

A Pathway to Positive Behaviour.

Exploring the principles of Positive Behaviour.

Colin.foley@adhdfoundation.org.uk

Colin Foley BA MA PGCE.

www.adhdfoundation.org.uk



@ADHDFoundation



ADHDFoundation

An information and resource booklet for parents and carers of children and young people with ADHD.

UNDERSTANDING AND SUPPORTING MY CHILD'S ADHD

The information booklet was written and edited by Takeda. All content has been developed and reviewed by ADHD Foundation and compliance with the ADP Code of Practice.

ADHD FOUNDATION The Neurodiversity Charity

ADHD IN ADULTS

A GUIDE FOR SUCCESSFULLY LIVING WITH ADHD

The information booklet has been developed, illustrated by, the ADHD Foundation and reviewed against the ADP Code of Practice. All content has been developed and reviewed by ADHD Foundation and compliance with the ADP Code of Practice.

ADHD FOUNDATION The Neurodiversity Charity

Information guide and workbook for teenagers living with ADHD.

A TEENAGER'S GUIDE TO ADHD

The information booklet was edited and written by Takeda. All content has been developed and reviewed by ADHD Foundation and compliance with the ADP Code of Practice.

ADHD FOUNDATION The Neurodiversity Charity

A resource booklet for SENDCOs, ALNCOs and Additional Support Coordinators.

REFOCUSING ON ADHD IN EDUCATION

How can schools and colleges help children and young people with ADHD achieve their potential?

[Dyslexia friendly text]

The information booklet was written and edited by Takeda. All content has been developed and reviewed by ADHD Foundation and reviewed by Takeda for compliance with the ADP Code of Practice.

ADHD FOUNDATION The Neurodiversity Charity

ADHD FOR CHILDREN

The information booklet was written and edited by Takeda. All content has been developed and reviewed by ADHD Foundation and reviewed by Takeda for compliance with the ADP Code of Practice.

“The Umbrella Gang.”



<https://adhdfoundation.org.uk/the-umbrella-gang/>

C
O
M
O
R
B
I
D
I
T
Y

Do-IT>

Do-IT Profiler in Education Discovering potential in all

www.doitprofiler.com

info@doitprofiler.com

Screening and assessment tools for
strengths and challenges related to Dyslexia
and overlapping neurodiverse conditions

www.doitprofiler.com

ADHD
FOUNDATION
The Neurodiversity Charity

The Principles of Positive behaviour.

- 1) Reducing behaviours of concern to increase the child's quality of life.
- 2) Understanding the purpose that the behaviour of concern is serving for the child within their environment.
- 3) Identifying the child's strengths, areas for skill development, and making changes to the child's environment to help make communication and interaction easier for them.

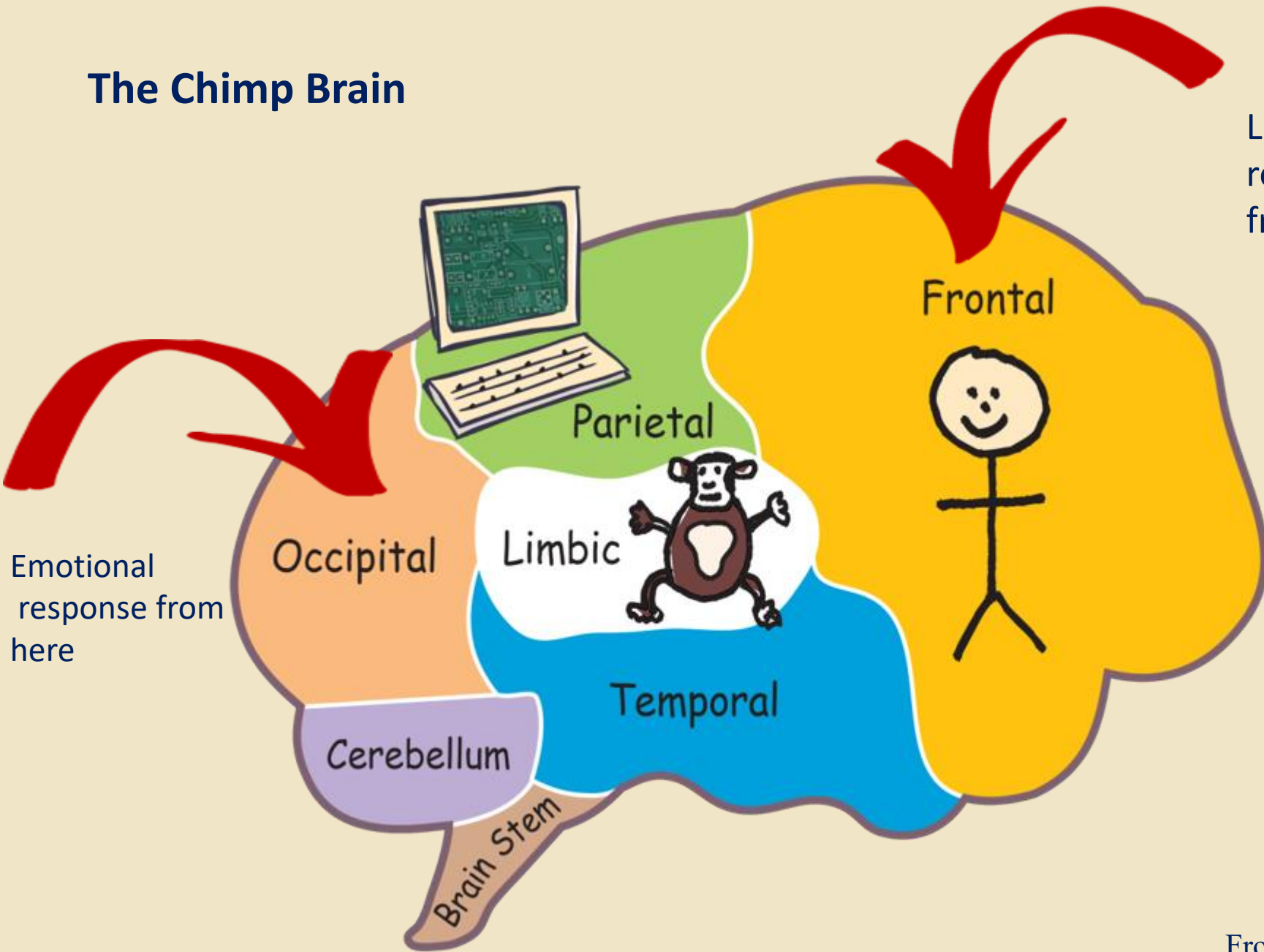




Further principles:

- 1) Child-centred: ensuring the child is always at the centre.
- 2) Focusing on being preventative, not just reactive.
- 3) Working to know the reason for the behaviour.
- 4) Process driven: following a process of identifying, assessing, planning, implementing, monitoring and reviewing.

The Chimp Brain



Logical response from here

Emotional response from here

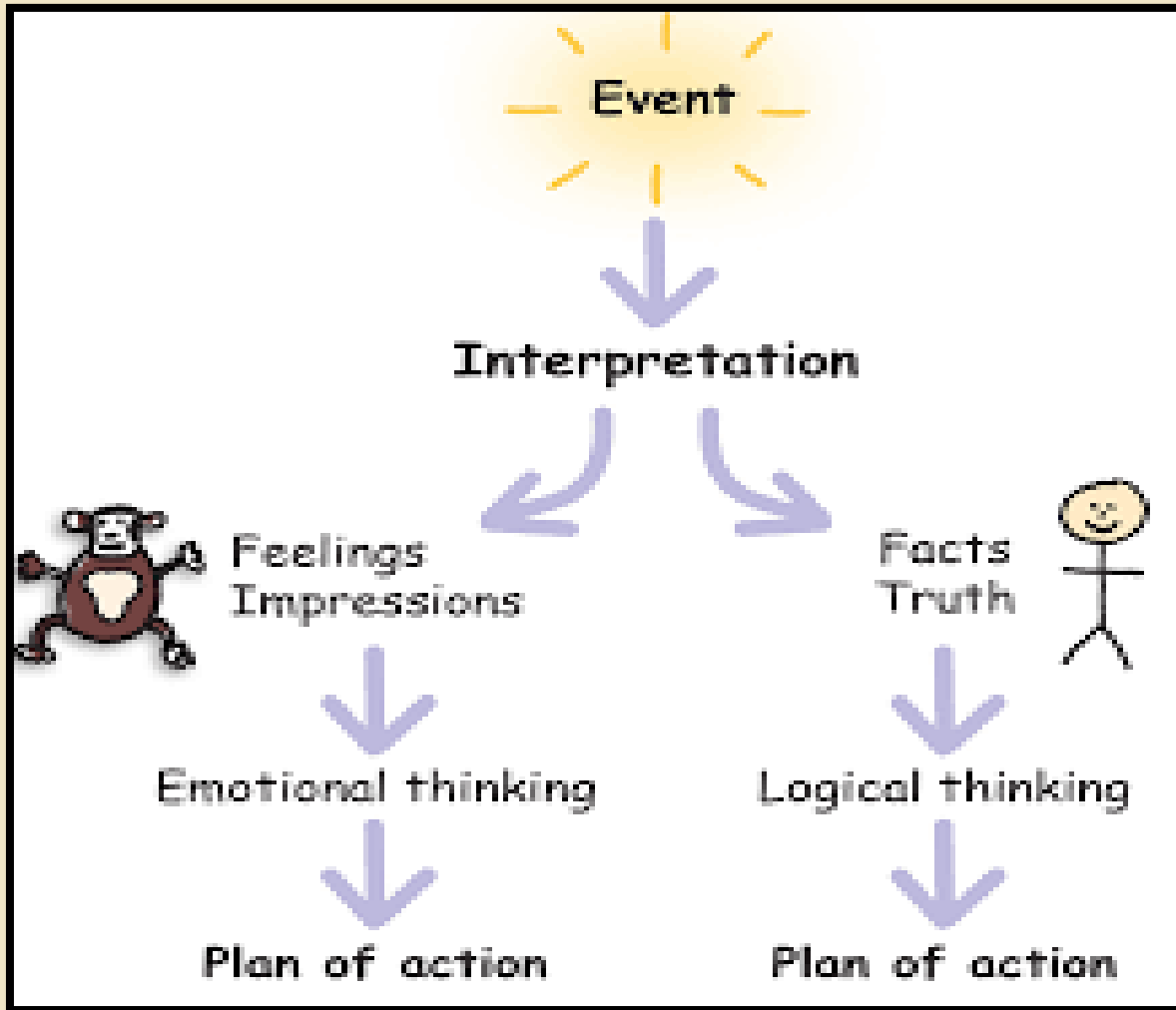


From "The Chimp Paradox"
Prof. Steve Peters

The Chimp Brain

- The Human. The conscious thinking part that works with facts and truth and then makes deductions using logical, rational thinking.
- The Chimp, is not under your control. It works with feelings and emotions and then puts the ‘information’ together using emotional thinking then thinks and acts for us without our permission
- The Computer is a brain that both the Human and Chimp can put information into for reference. It acts as a memory and can also act as an automatic thinking and acting machine that will take over if the Chimp or Human allow it to.

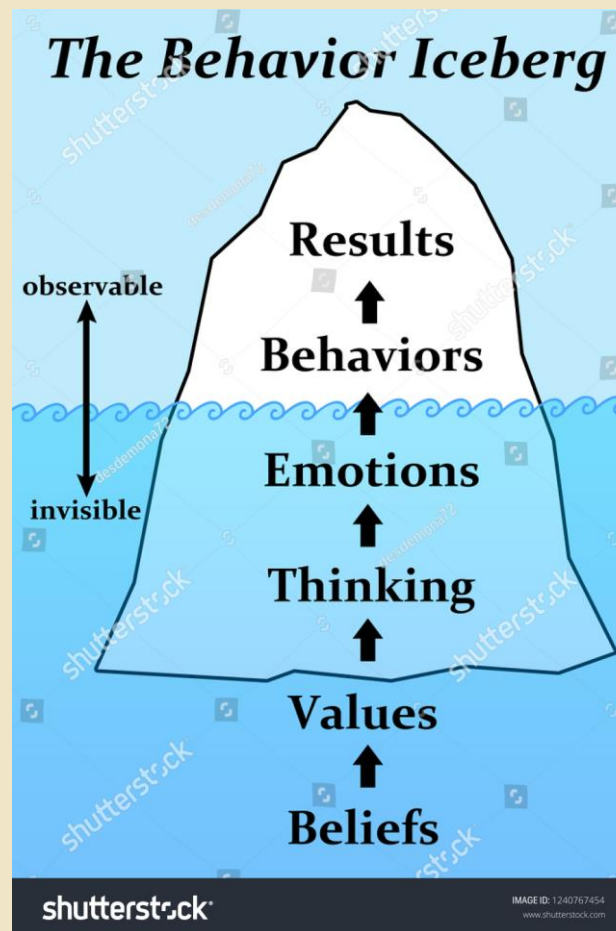
What is behaviour?



What is behaviour?

- It's a response to our external and internal world.
- It's a person acting out to meet a goal.
- Behaviour is our way of making sense of the world and who we are within it.
- Children and young people's behaviour is often driven by an emotional need rather than an intellectual or rational one





Tiredness

Diet

Anxiety/ worry

Boredom



What is Functioning

Functioning describes why a behaviour occurs and is the basic foundation of a behavioural intervention.

•Functions of Behaviour

- Sensory
- Escape
- Attention
- Tangible



What need or want is the behaviour trying to fulfil?



Escape

Why

Remove an undesired situation or demand
e.g. Running away, procrastinating, crying

When tasks are viewed as too difficult, boring or frightening etc

How to Respond

Divide tasks into small parts, give choices.
Teach the child to identify when they need time out.



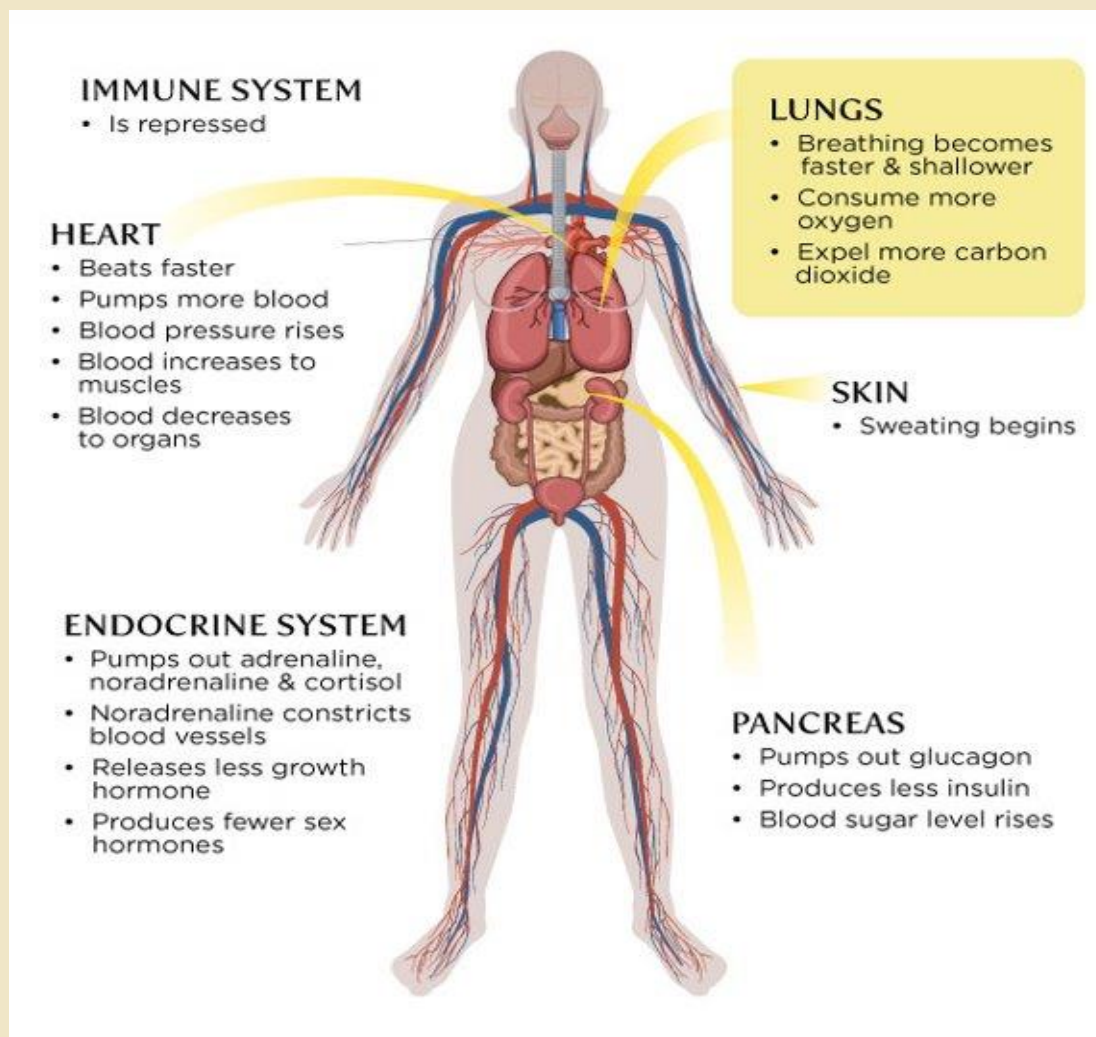
Escape – Fight, Flight, Freeze

- When a child/young person is displaying challenging behaviour they are often responding in either fight or flight mode.
- This is a normal response to fear, stress and anxiety that has evolved to save our lives over thousands of years.
- When a child/young person enters into the fight or flight mode they will want to either challenge the threat or run away from it. This is due to them feeling at risk in some way.
- Although nowadays causes of fear, stress and anxiety rarely need a physical response our bodies are still wired to react in a fight or flight way when we are under pressure.



When fight or flight is triggered, our brain partially shuts down, as our muscular strength is the focus.

At this point a person will have limited access to the part of their brain that makes judgements, controls impulses, listens to reason, or responds to requests.



How our body responds