

# Creating Positive Change In Behaviour Management



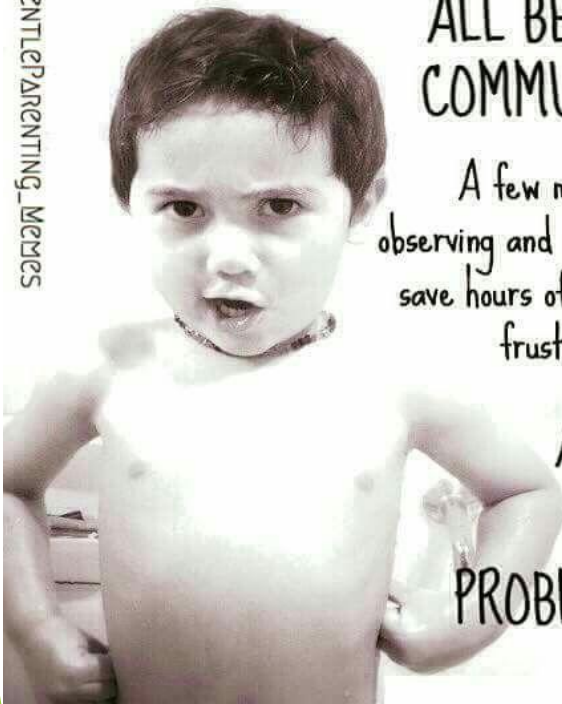
# Important Notice:

This Training is not part of an official Hertfordshire Steps/ Therapeutic Thinking refresher. This training has taken information, inspiration and documents from many sources listed below:

- Hertfordshire Therapeutic Thinking
- Paul Dix (When the adult changes, everything changes)
- Teaching Puzzle ( A Family Links Programme)
- Add-vance
- Anna Freud

We will look at the following key areas:

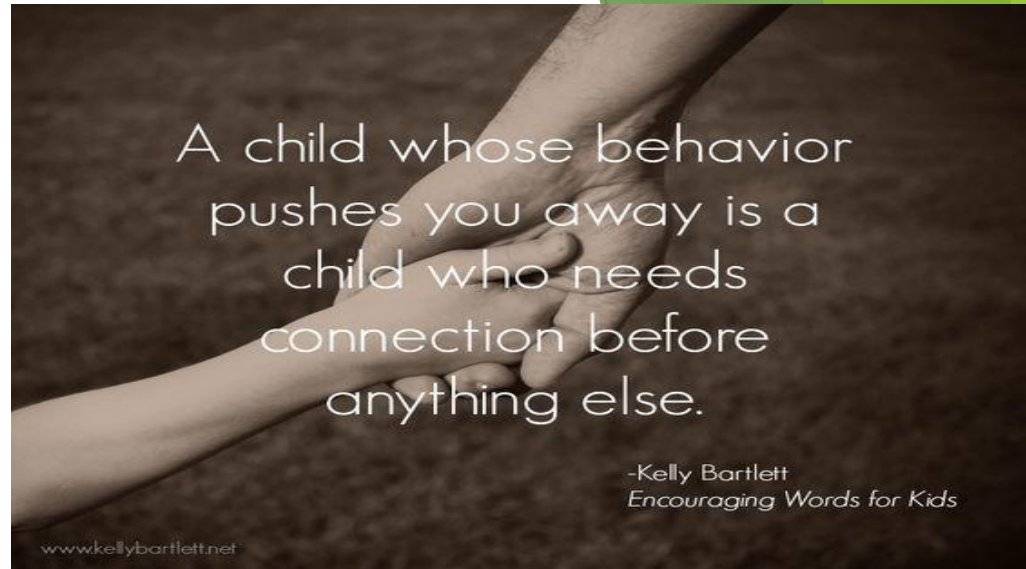
- Behaviour and its function
- Responsibilities
- Discipline & basic needs
- Attachment
- ACE'S & Trauma
- AS & ADHD
- Why we do it?
- Behaviour is a curriculum subject – Teach it
- Relationships
- Consequences & Positive re-enforcement
- Consistency



ALL BEHAVIOR IS  
COMMUNICATION.

A few minutes of listening,  
observing and understanding, can  
save hours of miscommunication,  
frustration and conflict.

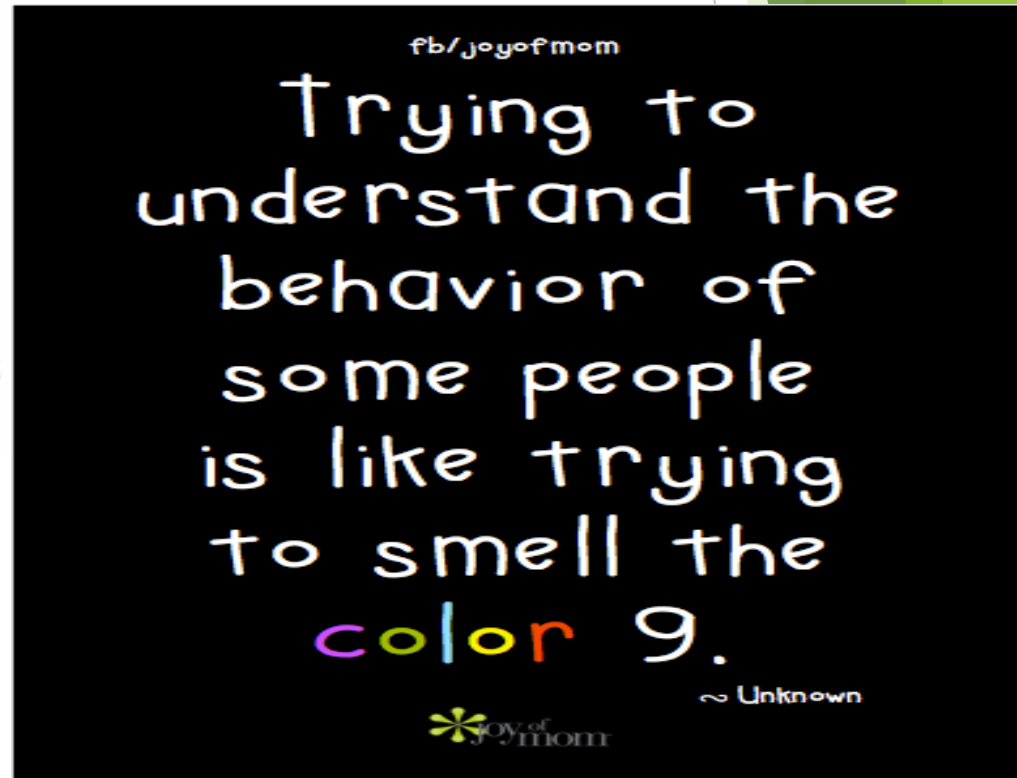
A NEED MET  
 is a  
PROBLEM SOLVED.  
- LR Knost



A child whose behavior  
pushes you away is a  
child who needs  
connection before  
anything else.

-Kelly Bartlett  
*Encouraging Words for Kids*

[www.kellybartlett.net](http://www.kellybartlett.net)



fb/joyofmom

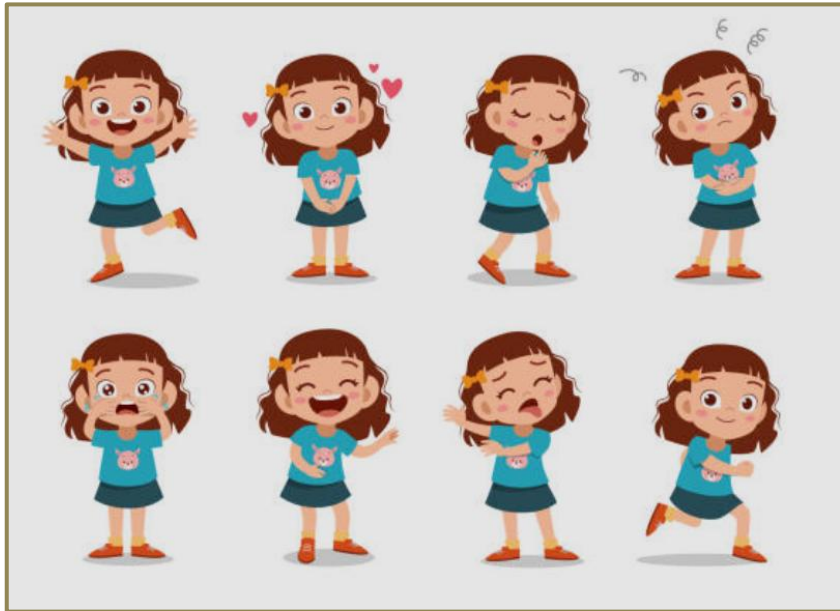
Trying to  
understand the  
behavior of  
some people  
is like trying  
to smell the  
color 9.

~ Unknown

 JOY OF MOM

# What is Behaviour?

## Look at Behaviour as Communication



- ▶ The way in which one acts or conducts oneself, especially towards others
- ▶ Anything a person says or does, which is everything we see or hear
- ▶ How you act or conduct yourself, especially towards others
- ▶ Everything from the most prosocial to the most extreme antisocial
- ▶ Over half of our communication is non verbal. We all use behaviour to communicate in pretty much every moment of every day. Babies may cry when hungry or wet, just like we as adults may give a lengthy yawn when bored.
- ▶ <https://www.brighthorizons.com/resources/video/behavior-communication>

# Behavior is Communication



0:06 / 1:39



# How do we describe behaviour?

## Prosocial Definitions:

- ▶ Behaviour which is positive, helpful, and intended to promote social acceptance
- ▶ Characterised by a concern for the rights, feelings and welfare of other people
- ▶ Behaviour which benefits other people or society

## Antisocial Definitions:

- ▶ Behaviour that causes harm to an individual, the community or to the environment
- ▶ Behaviour that is likely to cause injury, harassment, alarm or distress
- ▶ Behaviour that violates the rights of another person
- ▶ Behaviour that is contrary to the laws and customs of society

# How do we talk about unsafe/ anti-social behaviour?

## Difficult Behaviour:

Behaviour that is antisocial, but not dangerous.

This is often behaviour that is challenging for adults to manage.

## Dangerous behaviour:

Behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

# Function of behaviour

All behaviour has a function.

Function is what the behaviour is communicating.

One behaviour may have more than one function.

**People's behavior  
makes sense if you think  
about it in terms of their  
goals, needs, and  
motives.**



**Thomas Mann**  
German Novelist

QUOTEHD.COM

1875 - 1955

# Function of behaviour

- promote prosocial behaviour
- manage antisocial
- difficult or dangerous behaviour?
- what might behaviour be communicating.



All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.



## Sensory



Provides input to one or more of the senses

Behaviour likely to happen in different situations, even if there is minimal interaction and engagement on offer

## Escape or avoidance

The demand may be verbal, physical, or related to proximity or environment

Escape: When already in the situation and the behaviour is communicating escape

Avoidance: Behaviour happens when being asked to do something and behaviour functions as a way of avoiding the situation or demand



## Tangible

Behaviour occurs as a way of gaining access to an item activity or person

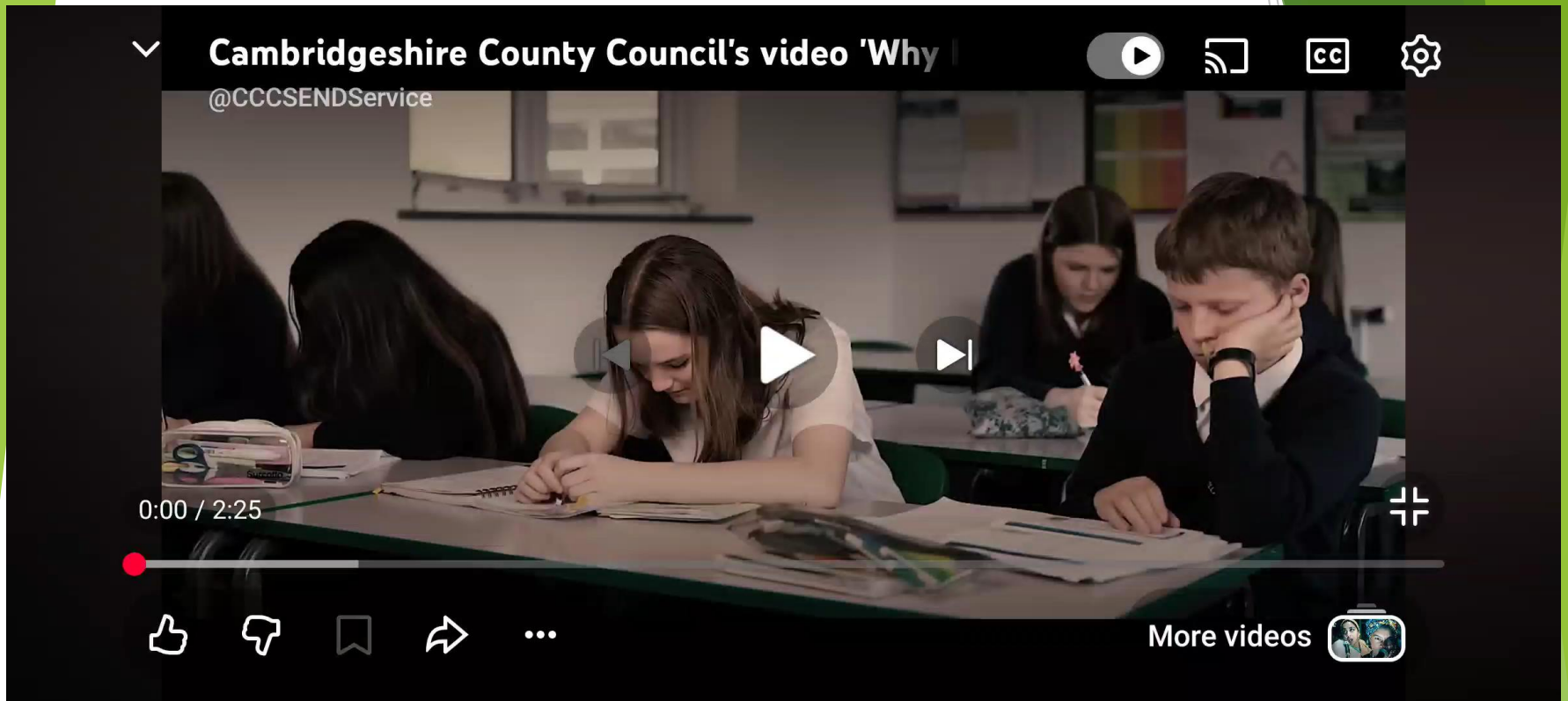


## Attention

Can be verbal, physical, social or related to proximity

Can be positive or negative attention





\*Behaviour is a communication.  
What does it tell us???



## GALLERY OF AWESOMENESS



WALL SIGN

@MissBasey , Stalham Infant & Junior School,  
Norfolk

WHEN  
THE ADULTS  
CHANGE

# The key areas:

## Leadership and management:

They are the driving force behind implementation of policies, plans and procedures

They need to be informed by the staff working in close contact and that have strong relationship with pupils.

Leadership need to believe in the ethos to help it imbed in the school

# The key areas:

## Policy and plans:

The whole team need to create plans for individual pupils, this enables it to be well informed and have a better rate of success

It is everyone's responsibility to know and follow any plans and policy in place for young people

Plans and policy allow consistency, accountability and measured responses to be actioned when needed

# The key areas:

## Training and supervision:

This can be provided from internal staff and from external agencies, all training is key

Supervision is key to keeping the whole team working consistently and changing the plan as and when needed

Training will need to be updated continuously to ensure all staff have a confidence in the strategies they are applying.

# Looking Behind the Behaviour.

# Attachment Theory

Attachment disorder is a broad term intended to describe disorders of mood, behaviour, and social relationships, arising from a failure to form normal attachments to primary care giving figures in early childhood.

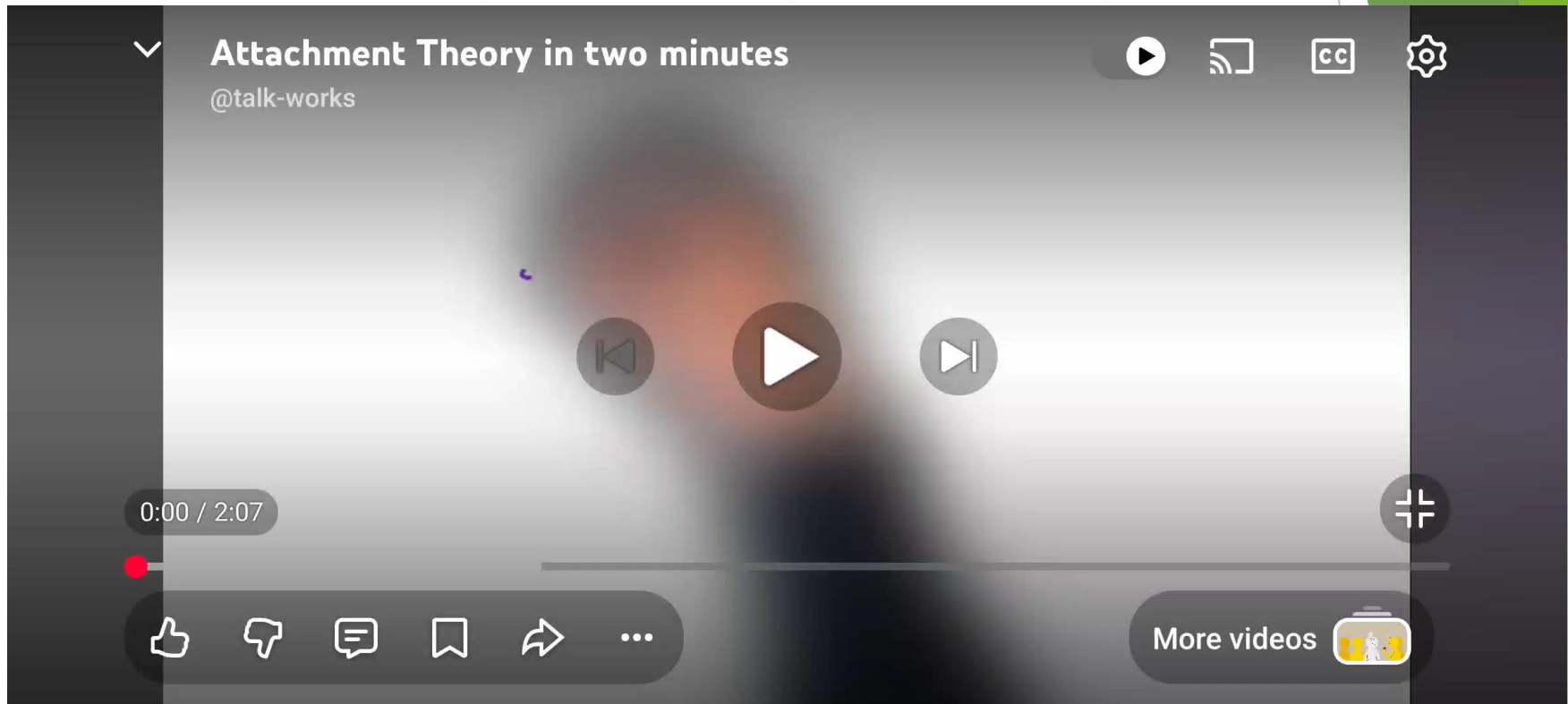
A problematic history of social relationships occurring after about age three, may be distressing to a child but does not result in attachment disorder

A person's attachment style is permanently established before the age of three.

Such a failure would result from unusual early experiences of neglect, abuse, abrupt separation from caregivers between 6 months and three years of age, frequent change or excessive numbers of caregivers, or lack of caregiver responsiveness to child communicative efforts - resulting in a lack of basic trust.

# Attachment Theory

A person's attachment style is permanently established before the age of three.



# UNDERSTANDING ACEs

## What are ACEs?

ACEs (Adverse Childhood Experiences) are serious childhood traumas that can result in toxic stress.

## Toxic stress...

Toxic stress can damage the developing brain and body of children and affect overall health.

Toxic stress may prevent a child from learning or playing in a healthy way with other children, and can cause long-term health problems.



# Adverse childhood experiences



Adverse Childhood Experiences (ACEs)

@publichealthnetworkcymru



ACEs



0:01 / 5:43

Adverse childhood experiences



More videos



# Adverse Childhood Experiences

Adverse Childhood Experiences (ACEs) are “highly stressful, and potentially traumatic, events or situations that occur during childhood and/or adolescence. They can be a single event, or prolonged threats to, and breaches of, the young person’s safety, security, trust or bodily integrity.” (Young Minds, 2018).

## How many adults have suffered each ACE?

### CHILD MALTREATMENT



Verbal abuse  
23%



Physical abuse  
14%



Sexual abuse  
6%

### CHILDHOOD HOUSEHOLD INCLUDED



Parental separation  
18%



Domestic violence  
16%



Mental illness  
11%



Alcohol abuse  
11%



Drug use  
4%



Incarceration  
3%

For every 100 adults 44 have suffered at least one ACE during their childhood and 9 have suffered 4 or more

In a 2014 UK study on ACEs, 47% of people experienced at least one ACE with 9% of the population having 4+ ACEs (Bellis et al, 2014).

# Adverse Childhood Experiences

Compared with people with no ACEs, those with 4+ ACEs are:

2 times more likely to currently binge drink or have a poor diet

3 times more likely to be a current smoker

4 times more likely to have had sex while under 16 years old or to have smoked cannabis

4 times more likely to have had or caused unintended teenage pregnancy

8 times more likely to have been a victim of violence in the last year or ever been incarcerated

10 times more likely to have been a perpetrator of violence in the last year

Preventing ACEs in future generations could reduce levels of:



Early sex (before age 16) by 36%



Unintended teen pregnancy by 44%



Smoking (current) by 25%



Binge drinking (current) by 22%



Cannabis use (lifetime) by 45%



Heroin/crack use (lifetime) 54%



Incarceration (lifetime) 50%



Violence perpetration (past year) 61%

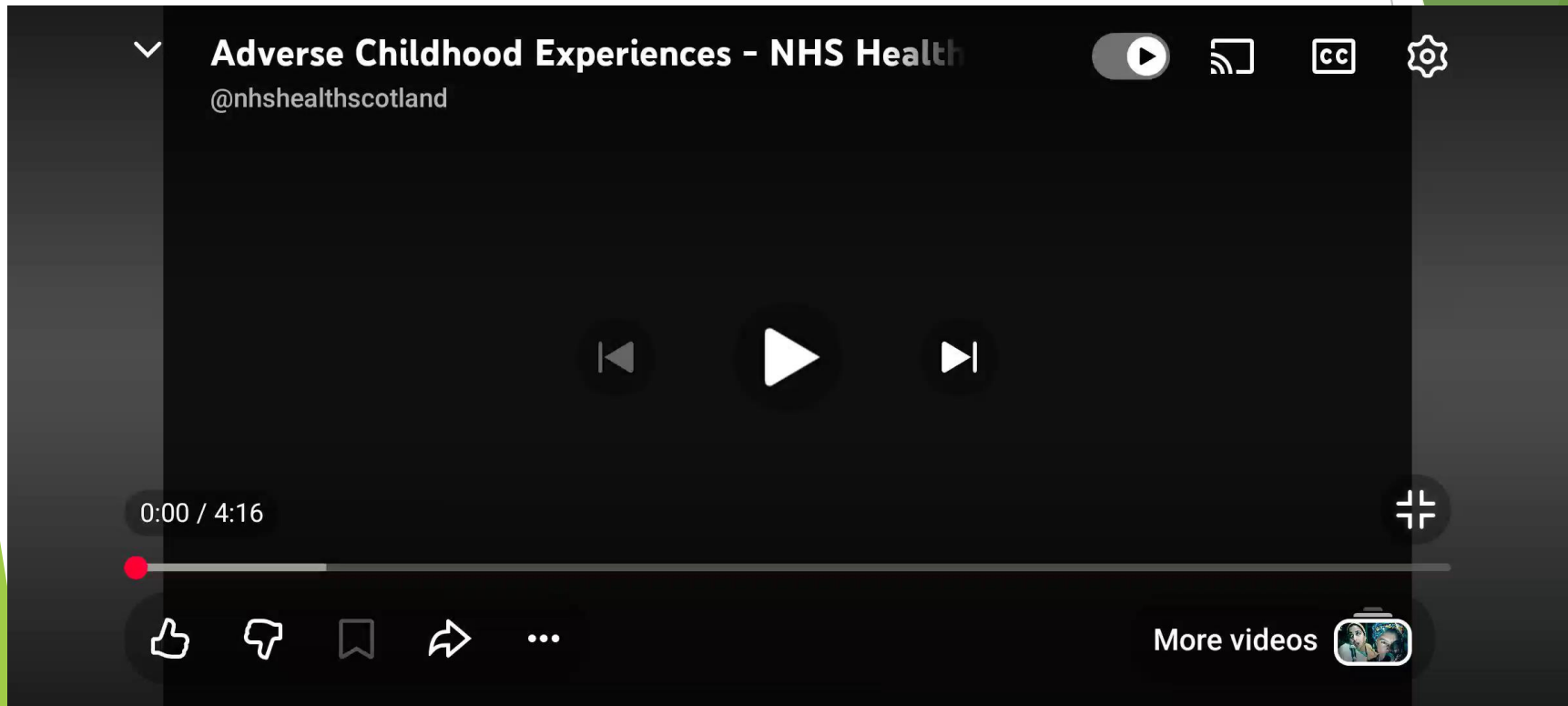


Violence victimisation (past year) 56%

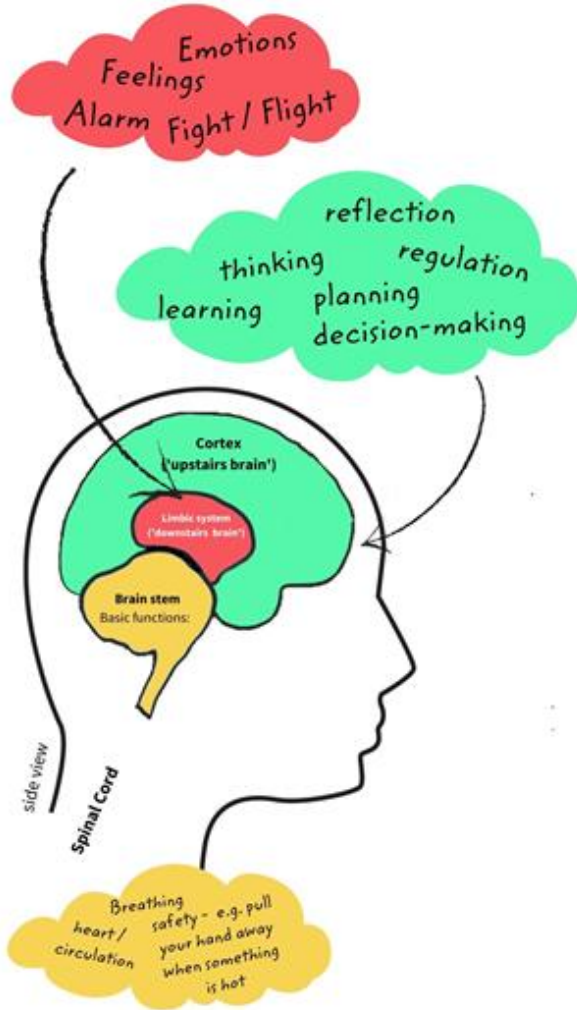


Poor diet (current; <2 fruit & veg portions daily) 14%

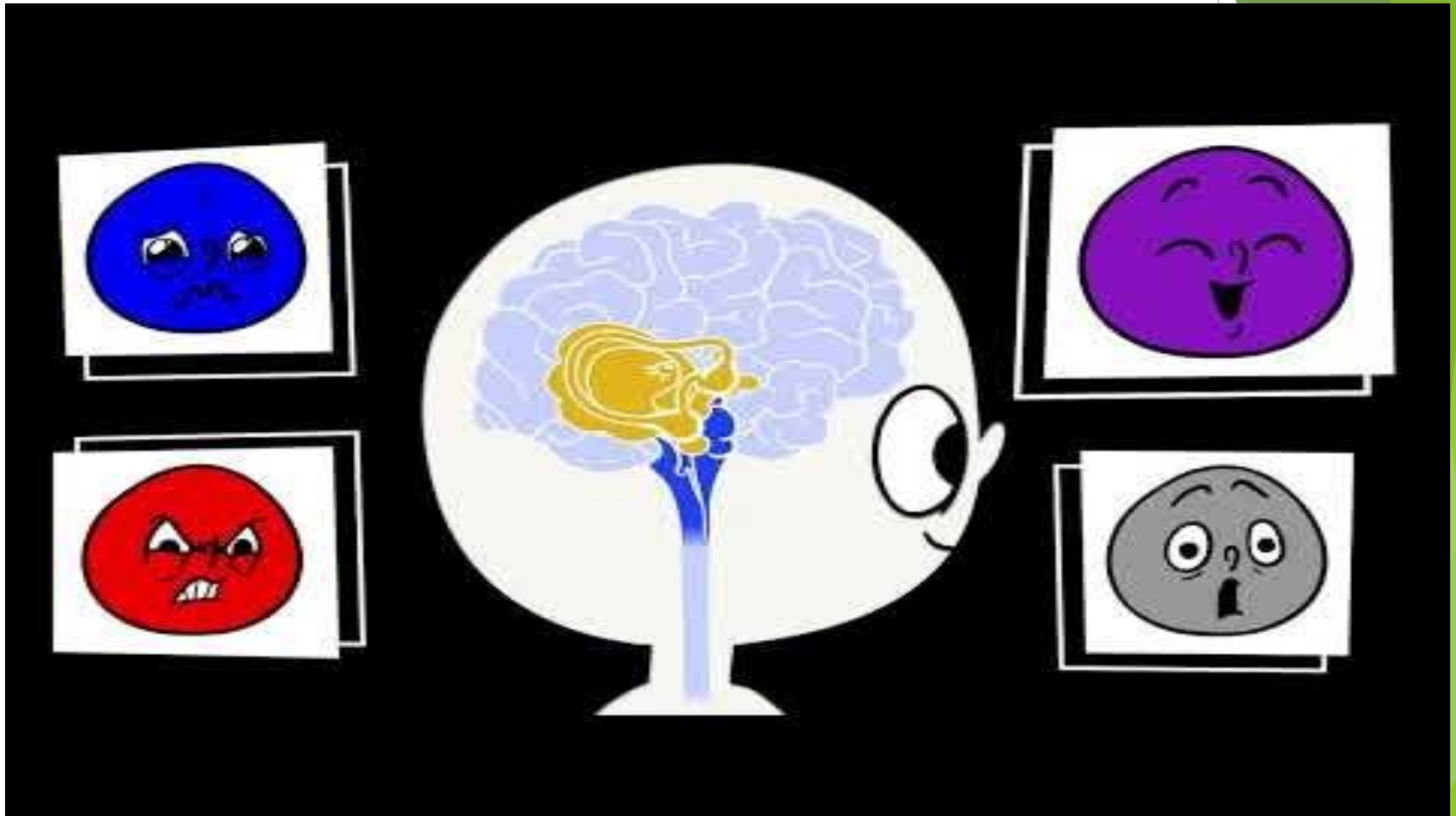
# Adverse childhood experiences



# Our Brain



# Childhood trauma and the brain



# Trauma

Psychological trauma is a type of damage to the mind that occurs as a result of a severely distressing event

Trauma is often the result of an overwhelming amount of stress that exceeds one's ability to cope, or integrate the emotions involved with that experience.

A traumatic event involves one's experience, or repeated events of being overwhelmed, that can happen in weeks, years, or even decades, as the person struggles to cope with the immediate circumstances, eventually leading to serious, long-term negative consequences.

# Early experiences of trauma

- ▶ Children may have early experience of trauma at a time when they don't have any words.
- ▶ Therefore, it makes sense for these children that the only way they can try to help us understand how they are feeling, is through their behaviours.

# Childhood trauma and the brain



What you might observe in children with developmental trauma.

**Difficulties in:**

- ▶ Forming and maintaining relationships - peers and/or adults
- ▶ Forming a positive self image
- ▶ Managing stress
- ▶ Information retention and problem solving

What you might observe in children with developmental trauma.

Responses to stimuli:

Dissociation (Freeze)

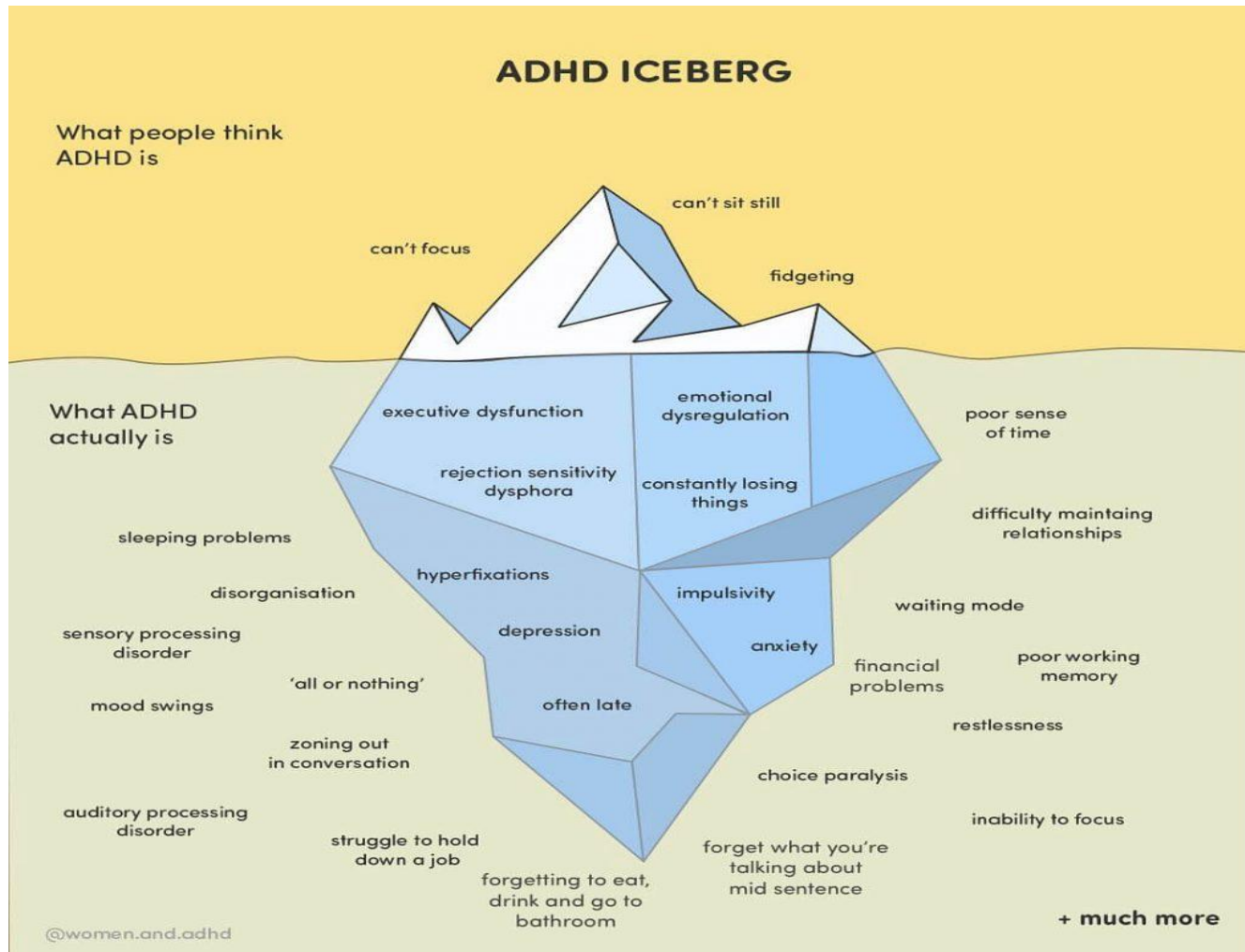
Aggression (Fight)

Run and Climb (Flight)

Hypervigilance (on alert)

Overwhelmed (by sights, sounds, touch)

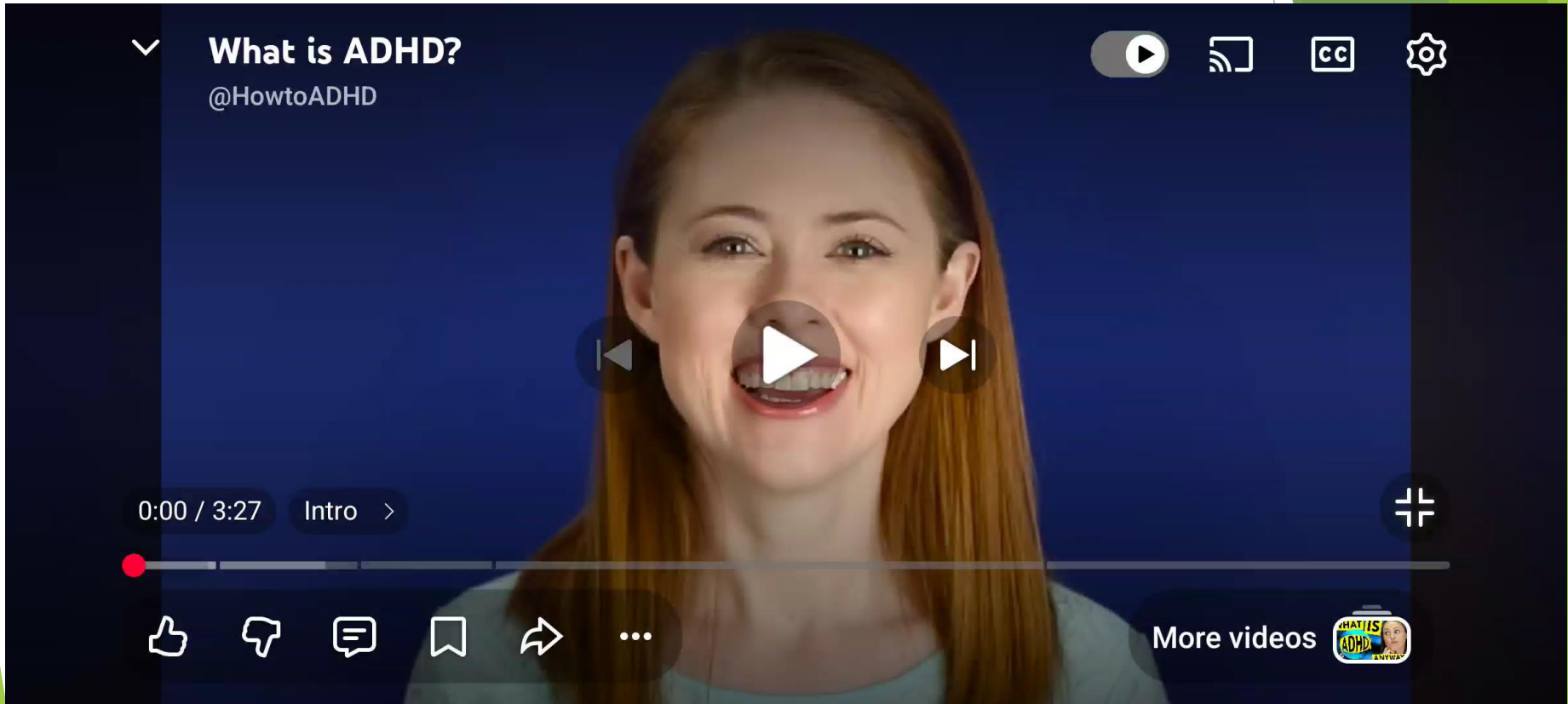
# Keeping In Mind the Ice-berg approach to ADHD & Autism



We must try to keep this in mind when faced with young people's behaviour..... it is tip of the Ice-berg


Traits	Pre-school	Primary School	Adolescence	Adulthood
<b>Inattention</b>	Short attention span; Doesn't finish activities; Doesn't seem to listen	'In own world'; Forgetful; Disorganised; Easily distracted	Careless mistakes; Losing things frequently; Poor planning ahead;	Lack of foresight; Frequent mistakes; Often late; Forgets appointments;
<b>Hyperactivity</b>	Whirlwind!!!	Struggles to sit still; Enjoys helping/chores; Often talking with peers;	Fidgety; Talkative; Involved in many activities; May hyper-focus on preferred activity	'Hands-on' career; Frequent job changes; Subjective sense of restlessness
<b>Impulsivity</b>	Very curious; No sense of danger; May seem oppositional;	Difficulty taking turns; Blurts out answers; Thoughtless rulebreaking; Intrusions on peers; Frequent interruptions	Poor self-control; Reckless; Volatile emotions;	Impatient; Spontaneous; Poor decision-making;

# ADHD Brain



# ADHD brain

Dr. Edward (Ned) Hallowell on ADHD: a Ferrari  
@childmindinstitute




CHILD MIND  
INSTITUTE

ADAM JEFFREY KATZ MEMORIAL LECTURE  
May 17, 2011

0:00 / 3:43 Great news for you >

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Video player controls: play, fullscreen, closed captions, settings, back, forward, progress bar, and interaction icons.

# Autism Iceberg

## WHAT PEOPLE THINK AUTISM IS

BEING LAZY  
CANNOT COMMUNICATE  
LOOK DIFFERENT  
ANTI-SOCIAL  
A TRAGEDY  
BEING NAUGHTY  
HIGH AND LOW FUNCTIONING  
UNINTELLIGENT  
BEING A GENIUS  
REALLY SMART  
CAN'T MAKE FRIENDS  
CAUSED BY BAD PARENTING  
BEING EMOTIONLESS  
AGGRESSIVE  
AUTISTIC ONLY AFFECTS WHITE PEOPLE  
ONLY AFFECTS BOYS  
AUTISTIC PEOPLE ARE LIKE JIGSAWS  
AN ILLNESS OR DISEASE

WIDE RANGE OF PRESENTATIONS

ECHOLALIA

EXCELLANT LONG TERM MEMORY

STRAIGHTFORWARD AND DIRECT

SENSORY DIFFERENCES

SOCIALLY DIVERSE

DEEP FOCUS

SOCIAL CONFUSION

EXECUTIVE DYSFUNCTION

WIDE RANGE OF LANGUAGE SKILLS

HYPERFIXATIONS

DIFFICULTY MAKING FRIENDS

CONVERSATIONAL QUIRKS

ISN'T BAD BEHAVIOUR

DEPRESSION

ANXIETY

FOCUS ON SELF

SLEEPING ISSUES

RELIABLE AND HONEST

MASKING

DISLIKE OF CHANGE

STIMMING

PERFECTIONISM

LIFELONG

NEURODEVELOPMENTAL DIFFERENCE

ALEXITHYMIA

RESTRICTIVE AND REPETITIVE BEHAVIOURS

DEVOTED TO ROUTINES

HAVE TROUBLE READING SOCIAL CUES

COMPLEX

EYE FOR DETAIL

TAKE THINGS LITERALLY

FIND IT HARD TO READ BODY LANGUAGE AND EMOTIONS

USE REPETITIVE LANGUAGE

DIFFICULTY WITH CHANGE

FIND 'SMALL TALK' DIFFICULT

ORIGINAL THINKING

WHAT AUTISM REALLY IS

+ MORE

Autistic people have particular strengths and difficulties.

Autism is a spectrum condition, which means that its different features affect people in different ways.

# Autism

Autism affects how people communicate, and how they see the world.

If you are autistic, you may have difficulties communicating and understanding other how other people think, feel and behave. This can affect how you make and keep friends.

You may have really specific, strong interests that you enjoy. You may prefer set routines, and find change more difficult than other people seem to do.

You may have different sensory experiences to most people - either hearing, seeing, tasting, smelling, or feeling things more strongly than other people, or enjoying these experiences more.

## How Autism is Different for Boys and Girls

- Presents itself with similar symptoms for both boys and girls
- Girls are more likely to camouflage and hide certain characteristics of autism
- Don't be afraid to get a second opinion when you are seeking medical care for your child
- Girls are often misdiagnosed due to gender biases (Symptoms such as passivity, shyness, and quietness may be considered more "acceptable" for girls)
- Delays in diagnosis can mean a lack of necessary care and treatment



# Autism

# Autism

Amazing Things Happen!  
@AmazingThingsProject

Amazing things happen.

0:02 / 5:30

More videos

## What this means for our young people:

- ▶ They may not have the capacity to access the thinking part of their brain.
- ▶ This means they will not be open to reasoning or recognise the importance in education and learning.



# What this means for our young people:

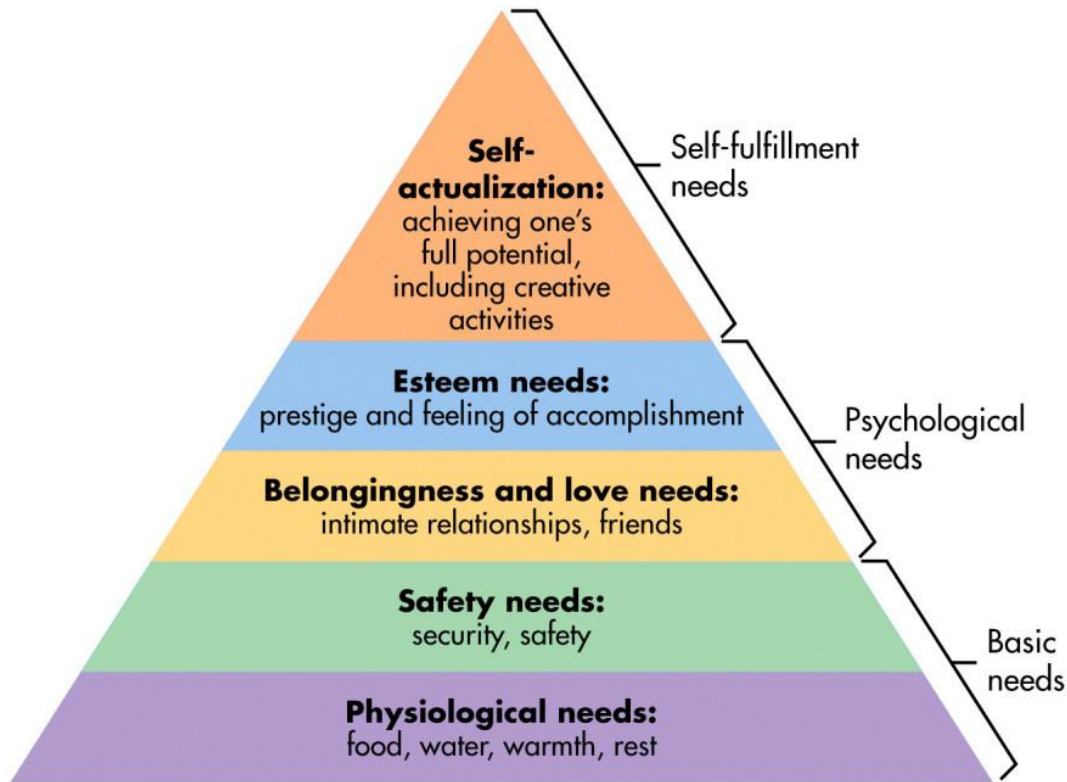
- In these situations we need to take this into account when dealing with young people in crisis.
- The crisis may not be a big issue to us but it stimulates the basic need in the young person.

# What this means for our young people:

- ▶ This is why young people need to be looked at as a whole, taking all the things that affect them into account.



Maslow (1943, 1954) stated that people are motivated to achieve certain needs and that some needs take precedence over others. Our most basic need is for physical survival, and this will be the first thing that motivates our behaviour. Once that level is fulfilled the next level up is what motivates us, and so on.



# Passion

Why?



What?



“A crucial influence in the development of an inclusive school and education for inclusion is the teacher.”

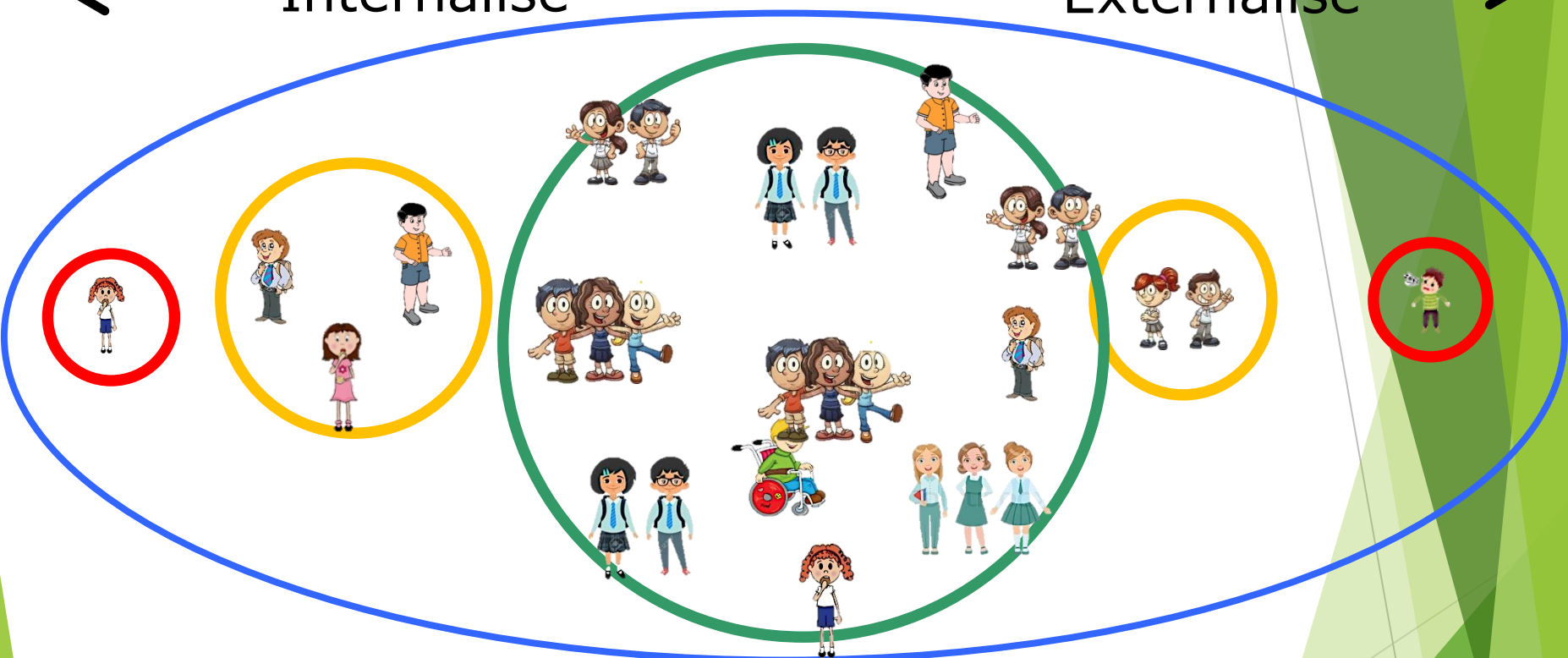
“.....it is his/her knowledge, beliefs and values that are brought to bear in creating the effective learning environment for pupils. The way in which teachers carry out their professional activity will have a profound effect on the extent to which their pupils learn the attitude and values associated with inclusion.” (Reynolds 2001, 466)



Healthy inclusion:

← Internalise

Externalise →



...‘Providing an inclusive setting that promotes equality of opportunity does not mean that all children should be treated the same, but that the unique skills and abilities of each child should be recognised.

# FAIR IS NOT ALWAYS EQUAL.



Teaching

is a lot like

Doctoring



Kids go to a doctor **with different needs:**



What if the doctor said the **same thing** to all of them?

Here's some cough medicine!



Only **one kid** would get what he needs.



And that's **not fair.**

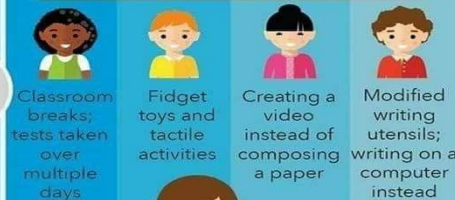


It's the same thing in a classroom.

Every student has **different needs:**



So **different students** should get **different things** to help them succeed.



And **that's what makes a classroom fair for everyone!**





► You are somebody's hero, so step up to the plate or get off the team.

►  
David Bouchard

# Middle ground:

“Holding high standards without providing a warm environment is merely harsh. A warm environment without high standards lacks backbone.

But if you can create a combinations of high standards with a warm environment it will benefit all students, not just high achievers.”

Lee Jussim

# Changing how we address Behaviour.

We can **CONTROL** behaviour

**OR**

We can **TEACH** behaviour



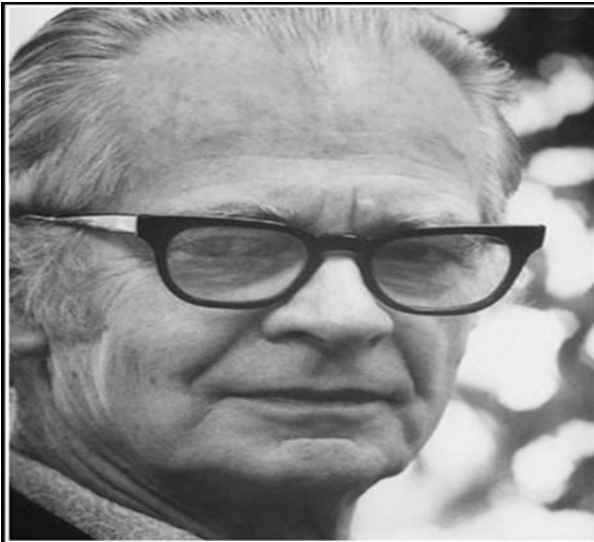
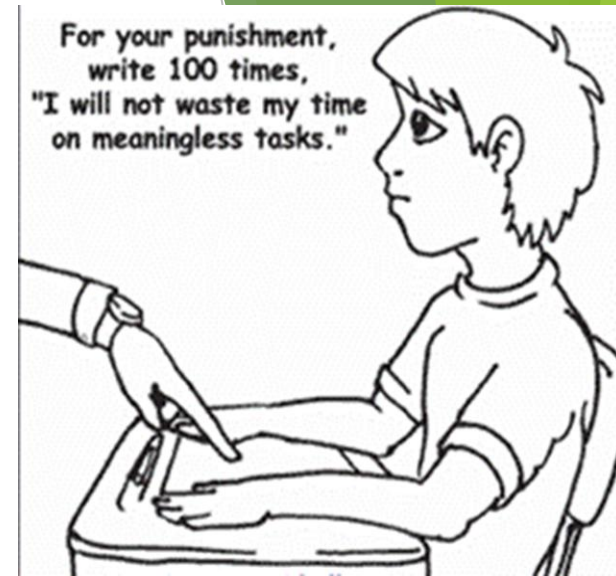
Behaviour  
that  
challenges  
the Adults.



# Discipline definition

The practice of training people to obey rules or a code of behaviours, using punishment to correct disobedience. (noun)

Train oneself to do something in a controlled or habitual way. (verb)



A person who has been punished is not thereby simply less inclined to behave in a given way; at best, he learns how to avoid punishment.

— *B. F. Skinner* —

# Discipline

External discipline = Controlling behaviour

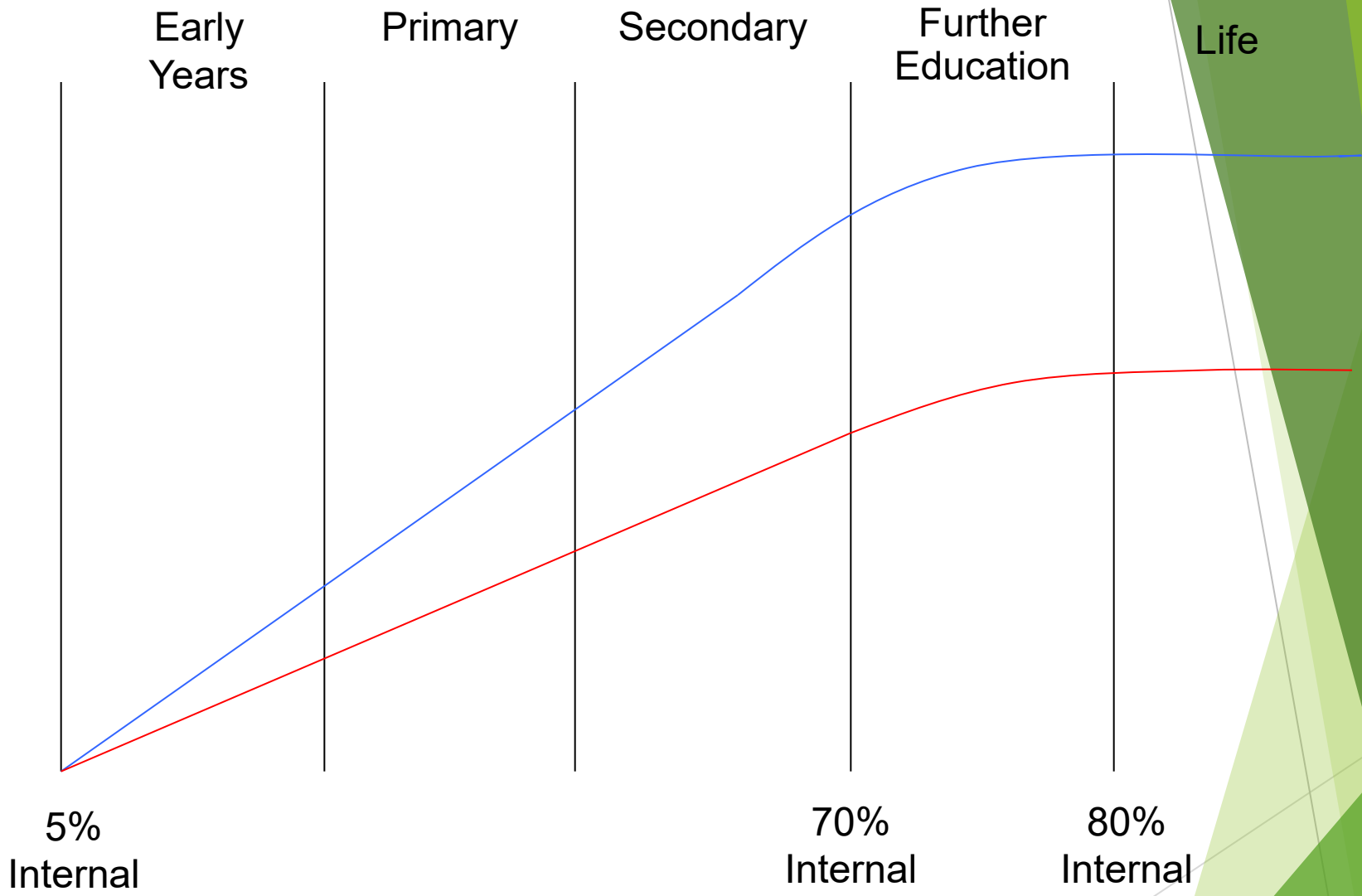
Internal discipline = Teaching behaviour

To create long term change we need to understand, not simply suppress the behaviour

Teaching behaviour is a journey from childhood to adulthood. The younger we are the more external support we require along our journey.

Punishment hardens and numbs. It produces obstinacy, it sharpens the sense of alienation and strengthens the power of resistance.

Friedrich Nietzsche (1844-1900)



Early  
Years

Primary

Secondary

Further  
Education

Life

5%  
Internal

70%  
Internal

80%  
Internal

**Teach it how you would for any other subject.  
(Think about it, plan it, deliver it, revisit it and  
apply it.)**

## **Teaching behaviour can**

- Help young people grow into productive members of our community
- Help young people develop more internal discipline and more internal motivation

## **Creating**

- Better chances of success
- Long term positive change

## Self awareness

Being aware of our own needs and feelings and taking responsibility for them.

## Appropriate expectations

We need to match our expectations to what a pupil can reasonably manage.

We need to look at key areas to support this realistic therapeutic support:

## Empathy

The corner stone of nurturing approach, taking into account a pupils life circumstances.

## Positive discipline

# Positive Discipline

Pupils need to learn what behaviour is okay at school and what is not. Positive discipline focuses on praise, rewards, giving choices and consequences, negotiating and sharing responsibility. There are also fair consequences for poor behaviour. Negative discipline uses punishment and fear, is stressful for everyone and is not effective in the long-term. (*The Teaching puzzle: your social and emotional learning guide, p11*)

If we laugh, it increases oxygen to the brain via the diaphragm hitting the Vagus nerve. This leads to feelings of increased contentment, concentration and learning. So a relaxed, laughing child is more likely to concentrate better and learn more.

(Shankoff, J. & Meisels, S Handbook of Early Childhood intervention. 2000)

## Relationships:

“Your success as an educator is more dependent on positive, caring, trustworthy relationships than on any skill, idea, tip or tool.” Eric Jensen

“It is teachers who have created positive teacher student relationships that are more likely to have above average effects on student achievement.” John Hattie

“Students don’t care how much you know until they know how much you care.”  
(Adapted from Theodore Roosevelt)

# Building relationships is key.

- ▶ Children and young people are often a reflection of what they see, hear, feel and experience. (This can be highlighted by using the Hertfordshire steps roots and fruits exercise)
- ▶ As adults working with children and young people we are often the other side of that reflection.
- ▶ Think about the experiences that we use to create sustained positive feelings with children and young people.
- ▶ <https://www.youtube.com/watch?v=F23ak31YnTI>



We need to be the change we want to see in young people.

# We are only Human: Self care is important.

On aeroplanes, if you have to use oxygen masks you are instructed to put on your own mask first, before helping children.

Caregivers that nurture themselves are better equipped to nurture others. Burn-out and stress are the result of ignoring the basic needs of the self

# Connection before correction

Consequences and behaviour management take an approach of “relationships first, then rules”

“it is the teacher’s own behaviour that has the most impact on the classroom” - Paul Dix

Paul stated that the qualities that a teacher should exhibit are fairness, unconditional respect, compassion, praise, empathy, listening and encouragement. We are modelling the types of behaviour that we would want to child to have and demonstrate throughout their lives.

# Consequences

## Protective consequences

Removal of a freedom to manage harm

(Example: Today we cannot play on the trim trail because we are not using safe hands.)

How do we do this in reality of our classrooms ?

## Educational consequences

The learning, rehearsing or teaching so the freedom can be returned

(Example: A conversation with the young person about why they need safe hands and a practice session not at a busy time.)

How do we build this into our curriculum and school day?

I have come to a frightening conclusion. I am the decisive element that creates the climate. 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 humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or dehumanized.

-Haim Ginott

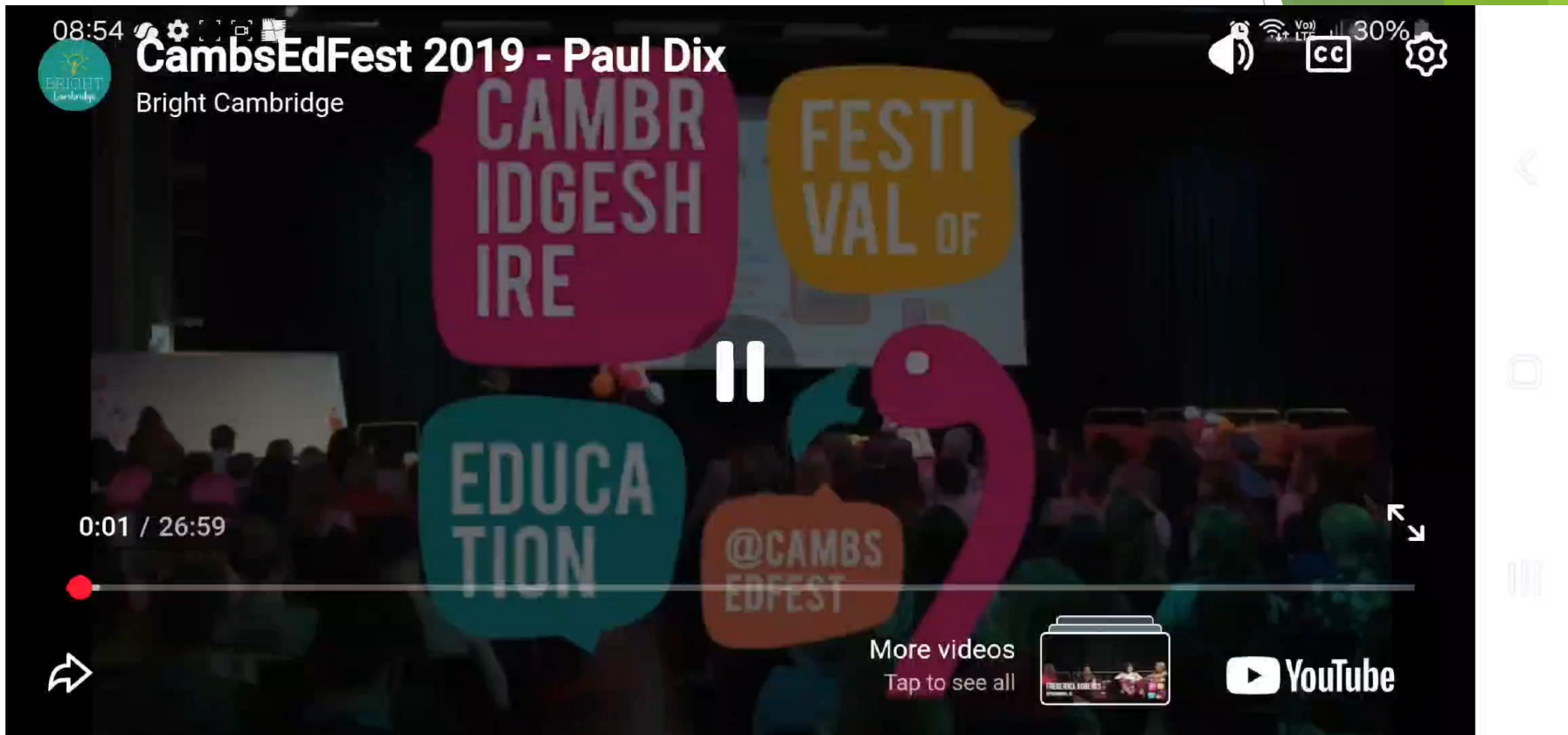
# Thinking about the climate of your classroom.

We all need boundaries- but we need them to be clear and consistent. Routines are paramount.

Fair, firm, kind and consistent boundaries help pupils to feel secure, safe to explore within the limits and test them; this leads to confidence, an ability to try things without taking foolish risks and respecting others.

*To much freedom can be scary for young people, they may feel that no ones cares enough to take charge. It may also force young people to behave in extreme or dangerous ways to force someone to take charge and restore safety.*

# Consistency is key.



(8.15 minutes) Paul Dix

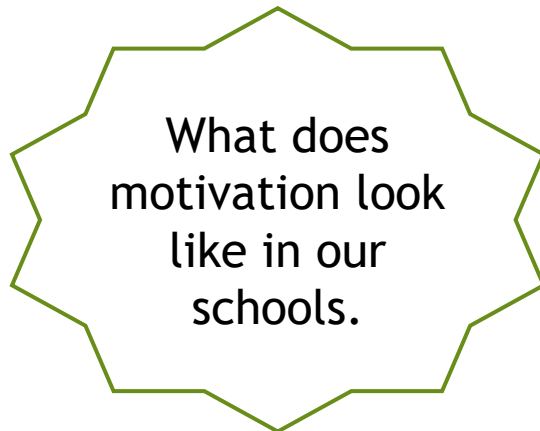
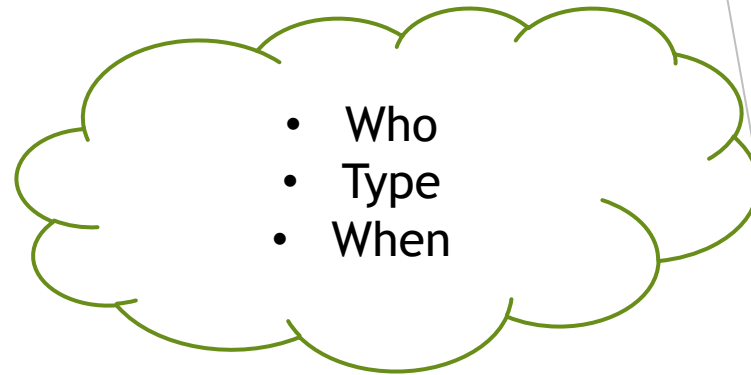
# We need to have practical plan/manuals for pupils.

We need to provide consistency for pupils, the easiest way to allow all pupils to be treated the same (consistently) by all adults who come into contact with them.

This is done by the whole team around the young person having time to discuss behaviour and all strategies that can be used to encourage pro-social behaviour.

The following slides show examples of a plan to promote pro-social behaviour and challenge anti-social behaviour with clear consequences.

# Motivation is part of our toolbox.



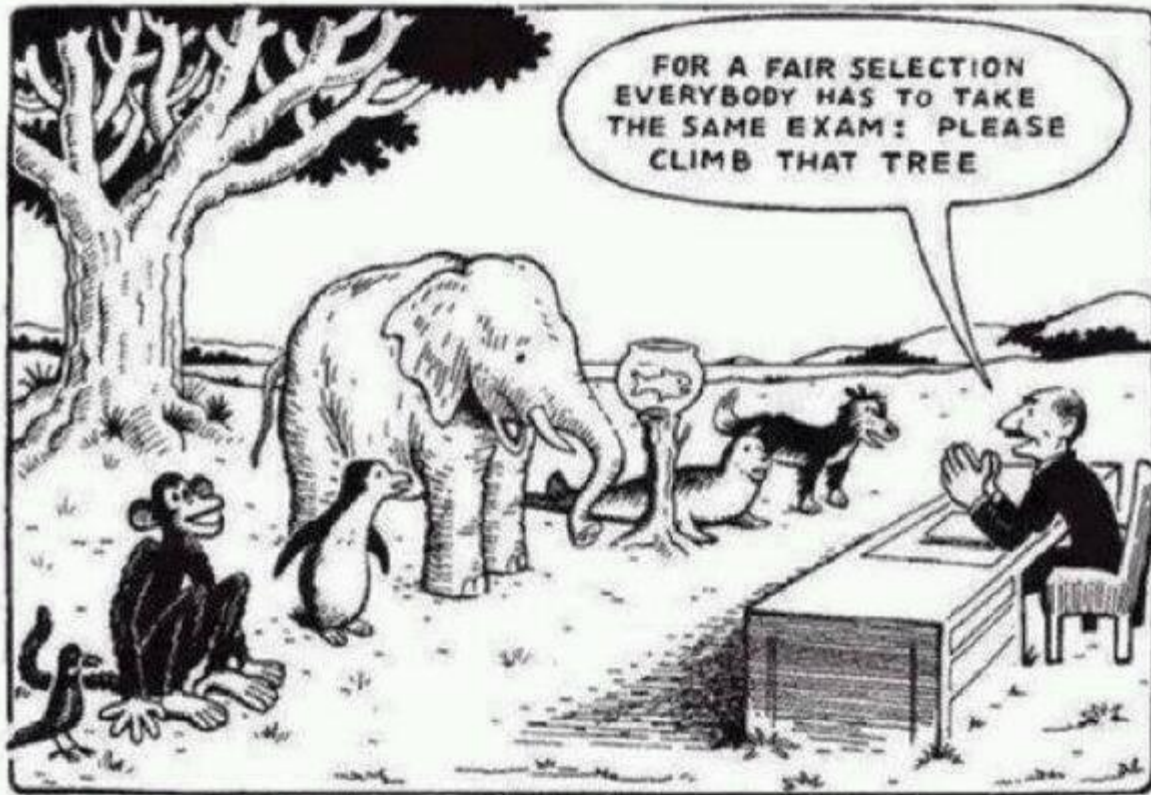
# Positivity can make a big difference.

Positive relationships with others and feeling good about ourselves releases natural chemicals (such as serotonin and oxytocin) in the brain that helps concentration. Like plants, humans will struggle in a difficult climate and thrive in a nurturing one.

We have to be prepared to see past some of our cynicism and that we are meeting a need not rewarding negative behaviour.

Flooding young people with praise and planting the seed to positive behaviour choices can really work, but they take a team approach.

Happiness can be found, even in the darkest of times if one only remembers to turn on the light.  
*Dumbledore*



# Our Education System

*Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.*

# A different point of view??

## PROBLEM FOCUSED

## SOLUTION FOCUSED

bossy	→	natural leader, visionary
defiant	→	holds strong beliefs, bold, determined
demanding	→	knows what they want, outspoken
dramatic	→	expressive, passionate
fearful	→	cautious, careful
fussy	→	has strong preferences
hyperactive	→	energetic, enthusiastic, on the go
impulsive	→	spontaneous, instinctive
oppositional	→	advocates for a different perspective
rebellious	→	is finding their way
stubborn	→	persistent, determined, steadfast
talkative	→	enjoys communicating
tattletale	→	seeks justice, respects rules
unfocused	→	multitasks, pays attention to many things
wants attention	→	advocates for needs, seeks connection