

## What is the behaviour communicating? Applying Marie Delaney's RETHINK Model

### REVIEW

#### Describe the behaviour

What do you see? Where and when? How often? With whom?

#### What is a typical response?

How do you approach the student? What do you say? How successful are your strategies? Are the responsibilities of staff carried out consistently?

#### Consider the environment

How are instructions and routines communicated? How are rules talked about? How do peers interact with the student?

#### Existing preventative measures

Differentiation for learning needs and personal strengths?

Support for the student's sensory profile? De-escalation and stress reduction plans?

### REFRAME

"When he tells me to go away & gets angry, I feel like a failure".

vs

*"Has he learnt to look after himself and not trust others?"*

*"Does my approach remind him of someone else?"*

"I wish she would ask for help. It's exhausting having to constantly check on her"

vs

*"Is she self-conscious about asking for help if she didn't always receive it in the past?"*

"It's impossible to get anything done because he always wants to chat. There are no boundaries"

vs

*"Perhaps he's focused on being remembered because he hasn't been kept in mind elsewhere"*

### REFLECT

#### The impact of Trauma

How have adverse experiences affected the ability to trust, share attention, tolerate not knowing, take risks & seek help?

#### Feelings fuelling the behaviour

Is the student projecting emotions onto you? Are you inadvertently re-enacting previous relationships?

#### Attachment history

How have earlier experiences shaped the student's preferences for connecting with adults and engaging with tasks?

#### Play development

Is the student able to separate from an adult? Are they better at playing alongside rather than with peers? Can they easily negotiate and relinquish control?

### RESPOND

#### Add Structure & Predictability

Visual routines | Consistent routines for starting & stopping work | Preparation for transitions | Opportunities for sensory input & relaxation

#### Adapt the Learning Task

Small, time-limited steps | Clear & realistic goals | Reducing information overload | Memory aids | Providing choice & playing to the student's strengths

#### Relationships with Staff

Positive greetings | Check-ins | Exploring feelings through metaphor | Indirect feedback | Show empathy for tough times

#### Relationships with Peers

Clear roles in group activities | Non-competitive games | Role-play & Social Stories | Mentors