

2010

## **Beyond Discipline**

**ELIMINATING DISCIPLINE PROBLEMS**  
for the most part does not come about  
by adopting a discipline programme!

Solving discipline problems for the  
most part springs from creating  
engaging curriculum and instruction,

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

S. Kagan Win-Win Discipline 2004

## **DISCIPLINE**

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

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

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

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

Long & Morse 1996

## **POLICY**

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

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

Maag 2001: 182

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

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

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

## **Looking Beyond Behaviour**

**“The priority is not the acquisition of more strategies or climbing aboard the next educational bandwagon,**

**but rather developing the means by which to select effectively from the plethora already available and to make informed professional decisions about the contribution any new approach or package could potentially make to the development of behaviours necessary for learning.”** Ellis & Todd 2009

## **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.”**

### **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)

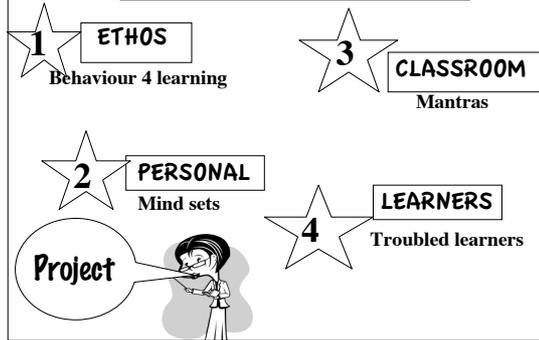
## CONSISTENCY V FLEXIBILITY

“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.”

P113 Handbook of Classroom Management 2004

## BEYOND DISCIPLINE



## BELIEFS ABOUT CHILDREN Their nature

“Nasty brutish and short”

Thomas Hobbes

Therefore they need socialising, taming, civilising and disciplining.

Methods - rewards and punishments

SEEING IS BELIEVING



PAVEMENT ART

'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.”**

**UNDERSTAND    PREDICT    CONTROL**

“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”

M Mamen 2006

## *The need to tackle problem behaviours:*

### **The need to tackle problem behaviours:**

#### **Negative reasons**

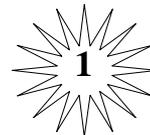
**1 Antisocial behaviours become worse if not responded to**

- Learning of peers interfered with and
- Teaching is made an unattractive profession

### **Schools can reduce challenging behaviours through:**

- Social skills training
- Curriculum adaptation
- Proactive classroom management
- Individual behaviour plans
- Parent training
- Early intervention

## **BEHAVIOURAL INVESTIGATIONS**



**ETHOS**

Behaviour 4 learning

### Whole School Ethos

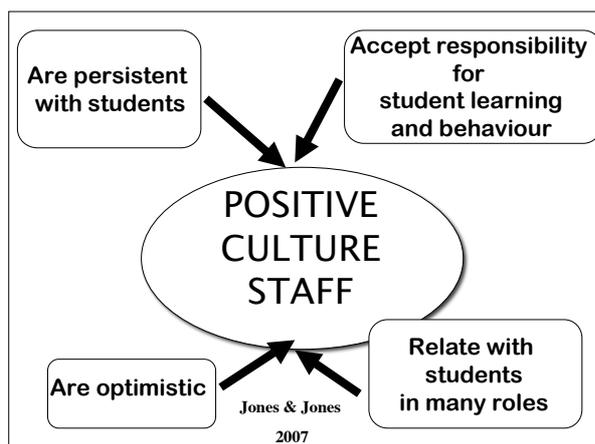
“Behaviour support is understood to be, at least partly, about the development of ethos, curriculum and pedagogies better to provide for diversity.”

Watkins & Wagner 2000

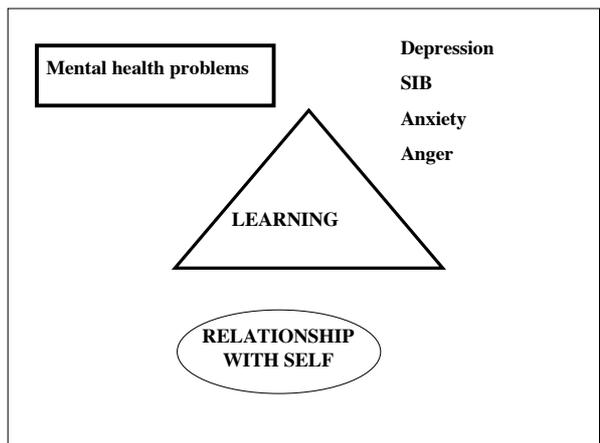
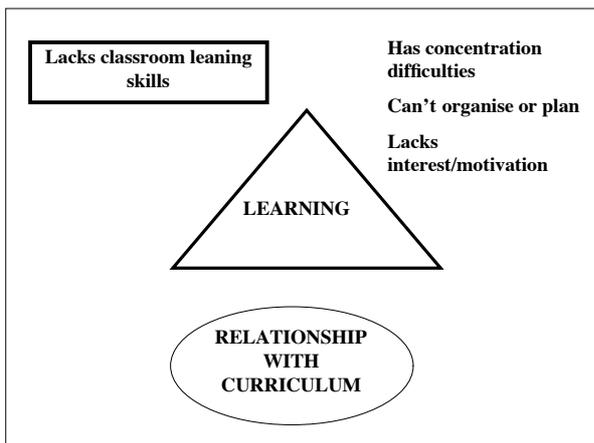
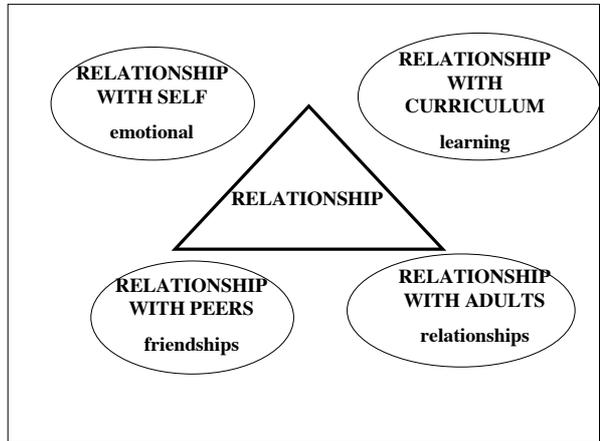
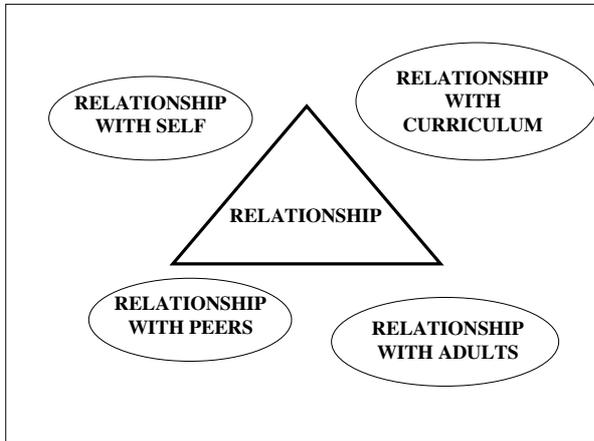
### Effective Support Operates at Several Levels

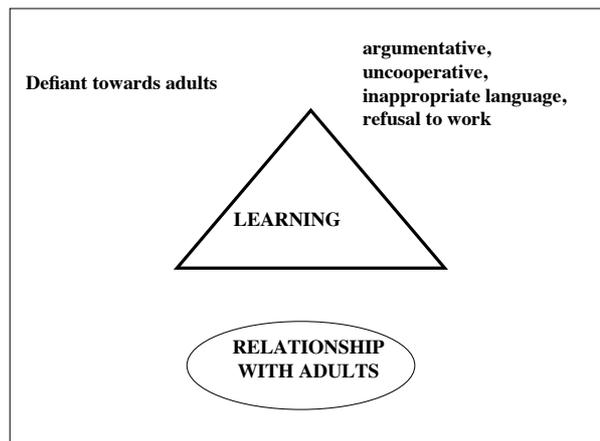
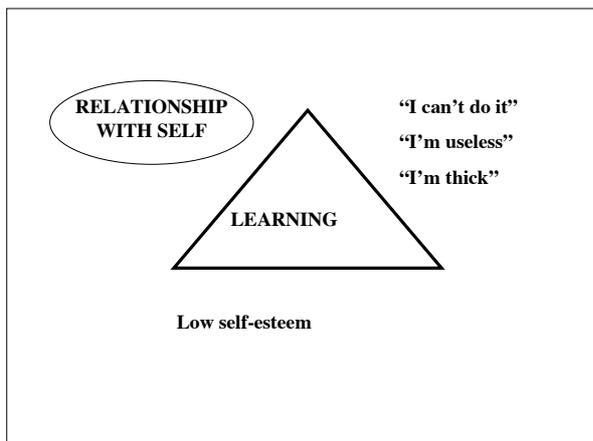
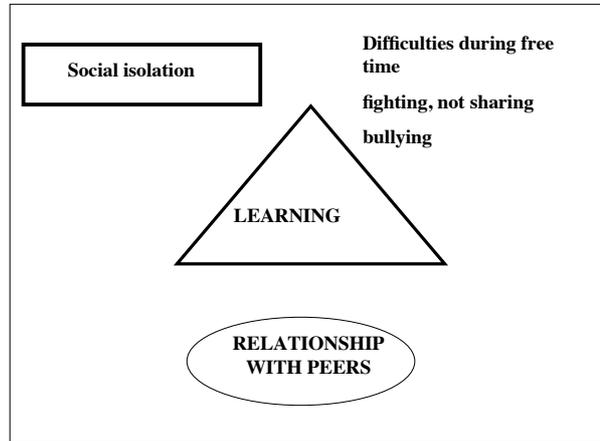
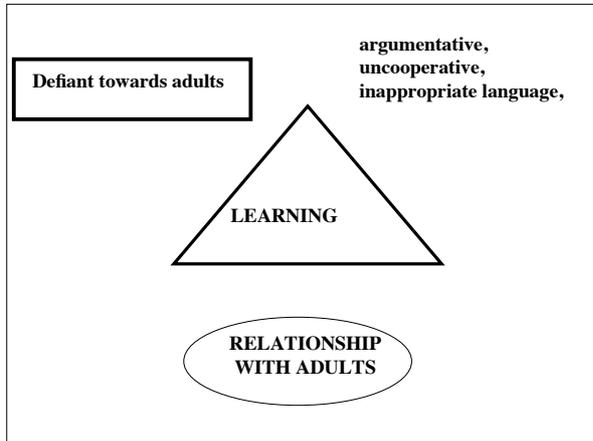
#### 1 Ecological interventions

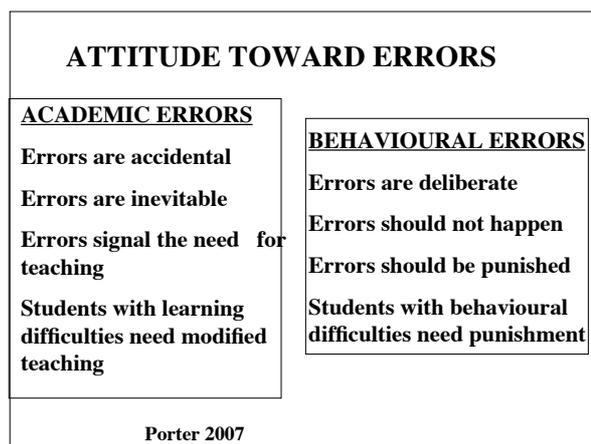
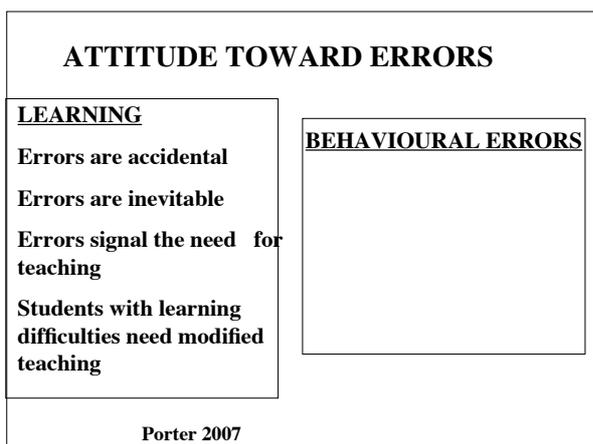
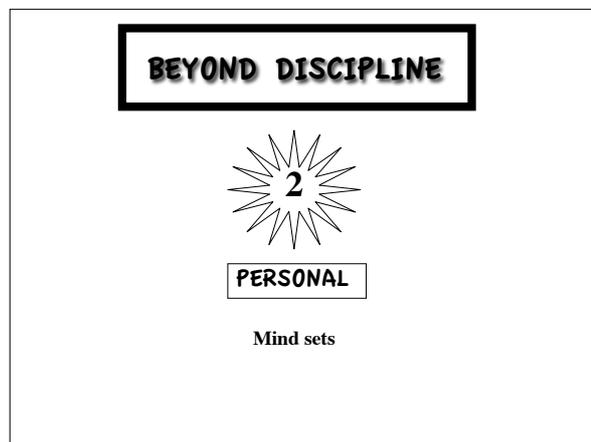
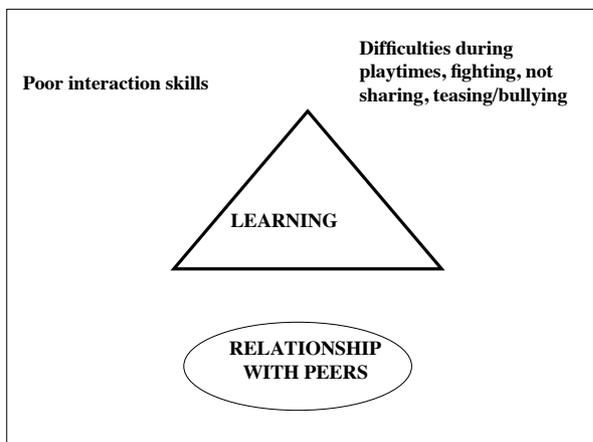
- Skill development
- Preventative strategies
- Reactive strategies



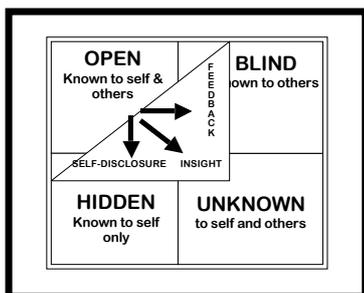
**BeHAVIOUR  
FOR  
LEARNING**







## The Johari Window



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 our school

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

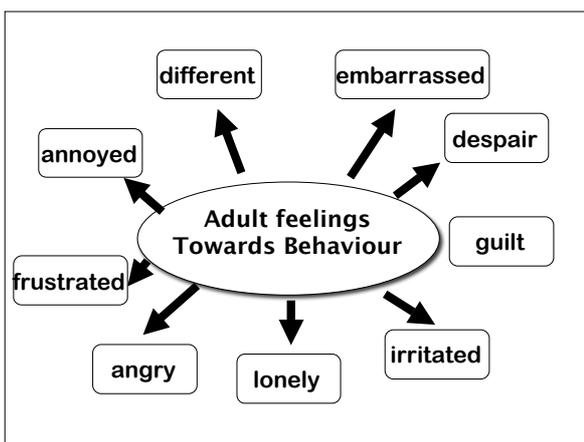
If we look too busy to listen then they will look too busy to listen, if we cut them off they will cut others off,

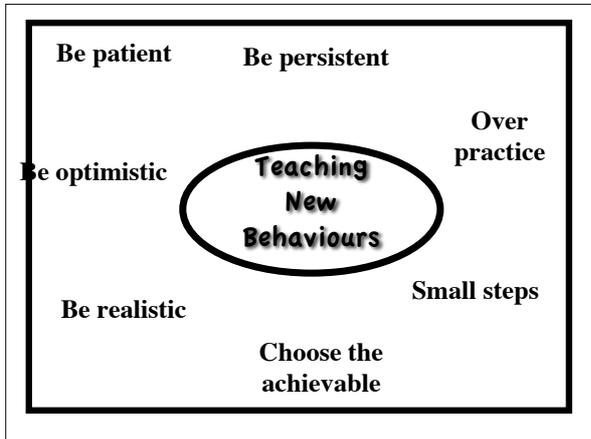
if we look in a panic they are, more likely to look in a panic.

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 demonstrate emotional intelligence and kindness, they will develop that too.

Munby 2006





**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

**A small truth to make life 100%**

From a mathematical viewpoint:

What makes 100%?

What does it mean to give 100%?

How do you give 110%?

What makes up a 100% of life?

If

abcdefghijklmnopqrstuvwxyz

Is equal to

1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,  
16,17,18,19,20,21,22,23,24,25,26

Then

HARD WORK

H+A+R+D+W+O+R+K

is

8+1+18+4+23+15+18+11 = **98%**

KNOWLEDGE

is

K+N+O+W+L+E+D+G+E

11+14+15+23+12+5+4+7+5 =  
**96%**

LOVE  
is  
L+O+V+E

$$12+15+22+5 = 54\%$$

LUCK  
Is  
L+U+C+K

$$12+21+3+11 = 47\%$$

MONEY  
is  
M+O+N+E+Y

$$13+15+14+5+25 = 72\%$$

We have a problem, but every  
problem has a solution, perhaps  
we need to change our  
attitude!

To go to the top,  
To that 100%

ATTITUDE  
Is  
A+T+T+I+T+U+D+E  
1+20+20+9+20+21+4+5 =  
**100%**

ATTITUDE IS EVERYTHING  
CHANGE YOUR ATTITUDE AND  
YOU CHANGE YOUR LIFE!

### BEYOND DISCIPLINE



CLASSROOM

Mantras

### Social Development

“Conflict is inevitable among members of any truly participatory group of children; it probably should not and probably cannot be eliminated completely.

The spontaneous and inevitable social problems that arise when children work and play together put the teacher in an ideal position to advance children’s social development.”

Fostering Children’s Social Competence Katz and McClellan (1997)

## THE CONTEXT

All behaviour happens in a context.  
You can never fully understand behaviour  
unless you understand the context in  
which it occurred



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**“The concept of classroom  
management is broader than the notion  
of student discipline.**

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

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Sanford, Emmer & Clements 1983  
Improving classroom management Educational Leadership

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**“Classroom management can and  
should do more than elicit  
predictable obedience,**

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**indeed it can, and should be one  
vehicle for the enhancement of**

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**student self understanding,  
self evaluation, and the  
internalisation of self-control.”**

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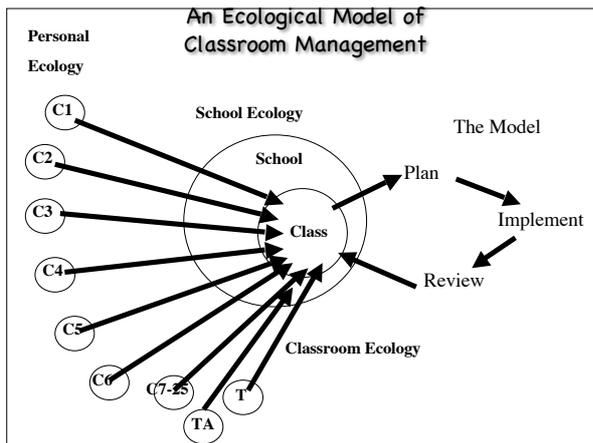
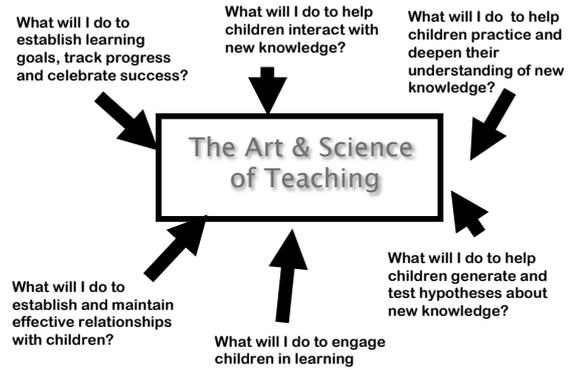
MacCaslin & Good 1992  
Compliant Cognition  
Educational Researcher

## **Classroom Management means:**

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

**Classroom Management  
means:  
2 Enhancing a students  
social and moral growth**

Weinstein 2006



**NATURE PROVIDES  
THE BUILDING  
BLOCKS  
NURTURE PROVIDES  
THE ARCHITECTS**

## LEADING GOOD BEHAVIOUR IN THE CLASSROOM

**THE TEACHER  
& SUPPORT STAFF  
ARE THE ARCHITECTS**



## SUPPORT STAFF KEY QUESTIONS

### THE SCAFFOLDING PRINCIPLE

- WHAT CAN THE LEARNER DO NOW?  
\_\_\_\_\_
- WHAT CAN THEY DO WITH MY SUPPORT?  
\_\_\_\_\_
- WHAT WOULD ENABLE THEM TO DO IT  
WITHOUT MY SUPPORT?  
\_\_\_\_\_

## STUDENT PROGRESS AFFECTED BY SCHOOL AND TEACHERS

AVERAGE SCHOOL / AVERAGE TEACHER - AFTER 2 YEARS		
0%	50%	100%
POOR SCHOOL / POOR TEACHER - AFTER 2 YEARS		
0%	3%	100%
GOOD SCHOOL / POOR TEACHER - AFTER 2 YEARS		
0%	37%	100%
POOR SCHOOL / GOOD TEACHER - AFTER 2 YEARS		
0%	63%	100%
GOOD SCHOOL / GOOD TEACHER - AFTER 2 YEARS		
0%	96%	100%
GOOD SCHOOL / AVERAGE TEACHER - AFTER 2 YEARS		
0%	78%	100%

"It is clear that effective teachers have a profound influence on student achievement"  
Marzano, R. "What works in schools" (2003)

## MAKING A DIFFERENCE

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

**Kellam et al 1998**

## Classroom Discipline

**Where should I stand?**

**How should I look?**

**What should I say?**

**What if .....?**

**Short term fixes**



## GENERAL CLASSROOM GUIDELINES

Paul Dix says lessons should:

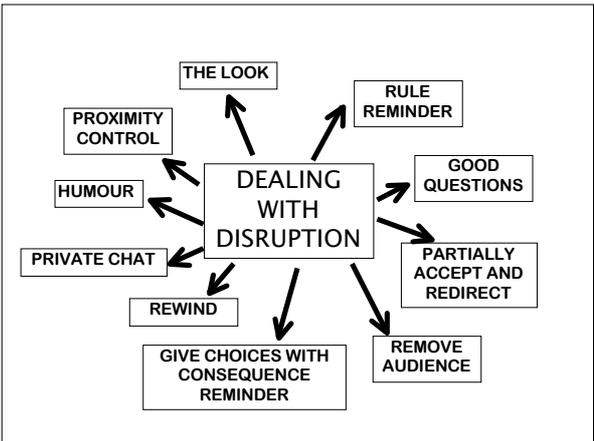
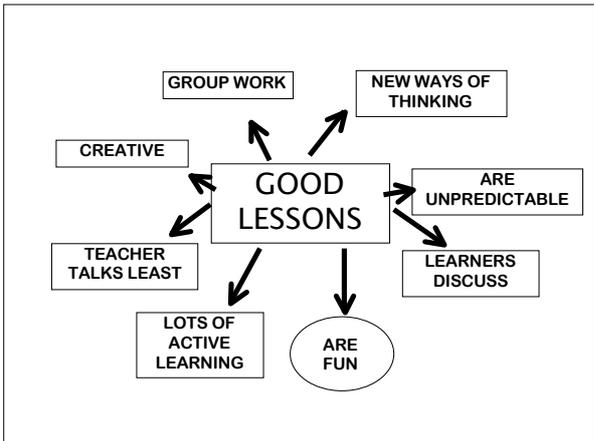
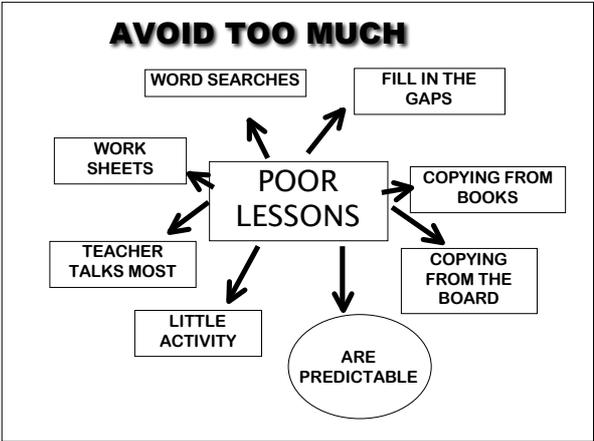
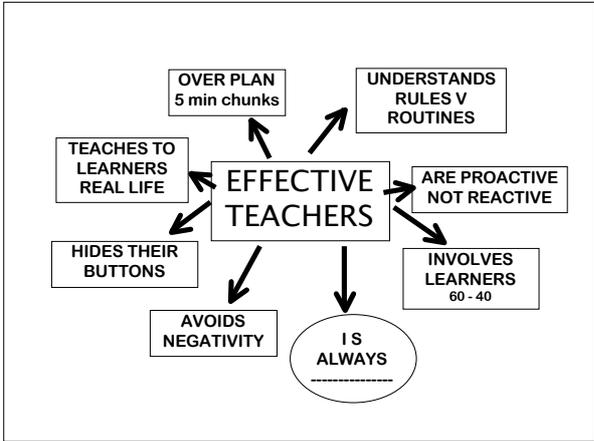


- Match students ability and be interesting
- Challenge learners to think in new ways
- Use varied learning styles
- Have different cultures in mind
- Use individual, paired and group learning
- Employ autonomous and active learning
- Involve self, peer and group assessment

## THE 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’**

TO IGNORE THIS RULE RESULTS IN  
**INTERFERING  
BEHAVIOURS**



## Challenging Classroom Discipline

When a learner is off task our first question should be

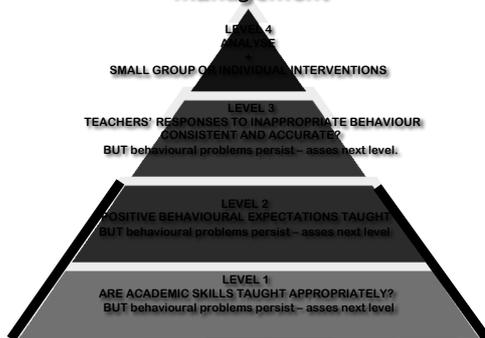
1 What is the task?

2 How am I teaching it?

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

John Covalleskie 1992  
Discipline and Morality:  
Beyond Rules and Consequences

### The pyramid model of classroom management

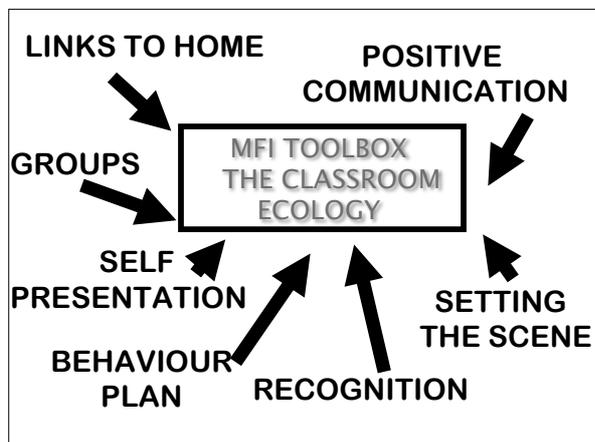


### PROBLEM WITH CONTROL TECHNIQUES

**Intention stop unwanted behaviour**

**There is a limited evaluation criteria**

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



4  
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 "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

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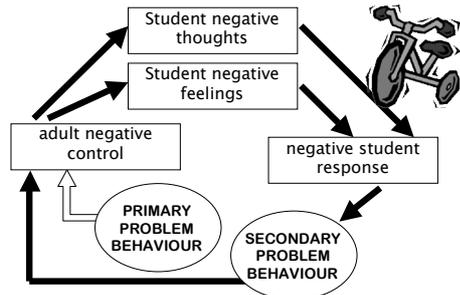
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Ginott 1972

## The Vicious cycle of negative communication



## POSITIVE COMMUNICATION

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

**Positive focus**  
What should you be doing?

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

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

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

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

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

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

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

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

P.Galvin – Behaviour and Discipline In Schools, Fulton

## POSITIVE COMMUNICATION FOR RESPECT AND RESPONSIBILITY

- IGNORE SECONDARY BEHAVIOURS
- ASK GOOD QUESTIONS
- STAY WITH THE FACTS
- SAVING FACE
- THE PARADOXICAL INSTRUCTION
- SOLUTION 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

# Applying the mantras in the classroom



## Moving Beyond Discipline

### Mantra 4

- 1 FIGHT FIRE WITH WATER
- 2 ANALYSE DON'T PERSONALISE
- 3 THE PROBLEM IS THE PROBLEM NOT THE CHILD
- 4 BEHAVIOURAL MISTAKES ARE LEARNING OPPORTUNITIES

## BEYOND DISCIPLINE



LEARNERS

Attachment issues

The reason/s behind the behaviour are more interesting than the behaviour itself

**Why do some learners persistently misbehave?**

**COMMON BEHAVIOURAL DIFFICULTIES**

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

**WHY?**

Paul Dix is nine years old, he is:

- defiant towards adults
- distracts others from learning
- disturbs the best planned lesson



WHY?

Does he come from a 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 speech and/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

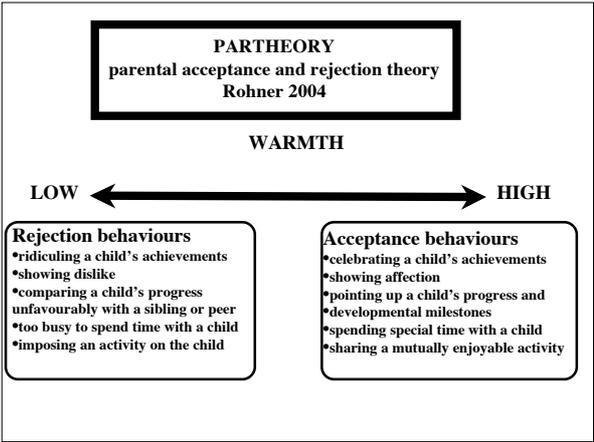
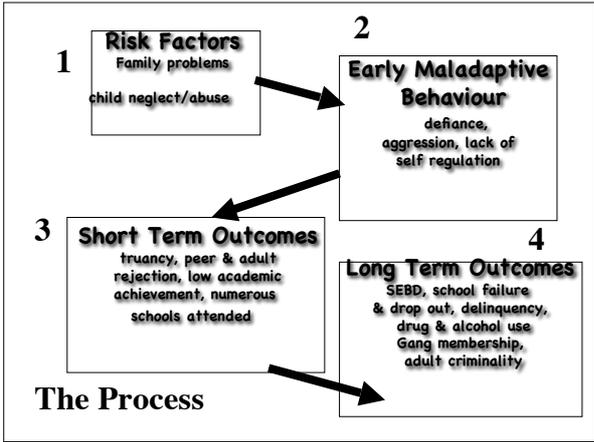
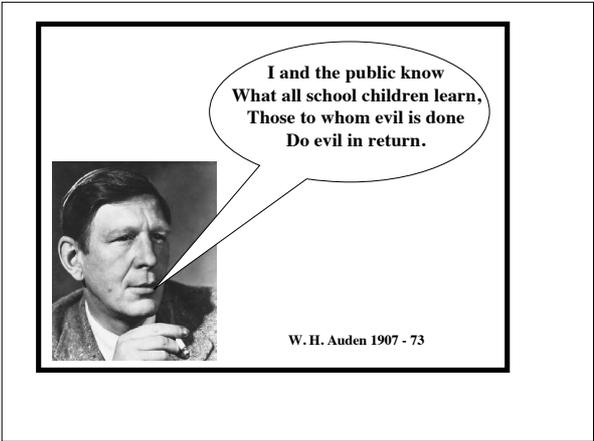
**Troubled Learners**

**Risk Factor Causal Theory**  
 Hawkins et al 1991

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**“Pervasive exposure to key risk factors is associated with negative, destructive long term outcomes”**  
 Patterson et al 1992

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The human brain responds to rejection is the same as it's reaction to physical trauma,

rejected children appear to lose their motivation and willingness to try to improve their behaviour

as Baumeister 2005 put it

“the lack of emotion in our studies is not simply a result of people denying their feelings or being too embarrassed to admit them. They seem emotionally numb, not just to their recent rejection experience but also to the sufferings of others and to relevant events in the future”

Rejection is not simply one misfortune among many  
nor just a bit of sad drama -  
it strikes at the heart of what the psyche is designed for.

Baumeister 2005 P 732

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

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

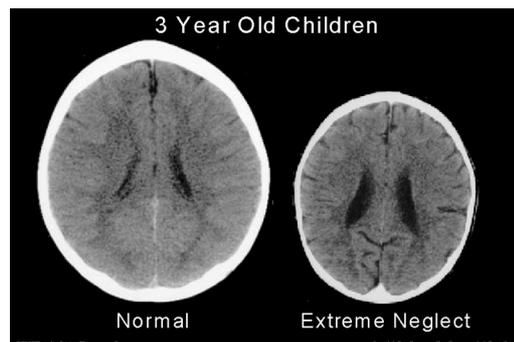
It is physically impossible for these children to calm down & think a situation through.

Their brains haven't developed that way.

Camilla Batmanghelidjh  
Kids Company

Independent  
P31 10/04/09

Brain scan images showing impact of neglect on developing brain



Perry 2000

evidence is accumulating that human beings of all ages are happiest and able to deploy their talents to best advantage when they are confident that, standing behind them, there are one or more trusted persons who will come to their aid should difficulties arise. The person trusted, also known as an attachment figure, can be considered as providing his or her companion with a secure base from which to operate.

Bowlby 1979 P 103

The supreme happiness of life is the conviction that we are loved.



**CHILDREN ARE  
INVARIABLY TRYING TO  
SOLVE PROBLEMS**

**NOT BE PROBLEMS**



Young children assume that whatever they experience often, is normal and usual



A child's Journey through placement  
Vera Fahlberg 2008

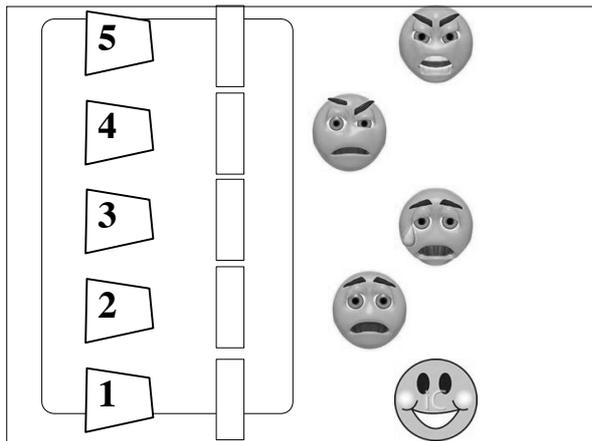
**"What ever physical or genetic causes contribute to maladjustment it is usually the result of the absence of the fundamental support systems which are essential for the satisfactory emotional development of a child, or a breakdown of this support system."**

Maslow  
Quoted in Laslett 1977, P. 3  
Educating 'maladjusted Children

## The Incredible 5-Point Scale

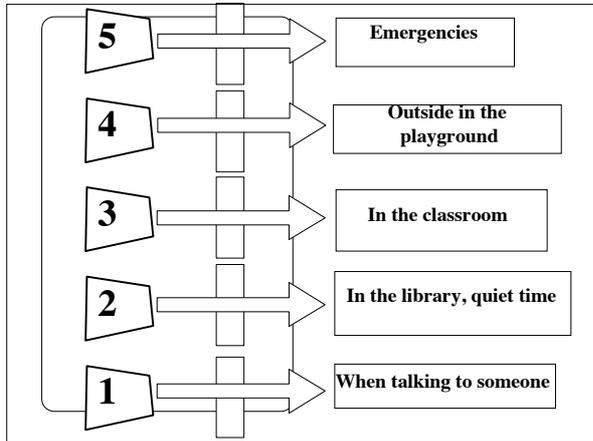
Assisting students with autism spectrum disorders in understanding social interactions and controlling their emotional responses

Buron & Curtis  
2004

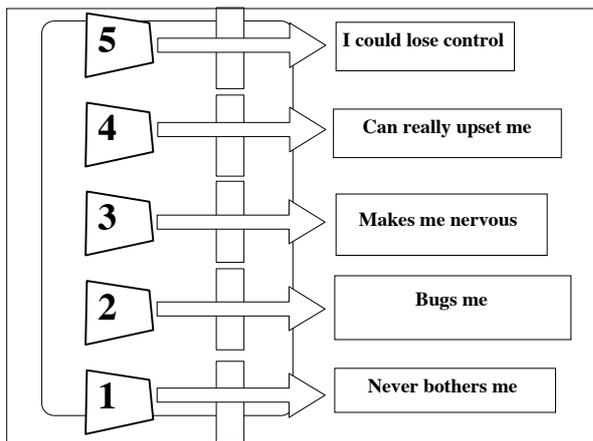


## The Incredible 5-Point Scale

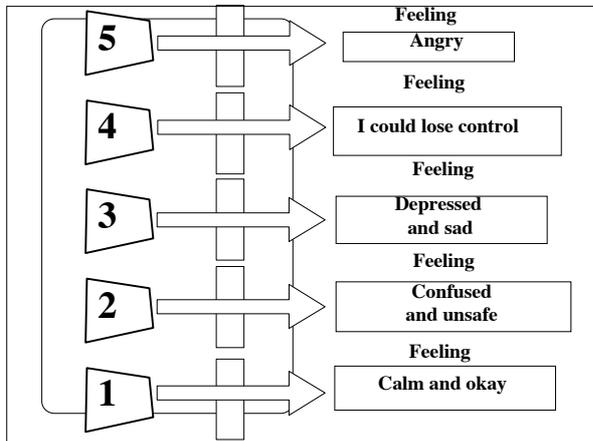
A"5" means I'm screaming



**The Incredible  
5-Point Scale**  
 The Stress Scale



**The Incredible  
5-Point Scale**  
 The Anger Scale



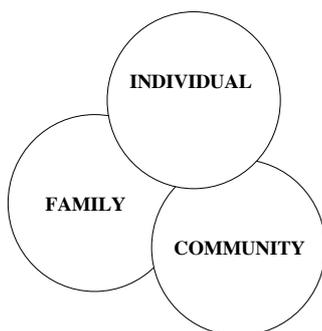
## CHILDREN'S VULNERABILITY:

### RISK FACTORS

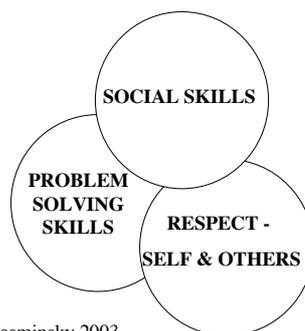
Are those factors that are likely to contribute to poor life outcomes for children and young people, and include:

- Poverty
- Deprivation
- Illness
- Dysfunctional family background
- Disability

### RISK FACTORS FOR SEBD



### PROTECTIVE FACTORS



Kaiser & Rasminsky 2003

## 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.”

Katz 1988

CLASSROOM

**EXECUTIVE  
SKILLS**

### THE KEY REFERENCE

#### Executive Skills in Children & Adolescents

By

Dawson P. & Guare R. 2004

The Guilford Press London

ISBN 1-57230-928-8

#### Smart But Scattered

By

Dawson P. & Guare R. 2009

The Guilford Press London

ISBN 978-159385-445-4

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## **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

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## **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

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**KEY SKILLS FOR LEARNERS  
WITH SEBD?**

- Control of feelings
- Sustained attention
- Response inhibition
- Task initiation
- Goal directed persistence

**ASSESSMENT TO INTERVENTION**  
Assessment should help generate testable ideas

**IS IT  
THE CONTEXT  
OR  
THE LEARNER**

**ASSESSMENT PROFILE**

**CONTROL OF FEELINGS**

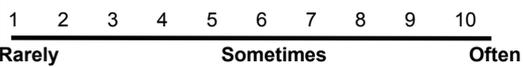
The ability to manage feelings to complete tasks and cope with frustrations and failure

**Example behaviours**

**gives up quickly when frustrated**

**Negative self talk, "I'm useless"**

**Whines and complains about task**



**ASSESSMENT PROFILE**

**SUSTAINED ATTENTION**

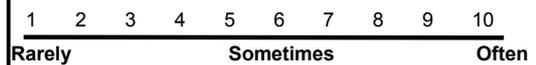
The ability to maintain focus on a situation or task despite distractions, fatigue or boredom

**Example behaviours**

**Stops work before finishing**

**Rarely completes homework**

**Readily engages with other tasks**



**ASSESSMENT PROFILE**

**RESPONSE INHIBITION**

The ability to stop, think and decide what to do

**Example behaviours**

Shouts out answers

Interrupts others who are talking

Gets involved in other people's disputes

1 2 3 4 5 6 7 8 9 10

Rarely Sometimes Often

**ASSESSMENT PROFILE**

**TASK INITIATION**

The ability to start projects without undue help or procrastination

**Example behaviours**

Needs repeated requests to start work

Starts tasks at last minute

Starts work when cautioned

1 2 3 4 5 6 7 8 9 10

Rarely Sometimes Often

**ASSESSMENT PROFILE**

**GOAL DIRECTED PERSISTENCE**

The ability to have a goal and follow through to completion despite distractions

**Example behaviours**

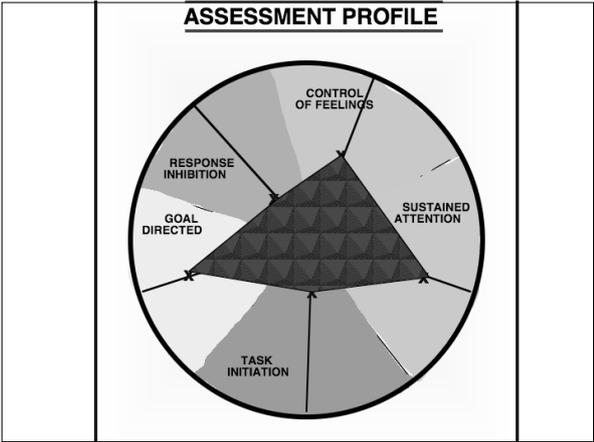
No awareness of link between homework and long term goals

Cannot achieve long term rewards

Forgets goal being worked towards

1 2 3 4 5 6 7 8 9 10

Rarely Sometimes Often



**EXAMPLE**

TJ finds it difficult to complete independent work. He is often cautioned about talking with peers and not getting on with his work.

**CONTEXT HYPOTHESIS**

The work is too difficult for TJ

**LEARNER HYPOTHESIS**

TJ lacks response inhibition and sustained attention

**CONTEXT MODIFICATIONS**

**1 CHANGE THE PHYSICAL ENVIRONMENT**

Change where they sit

Place in smaller group

Sit with role model

Place with different teacher/increase adult support

**CONTEXT MODIFICATIONS**

**2 CHANGE THE NATURE OF THE TASK**

Reduce the amount of work, break into smaller chunks

Increase clarity of instructions, provide crib sheets/templates

Make tasks closed ended, fill in missing words

Provide success criteria, "you will have finished when you...."

**CONTEXT MODIFICATIONS**

**3 CHANGE THE WAY CUES ARE PROVIDED**

Provide verbal prompts and reminders

Give visual cues

Establish and rehearse routines

Offer lists of tasks to be completed

**CONTEXT MODIFICATIONS**

**4 CHANGE ADULT TO LEARNER INTERACTION**

Increase level of adult support for cuing to:

Anticipate problems

Prevent learner frustration

Allow situations to be observed and analysed

**LEARNER MODIFICATIONS**

**TEACHING EXECUTIVE SKILLS**

**STEP 1** Describe the problem behaviours

**STEP 2** Set an agreed goal

**STEP 3** Establish ways to achieve goal

**STEP 4** Support learner in agreed ways

**STEP 5** Evaluate progress and change

**STEP 6** Fade the supervision and support

**RESPONSE INHIBITION**

**Skill description** The ability to think before acting, to delay a response until appropriate. Learners who lack this are impulsive, doing or saying things that often get them into trouble.

**CONTEXT MODIFICATIONS**

Increase external controls, limit access to places where problems occur

Increase adult supervision to be a cue

Increase cues to control impulsive behaviours

**TEACHING THE SKILL**

Response inhibition hand raised

Tell them / show them / let them

Contrive situations to practice, then transfer

**CONTROL OF FEELINGS**

**Skill description** The ability to control feelings to achieve goals and complete tasks

**CONTEXT MODIFICATIONS**

Anticipate problem situations and prepare learner for them, give learner positive pep talk

Teach active relaxation techniques

Break steps down into manageable chunks

**TEACHING THE SKILL**

Positive self statements, verbalise goal, "Today I will.."

Develop visual imagery skills, picture success

Develop positive routines around success, keeping a journal

**GOAL DIRECTED PERSISTENCE**

**Skill description** The ability to choose and complete a goal despite distractions and other interests

**CONTEXT MODIFICATIONS**

Involve learner in setting the goal

Make goal relevant to their life and interests

Make time to achieve goal short and give regular feedback on progress

**TEACHING THE SKILL**

Practice goal setting

Identify possible obstacles and ways to overcome them

Write a plan for achieving them

Review progress daily

**TASK INITIATION**

**Skill description** The ability to start a task with minimum prompting or procrastination

**CONTEXT MODIFICATIONS**

Verbally cue learner to start task

Taking learner through first part of task

Having learner decide when to start and then cueing them

**TEACHING THE SKILL**

Help learner develop work plan, with tasks and times included, especially when to start

Teach self instruct skills

Learner makes a list of sub tasks to be completed

**SUSTAINED ATTENTION**

**Skill description** The ability to maintain focus despite distractions, fatigue or boredom

**CONTEXT MODIFICATIONS**

Providing learner with start and stop times for tasks

Breaking tasks down and providing frequent breaks

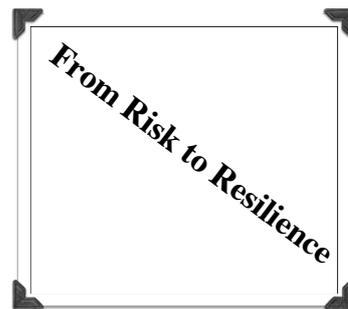
Having egg timer for tasks / providing adult supervision

**TEACHING THE SKILL**

Learner self monitors on task behaviour

Helping learner develop a work plan, which acknowledges their attention span

Developing rewards for agreed tasks completed

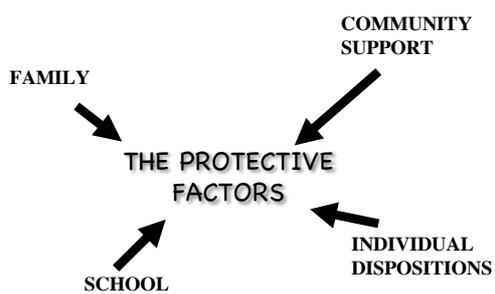


## Touching Tomorrow

## RESILIENCE

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

Luthar, Cicchetti & Becker 2000  
In Journeys from childhood to midlife  
Werner & Smith 2001 P3



## The importance of school in developing resilience

- A wealth of research indicates that schools which identify and foster students strengths can “power them from risk to resilience”

(Henderson & Milstein, 2003)

<b>Child</b>		Family
Poor health		Ill health of parent
Language difficulties		Abuse/neglect
Learning difficulties		Family violence
Low self-esteem		Parent in prison
Poor social skills		Drug/alcohol dependence
Behavioural difficulties		Divorce/separation
Lack of empathy		Bereavement
Poor problem solving skills		Step family
Over dependent		
<b>Community</b>		School
<b>Violence/crime</b>		Moving school
<b>Lack of services</b>		Changing teacher
<b>Discrimination</b>		Exclusion
<b>Antisocial community norms</b>		Poor friends
		Bullying
		Peer rejection
		Learning difficulties

<b>Child</b>		Family
Good health		Supportive family
Good language skills		Close extended family
Good self-esteem		Family coherence
Good social skills		Positive parental guidance/role models
Optimistic		No obvious family stressors - finance
Independent		Cultural diversity
Assertive		
Problem solving skills		
<b>Community</b>		School
<b>Working together</b>		Positive climate
<b>Informal networks</b>		Peer group/ Friends
<b>Good role models</b>		Achievement
<b>Access to support services</b>		Opportunities for success
<b>Strong identity</b>		Cohesive staff
<b>Acceptance of cultural diversity</b>		Listening staff

**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 hug
- You ask the child to give you a quick 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