Unit 4: Staying Safe

Explores the esculation of children / young adults behaviour and teaches strategies to stay safe and support them to a calmer place - including legal, ethical, professional and physical responses.

Unit 5: Leadership Strategies

The extent to which programs can implement the practices described in the first three modules will depend in large part on administrative support. This unit focuses on identifying barriers to the effective use of these practices and strategies for addressing those barriers. Collaborative planning is an essential feature of this module.

Programme Benefits

- Building children's competence and skills they use going forward in life

- Reduces the level of distress experienced by children and young adults, which will reduce the stress on others, and more time can be spent teaching and learning.

- Significantly reduces the use of restrictive practices.

- Offers legal, ethical and professional methods of supporting children and young people

- Provides responses to behaviours that are safer for the children, young adults and those responding to incidents.

- Reduces insurance claims which could reduce insurance costs.

Competency Framework

The National Institute of Intellectual Disability Studies developed the Competency Framework after extensive research of best practice both nationally and internationally. The context for this competency framework is set in key legislation, policy and is based on person centred practices. It identifies the vital importance of delivering a rights-based approach to supporting individuals to achieving self-determination while enabling the tecaher to be successful and maximise student learning.

Find out about the Competency Framework at **www.niids.ie**

Person Centered Approach

Effective Services
Values in Practice
Communication
Meaningful Engagement
Positive Support

Quality Services

Assessment & Records
Team Work
Evaluation & Observation
Empowerment & Advocacy

DIGNITY
RESPECT
HUMAN RIGHTS

Maintaining a Safe Environment
Health Promotion
Safeguarding

National Institute of Intellectual Disability Studies

NIIDS is an accredited partner of the following:

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QQI AWARD

Positive Behaviour Support

Professional Ethical Therapeutic Management of Aggression - PETMA©

National Institute of Intellectual Disability Studies

Foundation Programme for Schools wih Children / Young Adults with Special Needs

National Institute of Intellectual Disability Studies

Director   Martha McGinn, National Institute of Intellectual Disability Studies
Contact Martha   0877999739
Website: www.niids.ie
Email: martha@marthamcginn.com

Positive Behaviour Support Programme

4/5 Days Foundation - Pupils with Special Educational Needs

This programme is designed for those supporting pupils with Special Educational Needs, who experience a range of developmental disabilities and who may engage in behaviour of concern at times, which potentially could result in distressing behaviour including verbal and physical behaviour. Specifically, this programme is for: teachers, SNA; resource teachers, school principals, bus escorts, after school clubs, allied professionals working in mainstream schools, special education settings, provided by Dept of Education, HSE, voluntary bodies or private agencies (e.g. early education services, out of school recreation).

Summary

This programme is designed to build the key emotional and social skills children and young people require to be successful and well adjusted in life. Specifically to focus on building their:

- **Confidence**
- **Capacity to develop good relationships with peers and adults**
- **Concentration and persistence on challenging tasks**
- **Ability to effectively communicate emotions**
- **Ability to listen to instructions and be attentive**
- **Ability to solve social problems**

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Entry Requirements

Course participants will be employed by the commissioning organisation.

Duration

This is a 4/5 day programme, comprising of no less than 25 hours Direct Contact. Course participants are requested to complete the functional assessment outside of these hours. Full attendance is compulsory.

Topics include:

Personal background factors specifically impact of having:

- Intellectual Disability
- Autism
- Sensory Processing Disorder
- Mental Illness
- Communication Difficulties
- Attachment Disorder

Assessment Method

Positive Behaviour Support Model is set in a Human Rights context. It identifies and explores the attitudes of staff and the impact this may have on the behaviour of children and young people. It focus on completing a functional assessment on a child or young person where there are significant challenges with their behaviour and supports the development of a catalogue of solutions and strategies for preventing and responding to behaviour of concern. It is a thought provoking programme that results in real changes.

Modules

Unit 1: Promoting Children's Success: Building Relationships and Creating Supportive Environments

This unit addresses strategies for preventing distressful behaviour. The module is based on the principles that positive relationships with children and young adults serve as the foundation for addressing social emotional needs.

Unit 2: Social Emotional Teaching Strategies

An important role for the early childhood educator is to facilitate children's and young adults, social emotional development such that they have the skills and foundation they need to be successful in school. This foundation includes the ability to solve problems, communicate emotions appropriately and effectively, and build friendships. This module focuses on effective strategies for teaching these skills.

Unit 3a: Individualized Intensive Interventions: Determining the Meaning of Behaviour

Children's and young adults, distressful behaviours most often serve to express some feeling, need, or meaning that they are unable to communicate in a more appropriate manner. This suggests the need for identifying the meaning and the skills that the child or young adult needs to communicate that meaning more effectively. This module focuses on effective strategies for observing children and young adults and identifying the meaning of their behaviour as a means of identifying skills that could be targeted for instruction.
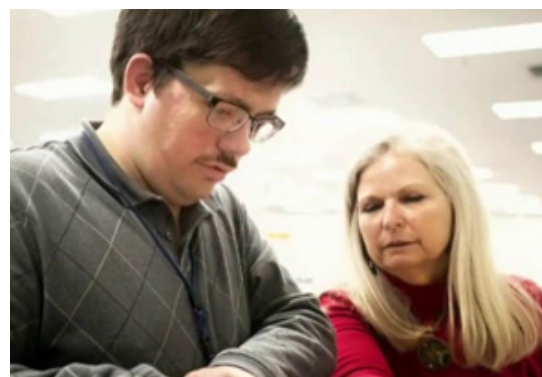
Unit 3b: Individualized Intensive Interventions: Developing a Behavior Support Plan

After determining the meaning of child or young adults behaviour and the skills that they need to learn to communicate that meaning more effectively, a plan is developed to support the child or young adults use of the new skills and to