


 **CHANGING BEHAVIOUR FROM THE INSIDE OUT**



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 **ACKNOWLEDGEMENT**


- Teachers are often judged by student academic outcomes
- Few acknowledge just how much difference educators can make in the lives of their students
- The literature is full of instances about the ways in which teachers have changed the life trajectories of children and young people and helped to break cycles of disadvantage and disaffection

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 **WHAT OUR KIDS ARE DEALING WITH**


- family conflict
- addictions
- mental health issues at home
- loss – family breakdown
- poverty
- bullying
- anxiety, depression
- social media issues
- permissive parenting
- reduced play opportunities
- pressure to excel
- caring for family members
- special needs
- trauma
- neglect and abuse

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 **CIRCULAR /INTERACTIVE IMPACT OF ADVERSITY**

- o Higher levels of cortisol
- o Stress
- o Amygdala primed for action (perceived threat)
- o Negative emotion – anger, despair
- o Mental health issues – anxiety and depression
- o Concentration and memory
- o Learning outcomes
- o Social issues
- o Confrontational and non-compliant behaviour

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 **RESILIENCE**

- o Being able to flourish despite adversity
- o Bouncing back after you have hit the ground
- o Environmental factors that promote resilience
- o Someone who believes you are worthwhile

Bronfenbrenner – *‘someone just has to be crazy about the kid’*


- o High expectations – not giving up on anyone
- o Feeling you belong

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 **THINKING ABOUT STUDENTS**


- o Bad: deliberate misbehaviour, know what they are doing and should be punished
- o Mad: been diagnosed with a disorder, problem is within the student, s/he is abnormal and I don't have the skills to deal with this
- o Sad: parent's fault - poor kid, but I can't do anything

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 **BORN BAD? THE GROWING SCIENCE OF EPIGENETICS**


- Our genes give us pre-dispositions towards certain ways of being
- Whether these genes are activated depends on our experiences
- Although what happens in the first few years of life matters most the influence of the environment is critical
- Do not take pupil behaviour personally – it uses up emotional energy to no good purpose
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 **THE PROBLEM WITH LABELS**


- They define the person
- They promote stereotypes
- They influence expectations of others
- They provide a self-construct for the student
- They 'position' responsibility for change
- They are very sticky
- Other ways of thinking are often more helpful

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 **FROM SORROW TO STRENGTH**

- When we use a deficit model students have nothing to live up to and their negative self-concept and reputation grows (MaClure & Jones 2009)
- We need to help students identify their strengths, qualities and abilities

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 **WORDS ARE POWERFUL**


- Conversations create culture
- Culture determines belief
- Belief underpins action
- **What** we say to others helps create their self-concept
- **How** we speak to others matters
- What we say **about** others influences how they are perceived
- **What we choose to say when** can change the emotional climate

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 **STRENGTHS BASED COMMUNICATION**

- You can do this
- I will help you get started
- I have noticed that...
- I see you are becoming...
- Well done for...
- What I like . respect/ admire about you is...
- I am proud of...
- You achieved this because...
- You have made a good start...
- We all make mistakes
- Look how far you have come!

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 **USE ENERGY WISELY**

An Interactive View of Behaviour: Everything affects everything else




- You cannot change a pupils history, family, experiences, or developmental level.
- You **CAN** change how you see things and what you do
- Put your effort into what makes a difference

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 **THERE ARE NO QUICK FIXES BUT...**


- Small differences on a regular basis build big changes over time
- We cannot **make** anyone else change - we can only change what is within our remit – what we do matters
- Looking beyond simply managing behaviour to what we can do to change it

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 **CHALLENGING MYTHS ABOUT BEHAVIOUR**


- Good is obvious
- Discipline – keep them all in line
- Punishment – that will teach them!
- Extrinsic rewards are effective
- Exclusion – getting rid of the ‘bad apples’
- Control – show them who’s boss

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 **BEHAVIOUR IS ALWAYS CONTEXT DEPENDENT**


- Children do not only have to learn what we want – they have to learn when we want it.
- Some individuals need to be taught
- Others need to feel that there are benefits for them

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 **CONTROLLING BEHAVIOUR FROM THE OUTSIDE**


- Is not effective in developing self discipline
- Does not enhance the choosing of pro-social behaviour
- Does not encourage students to become responsible for themselves and others

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 **PUNISHMENT HAS LIMITED IMPACT**

- If punishment worked our prisons would be empty
- Just being disappointed is often enough
- For others punishment is a badge of pride
- For others it doesn't come close to what they are already dealing with

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 **MEANINGFUL CONSEQUENCES CAN...**

- promote responsibility
- encourage self-control

IF they...

- are delivered with respect by significant people
- encourage reflection and take account of feelings
- allow for restoration and re-building – *doing* sorry, not saying sorry

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 **REWARDS**

- Extrinsic rewards do not work when it comes to anything that involves thinking skills
- So what motivates people to work hard?
 - Autonomy – freedom to be creative and work things out
 - Purpose – having a goal
 - Meaning – makes sense and feels good
- Google “Dan Pink Drive RAnimate”


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 **ZERO TOLERANCE POLICIES**



- The ‘tough’ approach
- Intolerance of any unwanted behaviours
- On the surface would make sense...
- HOWEVER

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 **AMERICAN TASK FORCE REPORT (2006) SAYS ZERO TOLERANCE POLICIES**

- ...are worse than useless
- ...impact negatively on behaviour and academic outcomes for all students
- Inhibit positive teacher-student relationships.
 - Authoritarian structures / rules can alienate
 - Them and us battles are exhausting and leave everyone scarred and cornered

People have been exploring what *does* work in both promoting positive behaviour and increasing academic outcomes

- Students need to be connected to school
- A whole of community approach


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 **THIS IS NOT ABOUT**

- lowering expectations
- letting kids get away with what is not acceptable
- being 'soft'


It is about using evidence-based interventions, strengths based approaches and emotional intelligence to change behaviour from the inside out

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 **TEACHING BEHAVIOUR
BEGINS WITH 'C'**


- Be CONSTRUCTIVE – focus on the positive
- CATCH the child being 'good'
- Be CLEAR- be CONCISE
- Give CHOICES
- Give CHANCES to practice
- Be CONSISTENT
- CONNECT with feelings
- Show you CARE

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 **RELATIONSHIPS ARE NOT AN EXTRA...**


- Relationships and emotions exist all day every day in schools
- There is a symbiotic interaction between how people feel and the quality of the relationships they experience
- Without both awareness and action negativity can influence the learning environment and its effectiveness
- Where teachers actively establish good relationships with students both have a better time
- There is less tension, more cooperation, more mutual respect and more positive feelings
- It makes sense to promote the positive

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 NEL NODDINGS: AN ETHIC OF CARE


- *The best self of the educator seeks a caring relationship with the best self of the student*
- So how do pupils know you care?

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 HOW TO PUPILS KNOW YOU CARE?


- They know my name
- Smiling conveys warmth and liking - it makes others feel better, it enhances emotional resources
- Research shows that our emotional states and bodily representations can be a two way process.
- We don't only smile when we feel good - smiling can itself make us feel better
- They show interest – and not only how I am doing in school
- They are proud of me
- They listen to me

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 THE L.A.T.E MODEL
(MICHAEL TUNNECLIFFE)

- Listen – do not give advice or interrupt with your own agenda
- Acknowledge – that this issue matters for the person and so do their feelings about it
- Talk – discuss options
- Encourage the person to take action and then to review how this went

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 WITH YOUR MOST CHALLENGING STUDENTS


- Find a bit about them
- Identify what you like or respect about them and let them know
- Do you have anything in common? Support the same team? Like the same music? Have the same pet at home?
- Micro-moments matter


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 THE MAGIC OF THE MICRO-MOMENTS GOING WALKIES

- WELCOME
- ACKNOWLEDGEMENT
- LISTENING
- KINDNESS
- INVITATION & INCLUSION
- ENTHUSIASM
- SMILING and SILENCES

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 A CONTROLLING RELATIONSHIP...



- Does not model healthy interactions
- Does not promote pro-social behaviour over the longer term
- Can lead to anxiety or resentment
- Teachers need to be in charge of situations - not try and control students

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 **RELATIONSHIPS ARE ABOUT A CONTINUUM OF FEELINGS**

- Feeling valued or taken for granted
- Feeling heard or ignored
- Feeling in control or feeling helpless
- Feeling confident or intimidated
- Feeling comfortable or anxious
- Feeling a sense of belonging and connectedness or feeling marginalised / excluded
- Feeling positive or feeling miserable


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 **POSITIVE EMOTIONS BUILD SOCIAL CAPITAL**

- A feeling of being valued enhances cooperation
- A feeling of being cared for enhances understanding and compassion
- A feeling of being respected promotes respect for others and willingness to listen to them
- A feeling of being included enhances commitment and motivation
- A feeling of fun relieves stress and fosters belonging
- A feeling of belonging enhances resilience
- Feeling good improves creative problem-solving abilities

All of this promotes well being and caring communities

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 **S WELLBEING AS CORE SCHOOL BUSINESS ENHANCES...**

- Academic engagement and achievement
- Mental health
- Pro-social behaviour and a socially responsible life-style

- A focus on relational quality in school also enhances teacher wellbeing

○ Noble, McGrath, Roffey and Rowling, 2008

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 MORE INFORMATION

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