

building positive relationships

a training programme for support staff

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Building Positive Relationships – A Training Programme for Support Staff

Local Authority

School/Organisation



Name: _____

Date: _____

Venue: _____



building positive relationships
a training programme for support staff

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chapter 1:

ministerial foreword



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chapter 1

Ministerial foreword

The overarching Purpose of the Scottish Government is to create a more successful country, with opportunities for all of Scotland to flourish through increasing sustainable economic growth. Scotland's real strength is the human capital offered by our greatest asset – Scotland's people. We want to focus on giving every child a strong start in life and on keeping every child included, engaged and involved throughout their school career to enable them to succeed and gain the skills they will require throughout their lives.



The Government is committed, with local government, to developing and delivering a *Curriculum for Excellence* and to the achievement of national outcomes that include:

- Our children have the best start in life and are ready to succeed;
- Our children are successful learners, confident individuals, effective contributors and responsible citizens; and
- We have improved the life chances for children, young people and families at risk.

We are radically reforming the learning experience in Scotland's schools through *Curriculum for Excellence*, creating an exciting, relevant education experience for young people which develops skills for learning, for work and for life and has the power to transform life chances.

Underpinning the delivery of these outcomes is the creation of peaceful and positive learning environments where good relationships across whole school communities and positive behaviour contribute to making sure all children benefit from *Curriculum for Excellence*.

Support staff have a valuable contribution to achieving these outcomes and a key role to help young people – especially some of our most vulnerable children – remain included, engaged and involved throughout their school careers. I want support staff to feel fully valued as members of the whole school community, integrated into school life and decision-making and to have access to in-service training in building positive relationships.

I hope that this training resource, developed by our Positive Behaviour Team, will be widely used across Scotland and give support staff even more confidence in their work and ability to promote positive behaviour.

A handwritten signature in black ink that reads "Maureen Watt". The signature is fluid and cursive.

Maureen Watt MSP
Minister for Schools and Skills





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chapter 2:

background to the development of the pack and purpose of the programme



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chapter 2

Building Positive Relationships – A training programme for Support Staff

Support staff provide a valuable contribution to improving behaviour in schools and working with some of our most vulnerable children and young people. For the first time, support staff were included in the national discipline survey *Behaviour in Scottish Schools* (2006).¹ This survey was more comprehensive than any previous survey, including the views of local authorities, headteachers, teachers, support staff and pupils. It covered positive and negative behaviour, as well as the range of approaches to promoting positive behaviour and managing negative behaviour and how confident and supported staff are in delivering those approaches.

Support staff are often at the forefront of dealing with behaviour in schools. As part of the survey, teachers were asked about what support they had access to when managing a difficult/challenging class. 58% cited access to learning/“SEN” support and 52% cited whole-class support which included classroom and support assistants.

Other key findings included a range of views and perceptions of positive and negative behaviour in schools. Support staff were more negative than teachers and headteachers in their perception of indiscipline and had less confidence in their ability to deal with indiscipline. The *Insight* summary of the research² concluded:

This may well indicate the need for further support and training for such staff, especially where they rely on personal experience rather than a professional skill base to handle discipline issues. At the same time, additional support staff were not regularly involved in whole school discussions and training relating to behaviour. There may be value in schools giving greater consideration to fully integrating additional support staff into whole school behavioural issues.

The Discipline Stakeholder Group (DSG), comprising the (then) Scottish Executive, COSLA, Association of Directors of Education, General Teaching Council Scotland, key teaching unions and advised by HMIE, endorsed the findings of the national survey:³

Additional support staff feel less included in school policies, development and training and all staff feel more positive about discipline where they are confident and supported.

Where there is good communication between headteachers, teachers and support staff – and all staff involved in discipline improvements in the school – all staff are more confident and effective.

1 <http://www.scotland.gov.uk/Resource/Doc/149957/0039922.pdf> Behaviour in Scottish Schools, Scottish Executive Social Research, 2006.

2 <http://www.scotland.gov.uk/Resource/Doc/149771/0039878.pdf> Behaviour in Scottish Schools, Insight 34, Scottish Executive Education Department, 2006.

3 <http://www.scotland.gov.uk/Resource/Doc/182068/0051716.pdf> Working Together to Improve School Discipline, Discipline Stakeholder Group Joint Action Plan, 2007.



The DSG also developed a joint action plan in response to those findings which recommended that:

Additional support staff in schools need to be more fully valued as members of the whole school community, better integrated into school life and decision making, and included in in-service training on behaviour issues. The Positive Behaviour Team will develop a training package tailored to the needs of these staff.

This programme has been developed in response to the recommendation. Local authorities, headteachers and senior managers are encouraged to organise training for their support staff to participate in training opportunities which extend their knowledge and skills, thus effecting change within their current practice through the development of positive relationships.

Purpose

The purpose of the programme is to provide local authorities with a resource for training support staff working within schools and educational establishments.

Aim

The aim of the programme is to provide a training opportunity that allows and helps support staff to:

- reflect on practice;
- be more effective practitioners by redefining skills;
- further develop knowledge and understanding; and
- become equipped with effective practical strategies to support the delivery of everyday duties.

Overview and delivery of the programme

The programme has been developed by the Scottish Government's Positive Behaviour Team for local authority trainers to deliver to school support staff.

The resource is intended for use with all support staff in schools and educational establishments. This could include pupil support assistants, ASL auxiliaries, classroom assistants, office staff, support assistants and catering assistants. The programme can also be accessed for training purposes within a multi-agency context.

The training programme will have the most significant impact upon practice in schools and establishments when delivered fully as a two day programme. This helps underline the importance of whole school approaches and enables the assimilation of effective skills and strategies. However, where circumstances prevail that make this problematic, colleagues organising the training delivery have scope to make plans which best fit local needs.

Further support materials will be made available on the LTS website www.ltscotland.org.uk/positivebehaviour.

Acknowledgements

The training programme has been developed by the Positive Behaviour Team in consultation with council officers from Scottish local authorities. Support Staff from Inverclyde Council participated in the trial run of the two day programme and further adjustments were made to the resource following their helpful comments and feedback. Fife Council CPD team kindly contributed their teamwork activity entitled 'Plungers, Waders and Divers' to the programme.

Format

The training programme contains the following elements:

- Sample outline programme.
- Trainer's notes with advice on layout for the room and suggested timings.
- PowerPoint presentation slides with added notes for trainers.
- A list of resources required for trainers.

The training programmes are only suggested formats and trainers are free to customise and develop the materials, activities, and PowerPoint slides as they feel appropriate for their audience. Authority or school logos can be put on any of the materials.





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chapter 3:

day 1 materials



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outline programme

day one



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Outline Programme

Day 1

9.30 am-10.50 am **SESSIONS 1-5**

Welcome & Introduction
Introductory Activity
National Context & Aims of the course
Where am I now?
Life Experiences

10.50 am-11.15 am **Coffee Break**

11.15 am-12.45 pm **SESSIONS 6-9**

Skills & Qualities
Background & Educational National Policy Context
Teams & Teamwork (1)
Reflective Summary

12.45 pm-1.45 pm **Lunch**

1.45 pm-3.15 pm **SESSIONS 10-12**

Teams & Teamwork (2)
Sharing Experience, Building Skills
Recap & Preparatory Task





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notes for trainers

day one: sessions 1-12



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Notes for Trainers

Day One: Sessions 1-12

Suggested Room Layout – horseshoe. In some sessions delegates will split into smaller groups for discussion.

Before delegates arrive ensure that flip charts and 'post-it notes' are distributed around the room as the group will split into smaller discussion groups at several points during the day. You'll also need a laptop and projector plus screen, blu-tac, marker pens, etc. For session 10, a CD player (and speakers) and a CD of relaxing instrumental music would be useful. Load up the Training Day 1 PowerPoint slides onto the laptop.

Session 1 – Welcome and Introductions

Timing: 09:30-09:35

Aims

- To set the scene and provide the context for the course.
- To explain housekeeping arrangements.

Advice for Trainers

Introduce yourself and describe your role.

Explain:

- Housekeeping arrangements (e.g. toilets, fire alarm, etc).
- The outline of the two days – content, structure, timings for coffee and lunch, etc.
- That all participants will have the opportunity to make relevant comments throughout the training event (see above).

Resources required:

- Sheet of flip chart paper for wall.
- PowerPoint presentation: slide 1.



Session 2 – Introductory Activity

Timing: 09:35-09:50

Aims

- To introduce the course participants to each other.
- To establish a positive ethos that encourages active participation.

Advice for Trainers

- Encourage a relaxed atmosphere where people feel comfortable to talk.
- Ask the participants to identify a partner.
- Explain the task using the instructions on the power point slide.
- Take feedback.

Resource required:

- PowerPoint presentation: slide 2.



Session 3 – Aims of the Course & National Context

Timings: 09:50-10:05

Aims

- To confirm the aims of the course.
- To describe the national context of the course.

Narrative

As part of the *Better Behaviour, Better Learning* agenda, the then Scottish Executive commissioned a national survey on 'Behaviour In Scottish Schools'. The report was produced in October 2006, and stated that:

“Additional support staff in schools need to be more fully valued as members of the whole school community, better integrated into school life and decision making, and included in in-service training on behaviour issues. The Positive Behaviour Team will develop a training package for Support Staff.”

The Scottish Government recognises the valuable work that support staff do and the provision of this course reflects this. The overarching aim of this course is to enable support staff to build upon the valuable contribution that they make in working with **all** young people, including those who are vulnerable and challenging. Empowering support staff to recognise the range of skills and strategies that they have assimilated and building systematically upon these skills will help achieve this aim.

The course is designed to develop further the skills base of support staff thus enabling them to build positive relationships and help children and young people make good choices.

Advice for Trainers

- Introduce the background of the course from the points above. (Read or summarise.)
- Emphasise that support staff and their work are valued.
- **Refer to slide 3** to outline the aims of the course.

Resources required:

- Narrative.
- PowerPoint presentation: slide 3.



Session 4 – Where Am I Now?

Timings: 10:05-10:20

Aims

- To give participants an opportunity to reflect on ‘Where am I now?’ in relation to the range of skills they have to provide support for young people.

Advice for Trainers

- Introduce the Success Escalator by emphasising that we are all on a journey and working towards being the best we can be in our jobs. We learn and develop all the time. We are helping participants establish a baseline.
- Explain the Success Escalator. Imagine you had a scale of 1 to 10:
 - 10 is the highest: This would mean that you feel that you know all there is with regard to your job and supporting young people and that your skills are developed to their maximum in this area;
 - 1 is the lowest: This would mean that you feel that you are just at the start of your journey and you have lots of skill building to do; and
 - 5 is the middle: This would mean that you feel that you have a range of knowledge about your job and supporting young people but you want to learn more and increase your range of skills.
- Explain that the participants have to think where they would place themselves on that scale on an average day. Acknowledge that where they feel they are on the escalator may change on a daily basis, dependent on the environment they are in and events/experiences they have.
- Ask participants to identify the level they perceive themselves to be at this moment. This level should be recorded on a Success Escalator or personally in their folder.

Refer to slide 4.

- Ask the participants to write down on a post-it note something that they would like to gain from the training at the end of the two days.
- Invite the participants to place their post-it note on a flip chart against the headings SKILLS DEVELOPMENT, KNOWLEDGE & UNDERSTANDING, SHARING PRACTICE/ NETWORKING. **Refer to slide 5.**
- Allow time for reflection during the programme plenary.

Resources required:

- Success escalator resource sheet (optional).
- Flip chart sheets with appropriate headings (e.g. Skills Development, Knowledge and Understanding, Sharing Good Practice/Networking – see resource pack).
- PowerPoint presentation: slides 4 and 5.

Session 5 – Life Experiences Activity

Timings: 10:20-10:50

Aim

- To demonstrate that our life experiences impact on what we think, how we feel and what we do.

Room Layout

The participants will split into groups of 4 then move seats back into a horseshoe for discussion of the slides.

Advice for Trainers

- Trainers should explain that we are all influenced by our environment and personal circumstances and this impacts on how we react to situations. **(Refer to slide 6.)**
- This links with 'The Human Condition'. Trainers should outline to the participants that our thoughts influence how we feel and this impacts upon our behaviour. **(Refer to slide 7.)**
- Hand out a set of Jamie's story scenario cards to each group. (Master Scenario cards to be found in Trainer's Resource section of pack.) Mix up the order of the sheets.
- Set the scene: the group is going to build a story from a start point to an end point by placing cards in an agreed order through discussion.
- Invite feedback on the process. Ask participants to consider the following questions:
 - How did you manage and organize this activity?
 - How did you all come to the conclusion that you ended up with?
 - What skills did you use in the process to reach this consensus?
 - Did you have any divergence in the group?
 - Did you have different views on how the cards should be ordered?
- Invite discussion – This can be a good opportunity to explore how individuals see things differently.
- **Refer to slide 8.** Trainers should outline to participants that the feelings that young people experience can manifest themselves in a range of behaviours.
- **Refer to slides 9 and 10.** Trainers should consider with participants the importance of appropriate adult response.
- Continue the discussion to explore the impact that day to day experiences have on what we think, how we feel and what we do. Refer to the power point slide exploring the spiral. This spiral can be positive or negative – **refer to slide 11.**



- Explain that past experiences in our lives in general have an impact on how we see things and therefore how we interpret experiences now. This affects our feelings. We all have feelings. No feelings are wrong. However, our responses to these feelings can be helpful or unhelpful. Our thoughts can have a powerful influence on our feelings and behaviours. This is the same for both adults and children. If we have an awareness of these in challenging situations we can respond in a rational and positive way.

Resources required:

- Jamie's story scenario cards (in Trainer's resource section of pack).
- PowerPoint presentation: slides 6-11.

COFFEE BREAK APPROX 10:50-11:15



Session 6 – Skills and Qualities

Timings: 11:15-11:50

Aim

- To explore the skills and qualities required to work effectively with young people.

Room Layout

The participants will split into groups of 4 then move seats back into a horseshoe for discussion.

Advice for Trainers

- Ask individual participants to identify a person who has been very influential in their life **(slide 12)**.
- The participants will reflect on the skills and qualities of this person.
- In groups, the participants will identify skills and qualities required to be a good support worker. They will identify their top 6 and write on flip chart.
- Using this list, participants will refer to the skills and qualities activity sheet and record 3 key strengths and an area which they would like to develop further.
- Allow participants time to reflect on these strengths and encourage feedback. **Refer to slides 13 and 14** to support these reflections.
- Explain that in a number of cases the people who influenced us were not aware of the effect they had. If we think about the children we work with, we may be having an impact on them of which we are not aware. Every day support workers make a difference in children's lives. They are a valuable resource in our establishments often having a wider experience of our young people in different settings than teachers have. It is important that they are aware of that and the skills and qualities that they bring to our educational communities.

Resources required:

- Skills and qualities activity sheet.
- PowerPoint presentation: slides 12-14.



Session 7 – Background and National Educational Policy Context

Timings: 11:50-12:20

Aims

- To describe the context within which support workers operate both at a national and a local level.
- To provide participants the opportunity to explore their contribution towards fulfilling the requirements as laid out in legislation and national guidance.

This section outlines the national legislation that describes the core focus of our work including the *Standards in Scotland's Schools etc. Act 2000* and *Curriculum for Excellence*.

Room Layout

The participants will split into groups of 4 then move seats back into a horseshoe for discussion.

Advice for Trainers

- Explain that there is a broad range of legislation and policy that creates the background and context for our work. It is important to understand that context as it has a direct impact on the work that we all do.
- **Refer to slides 15 and 16** – Standards in Scotland's Schools etc Act 2000. This moves the emphasis away from the traditional approach to education. The Act clearly states that education is to be focused on the development of the whole child – personality, talents, mental **and** physical abilities – to their full potential. It places an emphasis on both learning abilities and life skills and highlights our role in the development of **both** of these. It emphasises the role we have also in supporting young people to develop the necessary skills to participate in our communities safely, positively and purposefully.
- Provide participants with background information on the Scottish Government's Purpose and Concordat with COSLA: In November 2007, the Scottish Government entered into a historic Concordat with COSLA, setting out a new relationship between national and local government, based on mutual respect and partnership. This means that national and local government are jointly committed to delivering certain commitments, one of which is "improving the learning experience for children and young people by... developing and delivering *Curriculum for Excellence*".

- **Refer to slides 17 to 20**– *Curriculum for Excellence* was first published in 2004. It set out for the first time the values, purposes and principles for the curriculum for children and young people aged between 3-18. It embraces a wider definition of how and what children should learn and experience in their journey through their education. It also highlights the need to recognise a broader range of achievements. *Curriculum for Excellence* challenges all staff to extend their knowledge of the curriculum to embrace all experiences which promote effective learning. It clearly states that the purpose of education is to enable all children and young people to develop abilities and the **4 capacities: to become successful learners; responsible citizens; confident individuals; and effective contributors**.
- **Refer to slide 21** – ‘The vision for children’. This is an overview of the policies that influence our curriculum. This can seem overwhelming. Support staff may ask where they fit in. Support staff already do a great deal of work in the delivery of these policies to ensure that the vision for children in the 21st Century is fulfilled. The trainer should emphasise this.

Activity – Curriculum for Excellence – How do you deliver this on a daily basis?

There are 4 flip charts placed at four tables. Each flip chart has one of the 4 ‘capacities’ on it. Hand out the sheets from the resource pack that provide participants with some examples of how support staff can help children develop these areas.

Successful Learner – e.g. to:

- encourage children in their learning;
- break down tasks into manageable chunks;
- praise children for the individual steps they take towards completing a task;
- support a child with reading;
- help children to learn to work independently;
- help children to use a computer.

What do you do?

How do you do it?

Responsible Citizen – e.g. to:

- encourage and foster respect for others;
- talk about your experiences of the world;
- encourage children to be able to
 - make good choices;
 - talk to each other positively;
 - play well together;
 - do things for themselves.

What do you do?

How do you do it?



Confident Individual – e.g. to:

- encourage children to be healthy;
- help children to think positively;
- support children to learn to ask for things in the right way;
- support children to manage themselves positively;
- encourage children to have self awareness;
- encourage children to have ambition.

What do you do?**How do you do it?****Effective contributor** – e.g. to:

- encourage children to work as part of a team;
- encourage children to take turns;
- encourage children to share things;
- work with children on problem-solving activities.

What do you do?**How do you do it?**

- Split the participants into 4 groups around the flip charts.
- Explain that they will have approx. 5 minutes at each flip chart to explore and jot down things that they do on a daily basis that support the delivery of the *Curriculum for Excellence*. Participants will spend 5 minutes on each of the capacities and add their suggestions to those written by the previous group. This process continues until each of the four groups has visited each of the flip charts.
- Display the completed charts on the wall so that the participants can consider them. Explain that these represent a bank of strategies used currently in Scotland's classrooms.
- Emphasize that they each have an important contribution to make in the delivery of *Curriculum for Excellence*.

Resources required

- 4 Flip chart sheets with *Curriculum for Excellence* capacity headings (See Trainer's Resources).
- Sheets with examples of how support staff can help children develop the capacities (in resource pack).
- PowerPoint presentation: slides 15-21.

Session 8 – Teams and Teamwork (1)

Timings: 12:20-12:35

Aim

- To introduce the notion that support staff work as members of several teams.

Advice for Trainers

- Explain that a team is when two or more people get together to achieve a common goal. The Collins English Dictionary defines a team as: “a group of people organised to work together”. An individual does not deliver the *Curriculum for Excellence*. It is progressed through a range of different people working together – teaching and non-support staff. To do this we need teamwork.
- **Refer to slide 22** – Examples of teams in educational establishments. Explain that there are a number of teams that support staff work in and different people have different roles in different teams.
- **Activity**
 - Ask delegates to identify the teams that they work in.
 - Ask them to choose one example and in pairs share with a partner the key players within that team.
 - Invite delegates back together and ask for feedback to the whole group regarding who the key players are within each team.
- Explain the notion of teamwork – that all players are equally valued and have shared responsibility. Everyone has different skills and strengths as we discovered earlier this morning. In order to work effectively as a team we need a range of complementary skills. Teamwork will help to achieve the common aims for our children and young people.

Resource required:

- PowerPoint presentation: slide 22.



Session 9 – Reflective Summary

Timings: 12:35-12:45

Aims

- To reflect on the morning's activities.
- To give participants the opportunity to revisit any areas and ask any questions.

Advice for Trainers

- Keep this as brief as possible whilst allowing people to ask any questions.
- Invite the participants back together as a group and encourage them to share any questions or thoughts that they have at this point.

No resources required.

LUNCH (12:45-13:45)



Session 10 – Teams and Teamwork (2)

Timings: 13:45-14:30

Aims

- To explore further the notion of teamwork.
- To help support staff realise that different people have different strengths, different skills and different qualities and that they are equally important.

This session will demonstrate that team members need to be able to recognise their own skills and the skills and roles of other team members. Teams need to be made up of people with a range of skills who work together to enable effective teamwork to take place.

Room Layout

Chairs in horseshoe and then 3 separate tables for break-out groups.

Advice for Trainers: Activity “plungers, waders, testers”

- Explain the purpose of the session as outlined in the aims.
- Ask participants to relax, close their eyes and listen carefully, and then read out “The Fantasy Journey” from the resource section in the pack as relaxing instrumental music is played in the background. Ask participants: what would they do?
- Divide the group into three, putting the **plungers** in one group, the **waders** in the second group and the **testers** in third group. Give out the activity sheet from the resource section in the pack and ask each group to follow the instructions.
- Bring the groups back to the centre but with course participants remaining in their groups. Ask one group –the **plungers** to list the characteristics of their group, and then invite the other two groups to describe how they would describe ‘**a plunger.**’
- Ask the **wader** group to describe themselves and repeat the same format.
- Ask the **tester** group to describe themselves and repeat the format.
- Bring the group back to their own seats and **refer to slides 23-29**, reinforcing the characteristics of each character and highlight the fact that others may see us differently from the way we see ourselves.



Activity “Birthday line”

- **Birthday line:** explain that you are going to ask them to complete a task but they cannot move from their seat until you tell them, and they cannot talk until you tell them. Ask the group to form a line in order of their birthdays, indicate where in the room January would be. They have three minutes to complete the task **without talking**.
- Reinforce the importance of working as a team, illustrating what would have happened if they had not all been pulling in the same direction. **Refer to slides 30, 31 and 32.**

Resources required

- Flip charts.
- Teamwork resource sheet.
- CD of relaxing instrumental music (and CD player).
- PowerPoint presentation: slides 23-32.

Session 11 – Sharing Experiences, Building Skills

Timings: 14:30-15:00

Aims

- To consolidate and consider how participants can build upon their knowledge.
- To consider potential, practical strategies in managing behaviour.
- To share individuals' experiences and how they have responded to challenging situations.

Advice for Trainers

- Trainers should explain to the participants that over the course of the day they have had the chance to consider the behaviour of young people in schools and the factors which influence these behaviours. We will now consider how this knowledge can be put into practice and have a positive impact upon their work with young people. Participants will be encouraged to share their experiences and how they managed challenging situations.
- Give out activity sheet '**For Goodness Sake**' from the resource section in the pack and **refer to slide 33**. Ask participants to find a partner and then to identify their 'button pushers', the behaviours they come across on a daily basis.
- Take feedback from the participants – this will include opportunities to share effective practice in managing challenging behaviours/button pushers.

Resources required

- "For Goodness Sake" sheet.
- PowerPoint presentation: slide 33.



Session 12 – Re-Cap and Preparatory Task

Timings: 15.00-15:15

Aim

- To bring Day One of the programme to a formal close by recapping briefly on the content covered over the course of the day.

Advice for Trainers

- Thank course participants for their contribution and briefly talk about the main points covered over the course of the day.
- Preparatory task for Day Two. **Refer to slide 34**, which outlines task and gives a few examples.
- Close the day by asking each participant to think of one word to describe their view of today's training programme. Ask each individual to feed this back.

Resources required

- Preparatory task activity sheet.
- PowerPoint presentation: slide 34.

PowerPoint slides



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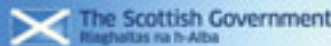
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Support Staff Training: Building Positive Relationships

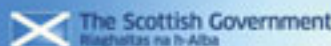
Day 1

WELCOME



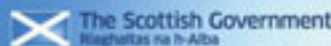
Introductions

- Introduce yourself to your partner and ask them which school/establishment they are from.
- Ask them: "If you could be anywhere else in the world right now, where would that be, and why?"
- Individuals will feed back this information to the whole group.



Course Aims

- Reflect upon the skills & qualities required to support young people effectively;
- Identify your own strengths and development needs;
- Increase confidence in carrying out our support roles;
- Explore the different roles and contributions that individuals make within a team;
- Examine the roles for support staff with Curriculum for Excellence; and
- Identify effective strategies to promote positive behaviour and interpersonal skills in young people.



The Human Condition

A Venn diagram with three overlapping circles. The top-left circle is yellow and labeled 'Thoughts'. The top-right circle is red and labeled 'Feelings/Needs'. The bottom circle is blue and labeled 'Behaviours'. The circles overlap in the center and at the intersections.

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What has happened to Jamie?

- What influences and experiences is he bringing to school?
 - There are experiences, events and relationships which impact on children's lives. Psychological/physiological factors may also be a feature. Any and all of these factors can influence their behaviour. Staff have little or no control over these factors. Children can display these behaviours as:
 - Loss of personal power
 - Need to maintain self-esteem
 - Fear
 - Failure
 - Attention seeking
 - Displaced anger

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What can we do if Jamie's behaviour is challenging, possibly because of difficult circumstances outwith school?

- React rationally by staying in control of our own behaviour and not taking acting-out behaviour personally:
 - Be in control
 - Be professional
 - Look for positive diversions

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Success Escalator: where are you?



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Why are you here?

- **What do you need to move up the success escalator?**
 - Wider knowledge
 - Increase in confidence
 - Effective strategies
 - Share good practice with colleagues
 - Time to reflect
 - Other...

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Life experiences and influences

- We (support staff, teachers, head teachers, depute head teachers and pupils), **all** bring a range of experiences and influences to school.
- These influences can impact upon how we react to situations.

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Stop and Think!

- Do the behaviours and attitudes of staff impact in behaviours and attitudes of those young people in their care, and vice versa?



Think about the person who has most positively *influenced* or *motivated* or *inspired* you...

Try to identify the skills and qualities that this person has.

Good support staff are:

- Open
- Fair
- Caring
- Enabling
- Assertive
- Enthusiastic
- Supportive
- Resilient
- Persistent
- Respectful
- Persistent
- Committed
- Trusting
- Encouraging
- Reliable
- Challenging
- Prepared
- Sensitive
- Listening
- Consistent
- Resourceful
- Engaging
- Have high expectations
- Flexible
- Humorous
- Creative
- Brave
- Patient

Support Team acronym:

Supportive
Understanding
Patient
Practical
Organised
Reliable
Thoughtful
Trusting
Enthusiastic
Accepting
Motivated

Standards in Scotland's Schools Act 2000

- Education is to be directed to the development of the personality, talents, mental and physical abilities of the child or young person to their fullest potential.
- Learning abilities and life skills are both important and complementary.

Standards in Scotland's Schools Act 2000

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Curriculum for Excellence – Successful Learners

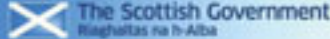
- With:
 - enthusiasm and motivation for learning
 - determination to reach high standards of achievement
 - openness to new thinking and ideas
- And able to:
 - use literacy, communication and numeracy skills
 - use technology for learning
 - think creatively and independently
 - learn independently and as part of a group
 - make reasoned evaluations
 - link and apply different kinds of learning in new situations

Curriculum for Excellence – Confident Individuals

- With:
 - self-respect
 - a sense of physical, mental and emotional well-being
 - secure values and beliefs
 - ambition
- And able to:
 - relate to others and manage themselves
 - pursue a healthy and active lifestyle
 - be self-aware
 - develop and communicate their own beliefs and view of the world
 - live as independently as they can
 - assess risk and take informed decisions
 - achieve success in different areas of activity

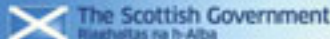
Curriculum for Excellence – Responsible Citizens

- With:
 - respect for others
 - commitment to participate responsibly in political, economic, social and cultural life
- And able to:
 - develop knowledge and understanding of the world and Scotland's place in it
 - understand different beliefs and cultures
 - make informed choices and decisions
 - evaluate environmental, scientific and technological issues
 - develop informed, ethical views of complex issues



Curriculum for Excellence – Effective Contributors

- With:
 - an enterprising attitude
 - resilience
 - self-reliance
- And able to:
 - communicate in different ways and in different settings
 - work in partnerships and in teams
 - take the initiative and lead
 - apply critical thinking in new contexts
 - create and develop
 - solve problems

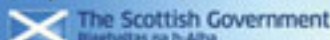


Vision for Children

Nurtured; Safe; Active; Healthy; Achieving; Included; Respected; Responsible



Achievement and Attainment Framework for Learning Inclusion and Equality Values and Citizenship Learning for Life



Team Work 1
Different types of teams:


Support Staff Team Interagency Team
 Class Team *Clasaichean a' co-obair Team*
 Whole School Staff Team
Team around a child
 Support for Learning Team



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Team Work 2
What are you?

- Are you a PLUNGER?
- Are you a WADER?
- Are you a TESTER?



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Plungers think they are:

- Enthusiastic
- Dynamic
- Positive



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Other people think plungers may be:

- Impulsive
- Cut corners
- Over-confident

Waders think they are:

- Balanced
- Purposeful
- Dependable

Other people think waders may be:

- Middle of the road
- Boring
- Bland

Testers think they are:

- Investigative
- Reflective
- Highly organised

Other people think testers may be:


- Over-ponderous
- Timid
- Controlling

Teamwork

- An understanding of individual approaches can support team creation and team working by:
 - Improving communication
 - Identifying individual and team strengths and challenges
 - Helping people to value the strengths of others
 - Clarifying team behaviour
 - Helping to match tasks to people
 - Predicting potential problem areas
 - Helping deal with conflict
 - Improving the way the team solves problems


Team Work

THERE IS NO 'I' IN TEAM

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Together we can achieve so much more...

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FOR GOODNESS SAKE STOP !!!!!!!



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Preparatory task for Day 2

- John is running along the top of the school wall again although you have told him several times to stop.

or

- Amy is crying again saying that no-one will play with her, despite the fact that you have organised a 'playground pal' for her.

Think of a situation from your own experience. Note it down and bring it with you tomorrow (think of the 'button pusher' activity).

Thank you for your consideration, thought and contribution today.

It is appreciated.

activity/resource sheets



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The Success Escalator

Mark your place on the elevator right now.

- What are the things about you that keep you moving up the success escalator in support of young people?
- What do you find helpful/supportive?
- What are the things that hold you back?



SKILLS DEVELOPMENT

KNOWLEDGE & UNDERSTANDING

SHARING PRACTICE

NETWORKING

Day 1: session 5 resource
Life Experiences scenario cards:
Jamie's Story

Mix up the order of the sheets
before handing out.

Jamie is 11 years old and in first year
at high school.

He is a boy who likes to please and
wants to do well.

Jamie's mum has an alcohol and drugs
problem.

Jamie's mum threw a party the previous night. It went on until 6am.

When Jamie woke up at 8:30am his mum was asleep on the living room floor.

Jamie couldn't find anything for him and Stacey, his 4 year old sister, to eat.

After finding some money he ran to Gregg's to get his sister a roll for breakfast.

Jamie got Stacey up, washed, dressed
and fed before taking her to nursery.

Jamie was late getting Stacey to nursery
and got frowned at by the nursery staff
who asked him where his mum was.

After dropping Stacey off, Jamie went back home to check on his mum.

He tidied up the house. He made sure his mum had a cup of tea.

He reminded mum to go back and get Stacey, then he went to school.

When Jamie got to school it was break time.

He went to the tuck shop to get
something to eat.

At the tuck shop his teacher called him
over to ask where he had been.

The teacher said that if Jamie could be
bothered getting to class in the morning
he would do better at school.

When Jamie gets to his next class he remembers that he is getting a test and he couldn't revise last night.

Jamie sits at his desk but refuses
to do the test.

Identify 6 skills or qualities which are essential to be an effective support assistant:

1

2

3

4

5

6

Choose 3 which you feel are your *personal strengths*:

1

2

3

Choose 1 which you would like to *develop further*:

CONSIDER WHEN, WHERE AND HOW YOU COULD DO THIS:

Successful learners

For example:

- encourage children in their learning;
- break down tasks into manageable chunks;
- praise children for the individual steps they take towards completing a task;
- support a child with reading;
- help children to learn to work independently;
- help children to use a computer.

What do *you* do?

How do *you* do it?

Responsible citizens

For example:

- encourage and foster respect for others;
- talk about your experiences of the world;
- encourage children to be able to:
 - make good choices;
 - talk to each other positively;
 - play well together;
 - do things for themselves.

What do you do?

How do you do it?

Confident Individuals

For example:

- encourage children to be healthy;
- help a child to think positively;
- support a child to learn to ask for things in the right way;
- help a child manage themselves positively;
- encourage children to have self awareness;
- encourage children to have ambition.

What do *you* do?

How do *you* do it?

Effective contributors

For example:

- encourage children to work as part of a team;
- encourage children to take turns;
- encourage children to share things;
- do problem solving activities.

What do *you* do?

How do *you* do it?

Team Building Exercise: Plungers, Wader, Testers

In order to get into this exercise, please allow me to take you on a short guided visualisation.

Please take a few deep breaths, slowly in and out, and tell yourself to relax.

(Music)

Now visualise yourself sitting on a favourite sandy beach that you know well. It is summer time and very warm. You are wearing your swimming costume/trunks:

- Can you actually feel the warm sun on your back?
- Can you hear the sounds of the sea gently lapping on the beach?
- Can you hear the other sea-side sounds?
- Feel the light breeze blowing in from the sea.
- Smell the smells of the sea-shore. **Pause.**

Now you decide to go for a swim. (If you cannot swim or dislike swimming it would be useful to imagine that you do – this is about how you act rather than how you would swim). In a moment, I would like you to envisage yourself getting up and beginning to make your way down to the water's edge. As you do so, I want you to imagine that there is a video camera with a good zoom lens mounted on a tripod which is planted near where you have been sitting on the beach. (This, incidentally, is a magic camera that hides any cellulite or droopy bits. This enables you to concentrate on your actions!).

The video camera is on and it will take a film of you getting up, making your way down to the water's edge, going into the sea and swimming.

So, with this awareness, see yourself getting up and making your way down to the water's edge – and so into the water and swimming. Complete that sequence of movements in your own time. **Pause.**

Now, would you make your way out of the water and back to your place on the beach. And when you get there, turn the camera off, rewind the tape back to the beginning and replay it in slow motion. Watch all your movements very closely. **Pause.**

When you have done that, and without rushing, bring your attention back to this room.



OK. Now I am going to give you 3 scenarios which may represent the way you got up, made your way down the beach, went into the sea and started swimming.

I want you to choose the scenario which most nearly represents the way you did it in your imagination.

Scenario 1: is where you jumped up vigorously and ran, bounced and skipped down the beach. When you reached the water's edge you didn't stop at all, but dived into the water and swam away.

If that description is anything like what you did, I'd like you to think of yourself for the purposes of this exercise as a **PLUNGER**.

Scenario 2: is where you got up purposefully, looked around for a few seconds, made sure that all your things were together, got a towel ready for your return and then walked steadily down to the water's edge. When you got there you continued your walk into the water, feeling the temperature as you determined breast stroke. If that description most closely fits with what you did in your imagination, I want you to think of yourself for the purposes of this exercise as a **WADER**.

Scenario 3: is where you tidied up your things and piled them neatly and carefully away. You may have put your valuables in a water-proof bag to take with you. You then made your way down the beach, being careful to avoid any stones or shells that were in your way.

When you got to the water's edge, you put one toe in to feel the temperature before going any further. You then took a few more steps into the water before you crouched down and scooped some water on to your body. Then you were ready to advance a little further until you were about thigh deep. You then sank slowly down into the water and swam around, treading water and keeping your face well clear, looking out for other swimmers and avoiding splashes.

If this description most closely fits what you did in you imagination, I want you to think of yourself for the purposes of this exercise as a **TESTER**.

Teamwork activity

Listen to the guided visualisation.

Group with others who share your identified approach and list 5 characteristics of each group, starting with your own.

	Waders are	Plungers are	Testers are
1.			
2.			
3.			
4.			
5.			

Discuss how you could use this insight when working with your colleagues or pupils.



“FOR GOODNESS SAKE!”



***WHICH PRESS YOUR CRUMPLE
BUTTONS OR ANNOY YOU THE
MOST?***

Preparatory task for Day Two

Write down a situation from your own experience.

Please bring it with you tomorrow to share with the group.

chapter 4:

day 2 materials



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outline programme

day two



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Outline Programme

Day 2

- 9.30 am-10.45 am** **SESSIONS 1-3**
Check in & Welcome
Assumptions & Judgements
Good Coach, Bad Coach
- 10.45 am-11.10 am** **Coffee Break**
- 11.10 am-12.30 pm** **SESSION 4**
Communication is a lot more than words
Overview
Active, empathic listening
5 useful questions
- 12.30 pm-1.30 pm** **Lunch**
- 1.30 pm-2.30 pm** **SESSION 5**
Helpful Strategies
Bus Stop Activity
The PIP Characters
- 2.30 pm-3.00 pm** **SESSION 6**
Summary, Progress & Evaluation





SUPPORTING

ACHIEVING



notes for trainers

day two: sessions 1-6



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Notes for Trainers

Day Two: Sessions 1-6

Suggested Room Layout – horseshoe. In some sessions delegates will split into smaller groups for discussion.

The DVD used in session 3 – “Good Coach, Bad Coach” – can be obtained free of charge from BT Betterworld at their website: http://www.btbetterworld.com/pg/developing_skills/free_resources/Good_Coach_Bad_Coach/home.ikml

Before delegates arrive ensure that flip charts and post-it notes are distributed around the room as the group will split into smaller discussion groups at several points during the day. You'll also need a laptop and projector plus screen, blu-tac, marker pens etc. Load up the Training Day 2 PowerPoint slides onto the laptop.

You will also need Certificates of Attendance to hand to the delegates at the end of the day.

Session 1 – Check In and Welcome

Timings: 09:30-09:45

Aims

- To welcome participants back.
- To provide housekeeping arrangements.
- To provide an outline of the day.
- To request brief feedback from day 1 – 1 key point from each individual.

Advice for Trainers

- Through individual feedback summarise the key points from day 1.
- Note on flipchart any points that should be followed up during day 2.
- Collect preparatory task sheets from participants.
- Link preparatory task with activity to be undertaken in session 4.

Resources required

- PowerPoint presentation: slide 1.



Session 2 – Assumptions and Judgements

Timings: 09:45-10:10

Aims

- To enable participants to reflect on how we may make assumptions about a situation which may not reflect upon the reality and the problems that can arise.
- To enable participants to consider the importance of finding out facts before taking action.
- To provide participants with examples based on actual events that highlight the importance of fact finding.

Room Layout

Split delegates into groups of 4 to 6.

Advice for Trainers

- Give each group an ‘assumptions and judgements’ photograph from the resource section and give them 5 minutes to reflect with each other on this.
- Ask each group to summarise their situation for the wider group.
- Draw out the key points re assumptions: highlight how easy it is to get it wrong – and how important it is to try to get the facts.
- Highlight the importance of time in finding out from young people what has been happening and what led to the situation.
- Highlight the importance of checking the events, using visual clues where possible and listening to all parties involved.

Resources required

- Set of 5 ‘assumptions and judgements’ photographs from resources section in pack. Further photos can be downloaded from the SEAL website:
http://www.bandapilot.org.uk/primary/seal/ws_photocards.html
- PowerPoint presentation: slides 2 and 3.

Session 3 – Good Coach/Bad Coach

Timings: 10:10-10:45

Aims

- To provide participants with opportunities to reflect on the essential features of effective practice.
- To explore with participants the importance of good communication and effective interaction between staff and young people in promoting positive relationships.
- To observe the use of active listening, good body language, appropriate use of words that are spoken in an appropriate tone, volume and manner.

Room Layout – as previous session

Advice for Trainers

- Show “Brad” excerpt from DVD “Good Coach, Bad Coach”, and discuss.
- Show “Gerry” excerpt from DVD, and discuss.
- Take feedback from the groups drawing out significant characteristics of effective practice: providing and retrieving information; clear instructions; engagement; explanation; encouragement; good feedback; and active listening etc.
- Draw out how we know that these approaches are useful.
- Encourage reflection on participants’ own practice.
- Encourage some discussion on how we can now enhance our practice building upon the skills modelled in ‘Good Coach’ – **Refer to slide 4.**

Resources required

- PowerPoint presentation: Slide 4.
- DVD from BT Betterworld: Good Coach, Bad Coach available to order free from:
http://www.btbetterworld.com/pg/developing_skills/free_resources/Good_Coach_Bad_Coach/home.ikml

10.45-11.10 COFFEE BREAK



Session 4(A) – Communication is a lot more than words (Overview)

Timings: 11:10-11:30

Aims

- To consider the various components of communication and the impact they have.
- To build participants' skills in the different components such as body language and verbal communication.

Room Layout

Bring participants together with chairs in a horseshoe.

Advice for Trainers

- Emphasise that only 7% of what we communicate comes from the actual words we speak and that we must be aware of the power within us to communicate effectively if we use all aspects of our body language. **Refer to slide 5.**
- Show slide to take participants through the various aspects of body language. **Refer to slide 6.**
- Describe and exemplify. **Refer to slide 7.**

Tone: supportive and calm.

Volume: appropriate to setting/distance.

Cadence: awareness of rate, rhythm (not irritating, condescending or patronising).

Resources required

- PowerPoint presentation: slides 5-7.

Session 4(B) – Communication is a lot more than words: Active, Empathic Listening

Timings: 11:30-12:00

Aims

- To establish the importance of active, empathic listening with regard to positive interaction between individuals and within groups.
- To develop skills in active, empathic listening from perspectives of talker, listener and observer.
- To practice giving and receiving feedback.

Room Layout

Bring participants together with chairs in a horseshoe.

Advice for Trainers

- Ask everyone to think about a situation that has gone particularly well. This will be fed back within the smaller group. Divide into groups of 3.
- Person 1 is the talker, person 2 is the listener and person 3 is the observer.
- Each member of the group will then have the opportunity to experience each role. This will give individuals the chance to reflect on the key components of effective communication.
- Ask the listener to convey the skills of the role in as many aspects as possible by listening empathically.
- Conclude this section by asking participants how they were feeling when they were being listened to and what they noticed about their colleague's behaviour that told them they were being taken seriously. **Refer to slides 8-11.**

Resources required:

- PowerPoint presentation: slides 8-11.



Session 4(C) – Communication is a lot more than words: 5 Magic Questions

Timings: 12:00-12:30

Aims

- To gain further experience of each role i.e. observer, talker, empathic listener.
- To practice the skills involved in using the 5 magic questions.

Room Layout

As previous session.

Advice for Trainers

- Introduce the 5 magic questions.
- Invite participants to use the 5 magic questions card/sheet pack as they work with one of their own scenarios from the preparatory task activity.
- Provide the opportunity for feedback from the groups.

Resources required

- 5 Magic Questions Cards (from resources section in pack).
- copies of 'low level' scenarios from the preparatory tasks for all participants.
- PowerPoint presentation: slide 12.

LUNCH 12:30-13:30



Session 5 – Helpful Strategies: Bus Stop Activity, Meet the Characters

Timings: 13:30-14:30

Aims

- To identify the key aspects of team work (building upon Day One).
- Building upon this morning's input to consider and share useful strategies for supporting young people in different learning situations.

Room Layout

Divide participants into groups of 4-6. PIP character sheets placed on flipcharts around room.

Advice for Trainer

- Introduce the characters – select two examples. (Available from resources section in pack).
- Outline the activity – to read and discuss a particular character. The task is to provide appropriate strategies to support that individual young person.
- Participants move round the stations and add their suggestions on post-it notes of ideas from their own experience which may prove helpful in developing an effective support strategy for individual young people presenting particular challenges. Trainers may make available the '**key strategies Primary/Secondary**' sheets to assist participants in this activity. (Available from resource section in pack).
- Take feedback from the whole group.

Resources required

- Character sheets.
- key strategies – Primary.
- key strategies – Secondary.



SESSION 6: SUMMARY, PROGRESS AND EVALUATION

Timings: 14:30-15:00

Aims

- To encourage participants' feedback on how course has matched their expectations.
- To consider achievement of learning outcomes.
- To complete evaluation checklist provided.

Advice for Trainers

- Comment on **slide 13** – the Chinese proverb.
- Request feedback from whole group re learning outcomes (**refer to slide 14**).
- Try to include time for participants to discuss next steps as well as future training needs. What have they got from the course? What do they need to happen now?
- Thank participants for their participation and for making a difference to the young people we work with (**refer to slide 15**).
- Issue evaluation sheets.
- Present certificates.

Resources

- Evaluation form.
- Certificates.
- PowerPoint presentation: slides 13-15.

PowerPoint slides



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Support Staff training: Building Positive Relationships Day 2

Assumptions and Judgements

- We sometimes make assumptions and judgements based on visual clues and prior knowledge.
- However, it is important to find out accurate information by asking appropriate questions before deciding on a course of action.
– *Do we really know what is happening?*

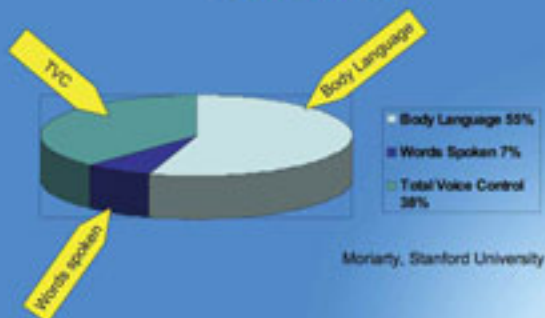
Building a full picture

- Don't act on assumptions only
- Try and see the situation in the round
- Listening and prompting – not interrogating

Good Coach

- Appropriate information
- Clear instructions
- Encouragement and support
- Appropriate body language
- Positive approach
- Feedback
- Appropriate volume and tone of voice

Communication is a lot more than words



Body language/non-verbal communication

- **Threatening:**
 - Close proximity
 - Face to face
 - Towering above pupil
 - Pointing, waving arms
 - Prolonged eye contact
- **Non-threatening:**
 - Appropriate personal space
 - Facing at an angle 45°
 - Sitting down if appropriate
 - Open-palmed gestures
 - Make appropriate eye contact

Total Voice Control

- **T**one – supportive and calm
- **V**olume – appropriate to setting / distance
- **C**adence – rhythm and rate



Active, empathic listening

Empathic listening

- Colleagues who were telling the story:
 - How did you feel when your partner was listening to you?
 - What did you notice about your partner's behaviour as you told your story?

Active, empathic listening – How?

- **What it is:**
- "Tell me more"
- Acknowledge feeling
- Minimal prompts
- Respectful curiosity
- Clarifying what speaker feels/needs
- Checks assumptions
- Accurate feedback
- **What it isn't:**
- Judgements and put-downs
- 'Shoulds', 'Oughts', 'Musts'
- Interrogation
- Trivialisation
- Sarcasm
- Blame and accusation
- "you think you've got it bad..."

The power of Active Listening!

"But let someone really listen, let someone acknowledge my inner pain and give me a chance to talk more about what's troubling me and I begin to feel less upset, less confused, more able to cope with my feelings and problems."

Faber & Mazlish 1980

The Five Magic Questions

- What happened?
- What were you thinking?
- How did you feel?
- Who else has been affected?
- What do you need/ need to do?

The past...



The future...



“A child’s life is like a piece of paper on which each passer-by leaves a mark.”

Ancient Chinese Proverb

- What kind of imprint do **you** wish to leave?

Learning Outcomes

- Fuller knowledge and understanding of my role
- Improved skills base
- Awareness of national context
- Access to resources
- Value of my role
- Awareness of my contribution within the team(s)

**Thank you for your consideration,
thought and contribution today.**

It is appreciated.

activity/resource sheets



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Negative**Picture 1**

A young girl has been hurt when a group of boys pushed passed her, knocking her to the ground.

Two other young people come to help her.

Picture 2

A group of boys are pressurising a young boy to go over the fence and retrieve a ball, which has gone out of bounds.

Picture 3 (1)

Three youngsters have decided a fourth girl cannot join their game because she does not have a bicycle.

Picture 4

Two young boys have split the plasticine balls between them and are not allowing others to join in or share.

Positive**Picture 1**

A young girl has fallen and hurt herself while playing a game. Two boys come to help.

Picture 2

A young boy has been given permission to go over the fence to retrieve the ball, which has gone out of bounds.

Picture 3 (2)

A group of three youngsters have decided to take turns on their bicycles to allow a fourth person to join in their game.

Picture 4

Two young boys have split their plasticine balls equally to enable them to play the team game fairly.













The 5 Magic Questions

- What happened?
- What were you thinking?
- How did you feel?
- Who else has been affected?
- What do you need/to do?

The past...



The future...



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Young People

Meet our random selection of young people.

Beside each one is a short description.

As they are in word format, you can customise them/change descriptions to match your own training needs.

We hope you enjoy using them!





Cool? Carlo

Carlo has every new cool toy that comes on the market. He boasts about what he has and puts down other young people for what they don't have.

He doesn't tolerate others who are less cool/clever than himself and has recently made a fool of several other boys because of the "state of their trainers".



Angry Alec

Alec always sees the negative in everything.

He finds it hard to express his strong feelings and lashes out with his hands, feet and words, finding it hard to take responsibility for his own actions.

**He's often heard to say:
"Why is it always me?"**



Loud Laurie

Laurie always has something to say in and out of class. His off-the-cuff remarks which he finds amusing are often hurtful to those on the receiving end and you are getting complaints from parents of other young people.



Angry Aileen

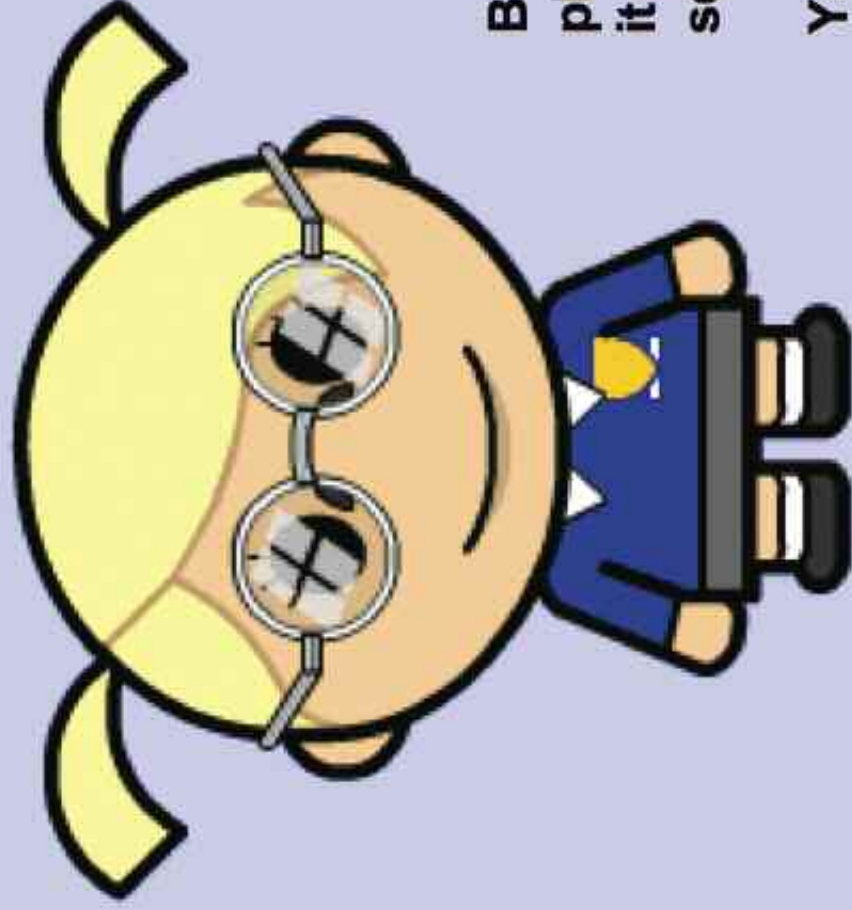
Aileen finds it really hard to express her strong feelings in a purposeful way. As a result she often loses her temper and hurts others.

She hates to be in a situation when others are calling her names.



Sad Sue

Despite your best efforts to include Sue, she looks really unhappy and doesn't seem to show any interest in her school work right now.



Bullying Bertha

Bertha has recently got a mobile phone. She has been told to leave it at home or hand it in at the school office.

You just found one of her classmates hiding in the corridor and the reason for that is that Bertha's sent her a text message to say she'll be beaten up at home time.

Key Strategies – Primary School

A: TO ENCOURAGE SELF-MOTIVATION

1. **Give own pencil with name**
Recognition of name, ownership, personal responsibility.
2. **Star for completed work**
Your idea of finished and the child's can vary, so explain your criteria.
3. **Specific praise for effort**
For example: "You tried hard to listen just then".
4. **Specific praise for attainment**
For example: "Well done! You got eight examples right! You *can* do it".
5. **Repetition and reinforcement**
For example: "Well done! You're looking at me! Good listening skill!"
6. **Practical examples/concrete materials**
For example: "Remember your target card/badge". Or using the "I feel _____ when _____ and what would be better is _____" technique.
7. **Small steps**
If a task seems insurmountable, break it down.
8. **One-to-one reinforcement of routines**
For example: "Wait for the right moment to speak Sally."
9. **Direct appeal to young person to behave well**
"Jamie, remember to walk quietly, I know you can do it".
10. **Showcase pupil when giving good example**
For example: "Mo, take this note to the Head Teacher for showing good _____ skill".
11. **Small number of realistic, tickable targets (rewards related)**
12. **Refer to the behaviour, not the child**
For example: "Colin, it's not acceptable when you don't stay in your seat."



13. Assess understanding of basic classroom language

Give clear instructions. For example: “Fran, please put the big book on the Reading Table.”

14. Build on personal interests of the child

For example: “Kevin was fishing at the weekend, so he’s going to tell us about it!”

15. Broken Record Technique

For example: “Graham, sit down please. Sit in your chair. Graham...Graham... Your chair!”

For example: “Jamie please get started...Jamie your work...Thank you Jamie.”

16. Where possible balance between teacher-directed activity and own choice

For example: “Children, when you’ve finished your story, make a choice from these 3 activities...”

LANGUAGE DEVELOPMENT**17. Short, simple instructions**

For example; “Ali, your work!”.

18. Tell the child in advance what he/she will learn.

For example: “Today we will learn about which things stick to magnets and why!”

19. Use gestures as well as words

For example: “Barry, come and sit here next to me.”

20. Use good eye contact.

Make sure you have the child’s attention before you begin.

21. Playback verbally what’s to be done next.

For example: “Next I’d like you to sit in the circle.”

B: TO FACILITATE DEVELOPMENT OF SOCIAL SKILLS

- 1. Use the child's name**
- 2. Seat them next to a good role model**
- 3. Keep the child close**
- 4. Praise non-target children (be specific)**
For example: "Michael is showing us good work habits."
- 5. Repeat the instruction and model use of Please**
For example: "Sally, join the line, please".
- 6. Get them started**
For example: "Time to begin now, Jane. Pick up your pencil!"
- 7. Smile and showcase**
For example: "Helen, you're doing so well at taking your turn!"
- 8. Distract the child**
For example: "George, please tell me when everyone is ready."
- 9. Do the thing/task with them**
For example: put your hand over theirs to help them begin to write.

C: TO ENCOURAGE WANTED BEHAVIOUR

- 1. Avoid initial confrontation**
For example: "I'll be back in a minute to see if you've started"; "I'll leave your work here until you're ready"; "It would be good if those things were picked up".
- 2. Make a game of imitating/copying, etc.**
For example: "Do this, Do that!"
- 3. Hold their hand and speak calmly**
- 4. Play Bask in the Sunshine**
Instructions: a game without words. All children in group lie down to Bask in the Sunshine, remaining completely still. Teacher gently taps the shoulder of any children who move. They in turn join teacher. They observe and point out anyone who moves etc. The winner is the last child left.



5. **Play soothing music/baroque**
Play background music to suit the mood of the tasks in hand.
6. **Have a Cuddle Cape/Cushion**
Have available for the children to use as a comforter
7. **Check up if child is having enough sleep**
Recent research evidence shows that quality of memory and amount of sleep are interrelated.
8. **Use facial expressions well to indicate your feelings to the young person**
9. **Use mime if appropriate**
A valuable tool for self-expression. For example: mime a smile of your choice for the class to guess.
10. **Teach: “I don’t understand” and welcome child’s use of it**
Technique is to offer praise immediately: “I’m so pleased you asked about...”
11. **Ask young person to retell in a different way**
For example: “Can you explain that in another way?”
12. **Use playback to ensure you understand what the child means**
For example: “I think you said that...”
13. **Encourage the young person to look friendly: facial expression**
Explain that other young people don’t like children who look unfriendly/miserable. Invite them to practise looking friendly. Use plastic mirrors for the children to practise their “faces”.
14. **Catch them being friendly and comment**
For example: “I see you’re sharing the crayons nicely with Emily.”
15. **Give daily opportunity to help others**
For example: “Can you give out the clock-faces before we begin please?”
16. **During story time, children clap when teacher mentions the name of a particular character**
For example: every time I mention the Hungry Caterpillar as I tell the story please clap, then I’ll know you’re listening well!”

17. **Encourage children to comment positively about their peers**
18. **Encourage children to show an interest in their peers**
Use “Tell a Good Tale” for a short Circle Time after lunch. Children may tell a good tale about someone other than a best friend, or pass.
19. **Teach: “Can I get a game?”**
Technique: The answer is always YES, but conditions may be attached.
20. **Teach taking your turn at games**
Hint: start as a partner activity and build upon success.
21. **Teach: Taking your turn in class**
Technique: do this in a variety of activities.
22. **Praise collaboration**
For example: “I’m glad to see you working well together, Ann and Paul.”
23. **Praise end result of collaboration**
For example: “What a fast time your model car has achieved. Two heads are better than one.”
24. **Acknowledge every small step of progress in behaviour skills**
25. **Help children put feelings into words**
Teach: “I feel _____ just now, and I’d feel better if _____”
26. **Teach: “What do I have to do to join in your game?”**
27. **Use football badges**
Technique: Children playing football given a team badge. Children being aggressive given a red warning badge. Children not heeding warning have badge removed and may not play football.

GIVE LESS ATTENTION

28. **Give minimal attention via your words**
For example: “Paul, your work.”
Praise wanted behaviour when it resumes.



29. Useful techniques:

“I can only hear you when you put your hand up and wait.”

“I can only see you when you’re in your seat.”

“I can only talk to you when you’re listening.”

30. For KEPT IN pupils find a way to use up physical energy

Give opportunities to help/give a separate 10 minute break for a personal best physical activity.

31. Limit your answers to the “why is it always me” question

Giving long responses is giving attention negatively.

32. Use: “I’m not going to shout at you, but ____ (request)”

Especially useful for the child who is very used to being shouted at and only responds when you raise your voice.

33. Keep a calm face

Don’t reveal your personal crumple button.

34. Let them know the consequences

For example: “You’re not choosing to work now, so you’re showing that you’re choosing to work at play time instead.”

35. Send all children showing good skills to HT for praise/small reward

This encourages all children, including target pupils, to improve their skills.

36. Teach: Class ‘look down’ technique

Encourage children to blank unacceptable acting-out behaviour not putting them personally at risk, such as a child making funny noises.

D: GETTING STARTED AND STAYING ON TASK**1. Make sure you have attention before you speak. Use, for example a rainmaker**

Use “When I want to speak to you all, I’ll put my hand up”; “When I want to speak to you all, I’ll let you hear the rain.”

2. Make sure their equipment is organised

Hint: Encourage the children to set out the equipment required for the task before they begin.

3. **Give distressed children familiar work**
Hint: Allow children to be successful and regain good feelings by showing what they can already do before moving on.
4. **Use magic glue**
Hint: encourage child to remain in seat until YOU decide to lift the Spell.
5. **Start off with a simple task and praise success**
6. **Work on sequencing**
Many children find sequencing of all kinds challenging, from the simple act of getting dressed to the more complex task of story sequencing. Use real class events and ask the children to re-tell in sequence.
7. **Make sure they know when they are finished (your view)**
Very important for children who give up easily.
8. **Let child draw a happy face on work when YOU agree they're finished**
Hint: let them use a special pen, e.g. a metallic one.
9. **The Olympic Games/Personal Best Competition**
Organise the materials to run a competition whereby each child can achieve her/his personal best and reap the reward personally (feel-good factor.)
10. **Record success visually**
Offer affirmations/certificates – class, department, school. Develop classroom displays. Inform home via notes/letters.
11. **Use large egg-timer**
This is helpful for young people with poor time concept/work ethic who don't complete tasks in time. Useful also during Timeout and for children who find it hard to stay seated for any length of time.
12. **Build in "Let off Steam" time**
Children learn better when hard work is interspersed with short periods of teacher-directed enjoyable activity before settling to work again.
13. **Ask the young person:**
 - (a) **What** have you to do?
 - (b) **How** have you to do it?
 - (c) **Show me**, then **praise**.



E: EMOTIONAL DISTRESS: SKILLS TO DE-STRESS

- 1. Give opportunity for purposeful expression of feelings with a trusted person**
- 2. Use the traffic lights**
- 3. Give Positive, Specific, private Praise to combat very low self-worth**
For example: “Kath, I can see you’re listening well because you’re really looking at me when I’m speaking – well done!”; “I really like the way you’ve left a space between each word.”
- 4. Reality check – continuously ask: “What do you think you did a bit better?”**
Talking up their efforts is so important, especially if their self-worth is low.
- 5. Talk them up while they’re within earshot**
For example: “Oh, Mr Smith...did you know that Joseph made a good choice and used his calm card before he lost his temper. I’m so proud of him!”
- 6. Short time-out**
An opportunity for the young person to reconsider his/her behaviour and make better choice. Minimum attention needed. Egg timer helpful too. This timely intervention proves very useful when others are being affected.
- 7. In class time-out**
Hint: child gives agreed signal when ready to rejoin others.
- 8. Give the runner a safe place to go within the building**
A good first step to safety for the child who runs away. This is a better alternative to chasing around the building or down the road.
- 9. Build in 10 minutes quality time**
Ten minutes well spent gives invaluable payback and encourages wanted behaviour!
 - Reinforce strengths and achievements.
 - Emphasise exceptions to difficult behaviour.
 - Compliment on efforts.
- 10. Playtime buy back**
Where playtime has been withdrawn, children can earn it back again in units of 5 minutes by showing good skills at meeting agreed targets.

11. Playground Passport

Hint: useful when trying to re-introduce a child to the playground following serious unacceptable behaviour. Give the janitor/supervisor a red NO circle, a yellow MAYBE circle and a green PASSPORT circle. Allow child out for the last ten minutes of the break. Supervisor gives child one of the three circles when the bell rings. Red means miss next break. Yellow means that making further good choices could mean yes. Green means you've earned a passport to the next short break. Build up gradually towards full integration. This is good because the child learns to take the consequences of his/her actions!



Key Strategies – Secondary School

A: TO ENCOURAGE SELF-MOTIVATION

1. **Give them their own pencil with name/school name**
Recognition of name, ownership, personal responsibility. (Consider other materials – e.g. folders, use of labels etc.)
2. **Star (or other sign) for completed work**
Your idea of finished and the young person's can vary, so explain your criteria.
3. **Specific praise for effort**
For example: "You tried hard to listen just then". (Quiet and private – or public praise if effective).
4. **Specific praise for attainment**
For example: "Well done! You got eight examples right! You can do it". (Quiet and private – or public praise if effective).
5. **Repetition and reinforcement**
For example: "Well done! You're looking at me! Good listening skill!" Aimed at individual, class, group, friends, models, as appropriate.
6. **Practical examples/concrete materials**
For example: "Remember your target card/badge". Or using the "I feel ____ when ____ and what would be better is ____" technique.
7. **Small steps**
If a task seems insurmountable, break it down: within a lesson, over a week or over a term.
8. **One-to-one reinforcement of routines**
For example: "Wait for the right moment to speak"; "Remember to put your hand up"; "Remember, at the start of the lesson you ____"
9. **Direct appeal to young person to behave well**
"Jamie, remember to work quietly, I know you can do it".
10. **Showcase pupil when giving good example**
For example: Issue merit/award as appropriate to class/department/whole school system for showing good ____ skills.

- 11. Refer to the behaviour, not the young person**
 For example: “Colin, shouting out is not acceptable, no-one else is being allowed to answer.”
- 12. Assess understanding of basic classroom language**
 Give clear instructions. For example: “Fran, please put your folder in the S1 box.”
- 13. Acknowledge personal interests of the young person**
 For example: “Lynn, how did the competition go at the weekend?”
- 14. Broken Record Technique**
 For example: “Graham, sit down please. Sit in your chair. Graham...Graham...
 Your chair!”
 For example: “Jamie please get things started...Jamie your work...Thank you Jamie.”
- 15. Where possible balance between teacher-directed activity and own choice**
 For example: “There are 6 experiments, choose 3 to write a report on.”
 For example: “Choose a character from the story to write about.”
- 16. Short, simple instructions**
 For example; “Ali, your work!”.
- 17. Tell the young person in advance what he/she will learn.**
 For example: “Today we will learn about which things stick to magnets and why”.
- 18. Use gestures as well as words**
 For example: “Barry, come and sit here next to me.”
- 19. Use good eye contact**
 Make sure you have the young person’s attention before you begin.
- 20. Playback verbally what’s to be done next**
 For example: “Next I’d like you to sit in the circle.”
- 21. Check back at the end of the lesson what has been learned**
 For example: “Tom, would you like to tell us what we’ve learned today/so far?”



B: TO FACILITATE DEVELOPMENT OF SOCIAL SKILLS

1. Learn and use the young person's name

2. Seat them next to a good role model

3. Seat them close to teacher

4. Praise non-target pupils – balanced between specific and general

For example (specific): “You look ready to get started, so let’s all get our books open at page...”

For example (general): “Bringing your homework diaries has made a big improvement to the whole class standard of homework”.

5. Repeat the instruction and model use of Please and Thank You

For example: “Sally, join the line, please”.

For example: (with expectation of instruction being followed), “Sally, join the line, thank you”.

6. Get them started

For example: “Time to begin now, Jane. Pick up your pen! Start with...”

For example: “You know the routine, jackets off, homework diaries out!”

7. Smile and showcase

For example: “Helen, you were patient and allowed John to finish his comment. Would you like to add something?”

8. Distract the young person

For example: “George, can you tell me when all the folders have been given out and we’re ready to begin?”

9. Do the thing/task with them

For example, open test book at right page and prompt to copy heading/write date, etc.

C: TO ENCOURAGE WANTED BEHAVIOUR**1. Avoid initial confrontation**

For example: “I’ll be back in a minute to see if you’ve started”; “I’ll leave your work here until you’re ready”; “It would be good if those things were picked up”.

2. Privatised correction/reprimand/praise and speak calmly

(Remember, some young people don’t respond well to public praise.)

3. Pause for thought

For example: identify key moments beginning/during/after lesson for ‘quiet time’ strategies, such as reading for 10 minutes at the start of the lesson, or personal reflective thinking at the end of the period.

4. Play soothing music/baroque

Play background music to suit the mood of the tasks in hand.

5. Have a quiet seat/safe task area

Have available for the young person to use as a comforter. For example: “Kelly, come and finish your work at this table”, or: “Siobhan, come and sort the coloured pencil box please.”

6. Check up whether the young person is getting enough sleep.

Recent research evidence shows that there’s a correlation between quality of memory and amount of sleep. Refer to Guidance staff for information and follow up.

7. Use facial expressions well to indicate your feelings to the young person**8. Use mime if appropriate**

A valuable tool for self-expression. For example: mime a smile of your choice for the class to guess.

9. Teach: “I don’t understand” and welcome young person’s use of it

Technique is to offer praise immediately: “I’m pleased you asked about...”

10. Ask young person to retell in a different way

For example: “Can you explain that in another way?”

11. Use playback to ensure you understand what the young person means

For example: “I think you said that...”; “Did I hear you say you were feeling angry?”



- 12. Encourage the young person to look friendly: facial expression**
Explain that other young people don't like peers who look unfriendly/miserable. For example: "oh, come on guys, give us a smile!"
- 13. Catch them being friendly and comment**
For example: "That was good of you helping John out with that task."
- 14. Give daily opportunity to help others**
For example: "Can you give out stop-watches before we begin please?". Give individuals tasks within group work.
- 15. Encourage young people to comment positively about their peers**
Emphasise helpfulness, giving ideas and sharing tasks.
- 16. Teach: "Can I join your group?"**
Technique: The answer is always YES, but conditions may be attached. Encourage pupils to form own groups with condition that everyone is involved.
- 17. Teach taking your turn during activities or discussions**
Start as a partner activity and build upon success.
- 18. Praise collaboration**
For example: "I'm glad to see you working well together, Ann and Paul."
- 19. Praise end result of collaboration**
For example: "You've worked well together to solve that problem. Two heads are better than one."
- 20. Acknowledge every small step of progress in building behaviour skills**
If things have stopped getting worse – that's success.
- 21. Help young people put feelings into words**
Teach: "I feel _____ just now, and I'd feel better if _____"
- 22. Teach: "What do I have to do to join in?"**
Purpose is to empower bullied young people.
- 23. Use football referee cards**
For example: Yellow Card given as a warning.
Red Card given for a punishment – pupils not heeding the warnings miss next 'game' or activity.

GIVE LESS ATTENTION**24. Give minimal attention via your words**

For example: "Paul, your work."

Praise wanted behaviour when it resumes.

25. Useful techniques:

"I will only hear you when you put your hand up and wait."

"I will only see you when you're in your seat."

"I will only talk to you when you're listening."

26. Find productive activities for restless pupils to break up the lesson for them

For example: "Please take this register to the office"; "Can you help me get these materials ready?"

27. Limit your answers to the frequently asked question "why are you always picking on me?" or "why is it always me – he did it as well!"

Giving long responses is giving attention negatively.

28. Use: "I'm not going to shout at you, but ____"

Especially useful for the young person who is very used to being shouted at and only responds when you raise your voice."

29. Keep a calm face

Don't reveal your personal crumple button.

30. Let them know the consequences

For example: "You're not choosing to work now, so you're showing me that you're choosing to work at a later time I'll arrange/during interval instead."

31. Use small rewards for all pupils showing good skills

This encourages all young people, including target pupils, to improve their skills. For example: class reward/achievement systems; school praise systems like "keep on colour". Letters home to parents are pupil favourites as shown in research. Positive letters from year heads are very popular.



32. Teach: Class 'class focus/concentrate' technique

Encourage young people to blank unacceptable acting-out behaviour not putting them personally at risk, such as someone making funny noises.

Limit your questioning to avoid giving additional attention. For example: "why did you do that?" seldom has good outcomes. Instead: "I saw that. Now let's get started and not waste more time..." avoids negative attention.

Establish an agreed set of criteria and verbal/visual signals denoting a request for high quality audience of listeners. Use a variety of feedback systems to recognise and reinforce good listening skills. For example, use verbal praise for a specific skill: "that's good Bob, you're looking at Iain when he's talking"; "Good John, you're nodding your head and encouraging Peter." Use post-it notes to comment unobtrusively on skills being demonstrated during group discussion. In PSE these can be displayed to build up individual/class community profile.

Some staff find it useful to have a piece of flip-chart paper displayed with the label "**parking lot**" on which young people can be invited to place post-its with questions that occur to them during the lesson or items they haven't understood. These can be re-visited at the end of the lesson.

D: GETTING STARTED AND STAYING ON TASK

- 1. Make sure you have attention before you speak. Use, for example a rainmaker**
Use verbal or visual cues which you feel comfortable with. Good to vary these.
- 2. Make sure their equipment required for tasks is organised**
For example: Encourage pupils to take responsibility for issuing of regular equipment like folders, pencils, study planners, etc.
- 3. Give stressed young people familiar work**
Technique: Allow young people to be successful and regain good feelings by howing what they can already do before moving on.
- 4. Use imagination and humour when placing pupils in an isolated seat to encourage concentration for set period**
For example: "James, come and sit in the Driver's Seat until you finish that task, then I'll give you your licence and you can return to your friends. Remember there are penalty points if you don't!"

5. **Start off with a simple task and praise success**
6. **Work on sequencing skill as an early study technique**
Many pupils find sequencing of all kinds challenging, from the simple act of changing for PE to the more complex task of story sequencing. Hint: break task into smaller, simpler sections.
7. **Make sure they know when they are finished (your view)**
Very important for young people who give up easily.
8. **Involve pupils in recording own progress**
For example: let pupils write agreed rating/grading/mark or symbol on their work when you agree they are finished. For example: incorporate into monitoring sheets when being used; let them use a special pen, e.g. a metallic one.
9. **Use/adapt a Personal Best System to make weekly Target Setting interesting**
Organise the materials to run a competition whereby each young person can achieve her/his personal best and reap the reward personally (feel-good factor).
10. **Record success visually**
Offer affirmations/certificates – class, department, school. Develop classroom displays. Inform home via notes/letters.
11. **Use large egg-timer or stopwatch**
This is helpful for young people with poor time concept/work ethic who don't complete tasks in time.
12. **Build in "Let off Steam" time**
People learn better when hard work is interspersed with short bursts of teacher-directed enjoyable activity or a sharp change of focus/direction for the lesson before settling to work again.
13. **Ask the young person:**
 - (a) **What** have you to do?
 - (b) **How** have you to do it?
 - (c) **Show me**, then **praise**.



E: EMOTIONAL DISTRESS: SKILLS TO DE-STRESS**1. Try to encourage trust and openness in your classroom**

For example: “I know you’re frustrated that you didn’t get a turn but it let others get a chance to take part who didn’t get a chance last time.”

2. Give positive, specific, private praise to combat very low self-worth

For example: “Kath, I can see you’re listening well because you’re really looking at me when I’m talking. Well done!”

For example: “I really like the way you’ve left a space between each word.”

3. Reality check – continuously ask: “What do you think you did a bit better?”

Talking up their efforts is so important, especially if their self-worth is low.

4. Talk them up while they’re within earshot

For example: “Oh, Mr Smith...Jane has put her hand up to answer and hasn’t shouted out all period.”

5. Short time-out

An opportunity for the young person to reconsider his/her behaviour and make better choice. Minimum attention needed. Useful to try this for a short time, or example: pupil is removed to another class pre-arranged with a colleague and returns to class after 10-15 minutes to make a better choice.

6. In class time-out

For example: separate pupil from group activity. Allow to return when behaviour/ attitude is appropriate.

7. Give the runner a safe place to go within the building

A good first step to safety. Issue young person with a “get out of class free” card to present to safe place supervisor.

8. Build in 10 minutes quality time

Ten minutes well spent gives invaluable payback and encourages wanted behaviour!

- Reinforce strengths and achievements.
- Emphasise exceptions to difficult behaviour.
- Compliment on efforts.

9. Punishment scale pay-back

For example: a five paragraph punishment exercise can be reduced in units when pupil makes better choices during remaining class time.

10. Playground Passport

Encourage senior pupils to become “buddies” and/or peer supporters working closely with support staff. A number of secondary schools now offer training to young people in S5 as mediators.





SUPPORTING

ACHIEVING



chapter 5:

references and useful websites



ACHIEVING



SUPPORTING



INCLUDED

INVOLVED

chapter 5

References and useful websites

Further information on the approaches used to promote positive behaviour in Scottish schools is available at:

Learning and Teaching Scotland website with resources, good practice examples and other useful information on promoting positive behaviour:

<http://www.ltscotland.org/positivebehaviour>

Improving Relationships and Promoting Positive Behaviour in Scotland's Schools:

<http://www.scotland.gov.uk/Resource/Doc/220068/0059110.pdf>

Behaviour in Scottish Schools, NFER, 2006 is available at:

<http://www.scotland.gov.uk/Resource/Doc/149957/0039922.pdf>

Behaviour in Scottish Schools, Insight summary, NFER, 2006 is available at:

<http://www.scotland.gov.uk/Resource/Doc/149771/0039878.pdf>

Better Behaviour- Better Learning Report of the Discipline Task Group, 2001 is available at:

<http://www.scotland.gov.uk/library3/education/rdtg.pdf>

Other useful information is available at:

www.respectme.org.uk – Scotland's anti-bullying service.

www.pinscotland.org – The Pupil Inclusion Network (PINS) is for practitioners and managers in the voluntary sector who work with young people who are excluded, disaffected or disengaged from school

<http://www.themotivatedschool.com>

www.glowscotland.org.uk

DVD from BT Betterworld: Good Coach, Bad Coach available to order free from:

http://www.btbetterworld.com/pg/developing_skills/free_resources/Good_Coach_Bad_Coach/home.ikml





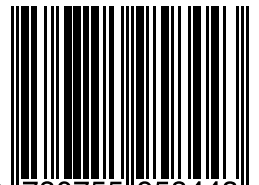
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