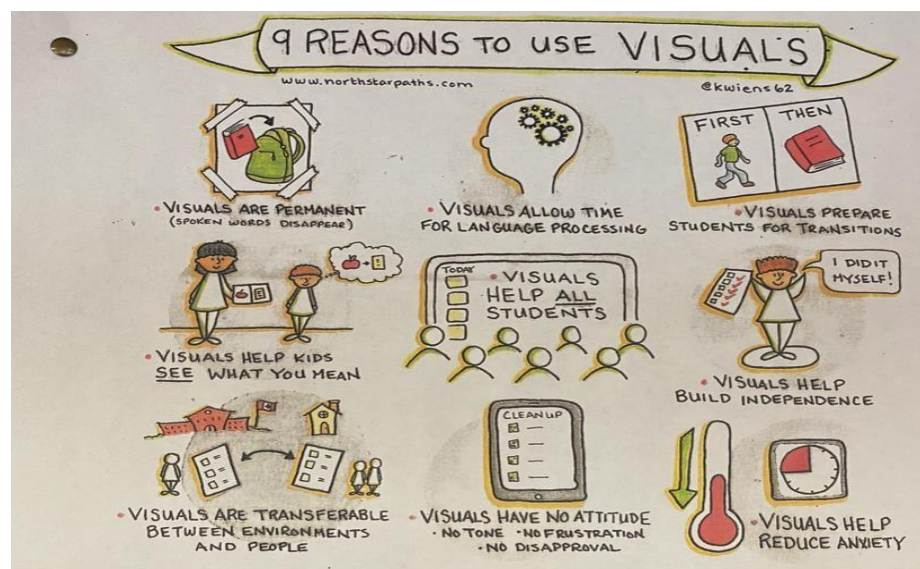


POSITIVE BEHAVIOURAL SUPPORT

- PBS is a way of working with people who present behaviour that challenges us. Starting by looking at the context in which it occurs and the meaning it has to the individual concerned, drawing understanding from this and developing appropriate methods of working with the person.
- PBS is proactive, ethically sound and values-led. It offers a solution-focused framework of support that rejects the use of aversive or punishment.
- Improvements in lifestyle can, under PBS model, be seen both as intervention and as the result of intervention.
- Because people with behaviours, that challenge others, often have long standing and difficult to understand behaviours we do not expect overnight change. PBS is a long term realistic developmental approach.
- There is significant research supporting its efficiency.

9 Reasons to use visuals:

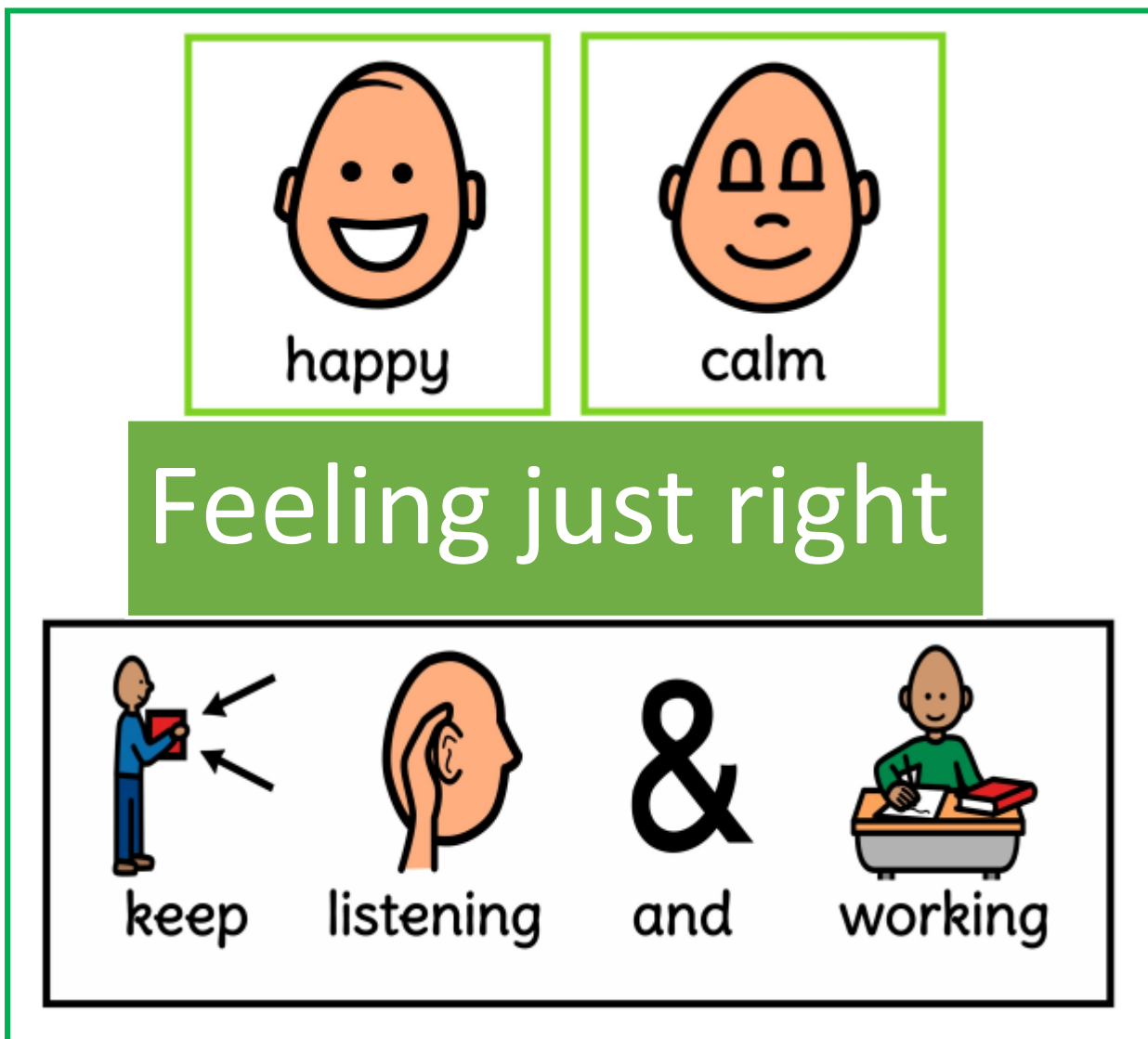
- Visuals are permanent (spoken words disappear)
- Visuals allow time for language processing
- Visuals prepare students for transitions
- Visuals help kids SEE what you mean
- Visual help ALL students
- Visuals help build independence
- Visuals are transferable between environments and people
- Visuals have no attitude, no tone, no frustration, no disapproval
- Visuals help reduce anxiety



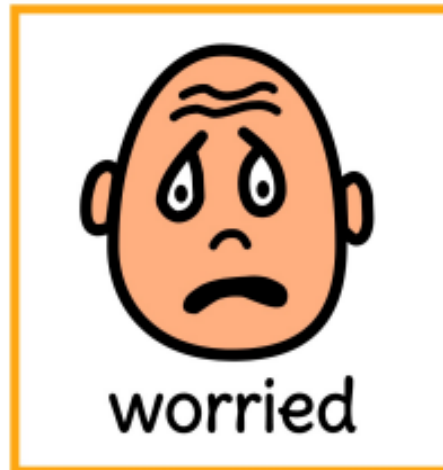
ZONES OF REGULATION

Self-regulation/emotion cards refer to four different zones of regulation. You can be used to remind your pupils how to self-regulate when anxious or when having an 'excess' of energy that is overwhelming them, etc. These could also be useful for anyone experiencing anxiety or excess of energy. The zones are colour-coded as it's the case with PBS plans when we use different colours to describe different stages of behaviours:

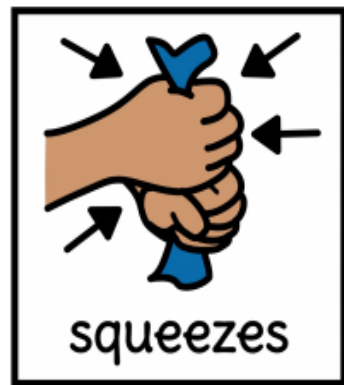
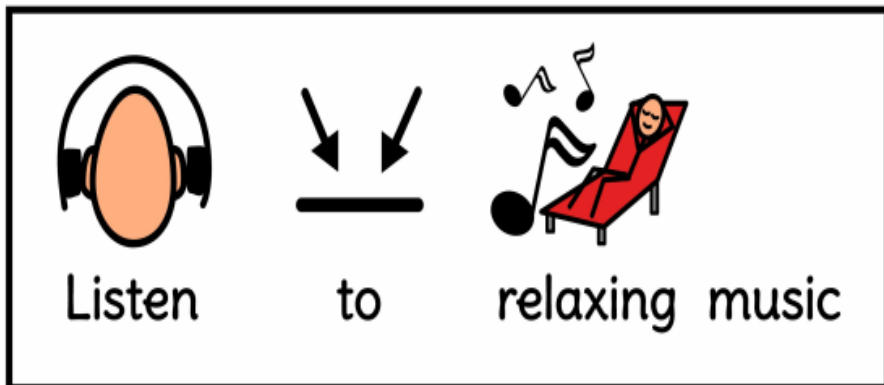
GREEN ZONE – Feeling just right (being happy/calm) – encourage students to keep doing 'good' listening/working on their learning tasks



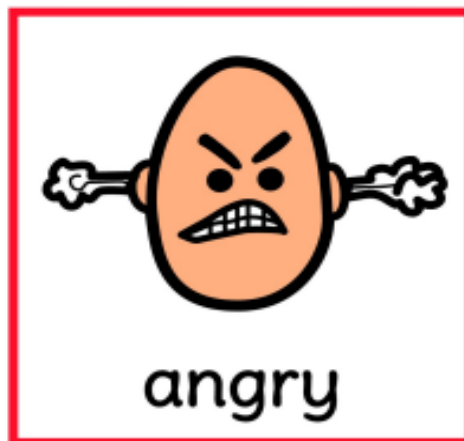
ORANGE ZONE – Bubbling (e.g. fidgety/worried) – encourage students to relax by listening to favourite music/doing squeezes/using bear hugs/interacting with a favourite item/going to a quieter space in your classrooms



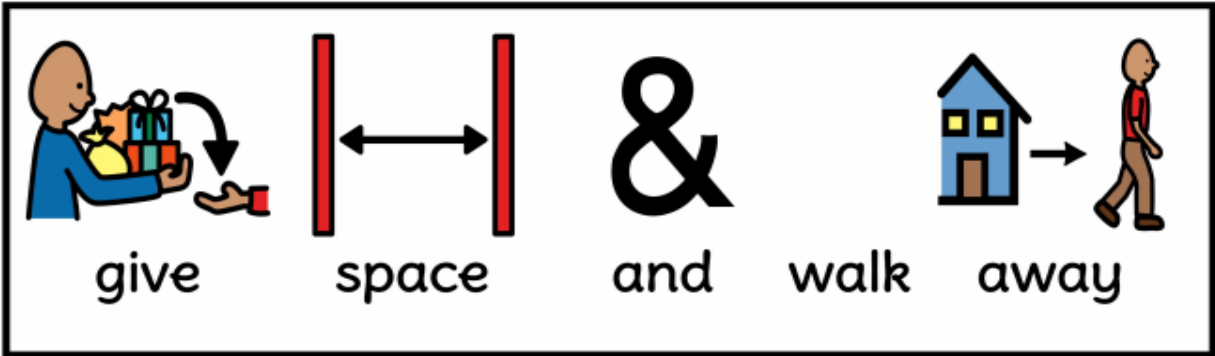
Bubbling



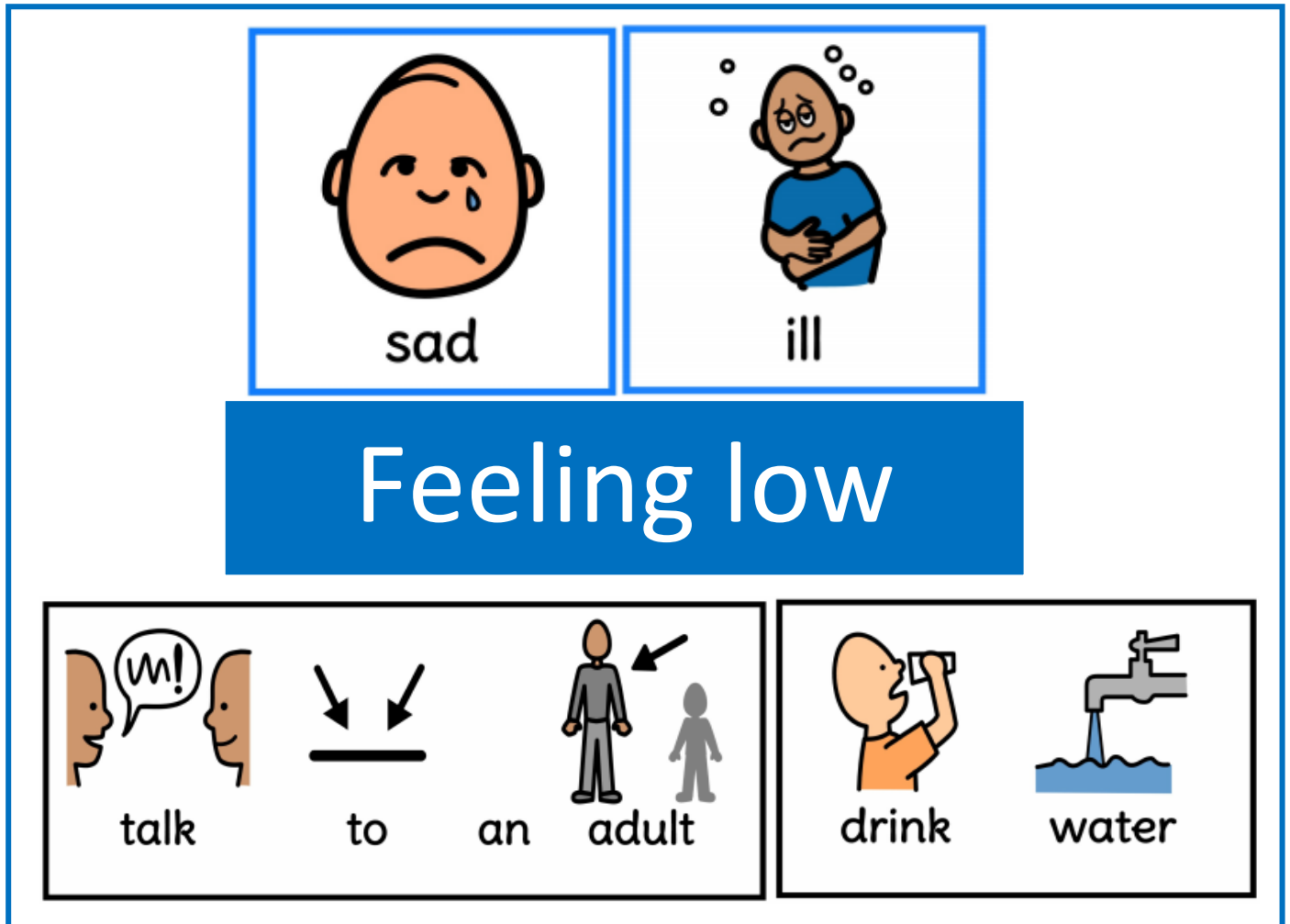
RED ZONE – Feeling angry (e.g. screaming/self-harming/harming others, etc.) - walking away (give space), give time to think, minimal or no language, use of timers and symbols (calm/wait) to communicate the expectations, move other students to a safe area of the classroom or remove them from it altogether if the situation appears to escalate quickly and is not safe for anyone present.



Big feelings



BLUE ZONE - Feeling low (being sad/depressed or ill) - encourage students to talk to an adult/do an intensive interaction/have a drink of water/interact with favourite items for comfort/favourite activities



The blue zone can manifest itself in different ways and if not managed well - can lead to a *quick change back to the red zone with intensified behaviours*. Usually, this zone involves seeing students showing signs of 'calming down'. However, some students can be feeling depressed at the same time or become physically ill. This is because this stage is normally linked to the 'after the incident' processing/thinking time for our students. These thinking processes about the incidents could easily lead to feelings of shame, guilt or despair. Some students could feel that they had no control over their previous behaviours and whilst processing this frustration could start rising again.