

Support positive behaviour

A suggestion for implementing the strategy ¹

Support self-regulation and positive behaviour ¹ from the Guide: [ADHD and learning](#)

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- Includes:**
- Consider using a functional behavioural assessment
 - Consider multiple approaches
 - Anticipating difficult times
 - Managing difficult times
 - Useful resources

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From

Guide: [ADHD and learning](#)

Strategy: [Support self-regulation and positive behaviour](#)

Suggestion: [Support positive behaviour](#)

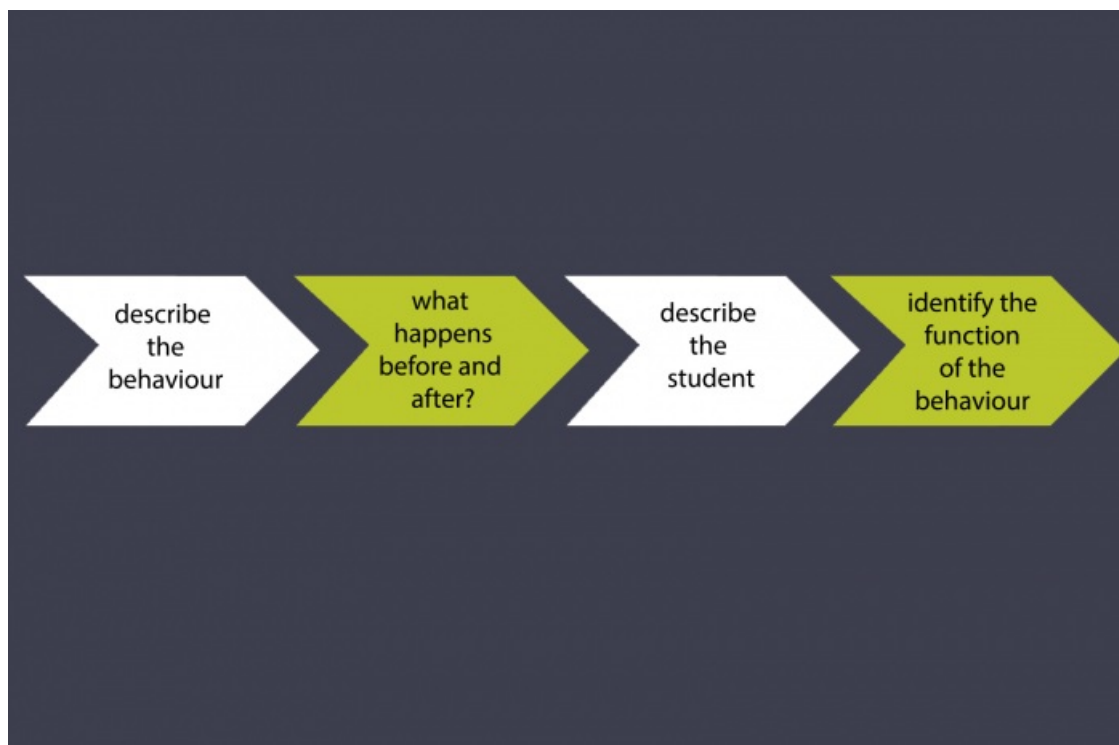
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Consider using a functional behavioural assessment



Source:

Adapted from [Practical functional behavioral assessment training manual for school-based personnel](https://www.pbis.org/resource/practical-functional-behavioral-assessment-training-manual-for-school-based-personnel)
<https://www.pbis.org/resource/practical-functional-behavioral-assessment-training-manual-for-school-based-personnel>

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Focus on understanding and responding to the function (the why) of student behaviour, rather than responding solely to the behaviour itself.

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Consider multiple approaches

Build up a range of approaches to draw from when supporting positive behaviour.

- ✓ Create opportunities for students to take the lead using their strengths and interests.
- ✓ Help students to develop a strong sense of identity and be knowledgeable about their specific learning needs and abilities.
- ✓ Consistently teach and reinforce classroom and playground rules.
- ✓ Take opportunities to give specific positive feedback about attempted tasks that meet achievement goals.
- ✓ Consider short term contracts to achieve learning goals and task expectations. Negotiate these with the student.
- ✓ Give choice within set alternatives, starting with one out of two possible choices.
- ✓ Develop cues individually with the student that will signal such things as when they need to refocus or take a break from a task or situation.
- ✓ Teach organisation skills.
- ✓ Teach coping skills.
- ✓ Teach self-management skills, including alternative ways to achieve goals, managing anger, problem-solving, asking for help, and finding a safe place or person.

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Anticipating difficult times

Encourage "on task" behaviour through clear routines and systems:

- ✓ Recognise, remove, or minimise things that can cause distress.
- ✓ Give clear and consistent instructions and approaches to work.
- ✓ Give reminders about self-management strategies, such as taking a break.
- ✓ Reduce negative behaviour by distracting the student or re-engaging them in another activity.
- ✓ Check whether medication may be influencing behaviour (it may, for example, have worn off).
- ✓ Learn to recognise signs that a student's behaviour is escalating, use verbal messages or cues to help calm them, and alternative calming activities.
- ✓ Ignore minor examples of poor behaviour, especially if the student is following instructions.
- ✓ Stand in close proximity to the student as a way of moderating off-task activities.

Managing difficult times

Respond with non-aversive techniques that help students to manage their actions until they can be more receptive.

1: Make changes around the things that set off such reactions

- Remove objects that may distract the student.
- Change the time, location, or duration of activities if these factors are viewed as influencing difficult behaviour.
- Redirect the student to another activity they enjoy.
- Remove unnecessary demands or requests.
- Change where the student sits.
- If the student is taking medication, check that it has been given/taken when it is required.

2: Interrupt the build-up

- Move closer or move away as appropriate, stand side on rather than face-on.
- Give instructions that the student is more likely to follow.
- Remind them of any self-management strategies they know.
- Cue them to take a break or to monitor and recognise the beginning of a build-up.
- Facilitate relaxation.
- If the student is taking medication, check (in private) if medication was taken.

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Useful resources



Students with learning support needs

Information about services and funding available for students when the need for additional learning supports is identified for learning, behaviour and/or social communication, vision, hearing, mobility, or communication needs.

[Visit website](#)

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