

Inclusive Approach to Supporting Behaviour

To support a child showing behaviours of distress and to support them in learning we often try to implement a reward system to encourage positive participation and reduce incidents of dysregulation.

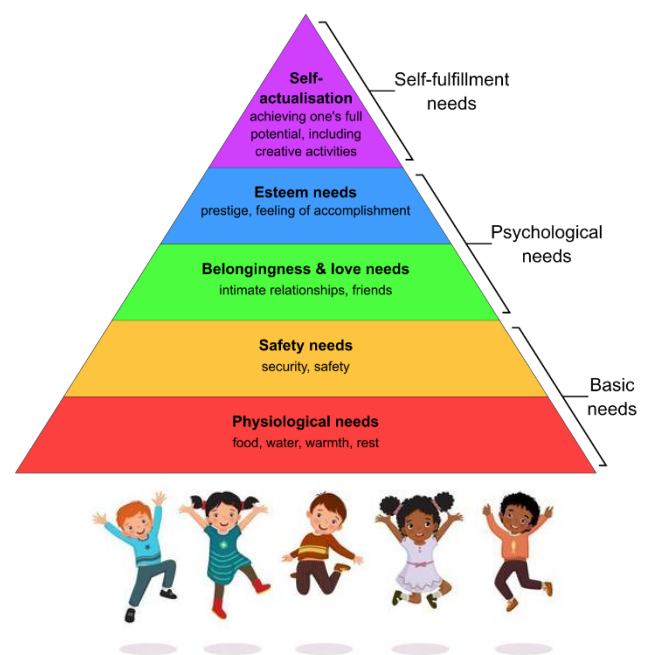
Whole class reward systems can often lead to a decrease in self-esteem and confidence and are often unachievable for these learners.

Therefore, it is useful to consider the following factors before implementing:

What is this behaviour communicating?

- Unmet need- physiological
- Seeking or avoiding sensory preferences
- Escape- fight, flight, freeze
- Attention- lack of social skills, attachment,
- Tangible- "I need support to share" delayed play and social skills.
- Control- change of routine, lack of structure, change of environmental factors.

Response to previous trauma- all of the above.



What are we trying to achieve?

Identifying the child's areas of development need and how we can support.

Develop intrinsic motivation.

Develop self-esteem and self-confidence.

Reduce incidents and behaviours of distress.

What could this look like in practice?

High fives'

Smiling

Thumbs up

Positive comments

Being on the child's level

Being direct in identifying what they're praised for

Outcome

Child are regulated and engaging in their learning environment while making progress.



Strategies to consider before a reward system and alongside:

Modelling
Scaffolding
Play Facilitating
Small Group Work

Positive Role Models
Team Building
Shared Positive Experiences
Social Communication Groups.

You've tried all of the above and still are not seeing improvements so what's next...?

You may need to consider an individual or small group reward system.

5 Star privilege system (as used in Oakfield Short Stay School).

Children earn up to 5 stars for each morning and each afternoon that result in a given reward at the end of each session.

Settings would adapt to the developmental level of the child.

This system would be used on an individual or small group basis.



Class Dojo

Using this system to acknowledge pro-social behaviour whereby children show positive attitudes towards learning, cooperation, teamwork, good manners and modelling school/setting values.

All staff should be clear on what behaviour is awarded a point.

Rewards for achieving a set number of points should be given on a daily or weekly basis and be consistent for all.

Use of when and then with supporting visuals.

For example, when we have finished phonics, then outside.



Before implementing the reward system consider is it:

SPECIFIC

Is there a focus on a specific behaviour/action you want to see or support a child to demonstrate?

MEASURABLE

Can you record a child's achievements in a way that is understood by adults and child?
Does the child know what they need to show to be rewarded?

ACHIEVABLE

Is the expectation achievable with regards to the child's developmental stage and emotional and medical considerations considered?

REALISTIC

Is it likely that the child will be able to regularly succeed in the expectations?

TIME-BOUND

How often is the reward given? Is this enough to have an impact?