




Daffodil  Evora Summer School 5-11/9/2010






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## Session 5 Reframing challenging behaviour

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  Beno Schraepen, PlantijnCollege, University & Colleges of Antwerp

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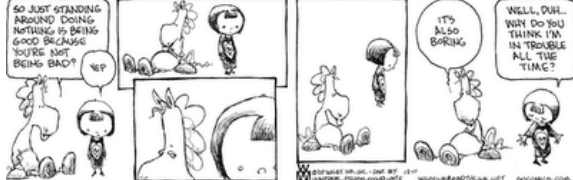
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## Reframing challenging behaviour.



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## Reflecting groups

- Groups of 4 people
- Short introduction of several cases
- Select one case
- 1 person tells about the case what she or he thinks the group needs to know
- 3 others are the questioners
- First round: gathering information
- Second: asking reflective questions

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## In the teacher room ....

- The pupil has to change
- It's behaviour so we can "teach" him not to do it.
- When you can hold discipline in the class there will be no challenging behaviour.
- As long as there are no changes at home, we can't do anything?
- If you don't know the cause of the behaviour, you can't do anything?

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## In the meantime

### In the teacher room ....

- There are a lot of exceptions but educators
  - don't like to communicate about challenging behaviour
  - they have the feeling they 're failing
  - They 're trained to work independently, maybe they should solve the problems also independently
  - Ambiguous reaction of some colleagues: I had him in my class and he wasn't like that.

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## In the meantime

### In the teacher room ....

- There are a lot of exceptions but educators
  - Have a special bond with authority and discipline as a solution for this behaviour
    - He or she's undermining my authority
  - Get really personal or emotional involved
  - Are more creative, put more energy in math or reading problems than in challenging behaviour
  
- Often get stuck on challenging behaviour ...

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## I need other perspectives by...

- Looking differently towards ...
- Thinking differently about ...
- Feeling differently about...
- Acting differently towards ...  
challenging behaviour

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## Looking differently towards ...

- Why do you focus only on the pupil?
- What about the behaviour in relation to your self? Can you describe the behaviour in relation to your self? To the context? To the systems he or she is part of?
- Can you question on prejudices in the case?
- The labels that are used, how are they troubling my insights in the situation?
- What are interpretations of the storyteller? Can you question these?
- What if you look at the behaviour as a reaction? A reaction to what then?
- What if you look at it as a form of expression or communication? What could he or she want to communicate or express?

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## Thinking differently about ...

- How the personality, experiences or capacities of the person become visible in the behaviour?
- Why do you think you can change the behaviour?
- What barriers does he or she meet in the situation?
- How can you think about the behaviour in a positive way? What is positive about it?
- What do you really like to do about it? And why don't you?
- What do you think you need for dealing with this behaviour?

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## Feeling differently about ...

- Why is the behaviour challenging to you? What meaning do you give to this behaviour?
- How does the way the story is told, reflect the feelings of the storyteller? What do you learn about it? What can you give back? What do you recognise?
- How do the other children, teachers react? And what does that with you?
- Do you think you can 'solve' this alone?
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## Acting differently towards ...

- What can you change in your relationship?
- What can you change in the situation the challenging behaviour takes place in?
- What barriers for participation can be eliminated?
- How can an equal partnership becomes visible in what you do? What do you need?
- What resources must be activated or developed?
- What do you need to make the challenging behaviour 'workable'?

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