

PROBLEM WITH TRACKING SYSTEMS

MATURATION

- They only change the behaviour while the system is being used because true growth is not happening
- **Penalizes the immature as they fatigue easily due to an underdeveloped prefrontal cortex**

VULNERABILITY

- Pushes student's face into failure
- May increase disengagement

ATTACHMENT

- Makes the relationship contingent upon performance
- There is little recognition of effort
- Increases attachment alarm

These systems are often a challenge to manage.

ALTERNATIVE: STRUCTURE, ROUTINE, HABITS

- Use the list of “desired” behaviours **as a reminder** of what is expected – like a script or **visual prompt**
- Solicit GOOD INTENTIONS
 - Help the student to steer in the right direction
- Use a tracking system to help adults notice patterns:
 - Then use this information to make changes in the student’s schedule or environment
 - ▷ Provide extra targeted support
 - ▷ Create adapted routines
 - ▷ Practice behaviours to grow them into new habits

INSTEAD OF TRACKING SYSTEMS

PROBLEM WITH AGENDA AT END OF DAY

MATURATION

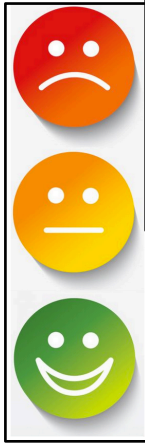
- Behaviour cannot be changed overnight or as a result of a “talking to.”

VULNERABILITY

- Pushes the student’s face into failure
- Can lead a student to “not care”

ATTACHMENT

- Puts the student into the very difficult situation of having to bring home the “bad news”
- Causes attachment alarm and possibly separation



USING THE AGENDA TO REPORT A STUDENT'S BEHAVIOUR AT THE END OF EACH DAY

Affecting relationships / causing separation alarm

- i. When a child brings a “red” or “yellow” face home, the parent is going to be disappointed. Seeing that disappointment triggers a fear of yet another separation.
- ii. The parent tries to “fix” the behaviour but can’t, and becomes more frustrated and upset.
- iii. This climate of frustration and upset prevents the child from being able to “rest” – a lack of rest increases the likelihood of poor behaviour.
- iv. The adults at school are not seen as “safe” because they are the ones reporting the behavior to the parents.
- v. Children’s anxiety increases or they start not caring.
- vi. Even “good” children can become alarmed – fearful of getting a “yellow” or “red” face = Sunday night meltdowns.

COMMUNICATE WITH PARENTS

- Invite the parent to a problem-solving meeting
- Show lots of empathy for the student's challenges
- Focus on what each person can do to make school an easier place for the student to manage
- Share that there will no longer be a daily report because of its effect on the child-adult relationship
- If behaviour needs to be communicated, find another way
- If the student has had a difficult day encourage the parent to provide MORE comfort and rest (no homework, bath, story, cuddles)
- Find ways to communicate with the parent to offer help

Instead of USING the AGENDA