

Positive Behaviour Strategies

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Positive Behaviour Strategies

Behaviour as a learning
process

Foundations of
behaviour

Reactive measures

Preventative measures



Teaching Behaviour

- Not all children are at the same stage of self-regulation or social and emotional development when they enter school. Positive behaviour has to be **modelled** and taught, like all aspects of learning.
- Sometimes our responses to children's behaviour is based on an expectation that they already should know how to behave.



Foundations of Behaviour

Within Child Factors: the Biological Basis of Behaviour

- Personality
- Sensory sensitivities
- Self Esteem/confidence
- Health
- Developmental conditions such as Autism, ADHD,



Foundations of Behaviour

Environmental Factors

Family make up: big extended family with lots of siblings/ Single parent with only child

Level & Types of activity/ expectations of family and home

Difficult circumstances, family bereavement, parental depression, domestic violence, divorce, abuse.



Why Tantrum

To communicate emotional state: frustration, disappointment, anxiety, pain.

To limit challenge/demand and avoid doing something.

To control their environment, get what they want.

Because they need attention

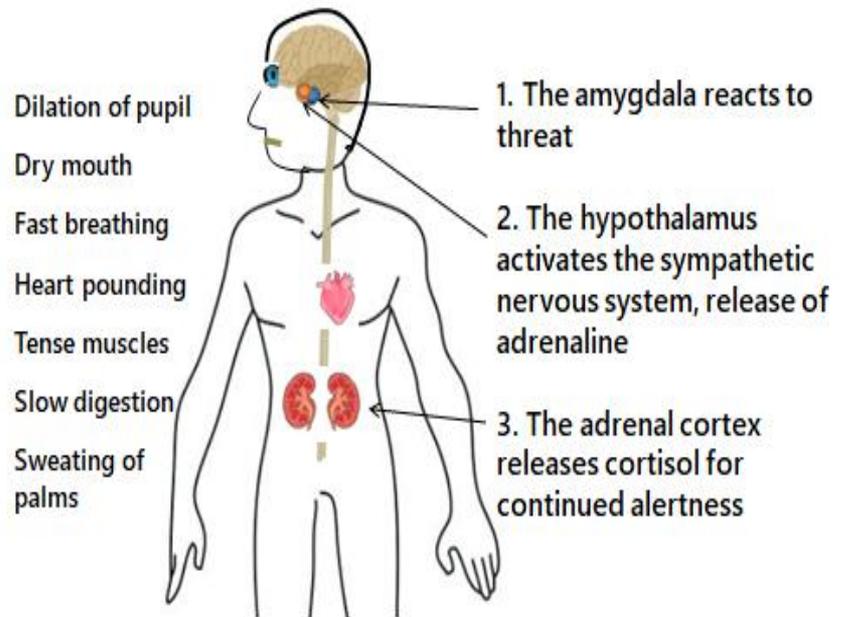
They think it works, if it does they will do it again.



Fight or Flight

We are all hard-wired with the ‘fight or flight’ response. Some children are more sensitive to perceived threat and less able to control their impulses and emotional and behavioural responses.

The fight or flight response



Shaping Communication Style



Do not respond to poor communication styles – it is re-enforcing.

Give them time/space.

Try to express your child's feelings for them.

“I wonder if that feels....”

Model the language of emotion.



Timing

Never be too quick to respond, you will not say what you want and you will increase the urgency of the interaction.

You do not have to fill the silence-

Wait until you have thought about your response.

Timing is important.

Let them know you will respond when you are ready, and when they are ready to listen.

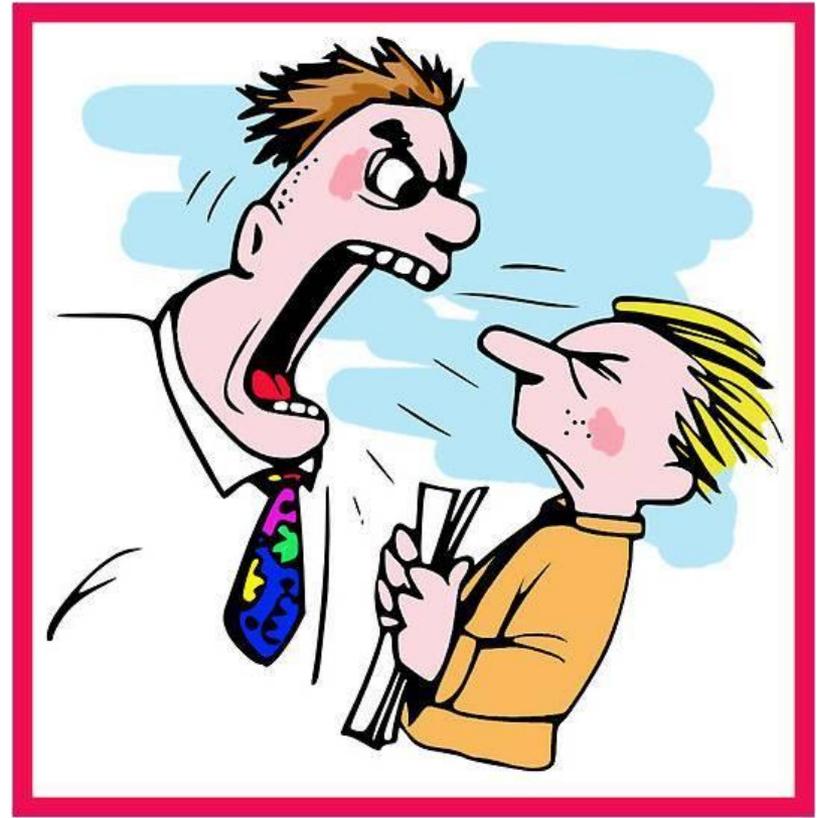
Model Appropriate Responses

Enforce boundaries persistently, consistently and calmly.

You do not need to demonstrate anger when reprimanding a child & you do not have to do it in front of their others.

Your voice should be low slow and authoritative.

Don't hold their gaze.



Active Ignoring

When you know their bad behaviour is an attempt to manipulate- ignore it.

Act like it is not bothering you.

Make yourself busy elsewhere as this makes ignoring easier and more effective.



Breathe



- The Fight or Flight response.
- Model breathing, never say “breathe.”
- Practice 4-2-4 so you can pull it out of the bag when you need it.

Creating Positive Identity

When children feel confident and competent they are happy to be independent and try harder to self regulate.

Create the narrative you want to promote around the child- the self-fulfilling prophecy can be positive.

Set small goals and challenges and give feedback on how they are doing.



Establish Clear Routines

Research points to the importance of consistent, reliable, predictable routines, where children know what the expectations are and feel secure and able to comply.

Too much uncertainty can raise anxiety and arousal levels and children are then more likely to experience 'Fight or Flight'



The Rules

- Make all Expectations clear and refer to them regularly.
- Have clear firm boundaries that are consistently and persistently enforced.
- Never make empty threats, always follow up or your children wont respect the boundaries.



Help Your Child Take responsibility For Their Behaviour

A reason for a behaviour is not an excuse, Children still need to make amends, apologise and manage the feeling of guilt.

Protecting children from accepting responsibility may feel like the right thing to do, but if they don't have experiences of admitting guilt they will develop a feeling that saying sorry is unmanageable and feel like they are unable to control themselves.



Focus on the positives.

- Children who experience positive, reward based behaviour management systems are more confident and feel more competent than their peers who have a deficit or punishment based model.
- Describe the behaviours that you want to see and use praise to promote those behaviours.
- You decide the focus of attention.



Manage attention the negative

- Ignore low level issues and distract from them.
- Manage the attention that negative behaviours receive.
- Pick your battles.



Keep them Busy!!

Children have more difficulties regulating their behaviour during unstructured time.

Break down long days into chunks and have a mix of structured and unstructured activities.

Have games up your sleeve when in public.



Attention Needing

Find opportunities to give your child your **full** attention everyday.

Get involved in the things that they like, get them involved in the things you like.

Make those opportunities positive and successful and show that you like spending time with them.

Make them feel listened to and valued.

