



SBS

School Behaviour Solutions

Exploring the principles and applications of neuroscience in calming the whole school environment

IAAN Conference of Applied Neuroscience 2019

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www.schoolbehavioursolutions.com

Dynamic school environments



Learn about the curriculum review process.



- Individual learning history
- Traditions of the school
- “This is the way we have always done things”
- “I’ve been teaching for over 20 years....”

What a person has learned about a particular place, event or person based on previous experience

What is your learning history of school?

Learning history

I loved
school!!

I only
went to
see my
friends

Hated
school and
school
hated me

Could not
get out fast
enough

Loved
everything
about
school

- The environment impacts on the learning history
- Learning history influences **current** behaviour
- This is just as true for a student starting school as it is for staff and parents

Traditional schooling practices

- Daily organisation and structure
- Curriculum and pedagogy
- What constitutes success and gets recognised
- Discipline systems
- Parent/community interactions and reporting

Every person is different

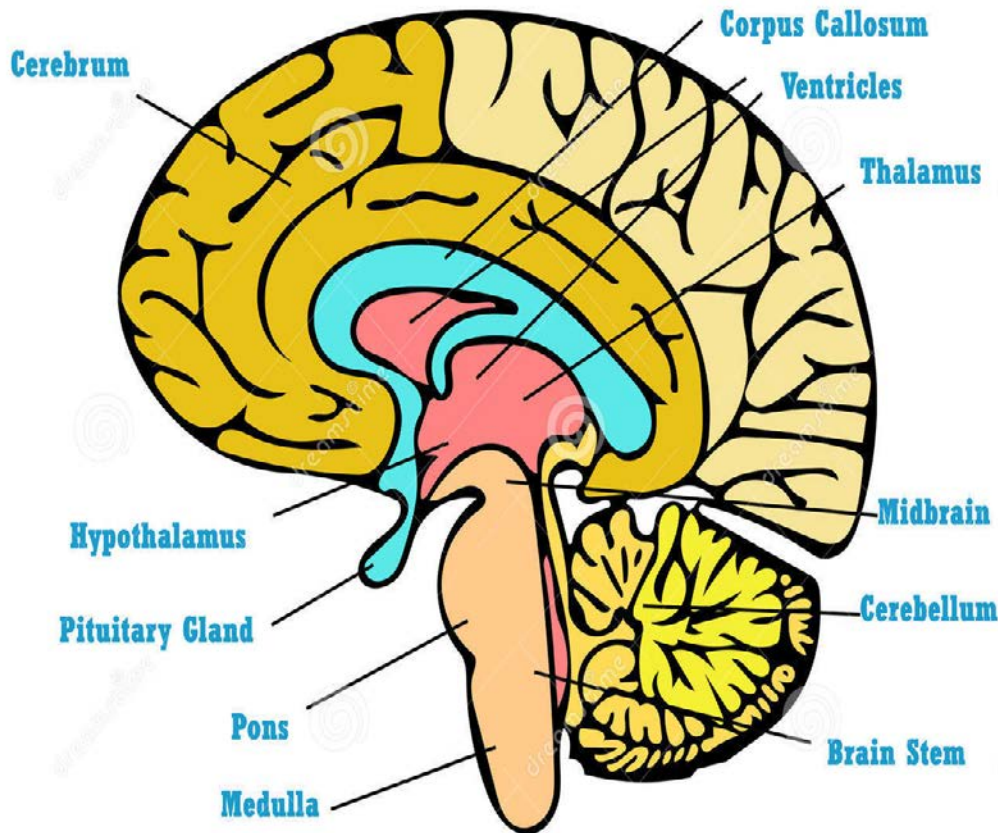


Potential impact

- School can be a confusing and challenging place
- I don't feel like I can belong or be successful
- Increase in stress response (hypothalamus-pituitary-adrenal)
- Fight, flight, freeze
- School setting can become a compromised environment
- Impact on learning and wellbeing

- Understand how neuroscience can assist to inform practice and culture to develop schools that:
 - Are safe
 - There is a sense of connection
 - Everyone feels like they belong
 - There is a sense of control

Need to understand

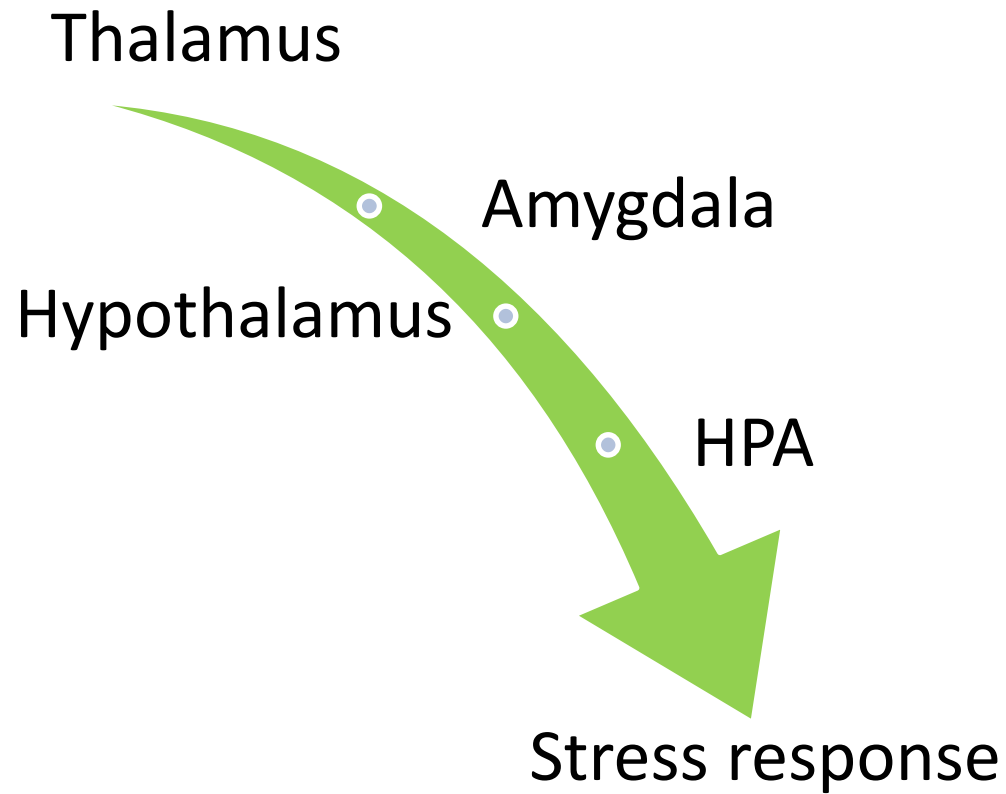


- **Brain Stem (Medulla, Pons, cerebellum, midbrain)**

Limbic System –impulsive brain (Hypothalamus, thalamus, amygdala, hippocampus)

Frontal cortex –smart brain (cerebellum)

The fear circuit – summary



Patterns of approach and avoidance

Know your students
Know your staff
Know your community

Daily routine

- Check for pressure points such as:
 - Arrival and playground supports
 - Morning assemblies and messaging
 - Lateness
 - Moving into and between classes
 - Break times, toilets and playground structure
 - Group times such as assemblies and events
 - Bus lines

Curriculum and pedagogy

- What happens in classrooms:
 - Respectful relationships
 - Predictable routines / my teacher is away
 - Physical structure of classrooms
 - Fun
 - Assessment –what, how, how often
 - An error is not a terror (safe to learn)
 - Feedback
 - Pedagogical practices

- Amount and type of visual stimulation
- Amount and type of teacher talk
- Language of expectation and unconditional respect
- Open ended questions rather than direct questions
- Social learning
- Scaffold tasks with visuals
- Narrative to teach skills –social stories
- Valuing process vs product

What constitutes success and what gets recognised for all students

- How do I know if I belong here:
 - Recognising process and effort not just product –recognition and wellbeing
 - Displays around the school –image audit
 - Newsletters and communications
 - Awards –what and how are they given
 - Adult led vs peer selected

Behaviour and discipline systems

- Rewards and punishments:
 - Level systems and competitive systems
 - Praise
 - Corrective actions
 - Detention and time outs
 - Suspensions and return meetings
 - Contact with parents/carers
 - Zero tolerance

Building a calm school

Parent /community contact

- Respectful, safe, belonging:
 - Opportunities to engage
 - Messages home
 - Reporting times and interview nights
 - The modern school and education process
 - Consider every interaction as this is the messaging passed on to their child

Chat time.....



- Student participation and wellbeing in school
 - Research led by Professor Anne Graham - Centre for Children and Young People Southern Cross University
 - Positive relationship between participation and wellbeing at school
 - Participation-wellbeing-recognition

<https://www.scu.edu.au/centre-for-children-and-young-people/pages/the-parc-project/#d.en.243768>

When behaviour gets in the way....

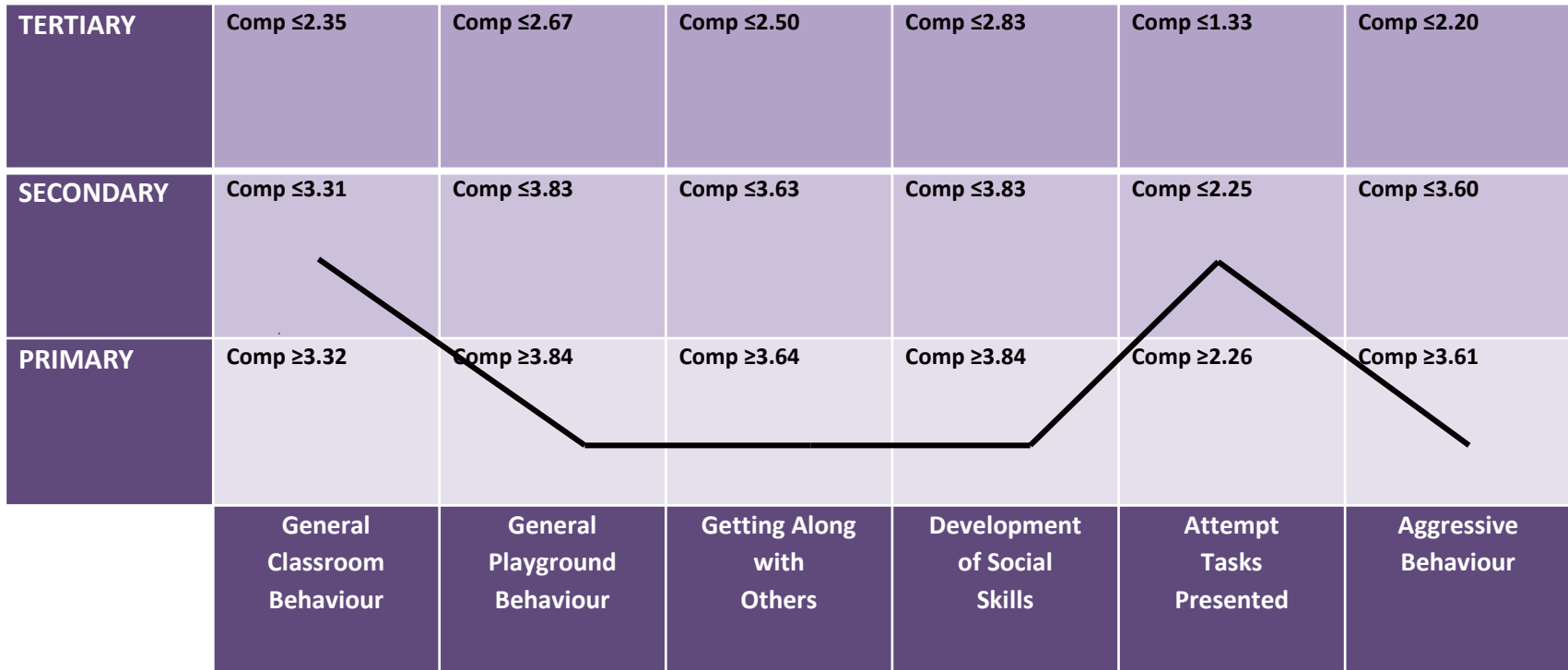
- Consider the **ARTE** process
 - Assess
 - Respond
 - Teach
 - Evaluate

- Measures observable school based behaviours
- Assesses student behaviour across a range of school settings
- Identifies behavioural strengths and areas requiring support
- Always consider what is happening when the concern behaviour is NOT present

- For teachers, psychologists and allied health workers
- Developed using a stratified random sample of schools and almost 2000 students including students with a confirmed disability
- Behavioural descriptors generated from current classroom teachers

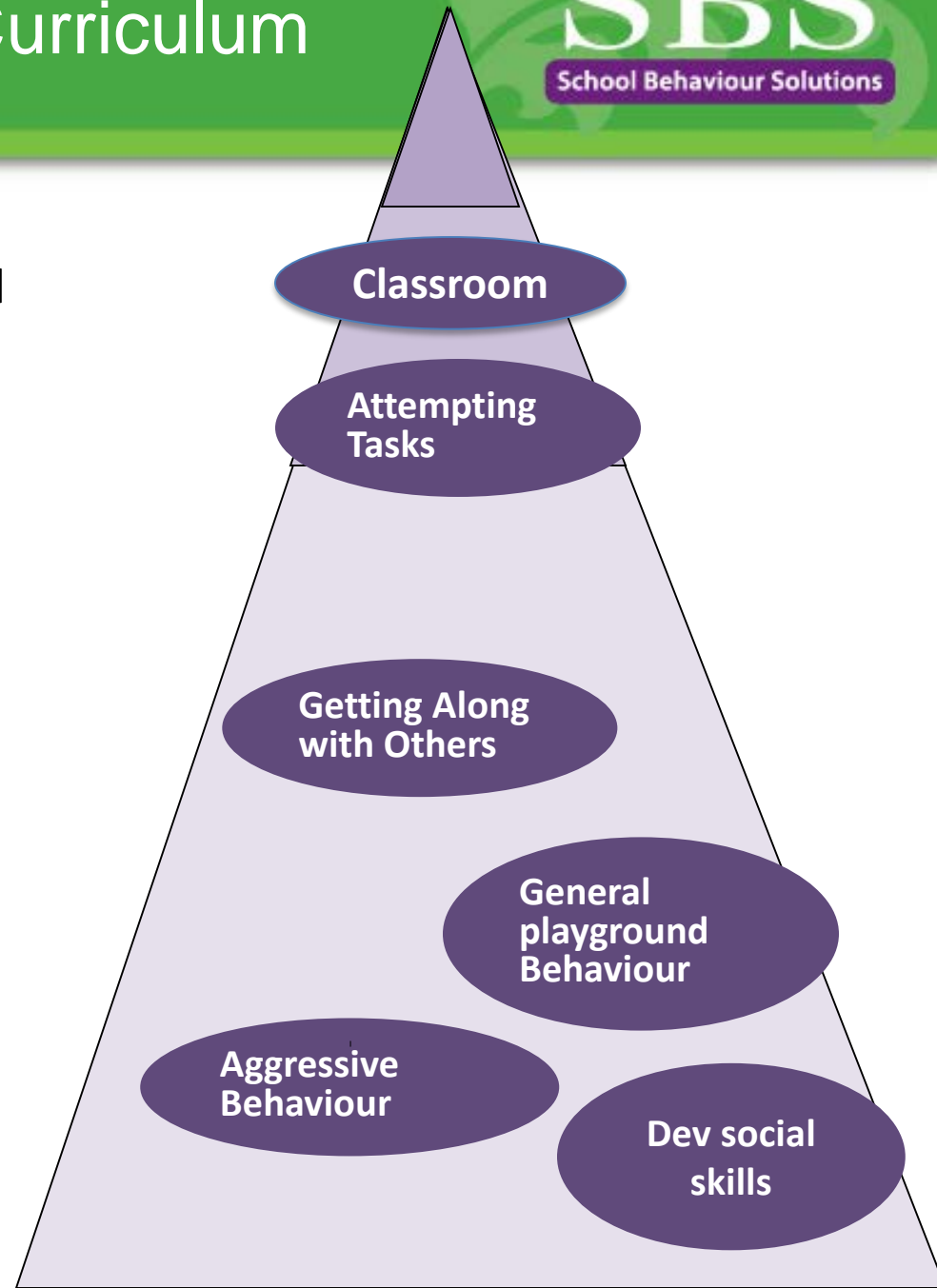
- Comprises 51 descriptors across six domains or subscales:
 - General Classroom Behaviour
 - General Playground Behaviour
 - Getting Along with Other Students
 - Development of Social Skills
 - Attempting Tasks Presented
 - Aggressive Behaviours

Initial Student Behaviour Profile - Jayden



Differentiating the Social Curriculum

Determines areas of strength and need
Identifies specific areas requiring support and development
Meet Jayden...



- Down regulating and skill development- teaching strategies including feedback strategies
- Supports for and from staff and adults(including parents/carers)
- Supports for and from setting
- Supports for and from other students
- Evaluation data method (RTI)

Reflection and questions



Contact

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Thank you