

Developing the Sense of Value - "I AM LIKED"

- **'Meet and greet'** the pupil, using their name. For the pupil who feels particularly anxious, this can be a very effective technique to use at beginning of each session/times. It helps convey the message 'Although there are 30 other children in this room, I know that you are here'. It can also help to reduce levels of inappropriate attention-needing behaviours. (See 'Attention-Needing Behaviour' in the 'Resource Library'.)
- Register time – establish **eye-contact** with each youngster as you call out their names.
- **'Star of the week'** – numerous variations eg a youngster is chosen each week – during class circle time, youngster goes out of room, rest of class brainstorm all the positive attributes they can think of about him/her; youngster re-enters, sits in centre if feels comfortable enough to do so) and listens to the positives. These are then recorded onto a certificate 'This is what my classmates think about me' [Also helps foster sense of competency]
- **'Show and tell'** – when managed carefully [so that teachers don't feel overwhelmed by the volume of things brought in!] this again can help to create positive feelings of being valued by both staff and peers.
- Have regular times to **talk to youngster**—doesn't have to be long; have a focus eg looking at 'All about me' book, Consider also using the solution-focused approach to structuring conversations (Information can be found in the Resource Library).
- Provide an older **'buddy'** who will listen to and look out for youngster
- **'All about me' book**
- Provide **creative writing** activity where the youngster is the hero[ine]
- **Good News session** – youngster is asked to state one good thing that has happened that day. Could record in a 'Good News' book
- **Giving responsibilities** – see 'Control'. Can be as simple as holding the door for the class

Developing the Sense of Competency - "I CAN"

- **Assess** pupil's abilities – academic and social.
- Ensure work is appropriately **differentiated**.
- Set **achievable targets** with young person
 - what would *they* like to experience success with? – how successful are they at the moment [again could use scaling to quantify this]?
 - What do they do to achieve this level of success?
 - What point are they going to aim to reach? – check it's realistic!!
 - What are they going to do to get themselves to that point on the scale? – make sure this is described in tangible ways.
- **Teaching skills** specific to certain subjects – could be related to targets. Include role-play for rehearsing different skills.
- Teaching speaking skills.
- Teaching listening skills.
- **Social use of language** - initiating conversations etc. Pupils who have difficulties successfully interacting with others often have a skills deficit. They then find themselves in situations day after day where they 'fail' socially – and peers can then become impatient and reject the youngster, creating a vicious circle.
- Helping to develop **positive thinking**.
- **Visualisation** – imagining themselves in specific situation and succeeding – what feelings are generated? What is the pupil doing? Can be effective where young person has the skills but doesn't believe this to be so.
- Keeping a **self-confidence record** – youngster rates how confident they feel before a lesson then re-evaluate half-way through and/or at end with adult. How does this compare with the original predicted rating?
- **Praise - 'I' statements**, eg 'I like the way you set out your work with the title in the centre', 'I am impressed with' 'I was pleased to see that you
- It is harder for a young person with low self-esteem to reject the positives being given in when praise is prefaced with 'I' [in contrast with more general comments such as 'Well done' and 'Great' which are very easy to discount.]

(Check out 'Solution Focused Thinking' resources in the Resource Library section of behaviourwall.com)

- **Anger management strategies** – links with sense of control
- **Assertiveness**

Celebrating success

- Classroom displays
- House points
- Table points
- Certificates
- Good work assemblies
- Stickers
- Showing work to others – young person and adults
- Celebrating success from out of school activities

Developing the Sense of Control - "I WILL"

- **Language of choice** – eg When and then - "When you have tidied up your desk then you can go out."
- **Consequences** – similar to above – stressing how the youngster takes responsibility for his/her actions – good choices lead to good consequences.
- Discussing issues of **fairness and equity** .
- Discussing times when youngster has choice and doesn't eg uniform – there isn't a choice but there is some level of choice when s/he is going out to play.

- **Target-setting** – what specific target is the youngster going to aim for? Involving him/her in deciding the target enhances sense of control [rather than having it imposed]. As they work towards the target, the emphasis is then upon how they are making specific choices and decisions towards a desirable goal.
- **Negotiating rewards**
- **Monitoring diaries** related to specific targets.
- **Scaling** technique – where is youngster now? Where would they like to be?

- **Assertiveness skills** – learning to be assertive as opposed to being either aggressive or passive – or passive-aggressive.
- **Self-control strategies** – eg time-out [needs to be well-thought out with clear guidelines for staff and pupil]; relaxation techniques – counting to 10, counting backwards, breathing exercises.
These skills are particularly important for those youngster struggling with controlling strong emotions such as anger.
- Developing **self-awareness** – what makes them feel angry, sad, happy
- **Rehearsing** skills and situations – very important. Use of role play etc can provide youngster with safe context within which to practice specific skills. Trying them out is an essential part of the learning process – it is rarely enough to simply talk about strategies.

- Developing **decision making skills** eg choice activity – place a plate of sweets, cakes, toys etc on table – which one would youngster like? Why? This can lead into a very good discussion as to the different factors taken into consideration when having to make decisions.
- Looking for opportunities for youngster to make choices within curriculum areas.
- **Problem-solving** eg in PE – pupils in teams have to get from A to B using specific equipment and with various restrictions eg not allowed to put foot in the 'water'.
- **Research skills** - internet, library, self-help guides, helplines. These can all help the youngster to exercise control over a range of situations.

- Giving pupil a **responsibility** within classroom.
- Sitting on School Council; Quality Circles re: bullying – both related to making decisions, exercising their own personal influence over events and situations.
- Being part of a 'Circle of Friends'.
- Helping in a younger class, playing with, setting up games etc.
- Involvement in charity, improving environment project etc etc.
- Working parties eg sun awareness; link with healthy schools.

- Encouraging the pupil to accept where they are – that they don't have to aim for perfection; eg youngster could set target number of points they are aiming to achieve during a day – adult lowers this target, giving permission not to strive.
- **Having permission to fail.**
- Teacher modelling it's ok to make mistakes.
- Challenge 'I must' and 'I should' statements.

What can be done to help youngster to feel secure enough to relinquish control?