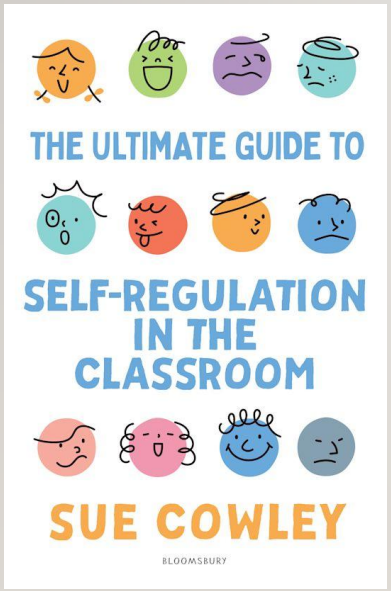
POSITIVE APPROACHES TO BEHAVIOUR

For: NASBTT (Primary)

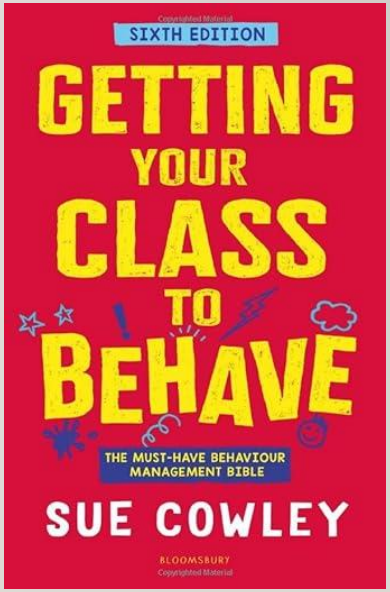


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APPROACHES TO BEHAVIOUR



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' these behaviour skills
- ✓ Adapt the environment to support learning behaviours
- ✓ 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

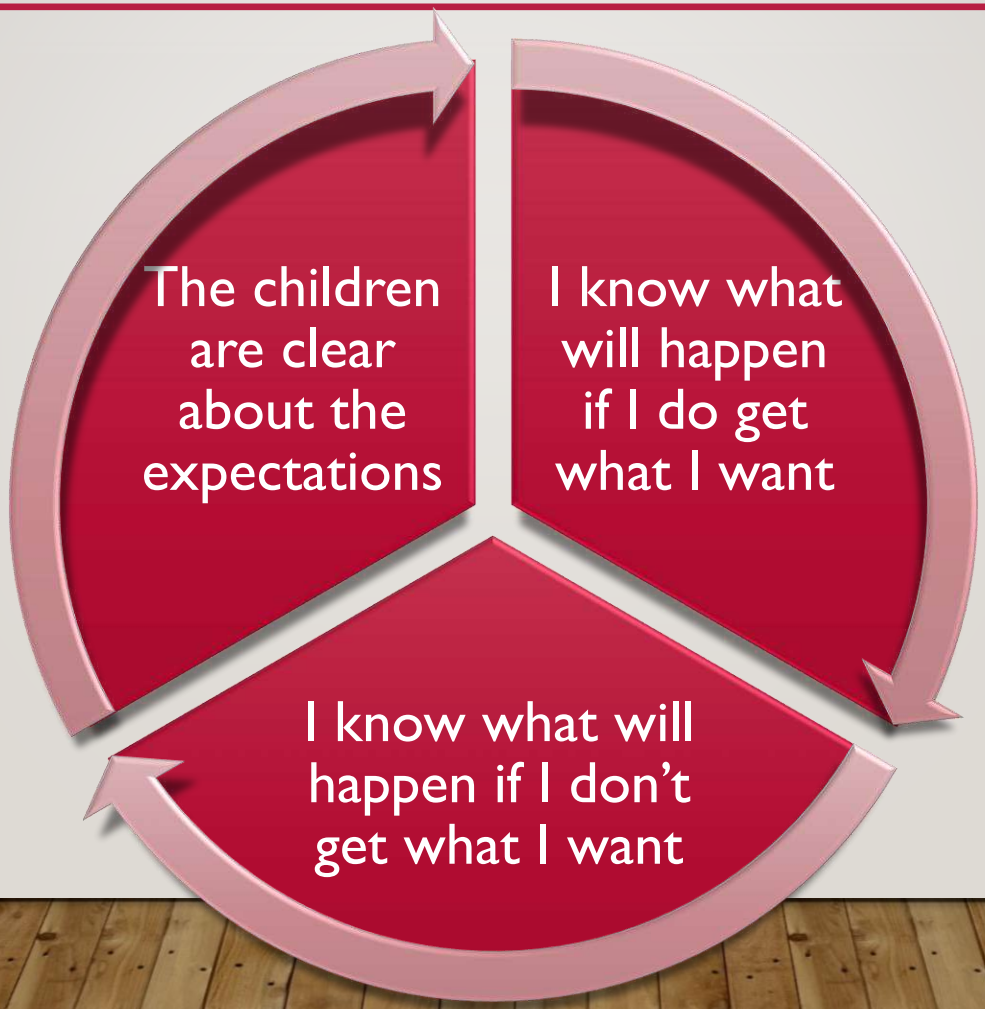
I model the expectations

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

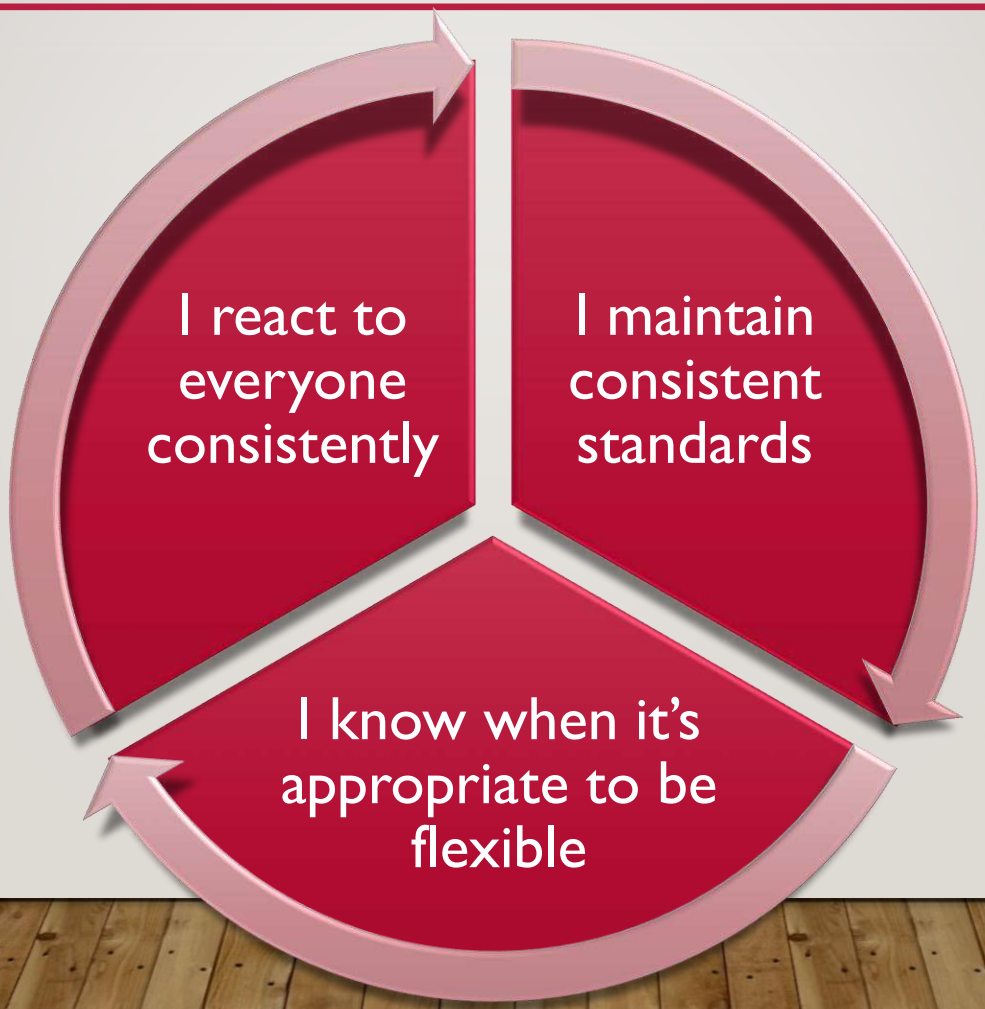
Trusted Adults:

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

SUPPORTING CHILDREN WITH ADDITIONAL NEEDS

- ✓Adapt the environment/change the place
- ✓Adapt the routines/curriculum/timetable to better support learners
- ✓Offer scaffolds for conceptual understanding: concrete resources, visuals, gestures
- ✓Have an ongoing conversation about how well you are meeting needs

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 the effect of the space itself
- 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

An Introduction to 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)

WHAT IS SELF-REGULATION?

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

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

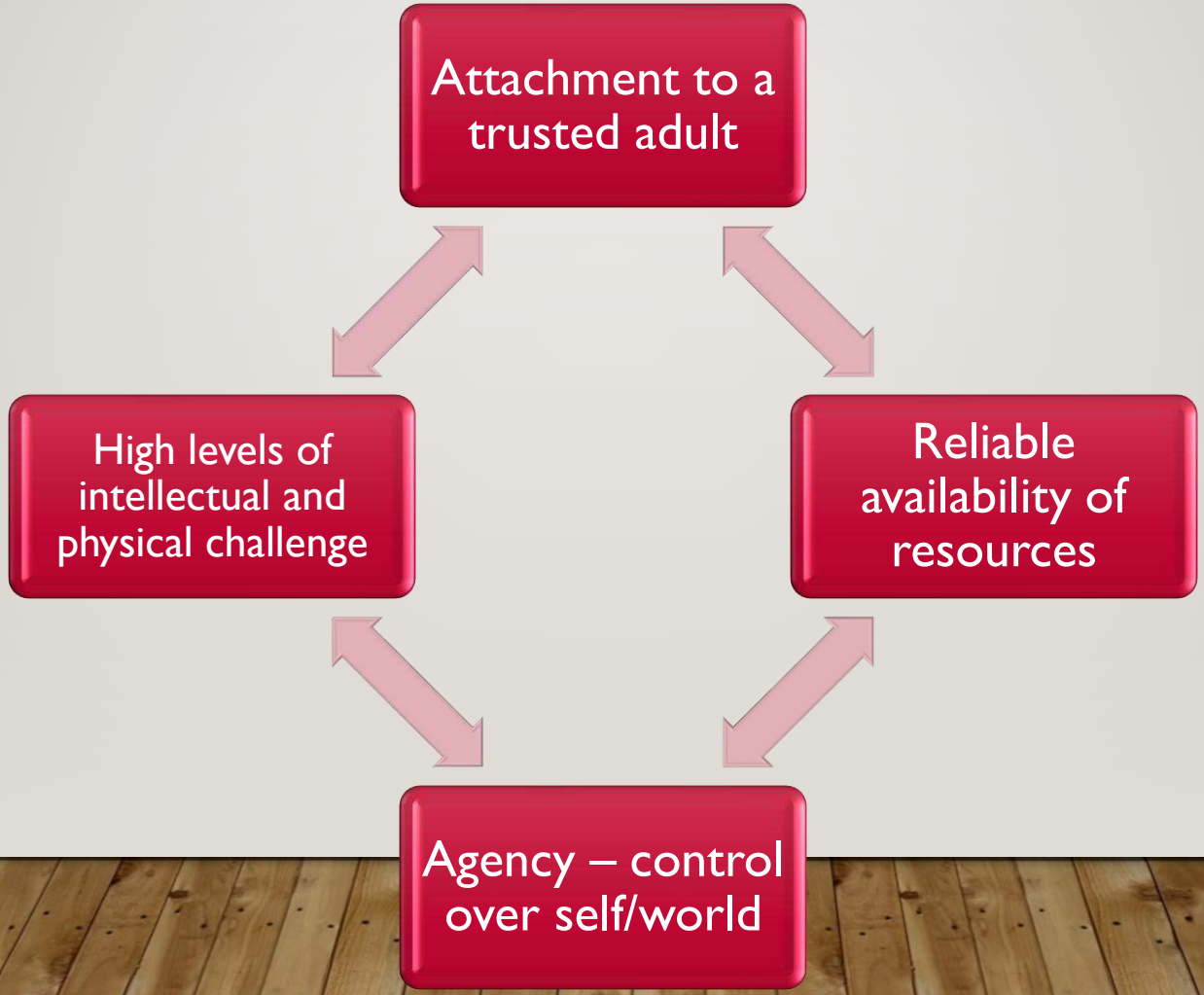
WHAT IS SELF-REGULATION?

Setting and achieving goals

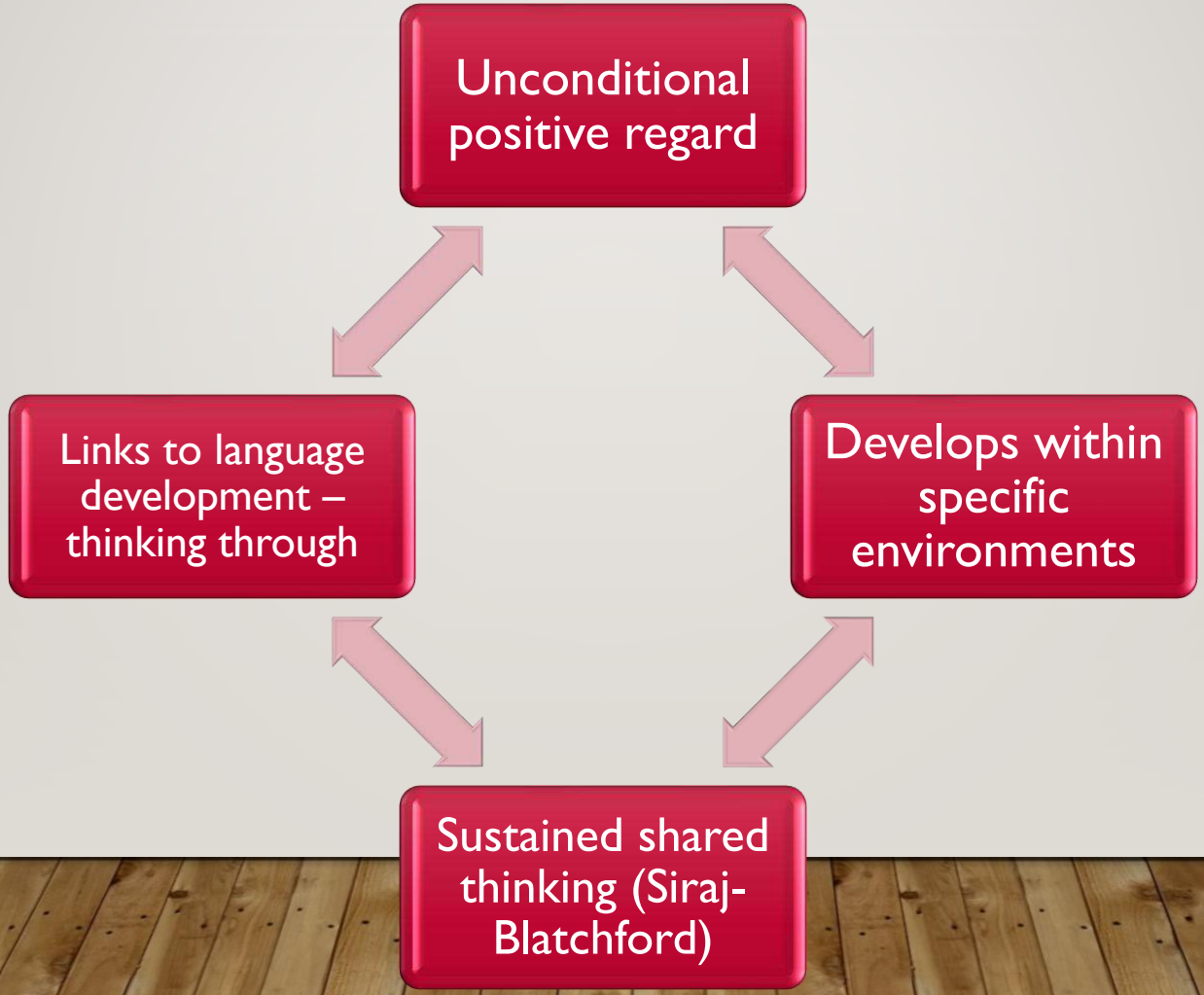
Coping well with challenge and failure

'Can do' attitude – linked to sense of self

WHAT FACTORS SUPPORT THE DEVELOPMENT OF SELF-REGULATION?



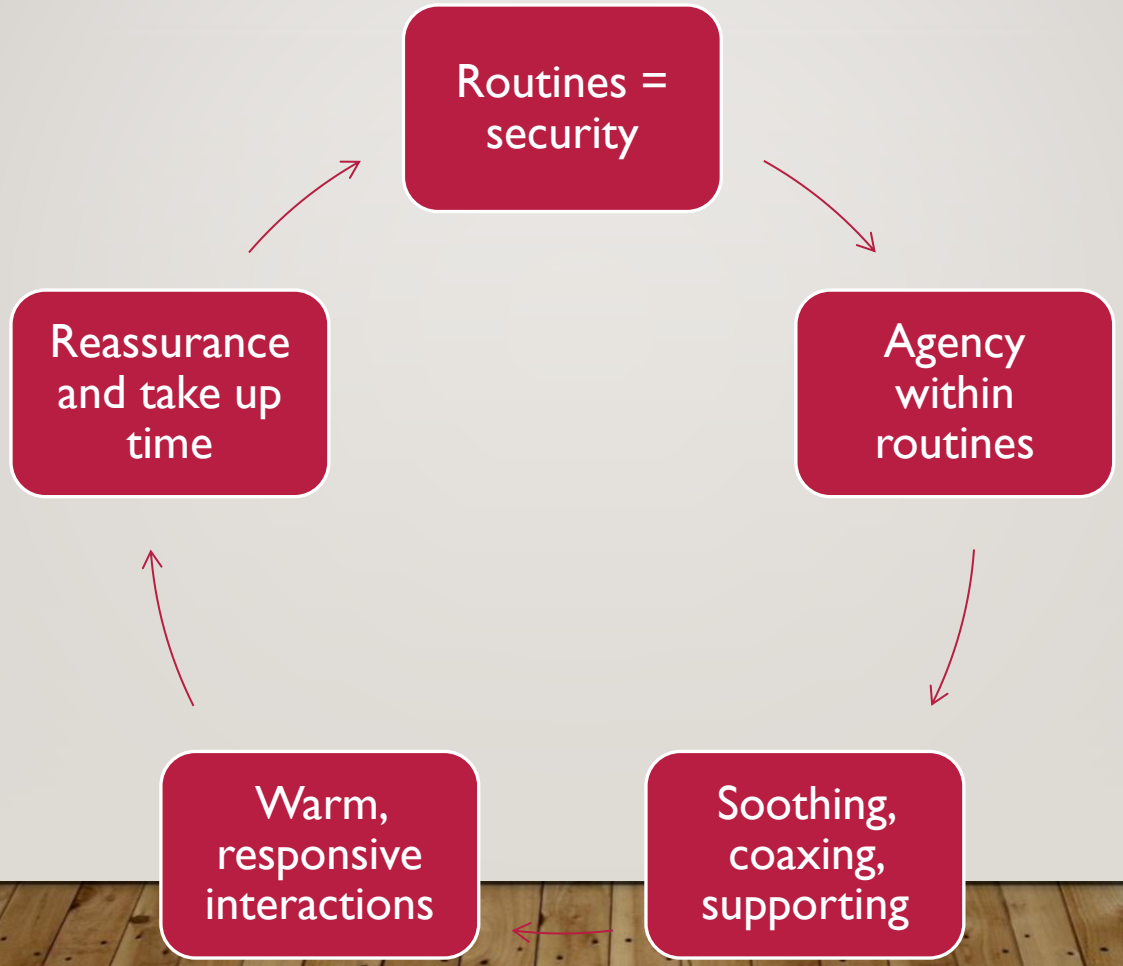
WHAT FACTORS SUPPORT THE DEVELOPMENT OF SELF-REGULATION?



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

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 your thinking processes

BUILDING SELF-REGULATION

Trust (especially the hardest to trust)

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?

ANY QUESTIONS?

