

SIXTH FORM HOMWORKING EVENT

ENABLING COMMUNICATION AND BOUNDARIES AT HOME TO ENABLE
INDEPENDENCE AND POSITIVE BEHAVIOUR.

OUR AIM AS A SIXTH FORM



- ▶ We want our young people to become as independent as they are able to manage within their time in this phase of their education.

WHAT IS MODELLING BEHAVIOUR?



- ▶ Modelling is a very powerful behaviour management strategy for children as they absorb their environment very quickly.

MODELLING BEHAVIOUR AT HOME



- ▶ It is vitally important to reward the behaviour that you wish to encourage and show the child the boundaries they need in order to develop them into well socialised young people.

Bandura's Social Learning Theory

- ▶ By observing the actions of others, including parents and peers, children develop new skills and acquire new information.
- ▶ Bandura's child development theory suggests that observation plays a critical role in learning, but this observation does not necessarily need to take the form of watching a live model.
- ▶ Instead, people can also learn by listening to verbal instructions about how to perform a behaviour as well as through observing either real or fictional characters displaying behaviours in books or films.

Piaget's Cognitive Developmental Theory

- ▶ **Sensorimotor Stage:** A period of time between birth and age two during which an infant's knowledge of the world is limited to his or her sensory perceptions and motor activities. Behaviors are limited to simple motor responses caused by sensory stimuli.
- ▶ **Pre-Operational Stage:** A period between ages 2 and 6 during which a child learns to use language. During this stage, children do not yet understand concrete logic, cannot mentally manipulate information, and are unable to take the point of view of other people.
- ▶ **Concrete Operational Stage:** A period between ages 7 and 11 during which children gain a better understanding of mental operations. Children begin thinking logically about concrete events but have difficulty understanding abstract or hypothetical concepts.
- ▶ **Formal Operational Stage:** A period between age 12 to adulthood when people develop the ability to think about abstract concepts. Skills such as logical thought, deductive reasoning, and systematic planning also emerge during this stage

BOUNDARIES AND CONSISTENCY



- ▶ Informing children about the consequences for their behaviours and sticking to your word every time they push back is essential to create a predictive environment and show them you are the one in authority.
- ▶ This will allow them to learn by association. (Classical conditioning).

PRAISING

- ▶ Praising will encourage children to stick to good and acceptable behaviours in the class and at home as no child likes to get into trouble or get punished.
- ▶ Here it's essential to praise and encourage good behaviours continuously. It should be sincere and specific.

LEARNED HELPLESSNESS



- ▶ Learned helplessness refers to when a child believes that they can't do something, so they stop trying. Equally, it is when a task has always been completed for them so they don't try.
- ▶ Would you continue trying to achieve something if you always failed at it or were never able to try? How long would it take for you to give up?

Modelling opportunities



- ▶ Rather than tell a child to do something, model an action and explain the reasoning: “It’s cold. I’m going to put on my coat.”
- ▶ Model using visual communication strategies aids for children. Hand over a picture of raisins at snack and say, “I want raisins, please”

How can I do this? Schedules and Structure



- ▶ Our students respond well to the structure of the environment of our school.
- ▶ Therefore, it is helpful that they maintain a degree of structure at home to manage their behaviour and establish clear routine and boundaries.



Communication at Home

SARA HOPE – SIXTH FORM TEACHER
AND COMMUNICATION LEAD

Tips for better communication

1. BE SPECIFIC IN WHAT YOU ARE ASKING
2. MODEL
3. ALLOW FOR PROCESSING TIME



Tools for better Communication

MAKATON

Written
Instructions

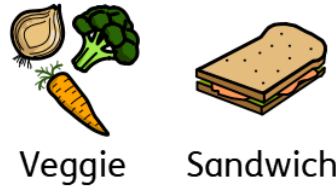
Match + 1

Symbols/Pictures

Descriptive
Commentary

Tools for better Communication

Written Instructions



Chopping Board



Tools for better Communication

Descriptive
Commentary

- . Follow the young person's lead
 - . Observe
 - . Describe what you see appropriately to their language level
- . Allow pauses in between words/phrases to make space for responses
e.g bread... cutting the bread... eating the bread

Tools for better Communication

Symbols/Pictures



go back	Sentence Starters	I want to buy the				rub out	clear
I want to	buy	new	old	clothes	dress	Accessories	
I like your	put on	skirt	trousers	shorts	jumper	Colours	
wearing	take off	coat	t-shirt	shirt	pyjamas	Abcd Words	
Do you like	wear my	dressing gown	pants	and	more words	home	

Breakfast	Brush teeth	Drawing	Sensory time
Snack time	Maths $2+3=5$	Home	Play time



Tools for better Communication

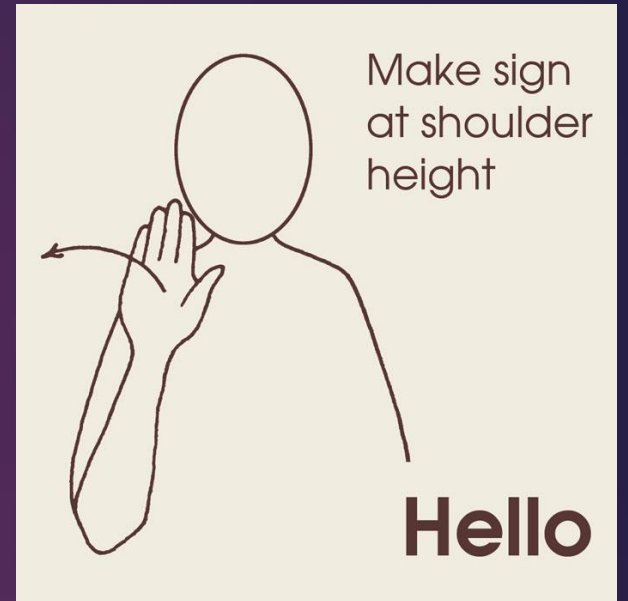
Match + 1

Repeat what your child says with 1 word added. E.g

Child: Cat
You: *Big* Cat

Tools for better Communication

MAKATON



Useful Links

- [OXFORDSHIRE COUNTY COUNCIL SEND TOOLKIT](#)
- [THE MAKATON CHARITY](#)
- [SINGING HANDS](#)
- [PECS EXPLAINER](#)