

Using the Wall Directly with Youngsters to Problem-Solve Behaviour

NB If you haven't already done so, you might find reading through 'Sharing the Wall with Youngsters – Some Pointers' a useful starting point.

Having a print off of the Affirmations can also be a very useful additional resource. These can be found in the same area of the Wall ('Working Together for Change' and also in the 'Resources' section.

Hold fast to the underlying principles – It takes a lifetime to grow up; 'You're not in it alone'; and frame it within a mutually respectful approach and you won't go far wrong.

Encourage the youngster to identify which of the bricks they feel are pretty much in the Wall already. Feedback to them what you see them doing that suggests this is the case eg putting a hand up in class is a good way to 'Call for Care' (one of the Red bricks).

You could ask them to identify which specific behaviours are getting them into trouble/are bothering them. If you use the Problem Solving Wall on the website, they could type these into the Pupil Information section and then go about using the Wall to identify which bricks they would like support with.

S/he might be aware of the behaviour that they want/need to modify – "Looking at the bricks – I wonder which of these, if we helped you to learn how to do get them under your belt, would lead to some positive changes?"

'Which would you like to have a go at?'

'Which one brick do you think would make a difference if you could get it more securely into your Wall?'

What if the youngster begins to become despondant or is struggling to find positives?

- Stop the process and reflect upon which bricks are in place. Ask the youngster what they do/can do that links with these. Share what you see him/her doing - and what you see as evidence of this.
- Consider using the solution-focused resources elsewhere on this site to promote a more positive self-belief

Using the affirmations

The affirmations are the positive messages that relate to each of the different developmental stages. Experiencing these supports the youngster in getting the developmental tasks under their belt – or the bricks more securely into their Wall.

Printing off a set of affirmations up to and including the developmental stage they are currently visiting, you could invite the youngster to choose either from the entire set or a selection of them. "Which of these positive messages do you like to hear in particular?" "Which would you like to hear a bit more of?" "What do the adults do that helps to give you these positive messages?"