

POSITIVE BEHAVIOUR SUPPORT

for Parents & Carers

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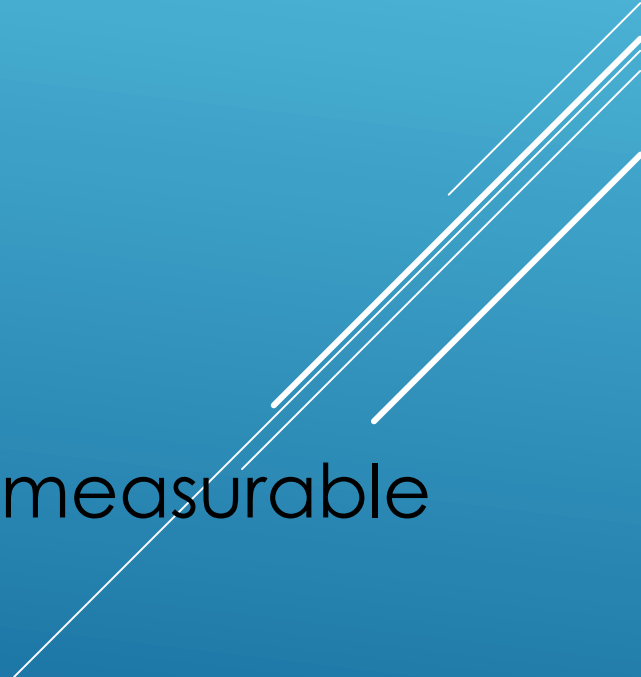
Assistant Head Teacher/ Behaviour Lead

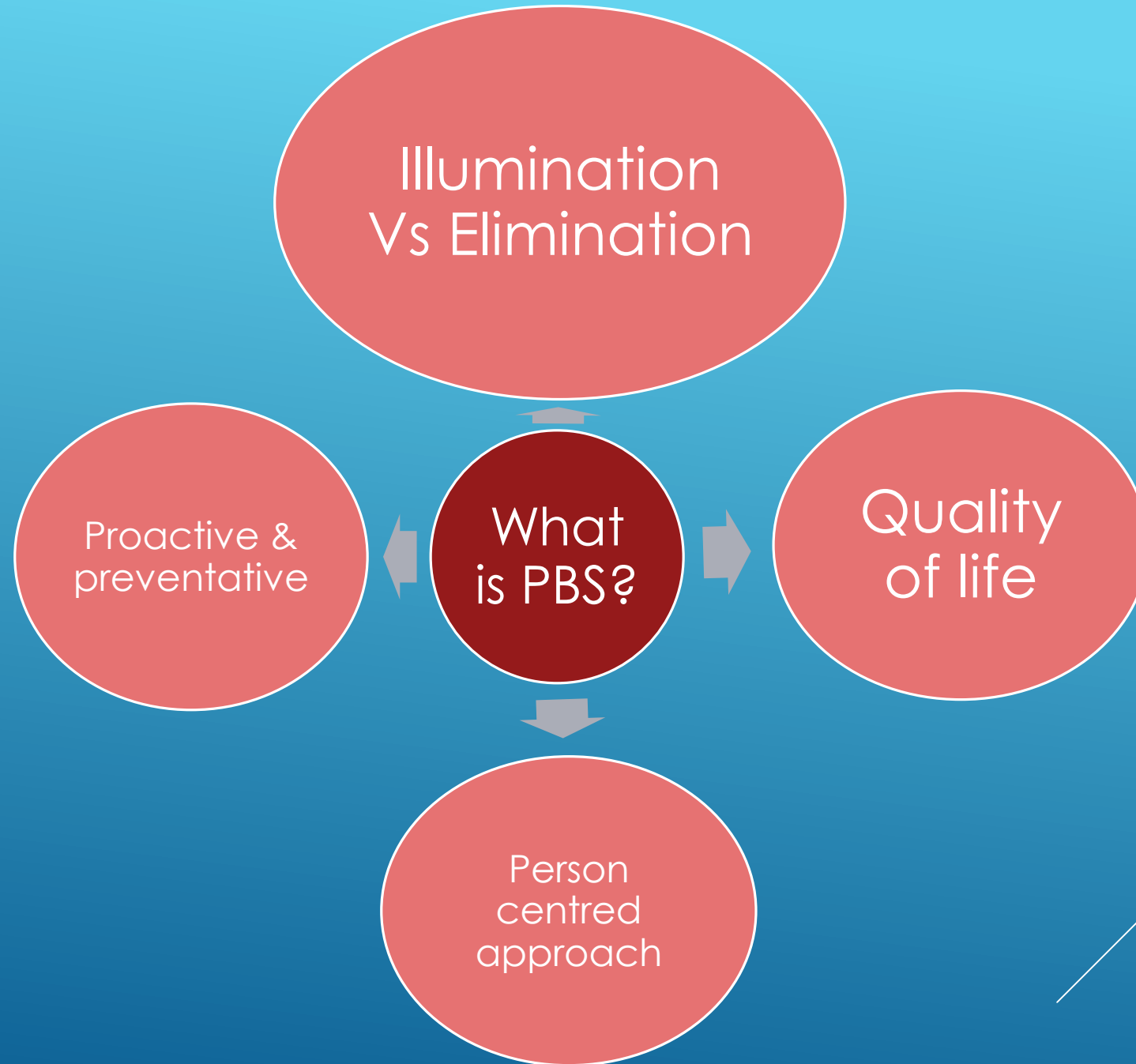
Oaklands School

The Aims:

- ▶ What is Behaviour?
 - ▶ Understanding Behaviours
 - ▶ Communication
 - ▶ Sensory Needs
 - ▶ What is PBS – Positive Behaviour Support
 - ▶ PBS at Oaklands
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WHAT IS BEHAVIOUR?

- ❑ Behaviour is everything we do - our actions and things we say
 - ❑ Behaviour is a response to a stimulus
 - ❑ All behaviour (apart from reflex) is learned
 - ❑ Behaviour is observable (see and heard) and measurable (counted and timed)
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But how do we get to this point???

First we need to think about communication...



UNDERSTANDING BEHAVIOUR

Form	Function
The child throws a cup on to the floor	Wants a drink – the adult gives them a drink
A child wasting time sharpening pencils in class avoiding work	Wants help – has to stay in at playtime and gets 1:1 help

What is the behaviour telling us?

The form of behaviour is what it looks or sounds like.

The function of behaviour is its purpose, that is, what it helps the child access or avoid.

How do you communicate with your child?

Body Language?

Pictures ~ Visuals

Signing?

Words?

Do they understand what you are trying to say??

ADJUST YOUR COMMUNICATION

- ▶ Reduce Your language
 - ▶ Encourage eye-contact
 - ▶ Give time to process
 - ▶ Use child's name first
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Reduce your language:~

“ Sofie I need you to sit down at the table and eat your dinner and remember to use your knife and fork”

“Sofie sit” (show where you want Sofie to sit)

“Sofie eat” (model using knife and fork)

How does your child communicate with those around them?

Pictures ~ Visuals?

Signing?

Body Language?

Crying?

Screaming?

Biting?

Touching?

Hitting?

Words?

WHAT IS YOUR CHILD
TRYING TO SAY??



Sense	Channel it comes through
Sight	Eyes
Hearing	Ears
Touch	Skin
Smell	Nose
Taste	Mouth, tongue
Vestibular (balance)	Inner ear
Proprioception (body awareness)	Muscles/joints
Interoception	Reading our body's signals

SENSORY NEEDS

What happens next?

The information travels into my brain where it gets processed for meaning.

This is the bit which can work differently for our children.

HOW CAN WE HELP?...

These things might help me...

- Look to the side of my face or over my shoulder when you are interacting with me
- Address what you are saying to the wall
- One person talking to me at a time
- Neutral odours
- Plain clothes
- A quiet environment
- Quiet personal care
- Consistency
- One thing at a time
- Knowing what is happening next

These things might challenge me...

- Direct eye contact
- Direct communication
- More than one person talking to me, other peoples conversations
- Perfume, aftershave or other scents
- Patterned clothing Bright coloured clothing
- Kettles, engines, traffic sounds, phones
- The toilet flushing, running water, fans
- Different people responding to me in different ways
- Being bombarded by a lot of information
- Unpredictability and chaos

WHAT IS PBS?

PBS is about working in partnership with people, treating them with dignity and respect and enabling them to have a better life.

All behaviours have a meaning. Positive Behaviour Support aims to understand what behaviours that challenge tell us so that the person's needs can be met in better ways.

The overall goal of PBS is to improve the person's quality of life and of those around them, thus reducing the likelihood of challenging behaviour occurring in the first place.

See it ~ Understand the needs of the child

Feel it ~ feeling compassion for them in 'those' moments

Be it ~ respond in a way that is suited to the moment and the child's needs

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LET'S CONNECT

The science of child development has proven time after time that the connection between big people and children is one of the most important.

Children depend on adults for the ultimate experience of being known and loved.

Contact

connection

closeness

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