CLASSROOM BEHAVIOUR MANAGEMENT

with Rob Long

www.roblong.co.uk

ASK GOOD QUESTIONS

ANALYSE DON'T PERSONALISE

BE SOLUTION FOCUSED

It doesn't have to be perfect to be good

REMEMBER BEHAVIOURAL MISTAKES ARE LEARNING OPPORTUNITIES

Multifaceted Problems Need Multifaceted Solutions

Consistent to our principles, flexible in our practices

The future is not over yet!

Behaviour is: functional predictable changeable

TO CHANGE THEIR BEHAVIOUR, CHANGE YOUR OWN

ATTITUDE IS EVERYTHING

Calm when they get it wrong Happy when they get it right

FIGHT FIRE WITH WATER

RELAPSE IS NORMAL

ASK "WHAT HAVE YOU DONE," NOT "WHY?"

If you can predict it you can prevent it

PRAISE THE PROCESS NOT THE PRODUCT

THE PROBLEM IS THE PROBLEM NOT THE CHILD

THE BEHAVIOUR YOU PAY ATTENTION TO IS THE BEHAVIOUR THAT IS LIKELY TO INCREASE

SKILLS NOT PILLS

BEHAVIOUR IS A FUNCTION OF THE PERSON AND THE CONTEXT

CONNECTION NOT CORRECTION

Professionalising Behaviour

"My aim is not to make up anyone's mind about behaviour, but because it is complex we need to think carefully about what we do."

Making sense of behaviour is an intellectual activity

The opportunity to stand back and reflect on behaviour is essential.

———————

Otherwise the system can become reactive and act out a pupil's negative and disruptive behaviours

———————

with punitive responses and exclusion.

Behaviour Management

1

FACING THE CHALLENGE
College effectiveness &
individual needs

Skills

"Put crudely, when you have learned a skill, you are able to do something you couldn't do before.

But you may not spontaneously make use of that ability when it is relevant in the future, if you do not realise its relevance: or if you still need a degree of support or encouragement that is not available.

In common parlance, it is not much use being

able if you are not also *ready* and *willing*."

Claxton 2006

Dispositions

"Dispositions are a very different type of learning

from skills and knowledge.

They can be thought of as habits of mind,
tendencies to respond
to situations in certain ways."

'The endemic problem that we have had for far too long is that we are looking at the child and what is wrong with the child, not looking at what is wrong with the learning environment.

Anyone who ran a business by trying to decide what was wrong with their customers rather than what was wrong with their services would soon be out of business.'

'Behaviour and Discipline in Schools' 2011
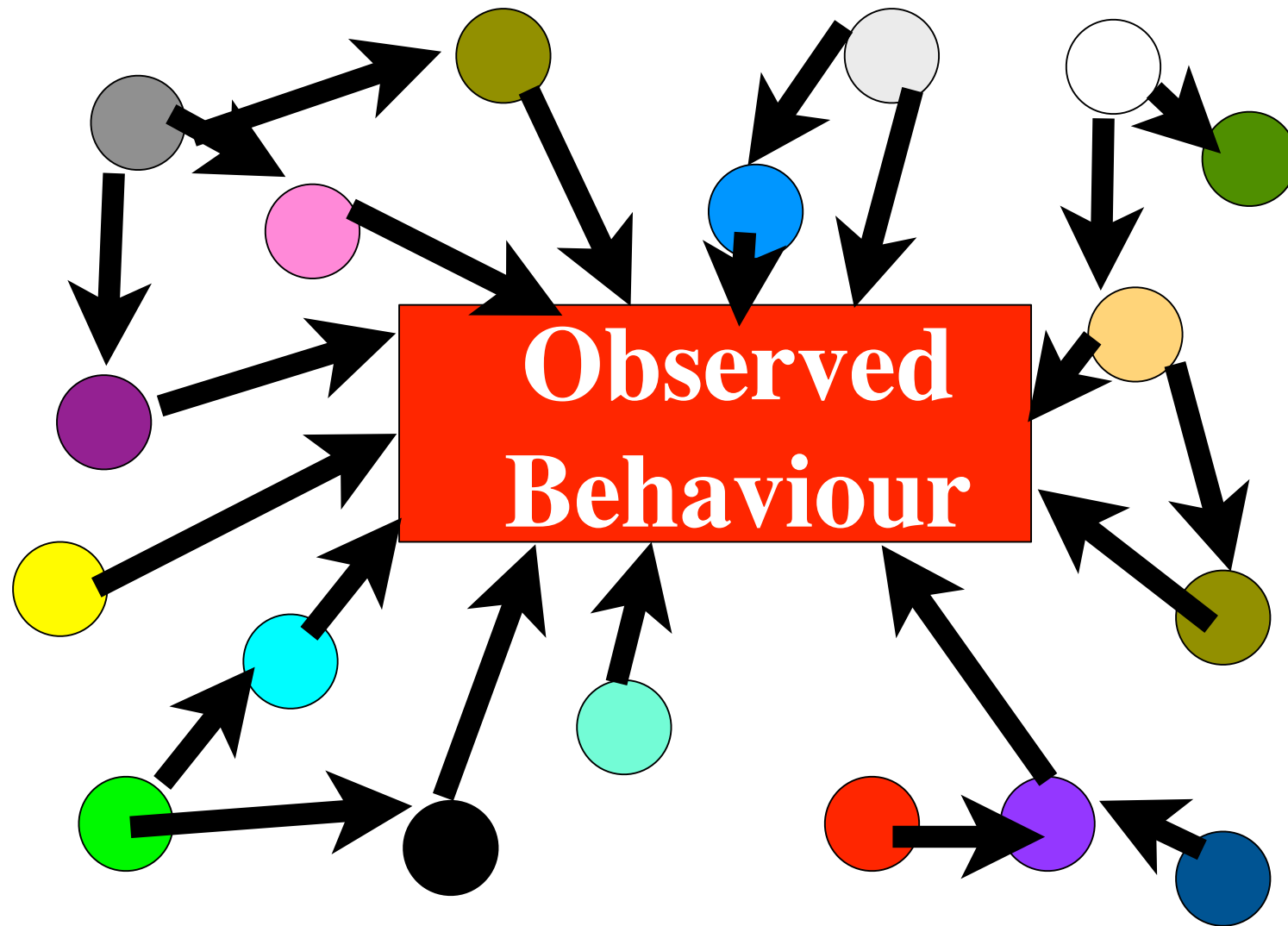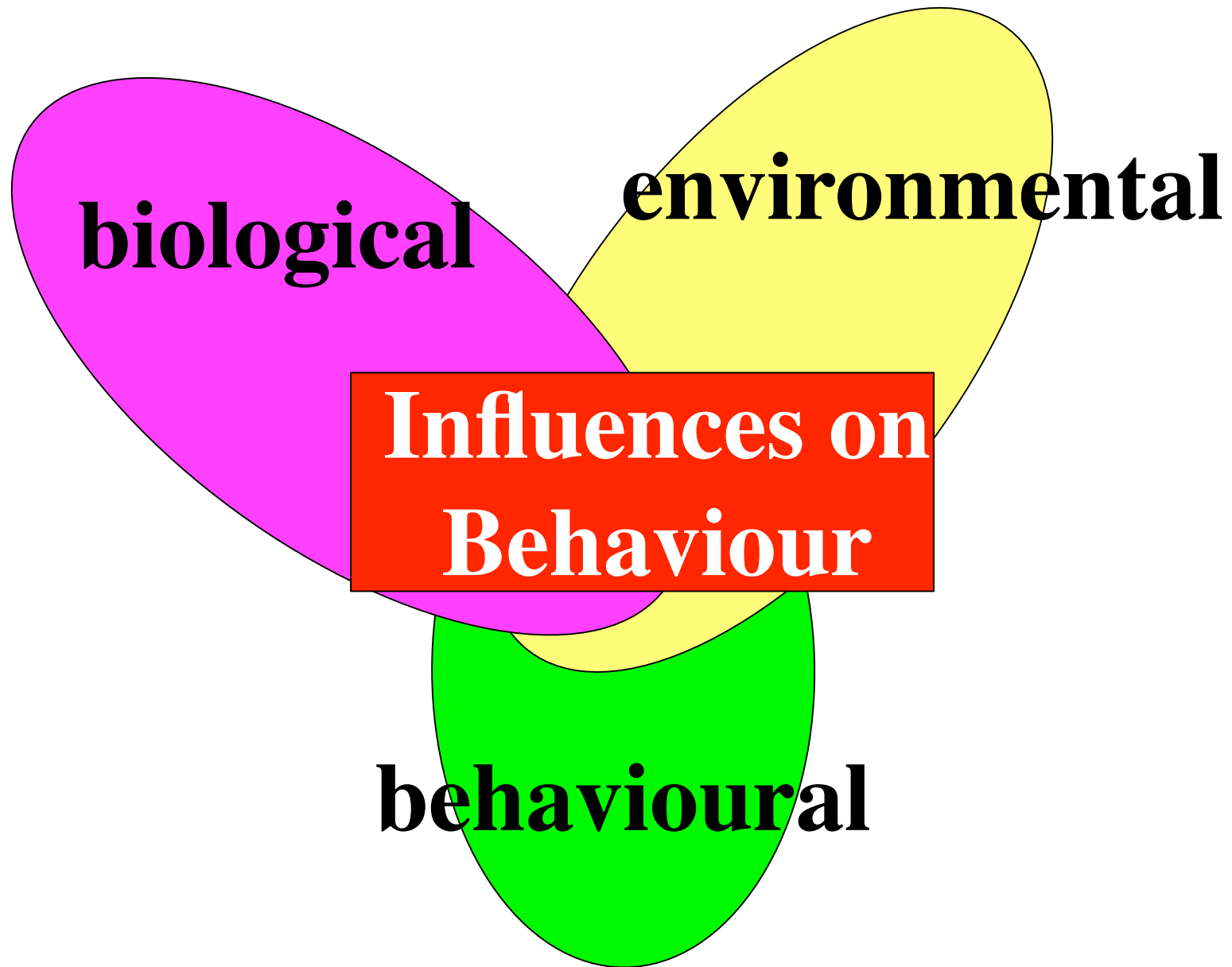
Professionalising Behaviour
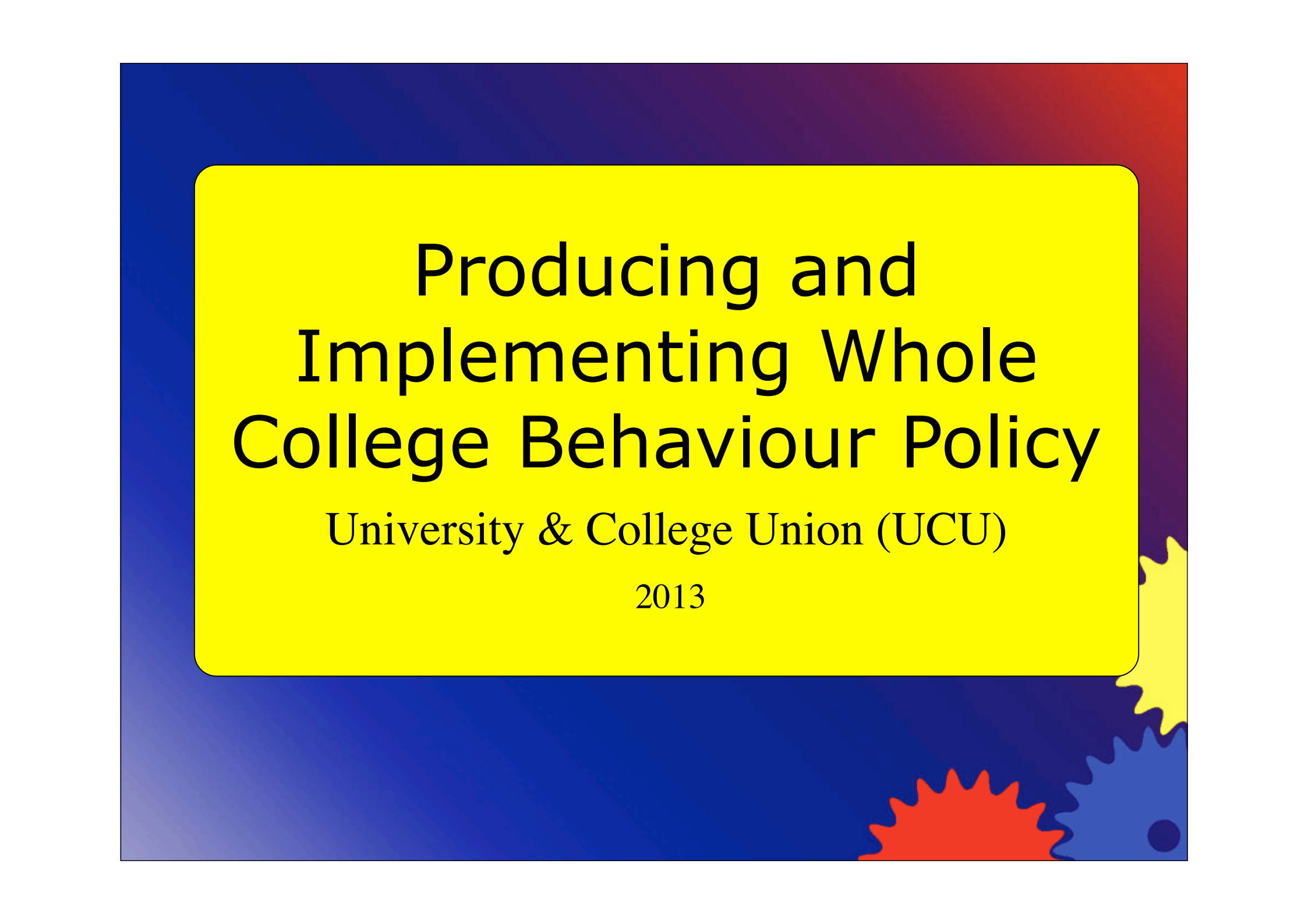
"It is impossible that any single model could cover the multiplicity of independent (and partially independent) pathways that may lead to challenging behaviour."

Challenging behaviour Emerson E, Einfeld S. L. 201.
Cambridge: Cambridge University Press P59

KEY CONCEPT

THE PRINCIPLE OF EQUIFINALITY

in any open system, a given end state can be achieved by many potential means

Producing and Implementing Whole College Behaviour Policy

University & College Union (UCU)

2013

Over the last twenty years FE colleges have become increasingly concerned with achievement, attendance and retention of students. Behaviour and classroom management issues have become progressively more important for FE colleges and their staff, as both the student population in colleges changed, and pressures around both funding and quality which emphasised the need for behaviour management policies increased. P 3

This has meant that there are increasing numbers of adult students in FE colleges who have not experienced being a student at college in the past.

Some of these adults lead chaotic lives, which can lead to them having difficulties remaining engaged with the education process at FE.

Their attendance and learning can be much disrupted due to increasing pressures from employment, unemployment and social difficulties.

These pressures can also result in them displaying challenging behaviour.

p. 4

1.   Although the current DfE position on behaviour management is not set out for FE colleges to follow, **much of what has been written on schools behaviour management can be transferable in broad terms to the FE and Skills Sector.** Certainly the process of behaviour management policy development should be considered by FE colleges.

UCU P 19

1.   NIACE published an important contribution to the literature of behaviour management in FE during 2012.

We believe that this publication is an excellent starting point for colleges considering developing a whole college policy and approach to behaviour management, and not just in relation to adult student behaviour. (UCU)

Definition of challenging behaviour and its impact:

Challenging behaviour can take many different forms within learning settings, ranging from relatively minor learner disaffection through to physical violence.

Passive forms of challenging behaviour such as non-participation don't impact dramatically on other learners, but they can drastically lower the achievement of the learner involved.

More active forms of challenging behaviour can be very disruptive for other learners. The most serious forms of challenging behaviour such as aggression or violence are assessed by learning providers as very serious risks.

1.

AND

As well as impacting learners, tutors can also be at risk physically or mentally through stress arising from specific incidents or ongoing disruption.

The confidence of tutors, particularly at the beginning of their careers, can be badly shaken if they feel are not able to manage behaviour as well as they or others expected.

NIACE (2012) Managing challenging behaviour within skills provision for unemployed adults; BIS

DISRUPTIVE BEHAVIOUR EXAMPLES

- not finishing work, or avoiding the task set

- teasing or bullying other people

- calling out and interrupting

- coming in noisily/late

- constant talking

- refusal to comply with reasonable instructions

- mobile phone use and texting

- poor attendance or persistent lateness

- putting on make up, combing hair

- rude, cheeky or inappropriate comments

- eating and drinking in lessons

- not respecting other people's property

- substance abuse

early careers
UCU P 22

UCU FINDINGS

Calling out...50%   196

Low level disruption...66.8%   262

Arguing...44.1%   173

Fighting...9.9%   78

Bullying..21.4%   84

Inattention..59.9%   235

Attention seeking..64.5%   253

Distracting others...79.8%   313

Uncooperativeness...58.9%   231

Swearing...62%   243

Racial abuse...7.9%   31

Discriminative behaviour & abuse........................ 17.3%   68   UCU P 32

Lying..28.3   111

Dangerous behaviour..14%   55

79% of respondents reported that their college did have a behaviour policy. However worryingly only just under 18% felt their college's policies were credible and coherent.

72% did believe that behaviour was a problem in their college. Unsurprisingly the vast majority of respondents felt that the age group causing the greatest behaviour problems was 16-18 year olds

(72%). Over 18% felt that 14-16 year olds in college caused behaviour problems and just over

5% believed that adults over 19 were responsible for behaviour problems.

One of the persistent complaints around link work with schools around under 16s was the lack of information on the in-coming students.

This is confirmed by the results of this survey, with over 64% saying they had no prior information on their students.

Conclusions from online survey of UCU members:

- There is a general feeling of lack of support for 'frontline' staff from management

- Students exhibiting poor behaviour are not dealt with, as it would mean loss of revenue if they were removed from the college

- A number of support systems have been cut due to funding, such as counselling and student support services

- Funding is linked to retention, so students are kept on role, even though their behaviour is poor, as the potential drop in numbers on a course reflects on the lecturing staff performance data

- Support is inconsistent for both staff and students

- Inconsistency of approach across the college leads to generally poorer behaviour

Conclusions from online survey of UCU members:

☒ The rigorous demands of teaching and the administration requirements detracts from the capacity to develop engaging programmes

☒ Lack of funding for resources and increased class sizes creates fewer opportunities for one to one support, meaning students feel less valued and more likely to develop poor behaviour

☒ Lateness and lack of punctuality are increasingly becoming a problem with students

☒ There is a lack of staff training and on-going programmes to develop staff capability to deal with behaviour issues

1. In one college the senior staff were adamant that there were no significant behaviour problems in the college, whereas the lecturing staff cited a small number of significant issues. Speaking to the students revealed that there were a number of instances where behaviour was a serious issue.

This suggested that behaviour problems can be perceived differently, depending upon your role in the college. This is an area for the development of whole college behaviour management policy and its successful implementation.

If you can predict it You can prevent it.

WHY DO STUDENTS MISBEHAVE?

- They lack appropriate social skills

- They lack basic skills to be successful

- Their challenging behaviour has become

   habitual and is reinforced by the attention

   they receive form lecturers and peers

- They don't want to be in college

- Triggered by lecturers management style

early careers
UCU P 22

ANALYSE

• Where does the disruption take place?

• What form does the disruption take?

• Who is involved?

• When does the disruption occur?

• Why does the organisation experience disruptive behaviours?

early careers
UCU P 22

An ecological perspective

looks at interventions for

the CYP

and the context

Behaviour is a function of the Contect and the person

K. Lewin
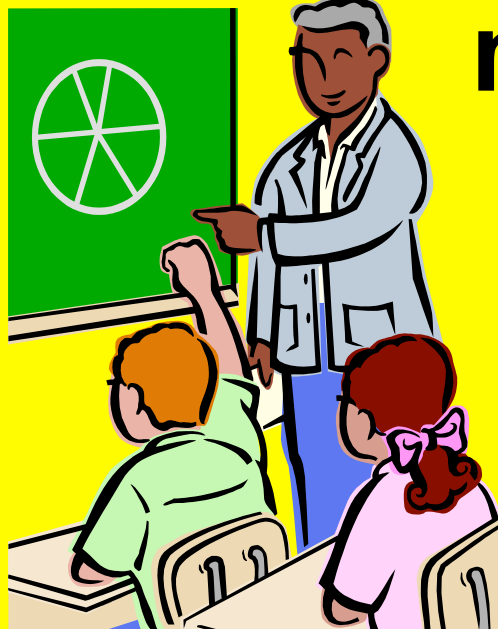
Behaviour Management

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principles & practices

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Preventing
Problem Behaviours
B Algozzine 2010

"Traditionally FE and HE students attended because they wanted to. If they were unhappy with their learning or the institution, they would usually vote with their feet and leave,

rather than behave disruptively ....

the position has been changing."

early careers
University & College Union P 21

1. **Our initial hypothesis was that there was actually not a great deal of literature on behaviour management in FE and that it was likely that what had been produced would focus on the behaviour of younger students. This proved to be correct.**

1.55 There was however a great deal of research and writing on behaviour management in schools. The aim of the literature review then moved to see in what ways could the work on schools, be transferred to the FE situation. FE colleges are different than schools, often much larger, sometimes on a number of sites, with a much more diverse student body including both young people and adults, many of who study on a part time basis. Departmental culture especially in vocational areas where the culture and discipline may be the industry's rather than the college's culture, might also be different than in schools.

The literature review did show that aspects of the work and research on schools' behaviour policies could be applied to colleges.

Are persistent with YP

Accept responsibility for YP learning and support their social, emotional & behavioural development

STAFF CULTURE

Are optimistic

Relate with YP in many roles

Jones & Jones

2007

ELIMINATING DISCIPLINE PROBLEMS for the most part does not come about by adopting a discipline programme!
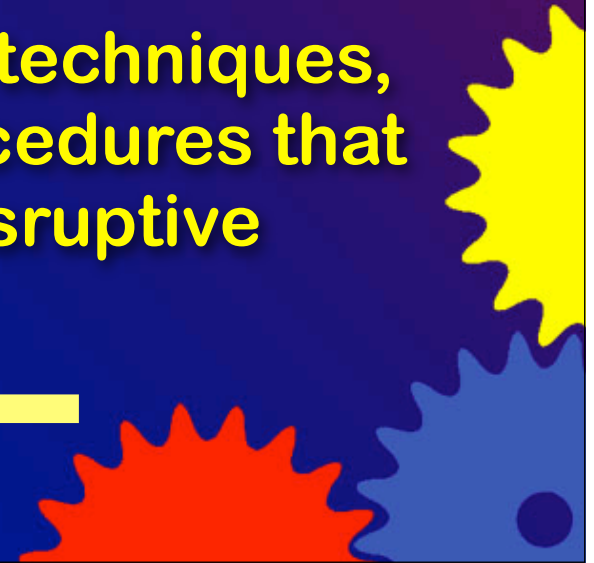
Solving discipline problems for the most part springs from creating engaging curriculum and instruction,

adopting effective management techniques, and using a myriad everyday procedures that prevent the occurrence of disruptive behaviours.

DISCIPLINE

"For some educators, discipline means the power of the teacher to control the behaviour of their students.

―――――――――

For other educators,
discipline means an opportunity to teach students a set of values about how people can live together in a democratic society.

―――――――――

This would include the values of honesty, fair play, the rights of others to learn, respect for property, respect of multi cultural differences, and so on.

―――――――――

Discipline is perceived as the process of helping students internalise these values and to develop self-control over their drives and feelings.

POLICY

"As long as the management of student's challenging behaviours focuses solely on correction techniques, teachers will continue to experience failure and frustration.

Teachers should spend as much time developing positive proactive behaviour management plans as they spend developing instructional lesson plans"

Maag 2001: 182

"When reactive management is overemphasised, and prevention is underemphasised, students with behaviour problems are the most likely to:

(a) be excluded from school
(b) drop out
(c) prompt teacher/adult requests for assistance and
(d) become involved in antisocial life styles."

Sugai, Horner & Gresham 2002 P 316
Behaviourally effective school environments. In Shinn, Stoner & Walker (Eds.)
Interventions for academic and behaviour problems.
Preventative and remedial approaches

Whole SCHOOL/COLLEGE ETHOS

"Behaviour support is understood to be, at least partly, about the development of ethos, curriculum and pedagogies better to provide for diversity."

Watkins & Wagner 2000

Effective Support Operates at Several Levels

1 Ecological interventions

2 Skill development

3 Preventative strategies

4 Reactive strategies

NATURE PROVIDES THE BUILDING BLOCKS

NURTURE PROVIDES THE ARCHITECTS

TRANSFORMING BEHAVIOUR

HOME, SCHOOL, COLLEGE, MENTORS, FAMILY WORKERS & SUPPORT STAFF ARE THE ARCHITECTS

PREVENTION IS THE KEY TO A SUCCESSFUL BEHAVIOUR PLAN

Preventing Problem Behaviours Algozinne et al
Corwin 2010

"A 'behaviour curriculum'"

This would in essence be the "working practices of a schools behaviour policy'.

REF **Towards a Behaviour Curriculum** Vol 13 Issue 3 1997 p 176 180 C Bate and J Moss (1997)

UCU Whole College Behaviour Management: Final Report

David Parry & Dan Taubman

February 2013

Producing and Implementing Whole College Behaviour Policy

UCU

2013

THE CONTEXT

Assumptions (thanks to Kirklees)

Ten assumptions about the discipline of students

We believe that if you hold these assumptions you will inevitably run into difficulties in managing behaviour.

Assumption 1

"Students must not question, or disagree with, people in authority"

but they do - they question, challenge, even argue
They believe they are our social equals and will not merely be told "Why"? – they ask.
We need to interact with them with respect and appropriate firmness

Assumption 2

"Students must be in a position subordinate to members of staff"

"We have to show them who is boss"
Students still want leaders but democratic ones who will treat them respectfully, even assertively, but with humanity.
Whether we like it or not, we are their models

Assumption 3

"A student and his behaviour are the same"

We need to address the behaviour rather than attacking the person

"your behaviour is just not acceptable. This is what I need you to do…….thanks"
Expect compliance, give take-up time

Assumption 4

"Punishment, fear, guilt, blame and criticism are effective methods of behaviour management"

True - but.....at what cost?
Bullying, fear and put-downs may satisfy the punisher but how do they promote self-discipline in students?

Assumption 5

"Students learn more from what an adult says than from what that person does"

Wrong !

"Don't you raise your voice to me"
"Smoking's very bad for you. I wish I'd never started" "Don't hit your sister"

Assumption 6

"Members of staff can control their students, can make them do as they are told. In fact, they must do as they are told."

We cannot make any student do anything.
Effective managers lead by example, model, show active respect, lead, guide, remind, encourage, make rules with and for students, promote self-control.

Assumption 7

"We must make them suffer"

We can still discipline without making suffering essential.

Rights
Responsibilities
Choice
Consequences of that choice
Sanctions must be appropriate to the offence

Assumption 8

"Praise spoils the student"

So I'll just yell, nag, blame and whinge
"Why should I praise them when they should do it anyway?"
How do you respond to positive feedback from colleagues or line-managers? It doesn't cost much !

Assumption 9

"Students must automatically respect members of staff"

in 2009, they don't but...

they don't automatically respect Head Teachers, police, doctors, nurses, dentists, lawyers either.
Whether we like it or not, we have to earn their respect

Assumption 10

"Students must earn the respect of members of staff"

Wrong !
"We're not paid to like them,we're paid to respect them" -BillRogers
We need to respect, by our actions, students who may (by not being polite, clean or nice) not "deserve it"
How do we do it?
Use first names – if possible
address the behaviour
do not crowd personal space
ask rather than demand - give choices
treat the student with active courtesy and good humour
don't hold grudges

ACTIVITY – HOW IS POSITIVE BEHAVIOUR DEVELOPED IN MY COLLEGE

- Discussion based activity, in small groups.
- A scribe should be designated to record the salient parts of the discussion ▪ The scribe from each pair should report back to the whole group

Points to consider:

- How is behaviour managed in your organisation?

- Who is responsible for developing and maintaining policy and practice for behaviour management?

- How is behaviour management policy and practice communicated?

- What documentation related to behaviour management is shared and used within the organisation

- How are people kept up to date with changes in policy and practice?

- In what ways is behaviour management differentiated according to the needs of those involved?

- In what ways does policy and practice reflect and encourage a positive approach towards managing behaviour?

- How does behaviour management policy and practice support a positive and productive teaching and learning environment?

- How are staff training needs in this area met?

'To understand is hard.
Once one understands,
action is easy.'

Sun Yat Sen

(1866 - 1925)

Or as Kurt Lewin says

"Nothing is as practical as a good theory."

One size does not fit all

ATTITUDE TOWARD ERRORS

ACADEMIC ERRORS

Errors are accidental

Errors are inevitable

Errors signal the need for teaching

Students with learning difficulties need modified teaching

BEHAVIOURAL ERRORS

Errors are deliberate

Errors should not happen

Errors should be punished

Students with behavioural difficulties need punishment

Porter 2007

The JoHari Window

OPEN
Known to self & others

BLIND
Known to others

FEEDBACK

SELF-DISCLOSURE   INSIGHT

HIDDEN
Known to self only

UNKNOWN
to self and others
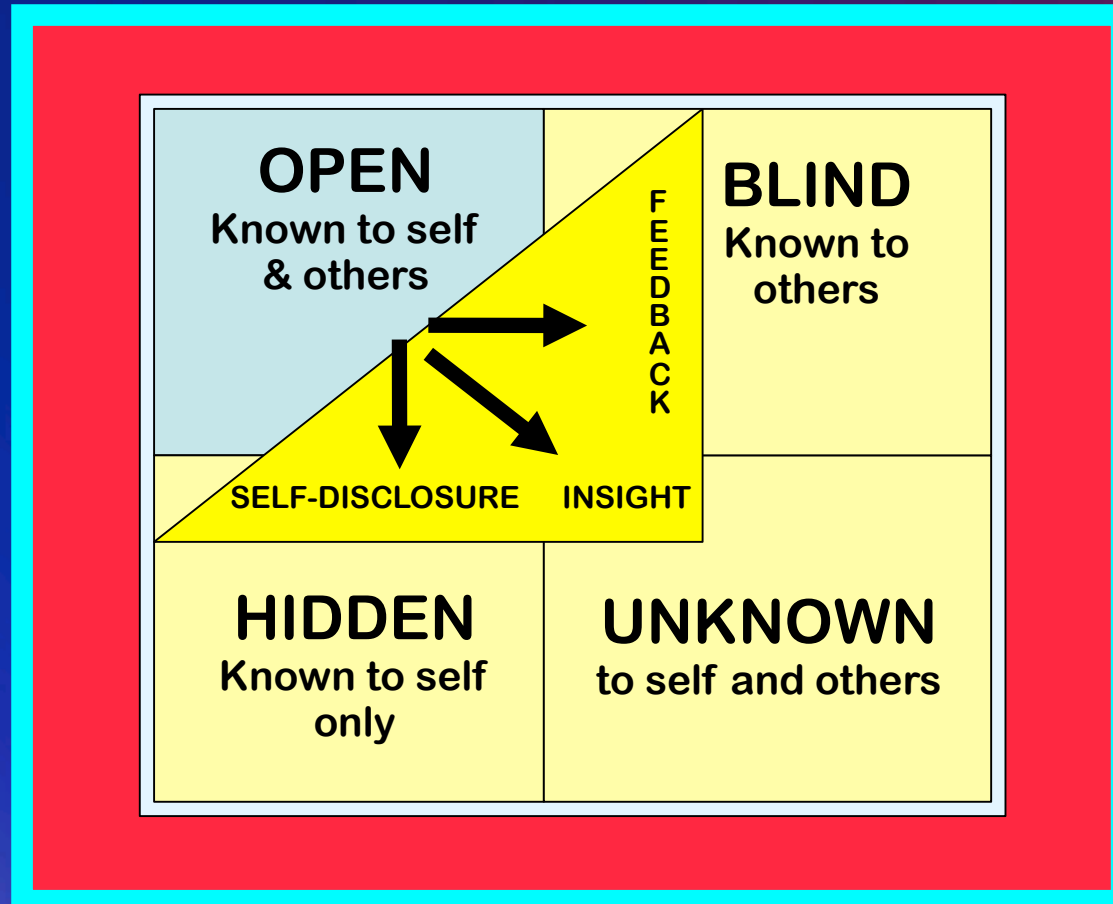
For better or worse we all cast a shadow.
What kind of shadow do you cast?

How we behave and conduct ourselves will have a massive effect on the culture of our work place and how children behave.

If we moan they will moan.
If we get cross they will think it okay to get cross.

If we look too busy to listen then they will look too busy to listen,
if we cut them off they will cut others off,

if we look in a panic they are,
more likely to look in a panic.

If we inspire they will inspire, if we coach others they will coach others,
if we show respect and high expectations, they will also.

If we show kindness, they will show kindness too.

Munby 2006

When dealing with problem behaviours

Switch your feelings off

When dealing with correct behaviours

Switch your feelings on

Rollings, Hames & James 2009

To be published

When they get it wrong - be calm

when they get it right - be happy
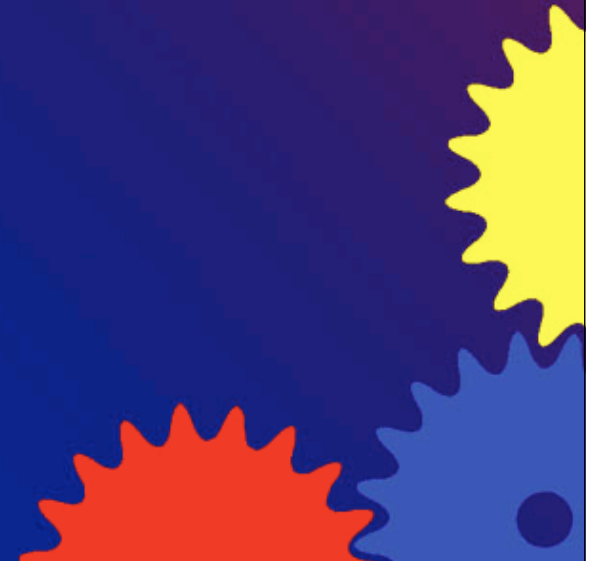
"The trick is to restrict the time we spend in the negative energy zones to necessity

and aim to get ourselves in the positive energy zones as much as possible.

Morris (2009)

"The right attitude and one arm will beat the wrong attitude and two arms **every time**"

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The way it was

"because I said so" staff are:

- authoritarian
- unsupportive stress power & control
- convey low expectations
- rely on extrinsic motivation

The way it is

"in it together" staff:

- appeal to affiliation not power
- use the same communication style
- does not believe in coercive means
- allows students to vent frustrations at school rules &/or teacher imposed constraints

Classroom Management means:

1 Establishing an orderly environment so students can engage in meaningful academic learning

Classroom Management means:

2   Enhancing a students social and moral growth

Weinstein 2006

"The goal is not compliance with rules, but making the choices to live a good life, an ethical life."

John Covaleskie 1992
Discipline and Morality:
Beyond Rules and Consequences

A
Touch of
Class
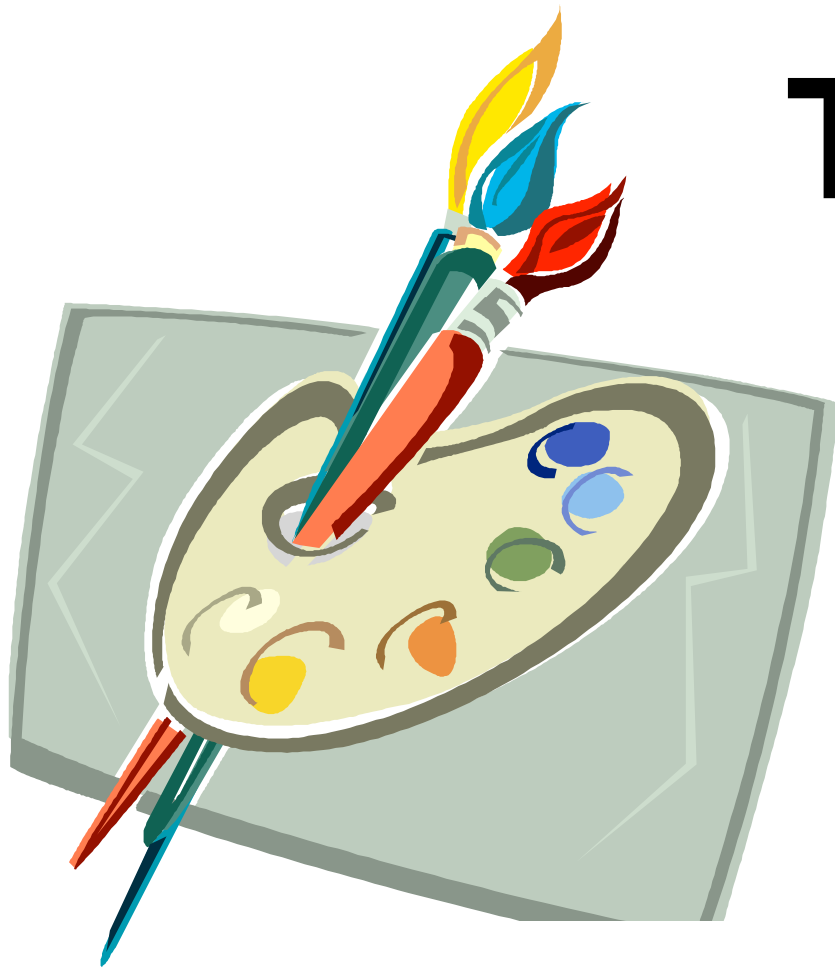
"The concept of classroom management is broader than the notion of student discipline.

It includes all the things staff must do to foster student involvement and cooperation in classroom activities and to establish a productive working environment."

Sanford, Emmer & Clements 1983
Improving classroom management Educational Leadership

"Classroom management can and should do more than elicit predictable obedience, indeed it can, and should be one vehicle for the enhancement of student self understanding, self evaluation, and the internalisation of self-control."

MAcCaslin & Good 1992
Compliant Cognition
Educational Researcher

An Integrated Model

PROACTIVE INTERVENTIONS

ECOLOGICAL PERSPECTIVE

REACTIVE INTERVENTIONS

POSITVE CLASSROOMS
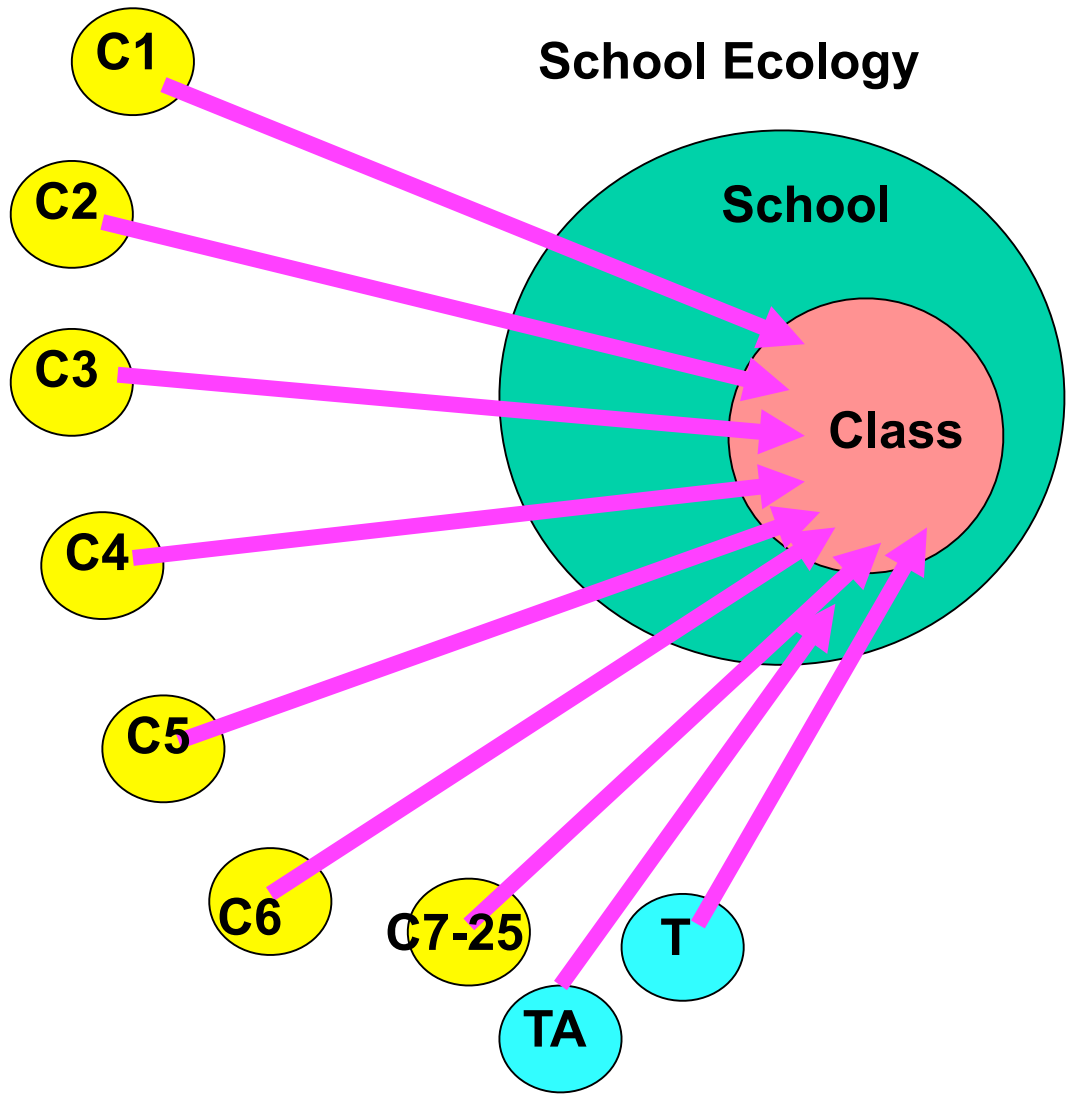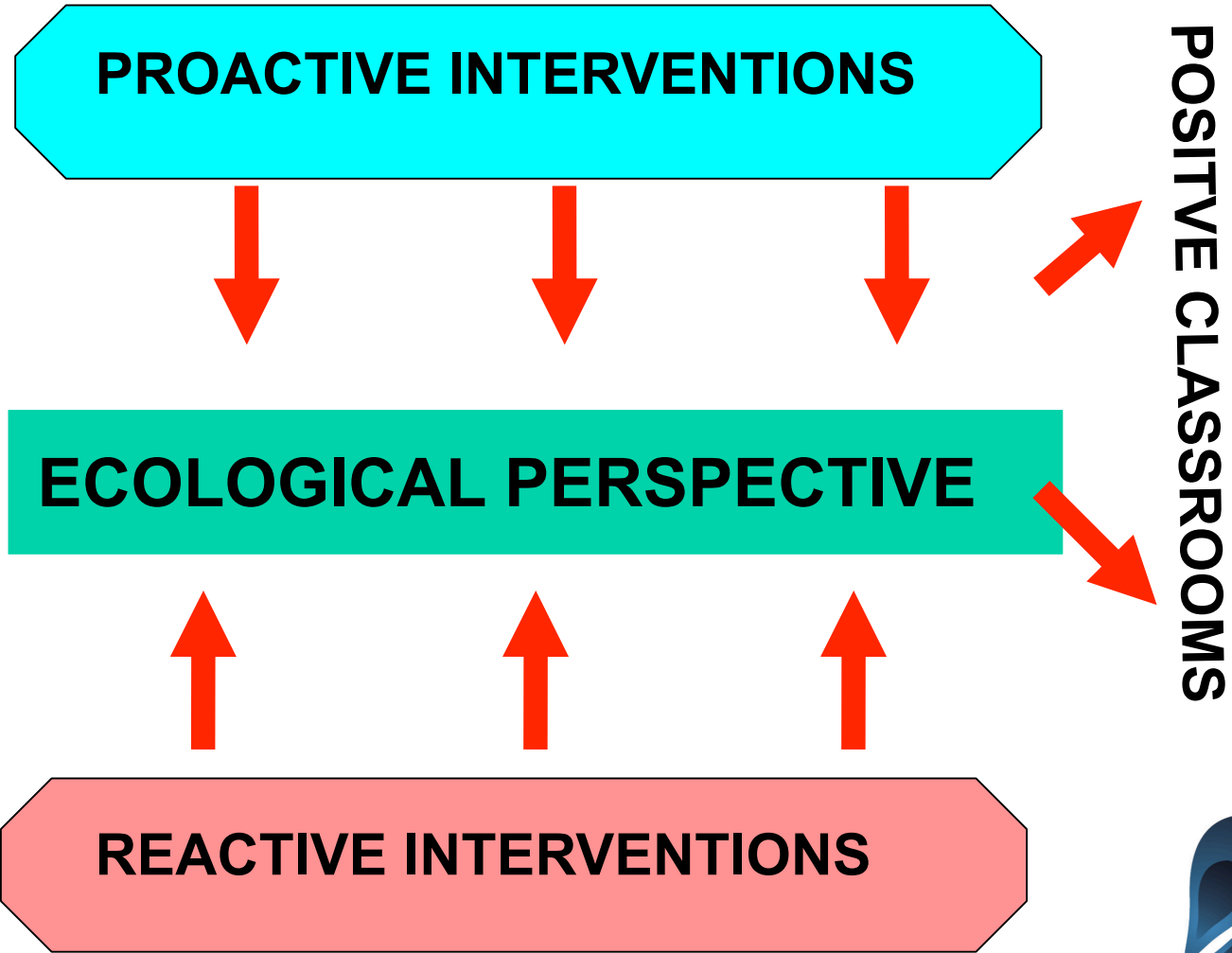
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Compliant Cognition
Educational Researcher

MANTRA 3

The Problem is the Problem not the Child

"Every time you label me, you diminish me"

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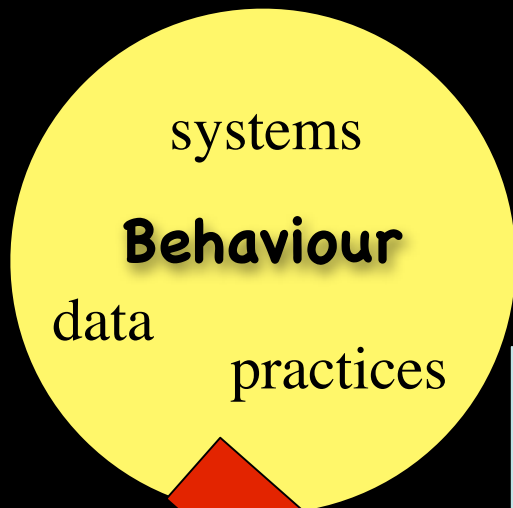principles & practices

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4 **MANAGING BEHAVIOUR** a tiered approach

System Features: Leadership team, high expectations, social expectations taught and reinforced, strategies for reducing problem behaviours, data collected and analysed for social behaviour, data based decisions making, proactive interventions

Tier 1   **GREEN ZONE**

CYP WITHOUT serious behavioural problems

Tier 2   **YELLOW ZONE**

CYP AT RISK for problem behaviour

Tier 3   **RED ZONE**

CYP with INTENSE/SERIOUS behaviour problems

Preventing
Problem Behaviours
B Algozzine 2010

Behaviour is Rarely Random

Understanding the reasons behind the behaviour is more important than the behaviour itself

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Tier 1   GREEN ZONE

CYP WITHOUT serious behavioural problems

Classroom Management: Class layout; wall/ceiling displays; social expectations posted; transitions, procedures, and routines taught; effective instruction; social behaviour maintained; clear communication

Preventing
Problem Behaviours
B Algozzine 2010

TIER 1 UNIVERSAL

for all learners in all settings

1 Whole school behaviour policy

a) staff agree 3 - 5 positively stated expectations

b) children taught expectations

c) positive recognition for following expectations

d) minor consequences for rule infringements

e) data collected to check if behaviour plan is working

2 Proactive classroom management techniques

Restorative Justice

Responding to problem behaviour in schools

- Crone et al 2010

Behavioural Difficulties

Behavioural difficulties are a natural occurrence in ALL children, the result of attempts by inexperienced, developmentally young children to interact with a complicated, increasingly impersonal world.
and
Children with learning and communication difficulties are more susceptible to have behavioural difficulties

SO CHALLENGING
BEHAVIOUR FROM
CHILDREN
IS TO BE EXPECTED.

Tier 1

learners have the acquired the learning behavioural dispositions

Behaviour

Tier 1 Universal support primary prevention
Aim to support a maximum number of students - reduce behaviour problems and increase socially desirable behaviours and academic competencies

Preventing Problem Behaviours Alogzinne et al 2010

Teachers use proactive classroom management techniques. Learners taught school rules and expectations

CHARLIE TAYLOR

Government's Expert Adviser on behaviour in schools

Getting the simple things right:

Charlie Taylor's behaviour checklists

making sure all adults in the room know how to respond to sensitive pupils with special needs;

ensuring that children actually receive rewards every time they have earned them and receive a sanction every time they behave badly;

carefully following each stage of the behaviour policy rather than overreacting to poor behaviour; or

simply remembering to stay calm.

Behaviour checklist for teachers

Classroom

1. Know the names and roles of any adults in class.

2. Meet and greet pupils when they come into the classroom.

3. Display rules in the class - and ensure that the pupils and staff know what they are.

4. Display the tariff of sanctions in class.

5. Have a system in place to follow through with all sanctions.

6. Display the tariff of rewards in class.

7. Have a system in place to follow through with all rewards.

8. Have a visual timetable on the wall.

9. Follow the school behaviour policy.

Behaviour checklist for teachers (CONT)

1

Pupils

2 ☒ Know the names of children.

3 ☒ Have a plan for children who are likely to misbehave.

4 ☒ Ensure other adults in the class know the plan.

5 ☒ Understand pupils' special needs.

Behaviour checklist for teachers (CONT)

Teaching

1. ☒ Ensure that all resources are prepared in advance.

2. ☒ Praise the behaviour you want to see more of.

3. ☒ Praise children doing the right thing more than criticising those who are doing the wrong
thing (parallel praise).

4. ☒ Differentiate.

5. ☒ Stay calm.

6. ☒ Have clear routines for transitions and for stopping the class.

7. ☒ Teach children the class routines.

Aim 2

2.   Explore a toolbox of practical techniques for the classroom

Classroom Behaviour Management

7 LINKS TO HOME

building a relationship

6

GROUPS

teach pro-social behaviours

1 SELF PRESENTATION

3

CLASSROOM BEHAVIOUR PLAN

teach classroom routines, procedures & problem solving skills

MFI TOOLBOX THE CLASSROOM ECOLOGY

4 POSITIVE COMMUNICATION

you only achieve what you aim for

2

SETTING THE SCENE

seating plan, managing transitions

RECOGNITION

5

deliver praise & reprimands effectively

7 LINKS TO HOME

building a relationship

6

GROUPS

teach pro-social behaviours

1 SELF PRESENTATION

3

CLASSROOM BEHAVIOUR PLAN

teach classroom routines, procedures & problem solving skills

MFI TOOLBOX THE CLASSROOM ECOLOGY

4 POSITIVE COMMUNICATION

you only achieve what you aim for

2

SETTING THE SCENE

seating plan, managing transitions

RECOGNITION

5

deliver praise & reprimands effectively

The pyramid model of classroom management

**LEVEL 4
ANALYSE
+
SMALL GROUP OR INDIVIDUAL INTERVENTIONS**

**LEVEL 3
TEACHERS' RESPONSES TO INAPPROPRIATE BEHAVIOUR
CONSISTENT AND ACCURATE?
BUT behavioural problems persist – asses next level.**

**LEVEL 2
Brilliant BehaviourAL EXPECTATIONS TAUGHT
BUT behavioural problems persist – asses next level**

**LEVEL 1
ARE ACADEMIC SKILLS TAUGHT APPROPRIATELY?
BUT behavioural problems persist – asses next level**

TARGETS

3
REDUCE
INAPPROPRIATE
BEHAVIOUR & INCREASE
SOCIAL COMPETENCE

2 ACADEMIC PERFORMANCE

1 CLASSROOM ENVIRONMENT

Paul Dix says lessons should:
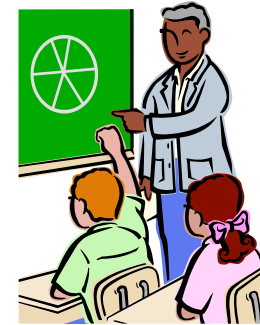
- Match students ability and be interesting
- Challenge learners to think in new ways

- Use varied learning styles

- Have different cultures in mind

- Use individual, paired and group learning

- Employ autonomous and active learning

- Involve self, peer and group assessment

The Essential Guide to Taking Care of Behaviour P Dix

The 80% Commandment

'Thou shall not expect a student to do a task when they do not have the skills to complete the task with 80% success"

Interfering Behaviours

TO IGNORE THIS RULE RESULTS IN

The 30 Second Intervention

When children dig their heels in and tell you with passion that 'it's shit, I won't do it and you can't make me', it is not just your behaviour management skills that are being tested. It is your values, your emotional resilience and your humanity that is under the microscope. Interrupt and disrupt thought patterns quickly and efficiently you become expert at diffusing behaviour bombs that others allow to explode.

The longer each negotiation around behaviour takes for the few, the less time you can give to the many. Children who behave badly in class will inevitably need more of your time outside of lessons. Don't give it to them in class too.

Limit your formal one to one interventions for poor behaviour in class to 30 seconds each time. Get in, deliver the message, 'anchor' their behaviour with an example of the child's previous good behaviour and get out.

The 30 Second Intervention

The moment you deliver a sanction is the moment that confrontation/complaint/ protest will emerge. Counter this defensive response in your 30 second intervention by immediately reminding the child of a previous example of their personal discipline 'Do you remember yesterday/last week when you: helped me tidy up/led the group/gave me that excellent homework? Remember Mum's face when she got the note? That is the person I know, that is the Chelsea I need to see today'. Then use 'Thank you for listening' as an excuse to move away and leave the child to their choice. Walk away. Don't be tempted to 'loom' over the child waiting for them to decide what to do. Walk away. Don't turn back.

As you walk away Chelsea will be busy baiting a hook to fish you back. Her bait box box is full of tasty teacher triggers, a loud sweary mutter, perhaps the classic 'finger' or the utterly disrespectful teeth kissing coupled with quietly insulting murmurs. Don't be tempted to take the bait. Keep walking. The rest of the class will realise that you didn't let it go soon enough. If you rush back in to confront the secondary behaviours you pass over control to the child. You have lost. A full blown confrontation is the ultimate reward for the child who likes to provoke.

The 30 Second Intervention

Of course as you walk away your first job is to write down, discreetly, what just happened so that you can you can speak to the child when everyone is calm. You might prefer to wait until the cold light of the morning to share the note you made with the child.   In time the certainty of your 'follow up' soon ripples through the rest of the class "He'll get you, he won't do anything now, but he'll get you".

With a 30SECi you no longer need to improvise. The script is set, the pace predetermined and the arc of the intervention fine tuned. The brevity of the intervention affords no time for the gradual crescendo of the improvised castigation. Neither is driven by big sticks and heavy punishment. It leaves the child thinking about their actions, knowing that someone important believes they are better.

The 30 Second Intervention

Performing the 30SECi well is truly skilful behaviour and emotion management. It takes a great deal of self control to stop your emotion creeping out. Reminding children of their good behaviour in the middle of dealing with their poor behaviour takes practice. Matching humility and certainty takes some emotional resilience on your part. Yet when everyone sees that poor behaviour is no longer rewarded, that interventions are quick, efficient and predictable the classroom becomes safer and less explosive place to learn.

EFFECTIVE TEACHERS

OVER PLAN
5 min chunks

UNDERSTANDS
RULES V
ROUTINES

TEACHES TO
LEARNERS
REAL LIFE

ARE PROACTIVE
NOT REACTIVE

HIDES THEIR
BUTTONS

INVOLVES
LEARNERS
60 - 40

AVOIDS
NEGATIVITY

I S
ALWAYS

Avoid Too Much

WORD SEARCHES

FILL IN THE GAPS

WORK SHEETS

POOR LESSONS

COPYING FROM BOOKS

TEACHER TALKS MOST

COPYING FROM THE BOARD

LITTLE ACTIVITY

ARE PREDICTABLE
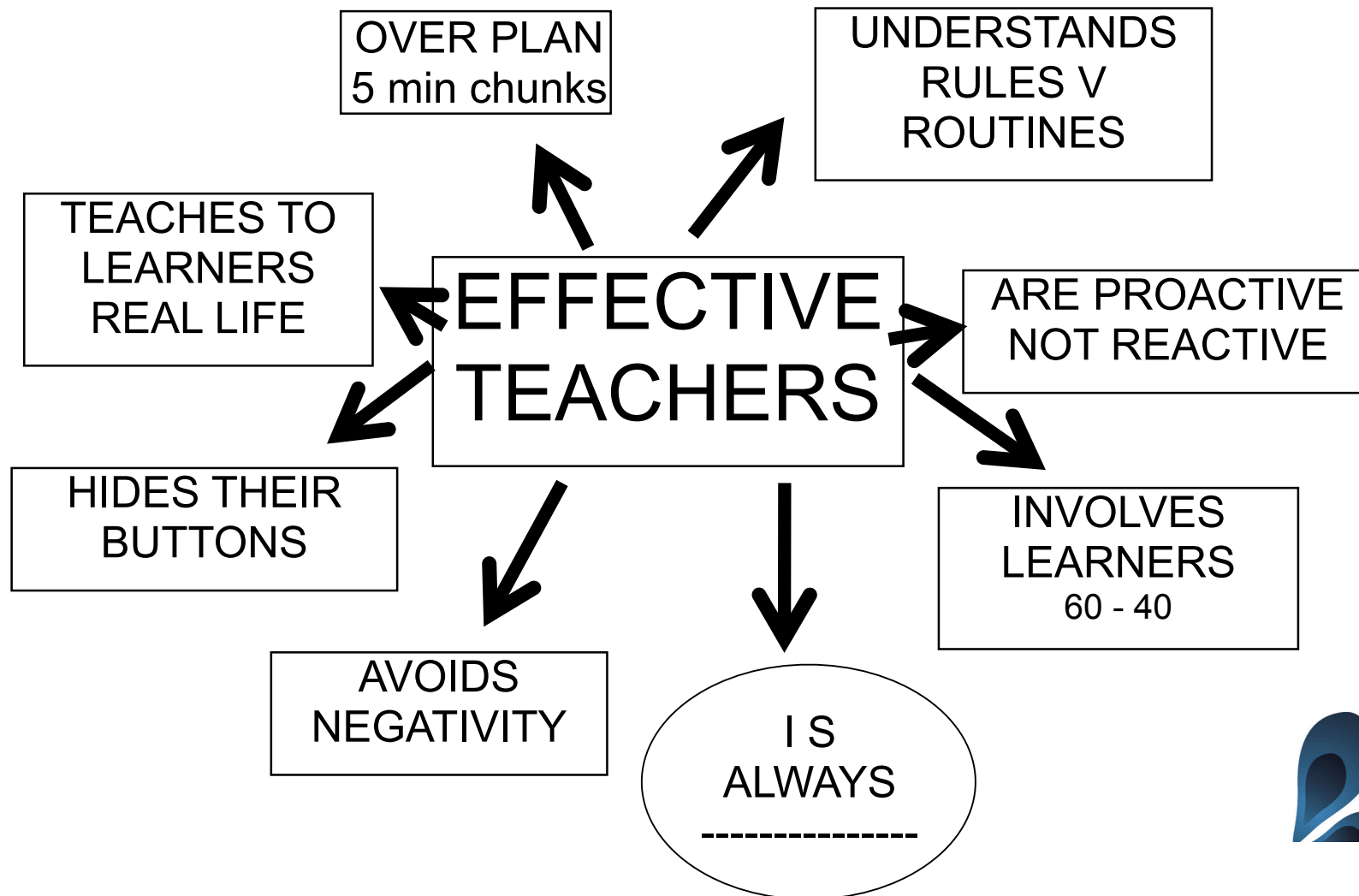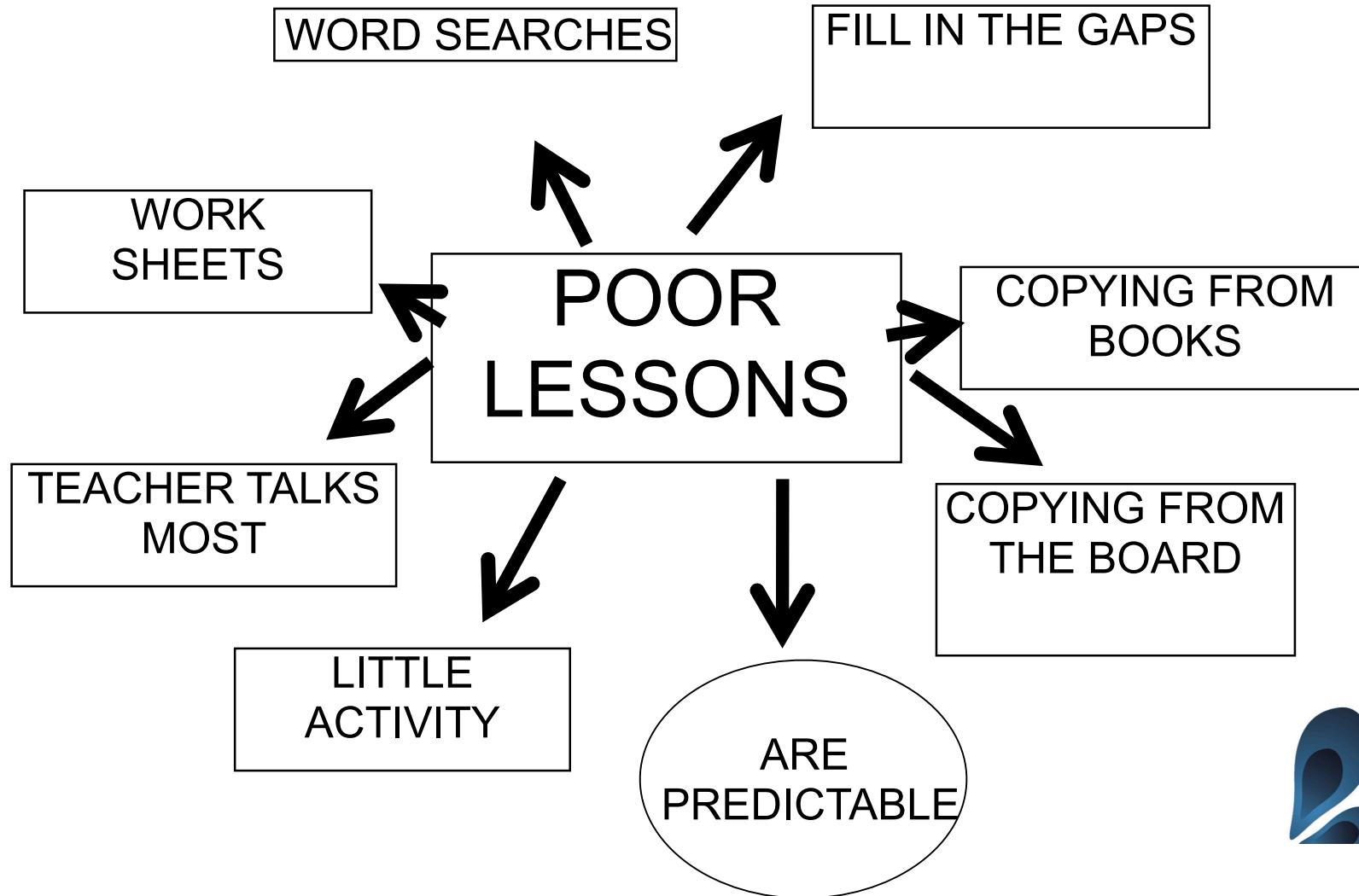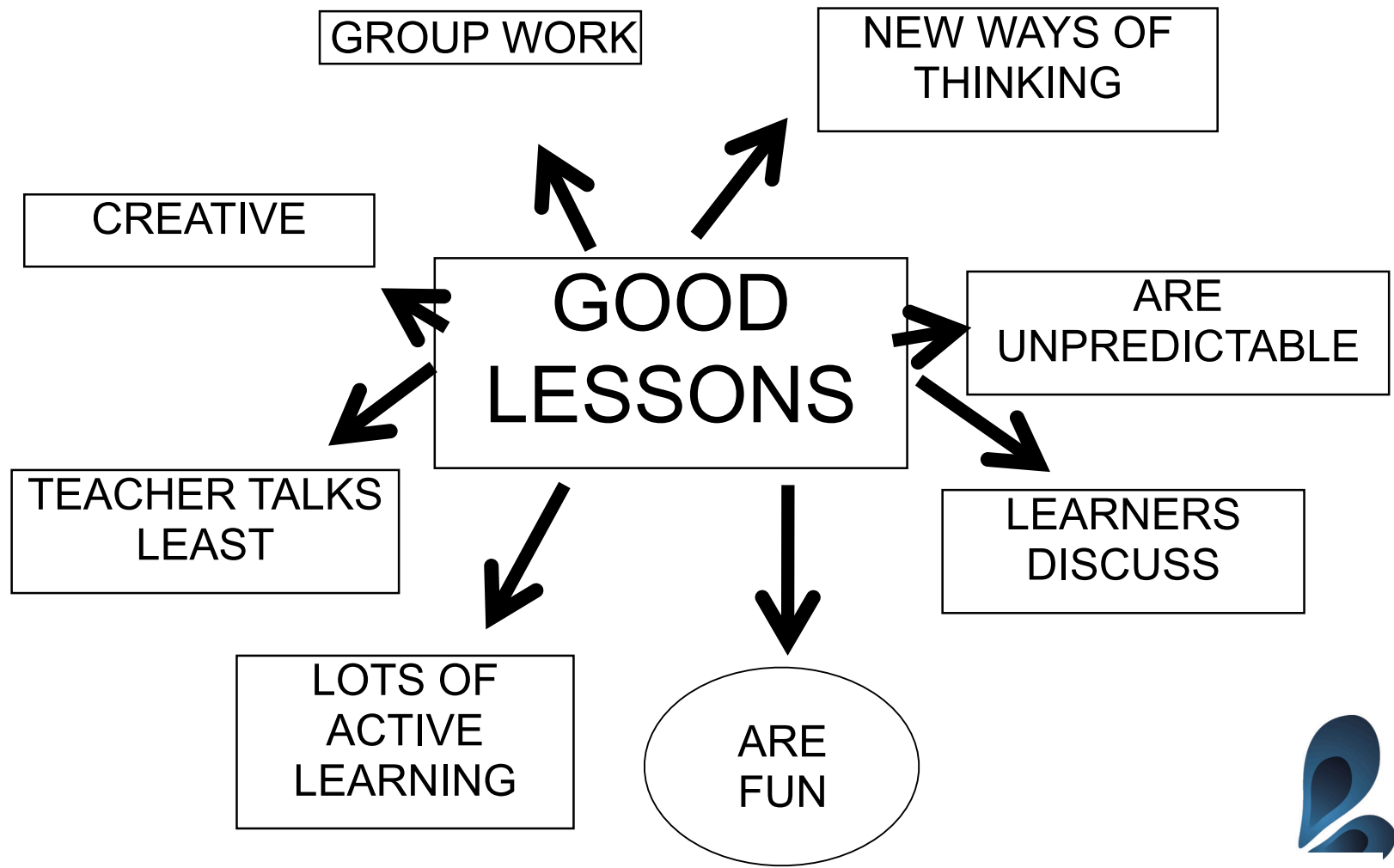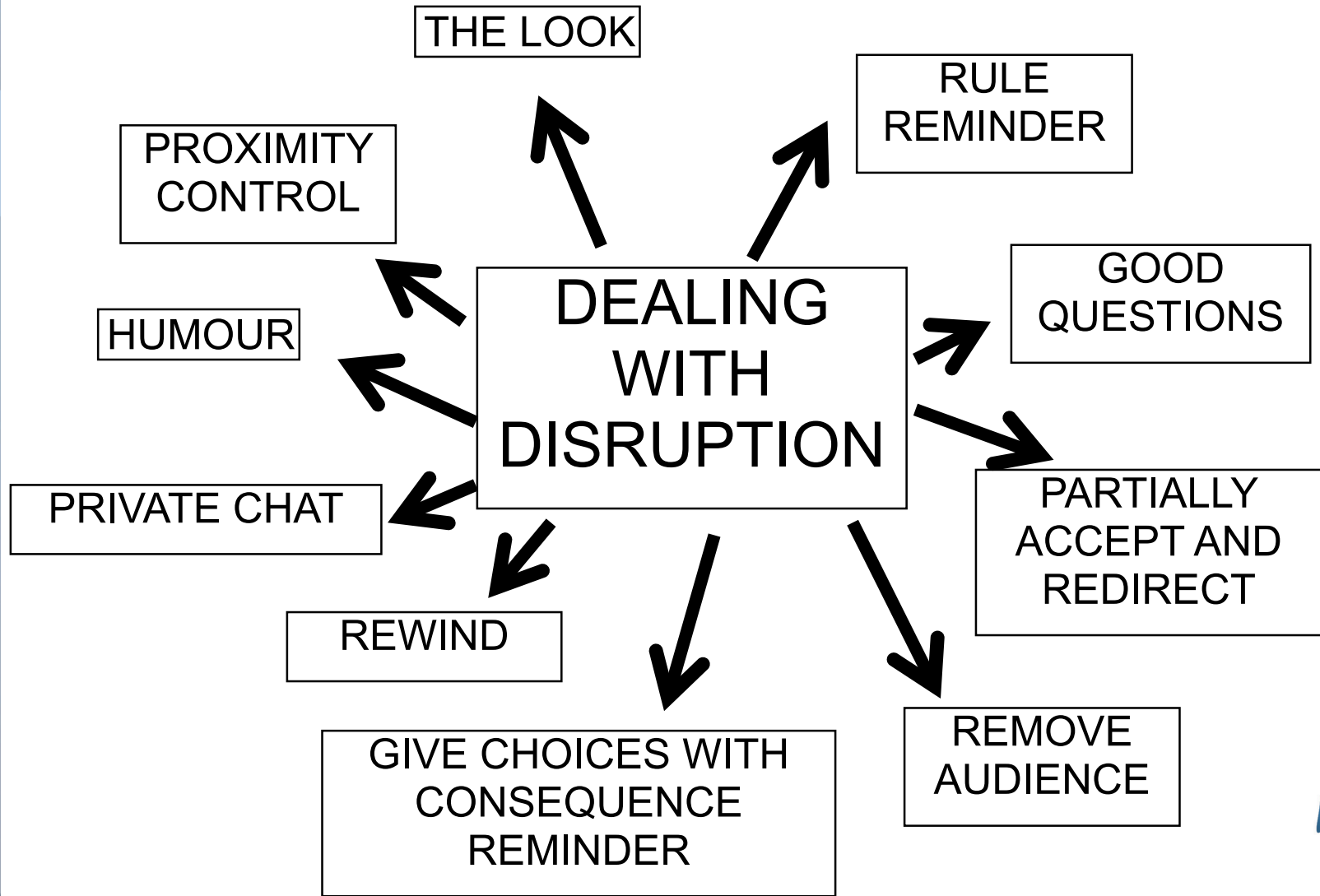
Strategies

- Tactical ignoring to focus on the primary behaviour

- Choice, give options and leave to decide

- Distraction and diversion

- Partial agreement, "I appreciate you don't want to . . But . . .

- The Language of Choice (immediate and deferred)

- The cracked record –be persistent

Putting it all together

If, for example, a Sudent is off task, you could:

1.Ask quietly if s/he understands or needs help

2.If s/he doesn't need help, follow up with a non-verbal prompt after a minute or two
3.If still off task after a couple of minutes, remind s/he this is the second time you have had to discuss this and give a brief direction + thank you

4.Next remind him/her that this is the third time and s/he now needs to move to another table/part of the room to get on with the task
5.If still off task, mention that this is the last reminder and use the language of choice – complete it now or at lunchtime

FROM PETER

Problem with Control Techniques

Intention - stop unwanted behaviour.

There is a limited evaluation criteria.

The teacher is a hostage to fortune because it is impossible to predict every child's response in every situation.

Classroom Management

Management by 'walk about' make sure you can get to each learner quickly and easily.

Have an area where you can display class rules.

Use a class seating plan.

Learn their names asap.

Flexible Consistency
Some Guidelines

Agree system for learners to discuss any grievances with you - in private.

Differentiation is not a sign of inconsistency.

Some learners need positives more often.

Apply sanctions consistently - unless agreed otherwise.

Brilliant Behaviour

Proactive Classroom Interventions creating a disruption free class

"effective and ineffective teachers do not differ in terms of how they respond to misbehaviour but in terms of their ability to maintain student engagement in academic tasks and prevent problem behaviours from occurring."

(Evertson, Emmer & Worsham 2006 in)

(Effective School Interventions N. Rathvon (2008) P 73)
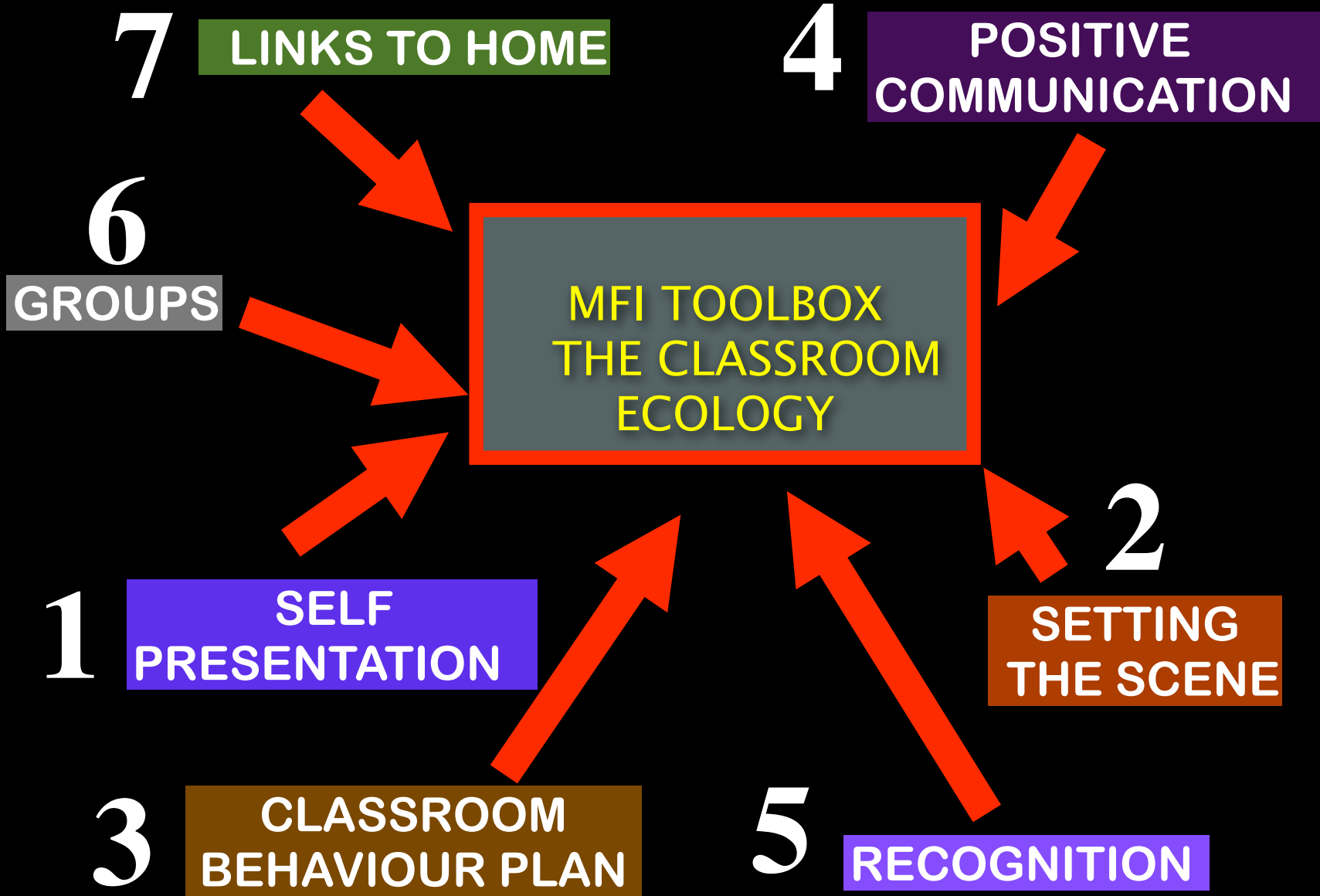
1
SELF
PRESENTATION
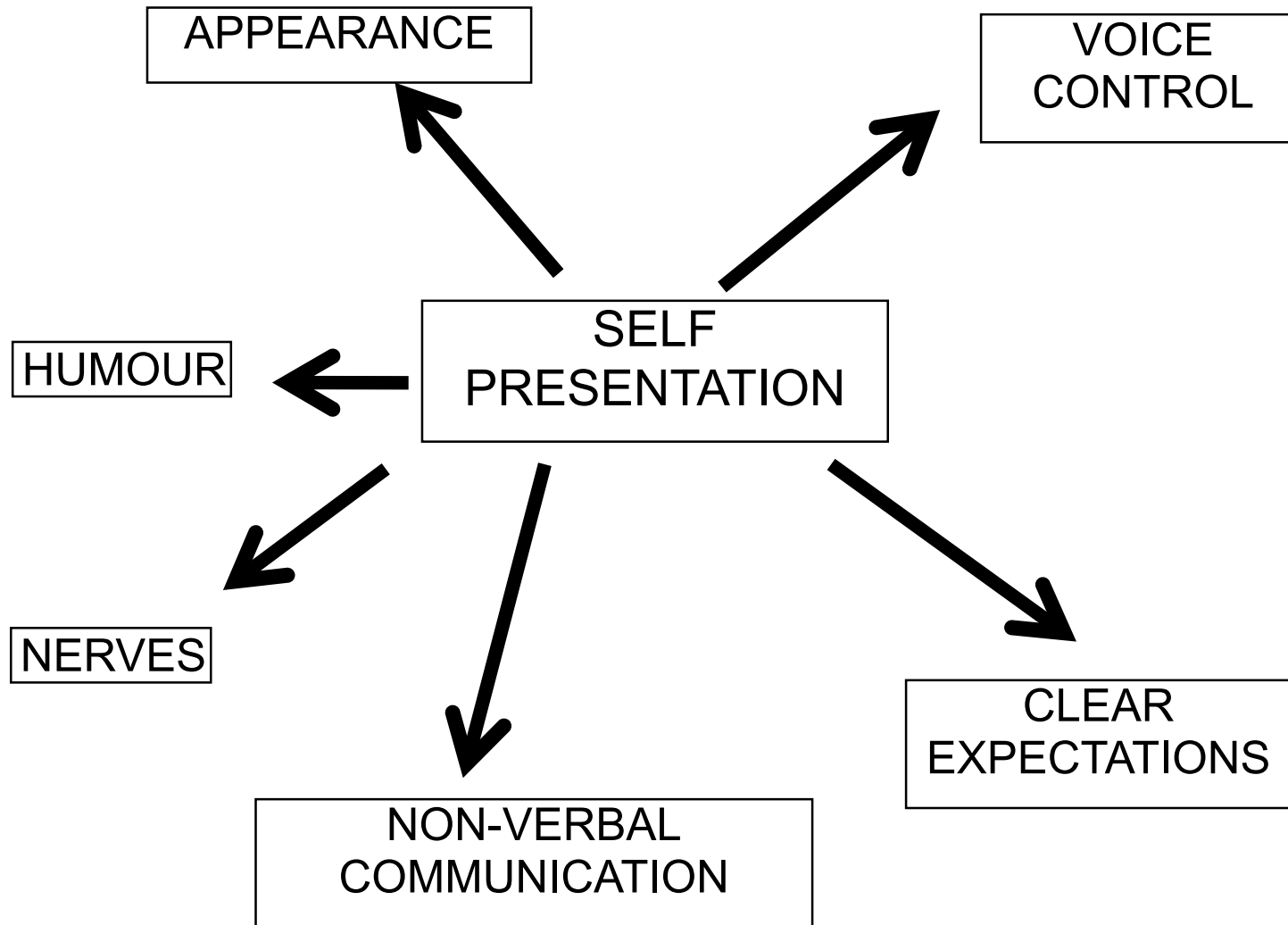
VOICE
CONTROL

It's not what you say - slow deliberate speech

Talk quietly if they are loud

breathe in - hold for three seconds, as you breathe out project your voice and say the days of the week, then months, then the alaphabet

Ref TES Kerra Maddern 4/01/13 Vol. 2 No. 16 p 4

NON-VERBAL COMMUNICATION

"Fake it - until you make it"
"act as if" you have confidence"

Mehrabian (1967) note myth
Communication is 7% what you say & 93% non-verbal

words, tone of voice, facial expressions
and posture need to match

Student teachers who rate their lesson, "that was a lousy performance, I must improve." cope better
than those who do not have the same degree of detachment.

Neill, N. & Casswell, C. (1993) *Body Language for Competent Teachers.* *(Routledge)*

NERVES

Stand as tall as you can - this gives you an anchoring feeling and can help calm you

Use gestures to punctuate what you say

Move around - this can help you appear strong and confident

Ask for feedback from a trusted colleague or video yourself

Pause before you speak, organise your thoughts

Watch people in authority, what are doing, eye conract etc.

MFI TOOLBOX
THE CLASSROOM
ECOLOGY

2

SETTING
THE SCENE

2
SETTING
THE SCENE

Desk Arrangement
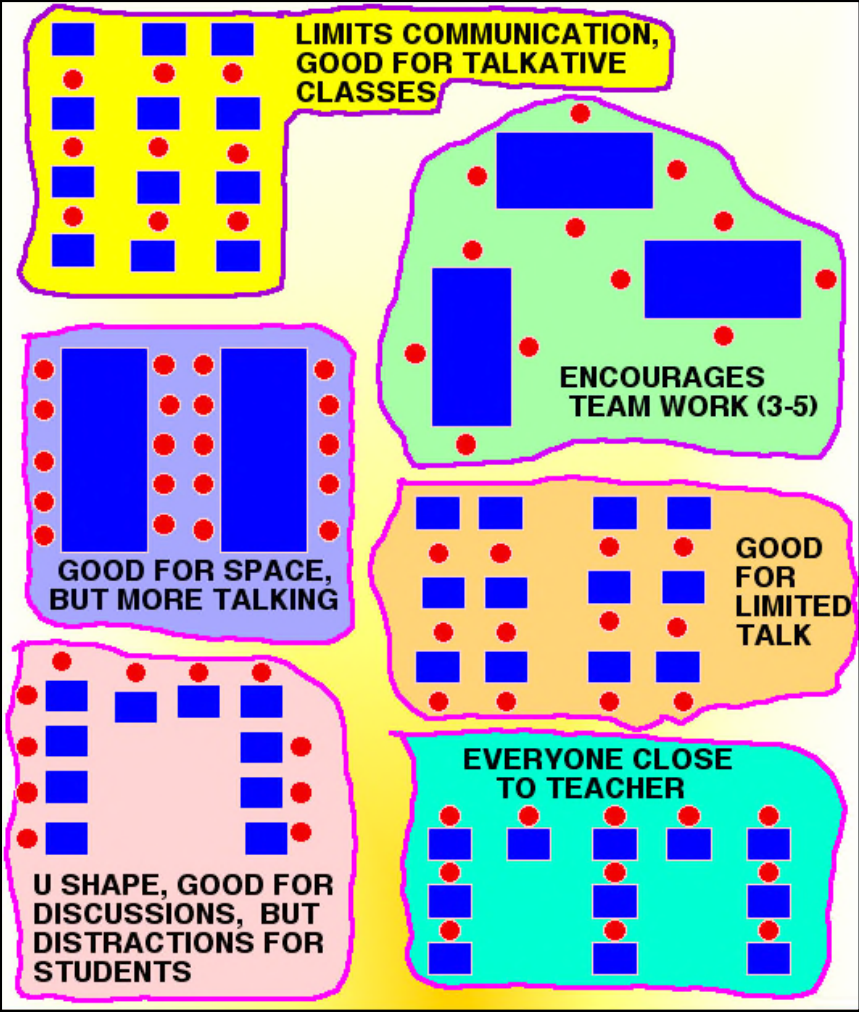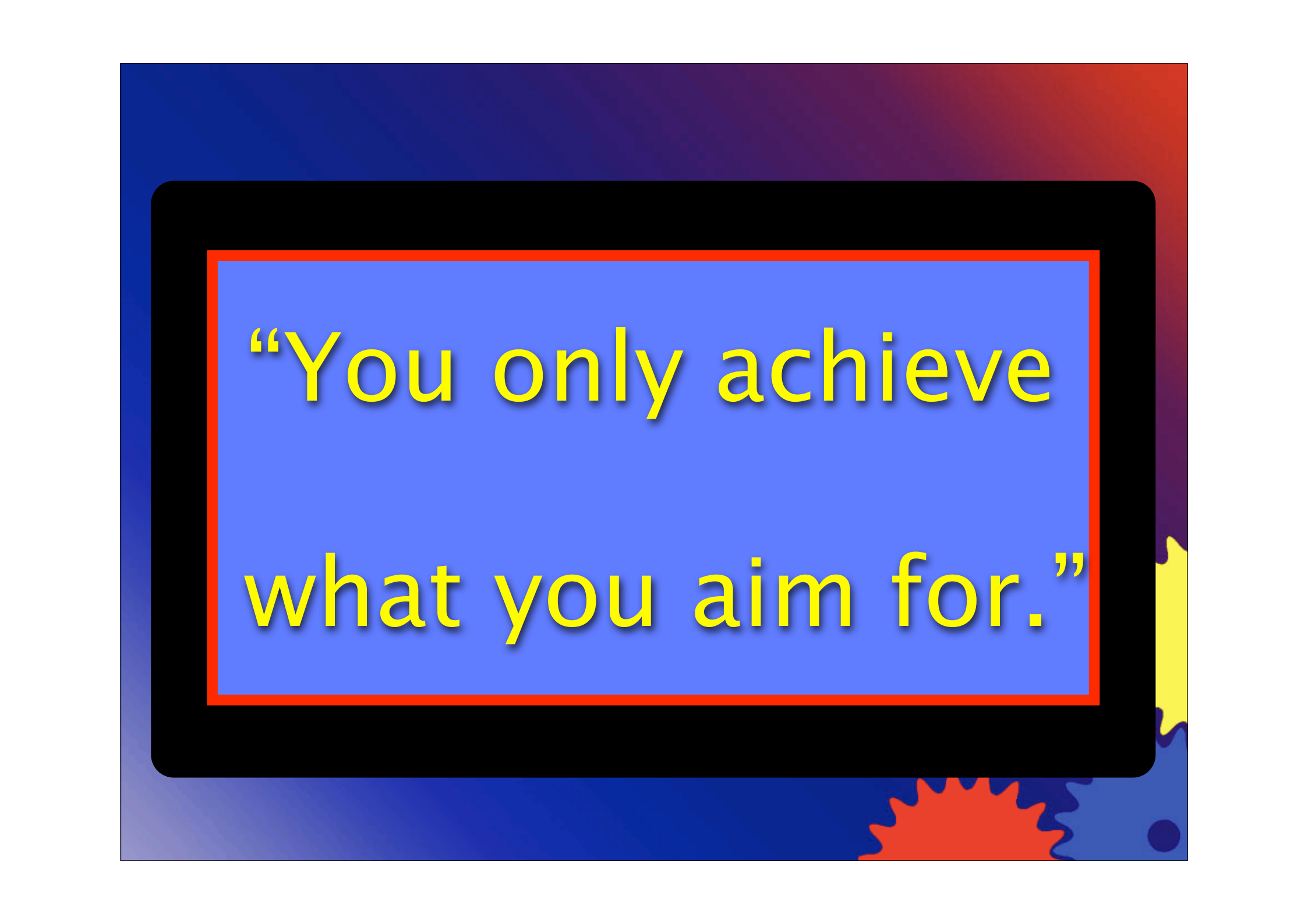
MFI TOOLBOX
THE CLASSROOM
ECOLOGY

3 CLASSROOM
BEHAVIOUR PLAN
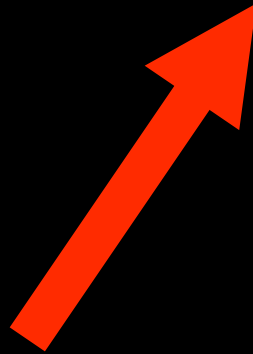
"You only achieve

what you aim for."

In Class Behaviour Support Plan

Aims
Reduce risk factors
Increase protective factors

How?

1. Promote cooperation to routines
2. Teach appropriate behaviours - social and conflict resolution skills
3. Effective use of consequences
4. Managing escalating behaviours

Children without Boundaries Go in Search of Them

Decide on 2/3 key rules that you need

Examples

- One voice at a time
- Stay on task
- Bring the correct equipment
- Stay in your working area
- Follow instructions first time
- No offensive language
- Follow adult instructions

(P Dix 2007)

Aim One
Promote Brilliant Behaviour

How?
Guidelines gor Making Rules (Striepling 1997)

1. The fewer the better (3-6)
2. Involve the pupils/students in making them
3. State them behaviourally and positively
4. Make a contract with the learners
5. Send a copy home
6. Display and review with class

Aim Two
Teach Appropriate Behaviours

How?
EG. Teach Anger Management

1. Introduce anger management skills
2. Identify anger triggers
3. Calming down activities, breathing/muscle relaxation
4. Self talk
5. Dealing with name calling and teasing

THE LADDER OF SUCCESS

Haugen 1993

PROBLEM

CHOICES
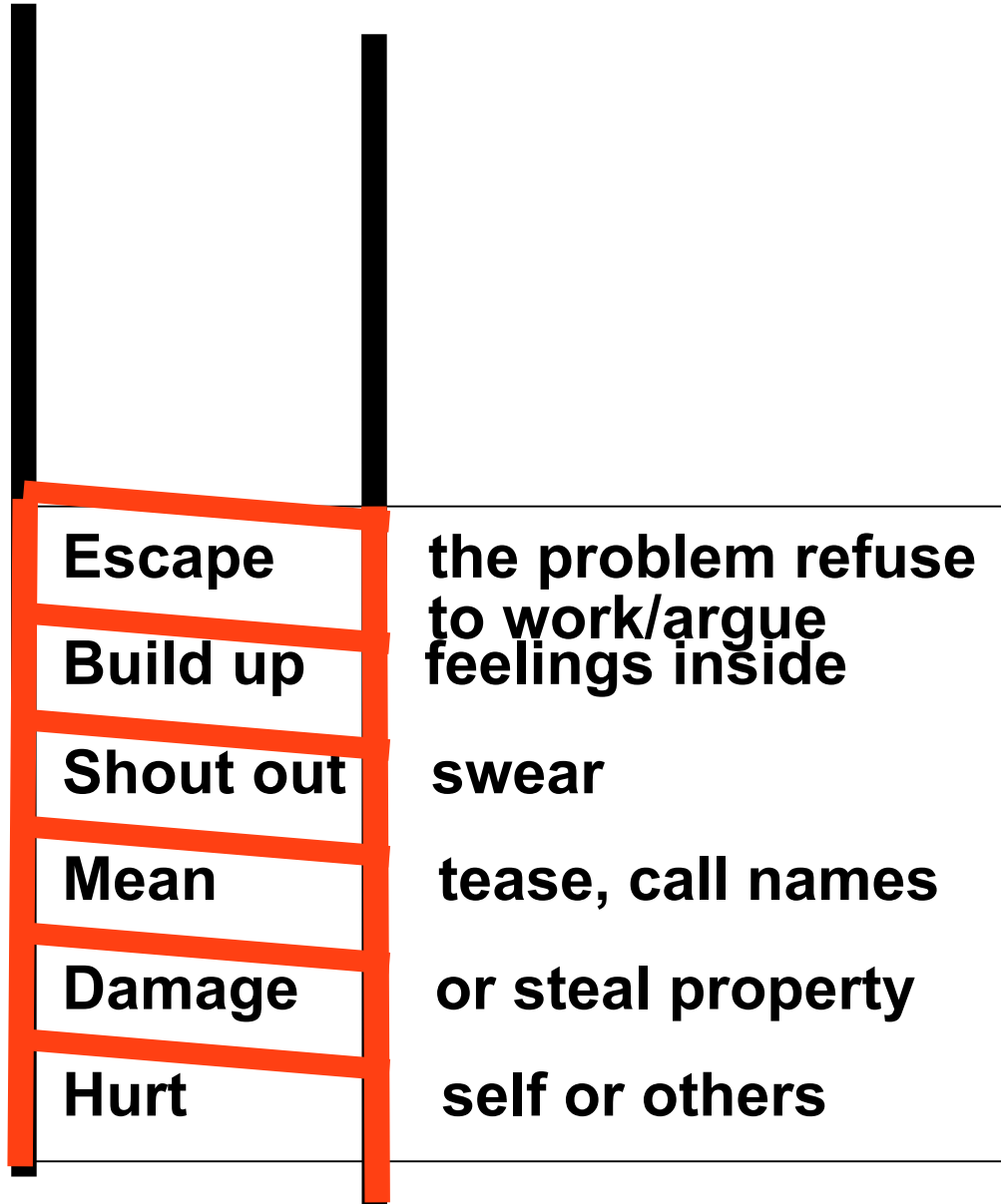
Escape	the problem refuse to work/argue feelings inside
Build up	
Shout out	swear
Mean	tease, call names
Damage	or steal property
Hurt	self or others

For fighting, bullying, intimidation tell an adult immediately

Share

Make a plan

Ignore

Talk - listen

?

Walk away -
Go to another game

Apologise - forgive

Avoid

Tell them
to stop
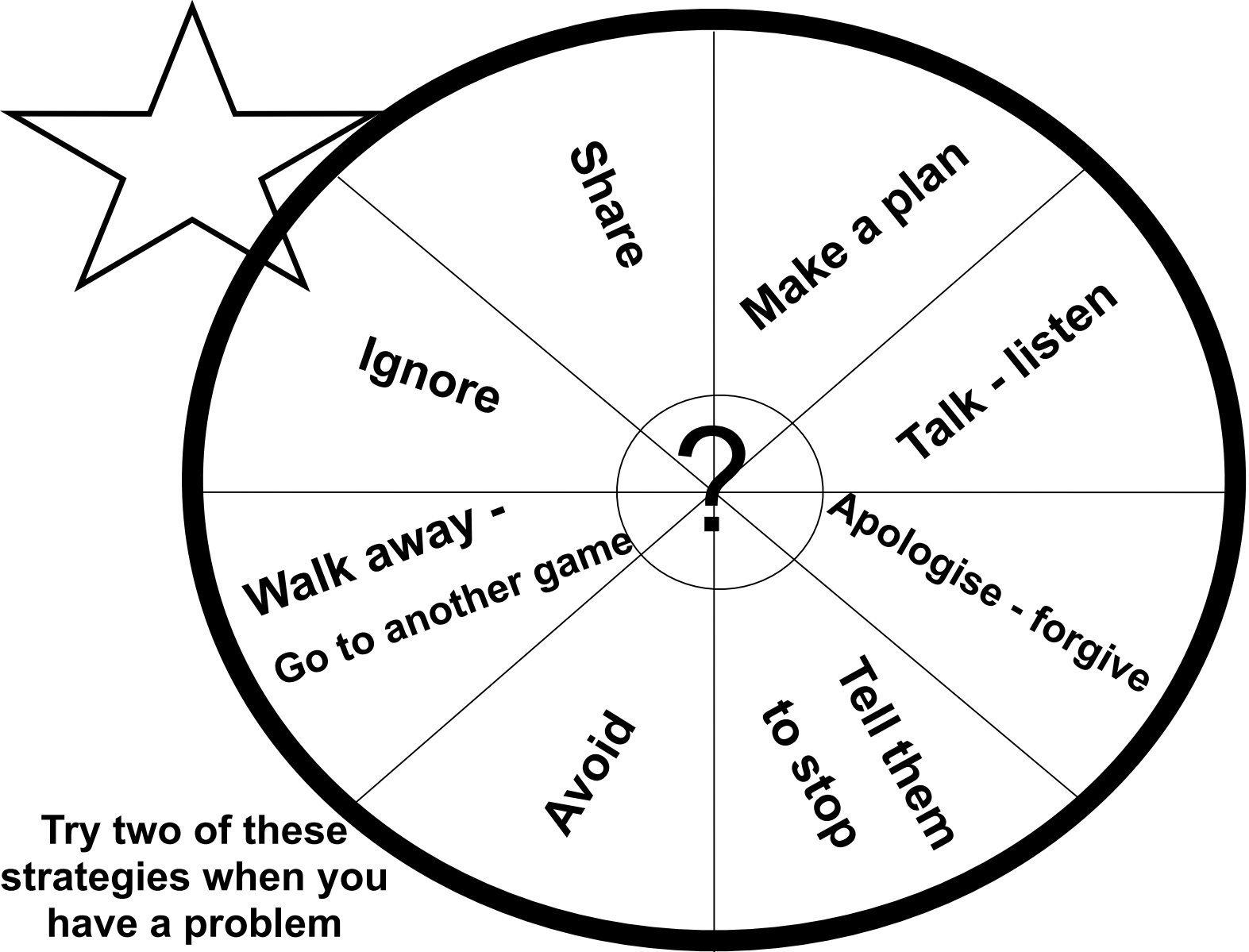
**Try two of these
strategies when you
have a problem**

4 POSITIVE COMMUNICATION

MFI TOOLBOX
THE CLASSROOM
ECOLOGY

4
POSITIVE
COMMUICATION

RELATIONSHIPS & POSITIVE COMMUNICATION

Avoid "You' statements

"Will YOU stop talking and get on with your work"

use
"I" statements

"I can see that you are not working, I need you to complete your work, THANK YOU"

I Have a frightening conclusion

I am the decisive element in the classroom. It is my personal approach that creates the climate.

It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous.

I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal.

In all sets it is my response that decides whether a crisis will be escalated or de-escalated – a child humanised or de-humanised.

Ginott 1972

The "Are you alright?" technique

Student says "Yes"

"I'm asking because the way you were behaving was inappropriate and so unlike you"

I knew something must be bothering you for you to be acting that way. I want you to know that if you need to talk, I'm here to be as helpful as I can. Thanks"

RETURN TO CLASS
YOU HAVE:
Shown respect and Care
Disapproval for the behaviour
And maintained the students dignity

Breaux 2003

The Vicious cycle of negative communication
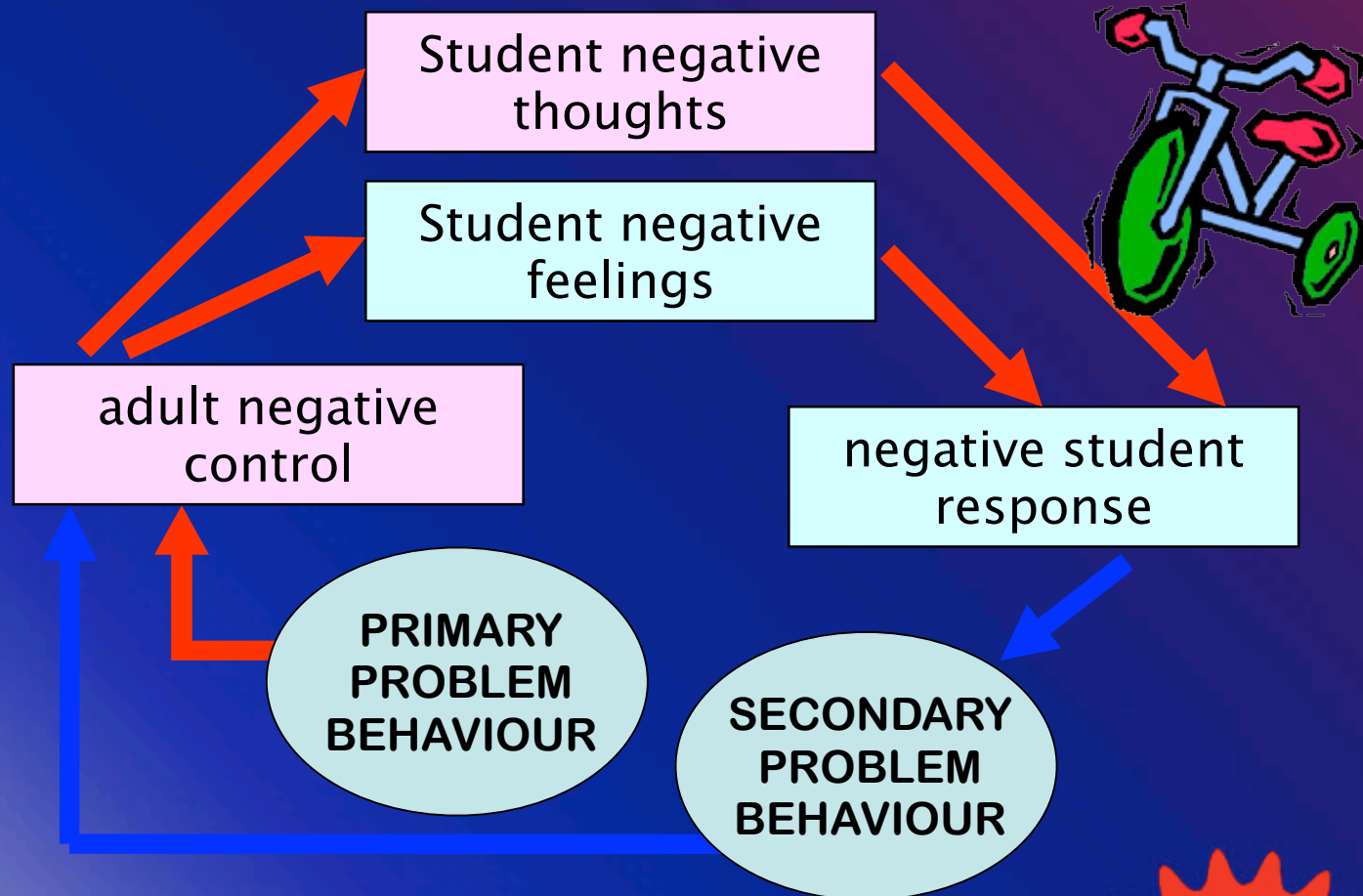
POSITIVE COMMUNICATION

CHOICES
If you choose to break the rule, you understand what will happen.

Past success
Remember how well you dealt with this problem last week.

Positive focus
What should you be doing?

contingent
When you have finished that work then you can go on to the computer.

empathic
I understand that you feel the rules seem unfair but you have to follow them.

rationale
I want you to sit here so that you can get your education in a mature way.

humour
John my tie will be out of fashion before you finish that work.

cooperative
You are feeling as if you are always in trouble and I think we can do something about that.

Specific
Keep going like that and you are providing me with the evidence to make a decision.

Light Caution
I shall be noticing every opportunity you have to change your behaviour.

P.Galvin – Behaviour and Discipline In Schools, Fulton

POSITIVE COMMUNICATION FOR RESPECT AND RESPONSIBILITY

- **IGNORE SECONDARY BEHAVIOURS**
- **ASK GOOD QUESTIONS**
- **STAY WITH THE FACTS**
- **SAVING FACE**
- **THE PARADOXICAL INSTRUCTION**
- **SOLUTION FOCUSSED QUESTIONS**
- **DESCRIBE THE PROBLEM AND CONSEQUENCES**
- **LET'S REWIND**
- **SELECTIVE LISTENING**
- **ACCEPT AND REDIRECT**
- **SMALL PROBLEMS NEED SMALL TOOLS**

WORK FOR A "WIN WIN" OUTCOME

What do effective communicators do?

They:

1. can take the other person's point of view

2. are aware of the part feelings play in interpersonal communications

3. respect other people

(Petrie 1997)

5
RECOGNITION

Aim – Effective Use of Positive Recognition (Rathvon 1999)

POSSIBLE RECOGNITION THROUGH:	LEVEL OF INTEREST		
	LOW	MIDDLE	HIGH
	1	2	3
good note home	1	2	3
classroom games	1	2	3
special art project	1	2	3
free time	1	2	3
watching a video	1	2	3
listening to tapes	1	2	3
	1	2	3
computer time	1	2	3
access to computer lab	1	2	3
	1	2	3
other	1	2	3

Circle the number that matches your level of interest in each.
Your ratings will be used to help select the best.

How many non-verbal signals do you use in your classroom?

1............................

2............................

3............................

4............................

5............................

Classroom management

Peter Galvin (1999)

VERY VERY OK
feedback

AVERAGE OK
involve/motivate

NOT VERY OK
get to know

DEPSERATELY
NOT OK
whole school
plan

Behaviour Management

1 FACING THE CHALLENGE
College effectiveness &
individual needs

2 COLLEGE ETHOS
professional & personal
views on behaviour

3 BEHAVIOUR IN CONTEXT
principles & practices

4 MANAGING
BEHAVIOUR
a tiered approach

5 TIER 1 "universal"
preventative strategies
and techniques

6 ADOLESCENCE
Individual V Group

7 Multi-faceted
toolbox

Troubled or Troublesome Adolescents?

Adolescence

Adolescence Assignments

Make sense of you, the world and others

Make and keep friends

Others

Get a job

Enjoy life

Leave home, become independent

Sex and Romance or Romance and Sex

"The inevitable result of prolonged adolescence in our culture is that teens will regularly feel irritation toward older folks and a sense of alienation from the society they are a part of."

Surviving Your Adolescents
T. Phelan 2012)

When a YP wants to express a need, thought or feeling and they do not have a socially acceptable means then inappropriate behaviours are likely.

The characteristics of many childhood disorders, eg Autism, ADHD etc will interfere with an individuals ability to communicate and solve problems.
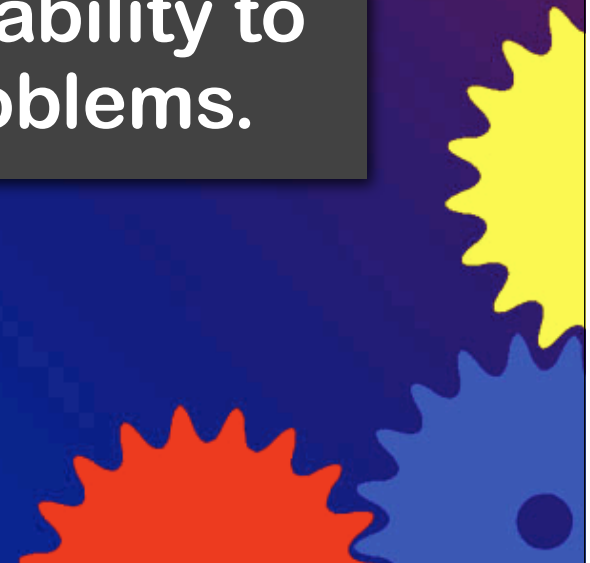
TROUBLED ADOLESCENTS

the immaturity hypothesis

McKinnon 2008
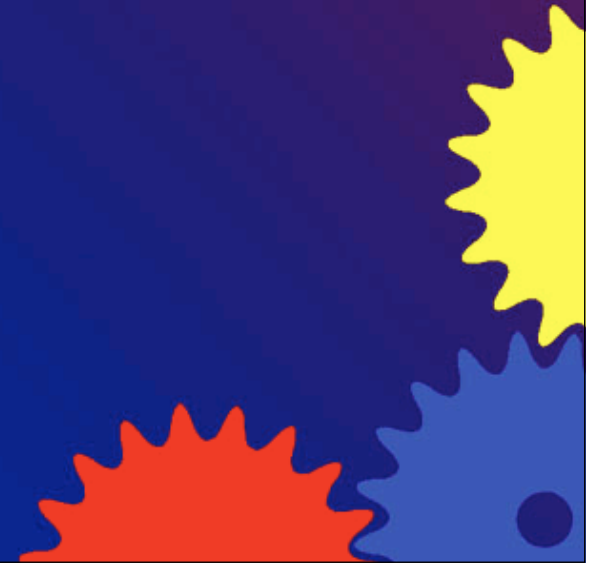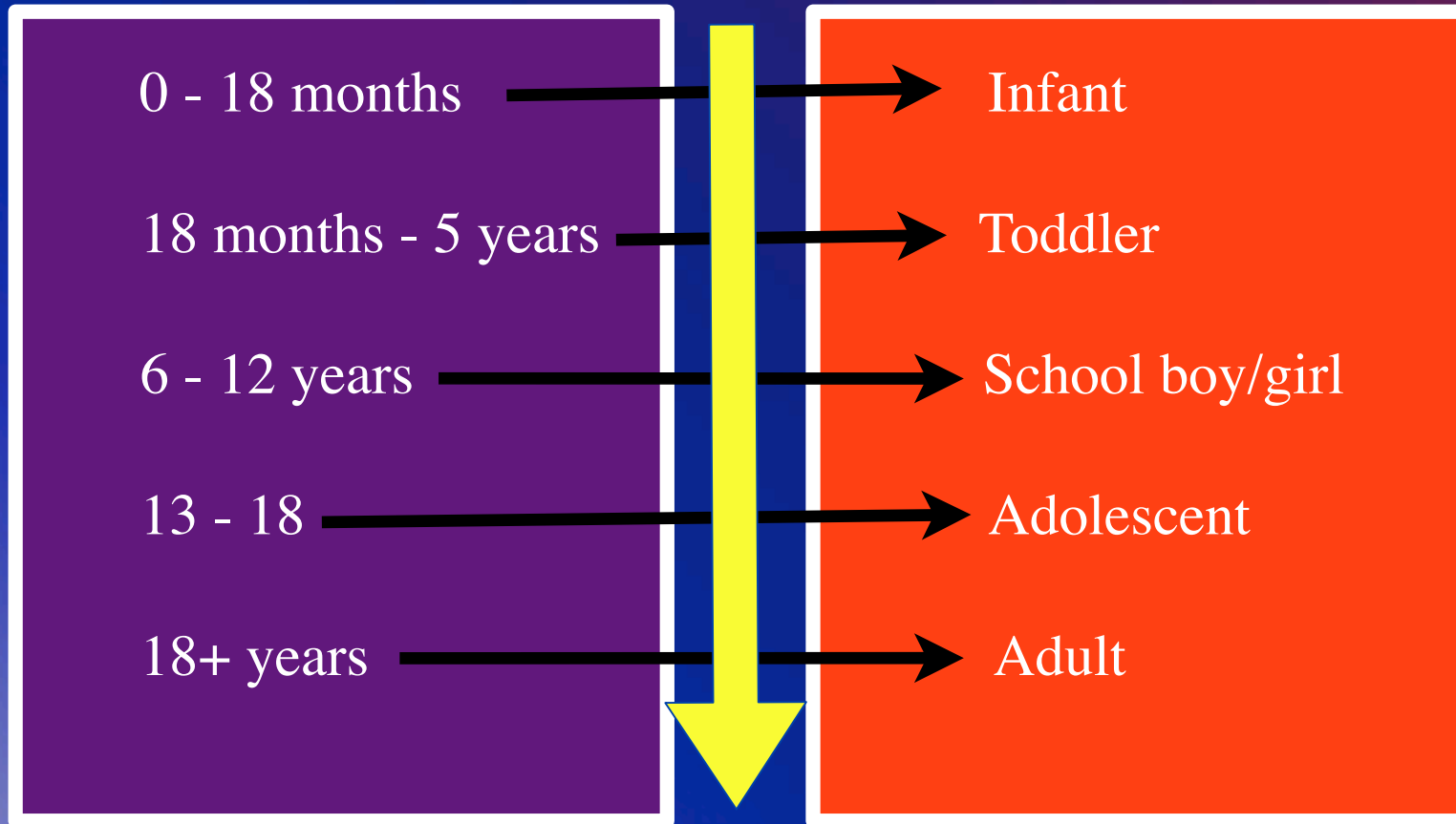
What do many troubled adolescents lack?

empathy for others who are not in their peer group

recognition of other people's rights

respect for social rules, laws or ideals

Developmental Stages
infant – adolescent

dev. stage	thinking	empathy	separateness	ethics
infant	sensori-motor	self aware	no other	none
toddler	magical	self preoccupied	puppet magical	avoid punishment
school boy /girl	concrete logic	pseudo empathy	puppet practical	win rewards
adolescent	abstract	true empathy	separate relationships	abstract & social

Toddlers

- Think 'it's all about me

- Fail to understand another person's perspective

- Have no long term plan, no self-discipline

- No ethical code, worried about being caught

- Treat other people as a means to an end

ADOLESCENTS

- Think 'it's all about me

- Fail to understand another person's perspective

- Have no long term plan, no self-discipline

- No ethical code, worried about being caught

- Treat other people as a means to an end

The Causes
intrinsic   v   extrinsic

The Causes – Intrinsic

hard wiring problems

congenital learning difficulty / brain injury

ADHD / fetal alcohol syndrome

Asperger's syndrome / Autism

Can result in

function problems

disrupted mood

somatic illness

substance abuse

attachment disorder

obsessive compulsive disorder

eating disorder

The Causes – Extrinsic

potential sources of at risk experiences

- death – of a parent
- psychological trauma in a parent
- **abuse and neglect**
- depression, anxiety, psychosis in a parent
- bereavement in a parent
- somatic illness in a parent
- relationship discord
- separation and divorce
- adoption
- substance abuse in a parent
- immaturity in a parent
- personality disorder in a parent
- unemployment, homelessness, poverty
- overwork, over commitment
- ignorance in a parent

Repertoire of an Immature Adolescent

thinking	empathy	separateness	ethics
sensori-motor	only self	no other	none
OBSTACLE	**OBSTACLE**	**OBSTACLE**	
magical	self preoccupied	puppet magical	avoid punishment
OBSTACLE		**OBSTACLE**	**OBSTACLE**
concrete logic	pseudo empathy	puppet practical	win rewards

Missing Developmental Milestones

Repertoire of an Immature Adolescent

thinking	empathy	separateness	ethics
sensori-motor	only self	no other	none
~~EXECUTIVE SKILLS~~			
magical	self preoccupied	puppet magical	avoid punishment
		RELATIONSHIPS	
concrete logic	pseudo empathy	puppet practical	win rewards

Missing Developmental Milestones

Repertoire of an Immature Adolescent

thinking	empathy	separateness	ethics
sensori-motor	only self	no other	none
magical	self preoccupied	puppet magical	avoid punishment
concrete logic	pseudo empathy	puppet practical	win rewards

OBSTACLE   **OBSTACLE**   **OBSTACLE**

Missing Developmental Milestones

Many adolescents are developmentally immature.
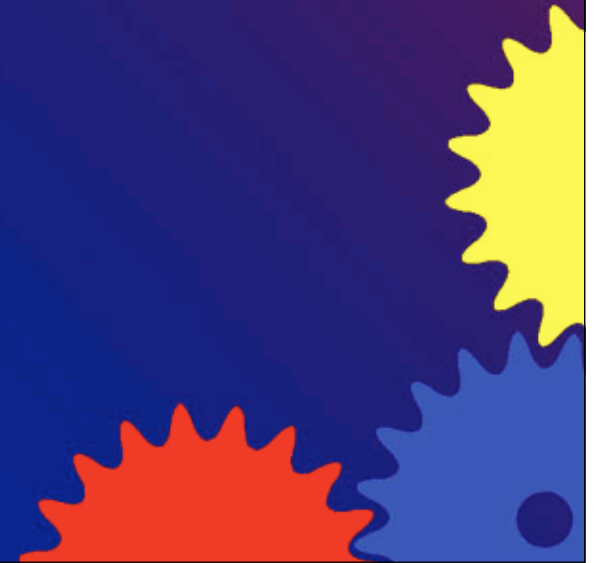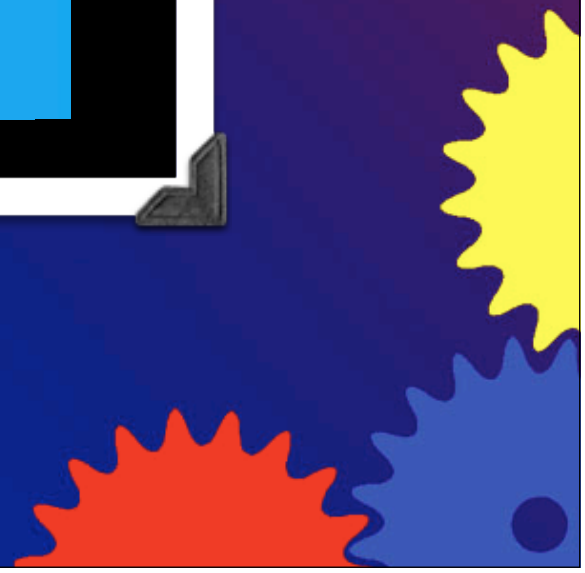
NEURO
PSYCHOLOGY

FUNCTIONAL ANALYSIS OF BEHAVIOUR

S → R

A → B → C
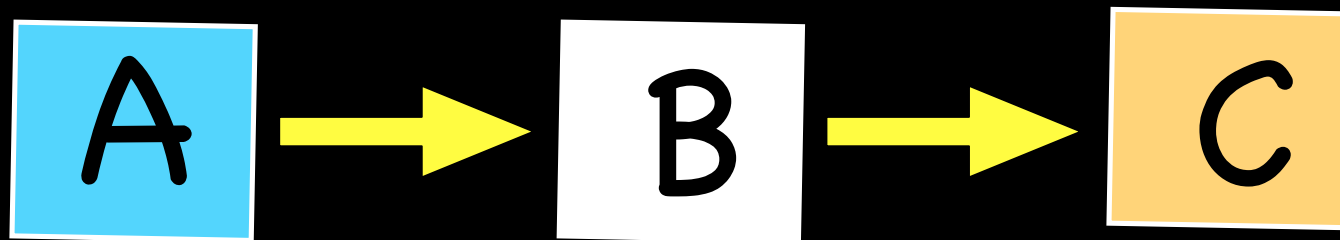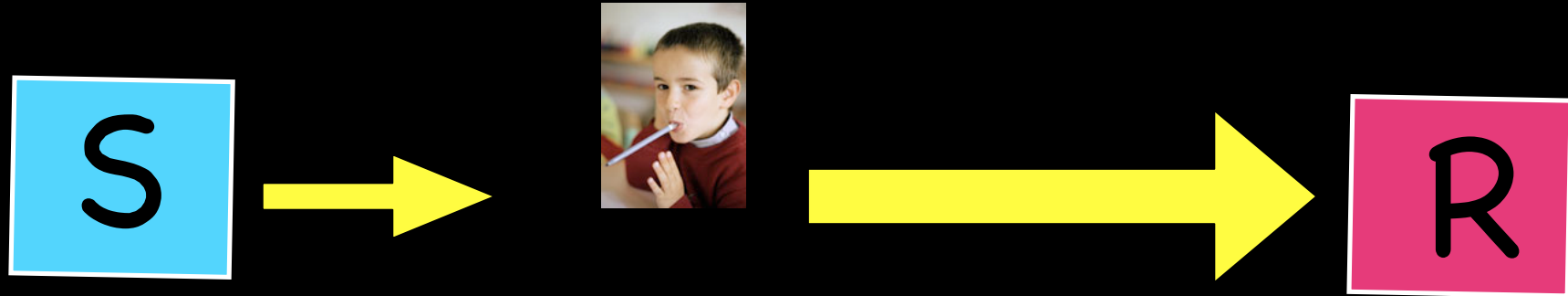
Challenging Behaviours

Proto-Typical Challenging Behaviours

Conduct difficulties
31% at age 3,
9% at age 5
diminish in non-disabled children through:

• improved problem solving skills

• verbal communication

• self-regulation

• independence

Transition Points

Non-disabled children and children with intellectual disabilities

•repetitive movements, rocking, occurs prior to the onset of crawling

Illness

•20% of non-disabled children between 5 – 17 months head bang. (Thought to be linked to ear infection or teething).

Having an intellectual/SEB disability

Increased through:

• slower development of problem solving and communication skills

• restricted behavioural repertoire due to additional impairments associated with intellectual disability, sensory impairments, delayed language, physical disabilities, poor impulse control

As McAtee (1999) explains:

"all functioning (cognitive and effective) is neurological in nature and can trace its roots to electrical biochemical neurological events. Processes like "will", "drive", "choice", etc., those things which we commonly consider to be simple concepts are complex neurological processes."

Posner and Rothbart (2007) explain:

"It has long been believed that the development of the frontal cortex allows the child to move away from being bound by external stimuli.

The development of frontal control mechanisms allows children to demonstrate voluntary control of actions and to delay gratification.

The child's ability to resist control from current input gives rise to our feeling that toddlers, unlike infants, have a mind of their own" own (p. 79)

We now know from brain scans that if you have really poor quality care in childhood, your pre-fontal lobes don't develop properly.

Those are the parts of the brain that think rationally, empathise, & exercise self-control.

It is physically impossible for these children to calm down & think a situation through.

Their brains haven't developed that way.

Camilla Batmanghelidjh

Kids Company

Independent

P31 10/04/09
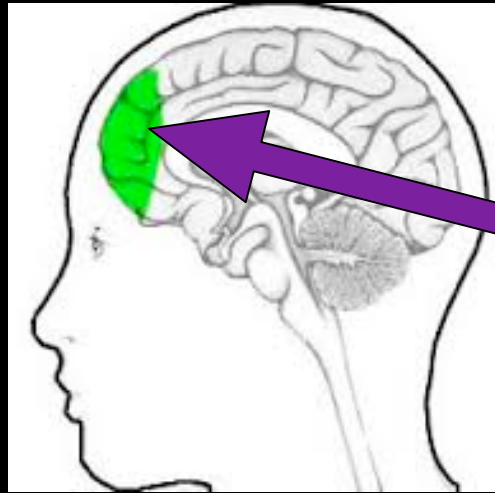
The
Command Centre

Executive
Functioning Skills

plan

initiate

response inhibition

control feelings

working memory

defer gratification

Prefrontal cortex

Medial prefrontal cortex

Ventromedial prefrontal cortex

Amygdala
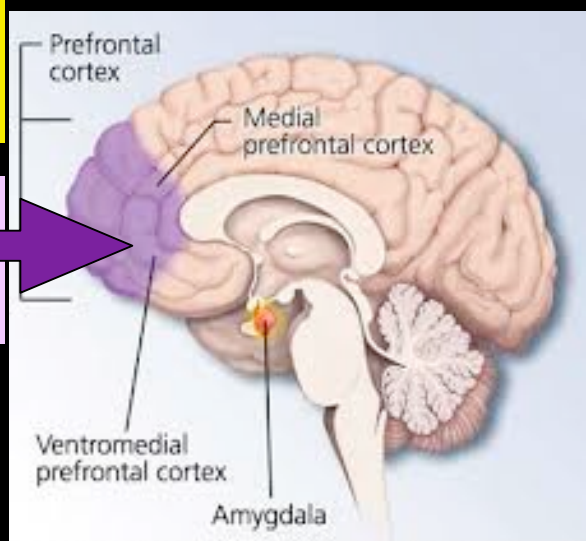
Brain Structures Involved in Dealing with Fear and Stress

CONDITIONS

ADHD

ASC

FRAGILE X

ODD

ASPERGER'S

CD

PMLD

SAD

OTHERS
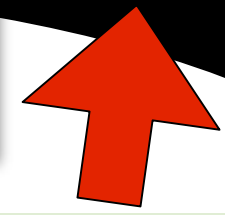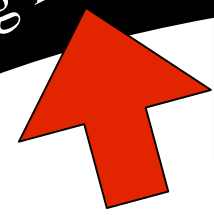
What are executive functioning skills? (efs)

directive capacity of the human brain

a collection of co-conductors controlling an orchestra

each efs responsible for a separate aspect

working together in a highly collaborative way

McCloskey, G., Perkins, L. & Van Divner, B. (2009) Assessment and Intervention for Executive Functioning Difficulties

Executive Functioning Skills

What are executive functioning skills? (efs)

Like a rash, executive dysfunction is a symptom that sometimes appears alone and sometimes is part of a larger problem. This broader diagnosis might be a learning disability (LD), autism spectrum disorder (ASD) or other condition, such as a range of neuro-developmental, psychiatric, and medical disorders.

Cooper-Kahgn, J. & Dietzel, L. (2008) Late, Lost and Unprepared.

Cognitive Executive Skills

Text
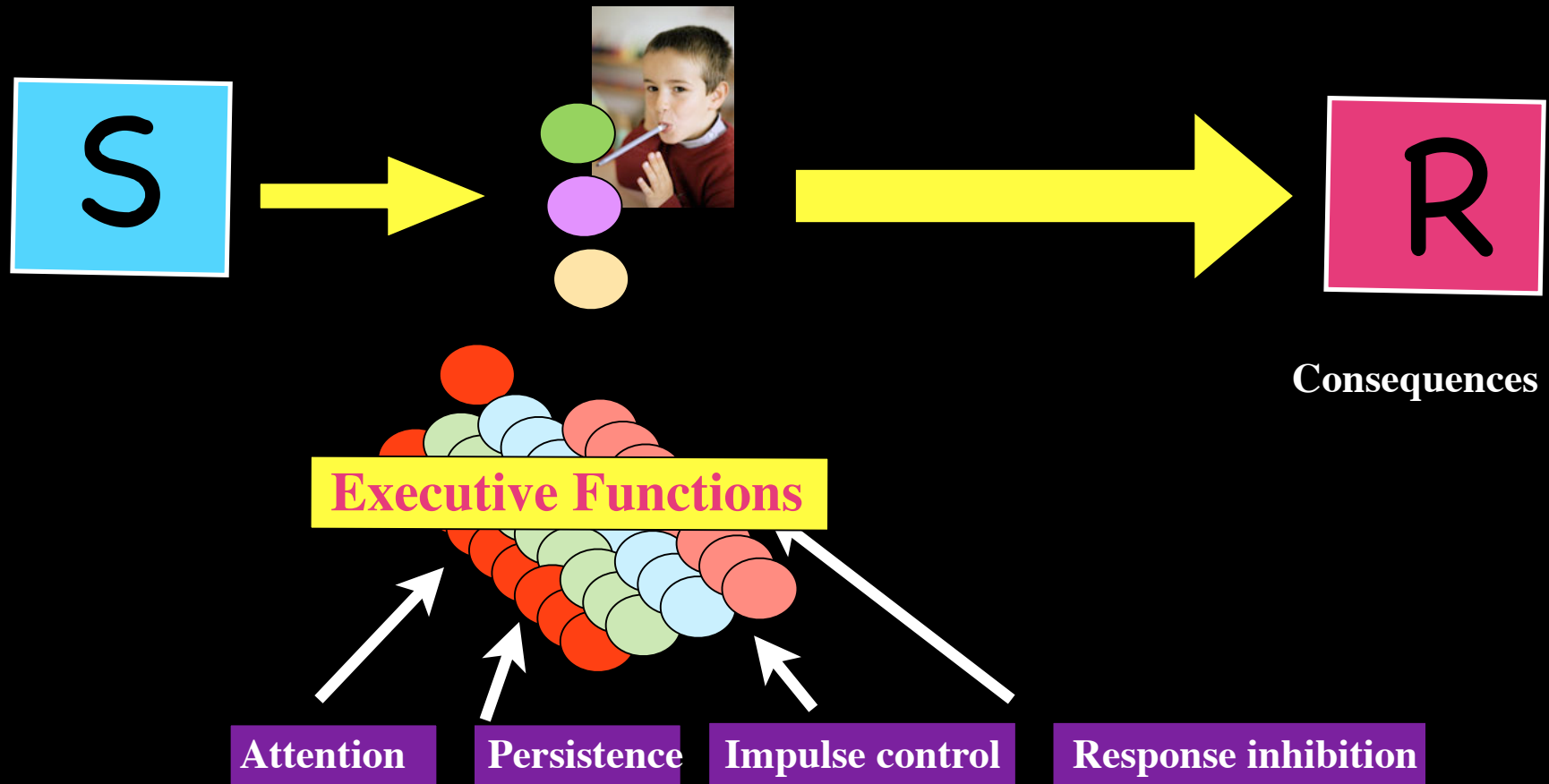
Executive Skills

Typically in the first 12 months

Response inhibition - can wait

Working memory - can remember what to do

Emotional control - can cope with failure

Sustained attention - can stick with it

Executive Skills

Typically between 12 and 24 months

Flexibility - can overcome obstacles

Executive Skills Training

From Pre-school to Junior

Task initiation - can get started

Planning - can prioritise

Organisation can bring what's needed

Time management - turns up on time

Goal directed persistence - completes tasks

Metacognition - can stop, think act

LEARNERS WITH SEBD?

often struggle with:

- **Control of feelings**

- **Sustained attention**

- **Response inhibition**

- **Task initiation**

- **Goal directed persistence**

Cognitive Executive Skills

Children from poor homes tend to be reactive and non-verbal, attention is on sensory information

School needs children to be proactive and to use language to express thinking and feeling

MRI studies show middle class children to have brain patterns similar to adults

Children from poor homes had patterns similar to adults with stroke damage - lesions in prefrontal cortex

Kishiyama et al 2009 Socioeconomic disparities affect prefrontal function in children I Journal of Cognitive Neuroscience 21(6), 1106 - 1115.
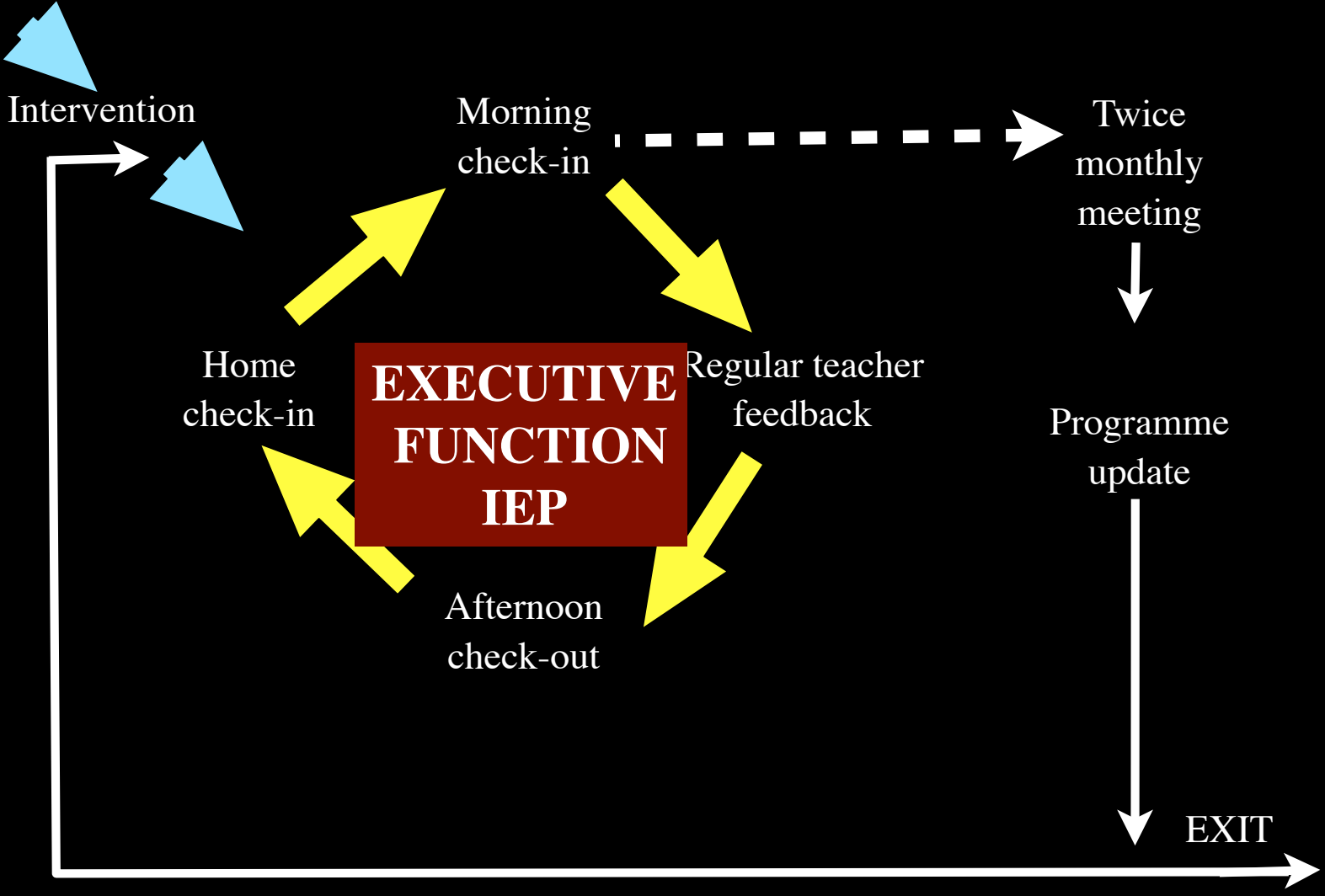
Groups and Relationships

What is a Group?

A group has members who:

- relate to each other

- can influence each other

- have a shared identity

- communicate with each other

- have some form of hierarchy

Purpose and Function of Groups

Three core needs (after food, warmth and shelter)

- The need to belong - to feel part of

- The need for power/control

- The need for success - to enhance self worth

Developing Group Identity

HOW?

1. Develop group structure - have 'management roles of responsibilities.

2. Have high status school personnel give positive feedback to group.

3. Set targets that can only be achieved through group co-operation.

Developing Group Identity

HOW?

4. Give feedback on group effort towards goals, display progress.

5. Develop routines and rituals for recognising group success - theme song of local football team.

6. Develop group record on which individuals record their progress, date, methods used etc.

Developing Group Identity

HOW?

7. Make a photo record of the groups activities and progress.

8. Develop routines for saying goodbye to any who leave and ways of welcoming new group members.

9. Develop a class motto, song etc.

Developing Group Identity

HOW?

10. Join with the group in extracurricular activities such as sport or music.

Some Learners Do Not Know How To:

Behave as a group member

Gain attention appropriately

Resolve conflicts

Negotiate and compromise

Express emotions
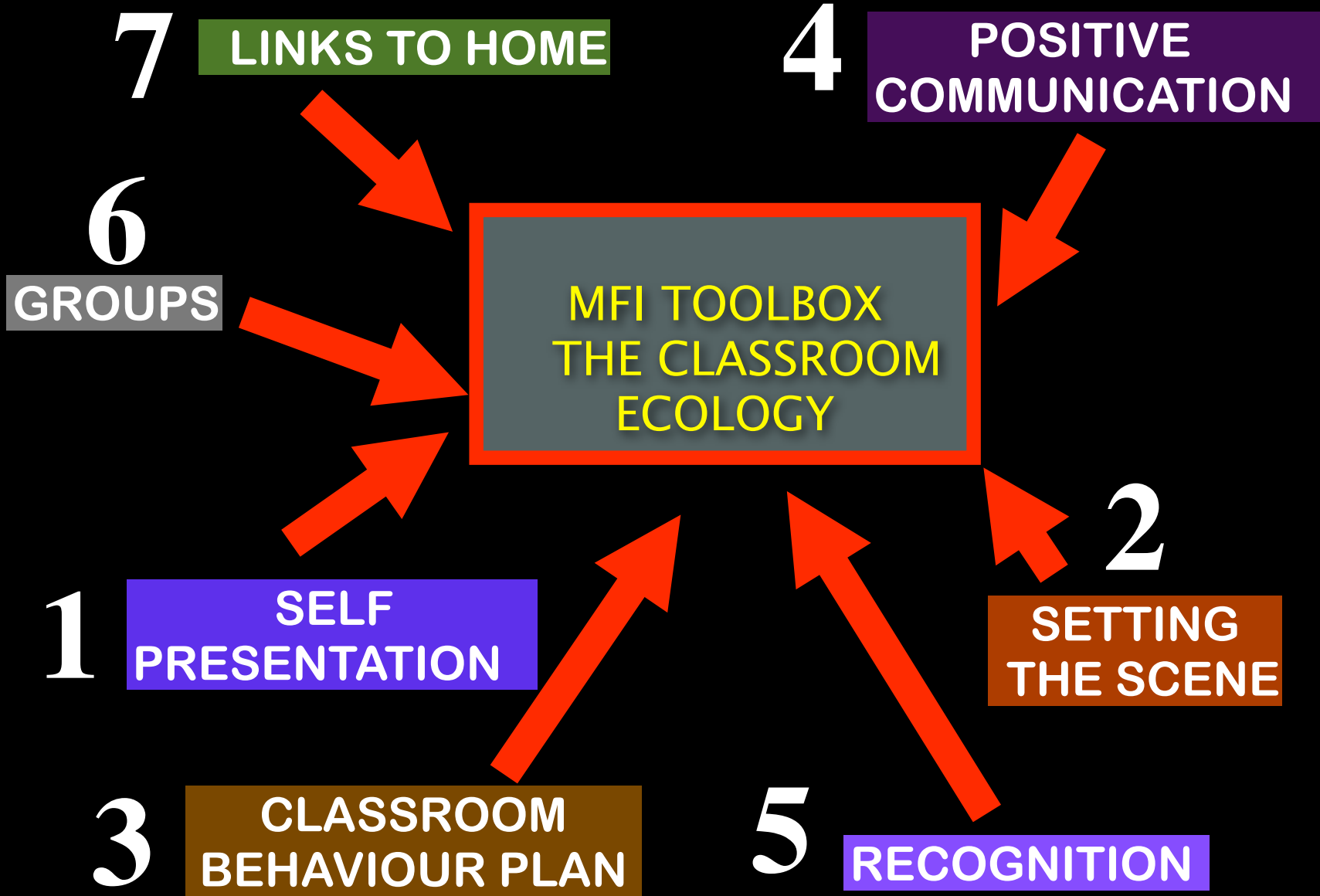
7 LINKS TO HOME

MFI TOOLBOX
THE CLASSROOM
ECOLOGY
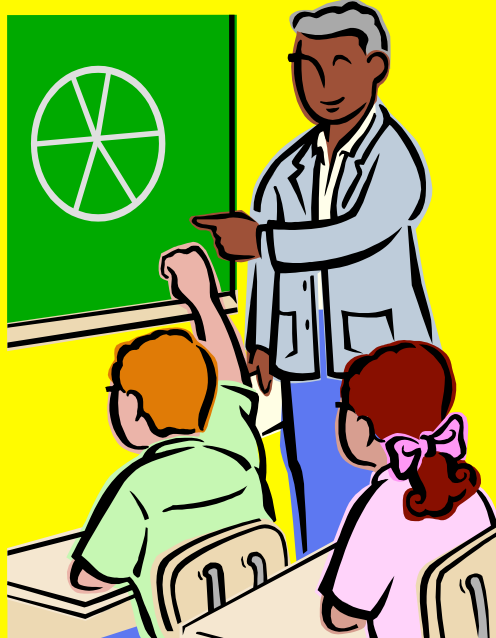
7
LINKS TO HOME

1.   Wallace (2010) stated that:
As with most situations in teaching, there is no one correct solution. The important thing is that you are able to recognise, and to avoid, the wrong solutions – the ones which will undermine learner confidence or motivation; the ones which will make matters worse or place you, the teacher, in an impossible predicament.

P 20 UCU

Wallace, S; (2003) Managing Behaviour and Motivating Students in Further Education Learning Matters.

Interventions

1. **involve collaborative problem solving**

2. **are evidence based**

3. **remedial & preventative approaches**
   proactive and reactive

4. **use a ecological perspective**

Effective School Interventions N. Rathvon (2008)

Evidence Based Interventions

(anti-familiarity)

research-to-practice

1. effectiveness is documented & peer reviewed

2. scientifically based, which means:

   systematic, empirical, measurable, testable and replicable

Effective School Interventions N. Rathvon (2008)

Behaviour Management

1 FACING THE CHALLENGE
College effectiveness & individual needs

2 COLLEGE ETHOS
professional & personal views on behaviour

3 BEHAVIOUR IN CONTEXT
principles & practices

4 MANAGING BEHAVIOUR
a tiered approach

5 TIER 1 "universal" preventative strategies and techniques

6 ADOLESCENCE
Individual V Group

7 Multi-faceted toolbox

Behaviour Management

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7 Multi-faceted toolbox

System Features: Leadership team, high expectations, social expectations taught and reinforced, strategies for reducing problem behaviours, data collected and analysed for social behaviour, data based decisions making, proactive interventions

Tier 1   **GREEN ZONE**

CYP WITHOUT serious behavioural problems

Tier 2   **YELLOW ZONE**

CYP AT RISK for problem behaviour

x
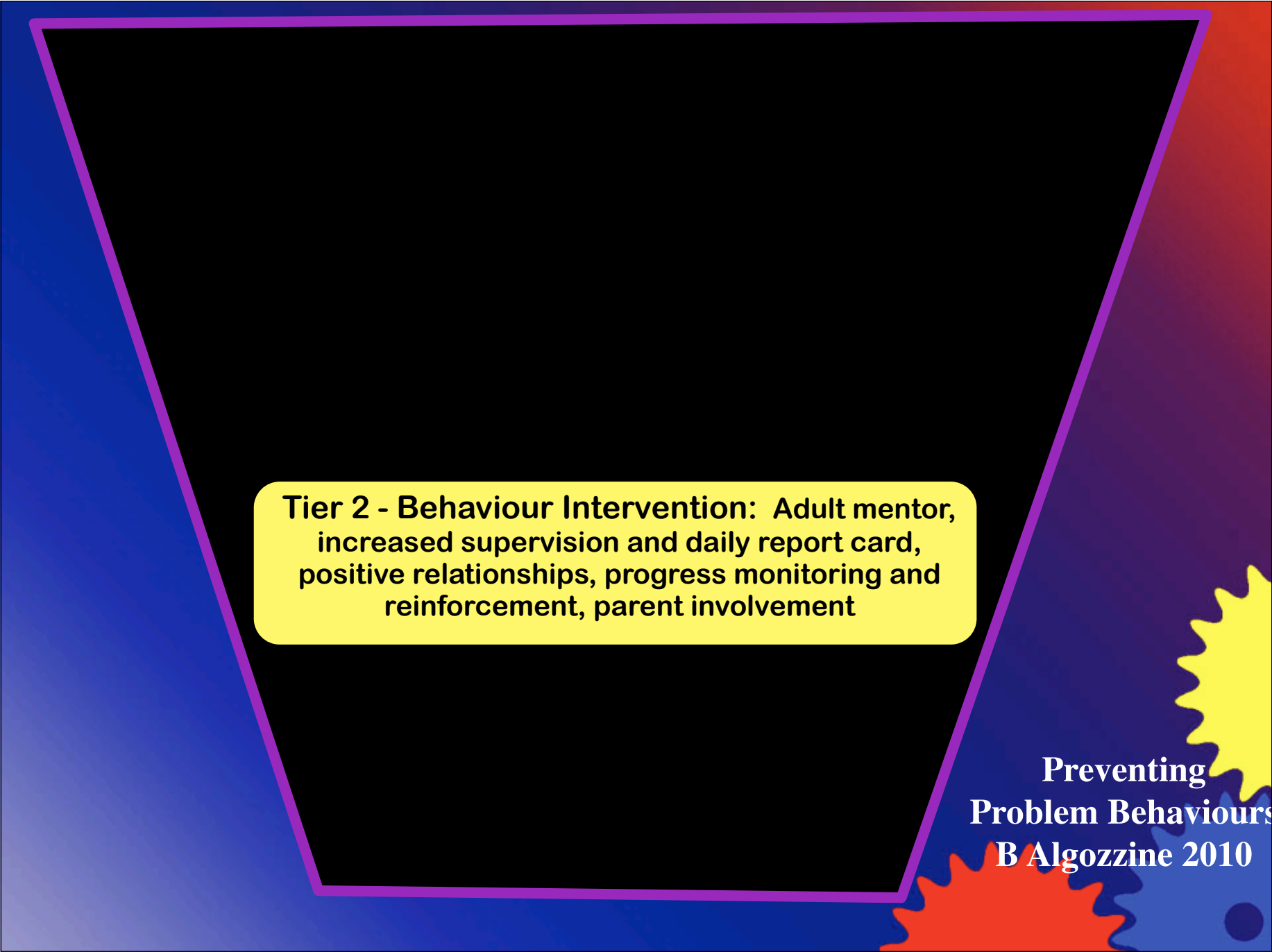
Behaviour

Tier 2 Secondary intervention - students poor academic success, poor social skills. Will benefit from increased academic and behavioural support

Preventing Problem Behaviours Alogzinne et al 2010

Learners at risk of developing persistent patterns of problem behaviour.

Tier 2 - Behaviour Intervention: Adult mentor, increased supervision and daily report card, positive relationships, progress monitoring and reinforcement, parent involvement

Preventing
Problem Behaviours
B Algozzine 2010

Skills

"Put crudely, when you have learned a skill, you are able to do something you couldn't do before.

But you may not spontaneously make use of that ability when it is relevant in the future, if you do not realise its relevance: or if you still need a degree of support or encouragement that is not available.

In common parlance, it is not much use being

able if you are not also *ready* and *willing*."

Claxton 2006

Dispositions

"Dispositions are a very different type of learning

from skills and knowledge.

They can be thought of as habits of mind,
tendencies to respond
to situations in certain ways."

TIER 2 CHILDREN AT RISK

At risk children benefit from (a) clearly defined expectations, (b) frequent feedback, (c) consistency and (d) positive reinforcement contingent on meeting goals

Problem behaviour and poor academic achievement are often linked

Behaviour support begins with the development of effective adult - child relationships.

Responding to problem behaviour in schools
- Crone et al 2010

TIER 2 CHILDREN:

have problem behaviours throughout the day and in different settings

display low level behaviours persistently, talking out, out of seat, off task

seem able to do the task at hand

learner seems to noy=t mind negative adult attention

Responding to problem behaviour in schools

- Crone et al 2010

TIER 2   BEHAVIOUR PLAN:

define behavioural expectations

teach the expectations, tell them/show them/let them

provide frequent feedback and reinforcement
use system of checking in & checking out with adult

agree consequences for problem behaviour in school & home

use Daily Progress Report to check effectiveness

General Aim

To reduce low level behaviour problems.
persistent and resistant

Does the behaviour?

Ignore rights of others?

Avoid work?

Seem impulsive/ child like?

Workshop theme personal responsibility

Workshop theme Motivation

Workshop theme classroom skills

Action Ladder
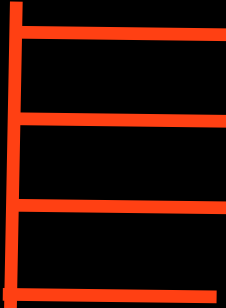
Action Ladder
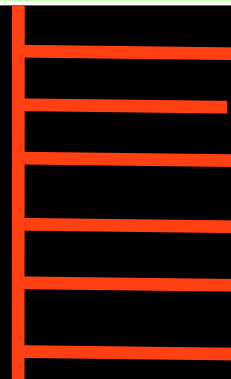
Action Ladder
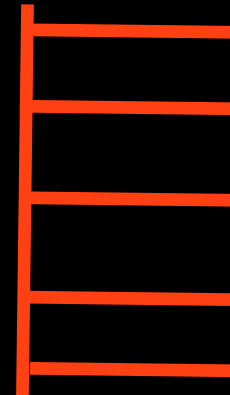
IN CLASS BEHAVIOUR PLAN FOR STUDENT WITH ADHD

AIMS - REDUCE RISK FACTORS / INCREASE PROTECTIVE FACTORS THROUGH:

1) PHYSICAL ARRANGEMENTS:
2) CLASSROOM MANAGEMENT:
3) LESSON PRESENTATION:
4) TEACHING METHODS AND STYLE:
5) BEHAVIOURAL MANAGEMENT:
6) TEACHING BEHAVIOURS:
7) SPECIFIC INDIVIDUAL NEEDS:
8) HOME SCHOOL LINKS:
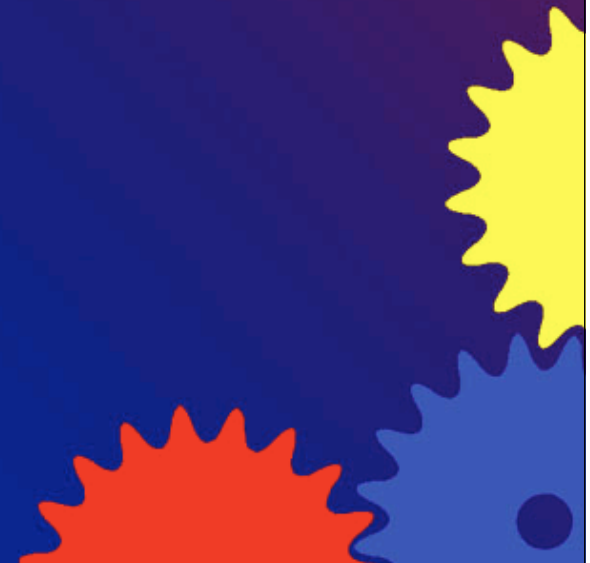
1) PHYSICAL ARRANGEMENTS:
- **Allow a quiet work place, near teacher, but with rest**
- **of class**

2) CLASSROOM MANAGEMENT:
- **Structured daily routine - written or pictorially displayed**
- **Frequent rewards with a menu of options delivered soon after the behaviour**

3) LESSON PRESENTATION:
- **Maintain eye contact when giving instructions, avoid multiple instructions and check that pupil/student understands**
- **Give attention to questions & organisational skills**

4) TEACHING METHODS AND STYLE:
- **Varied activities, feedback, use them as example**

5) BEHAVIOURAL MANAGEMENT:

- **Rules displayed, frequent use of rewards and agreed consequences to make amends for inappropriate behaviour/s**

6) TEACHING BEHAVIOURS:

- **Help pupil / student to develop listening skills, self control, friendships**
- **tell them / show them / let them**

7) SPECIFIC INDIVIDUAL NEEDS:

- **Involve child in learning coping skills**

8) HOME SCHOOL LINKS:

- **Use message book & involve parents**

IN CLASS BEHAVIOUR PLAN FOR LEARNER WITH ASPERGER SYNDROME

AIMS - REDUCE RISK FACTORS / INCREASE PROTECTIVE FACTORS THROUGH:

1) PHYSICAL ARRANGEMENTS:
2) CLASSROOM MANAGEMENT:
3) LESSON PRESENTATION:
4) TEACHING METHODS AND STYLE:
5) BEHAVIOURAL MANAGEMENT:
6) TEACHING BEHAVIOURS:
7) SPECIFIC INDIVIDUAL NEEDS:
8) HOME SCHOOL LINKS:

1) PHYSICAL ARRANGEMENTS:
- **Place desk near the classroom door**
- **Give learner special place for stress reduction**

2) CLASSROOM MANAGEMENT:
- **Allow enough time at end of lesson for learner put books etc away and get organised for next lesson**
- **Place a lesson schedule on learner's desk**
- **Allow learner to take break / leave the room - if needed**

3) LESSON PRESENTATION:
- **Allow choice of topic**
- **Provide guided notes**
- **Use concrete examples of problem solving**

4) TEACHING METHODS AND STYLE:
- **Plan projects to ensure success**
- **Provide differentiated instruction**
- **Plan projects to be hands on and multi- sensory**
- **Emphasise honest and simple facts**
- **Allow use of the computer**

5) BEHAVIOURAL MANAGEMENT: investigate, is the behaviour a problem behaviour or a stress reaction?
- **Help the learner take responsibility for the behaviour and understand the consequences**
- **Be gentle, understanding and creative**

6) TEACHING BEHAVIOURS:
- **Give learner a plan to manage playtimes**
- **Assign a helper, check with home**
- **Provide helper training**

7) SPECIFIC INDIVIDUAL NEEDS:
- **Movement between classes will need support**
- **Noise can stress learner, teach coping skills**

8) HOME SCHOOL LINKS:
- **Use message book & involve parents**

WORK AS A TEAM

REFERENCE

Asperger Syndrome in the Inclusive
Classroom
advice and strategies for teachers

Betts, Betts & Gerber–Eckard (2007)
Jessica Kingsley Publishers London

System Features: Leadership team, high expectations, social expectations taught and reinforced, strategies for reducing problem behaviours, data collected and analysed for social behaviour, data based decisions making, proactive interventions

Tier 1 **GREEN ZONE**

CYP WITHOUT serious behavioural problems

Tier 2 **YELLOW ZONE**

CYP AT RISK for problem behaviour

Tier 3 **RED ZONE**

CYP with INTENSE/SERIOUS behaviour problems

Preventing
Problem Behaviours
B Algozzine 2010

This way or That way

Avoids and little use for adults — **Attachment** — Likes & gets along with adults

← →

Is apart from the group — **Belonging** — Is part of the group

← →

Emotions rules behaviour — **Self-Regulation** — Can safely manage emotions

← →

Struggles to cooperate — **Collaboration** — Works and plays well with others

← →

Acts hopeless and helpless — **Contribution** — Eager to learn and help others

← →

Struggles to adapt — **Adaptability** — Adapts easily to new situations

← →

This way or That way

- For easy to manage child
- For a struggling child

Beyond Behaviour Management
The Six Life Skills Children Need

Jenna Bilmes 2012
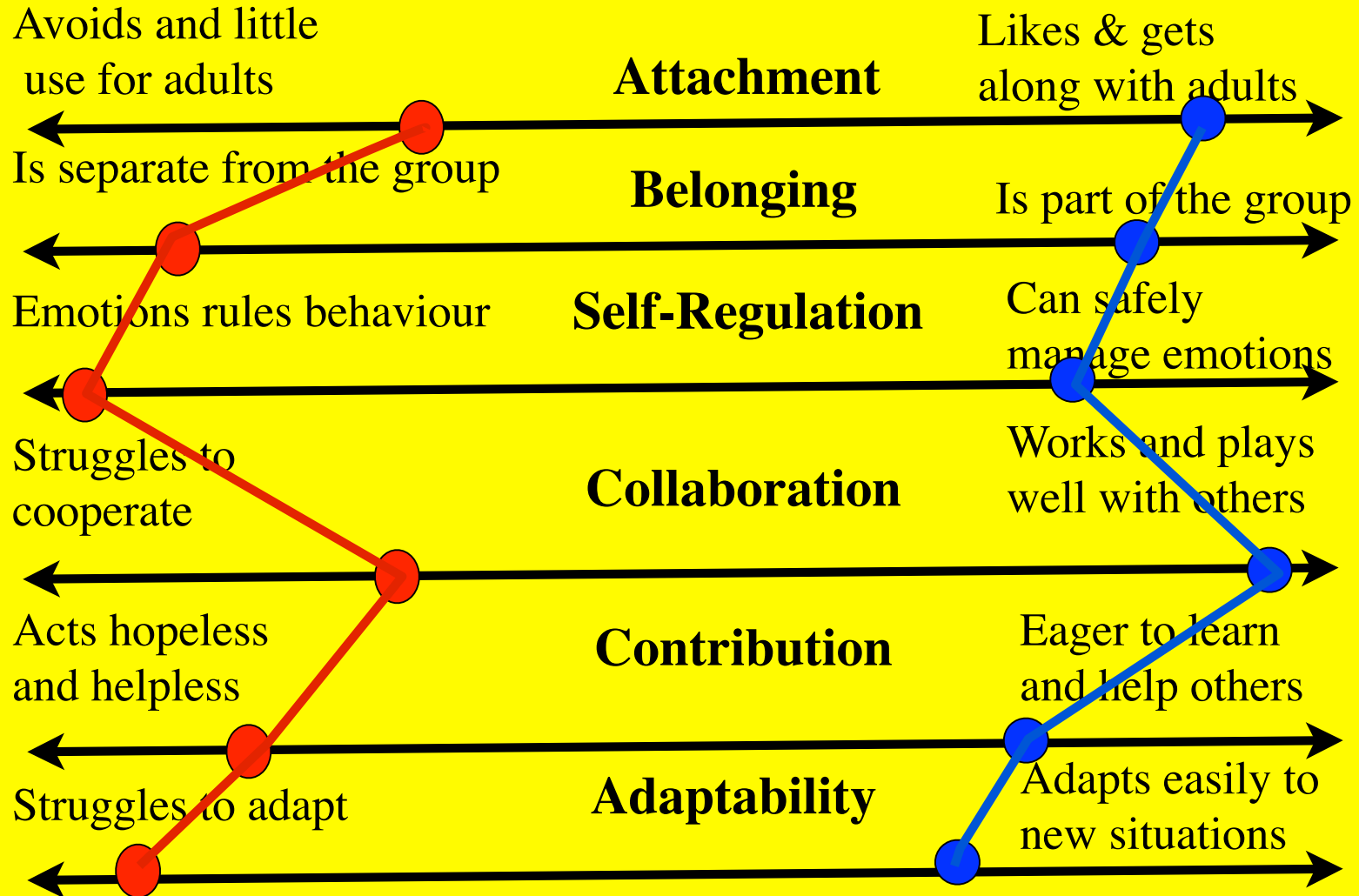
Disadvantage and Development

Disadvantage and Development

Children who come to school from good
home environments will more often succeed
with just good teaching.

However, if children come from
disadvantaged backgrounds they will need
much more.

Disadvantage
some facts

'A Good Childhood'(2009) Children's Society Landmark report

- Britain and the US have more broken families than other countries, our families are less cohesive in the way they live and eat together.

- British children are rougher with each other, and live more riskily in terms of alcohol, drugs and teenage pregnancy.

NATURE V NURTURE

DNA accounts for 30 - 50% of human behaviour

Therefore

50 - 70%

is explained by environment

Ref. Saudino 2005

Behavioural genetics and child temperament

Journal of Development and Behavioural Pediatrics 26 (3), 212-231

Epigenetics

the study of inheritable changes in gene function that occur without a change in primary DNA sequence, this blurs the line between nature and nurture.

Ref. E Jensen
Teaching with Disadvantage in mind
ASCD 2009

Effects of disadvantage

1 emotional and social challenges

2 acute and chronic stressors

3 cognitive difficulties

Effects of disadvantage

1 emotional and social challenges
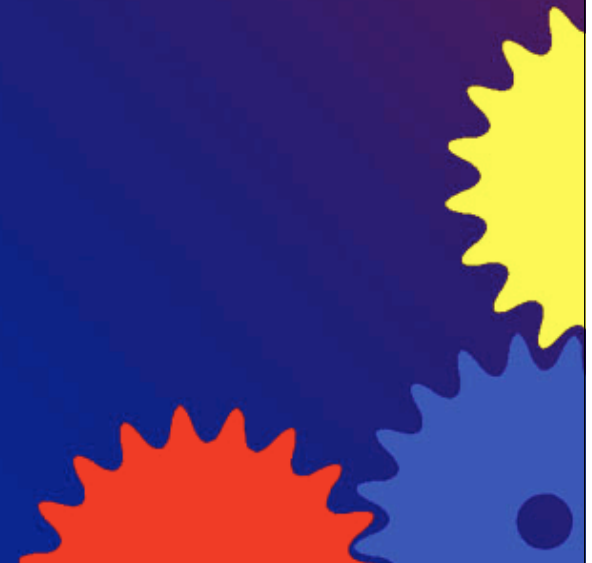
Emotional & Social

children's brains are hard wired for 6 emotions:

- ✳ **joy**
- ✳ **anger**
- ✳ **surprise**
- ✳ **disgust**
- ✳ **sadness**
- ✳ **fear**

Ekman 2003

Emotional & Social

all other emotions are learned

* cooperation
* embarrassment
* empathy
* gratitude
* forgiveness

AND NEED TO BE TAUGHT

Children under 3years need

reliable primary caregiver

safe, predictable environments

10 -20 hours per week of reciprocal
interactions - attunement

enrichment through increased
complex activities

Attunement process in poor families at risk through

poor parental education

caregivers often over worked, overstressed and authoritarian - harsh disciplinary techniques used

lack of warmth and sensitivity

failure to form solid, healthy relationships

1 emotional and social challenges

Children from Low Socio Economic homes -

spend less time playing outside - watch more TV

CARTOONS ARE POOR ROLE MODELS
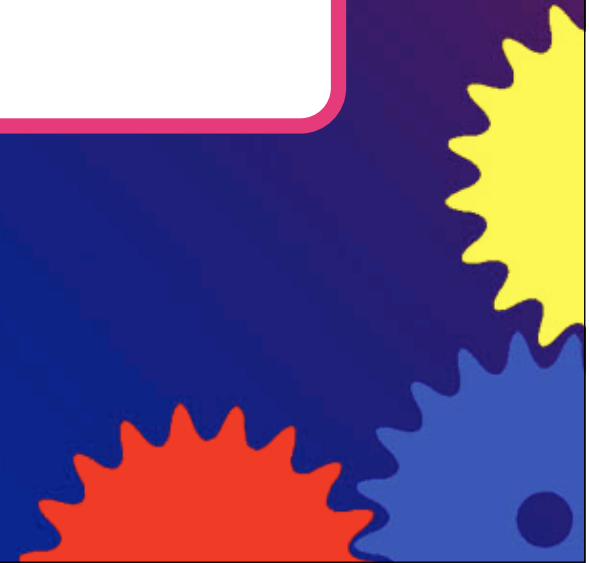
EFFECTS ON SCHOOL BEHAVIOUR & PERFORMANCE

"acting out' behaviours

impatience and impulsivity

gaps in politeness and social skills

limited range of behavioural responses

inappropriate emotional responses

less empathy for others' misfortunes

Effects of disadvantage

2 acute and chronic stressors
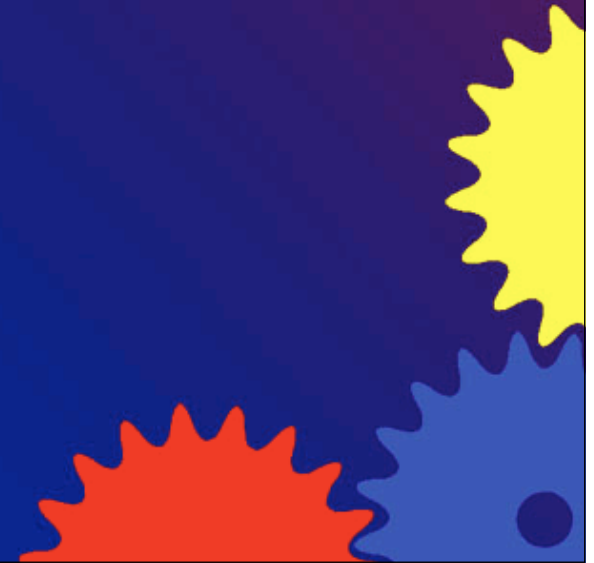
Effects of disadvantage

acute stress is exposure to such trauma as abuse or violence

chronic stress is high levels of stress sustained over time

children in Disadvantage are more subject to both kinds of stress

Effects of disadvantage

acute stress is exposure to such trauma as abuse or violence

chronic stress is high levels of stress sustained over time

when stressed brain cells conserve energy - they do not grow connections

STRESS & DEVELOPMENT

✦increases school absenteeism (Johnston- Brooks 1998)

✦impairs attention & concentration (Erickson 2003)

✦reduces cognition. creativity & memory (Lupien 2001)

✦diminishes social skills & social judgement (Wommack 2004))

✦reduces motivation, determination & effort (Johnson 1981)

✦increases likelihood of depression (Hammack 2004)

✦reduces neurogenesis (brain cell growth) (De Bellis 2001)

Quoted in Teaching with Disadvantage in Mind E Jensen (20090

Effects of disadvantage

3 cognitive lags
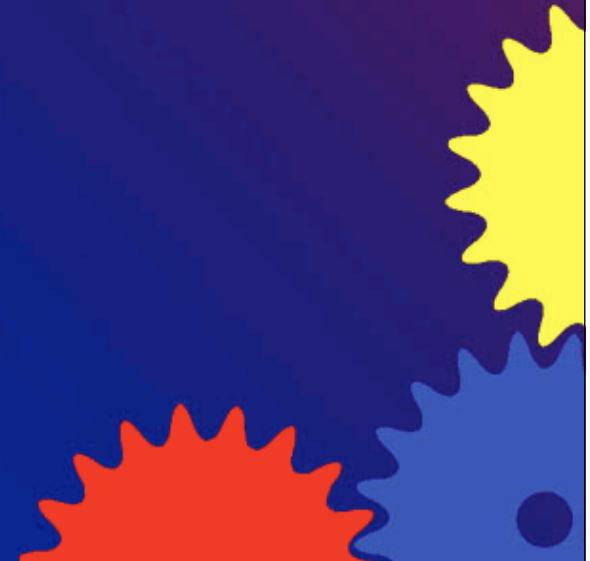
Effects of disadvantage

3 cognitive delays in -

- executive skills

- language acquisition

- reading

- poor background knowledge

WORKING MODEL

a template for relationships

Early attachment defines how a child will relate to the various people in their lives.

Abuse and neglect produces an inadequate working model.

LANGUAGE REGISTERS

FROZEN language is always the same - Lord's Prayer

FORMAL - word choice at work or school, complete sentences

CASUAL - language between friends, non-verbal assists

INTIMATE - language between family / lovers

DISADVANTAGED LEARNERS

Disadvantaged students do not have access to formal register at home.

Montano-Harmon 1991
(in A framework for understanding poverty
Payne 2009 P 28

**Ability to use formal register
is hidden rule of middle classes**

Behaviour

Tier 3 Tertiary intervention - students with chronic long standing challenging behaviour and low academic achievement
Preventing Problem Behaviours Alogzinne et al 2010

Learners with serious problem behaviours in need of intensive, individualised support.

Some Solution Focused Ideas

Ref. **Doing Change** R B McNeilly
St Lukes Innovative resources

Some Solution Focused Ideas

**"I am who I am
and
who I am is okay"**

PRINCIPLES & QUESTIONS

Too much focus on the problem can worsen the problem.

You don't need to know the cause of a problem to have a solution.

The answer you get depends on the question you ask.
What positive signs of improvement have you noticed since we last met? Not "How is your temper today?"

Acknowledge with a sincere compliment how well a YP is coping with a problem. "Seems to me that you are handling a difficult situation very well."

YP want to know how to handle a problem, not necessarily what caused the problem. They want to know how to make friends and not why they can't.

SOLUTION ORIENTATED QUESTIONS

What changes have you made since we last met?

What is it like when the problem is not there?

When does the problem bother you least?

How will you know you have beat this problem?
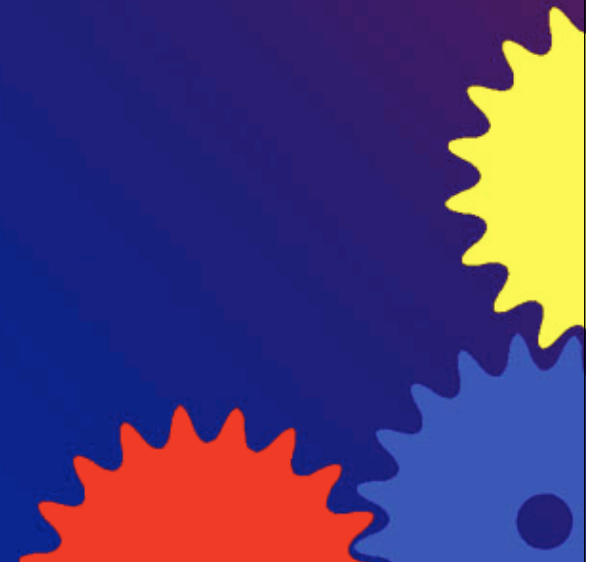
PRESUPPOSITIONAL QUESTIONS

What improvements have you noticed?

What else needs to happen to make things better?

The Miracle Question

THE TOOLBOX

- ❖ **PHYSIOLOGICAL**
- ❖ **FEELING**
- ❖ **BEHAVIOURAL**
- ❖ **THINKING**
- ❖ **SOCIAL**
- ❖ **RESILIENCE**

Team GB Coach Dave Brailsford

TRANSFORMING BEHAVIOUR

Physiological	**Feelings**
Behaviour	**Thinking**
Social	**Resilience**

TRANSFORMING BEHAVIOUR

Physiological	Feelings
relaxation skills	
Behaviour	**Thinking**
Social	**Resilience**
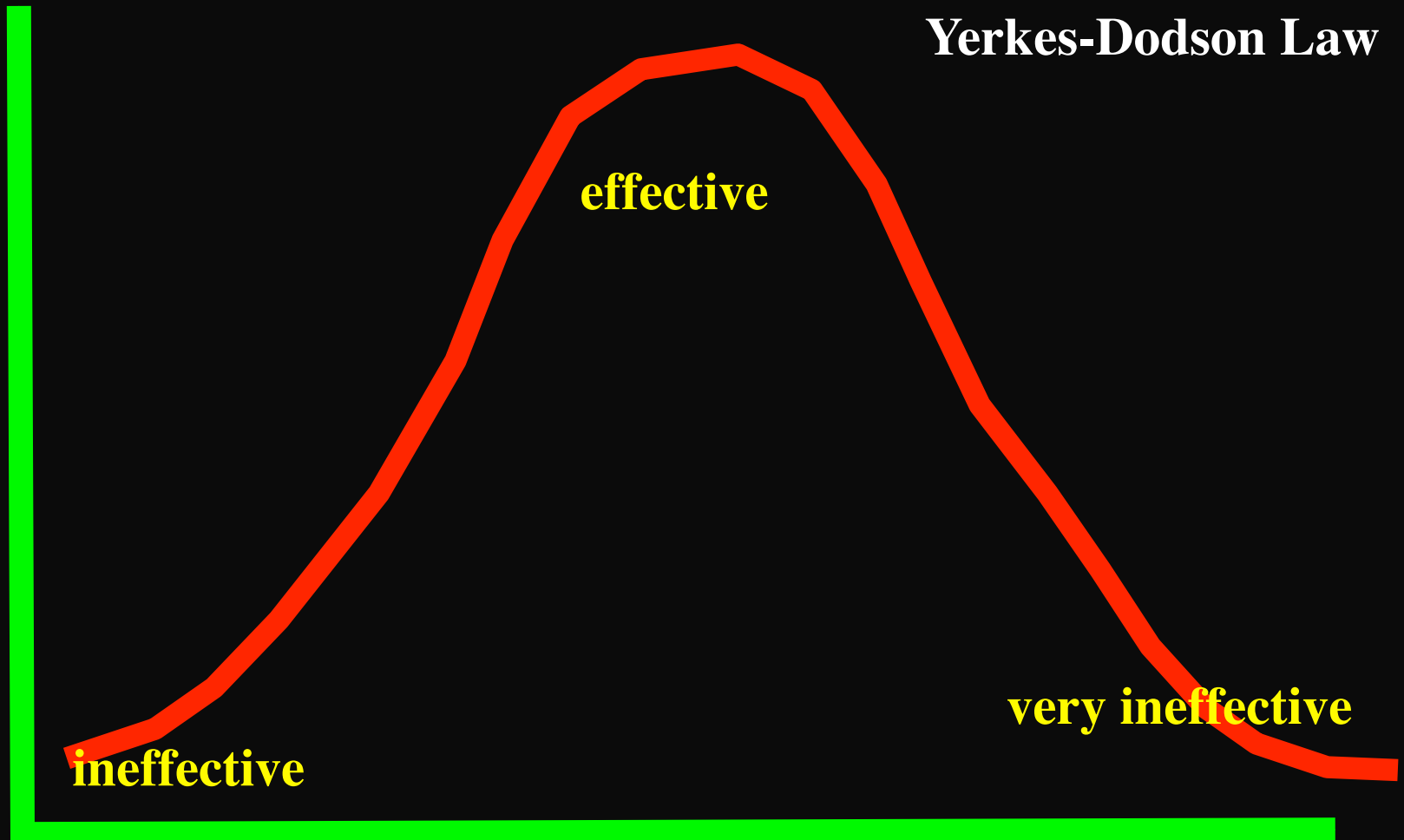
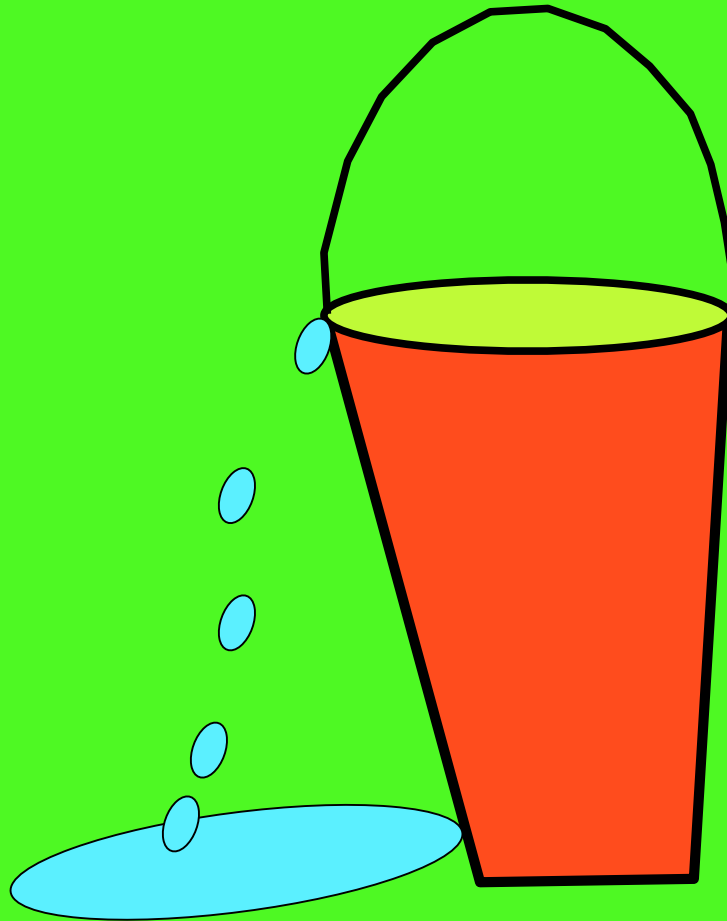Slow return to emotional baseline following threat
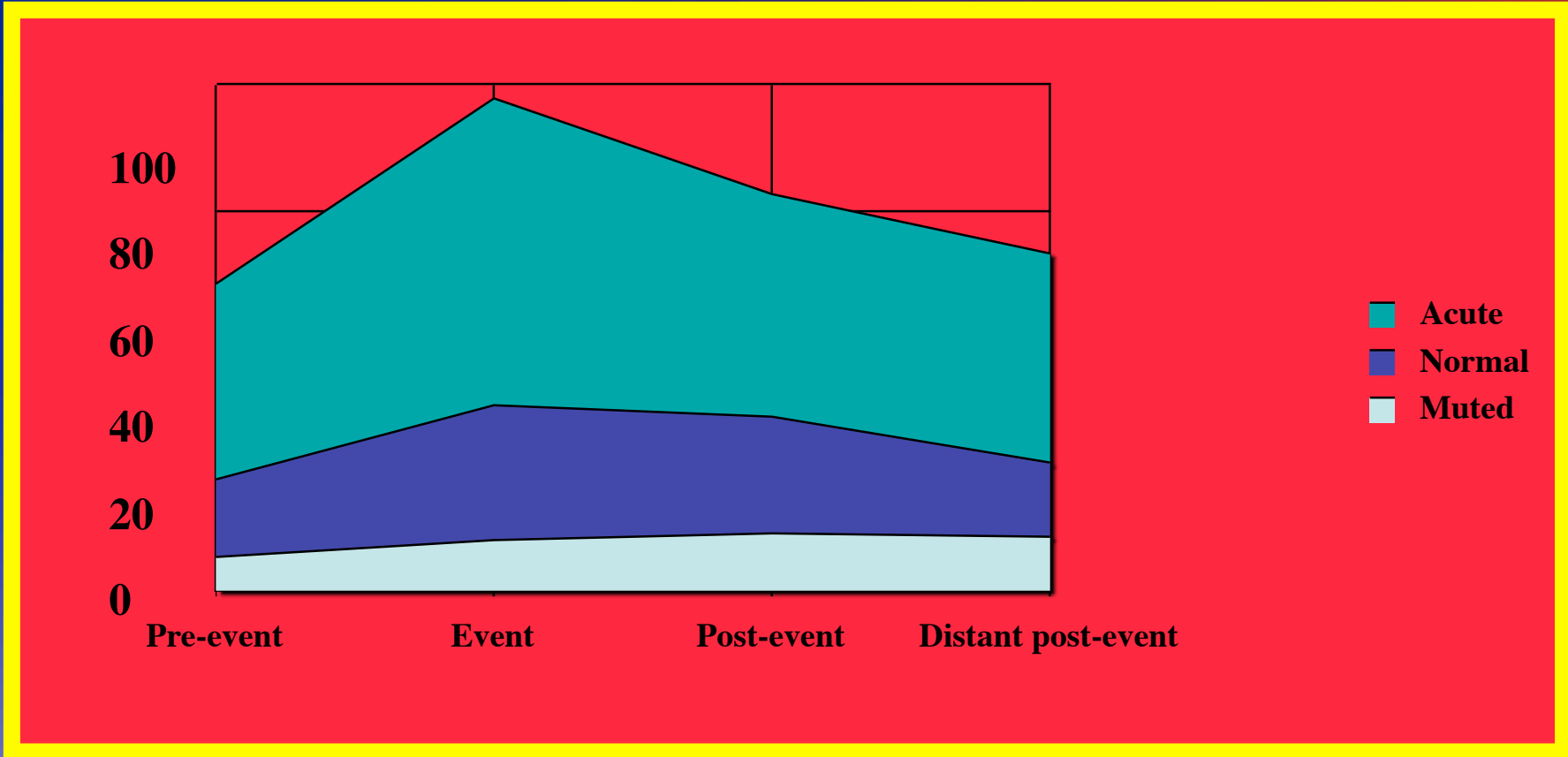
Dialectical Behaviour Therapy

Marra 2005

Brilliant Behaviour

The Stress Bucket

TRANSFORMING BEHAVIOUR

Physiological *relaxation skills*	**Feelings** *SEAL*
Behaviour	**Thinking**
Social	**Resilience**

What can be done

- **D**o something different
- **I**magine somewhere nice
- **S**ense focus on an experience - not thoughts
- **T**hink - generate new thoughts
- **R**emember happy times, places, people
- **A**ccept feeling sad is normal
- **C**reate new sense of what has happened
- **T**ake opposite action to how you feel now

TRANSFORMING BEHAVIOUR

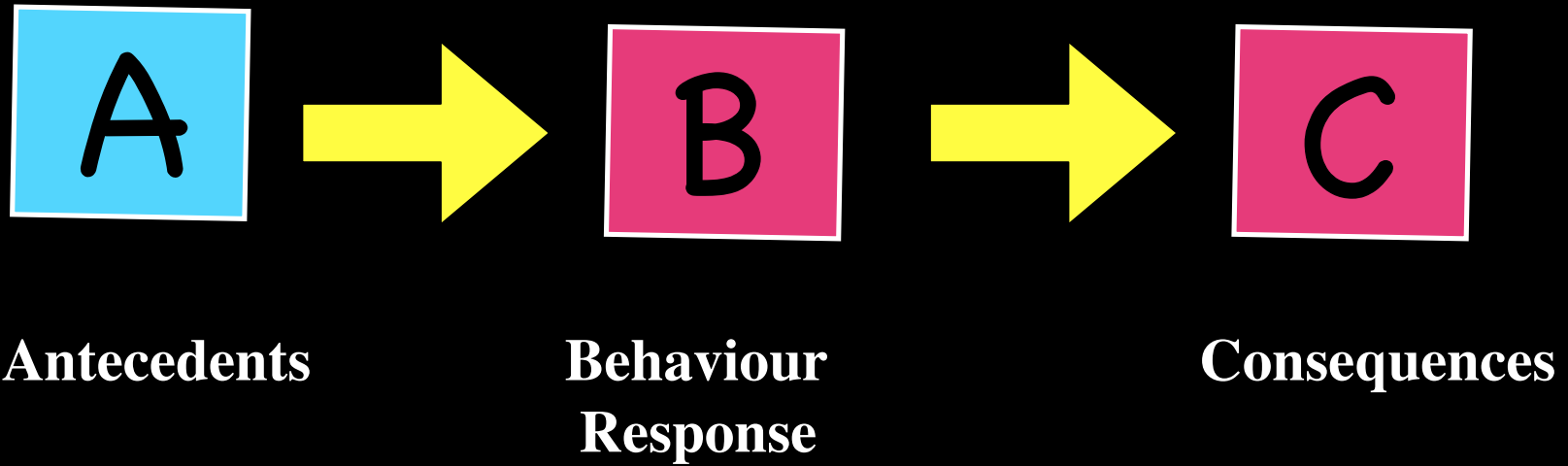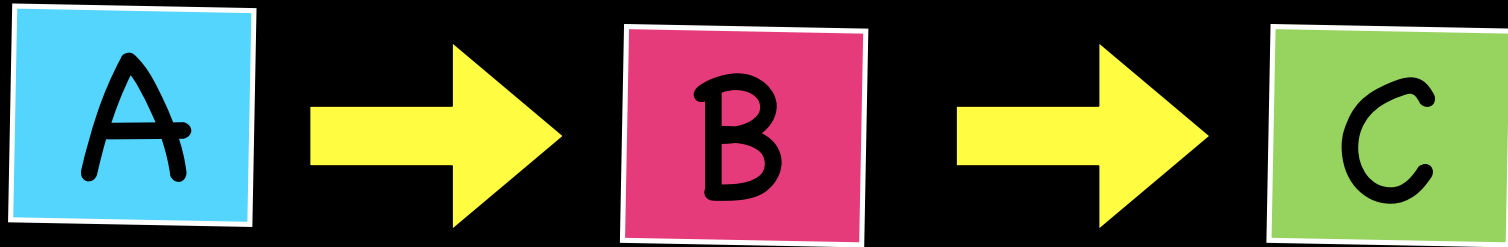|	
Physiological *relaxation skills*	**Feelings** *SEAL*
Behaviour *A B C analysis* *motivation* *- intrinsic v extrinsic* *Rewards/Consequences*	**Thinking**
Social	**Resilience**

3

Behavioural
ABC Analysis

A Functional Assessment Model

A — Antecedents — task too difficult

B — Behaviour Response — distracting peers

C — Consequences — Negative adult consequence

A Functional Assessment Model

A → B → C (crossed out)

Antecedents
task too difficult

B
Behaviour
Response
Seeks support

C
Consequences
Adult gives
assistance
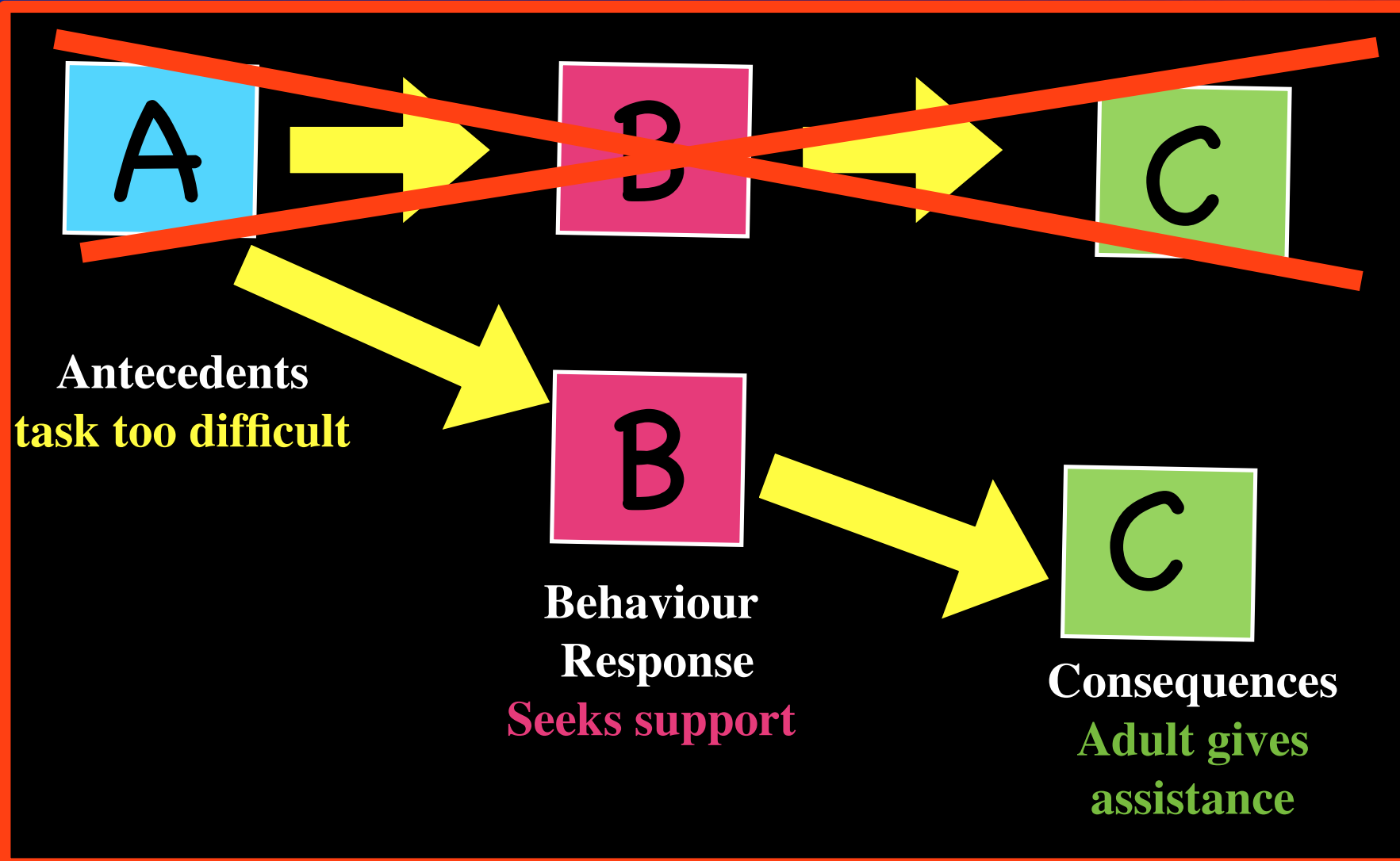
Behaviour support plans are designed to alter patterns of problem behaviour. The process by which this is done, however, involves change in the behaviour of family, teachers, staff, or managers in various settings. Plans of behaviour support define what *we* will do differently. **It is the change in our behaviour that will result in improved behaviour of the focus person.** (P 65)

O'Neill, R., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newman, J. S. (1997). Functional assessment and program development for problem behaviour: A practical handbook. (2nd ed.) Pacific Grove, CA: Brooks & Cole.

AIM

External control for   = F.A.B.
 acceptable behaviours

Internal self-regulation   =   ?

AIM

External control for   = F.A.B.
 acceptable behaviours

Internal self-regulation   =   ?

AIM

External control for acceptable behaviours = F.A.B.

Infused with Executive Functions + Attachment Theory

=

Internal self-regulation

Make a list of positive things about yourself

1 One thing I like about myself in school is ....

2 In school I look forward to ....

3 When I am at school I feel good about ....

4 A favourite school memory I have is ....

TRANSFORMING BEHAVIOUR

Physiological

relaxation skills

Feelings

SEAL

Behaviour

A B C analysis
motivation
- intrinsic v extrinsic
Cooperation training

Thinking

Mindsets
executive skills
solution focused

Social

social skills
goal analysis

Resilience

Goal Analysis
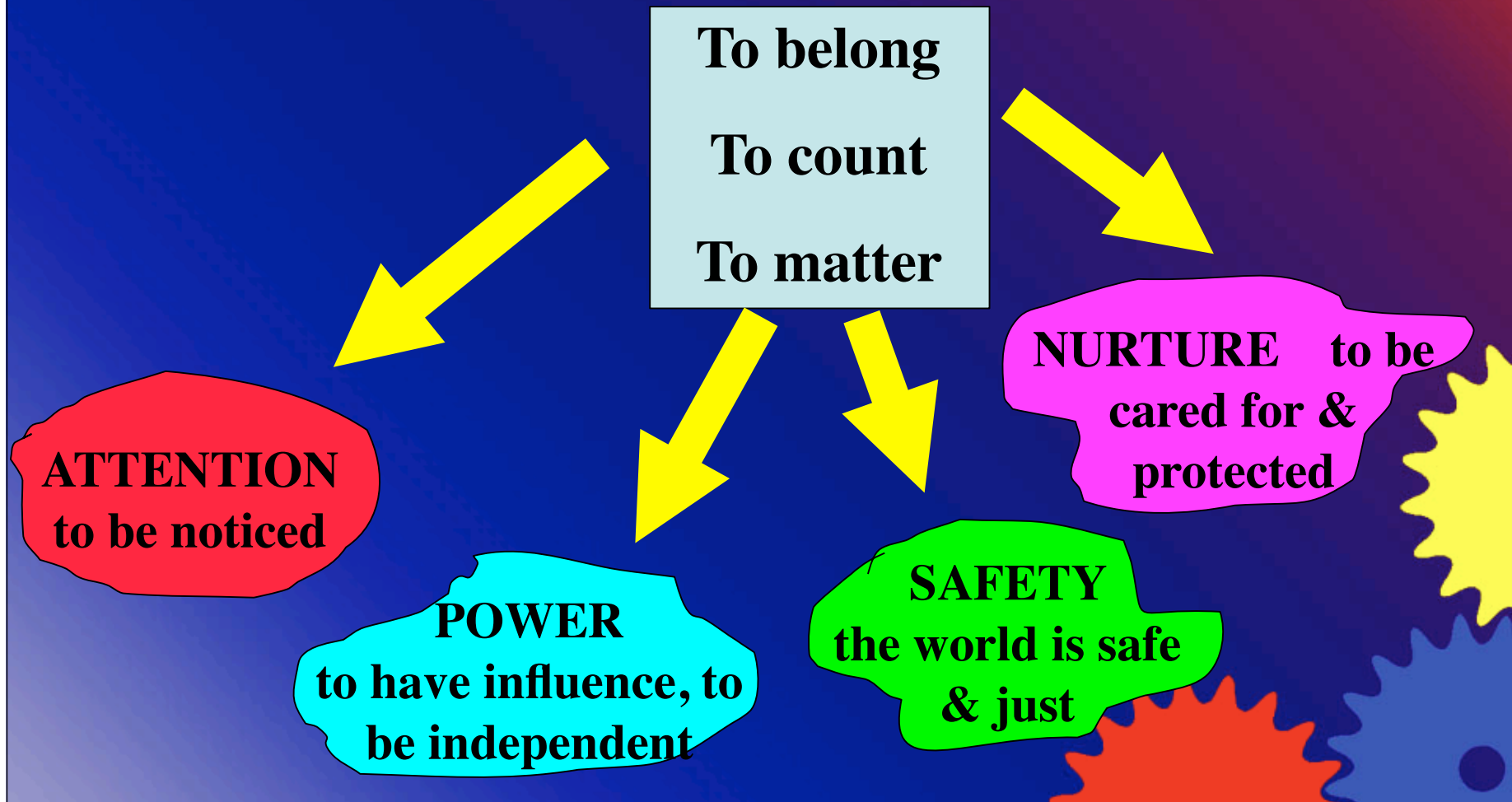
Challenging behaviour can be a form of communication

"I need attention" belonging

"I want to be in charge" power

"I want to hurt you" revenge

"I need comforting" nurture

GOAL ANALYSIS DATA

BEHAVIOUR	SUE	JAKE	MARK	KATE
Argumentative	15	01	07	04
Annoying	06	06	05	12
Hurtful	02	00	11	02
Interrupting	00	12	00	03
Gives up quickly	00	11	01	03
Bullying	00	00	10	00
Refusal to work	14	04	01	00
Over dependent	00	13	00	01

GOAL ANALYSIS

BEHAVIOUR	SUE	JAKE	MARK	KATE
Argumentative	15	01	07	04
Annoying	06	06	05	12
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Interrupting	00	12	00	03
Gives up quickly	00	11	01	03
Bullying	00	00	10	00
Refusal to work	14	04	01	00
Over dependent	00	13	00	01

Which student is looking for Attention?

GOAL ANALYSIS

BEHAVIOUR	SUE	JAKE	MARK	KATE
Argumentative				
Annoying				12
Hurtful				
Interrupting				
Gives up quickly				
Bullying				
Refusal to work				
Over dependent				

Which student is looking for Attention

GOAL ANALYSIS

BEHAVIOUR	SUE	JAKE	MARK	KATE
Argumentative	15	01	07	04
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Hurtful	02	00	11	02
Interrupting	00	12	00	03
Gives up quickly	00	11	01	03
Bullying	00	00	10	00
Refusal to work	14	04	01	00
Over dependent	00	13	00	01

Which student is looking for Power?

GOAL ANALYSIS

BEHAVIOUR	SUE	JAKE	MARK	KATE
Argumentative	15			
Annoying				
Hurtful				
Interrupting				
Gives up quickly				
Bullying				
Refusal to work	14			
Over dependent				

Which student is looking for Power

GOAL ANALYSIS

BEHAVIOUR	SUE	JAKE	MARK	KATE
Argumentative	15	01	07	04
Annoying	06	06	05	12
Hurtful	02	00	11	02
Interrupting	00	12	00	03
Gives up quickly	00	11	01	03
Bullying	00	00	10	00
Refusal to work	14	04	01	00
Over dependent	00	13	00	01

Which student is looking for Revenge?

GOAL ANALYSIS

BEHAVIOUR	SUE	JAKE	MARK	KATE
Argumentative				
Annoying				
Hurtful			11	
Interrupting				
Gives up quickly				
Bullying			10	
Refusal to work				
Over dependent				

Which student is looking for Revenge

GOAL ANALYSIS

BEHAVIOUR	SUE	JAKE	MARK	KATE
Argumentative	15	01	07	04
Annoying	06	06	05	12
Hurtful	02	00	11	02
Interrupting	00	12	00	03
Gives up quickly	00	11	01	03
Bullying	00	00	10	00
Refusal to work	14	04	01	00
Over dependent	00	13	00	01

Which student is looking for Nurture?

GOAL ANALYSIS

BEHAVIOUR	SUE	JAKE	MARK	KATE
Argumentative				
Annoying				
Hurtful				
Interrupting				
Gives up quickly		11		
Bullying				
Refusal to work				
Over dependent		13		

Which student is looking for Nurture

Motivational Needs Assessment

Name .... Rater...................Date...............

Read the statements carefully and tick the one number that best describes your observations of the learners behaviour.

Does the Behaviour:	never 1	Almost sometimes 2	often 3	always 4
1. obtain more time with an adult?				
2. lead to confrontations with adults?				
3. lead to extra adult support?				
4. hurt or harm others?				
5. annoy or irritate the adult?				
6. make the adult feel angry?				
7. produce feelings of care in adults?				
8. seem to make adults not like them?				
9. stop when an adult is near?				
10. worsen when punished?				
11. result in the learner giving up quickly on new tasks?				
12. occur secretively?				
13. start again if learner is ignored?				
14. result in control over others?				
15. make the learner seem passive and helpless?				
16. happen mostly to weaker individuals?				

Motivational Needs Assessment

Name .... Rater....................Date...............

Read the statements carefully and tick the one number that best describes your observations of the learners behaviour.

Does the Behaviour:

	never 1	sometimes 2	Almost often 3	always 4
1. obtain more time with an adult?		●		
2. lead to confrontations with adults?			●	
3. lead to extra adult support?		●		
4. hurt or harm others?			●	
5. annoy or irritate the adult?		●		
6. make the adult feel angry?				●
7. produce feelings of care in adults?	●			
8. seem to make adults not like them?			●	
9. stop when an adult is near?	●			
10. worsen when punished?				●
11. result in the learner giving up quickly on new tasks?		●		
12. occur secretively?	●			
13. start again if learner is ignored?	●			
14. result in control over others?			●	
15. make the learner seem passive and helpless?	●			
16. happen mostly to weaker individuals?	●			

Motivational Needs Assessment
Scoring

ATTENTION

1 ....

5..................

9..................

13..................

Total..................
Mean Score ....

POWER

2 ....

6..................

10..................

14..................

Total..................
Mean Score ....

REVENGE

3 ....

7..................

11..................

15..................

Total..................
Mean Score ....

NURTURE

4 ....

8..................

12..................

16..................

Total..................
Mean Score ....

Motivational Needs Assessment
Scoring

ATTENTION

1 2

5...........2

9...........1

13.........1

_____

Total........6
Mean Score ...2.5.

POWER

2 3

6............4

10..........4

14...........3

_____

Total.........14
Mean Score 3.5

REVENGE

3 2

7............1

11...........2

15............1

_____

Total........6
Mean Score ..... 2.5.

NURTURE

4 3

8...........3

12..........1

16..........1

_____

Total..........8
Mean Score 2

Motivational Needs Assessment
Example Interventions

ATTENTION

sit with role model

agree set number of
1 : 1 times

give praise for
appropriate behaviours

set time limits with no
attention & reward

agree negative
consequences

POWER

give classroom
management roles

discuss on a 1 : 1 not in
front of peers

involve

set fixed consequences

REVENGE

use restorative justice
-to make amends

build self-esteem

develop social
empathy

use social stories

NURTURE

set achievable tasks

build self-esteem

reward effort

use group work

set up buddy system

Social Skills Training

Social Skills Training

Method

Skill

Social Skills Training Method

Playground

Skill

Share				
Take Turns				
Listen				
Touch				
cooperate				

Social Skills Training

	Method			
Playground	**Tell Them**	**Show Them**	**Let Them**	**Feed back**
Share				
Take Turns				
Listen				
Touch				
cooperate				

Skill

TRANSFORMING BEHAVIOUR

Physiological

relaxation skills

Feelings

SEAL   Self-esteem
Anger management

Behaviour

A B C analysis
motivation
- intrinsic v extrinsic
Cooperation training

Thinking

Mindsets Fixed V Fluid
executive skills
solution focused

Social

social skills
goal analysis
attention/power/
revenge/nurture

Resilience

find existing skills
teach new ones
plug the gaps
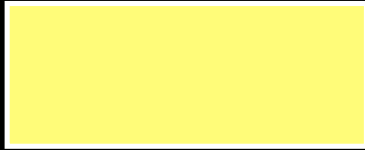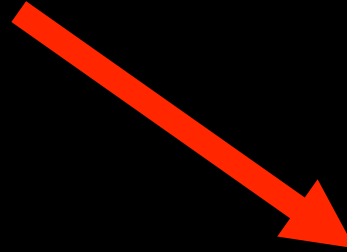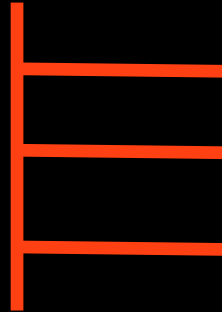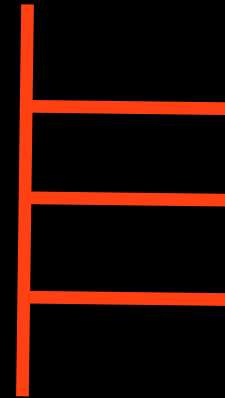
TRANSFORMING BEHAVIOUR

4

Resilience
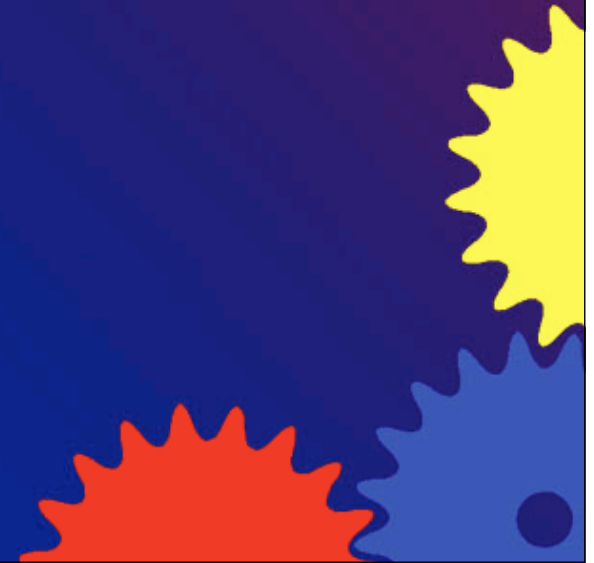
Why promote resilience ?

Promoting resilience can:

- Reduce behavioural problems
- Reduce exclusion rates
- Promote mental well-being
- Increase enjoyment and achievement
- Foster a sense of belonging

From Risk to Resilience

About Resilience
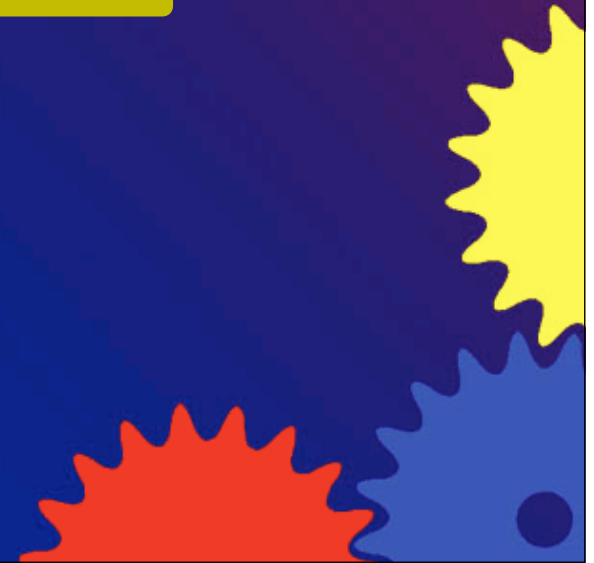
WARNING

IN THE PAST:

"behavioural scientists tended to reconstruct the events that led to school failure, delinquency and crime, and serious mental health problems by studying the history of individuals in whom such problems surfaced.

This *retrospective* approach can create the impression that a poor developmental outcome is *inevitable* if an individual is exposed to perinatal trauma, poverty, parental psychopathology or chronic family discord,

since it examines only the lives of the "causalities", not the lives of the "survivors."

THE RISK FACTORS

- Birth complications

- Discordant & impoverished home lives

- Uneducated parents

- Alcoholic parents

- Mentally ill parents

BY AGE 40YRS

16%

Doing Poorly

83.9%

Functioning good or adequately
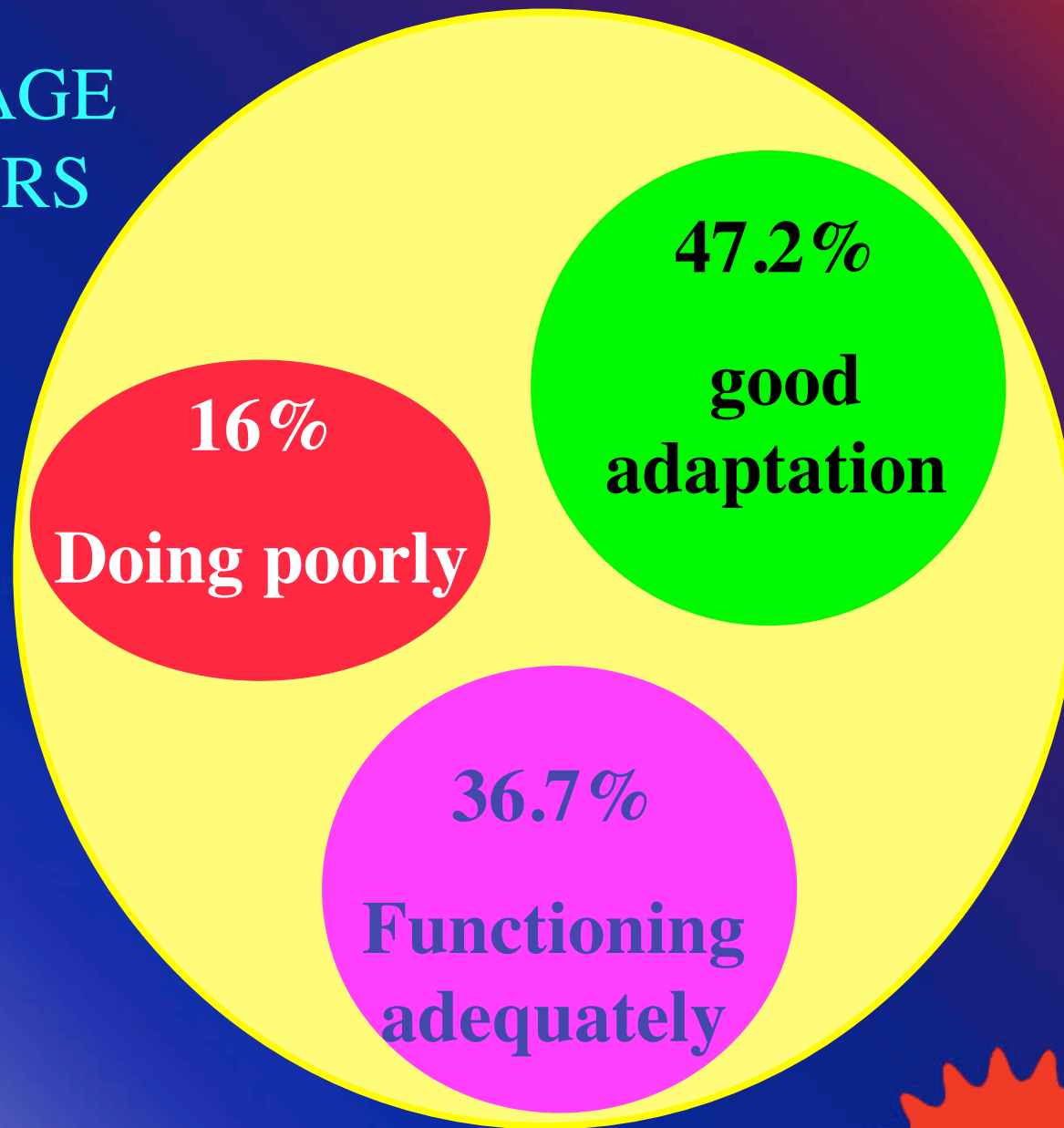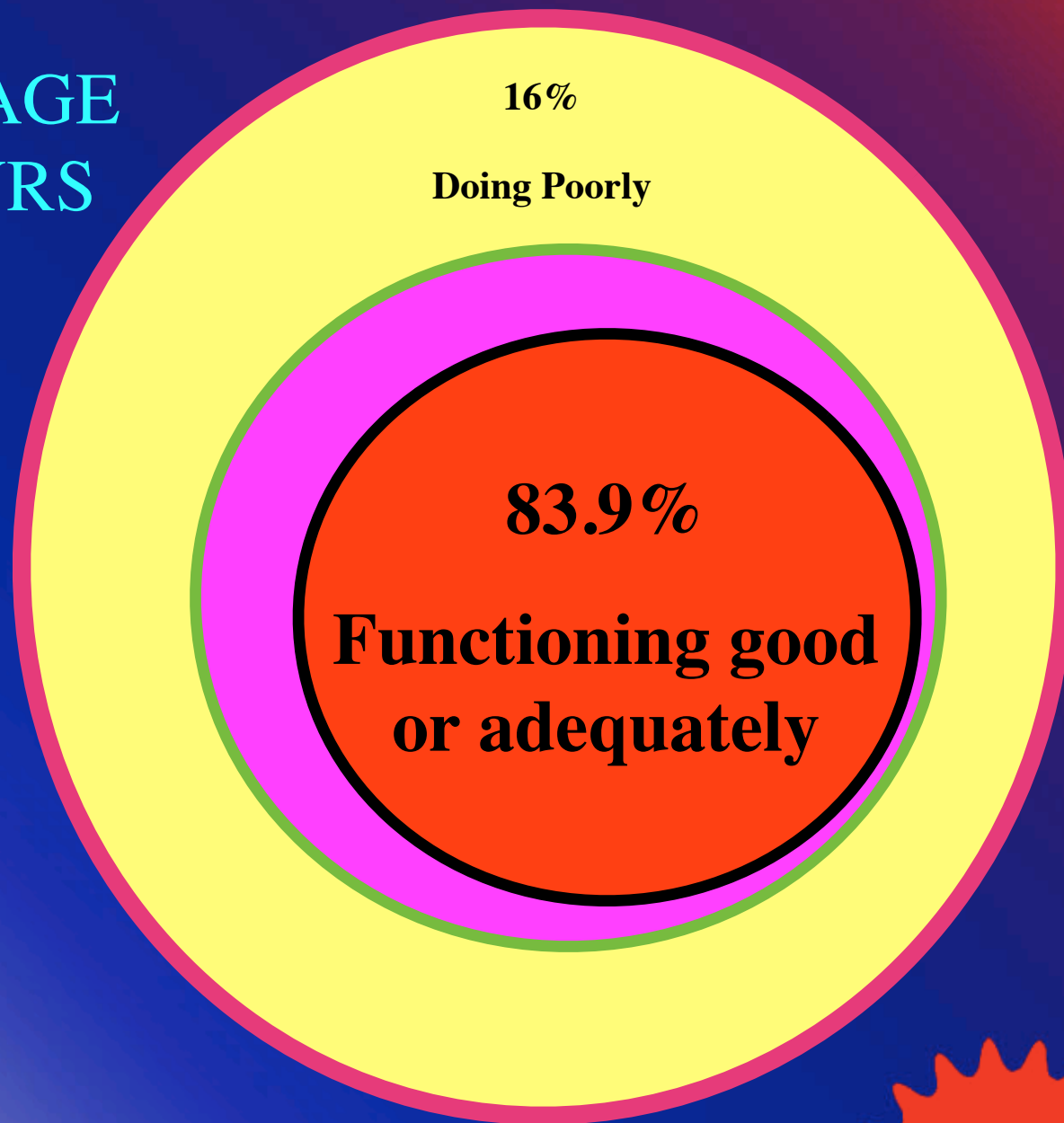
Conclusion

"Their very existence had challenged the prevailing myth that being a member of a "high risk" group meant being doomed to be one of life's losers."

In Journeys from childhood to midlife

Werner & Smith 2001 P167
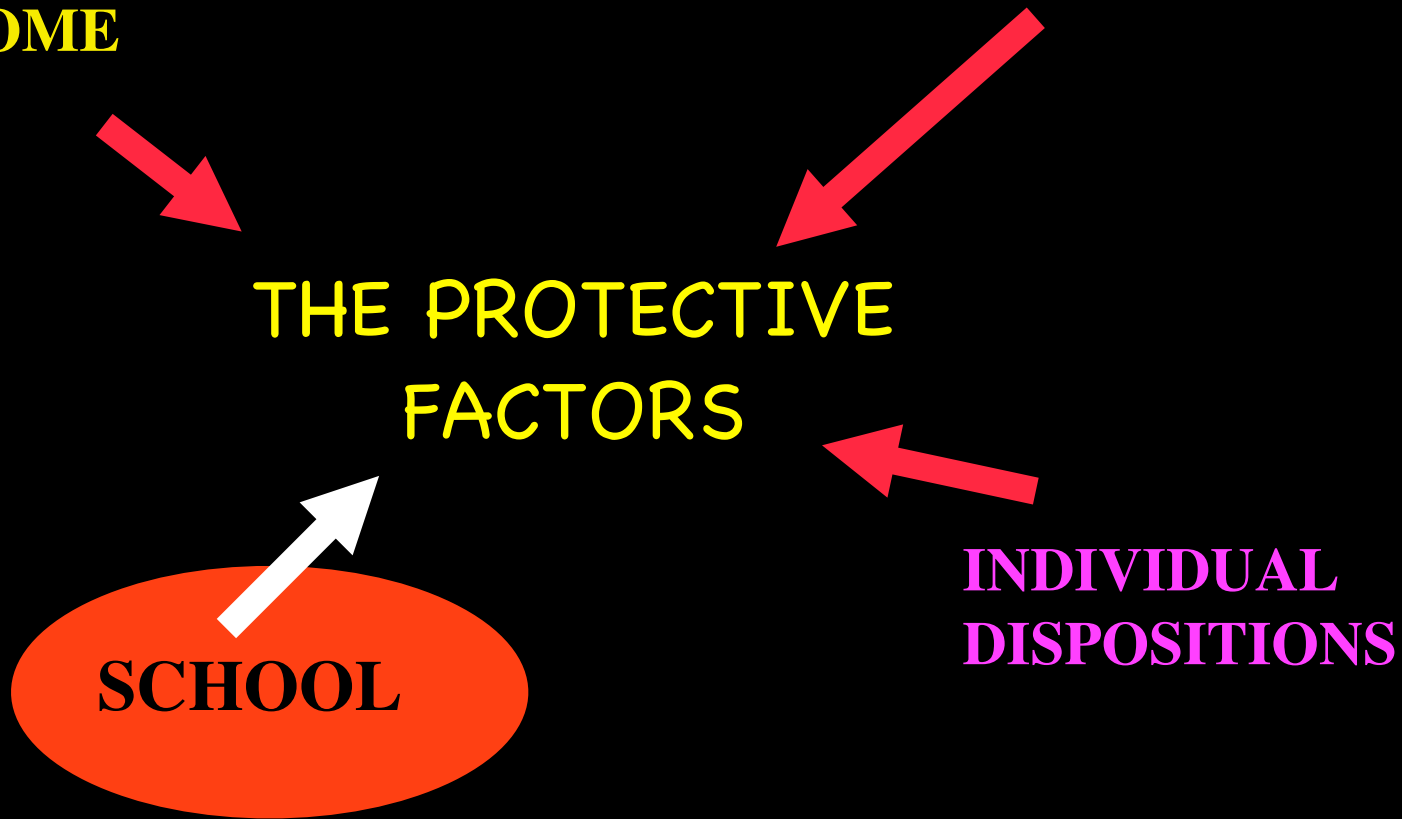
RESILIENCE

"the dynamic process that leads to positive adaptation within the context of significant adversity".

Luthar, Cicchetti & Becker 2000

In Journeys from childhood to midlife

Werner & Smith 2001 P3
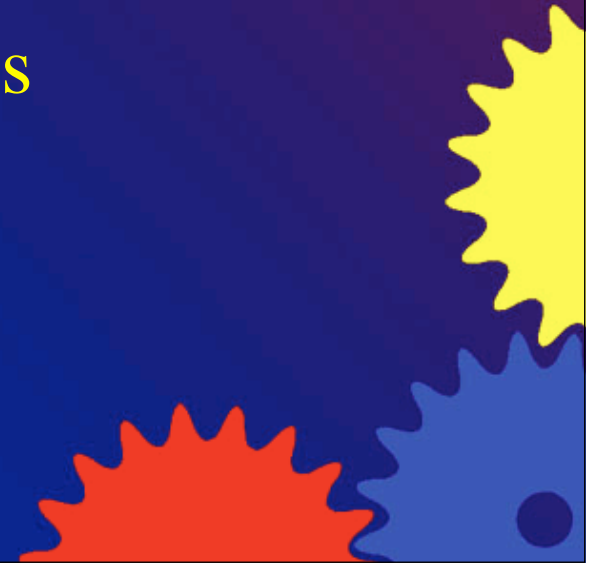
RESILIENCE

"two things need to be in place for the concept
of resilience to apply.

One is that the individual is experiencing, or has
experienced, major adversity,

and the second is that the individual is now
functioning well,
that 'things' are okay."

adolescence, risk and resilience
against the odds
Eds. J Coleman and A Hagell
John Wiley and Sons Ltd 2007

About Resilience

Resilience

• "A dynamic state that enables individuals to make the most of the opportunities available to them for positive participation" (Edwards and Fox, 2005)

• "The ability to get back into balance after being pushed out of it and to tolerate great challenges without breaking down under the strain of these" (Kraemer, 1997)

• "Normal development under the most difficult and challenging conditions" (Dent and Cameron, 2003)

• "The ability of an individual to successfully recover from, or adapt to, adversity and to develop social/emotional and academic competence despite exposure to life's problems" (Making the Difference, 2000)

Resilience

"While resilience may previously have been seen as residing in the person as a fixed trait, it is now more usefully considered as a variable quality that derives from a process of repeated interactions between a person and favourable features of the surrounding context in a person's life. The degree of resilience displayed by a person in a certain context may be said to be related to the extent to which that context has elements that nurture this resilience."
(Gilligan 2004)

Why promote resilience ?

Promoting resilience can:

- Reduce behavioural problems
- Reduce exclusion rates
- Promote mental well-being
- Increase school enjoyment and achievement
- Foster a sense of belonging

Key Resilience Factors

To develop resilience, research indicates that young people need:
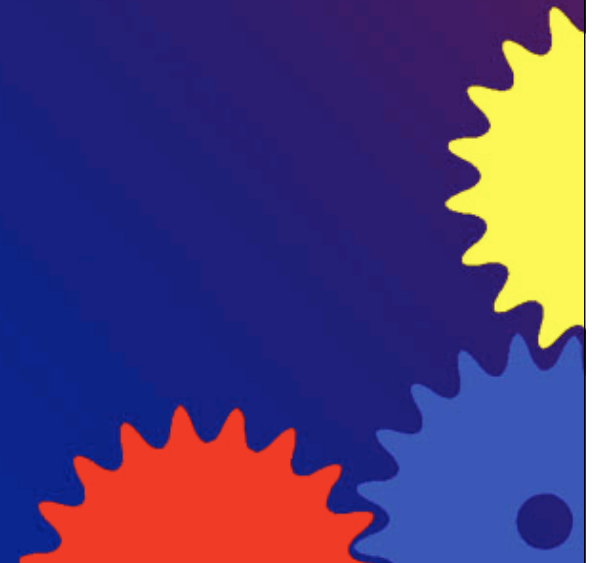
- At least one caring parent or another supportive adult in their family or social world

- To be socially integrated

- Good educational experiences

- Opportunities to take control/make choices

Key Resilience Factors

- Positive self-regard
- Good interaction and social skills
- Good coping strategies, e.g. knowing when to ask for help
- The ability to understand what has happened to themselves and others and to be able to express their feelings
- The ability to reflect
- Good problem solving and planning skills
- Awareness of others and their needs
- Multiple social roles

Strategies for supporting vulnerable children

Facing new situations

Children with positive early experiences face new situations with:

- Curiosity
- Expectations of success
- Expectations that an adult will help if needed
- The ability to cope with failure
- A positive attitude
- Expectations that adults will share their interests
- Some independence

Facing new learning situations

A child who has not had positive early experiences may face new learning situation by:

- Rejecting help and support
- Showing hostility to the task
- Being indifferent
- Being anxious or uncertain
- Seeming over-dependent on adults
- Showing hostility to the adults trying to help them
- Trying to control the adults or other children
- Expecting to fail or things to go wrong

Facing new situations

A child who has not had positive early experiences may have learned that:

- Adults can't be trusted to help or support them
- New situations can be frightening
- It's safer to play or explore on your own
- Things go wrong and unexpected things happen without being resolved
- They can't express their feelings verbally, so have to show they are upset physically

Planning to help children develop resilience

Once a vulnerable child has been identified:

- Carry out an assessment of needs

- Involve the child

- Form a plan inside and outside school with the child, home and school staff

- Monitor and Review

The home as a secure base
Providing a secure base includes:

- Clear and consistent boundaries and expectations.

- A nurturing and respectful environment.

- Understanding the emotional and physical needs of others.

- Being able to recognise, understand and manage emotions.

- Fun and enjoyment of learning.

- Activities appropriate to the child's needs.

Providing a secure base will result in A child being able to:

- Listen and attend
- Focus on a task
- Be curious
- Take risks
- Plan
- Be organised
- Co-operate
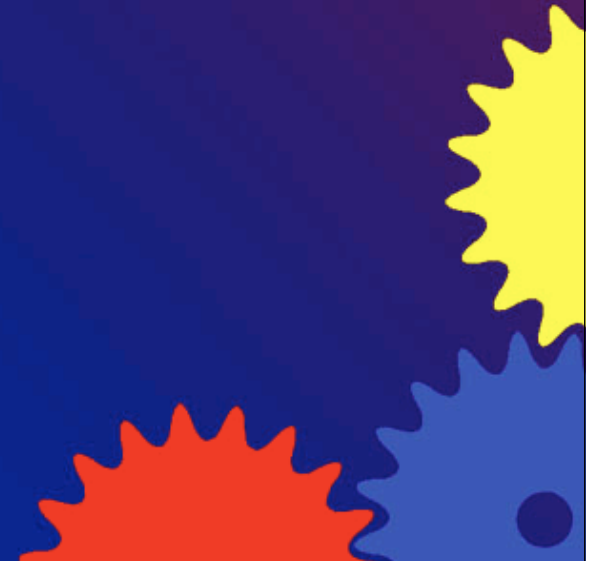
Child

Poor health
Language difficulties
Learning difficulties
Low self-esteem
Poor social skills
Behavioural difficulties
Lack of empathy
Poor problem solving skills
Over dependent

Community

Violence/crime
Lack of services
Discrimination
Antisocial community norms

Family

Ill health of parent
Abuse/neglect
Family violence
Parent in prison
Drug/alcohol dependence
Divorce/separation
Bereavement
Step family

School

Moving school
Changing teacher
Exclusion
Poor friends
Bullying
Peer rejection
Learning difficulties

Risk Factors Risk Factors Risk Factors

Child

Good health
Good language skills
Good self-esteem
Good social skills
Optimistic
Independent
Assertive
Problem solving skills

Family

Supportive family
Close extended family
Family coherence
Positive parental guidance/role models
No obvious family stressors - finance
Cultural diversity

Resilience Factors Resilience Factors Resilience Factors Resilience Factors

Community

Working together
Informal networks
Good role models
Access to support services
Strong identity
Acceptance of cultural diversity

School

Positive climate
Peer group/ Friends
Achievement
Opportunities for success
Cohesive staff
Listening staff

The importance of home and school in developing resilience

- A wealth of research indicates that school and homes which identify and foster a child's strengths can "power them from risk to resilience"

AIM

- Develop a plan for identifying and
  supporting vulnerable young people

- Produce a whole school approach
  to foster resilience in all students
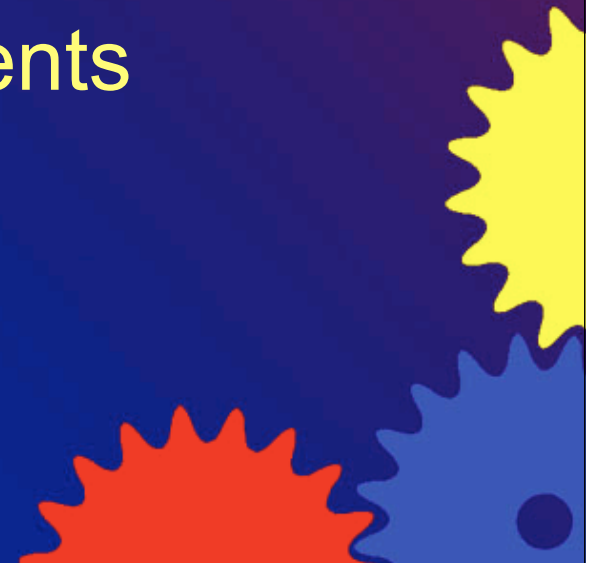
Identifying a child's underlying resilience

- Even in the face of multiple and/or serial losses, most children possess more than a degree of resilience, although it may not always be easily spotted.

What next?

1. **Plugging the gaps**
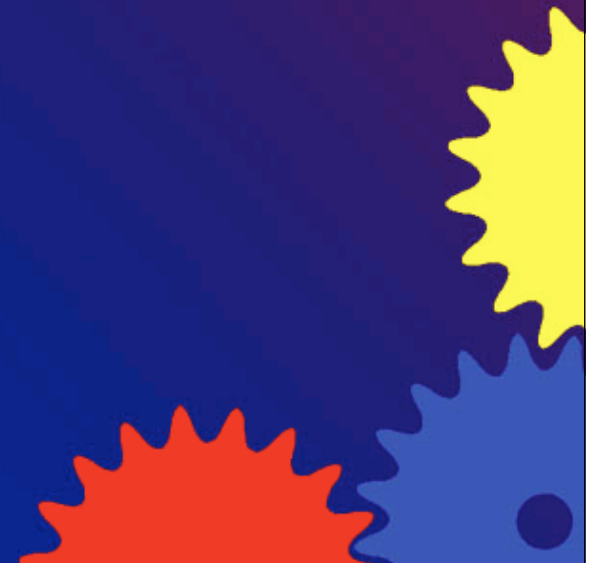2. **Fostering the strengths**
3. **Teaching the skills**

1.Some gaps that may need to be filled

- Belonging to a group
- Achieving and enjoying success
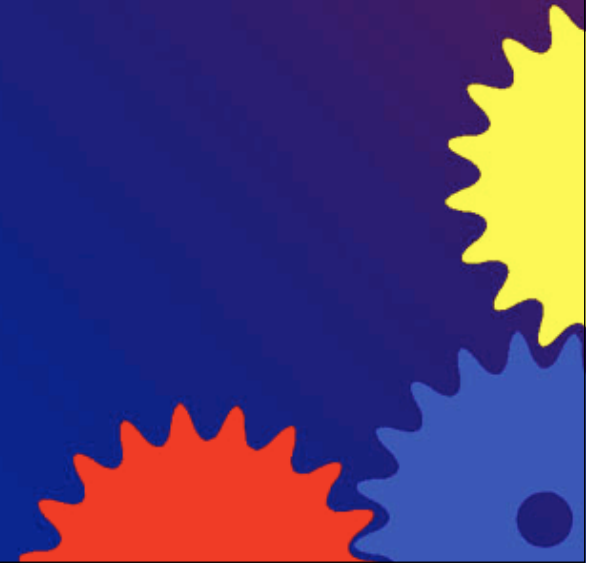- Physical needs e.g. food
- Opportunities to play

2. Some strengths that may need to be fostered

- Practical strengths
- Independence skills
- Academic achievement
- Sporting strengths
- Problem solving skills
- Interpersonal skills

3. Some skills that may need to be taught

- Social Skills
- Assertiveness
- Problem solving
- Stress recognition and management

RESILIENCE

1. **Plug the gaps**

2. **Fostering the strengths**

3. **Teach new skills**