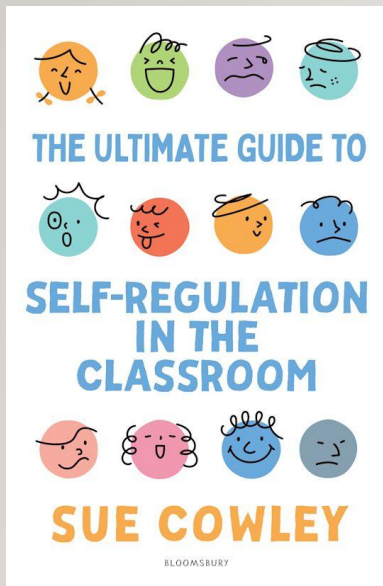


POSITIVE APPROACHES TO BEHAVIOUR

For: NASBTT (Primary)

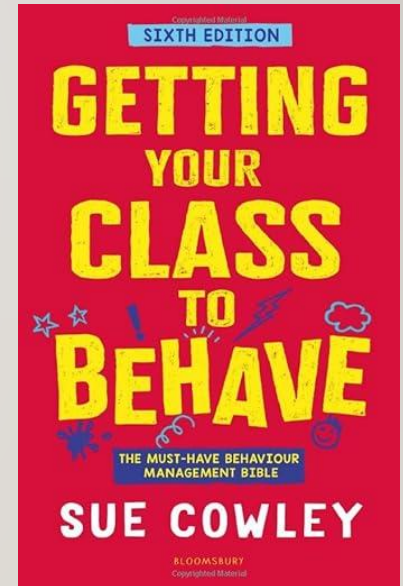


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APPROACHES TO BEHAVIOUR



The diagram consists of two large, maroon-colored arrows pointing in opposite directions. The left arrow points left and contains the text 'Behaviourist: systems, rewards, sanctions, manage behaviours'. The right arrow points right and contains the text 'Restorative: dialogic, relational, change behaviours rather than manage'. The two arrows are connected at their inner ends by a small, curved, maroon shape that resembles a folded piece of paper or a bridge.

Behaviourist:
systems, rewards,
sanctions, manage
behaviours

Restorative: dialogic,
relational, change
behaviours rather than
manage

KEY PRINCIPLES

- ✓ Behaviour is a learning process not an end in itself: behaviour *is about* learning (for you and the children)
- ✓ Be clear what you need – pre-empt issues and be proactive, rather than reactive
- ✓ Give focus and energy to those who are ‘doing the right thing’ – aim to build relationships
- ✓ Consider behaviour as a form of communication that can express a need – what is being communicated?

KEY PRINCIPLES

- ✓ Consider: what's missing? Self-regulation, empathy, language, attachment, physical needs, challenge ...
- ✓ What skills do your children need to develop? Be proactive – 'teach' behaviour skills
- ✓ How can you help children develop those skills?
- ✓ Consider the impact on behaviour of processing, sensory inputs, understanding and engagement

Trusted Adults: Establishing your Expectations



CONFIDENT COMMUNICATION

I know what
behaviours we
want/need



I look confident
about getting
the behaviours



I narrate the
'why'

A FOCUS ON THE POSITIVE

I highlight what's
going right



“This is how we
do it here.”



I use statements
not rhetorical
questions

BUILDING THE ETHOS

I reinforce and
revisit the
expectations



I model the
expectations

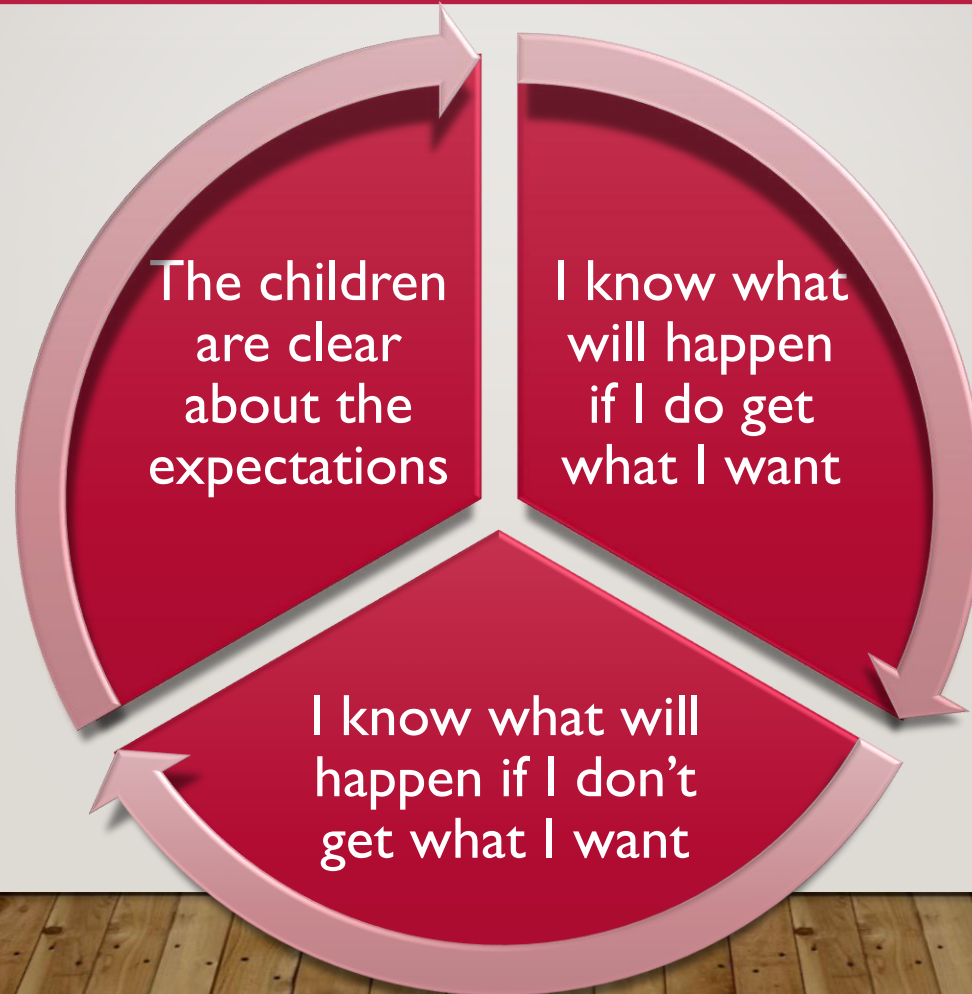


I give my energy
to those 'doing
the right thing'

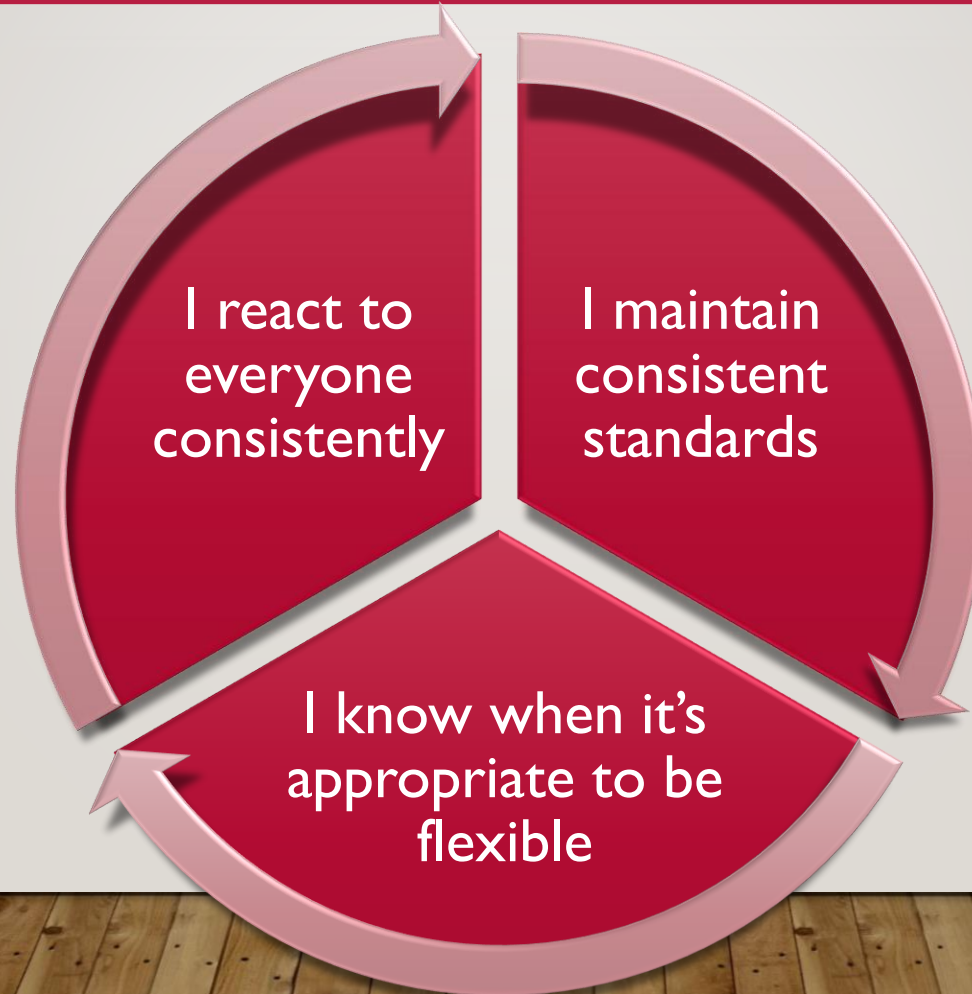
Achieving a Consistent Approach



WHOLE SCHOOL/CLASS CONSISTENCY



INTERNAL CONSISTENCY



FLEXIBLE RESPONSES

Distract (e.g.
volunteer tasks)



Defer ('I'll talk
to you later')



Defuse (e.g. take
a moment 'out')

SUPPORTING CHILDREN WITH ADDITIONAL NEEDS

Offer a choice
rather than a
demand



Warn about
changes to
routine –
now/next



Understand the
triggers and be
flexible to avoid
them

Effective Verbal and Non-Verbal Communication



VERBAL/NON-VERBAL COMMUNICATION

Self

- Model self control
- Know how to keep yourself calm

Voice/Body

- Control tone, pace, pitch, volume
- Use space, levels and movement

Environment

- Think about room's effect on behaviour
- Use routines to create a structure

THE LANGUAGE OF CHOICE

I encourage
the children
to see their
behaviour as
their choice

I use the
'language of
choice' when
dealing with
issues

I pre-empt
issues to
encourage
good choices
by thinking
ahead

SOME ISSUES TO PRE-EMPT

Calling out
answers
and asking
'pointless'
questions

Over
excitement
– after
break/when
moving

Messing
around
with
resources

Supporting the Development of Self-Regulation



Why is Self-Regulation Important?

“consistently linked with successful learning”

“lasting positive impact on later learning”

“particularly beneficial for those from disadvantaged backgrounds”

(Education Endowment Foundation)

The importance of reliable adults ...



THE MARSHMALLOW EXPERIMENT



WHAT IS SELF-REGULATION?



Executive function:
working memory,
mental flexibility,
self-control

The diagram features a large, light pink arrow pointing to the right, which serves as a background for three rounded rectangular boxes. The boxes are arranged horizontally and contain text describing components of self-regulation. The bottom of the slide shows a wooden floor texture.

Be aware of,
understand and
manage own
behaviours

Impulse control
and deferred
gratification

WHAT IS SELF-REGULATION?

Maintain focus,
direct attention,
manage
distractions

Awareness of
strong feelings,
self-calming
strategies

Empathy -
seeing other
perspectives

WHAT IS SELF-REGULATION?



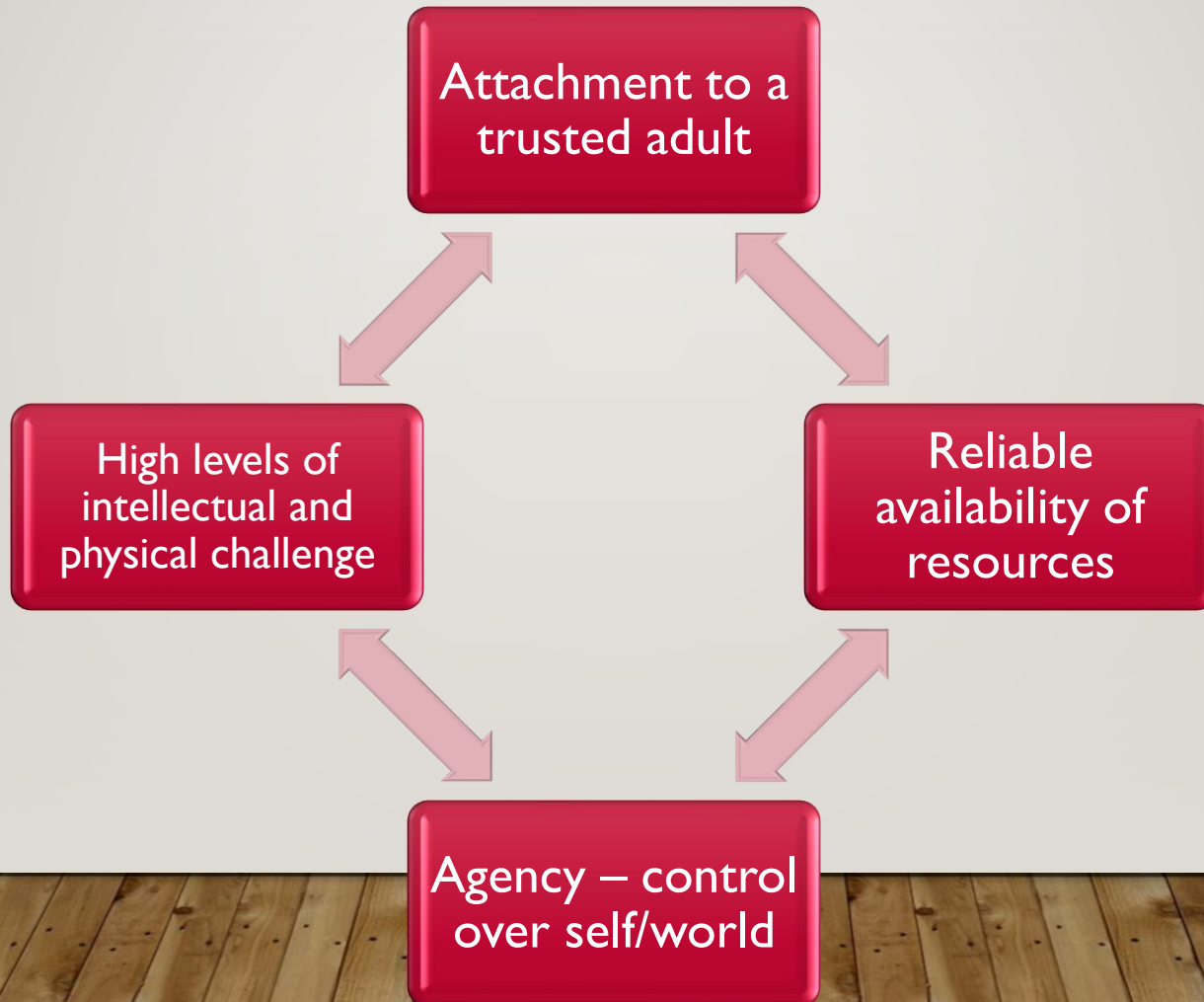
Setting and
achieving goals

The diagram features three red rounded rectangular boxes arranged horizontally, each containing a component of self-regulation. These boxes are set against a light pink background that includes a large, faint arrow pointing to the right. A thin red horizontal line is positioned above the boxes. The entire graphic is placed on a light gray background, with a wooden floor texture visible at the bottom of the slide.

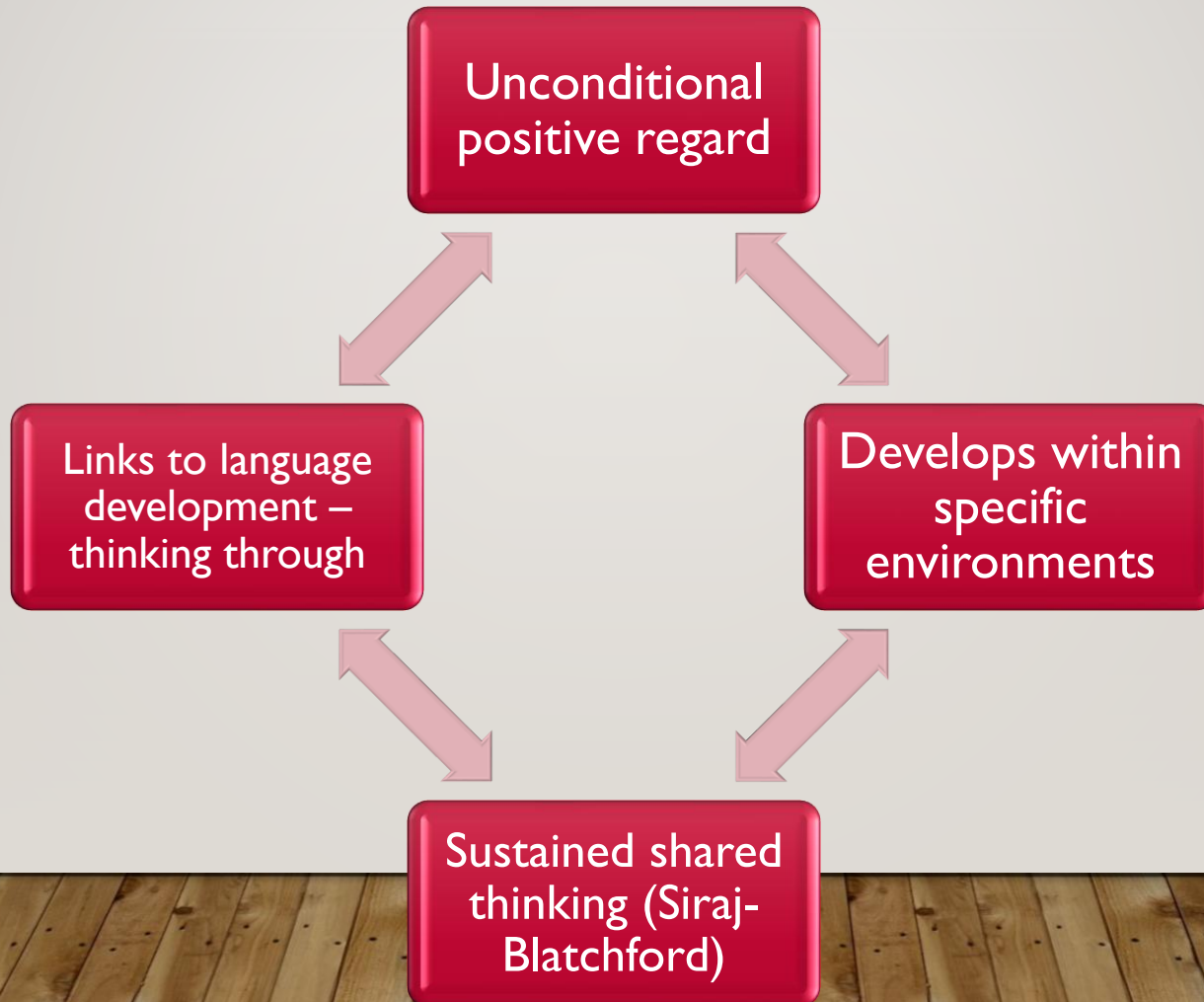
Coping well
with challenge
and failure

‘Can do’
attitude – linked
to sense of self

WHAT FACTORS SUPPORT THE DEVELOPMENT OF SELF-REGULATION?



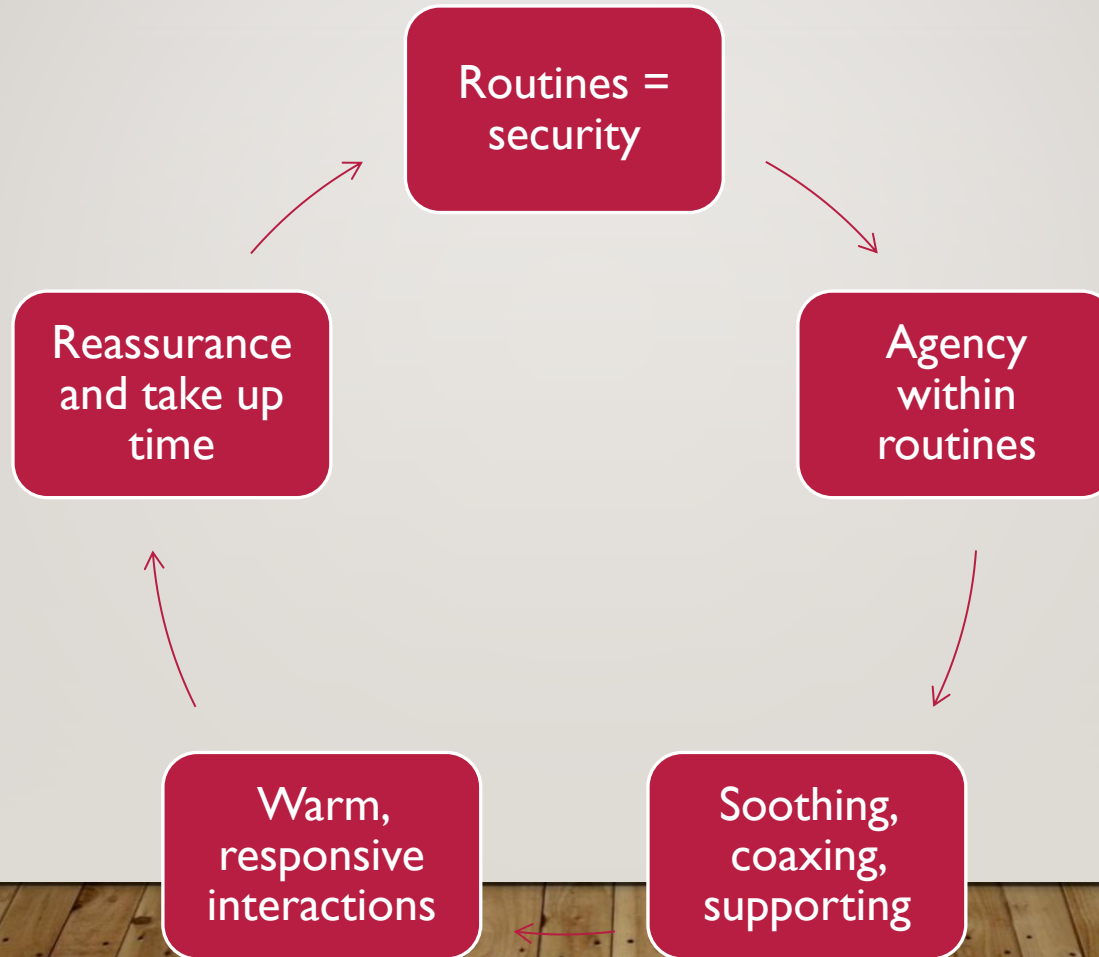
WHAT FACTORS SUPPORT THE DEVELOPMENT OF SELF-REGULATION?



CLIMBING MUDDY BANKS: SUPPORTING CO-REGULATION

- ✓ Soothing, coaxing, supporting
- ✓ Physical and emotional supports – scaffolding
- ✓ Adapting provision to suit needs
- ✓ Warm and responsive caregiver interactions
- ✓ Working together to help the child regulate
- ✓ Supporting children if they get dysregulated

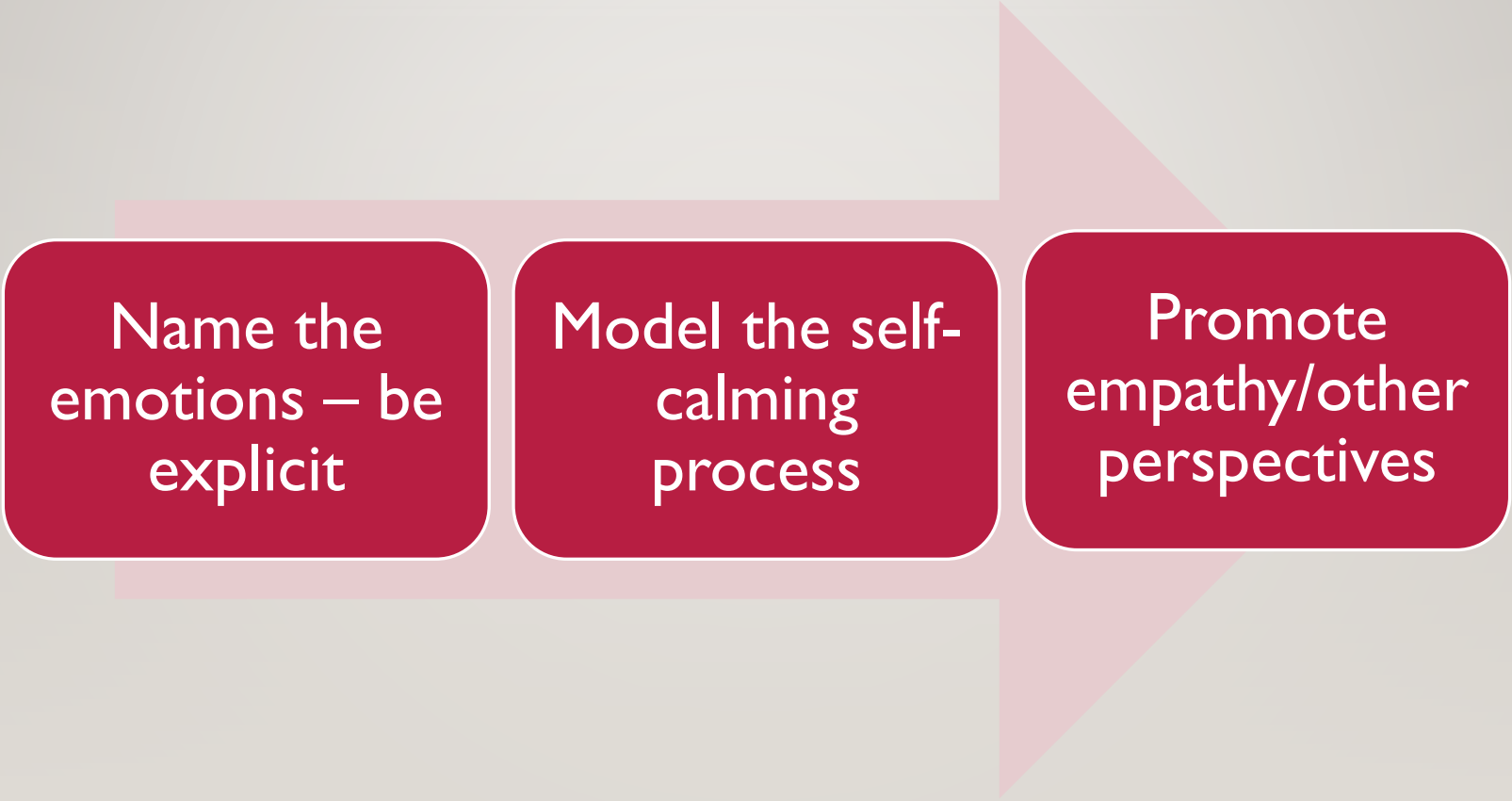
FROM CO-REGULATION TO SELF-REGULATION



BUILDING SELF-REGULATION SKILLS: EMOTIONAL REGULATION

- ✓ Feelings/emotions build on interoception: sensory information via the vagus nerve
- ✓ Hunger, tiredness, pain, stress, temperature
- ✓ Subjective image of the 'material self' – being present in the here and now
- ✓ Awareness of external inputs on sense of self
- ✓ Responsive caregiving helps build these systems

BUILDING SELF-REGULATION



Name the emotions – be explicit

Model the self-calming process

Promote empathy/other perspectives

BUILDING SELF-REGULATION

Praise agency
rather than
attainment

Give the learner
agency to repair
mistakes

Narrate the
thinking
processes

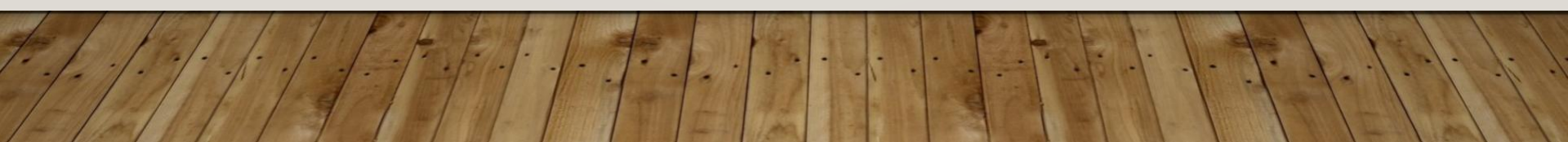
BUILDING SELF-REGULATION



Trust (especially
the hardest to
trust learners)

Genuine
opportunities
to take risks/fail

‘Caring for’
activities



BUILDING IMPULSE CONTROL



Look for
chances to learn
to wait

Support 'self
distancing'
through roles

Always
consider: who is
doing the work?

HOW NOT TO BE A HELICOPTER

- ✓ Be aware of the impulse to over help
- ✓ Stop, pause, observe
- ✓ Give 'take up' time – to children, to yourself
- ✓ Risk assess but plan for challenge
- ✓ Leave spaces to fail
- ✓ Help parents build children's independence

TEACHING FOR ENGAGEMENT: THE ROLE OF CREATIVITY



I question
and adapt my
approaches –
I am
reflective

I take risks
and try things
from 'left
field'

I use active,
multi-sensory
approaches

Abstract
concepts:
concrete
examples

ANY QUESTIONS?

