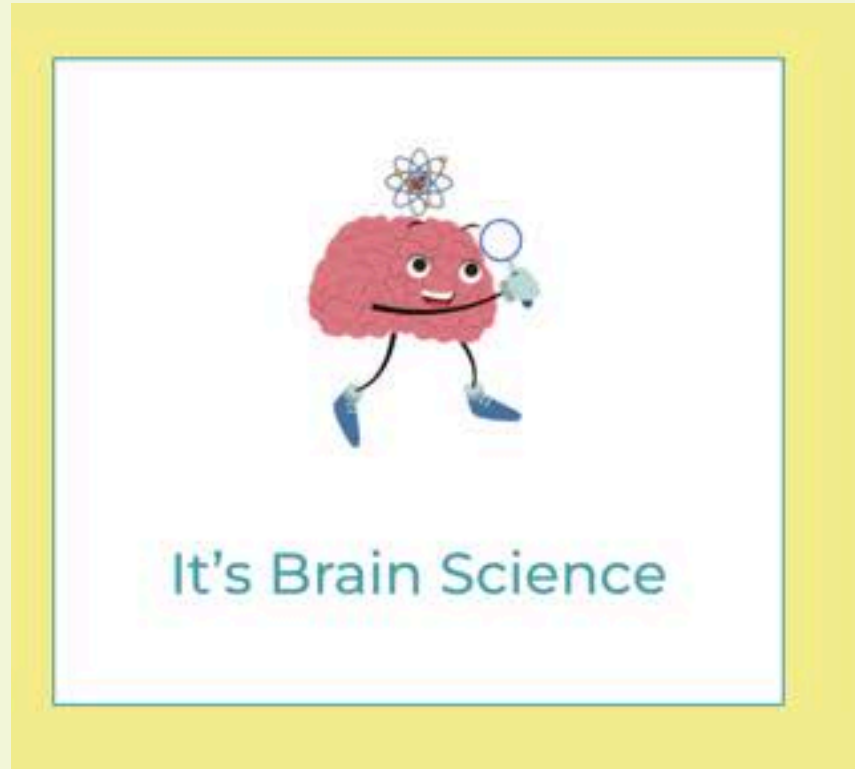
# Resources

Short Courses

# Short Courses



# Bitesize Clips

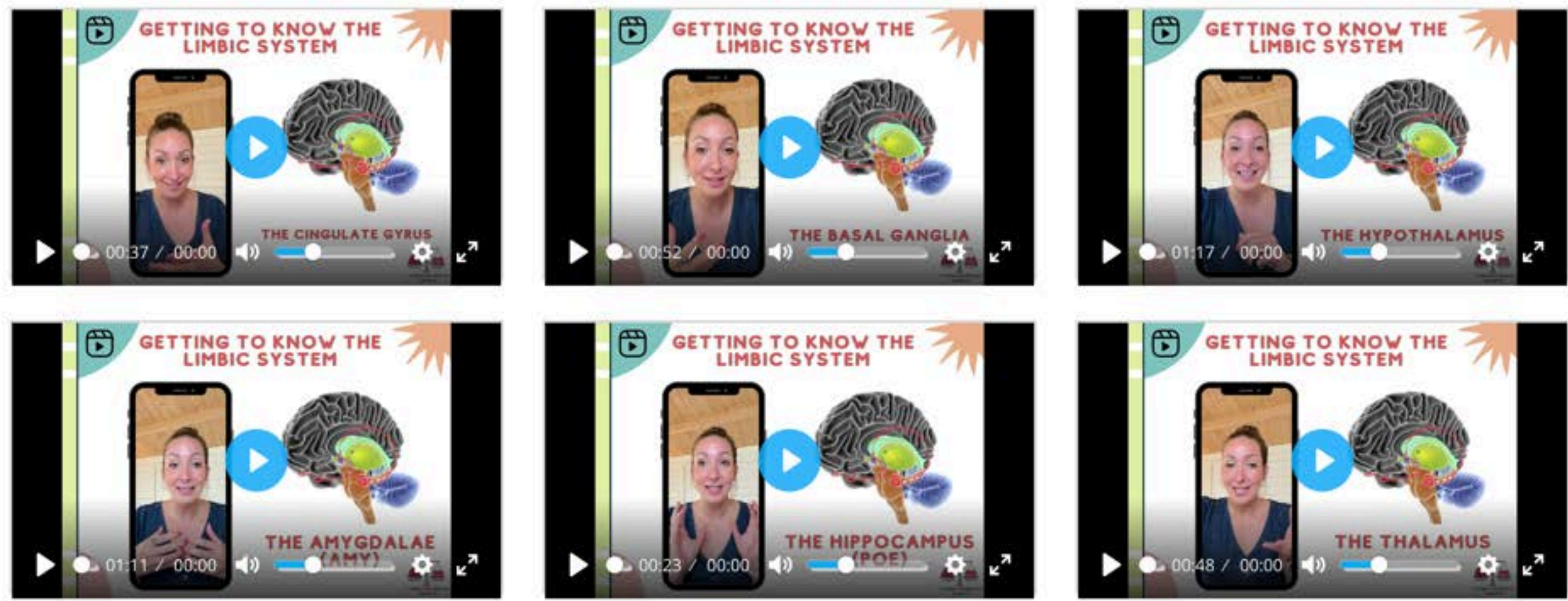


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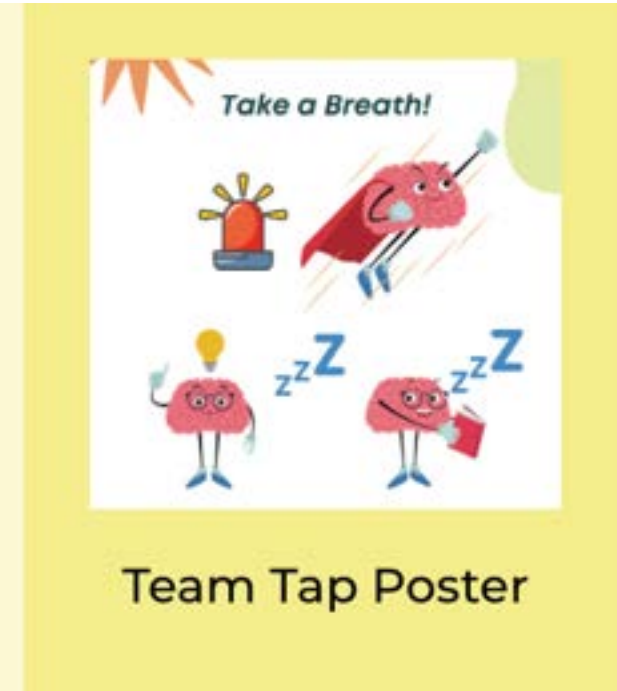
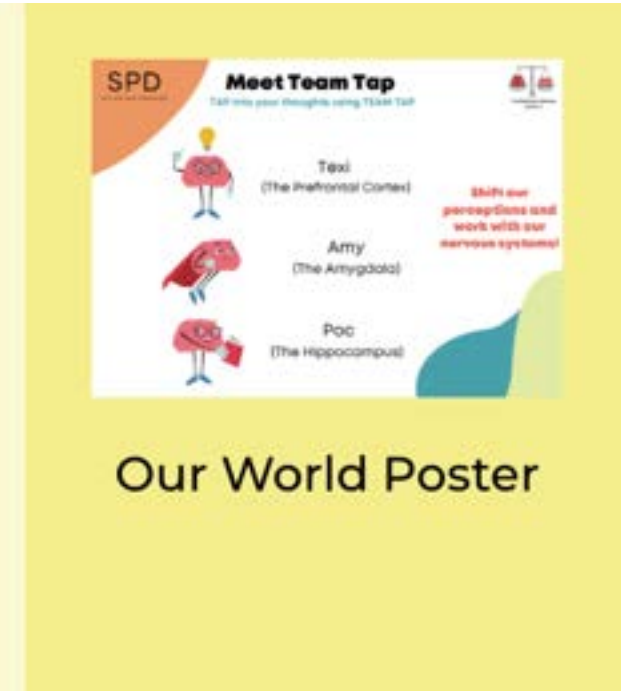


# Short Courses

Short Courses



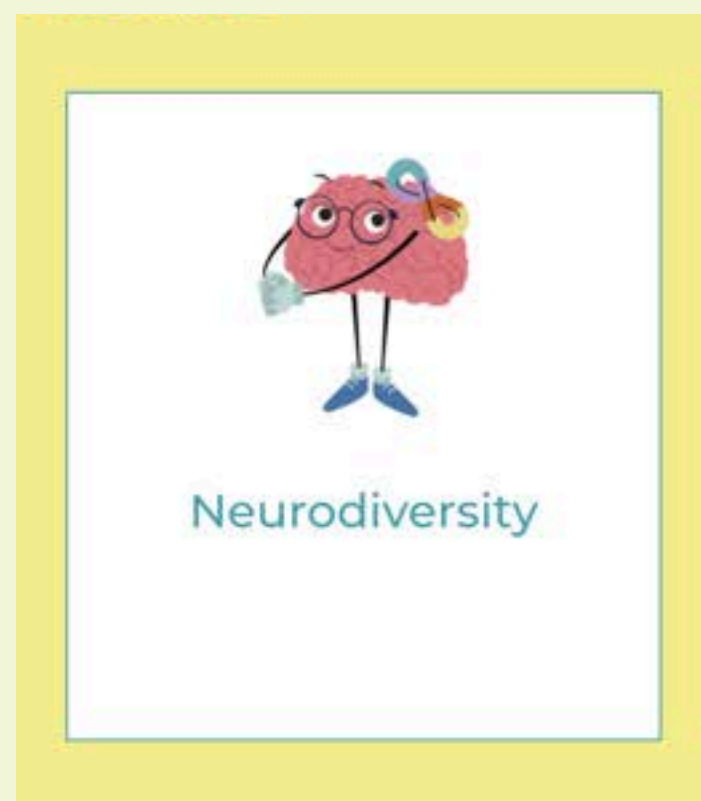
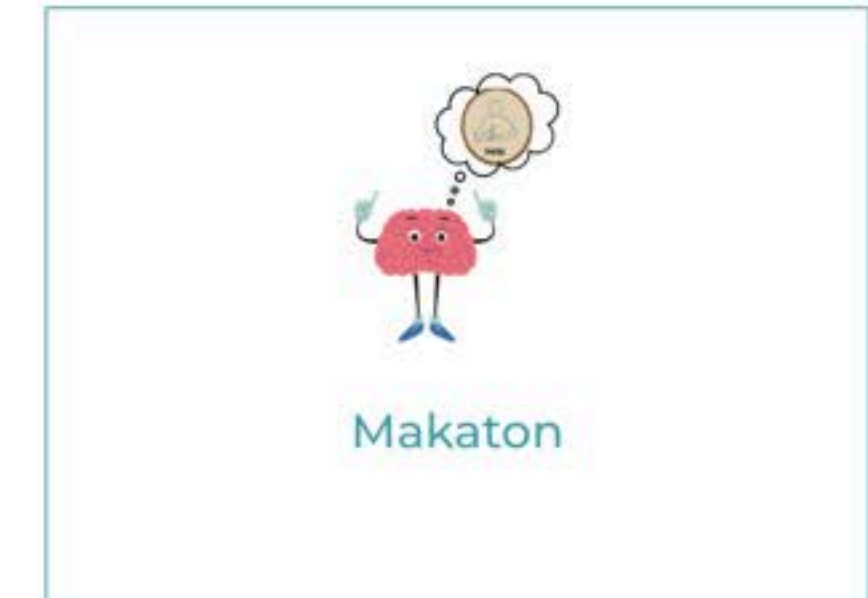
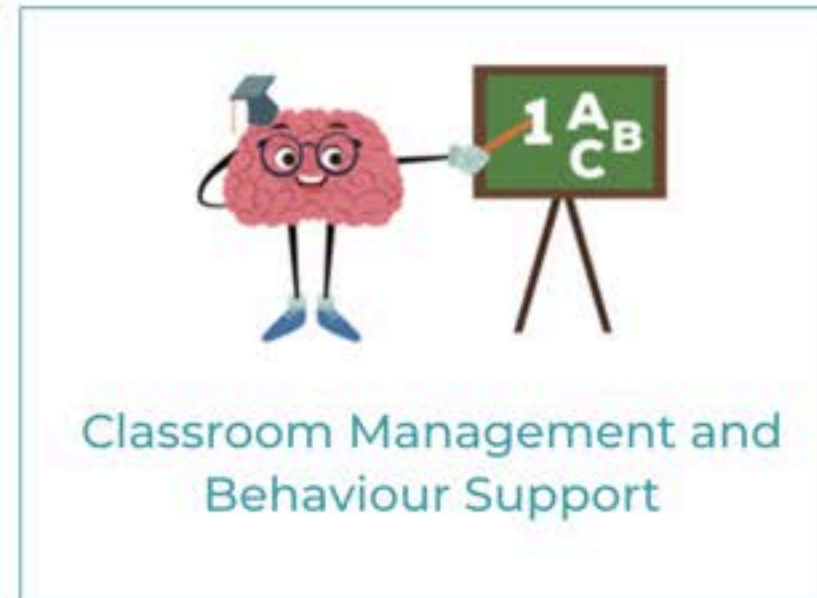
# Resources





# Neurodiversity

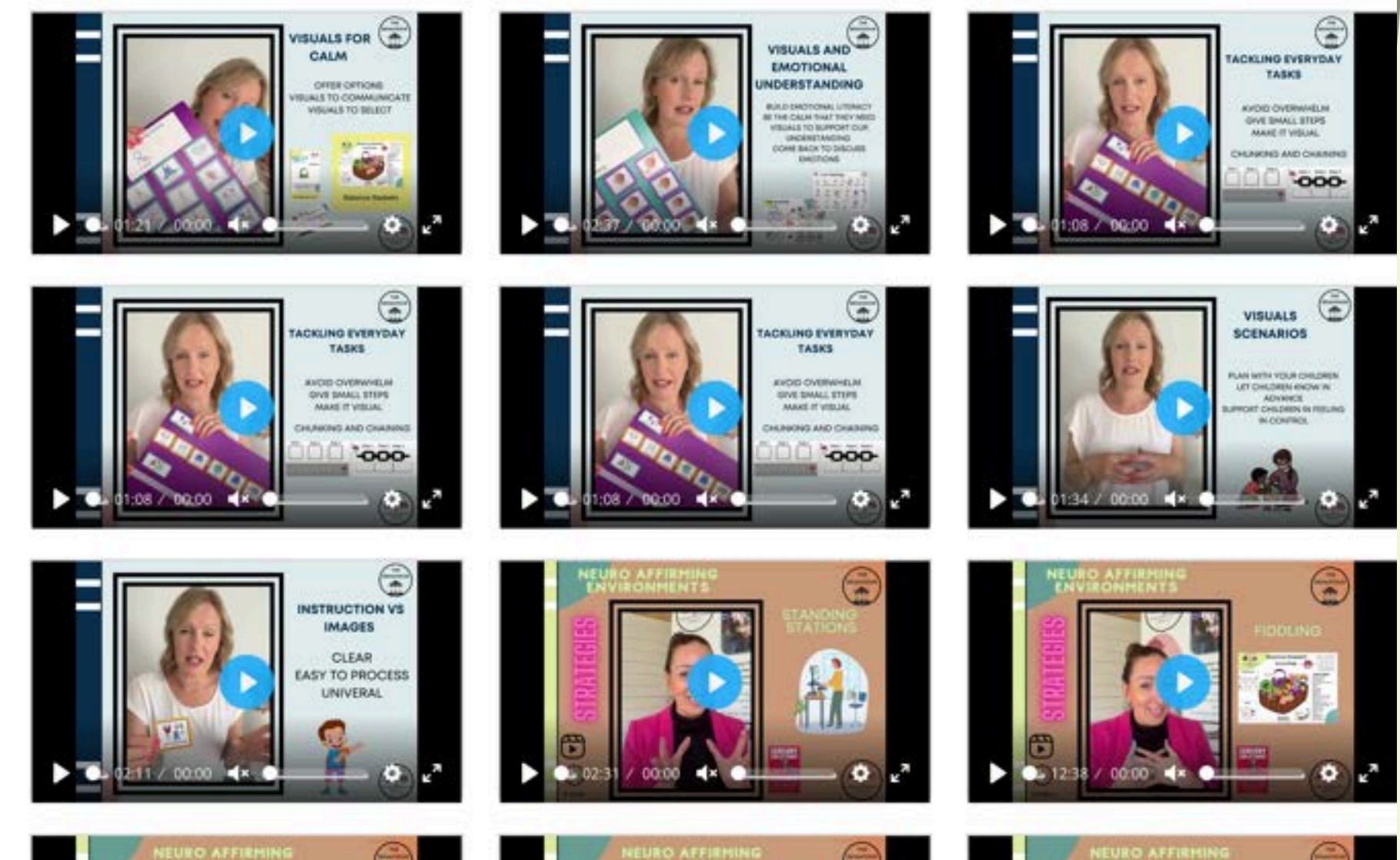
## Vaults



## Bitesize Clips

- My Behaviour Bank
- Back To Dashboard
- Behaviour Toolkit
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- Neurodiversity
- Classroom Management and Behaviour Support
- Communication
- Makaton
- Supporting The Journey
- Unpicking The Labels
- You
- Emotional Regulation & Behaviour Toolkit
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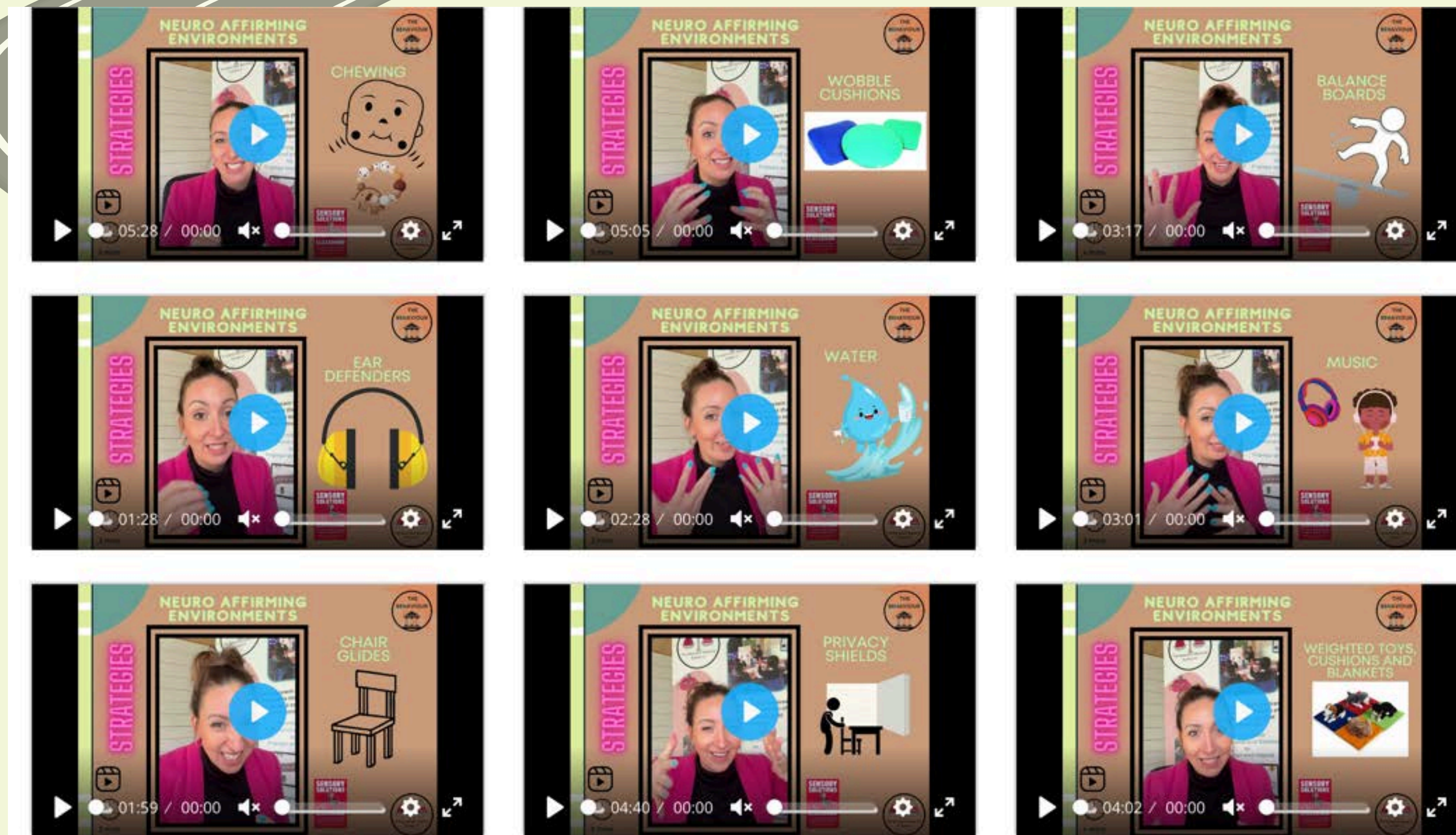
### Bitesize Clips



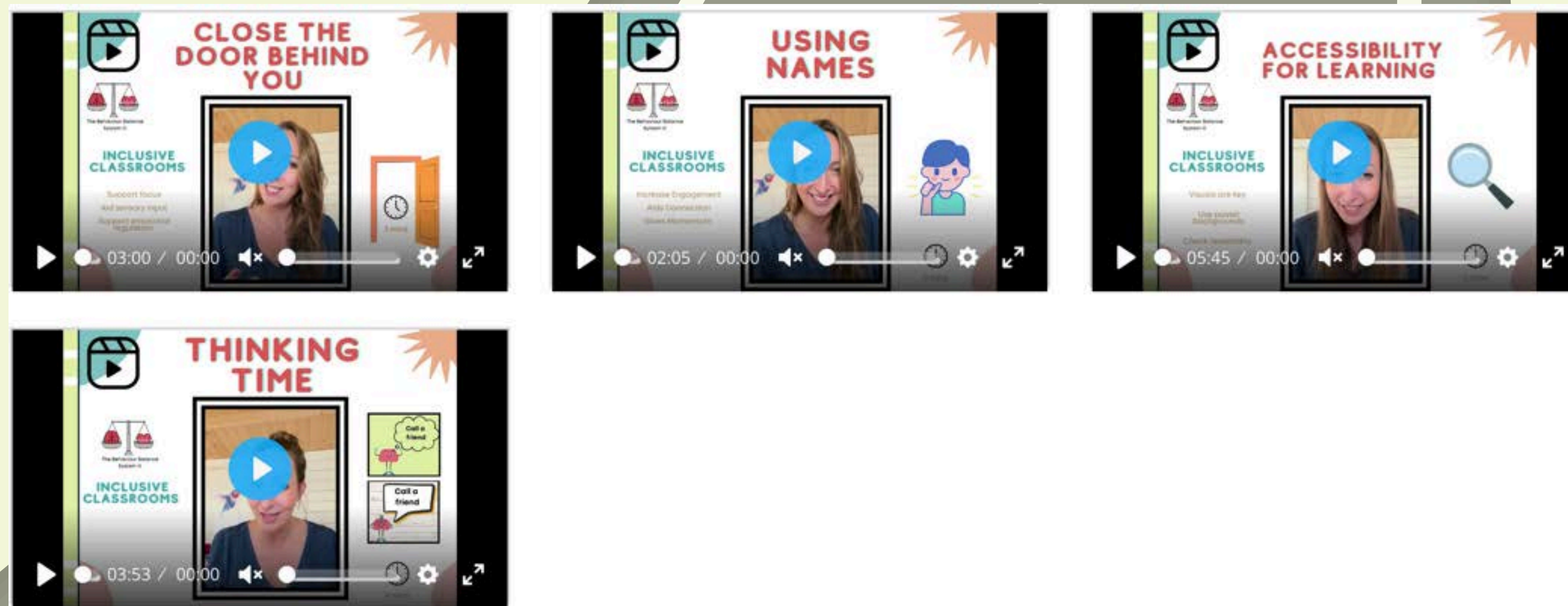
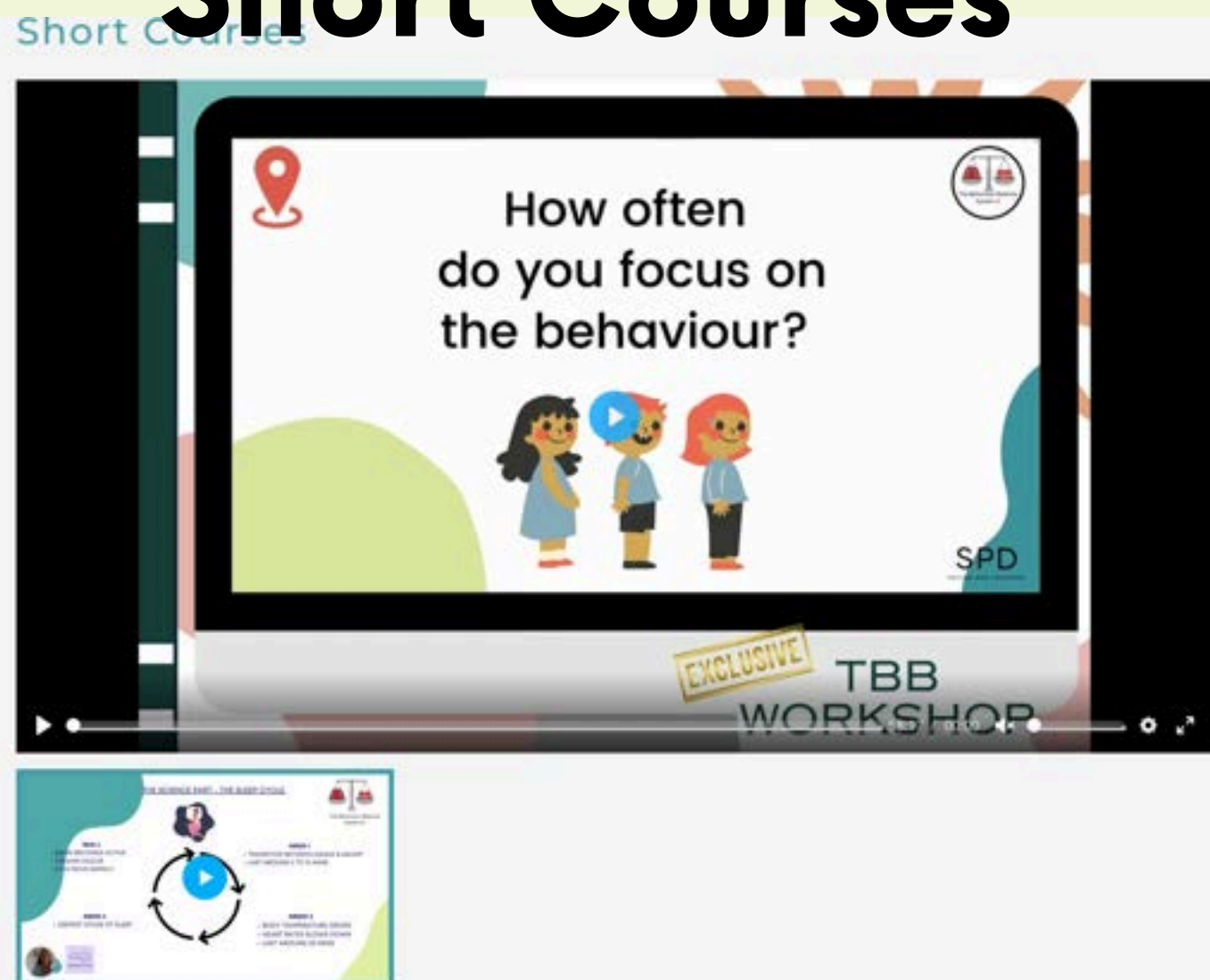




# Bitesize Clips



# Short Courses







**Communication support is crucial for neurodiverse individuals as it helps bridge gaps in understanding, promotes inclusion, and empowers individuals to express themselves effectively. Here's why it is essential:**

### **Meeting Diverse Communication Needs**

Neurodiverse individuals may experience differences in how they process and express language, whether due to autism, ADHD, dyslexia, or other conditions. Tailored communication support, such as visual aids, simplified language, or assistive technologies, ensures their needs are met in a way that aligns with their unique abilities.

### **Fostering Understanding and Relationships**

Effective communication is the foundation of strong relationships. Supporting neurodiverse individuals with strategies like clear instructions, sensory-friendly environments, or alternative communication methods enhances mutual understanding and fosters positive connections with others.

### **Reducing Barriers to Engagement**

Without adequate communication support, neurodiverse individuals may face barriers to participating fully in education, work, and social environments. Supportive tools and strategies help remove these barriers, enabling meaningful engagement and interaction.

### **Encouraging Independence**

Communication support empowers neurodiverse individuals to advocate for their needs, make decisions, and navigate the world more confidently. This builds autonomy and reduces reliance on others, promoting self-efficacy and independence.



# Bitesize Clips



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- PROPRIOCEPTIVE AND VESTIBULAR STIMMING
- OLFACTORY AND GUSTATORY STIMMING
- TACTILE STIMMING
- AUDITORY AND VOCAL STIMMING
- AUDITORY AND VOCAL STIMMING
- VISUAL STIMMING
- STIMMING IS FOR EVERYONE
- REINFORCING SOCIAL STORIES
- WRITING SOCIAL STORIES

## Resources

- Stimming Support Poster Kit
- Social Stories
- "Can I play?" Social Story Poster Prompt
- Example Social Story
- ALS Board Sand
- ALS Boards Information
- Picture Instructions
- Objects of Reference
- 5 Ways to Get Started With Signs and Gestures
- 7 Ways to Help Children Understand and Follow Instructions
- Visual Timetables
- A Total Communication Approach
- SLCN Checklist
- Behaviour Is Communication
- Adult -Child Interactions
- Supporting Active Listening

# Short Courses



- STIMMING IS FOR EVERYONE
- REINFORCING SOCIAL STORIES
- WRITING SOCIAL STORIES
- SIGNS AND GESTURES
- UNDERSTANDING AND FOLLOWING INSTRUCTIONS
- OBJECTS OF REFERENCE
- LIFE IN PICTURES
- USING VISUAL TIMETABLES
- SUPPORTING SLCN
- TOTAL COMMUNICATION
- ACTIVE LISTENING IN 5
- ADULT - CHILD INTERACTIONS

# Resources



# Bitesize Clips



My Behaviour Bank

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Bitesize Clips

- SHIFTING YOUR MINDSET: ALWAYS OFFER S.A.S.
- FLEXIBILITY AND PREDICTABILITY
- SUPPORT PLANNING
- SUPPORTING SLCN
- TOTAL COMMUNICATION
- ACTIVE LISTENING IN 5
- ADULT - CHILD INTERACTIONS
- SMART EHC PLANNING
- JOURNEY OF SUPPORT
- COMMUNICATION ESSENTIALS

# Short Courses

Short Courses

**AUTISM- THE MEDICAL MODEL**

- ACROSS DIFFERENT CONTEXTS (E.G. AT HOME, IN CHILDCARE/SCHOOL, OTHER ENVIRONMENTS)
- PERSISTENT (HISTORIC AND CURRENT)
- IMPACTING ON ABILITY TO FUNCTION

Based on the diagnostic criteria from the DSM standard reference that healthcare providers use to diagnose mental and behavioural conditions (including Autism)

**COMMUNICATION ESSENTIALS**

Know your Student's Communication Needs

Knowledge to Lead

Support with applications for SEND (Special Educational Needs and Disabilities) assessments is vital because the process can often be complex, overwhelming, and time-consuming for families and caregivers. Many parents and guardians may lack the knowledge or confidence to navigate the necessary paperwork, gather evidence, or articulate their child's needs effectively, which can result in delays or denied access to crucial support. Assistance ensures that the application accurately reflects the child's needs, improving the likelihood of securing appropriate interventions, resources, and services. Furthermore, professional guidance can help families understand their rights, access expert input, and reduce the emotional strain often associated with advocating for their child, ultimately promoting better outcomes for the child's education and development.



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## Bitesize Clips

The 'Bitesize Clips' section displays a grid of 24 video thumbnails, each featuring a play button and a progress bar. The clips are organized as follows:

- Row 1:** Three thumbnails showing a couple with icons for a fork and knife, a hand holding a spoon, and a person in a wheelchair.
- Row 2:** Three thumbnails showing a couple with icons for a person with a speech bubble, a red 'X' mark, and a green checkmark.
- Row 3:** Three thumbnails showing a couple with a calendar icon, an orange circle, and a grey circle.
- Row 4:** Three thumbnails showing a couple with icons for a silver circle, a black circle, and a pink circle.
- Row 5:** Three thumbnails showing a couple with icons for a white circle, a green circle, and a blue circle.
- Row 6:** One thumbnail showing a couple with a gold circle.

# Bitesize Clips



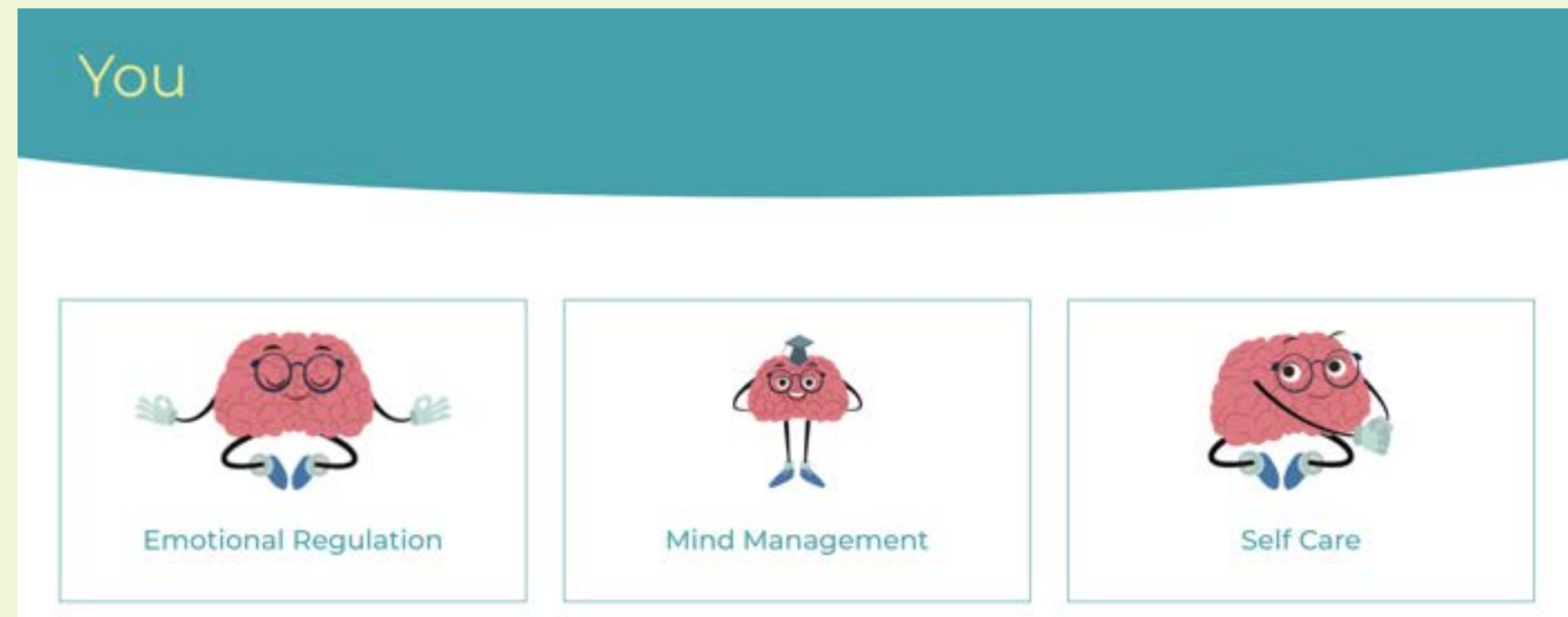




Unpicking The Labels

**COMING  
SOON**





**Teaching by Doing**  
Focusing on yourself demonstrates the value of self-awareness, reflection, and self-improvement. This shows children that growth is a lifelong process and empowers them to take responsibility for their own emotions and behaviours over time. In summary, focusing on yourself is not selfish but strategic. By prioritising your own regulation, you create a ripple effect: fostering calm, security, and a positive example for behaviour that influences not just your own actions but the children's as well. This shared growth supports a harmonious and adaptive environment where everyone thrives.

### The Importance of Focusing on Yourself for Coregulation and Behavioural Change

**Focusing on yourself is a key strategy for effective coregulation, especially when working with children.**

**Coregulation refers to the dynamic process through which a caregiver's calm and regulated state helps a child develop the ability to manage their own emotions and behaviours.**

**Here's why prioritising your own behaviour and emotional state can have a transformative impact:**

#### Modelling Self-Regulation

Children learn through observation. By maintaining a calm, composed, and regulated state, you model effective strategies for managing stress and emotions. This silent teaching provides children with a practical example of how to handle their own challenges.

#### Building Trust

A regulated adult is consistent and predictable, fostering trust. When children trust that you will respond with patience and empathy, they feel more secure and are better able to regulate themselves in turn.

#### Breaking Negative Cycles

Dysregulated adults often perpetuate cycles of stress and conflict, which children mirror. By focusing on your own regulation, you interrupt these cycles, creating space for new, healthier patterns of interaction to emerge.

#### Emotional Contagion

Humans naturally mirror the emotional states of those around them. By prioritising your own emotional balance, you create a calming presence that reduces tension in the environment. This can prevent escalations and foster a sense of safety for children, which is essential for their learning and growth.



# Bitesize Clips



My Behaviour Bank

- Back To Dashboard
- Behaviour Toolkit
- It's Brain Science
- Neurodiversity
- You

Emotional Regulation

- Mind Management
- Self Care
- Emotional Regulation & Behaviour Toolkit
- Behind The Scenes 360 Support
- Neurodiversity
- You

## Bitesize Clips

A grid of eight video thumbnails, each with a play button and a progress bar. The thumbnails are: 1. "SET YOURSELF UP FOR SUCCESS" (01:32 / 00:00), 2. "BOX BREATHING" (02:36 / 00:00), 3. "INTRODUCING... THE LIMBIC SYSTEM" (04:20 / 00:00), 4. "EMOTIONAL RELEASE THROUGH SOUND" (04:00 / 00:00), 5. "THE THREE R'S TO REGULATION" (06:07 / 00:00), 6. "5 PILLARS FOR SELF-REGULATION" (06:05 / 00:00), 7. "EMOTIONAL VIBRATIONS" (02:07 / 00:00), 8. "EMOTIONAL RESPONSIBILITY" (06:56 / 00:00).

# Short Courses

## Short Courses

A video player interface for a short course. The title is "HOW DO WE MEET THEIR NEEDS?". The subtitle is "Do we, can we, should we? Meeting our needs Supporting one another Modelling". The video shows a woman speaking in a room. The logo "The Behaviour Balance System ©" is visible. The video progress is 16:11 / 00:00.

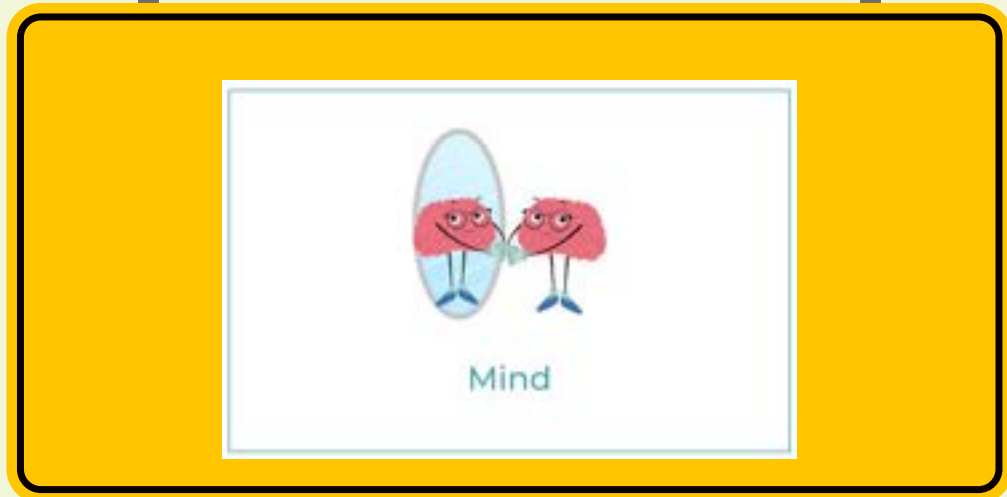


# Resources

## Resources

A grid of five resource cards: 1. "Supportive Scripts for Boundary Holding – The Teacher Edit" (with a "Holding boundaries with confidence and compassion" header), 2. "Active Listening" (with a "Practice listening to others' communication" header), 3. "Box Breathing" (with a "Box breathing is a powerful technique for promoting relaxation and reducing stress" header), 4. "My Vibe Mat" (with a "My vibe is..." header), 5. "Help Mat" (with a "Help me please..." header). Below these is a card for "Balance Baskets" featuring a basket of items.





# Bitesize Clips

# Resources

Resources

Circle of Control	Self Care Check In	Cognitive Behavioural Therapy	Gestalt Therapy	Humanistic Therapy
Internal Family Systems Therapy	Psychodynamic Therapy	Journaling Prompts	Thought Download	To Do List
A 5D Approach to a Busy Day	Changing Belief Systems	Goal Setting Sheet	TEARS	Thought Download

- Behaviour Toolkit
- Brain Science
- Neurodiversity
- Emotional Regulation
- Time Management
- Self-Care
- Emotional Regulation & Behaviour Toolkit
- Understanding The Scenes 360
- Neurodiversity



Short Courses

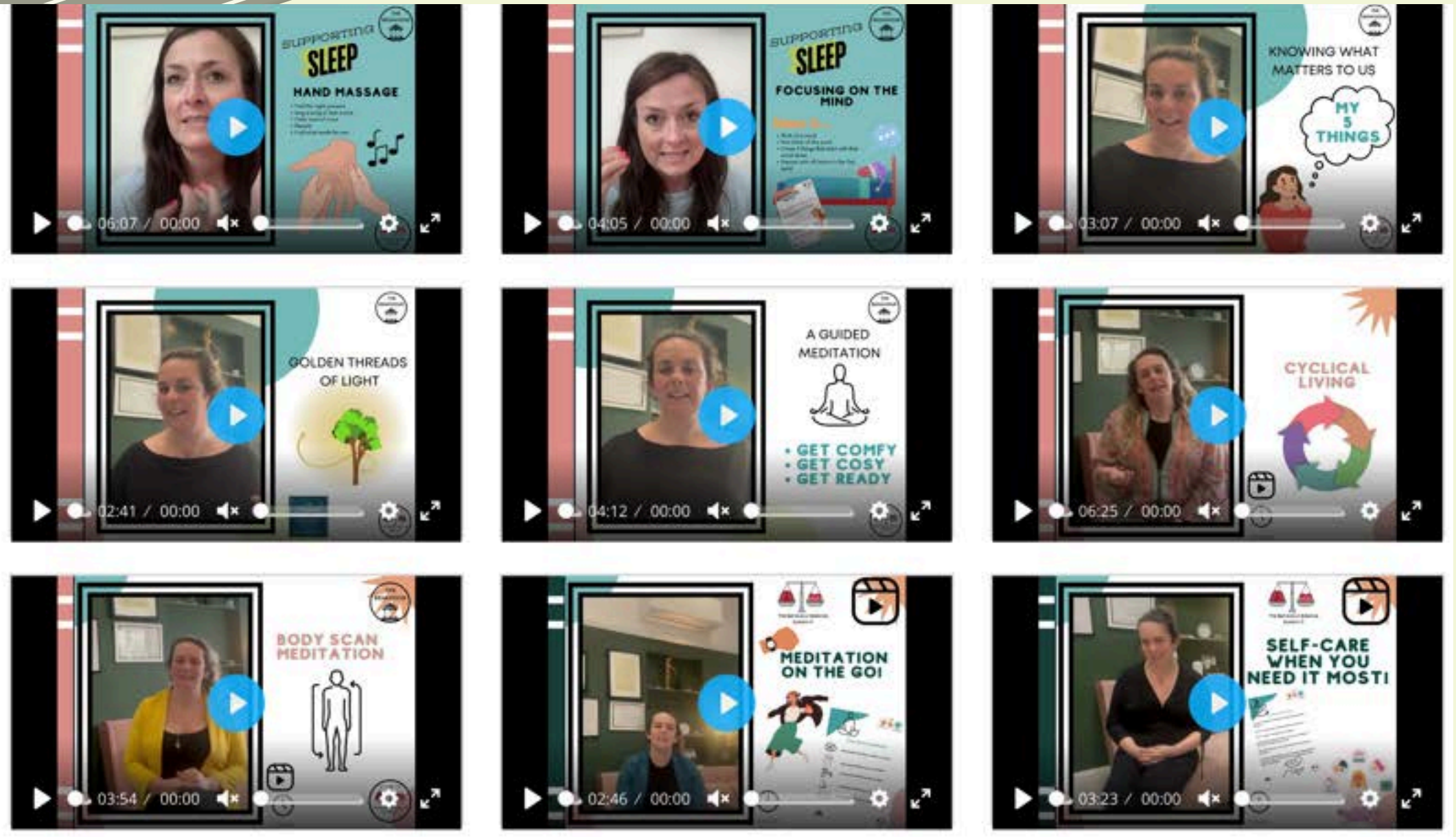
Our Minds...

# Short Courses



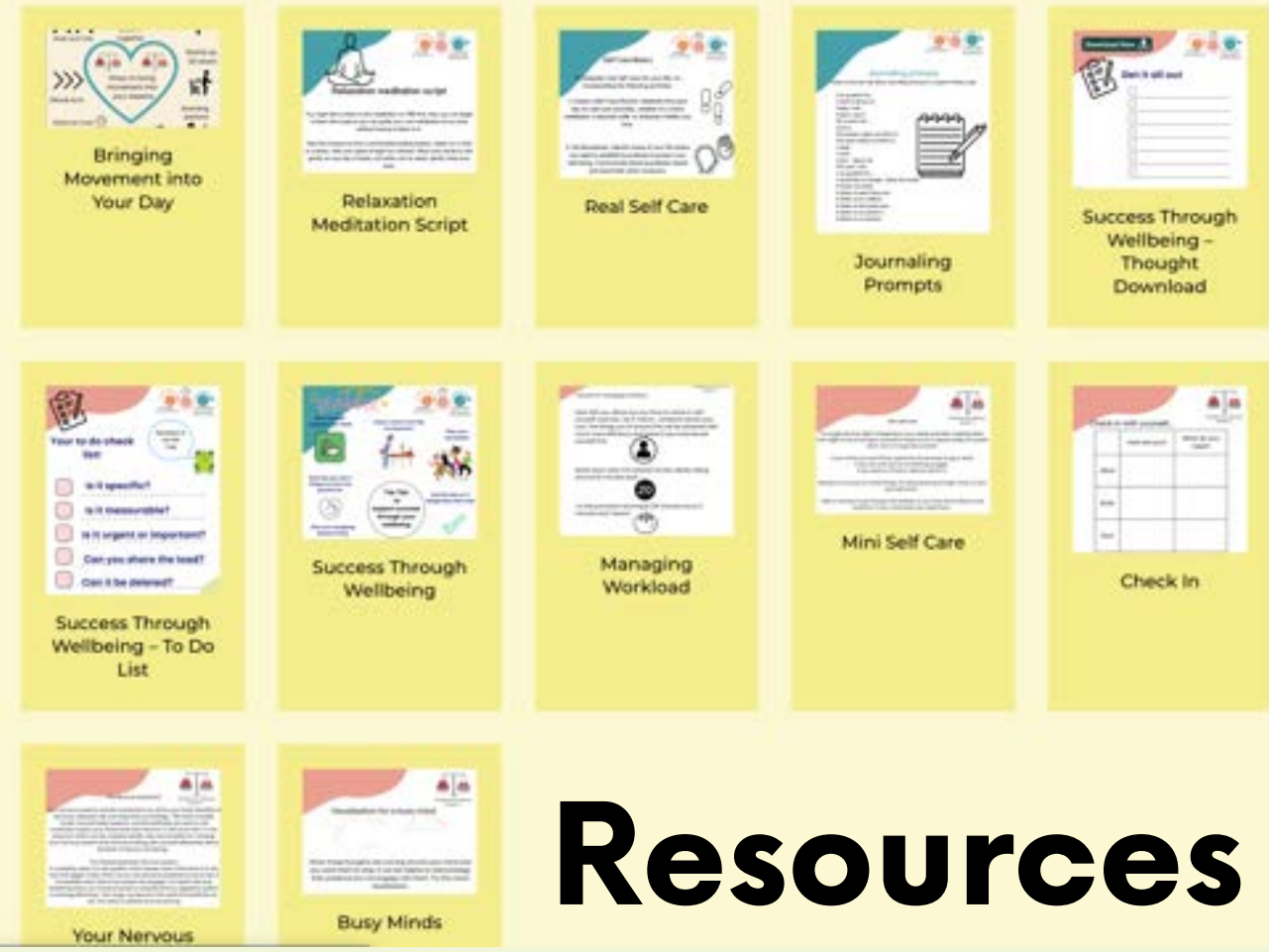


- Behaviour Toolkit
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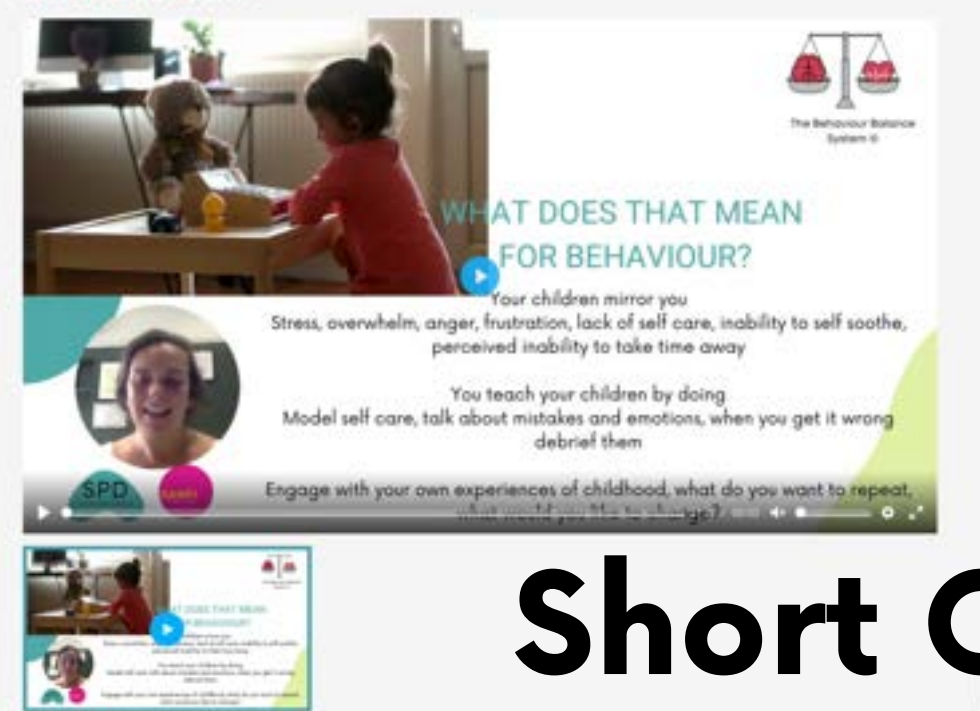
# Bitesize Clips

## Resources

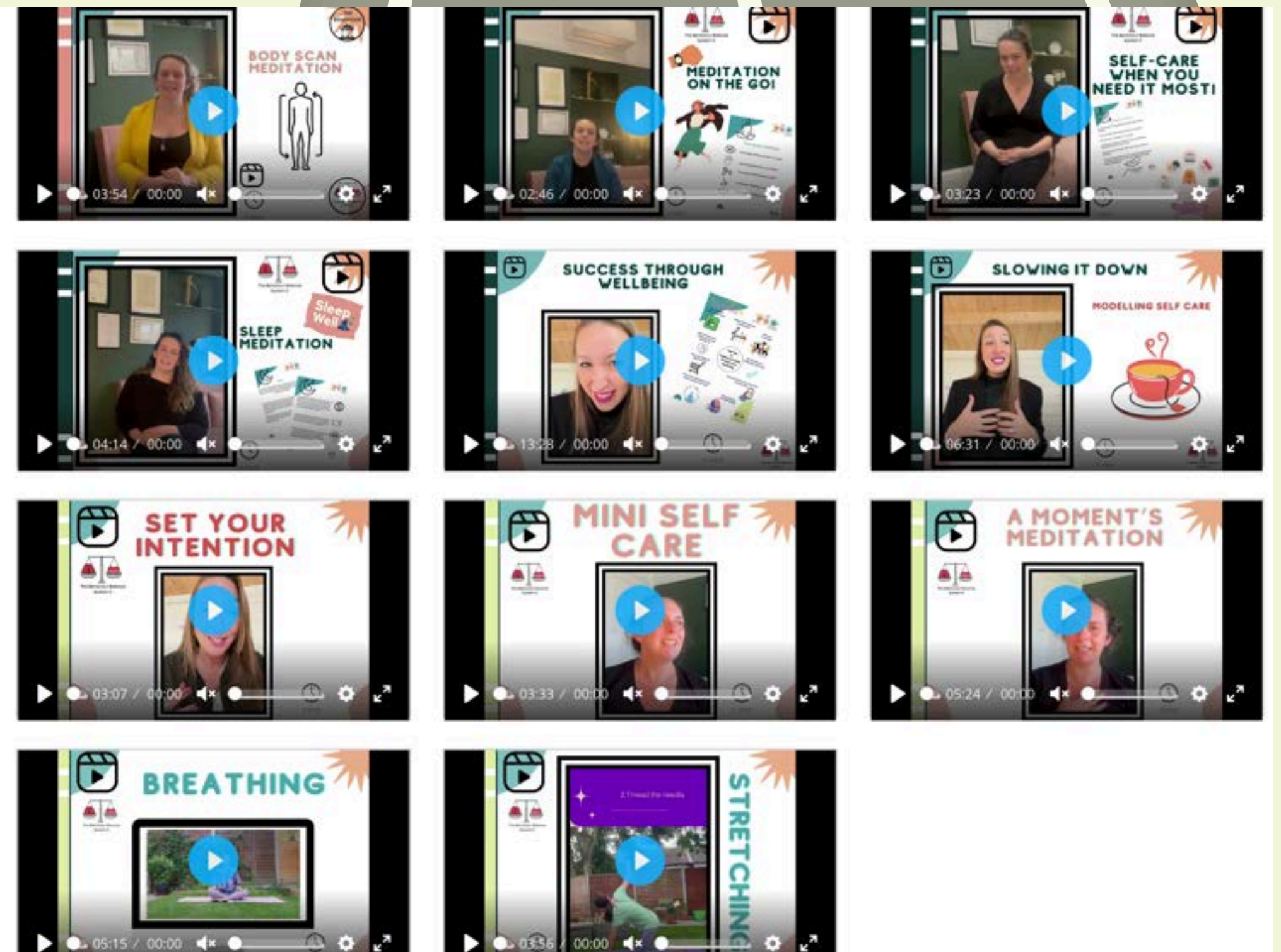


# Resources

## Short Courses

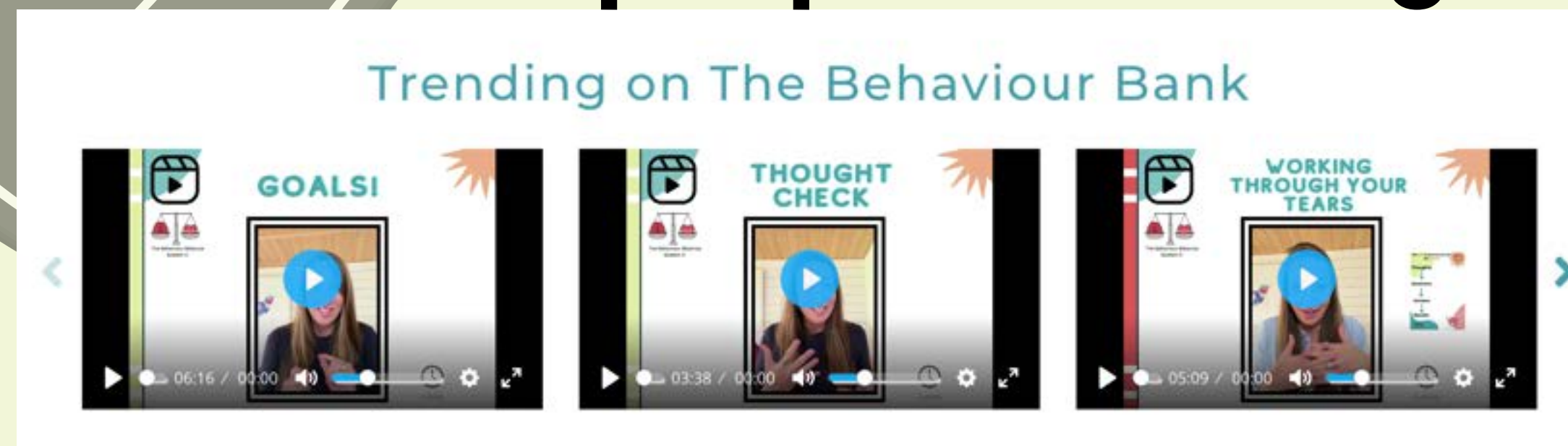


# Short Courses





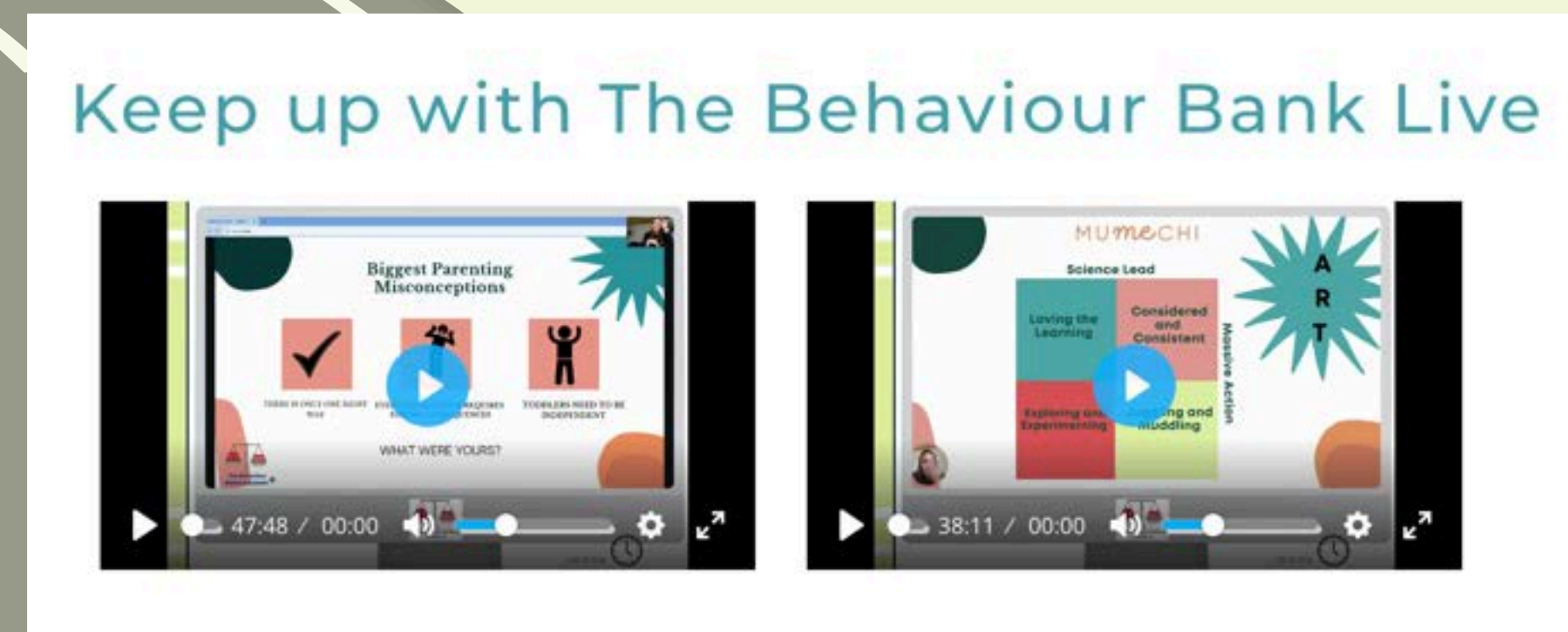
# What are people watching?



## Monthly TBB Webinars

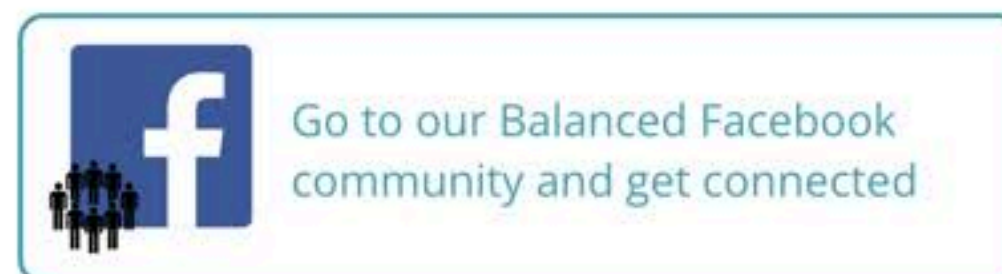
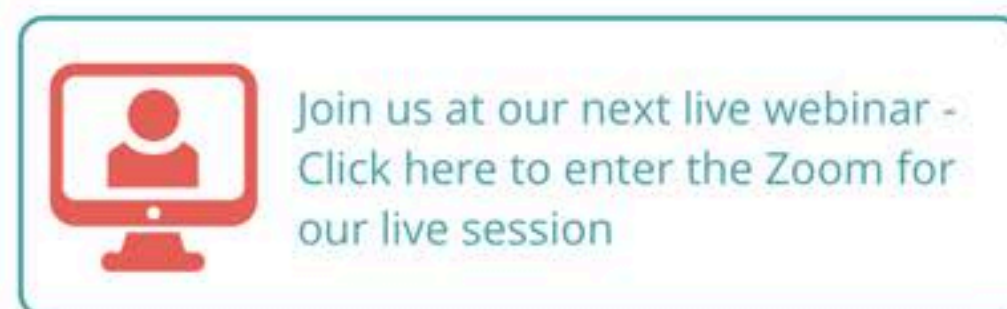


## Join us live



## Catch up when you can

## The TBB Community



## Stay connected

## Ask your questions