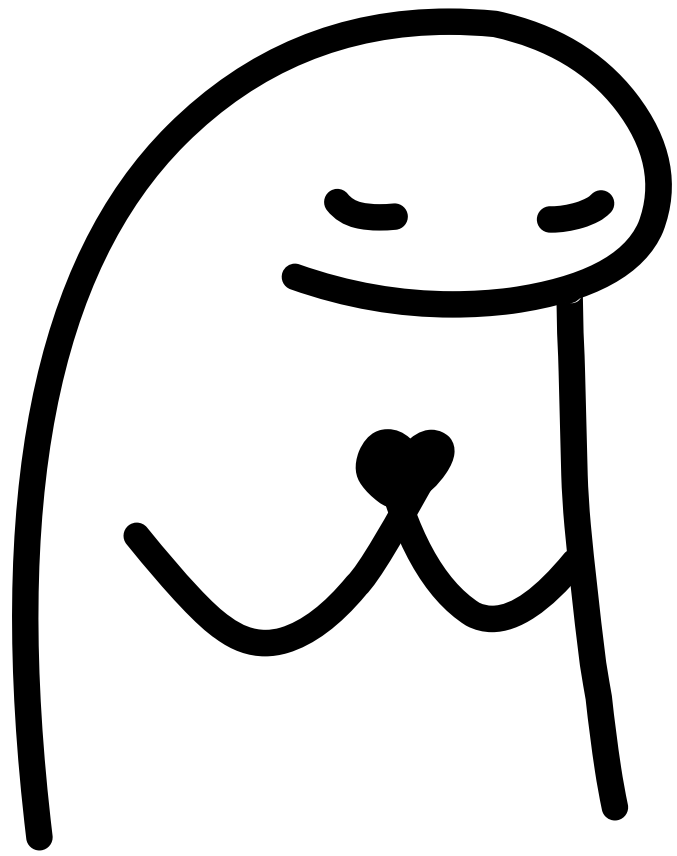


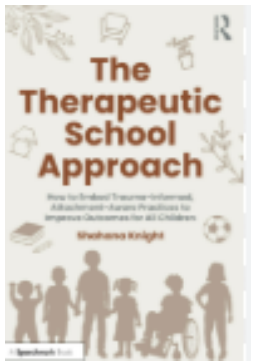
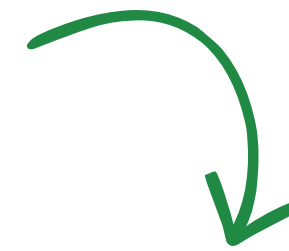
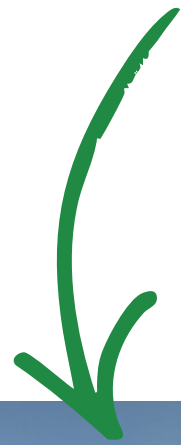


Behaviour & relationships

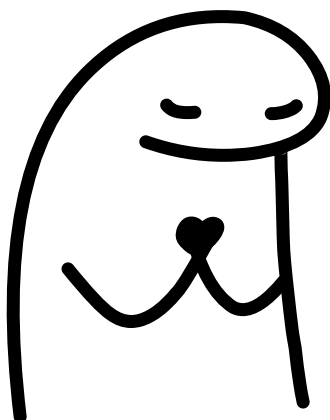


Behaviour and Relationships

Why and What



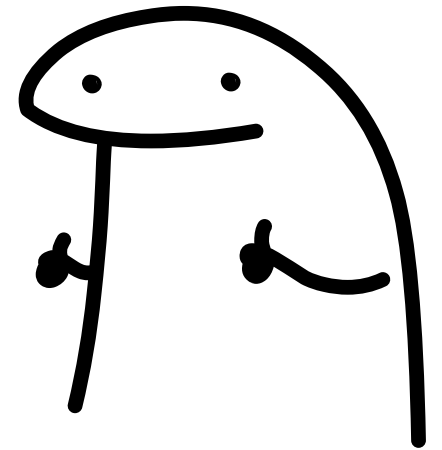
Neuroscience, behaviour and child development
Usha Goswami - Summit of Education 2019



Behaviour and Relationships

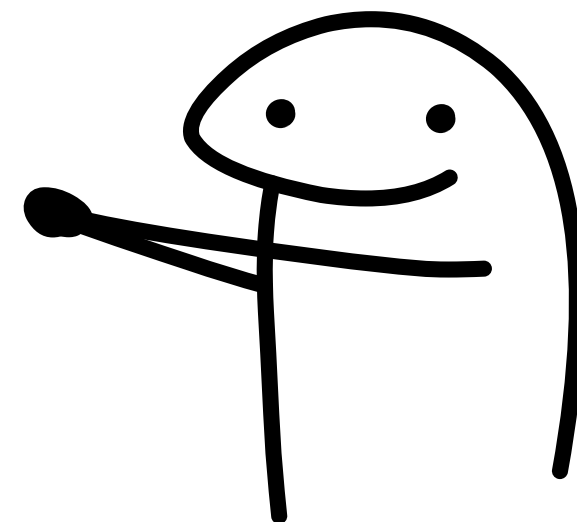
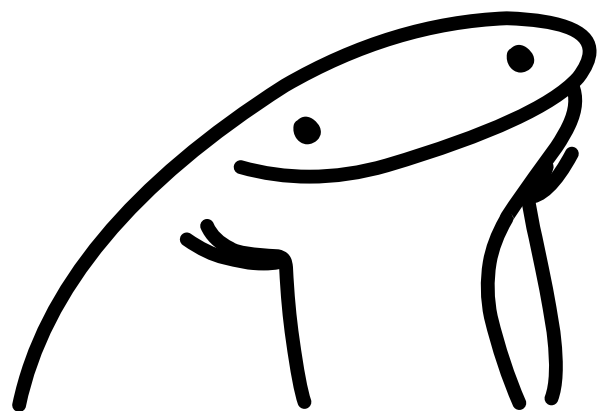
Therapeutic approach to behaviour management

- We are all here because we want to ensure that our children have the opportunity and experiences they need to grow into healthy, happy, productive adults.
- To do this we have to teach behaviour just like we teach Maths and English



The Shift from External to Internal Regulation

Feature	Traditional Behaviour Management	Therapeutic Approach
Focus	External, observable behaviour	Internal emotions, feelings, and underlying needs
Method	Rewards, sanctions, and discipline	Empathy, co-regulation, teaching skills, and relationship building
Outcome	Behaviour suppression and compliance	Self-regulation and internal discipline
View of the child	The child is the behaviour	The child is separate from their behaviour; their inner experience is accepted



Behaviour and Relationships

How

Something goes wrong

What do we do?

Protective consequence

Educational consequence

Most important part!

Reflect, Repair, Restore.

This is the difference!

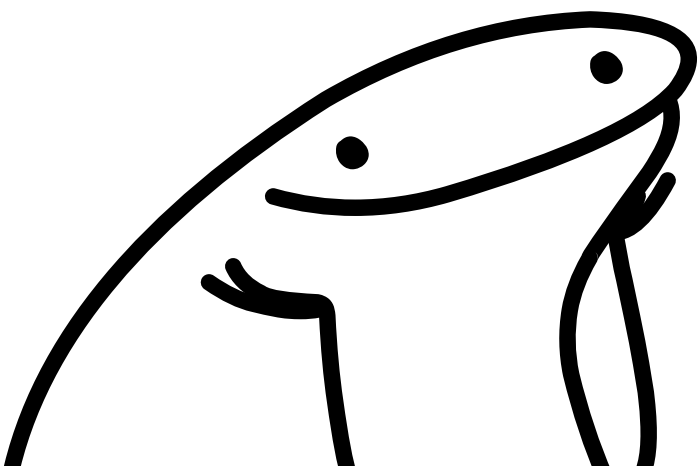
1. What does the child need to learn?
2. How are we going to teach them?

REMINDER

Obviously

An approach to inappropriate behaviour which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

Professor George Wright 1999



Behaviour and Relationships

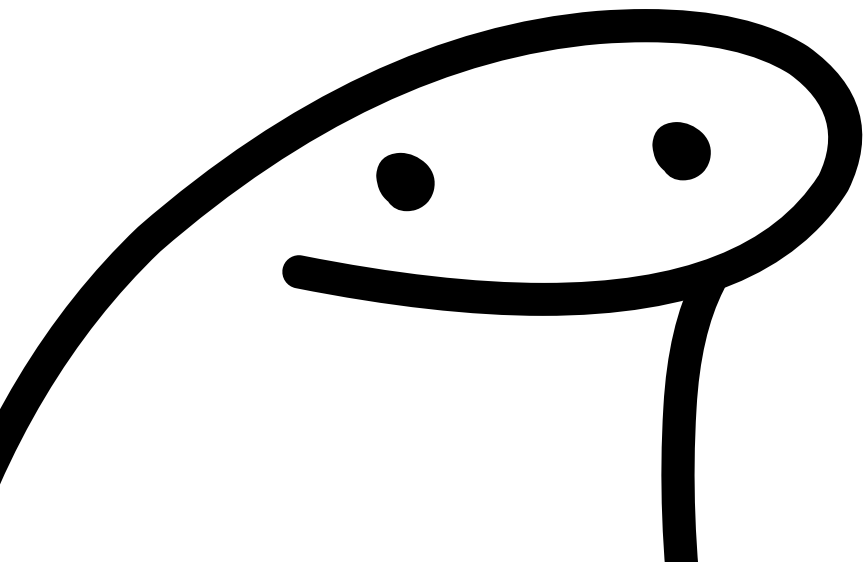
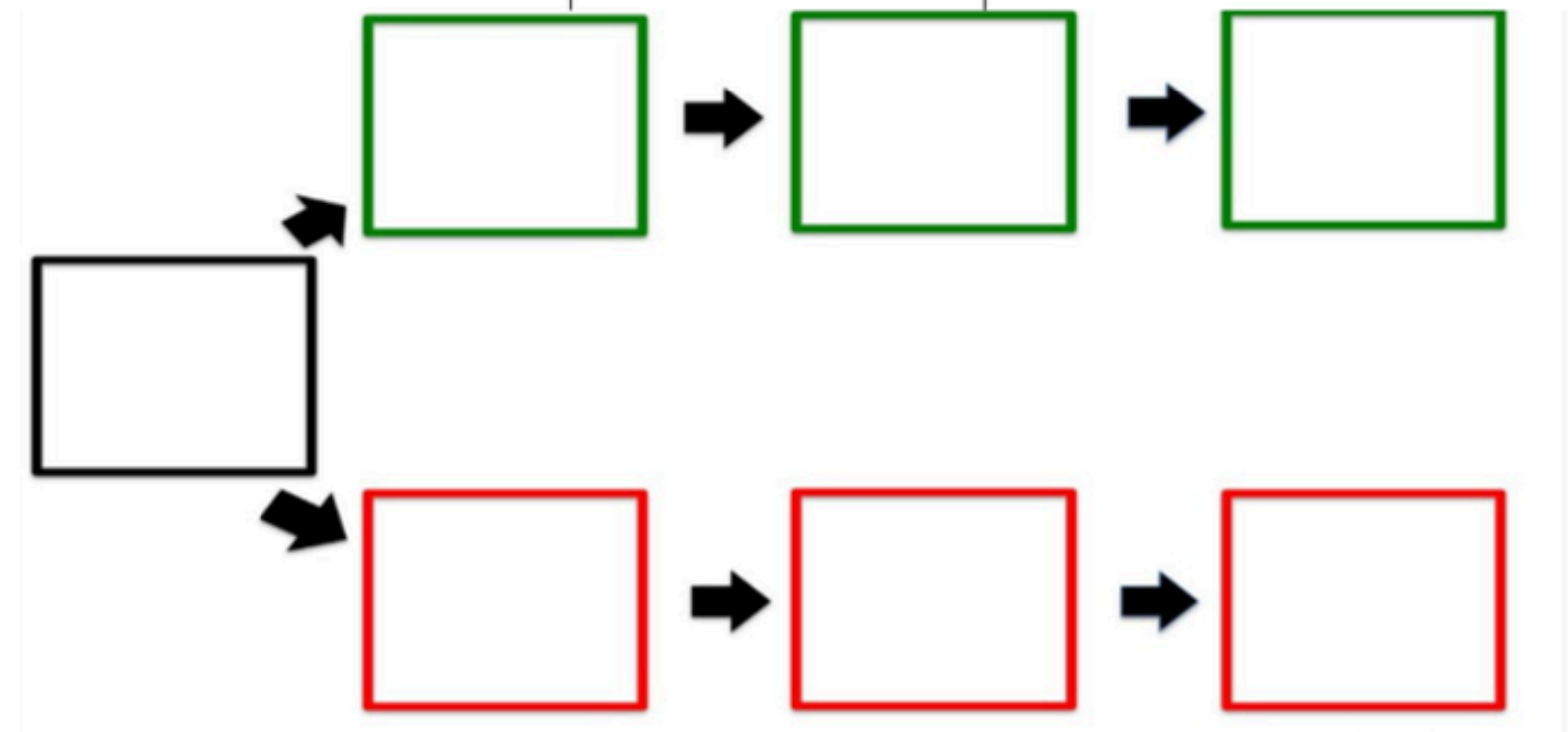
Reactively.
After the incident
and consequence to
embed the learning



Pro-actively.
Before high risk
situations to remind and
reinforce internalised
behaviour
management

**Reflect,
Repair,
Restore.**

Consequence
mapping



Behaviour and Relationships

