



Differentiating for Behaviour

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Aims

- * To gain an understanding of the underlying factors that drive and shape children's behaviours
- * To reflect on recent situations with the children you work with and consider what unmet need may be being communicated through their behaviour
- * To identify practical and effective techniques to differentiate for the social, emotional and behavioural needs of all of the children in your school



Let's get thinking...



Attachment Theory

What is attachment theory?

Where did it come from?

Why do we need to know about it?



ATTACHMENT

Attachment Theory



Mary Ainsworth's Attachment Styles

Ainsworth carried out a study called "The Strange Situation" where a child's responses to being left with a stranger and then reunited with their PCG were observed. She then identified four types of attachment styles based on the observed responses.

Secure

Child is happy to see PCG when reunited, settles quickly when distressed and returns quickly to play

Ambivalent

Child seeks contact either angrily or passively, rejects it when it is offered, remains upset for longer periods of time and ineffective at play

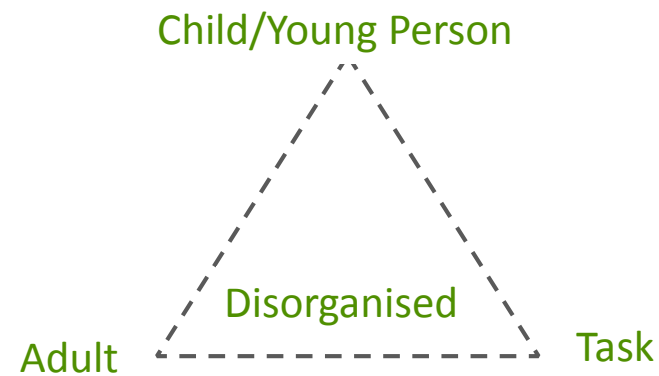
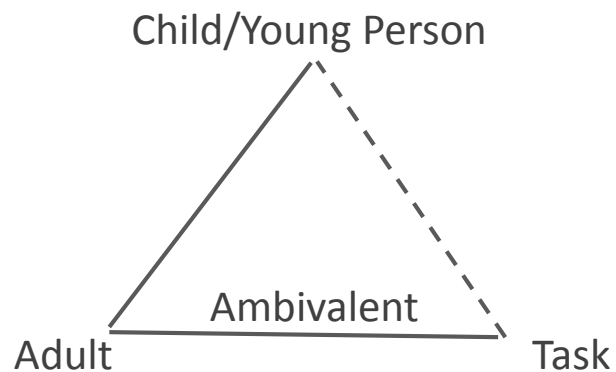
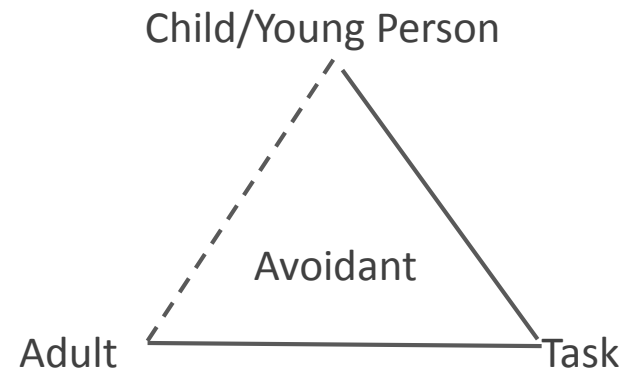
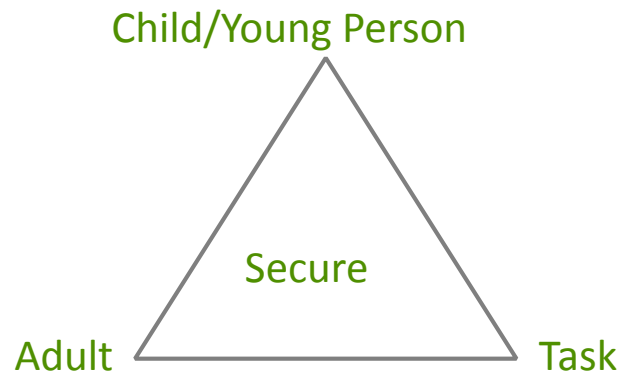
Avoidant

Child turns/moves away from PCG when reunited, play is not animated or effective

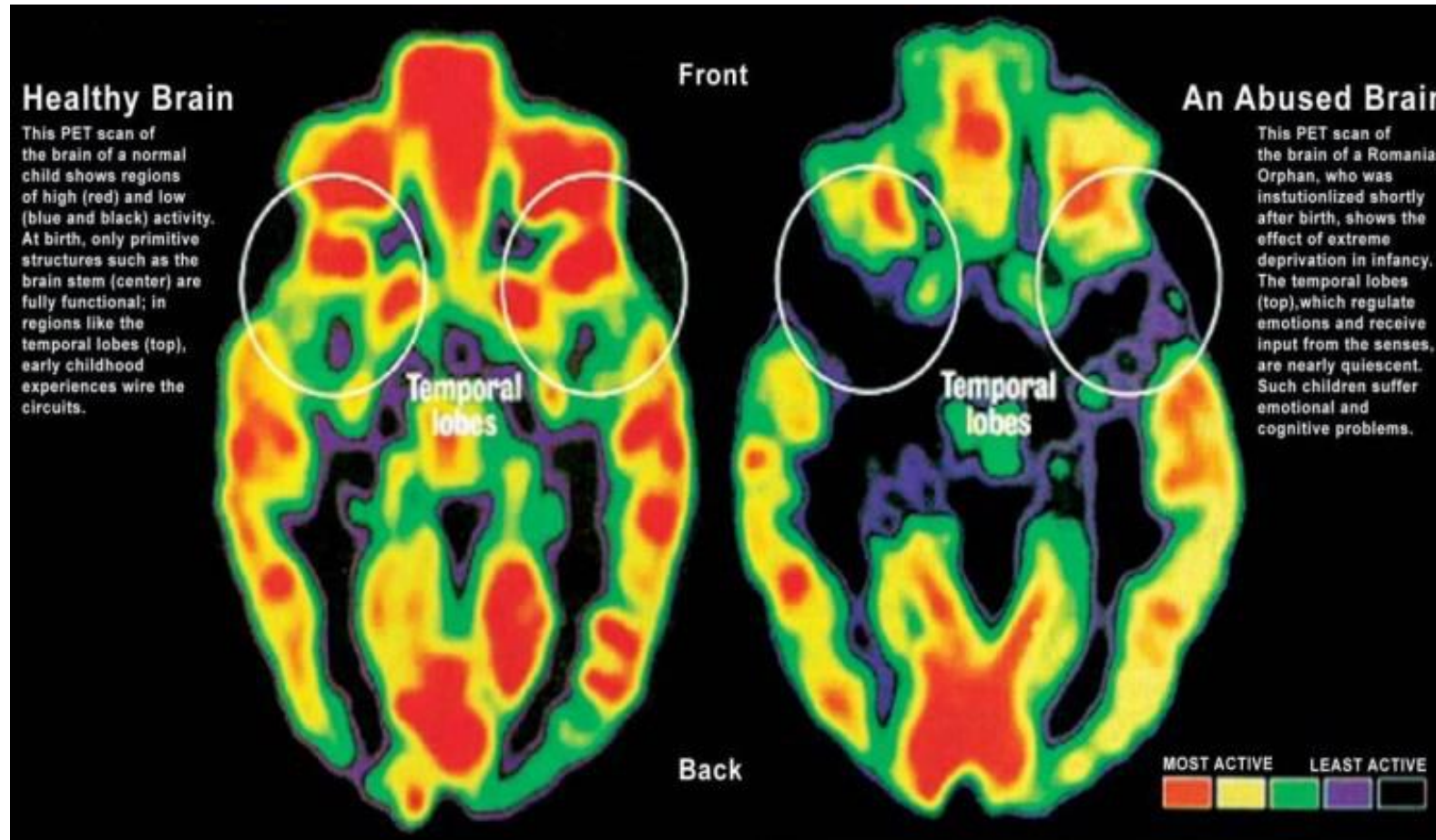
Disorganised

Child appears dazed, confused or apprehensive in the presence of PCG (who is comforting and frightening), may show a mixture of behaviours towards PCG including resistance/ambivalence or avoidance

Heather Geddes' Attachment Triangles



Early Experiences and Brain Development



Age vs Stage



All Behaviour is a Communication



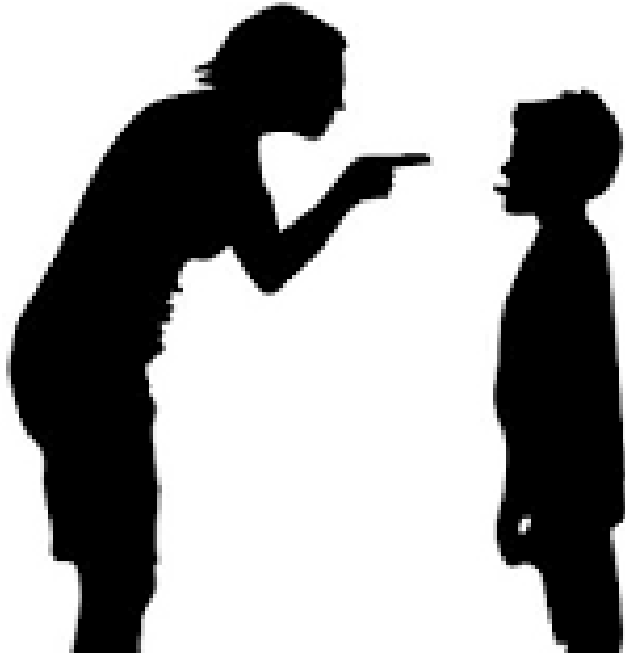
Think of a child...



How to work with behavioural communication?



Reparation vs Punishment



VS

Making
THINGS
BETTER

Things to consider...

- The language we use
- How to offer support within the boundaries of your role and refer to other professionals if needed
- The personal and professional boundaries we have when sharing things about us and others
- How to role model appropriate behaviours
- How to remain calm and non-judgemental



Developing Resilience

What does resilience look like to you?

How do you develop resilience in the children you are working with?

How do you maintain your own resilience when working with children and families that display behaviours you find challenging?



What helps or hinders...

Us?

The children?

Families?



Linking to Practice

- What things have you learnt from today that you would like to take back into your work with children and young people?
- What might you need to do this?

