

Behavioural Support

What / Why

Developing positive behaviour is really important for all children.

Behaviour is often a way of communicating something to those around you:

It could be that a particular behaviour indicates that a child is angry, frustrated, worried, tired or bored.

Supporting children to express these feelings appropriately and giving them strategies to manage their feelings and behaviour at home and school is an important life skill.



How





At SRS we use strategies to help keep a sense of calm and structure throughout the day.

These can be transferred to home:

- Make a daily routine
- Make your expectations clear
- Be consistent
- Use praise and rewards
- Model positive behaviour
- Make sanctions appropriate and manageable
- Move on quickly and get back into a positive routine




Resources



-  [Emotional regulation](#)
-  [Support growing feelings](#)
-  [Now and Next](#)
-  [Reward Chart](#)

Weblinks

Learn more online here

-  [Parent strategies 1,2,3 Magic](#)
-  [Emotional regulation](#)
-  [Young Minds Parents Resource](#)



Specialist Support

- [Advice for parents \(Autism\)](#)
- [Advice for parents \(Downs Syndrome\)](#)
- [Advice for parents \(ADHD\)](#)

Emotional Regulation



Talk about the concepts of the zones in your everyday life.

















You can model using the zones by saying things like “This is really frustrating me and making me go into the Yellow Zone. I need to use a tool to calm down. I will take some deep breaths.”

Use the visuals to help your child to think of what zone they are in and help them think of tools to help them get back to green.

Make sure to praise your child for recognizing their zone and managing their behaviours while in it, rather than only pointing out when they are showing unexpected behaviours while in a zone.




























It is important to note that everyone experiences all of the zones—the Red and Yellow Zones are not the “bad” or “naughty” zones. All of the zones are expected at one time or another.



 <p>ill</p>  <p>sad</p>  <p>calm</p>  <p>proud</p>  <p>worried</p>  <p>frustrated</p>  <p>excited</p>  <p>angry</p>  <p>tired</p>  <p>bored</p>  <p>happy</p>  <p>ok</p>  <p>annoyed</p>  <p>silly</p>  <p>scared</p>  <p>anxious</p>	<p>Feeling Low</p>	<p>Feeling just right</p>	<p>Growing feelings</p>
<p>Feeling Low</p>	<p>Feeling just right</p>	<p>Growing feelings</p>	<p>Big Feelings</p>



"Get into green"

			
<p>5 </p> <p>Take 5 deep breaths</p> <p>  </p> <p>Get my soft sensory toy</p> <p> </p> <p>Talk to an adult</p>	<p> </p> <p>Focus on my learning</p> <p> </p> <p>Follow instructions</p> <p>  </p> <p>Use my fidget sensory toy</p>	<p>5 </p> <p>Take 5 deep breaths</p> <p> 10</p> <p>Count to 10</p> <p> </p> <p>Read my social story</p>	<p> </p> <p>Ask for adult help.</p> <p>  </p> <p>Go to a quite space now</p> <p></p> <p>Use my ear defenders</p>



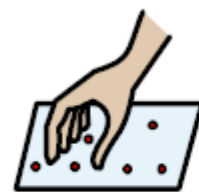
Strategies to balance big emotions.

squeeze ball	Rest	massage
Stretch	Talk to an adult	
	Eat a snack	Go for a walk
Fidgety Toy	Stretch	Jumping Jacks

keep listening	keep looking	keep focussed
keep helping	Keep learning	Keep smiling
Good sharing	Good work	Good friend
Take turns	High Five	keep working

weighted blanket	Roll over ball	Squeeze therapy putty
squeeze ball	Deep pressure	Rock to and fro
Deep pressure	Chair Pull Ups	
drink water	fun room	

	Talk to an adult	Time out



1



Choose one to practice.



Now and Next Instructions

1. Using pictures or symbols, put the learning activity in the first box (Now).
2. Put something your child really likes to do in the second box (Next)
3. This is the reward for finishing the learning activity.

Now	Next
Examples: <ol style="list-style-type: none">1. Learning Maths2. Washing the Dishes3. Brushing your teeth	Examples: <ol style="list-style-type: none">1. 15 minutes iPad2. Playing toy cars3. Sensory lights





Now



Next



Tick Reward Chart Instructions

Choose a behaviour that you want to see more of.

E.g. I will get a star or tick for good listening or I will get a star or tick for doing my learning activity.

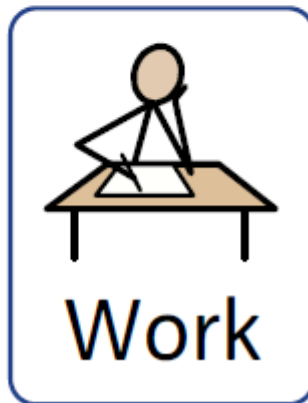
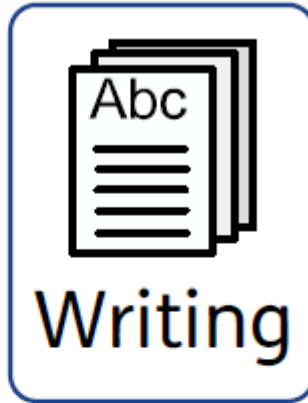
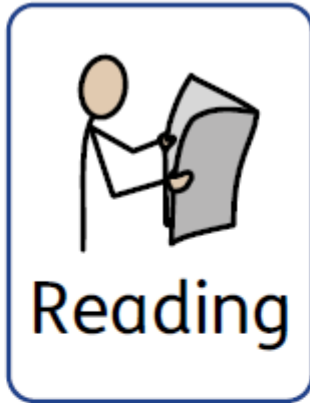
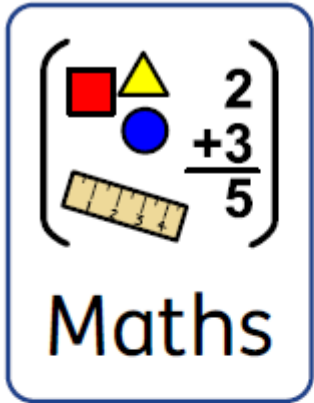
When your child gets 3 (or 5) ticks or stars they earn a reward. You decide the number of ticks or stars they need to get but make sure it is achievable .

Rewards can be activity based like football or iPad time. Choose something with your child that will motivate them .



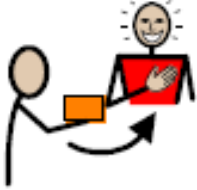
Ideas for Rewards




Ideas for Tasks



These are just ideas, you can make your own.



✓	✓	✓	✓	✓	

  My target is _____  ticks.

