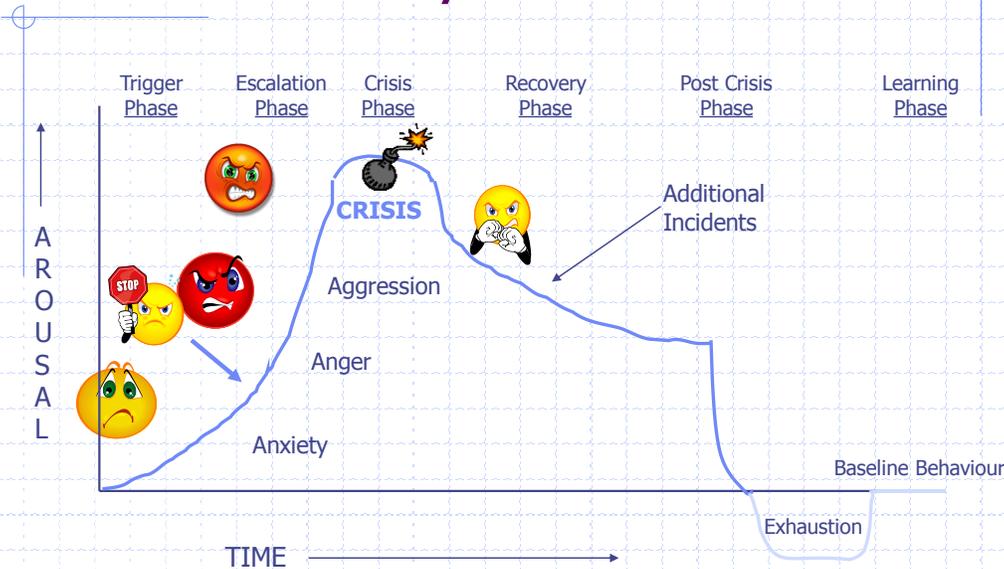


ALL BEHAVIOUR IS COMMUNICATION

Supporting Glasgow's Learners

August 2019

The Arousal Cycle



Identify where the child is on the Arousal Cycle to plan how you respond.

Active Listening

Explore Feelings

Problem Solve

Involve & redirect

Reassure

Set Limits

Remove others

Divert

Seek help

Protect

Support and monitor

Post incident review

Exit strategies

It is imperative that, through collegiate working, all members of staff are fully aware of departmental and school procedures for dealing with challenging and potentially violent incidents. This is particularly important if a pupil threatens to leave or actually leaves a classroom without permission.

It is also important to know the procedure for getting assistance when a teacher or SfLW believes that it is no longer safe or appropriate for a pupil to remain in class. If the pupil is threatening to leave class they should be reminded that this will be a choice that they are making. *Staff should not try to physically block the exit route of an angry or highly agitated pupil.* As soon as the pupil leaves the room agreed school procedures should be put into action. In some instances it may be appropriate to allow the distressed pupil to go to an agreed safe place to calm down. This should be agreed as part of the child's plan and staff should be aware of this. Appropriate supervision is required while the pupil is in this place.

Allow Exits:- allow a way out for the pupil, physiologically and psychologically – “If you cannot cope then leave the room”, use a token or object to indicate this. **Never** put yourself at risk by having the pupil back to a wall and you in front, they have nowhere to go.

Individualise responses:- know the child's pattern of behaviour and triggers; follow the wellbeing plan or risk assessment plan.



Think about Body Language

Be non-threatening, do not invade the child's space – try to keep your hands by side or in front palms outwards. Do not turn your back. Exaggerate facial expressions but don't stare. Focus on the child, ignore distractions.

Consistency and Repetition

Teachers are all consistent and minimal in using the same message/response to identified behaviour and this is adopted as a whole school buy in.

Voice Tone

Lower the tone and pitch – pupils who have ASD can be over-stimulated by noise.

Speak slowly

Exaggerate speech if needed

Use a firm but not loud – voice

Reduce language

Reduce the amount of language you use. Remember the brain is in reactive mode so do not overload with lots of questions and instructions. Keep talk to a minimum and use short sentences to convey your key messages.

Contact Principles

Acknowledge feelings – “You are upset!”

Re-assure – “I am here to help you!”

Use positive feedback, let them know you like them – “you are a really nice person!!”



The Nurturing Principles

1. Children and young people's learning is understood developmentally

2. The classroom/school offers a safe base

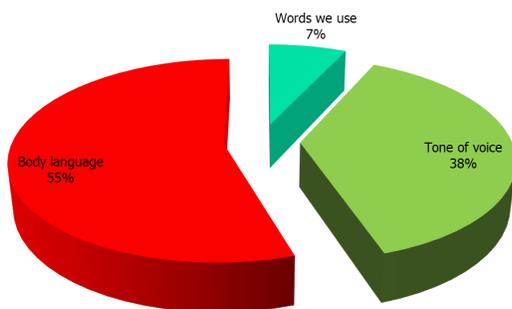
3. The importance of nurture for the development of self-esteem

4. Language is a vital means of communication

5. All behaviour is communication

6. The importance of transition in young people's lives

ALL BEHAVIOUR IS COMMUNICATION



Our body language is even more important – our stance, awareness of ‘personal space’, open-ness or closed, state of tension or relaxation all communicate our feelings and thoughts and the physiological processes in our body.

Delayed Compliance– try this!

Request a particular behaviour and then wait or withdraw to see if pupil complies.

E.g. “Peter I need you to stop talking and go back to your seat?”

This can be used with leaving the person in the room alone, remain outside the door until you hear silence, then enter room smiling “that’s better you are calm, well done”.

CONFRONTATION– Questions to ask yourself!

Decide on the spot whether it is worth risking a confrontation now or is there an alternative?

What does the pupil want from this, if it is attention or power then why give it to them? It takes 2 people to have a power contest.

Try to leave a “way out” for yourself and the pupil. If you try to dig in then the confrontation can only escalate.

Teach good behaviour – don't just expect it

Children who come from unsettled family backgrounds are unlikely to have learned self-regulation skills. It is unrealistic to have expectations that all children will know how to behave. Some will need to be shown and have opportunities to rehearse:

-school is a different context from home

-rules in school are often different compared with home

-these rules have to be made explicit

e.g. “we ask if we need to leave the room”

“we listen when someone is talking”

“we don't swear here – it's a classroom”.

Model the behaviour you want to see

Behave as you wish the pupils to behave.

e.g. make sure you start classes on time

Avoid meeting anger and agitation with anger and agitation.

Avoid taking things personally.

Acknowledge – don't react.

Understanding confrontation

Young Person's Aim	Your Reaction	Young Person's action to reprimand	Young Person's Role	Young Person's Motive
To wind you up	annoyed	stops momentarily	class clown	attention
To get his own way	threatened	persists	rebel	power
To get his own back	outraged	gets worse	victim	revenge
Aimless	distressed	further loss of control	child in distress	security

Anticipate:- Help the pupil anticipate endings / transitions “when you do___ you can stop”, “2 more and you are finished”. Have a contingency plan.

Stay Calm:- Hide fear, do not display anger or aggression, stay friendly

Offer choices / alternatives:- Change the activity – give limited choices “this or that, you choose”, use forced choices “this first, then that!”

Ignore and reinforce:- Ignore inappropriate behaviours and praise and reinforce positive behaviours.

Calming Rituals:- “Count to 10 with me” praise compliance, take deep breaths, use pre-taught prompts.

Diversion:- Use of an interest or preferred activity to divert attention.

Provide assistance:- Help the pupil complete a frustrating task – problem solve – offer advice.

Humour:- Only if it understood and never at the pupil's expense. Do not be sarcastic.

What not to do!

Avoid saying “You need to calm down”

Forcing a discussion about this incident

Shouting- as you raise your voice the child is likely to either shutdown or raise their voice in response

Taking words or actions personally

Asking ‘why’ questions – you are never going to get an answer!

Do not bring up past problems or incidents “You again! I told you last time not to do that and here you are!”

Summary

The pupil’s behaviour is a form of communication – they are telling you something – they need you to understand them and convey to them that you have understood.

The child / young person may have communication needs – they may not understand language as well as you do.

Be clear about the child’s / young person’s vocabulary- only use words they understand

Do not use metaphors or abstract humour, the pupil is unlikely to understand

The person may be frightened – they may see you as a threat.

Try to be predictable.

Useful Links

Autism Toolbox

<http://autismtoolbox.co.uk>

Nurture in Glasgow

<http://www.goglasgow.org.uk/Pages/Show/816>

Every Child is Included and Supported

<http://www.goglasgow.org.uk/Pages/Show/521>

Physical Intervention Guidelines

http://www.goglasgow.org.uk/content/UserGenerated/file/Policies_Guidelines/ECiIaS%20-%20Physical%20Intervention.pdf



Think about this!

In all your years of working with young people, has a pupil ever stopped in the middle of a confrontation and said “ I’m sorry, You are right , I was wrong!”