

**Checklist of strategies for promoting positive behaviour for CYP who have or may have ADHD -
These share many of principles of the Hertfordshire STEPS initiative.**

General ethos and skills of staff	
To what extent is positive behaviour seen as a skill to be taught and thus learnt?	
What measures are already in place to promote positive behaviour?	
Are positive expectations presented in a manner that the children/young people understand?	
Are the behavioural expectations reasonable/realistic?	
Are all adults <i>consistent</i> in the approach taken?	
Conducting a functional analysis	
Has a thorough functional analysis of behaviour been undertaken with records of ABC?	
Are the four areas for behaviour modification being addressed: <ul style="list-style-type: none"> • Changing the environment • Teaching the child new skills • Focussed Support • Reactive Strategies 	
Specific strategies	
Children/young people need to know what they <i>should</i> be doing, not only what they <i>shouldn't</i> be doing. They may need this demonstrated in the form of pictures, photos, or to practise through role-play.	

<p>Use gesture to support the behaviours that you want especially when working with young children - have simple signs for sit down, wash your hands, listen, or tidy up etc. Encourage the child/ to use these signs with you to let the others know what to do.</p>	
<p>Give frequent reminders of the behaviour that is appropriate, as these children/young people will quickly forget to use the alternatives.</p>	
<p>Praise will need to be <u>immediate</u> and <u>specific</u>. Tell the child/young person exactly what they have done well and praise them as soon as you see the behaviour so that the child/young person associates the behaviour with the praise. Even a delay of a few seconds could make all the difference.</p>	
<p>Dealing with inappropriate behaviour</p>	
<p>Is there a clear understanding and agreement about what constitutes inappropriate behaviour and what doesn't?</p>	
<p>What currently happens when children/young people engage in inappropriate behaviour i.e. what reactive strategies are in place?</p>	
<p>Any attention is better than no attention so ignore inappropriate behaviour that can be tolerated. Attending to negative behaviours will only reinforce them.</p>	
<p>If you do see a situation that requires intervention, try to praise the child/young person nearby who <i>is</i> behaving appropriately. Or use a positive intervention, referring the child/young person back to the rules or a picture e.g. '<i>... look at this picture. You are sharing. Show Ben how we share and I'll watch...</i>'</p>	
<p>If the child/young person is placing himself or others at risk, the behaviour should be dealt with as unobtrusively and quickly as possible. Use simple and decisive language and make it clear what you would like the</p>	

<p>child/young person to do <i>instead</i>. Use a visual prompt such as a photograph showing appropriate behaviour to indicate what you would like to see, or even a red card! And if the child/young person responds, quickly follow this with a reward.</p>	
<p>Managing arousal and excessive motor activity</p>	
<p>Talk in a calm and quiet voice when trying to calm the child/young person.</p>	
<p>Make sure that we do not move too quickly from very 'busy' activities to calmer activities and provide the child/young person with plenty of warning</p>	
<p>Develop a good understanding of the situations that can be frustrating for the child/young person and making sure (as often as possible) that they do not occur.</p>	
<p>Ensure that the child/young person is being given enough opportunity to get rid of some of their energy! Energy should be channelled into activities that allow for plenty of movement.</p>	
<p>Try to be fidget friendly.</p>	
<p>Always avoid confrontation</p>	
<p>Stay calm. If you begin to demonstrate anger, the child/young person is likely to mirror this. Using a quiet and calm tone of voice helps you and the child/young person stay in control. Some adults find it helpful to imagine switching on a Perspex shield, which separates them from the emotional situations and helps them keep their cool.</p>	
<p>Don't force a child/young person into something that they don't want to do but plan an acceptable alternative choice.</p>	
<p>Avoid win/lose situations - don't back the child/young person - or yourself - into a corner.</p>	

Use distraction	

Routine	
Children may need visual reminders of routines and sequences. Demonstrate the order of the day using pictures, symbols or photographs.	
Give clear advance warning when something is about to finish or change. Use visual cues to indicate an imminent change such as a sand timer, and make it clear to the child/young person what is going to happen next.	
Avoid repetitive tasks. Whilst the general routine should be simple and broadly predictable, the content should be as varied and stimulating as possible.	
Promote positive experiences	
Set up short manageable tasks so that the child/young person is quickly able to experience an outcome and success. This may involve you completing part of the task first.	
Show the child/young person a finished product so that they know what they are aiming for.	
Praise any concrete outcome - show the other children/young people and adults, put up on the wall, or show to the child/young person's parent/carer and make a big fuss!	
Set up activities that involve playing in pairs.	
Talk to the child/young person while they are playing/doing an activity and describe what they are doing. This can support the development of 'self-talk' and an understanding of order and sequencing.	
Keep language simple	
Keep instructions simple with as few subparts	

as possible. Anything longer than one sentence is likely to be forgotten.	
If children have the speech and language ability, it can be helpful to ask them to repeat back instructions by asking them what they have to do.	
Make eye contact with the child/young person before trying to talk to them. It can be a useful strategy to say the child's/young person's name, pause and wait for eye contact, say their name again to ensure attention, and then give the instruction.	
Support communication with visual information or gesture.	
Be patient - you may have to repeat yourself!	
Work with parents/carers	
Are there good links between home and the setting?	
What procedures are currently in place to share positive information?	
How are consistent strategies agreed and reviewed?	