Curriculum Support Faculty

A document to support staff in understanding SEND and behaviour – a summary of training and guidance

Rationale

This document was produced to support Faculty staff in the undertaking of their duties. It covers both directly raised, specific issues, and more generic advice/guidance. It is important that this is read in conjunction with Student Passports and any other documents/training regarding individual support.

ADHD

What is ADHD? It is now considered as a disorder of age-inappropriate behaviour:

Hyperactivity-Impulsivity (Inhibition – Executive Function)

- Impaired verbal and motor inhibition
- Impulsive decision making; cannot wait or defer gratification
- Greater disregard of future (delayed) consequences
- Excessive task-irrelevant movement and verbal behavior
    - fidgeting, squirming, running, climbing, touching …
- Restlessness decreases with age, becoming more internal, subjective by adulthood
- Emotionally impulsive; poor emotional self-regulation

Possible NEGATIVE Characteristics

- Short attention span - but with periods of intense focus
- Distractible
- Poor planning/impulsive
- Disoriented sense of time
- Impatient
- Day-dreamer

Probable POSITIVE Characteristics

- High levels of environmental awareness
- Responds well when highly motivated
- Flexible – ready to change strategy readily
- Tireless when motivated
- Goal orientated
- Imaginative

Strategies to develop

- Seating (in conjunction with teacher)
- Eye contact
- Small chunk tasks
- Limit instructions/repeat back to you
- Use **visual aids** – important for all students to reduce uncertainty (but esp. ASC)
- Sit away from stimulations/distractions – far too often a simply seating solution is the issue
- Routines – maintain consistency, every student appreciates routines, if these is a change – use visual support to explain in advance
- Praise – lots of it! Also send home – postcards/e-mails/planner notes/letters/texts…
- Class rules on wall (e.g. in N2 by computers)
- Systems for tracking work
- Immediate rewards
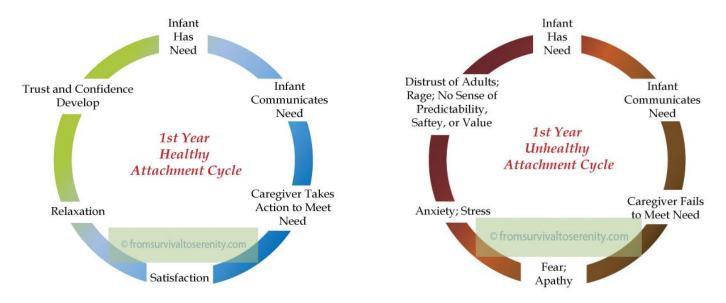- Avoid singling out…name the behaviour

Attachment

What is Attachment?

- Attachment behaviour is there to ensure the survival of the child
- Attachment is an affectionate bond between two individuals that endures through space and time and serves to join them emotionally
- Attachment experiences are fundamental to emotional/social/physical/cognitive development
- Good early attachments serve to promote resilience to later traumatic (life) experiences
- The foundation of attachment is the early main carer/child interaction
- Attunement refers to the interaction between a parent and child when the parent
    - is available to the child
    - is able to understand its needs
    - responds appropriately to meet needs
    - communicates that the child is valued, understood, is able to effect change, is safe

Characteristics of Negative Attachment

- Inability to regulate emotions (rage, panic, depression, impulsivity)
- Basic mistrust (if someone is nice it must be a trick)
- Low self esteem/high shame (I am bad, I deserve to be hurt)
- Need for control (I need to take care of myself, I don't trust/understand others)
- Learning difficulties (concentration, self belief, dissociation)

Positive Attachment Cycle	Negative Attachment Cycle

Positive Attachment Cycle (1st Year Healthy Attachment Cycle):
- Infant Has Need
- Infant Communicates Need
- Caregiver Takes Action to Meet Need
- Satisfaction
- Relaxation
- Trust and Confidence Develop

Negative Attachment Cycle (1st Year Unhealthy Attachment Cycle):
- Infant Has Need
- Infant Communicates Need
- Caregiver Fails to Meet Need
- Fear; Apathy
- Anxiety; Stress
- Distrust of Adults; Rage; No Sense of Predictability, Saftey, or Value

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To meet their needs we must have a realistic sense of the self and surroundings and develop a non-confrontational attitude that provides a consistent positive role model.

Some more general strategies to support students are outlined below:

- create win/win situations – so that either 'choice' from student is a good one
- give clear, consistent guidelines and boundaries; yet allow some flexibility
- be honest and truthful, with sensitivity to the young person's feelings
- give calm, measured responses in confrontational situations
- always endeavour to let them know it is their behaviour that isn't liked, not them
- tell them which behaviours annoy/irritate, and tell them why
- allow our emotions to be seen: parents/carers are people too support them in building positive relationships
- listen to them: hear what they have to say – but remember, they communicate in more ways than just verbally
- remember that the adult is responsible for helping young people make appropriate, positive attachments
- give them a safe, secure environment to express their innermost feelings, fears, hurt, etc.
- plan with them for their adult life; help them to understand the attachment process and how they can be positive as an adult

Gareth D Morewood, January 2013

Practical Tips Behaviour Management Techniques
Contributed by Glen Dever AST & SLE, Priestnall School

1. Voice matching: Our voice should be at the volume and intonation we expect from the student. A loud and aggressive voice often results in a loud and aggressive response.

2. Self-calm: Practice self-calming skills. Remember that often, the first person who needs to calm down in a confrontation is us!

3. Move in: When speaking to an individual student, avoid *disrupting* the class by shouting across the room or remaining rooted behind a desk; move in, making sure we are aware of our speed of approach!

4. Move out: Once we have spoken to the student, the temptation might be to remain close by, waiting for compliance. We are far more likely to see success if we move away, and *expect/anticipate* compliance. This enables the student to make a good choice without the stress of our presence. (Or beady eye!!)

5. Personal space: For most of us, personal space is approximately the radius of an outstretched arm; any further away, and it is difficult to work out who is being spoken to. Any closer and we begin to invade that space. If we need to be that close, consider standing slightly sideways/kneeling to avoid appearing confrontational.

6. Hurdle help: Use positive posters as rule reminders (written and illustrated) to help students overcome the hurdles that prevent them from complying with rules and expectations.

7. Positive ethos: Aim to set a positive ethos in the classroom from the outset. Be on time, be prepared and concentrate initially on the students who are on-task and complying with the classroom guidelines.

8. Proximity: Similar to personal space — if we remember that simply standing near the off-task student is often sufficient to make them consider their behaviour and make better choices.

9. Proximity praise: Rather than giving random praise, spot the off-task student and make sure you praise the student nearby who is on task and complying. This is far more positive than simply noting the wrong behaviour.

10. Non-verbal language: Be aware that more than 60% of all communication is non-verbal. Try to be aware of our body language, and what it is.

More specific information, presentations and guidance can be found on -
www.gdmorewood.com