Analyse don't personalise. The behaviour you pay attention to is the behaviour that is likely to increase.

Remember: Behavioural mistakes are learning opportunities.

Relapse is normal. The future is not over yet! If you can predict it, you can prevent it.

Ask good questions. Consistent to our principles, flexible in our practices.

Attitude is everything. It doesn't have to be perfect to be good.

Fight fire with water. Calm when they get it wrong, happy when they get it right.

Praise the process not the product. The problem is the problem, not the child. Behaviour is a function of the person and the context.

The behaviour you pay attention to is the behaviour that is likely to increase.

Skills not pills. Multifaceted problems need multifaceted solutions.

Be solution focused. To change their behaviour, change your own.
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
School effectiveness

Medical Model

BEHAVIOUR

Skills

Pills
The need to tackle problem behaviours:

- Negative reasons

1. Antisocial behaviours become worse if not responded to

2. Learning of peers interfered with and teaching is made an unattractive profession

3. Families and communities model inappropriate behaviours
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.”


KEY CONCEPT

THE PRINCIPLE OF EQUIFINALITY

in any open system, a given end state can be achieved by many potential means
An ecological perspective looks at interventions for learner and the context
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.
Learn

Relearn

STAFF

Unlearn
BEHAVIOUR FOR LEARNING

1. Facing the Challenge
   personal & professional issues

2. Behaviour in context
   A Tiered Approach

3. Tier 1 Classroom Intervention Toolbox

4. Tier 2 “at risk learners”

5. Tier 3 “troubled learners”
   MFI Toolbox

6. Project
BEHAVIOUR FOR LEARNING

1

Facing the Challenge
School Ethos &
Personal Awareness
‘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.”
PROMOTING CHANGE
Sharpening the Saw
Are persistent with students

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

Are optimistic

Relate with students in many roles

Staff Culture

Jones & Jones 2007
Whole School 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. Responsive strategies
“the common suggestion that teachers should be consistent means NOT that they should always behave in the same way, but that they should be able to make reliable judgements about the probable consequences of children’s actions in different situations.”
“Once we understand a phenomenon, we can begin to predict patterns.
Once we can predict patterns, we can begin to control or manage them,
even if this can only come about by changing our own behaviour”
If you can predict it
You can prevent it.
PREVENTION IS THE KEY TO A SUCCESSFUL SCHOOL BEHAVIOUR PLAN

Preventing Problem Behaviours Algozinne et al 
Corwin 2010
NATURE PROVIDES THE BUILDING BLOCKS
NURTURE PROVIDES THE ARCHITECTS
TRANSFORMING BEHAVIOUR IN SCHOOL

THE TEACHERS & SUPPORT STAFF ARE THE ARCHITECTS
“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
Personal Awareness
BELIEFS ABOUT CHILDREN

Their nature

“Nasty brutish and short”

Thomas Hobbes

Therefore they need socialising, taming, civilising and disciplining.

Methods - rewards and punishments
‘the attention of children is easily captivated by emotion.

When the adult displays anger, the child gets caught up in the anger . .

The child is so busy thinking about the adult’s anger, there is little thought about the mistake or new plan of behaviour.”

Fay & Funk Teaching with love & logic 1995
Authoritarian control is more effective for young children but is less effective for older ones, who are entering a developmental stage where identity, independence and autonomy are the main tasks.
<table>
<thead>
<tr>
<th>ACADEMIC ERRORS</th>
<th>BEHAVIOURAL ERRORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Errors are accidental</td>
<td>Errors are deliberate</td>
</tr>
<tr>
<td>Errors are inevitable</td>
<td>Errors should not happen</td>
</tr>
<tr>
<td>Errors signal the need for teaching</td>
<td>Errors should be punished</td>
</tr>
<tr>
<td>Students with learning difficulties need modified teaching</td>
<td>Students with behavioural difficulties need punishment</td>
</tr>
</tbody>
</table>

Porter 2007
The JoHari Window

OPEN
Known to self & others

BLIND
Known to others

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 workplace 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.
Adult feelings towards inappropriate behaviour

- let down
- embarrassed
- annoyed
- despair
- guilt
- frustrated
- angry
- lonely
- irritated
Teaching New Behaviours

- Be patient
- Be optimistic
- Be realistic
- Over practice
- Small steps
- Choose the achievable
When dealing with problem behaviours

Switch your feelings off

Rollings, Hames & James 2009

To be published
When dealing with correct behaviours

Switch your feelings on

Rollings, Hames & James 2009

To be published
Calm When they get it wrong
Happy when they get it right
'Human being’ is more a verb than a noun. Each of us is unfinished, a work in progress.

Perhaps it would be more accurate to add the word ‘yet‘ to all our assessments of ourselves and each other.

John has not learned compassion . .yet. I have not developed the courage . .yet.

It changes everything.

If life is a process all judgements are provisional. We can’t judge something until it is finished. No one has won or lost until the race is over.
ASSESSING OUR STUDENTS

Emma has not mastered yet
“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)
ATTITUDE IS EVERYTHING

CHANGE YOUR ATTITUDE AND
YOU CHANGE YOUR LIFE!
BEHAVIOUR FOR LEARNING

1. Facing the Challenge
   personal & professional
   issues

2. Behaviour in context
   A Tiered Approach
BEHAVIOUR FOR LEARNING

1. Facing the Challenge
   personal & professional issues

2. Behaviour in context
   A Tiered Approach

3. Tier 1 Classroom Intervention Toolbox
Supporting Staff Behaviour

Supporting Student Behaviour

Supporting Decision Making

Systems

Data

Practices
Behaviour for Learning

Behaviour
data
practices

systems

Tier 1
Tier 2
Tier 3

pedagogy
Academic
data
assessment
80% of pupils exhibit good behaviour for 95% (approx) of the time.
17% of pupils exhibit a range of behaviours:

- Not following instructions
- Disrupting others when working
- Disturbing the flow of the class
- Calling out
- Being out of their seat inappropriately
- Talking inappropriately
- Using equipment inappropriately
- Being un-cooperative
- Fidgeting / making funny noises / faces
- Being argumentative / surly
3% of pupils exhibit the previous as well as more serious behaviours such as:

- Verbal aggression
- Rude backchat
- Verbal abuse
- Threatening body language
- Physical aggression
- Running out of class / school
- Name calling
- Criminal behaviour
“On average it is 3 - 5% of the learners within a school who account for half or nearly half of all school discipline referrals.”

(Sugai, Sprague, Horne & Walker 1999)
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
Students WITHOUT serious behavioural problems

Tier 2  YELLOW ZONE
Students AT RISK for problem behaviour

Tier 3  RED ZONE
Students with INTENSE/SERIOUS behaviour problems

Preventing Problem Behaviours
B Algozzine 2010
Tier 1 Classroom Management: Class layout; wall/ceiling displays; social expectations posted; transitions, procedures, and routines taught; effective instruction; social behaviour maintained; clear communication
Challenging Behaviours

Behavioural difficulties
31% at age 3,
9% at age 5

diminish in most children through:

• improved problem solving skills

• verbal communication

• self-regulation

• independence
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.”
Brilliant 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
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
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.
IN EVERY CLASS
POWER IN PRIMARY

Teachers involve, support and educate the whole child.

Relationship power, is mainly used, teachers have a continuous relationship with the same class and a sense of loyalty is developed.
POWER IN SECONDARY

Teachers convey information to whole classes often for an hour or less

Coercive and Reward Power, is more common, teachers have to maintain order in the classroom to facilitate the learning of subjects
5 TYPES OF STAFF POWER

French & Raven 1959

P1197 Handbook of classroom management
5 TYPES OF STAFF POWER

- Coercive Power
- Legitimate Power
- Relationship Power
- Expert Power
- Reward Power
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 student's 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 Ecological Model of Classroom Management

Personal Ecology

School Ecology

Classroom Ecology

Class

School

C1
C2
C3
C4
C5
C6
C7-25
T
TA
An Integrated Model

PROACTIVE INTERVENTIONS

ECOLOGICAL PERSPECTIVE

RESPONSIVE INTERVENTIONS

POSITIVE CLASSROOMS
COMMON BEHAVIOURAL DIFFICULTIES

• being inattentive
• distracting others
• being uncooperative
• acting defiant
• daydreaming
• repeating instructions
• appearing rude
• seeming to be forgetful & disorganised
Behavioural Difficulties

“Mistaken behaviour is a natural occurrence, the result of attempts by inexperienced, developmentally young children to interact with a complicated, increasingly impersonal world.

When mistaken behaviour occurs, adults significantly affect what children learn from the experience.”

Punishment of Guidance?
Young Children 42 (3), 55-94 Gartrell (1984)
So why are some learners defiant, difficult and confrontational?
WHY?
Paul Dix is sixteen years old, he is:

• defiant towards adults
• distracts others from learning
• disturbs the best planned lesson
WHY?
Does he come from a unloving and uncaring home, with no boundaries?

ANSWER
No, he is well loved and emotionally secure. His parents are fair and consistent towards him.
WHY?
Does he have learning or communication problems

ANSWER
No, he is of average ability and can understand and be understood.
WHY?
Does he have any medical conditions, ADHD, Aspergers, Tourettes?

ANSWER
No.
WHY?
Does he have any mental health problems, depression or anxiety?

ANSWER
No. He is a happy well balanced young man.
SO WHY?

BECAUSE
Being defiant, difficult and distracting is:

✔ good to challenge adult authority
✔ test the lines of tolerance
✔ makes the lesson more interesting
✔ enhances reputation
✔ releases serotonin

and is

FUN
Ref
Paul Dix 2007
Taking care of behaviour
Pearson Education Limited
SO CHALLENGING/CONFRONTATIONAL BEHAVIOUR FROM YOUNG PEOPLE IS TO BE EXPECTED.
We are often trying to teach well adjusted delinquents
The world has changed
Children view authority differently

1. They are more aware of their rights

2. Their view of authoritarian adult behaviour as experienced in the home has changed
Authoritarian control is more effective for young children but is less effective for older ones, who are entering a developmental stage where identity, independence and autonomy are the main tasks.
“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
General Classroom Guidelines
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

1. CLASSROOM ENVIRONMENT
2. ACADEMIC PERFORMANCE
3. REDUCE INAPPROPRIATE BEHAVIOUR & INCREASE SOCIAL COMPETENCE
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
OVER PLAN
5 min chunks

TEACHES TO
LEARNERS
REAL LIFE

HIDES THEIR
BUTTONS

UNDERSTANDS
RULES V
ROUTINES

ARE PROACTIVE
NOT REACTIVE

INVOLVES
LEARNERS
60 - 40

AVOIDS
NEGATIVITY

I S
ALWAYS
----------
AVOID TOO MUCH

- Word Searches
- Fill in the Gaps
- Work sheets
- Copying from books
- Copying from the board
- Teacher talks most
- Little activity
- Are predictable
GOOD LESSONS

- GROUP WORK
- NEW WAYS OF THINKING
- CREATIVE
- ARE UNPREDICTABLE
- LEARNERS DISCUSS
- TEACHER TALKS LEAST
- LOTS OF ACTIVE LEARNING
- ARE FUN

GOOD LESSONS are fun and involve teacher talks least, lots of active learning, new ways of thinking, and learners discussing. The creative aspect is also emphasized.
DEALING WITH DISRUPTION

- THE LOOK
- PROXIMITY CONTROL
- HUMOUR
- PRIVATE CHAT
- REWIND
- RULE REMINDER
- GOOD QUESTIONS
- PARTIALLY ACCEPT AND REDIRECT
- GIVE CHOICES WITH CONSEQUENCE REMINDER
- REMOVE AUDIENCE
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.
Proactive Classroom Interventions
create 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)
Process - Outcome research

Teachers actions and students behaviour

Kounin 1970 found:

✓ With-it-ness

✓ Overlapping ability

✓ Lesson smoothness and momentum

✓ Group altering

✓ Stimulating seat work
STUDENT PROGRESS AFFECTED BY SCHOOL AND TEACHERS

<table>
<thead>
<tr>
<th>Scenario</th>
<th>After 2 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average School / Average Teacher</td>
<td>50%</td>
</tr>
<tr>
<td>Poor School / Poor Teacher</td>
<td>3%</td>
</tr>
<tr>
<td>Good School / Poor Teacher</td>
<td>37%</td>
</tr>
<tr>
<td>Poor School / Good Teacher</td>
<td>63%</td>
</tr>
<tr>
<td>Good School / Good Teacher</td>
<td>96%</td>
</tr>
<tr>
<td>Good School / Average Teacher</td>
<td>78%</td>
</tr>
</tbody>
</table>

“It is clear that effective teachers have a profound influence on student achievement”
MAKING A DIFFERENCE

Aggressive 6 year old boys taught and supported by skilled staff were three times less likely to be aggressive at age 14 years as compared to those taught by teachers with poor classroom management skills

Kellam et al 1998
MFI TOOLBOX
THE CLASSROOM
ECOLOGY

1
SELF
PRESENTATION
1

SELF

PRESENTATION
APPEARANCE

HUMOUR

SELF PRESENTATION

NERVES

NON-VERBAL COMMUNICATION

VOICE CONTROL

CLEAR EXPECTATIONS

www.osiriseducational.co.uk

NON-VERBAL COMMUNICATION

SELF PRESENTATION

NERVES

NON-VERBAL COMMUNICATION

VOICE CONTROL

CLEAR EXPECTATIONS

www.osiriseducational.co.uk
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 alphabet

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.

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 contact etc.
MFI TOOLBOX
THE CLASSROOM
ECOLOGY

SETTING THE SCENE
2

SETTING THE SCENE
Desk Arrangement

- Limits communication, good for talkative classes
- Encourages team work (3-5)
- Good for space, but more talking
- Good for limited talk
- U shape, good for discussions, but distractions for students
- Everyone close to teacher
MFI TOOLBOX
THE CLASSROOM
ECOLOGY

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 for 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

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

CHOICES
PROBLEM

Escape
Build up
Shout out
Mean
Damage
Hurt

CHOICES

Solve problem successfully
Consult ask for help
Deal directly
Think of other person’s feelings/needs
Calm your mind and muscles

CHOICES

Build up
Shout out
Mean
Damage
Hurt

CHOICES

Escape
Deal directly
Think of other person’s feelings/needs
Calm your mind and muscles

CHOICES
For fighting, bullying, intimidation tell an adult immediately

Make a plan
Talk - listen
Apologise - forgive
Tell them to stop
Avoid
Walk away - Go to another game
Share
Ignore

Try two of these strategies when you have a problem
4

POSITIVE COMMUNICATION

MFI TOOLBOX
THE CLASSROOM
ECOLOGY
4

POSITIVE COMMUNICATION
CORRECTIVE LANGUAGE
RELATIONSHIPS & POSITIVE COMMUNICATION
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 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)
REQUESTS V DIRECTIONS

Request
Please . . . if you would . . .

Direction
I need . . . you to. Thank you
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

- Student negative thoughts
- Student negative feelings
- Adult negative control
- Negative student response

**PRIMARY PROBLEM BEHAVIOUR**

**SECONDARY PROBLEM BEHAVIOUR**
CORRECTIVE LANGUAGE

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
CORRECTIVE LANGUAGE FOR RESPECT AND RESPONSIBILITY

• IGNORE SECONDARY BEHAVIOURS
• ASK GOOD QUESTIONS
• STAY WITH THE FACTS
• SAVING FACE
• THE PARADOXICAL INSTRUCTION
• SOLUTION FOCUSED 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 Use of Positive Recognition

(Rathvon 1999)

<table>
<thead>
<tr>
<th>POSSIBLE RECOGNITION THROUGH:</th>
<th>LEVEL OF INTEREST</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LOW</td>
</tr>
<tr>
<td>extra playtime</td>
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<tr>
<td>good note home</td>
<td>1</td>
</tr>
<tr>
<td>classroom games</td>
<td>1</td>
</tr>
<tr>
<td>special art project</td>
<td>1</td>
</tr>
<tr>
<td>free time</td>
<td>1</td>
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<tr>
<td>watching a video</td>
<td>1</td>
</tr>
<tr>
<td>listening to tapes</td>
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<tr>
<td>free homework pass</td>
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</tr>
<tr>
<td>computer time</td>
<td>1</td>
</tr>
<tr>
<td>access to computer lab</td>
<td>1</td>
</tr>
<tr>
<td>group games in gym</td>
<td>1</td>
</tr>
<tr>
<td>other</td>
<td>1</td>
</tr>
</tbody>
</table>

Circle the number that matches your level of interest in each. Your ratings will be used to help select the best.
**Aim - Effective Use of Negative Consequences**

(Walker 1979)

<table>
<thead>
<tr>
<th>POINT VALUE</th>
<th>DAYS</th>
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<tbody>
<tr>
<td></td>
<td>M</td>
</tr>
<tr>
<td>out of seat</td>
<td>1</td>
</tr>
<tr>
<td>shouting out</td>
<td>2</td>
</tr>
<tr>
<td>throwing things</td>
<td>3</td>
</tr>
<tr>
<td>disturbing others</td>
<td>3</td>
</tr>
<tr>
<td>obscene language</td>
<td>4</td>
</tr>
<tr>
<td>answering back</td>
<td>4</td>
</tr>
<tr>
<td>refusing requests</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td></td>
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</tbody>
</table>

Response cost involves the removal of a reinforcer following inappropriate behaviour. The system is carefully explained to the learner, making sure they know which behaviours will result in losing privileges. This system should be used in conjunction with the use if recognition for Brilliant Behaviours.
6 GROUPS

MFI TOOLBOX
THE CLASSROOM
ECOLOGY
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
So it is with behaviour

Learning to behave is a bit like learning to ride a bicycle. No child is born knowing how to ride a bike but some have more aptitude for it than others and some catch on quite quickly. Other children have to persevere and be shown over and over again or have to have someone running alongside to steady them.

So it is with behaviour.

While they are learning they may need the extra support of three wheels or stabilisers before they have the confidence to try on two wheels. They often wobble and lose their balance; sometimes they fall off and have to start over again. Even when they feel they have mastered it, they might find themselves on unfamiliar roads or uneven surfaces which can make them wobble and fall off again.

So it is with behaviour.
So it is with behaviour

So every cycle ride is something of a trial and error - they never quite know what they will encounter or how well they will coordinate the steering and pedalling and they still need someone to help them along the right path.

So it is with behaviour.

Practitioners and parents are like the extra wheels or stabilisers on the bicycle. They keep children steady until they are ready to try to balance by themselves. As children become more confident adults can step back a little but are still alongside them to help them when they make a mistake, forget what they have been taught or encounter a difficult path.

So it is with behaviour.

By Chris Dukes and Maggie Smith
HEALTHY ATTACHMENT

Early attachment is achieved through a process known as ATTUNEMENT

The emotional brain - the limbic system - experiences positive emotions in the first 12 months which fosters attachment
emotional  social cognitive development

Cycles of Development
adapted form Clark and Dawson
Growing Up Again 1998

Ref. Walking the Talk
Ed. Barrow and Newton 2013
Stage 1 - Being (birth - 6 months)

**Task of the child**
- To call for care
- To signal to get needs met
- To accept touch
- To accept nurture
- To bond emotionally
- To learn to trust caring adults
- To decide to live, to be

**Affirmations**
- I’m glad you are here
- You belong here
- What you need is important to us
- We are glad you are you
- You can grow at your own pace
- You can feel all of your feelings
- We want you to be here and want to care for you

**Helpful teacher/carer behaviours:**
- Affirm the child in doing the developmental tasks for this stage
- Provide consistent care as needed
- Think for the child when required, while monitoring development through the stage
- Use touch - holding, talking, singing - and intuition to decide how and when
- Be reliable and trustworthy
- Get help if you are unsure how to respond to the child
Stage 2 - Doing (6 - 18 months)

**Task of the child**
- To explore and experience the environment
- To develop sensory awareness by using all senses
- To signal needs: to trust others and self
- To continue to form secure attachments
- To get help in times of distress
- To start to learn that there are options and that not all problems are easily solved
- To develop initiative
- To continue Being stage tasks

**Affirmations**
- You can explore and experiment and we will support and protect you
- You can do things as many times as you need to
- You can use all of your senses when you explore
- You can know what you know
- You can be interested in everything
- We like you when you are active and when you are quiet
- We like to watch you grow and learn

**Helpful teacher/carer behaviours:**
- Affirm the child in doing the developmental tasks for this stage
- Provide a safe environment and protection from harm
- Provide nurturing touch and encouragement
- Say ‘yes’ more than ‘no’
- Offer a variety of sensory experiences
- Listen to the child, especially if he/she is struggling to express something
- Feedback observations of behaviour and model new language
- Respond when child initiates activity
Stage 3 - Thinking (18 months - 3 years)

**Task of the child**
- To establish ability to think for self
- To test reality; to push against boundaries and other people
- To learn to think and solve problems with cause-and-effect thinking
- To start to follow simple safety commands - stop, come here, stay here, go there
- To express anger and other feelings
- To separate from adults without losing security
- To start to give up beliefs about being the centre of the universe
- To continue earlier tasks

**Affirmations**
- I’m glad you are starting to think for yourself
- You can say “no” and push the limits as much as you need to
- It’s OK for you to be angry, and we won’t let you hurt yourself or others
- You can learn to think for your self, and others can too
- You can think and feel at the same time
- You can know what you need and ask for help
- You can be yourself and we will still care for you

**Helpful teacher/carer behaviours:**
- Affirm the child in doing the developmental tasks for this stage
- Help transition from one activity to another
- Give simple clear directions, including basic safety commands
- Be consistent in setting limits and ensuring they are kept
- Accept all of the child’s feelings without getting into win-lose battles
- Give reasons, and provide information to move child on in his/her thinking
- Stroke thinking by encouragement and celebration
- Expect the child to think about his own and others’ feelings
- Give time for new thinking to develop e.g. cause-and-effect
Stage 4 - Identity and Power (3 - 6 years)

**Task of the child**
- To assert an identity separate from others
- To acquire information about the world, self, body and gender role
- To discover effect on others and place in groups
- To learn to exert power to affect relationships
- To practice socially appropriate behaviour
- To separate fantasy from reality
- To learn extent of personal power
- To continue earlier tasks

**Affirmations**
- You can explore who you are and find out about others
- You can try out different ways of being powerful
- All of your feelings are OK here
- You can learn the results of your behaviour
- You can be powerful and ask for help at the same time
- You can learn what is pretend and what is real

**Helpful teacher/carer behaviours:**
- Affirm the child in doing the developmental tasks for this stage
- Expect the child to express feelings and to connect feeling and thinking
- Teach clearly that it is OK to be who you are, and that both sexes and all cultures are OK
- Answer questions accurately, provide information and correct misinformation
- Be clear about who is responsible for what in the classroom and playground
- Encourage fantasy while being clear about what is fantasy and what is reality
- Acknowledge and respond to appropriate behaviour
Stage 5 - Structure (6 - 12 years)

Task of the child
To learn skills, learn from mistakes and decide to be ‘good enough’
To learn to listen in order to collect information and think
To practice thinking and doing
To reason about wants and needs
To check out family/school rules and structures
To learn the relevance of rules
To experience the consequences of breaking rules
To disagree with others and still be wanted
To test ideas and values
To develop internal control
To learn what is one’s own and others’ responsibilities
To learn when to flee, to flow and when to stand firm
To develop the capacity to co-operate
To test abilities against others
To identify with one’s own sex

Affirmations
You can think before you say ‘yes’ or ‘no’
You can learn from your mistakes
You can trust your intuition to help decide what you want to do
You can find ways of doing things that work for you
You can learn the rules that help you live with others
You can learn how and when to disagree
You can think for yourself and get help instead of staying in distress
We still want to be with you when we differ and we can learn together
Stage 5 - Structure (6 - 12 years)

**Helpful teacher/carer behaviours:**
Affirm the child in doing the developmental tasks for this stage
Teach conflict resolution and problem solving skills
Give lots of strokes for learning, thinking and finding own way to do things
Encourage skills development
Be encouraging, enthusiastic, reliable and consistent
Respect the child’s opinions and beliefs and allow discussion
Be clear that mistakes are part of learning
Challenge negative behaviour and confront discounting
Encourage participation in rule-making, and be clear about negotiable and non-negotiable rules
Stage 6 - Integration (12 - 19 years)

**Task of the adolescent**
To take steps towards independence
To achieve a clearer emotional separation from family
To emerge as a separate independent person with own identity and values
To be competent and responsible for own needs, feelings and behaviours
To integrate sexually into the earlier developmental tasks

**Helpful teacher/carer behaviours:**
Affirm adolescent for doing developmental tasks
Continue to offer appropriate support
Accept adolescent’s feelings
Confront unacceptable behaviour
Be clear about school’s position on drugs etc
Encourage growing independence
Expect thinking, problem-solving and self-determination
Confront destructive or self-defeating behaviour
Celebrate emerging adulthood, personal identity etc
Negotiate rules and responsibilities

**Affirmations**
You can know who you are and learn and practice skills for independence
You can develop your own interests, relationships and causes
You can grow in your femaleness or maleness and still need help at times
You can learn to use old skills in new ways
We look forward to knowing you as an adult
We trust you to ask for support when you need it
IF YOU WERE waiting for THIS IS IT A SIGN
MFI TOOLBOX
THE CLASSROOM ECOLOGY

1. SELF PRESENTATION
   - teach classroom routines, procedures & problem solving skills

2. SETTING THE SCENE
   - seating plan, managing transitions

3. CLASSROOM BEHAVIOUR PLAN
   - deliver praise & reprimands effectively

4. POSITIVE COMMUNICATION
   - self-presentation

5. RECOGNITION
   - work effectively with the class

6. GROUPS
   - teach pro-social behaviours

7. LINKS TO HOME
Classroom Toolbox

Self-presentation
Communication
Rewards & recognition

Setting the scene
Class behaviour plan
Other
BEHAVIOUR FOR LEARNING

1. Facing the Challenge
   personal & professional issues

2. Behaviour in context
   A Tiered Approach

3. Tier 1 Classroom
   Intervention Toolbox

4. Tier 2 “at risk learners”
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
Students WITHOUT serious behavioural problems

Tier 2  YELLOW ZONE
Students AT RISK for problem behaviour

Tier 3  RED ZONE
Students with INTENSE/SERIOUS behaviour problems

Preventing Problem Behaviours
B Algozzine 2010
Tier 2

YELLOW ZONE

Students AT RISK for problem behaviour

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.”
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 not 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
functional Magnetic Resonance Imaging (fMRI) has provided insight into the development of the brain from childhood to adulthood. The fMRI indirectly measures the flow of oxygenated blood in the brain.
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.

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

CONDITIONS
ADHD  ASC  FRAGILE X  JDD  ASPERGER’S  CD  PMLD  SAD  OTHERS
Cognitive Executive Skills
An Executive-Driven Functional Assessment Model
McCloskey et al 2009

Consequences

Executive Functions

Attention  Persistence  Impulse control  Response inhibition
WHAT ARE EXECUTIVE SKILLS?

★ Control of feelings
★ Metacognition
★ Goal directed persistence
★ Flexibility
★ Sustained attention
★ Working memory
★ Response inhibition
★ Planning / prioritising
★ Time management
★ Organisation
★ Task initiation
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
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.

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

TURN THE PROBLEM INTO A SKILL TO BE LEARNED

What skills does the CYP need to develop or be better at, to not have the problem?
TURNING PROBLEMS INTO SKILLS

DON’T
run
no throwing things
stop kicking
don’t shout

DO
walk
keep those things to yourself
keep your feet still
walk softly
If it moves break it down.

TURN BIG PROBLEMS INTO THEIR PARTS
BEHAVIOUR FOR LEARNING

1. Facing the Challenge
   personal & professional issues

2. Behaviour in context
   A Tiered Approach

3. Tier 1 Classroom
   Intervention Toolbox

4. Tier 2 “at risk learners”

5. Tier 3 “troubled learners”
Teaching with disadvantage in mind
Behaviours linked to disadvantage

laugh when disciplined
save face

argue with teacher
system is unjust/unfair

angry response
anger = fear

make rude comments
reliance on casual register

poorly organised
not taught at home

hurts others
way of life, issues addressed
negatively

completes only part of task
tyranny of the moment

cannot follow directions
little practice of procedural memory

rude to adults
lack of respect for authority

Payne 2009 Understanding Poverty

physically fight
survival skills
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
POLITICAL V EDUCATIONAL OBJECTIVES

Politicians can impose a mandate on schools that is imposed on no other institution namely:
POLITICAL V EDUCATIONAL OBJECTIVES

to wipe out inequalities that exist between children - while the factors that cause the inequalities remain in place.

- 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 3 years need
reliable primary caregiver

safe, predictable environments

10-20 hours per week of reciprocal interactions - attunement

enrichment through increased complex activities
1 emotional and social challenges

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
1. emotional and social challenges

**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
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
Students WITHOUT serious behavioural problems

Tier 2
YELLOW ZONE
Students AT RISK for problem behaviour

Tier 3
RED ZONE
Students with INTENSE/SERIOUS behaviour problems

Preventing Problem Behaviours
B Algozzine 2010
Tier 3  RED ZONE
Students with INTENSE/SERIOUS behaviour problems

Preventing Problem Behaviours
B Algozzine 2010
Brilliant 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.
Cracking the Code
Understanding the reasons behind the behaviour is more important than the behaviour itself.
Behaviour as Communication
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 disorders, eg autism, ADHD etc will interfere with an individual's ability to communicate.
Troubled or Troublesome Adolescents?
TROUBLED ADOLESCENTS

the immaturity hypothesis

McKinnon 2008
<table>
<thead>
<tr>
<th>AGE</th>
<th>LIFE STAGE</th>
</tr>
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<tbody>
<tr>
<td>0 - 18 months</td>
<td>Infant</td>
</tr>
<tr>
<td>18 months - 5 years</td>
<td>Toddler</td>
</tr>
<tr>
<td>6 - 12 years</td>
<td>School boy/girl</td>
</tr>
<tr>
<td>13 - 18</td>
<td>Adolescent</td>
</tr>
<tr>
<td>18+ years</td>
<td>Adult</td>
</tr>
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</table>
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

<table>
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<tr>
<th>dev. stage</th>
<th>thinking</th>
<th>empathy</th>
<th>separateness</th>
<th>ethics</th>
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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

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<tr>
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**Missing Developmental Milestones**
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**Missing Developmental Milestones**
Examples of carer - child emotional attunement activities

- You take part in a fun activity together and laugh a lot
- You both talk enthusiastically about a planned future event
- You give the child in your care a spontaneous **high five/hug**.
- You ask the child to give you a quick **high five/hug**.
- When you tuck the child into bed, you go through all the enjoyable events shared during that day
- You spot something that the child is doing well and let them know
- You spot that the child is a little unhappy and you sit down together and chat about this
- The child spontaneously shows affection to you & you respond warmly
- You enjoy a funny story together
- You accidentally do or say something silly and you and the child sit down and have a good laugh about it, or both retell the story to others

the attunement process is most important in early childhood, but emotional attunement is also important for the healthy development of the older child

Cameron & Maginn 2009 P 14
Improving the attainments of LAC children

- Planning for future transitions
- Doing the thing they do for all children but more so
- Making it a priority to know the ch’n well & to build strong relationships
- Skillfully linking each child to a key person they relate well to
- Developing strong partnerships with carers, local authorities & special agencies
- Making things happen & seeing things through
- Ensuring consistency as well as discrete flexibility
- Balancing high levels of support with real challenge
- Actively extending the horizons of each child

Improving attainment of LAC in P schools DCSF 2009
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
This way or That way

**Attachment**
- Avoids and little use for adults
- Is apart from the group
- Emotions rules behaviour
- Struggles to cooperate
- Acts hopeless and helpless
- Struggles to adapt

**Belonging**
- Likes & gets along with adults
- Is part of the group
- Can safely manage emotions
- Works and plays well with others

**Self-Regulation**
- Eager to learn and help others

**Collaboration**
- Adapts easily to new situations

**Contribution**

**Adaptability**
This way or That way

Avoids and little use for adults
Is separate from the group
Emotions rules behaviour
Struggles to cooperate
Acts hopeless and helpless
Struggles to adapt

Attachment

Likes & gets along with adults
Is part of the group
Can safely manage emotions
Works and plays well with others
Eager to learn and help others
Adapts easily to new situations

Belonging

Self-Regulation

Collaboration

Contribution

Adaptability
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**OBSTACLE**

**Missing Developmental Milestones**
Many adolescents are developmentally immature.
Jigsaw Puzzle Child
by
Eileen Pasztor,
from the Fostering Toolbox
Chronological Age: 16 years

Years of shared customs, values & traditions: 16

IQ Age: 16

Appearance age: 16 - 18

Emotional age: 16

Social age: 16

Life experience age: 16

Academic age: 15

Ethnic match: Yes

Good environment

SIXTEEN YEAR OLD
Chronological Age 16 years

IQ Age; 10

Appearance age; 14

Social age; 8

Emotional age; birth - 4

Years of shared customs, values & traditions 0

Academic age; YR 2 Primary

Ethnic match Yes

Life experience age; 2 - 25

SIXTEEN YEAR OLD abuse/neglect
BEHAVIOUR FOR LEARNING

1. Facing the Challenge personal & professional issues
2. Behaviour in context A Tiered Approach
3. Tier 1 Classroom Intervention Toolbox
4. Tier 2 “at risk learners”
5. Tier 3 “troubled learners” MFI Toolbox
6. Project
Facing the Challenge
personal & professional
issues

Tier 1 Classroom
Intervention Toolbox

MFI Toolbox

Tier 2 “at risk
learners”

Behaviour in context
A Tiered Approach
THE TOOLBOX

- PHYSIOLOGICAL
- FEELING
- BEHAVIOURAL
- THINKING
- SOCIAL
- RESILIENCE
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Slow return to emotional baseline following threat

Dialectical Behaviour Therapy
Marra 2005
Brilliant Behaviour

The Stress Bucket
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BRILLIANT CORNER
What can be done

- Do something different
- Imagine somewhere nice
- Sense focus on an experience - not thoughts
- Think - generate new thoughts
- Remember happy times, places, people
- Accept feeling sad is normal
- Create new sense of what has happened
- Take opposite action to how you feel now
## Behaviour for Learning

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A Functional Assessment Model

Antecedents → Behaviour → Consequences

A → B → C
A Functional Assessment Model

A → B → C

Antecedents: task too difficult

Behaviour: Response distracting peers

Consequences: Negative adult consequence
A Functional Assessment Model

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<tr>
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<td>Response Seeks support</td>
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<td>C</td>
<td>Consequences Adult gives assistance</td>
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REF
Mindsets - Dweck

Executive Skills in Children & Adolescents - Dawson & Guare
An Executive-Driven Functional Assessment Model
McCloskey et al 2009

Executive Functions

Attention  Persistence  Impulse control  Response inhibition

Behaviour  Response  Consequences
WHAT ARE EXECUTIVE SKILLS?

- Control of feelings
- Metacognition
- Goal directed persistence
- Flexibility
- Sustained attention
- Working memory
- Response inhibition
- Planning / prioritising
- Time management
- Organisation
- Task initiation
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
General Aim

Helping Children to Succeed
develop executive functioning skills

Specific Aim

CONTROL OF FEELINGS

SUSTAINED ATTENTION

GOAL DIRECTED PERSISTENCE

RESPONSE INHIBITION

TASK INITIATION

ACTIONS
POSITIVE THINKING

I can’t - becomes - I will try

I’ll fail - becomes - I will have a go

No one likes me - becomes - I will make new friends

I’m no good at schoolwork - becomes - I’m working to improve
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 ..................................
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<tr>
<td>goal analysis</td>
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<tr>
<td>attention/power/revenge/nurture</td>
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GOAL CENTRED THEORY

To belong
To count
To matter

ATTENTION to be noticed

POWER to have influence, to be independent

NURTURE to be cared for & protected

SAFETY the world is safe & just
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

<table>
<thead>
<tr>
<th>BEHAVIOUR</th>
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Which student is looking for Attention?
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Which student is looking for Revenge?
## GOAL ANALYSIS

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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 learner's behaviour. 

<table>
<thead>
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<th>1</th>
<th>2</th>
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<td>2. lead to confrontations with adults?</td>
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Motivational Needs Assessment

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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

**NUTURE**
- set achievable tasks
- build self-esteem
- reward effort
- use group work
- set up buddy system
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## Social Skills Training Method

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<td>find existing skills</td>
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<td>teach new ones</td>
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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