

Empowerment Approach

Our Values

- Respect
- Creativity
- Teamwork
- Independence
- Thinking
- Resilience

Adult Behaviours

- Consistent, Persistent, Insistent
- Always give first attention to pro-social behaviour expectations
- Build relationships to connect
- Be Curious: Unmet needs? Missing skills?
- Co-regulate: Calm, connect, support
- Unconditional positive support for all

5C Needs:



Skills: 10 9 8 7 6 5 4 3 2 1 0 1 2 3 4 5 6 7 8 9 10

Impulse control	Flexibility
Attention control	Working memory
Emotional regulation	Thinking speed

Prep 4 Best

Agree expectations **with** the children

Prep 4 best: *predict to prevent, plan to succeed*

'Good for me, good for you and everyone'

All of the time support

Open measures
Recognise achievement
Effort marks
Marbel jar
Class responsibility

When Expectations are not met

Calm, Connect, Support...

1. Reminder of expectations
2. Coaching prompt/response in the moment
3. Protective consequence (natural/time out)
4. Follow up conversation & repair
5. Co-create a plan to build missing skills/ meet needs (educational consequence)
6. Coaching for Progress

At any stage, if behavior improves: Thank you for...

Coaching prompt/response in the moment

'I notice that...'

'The thing is...' (expectation not met and impact)

'What would be good for you, me, everyone is...'
(Child to provide solution or adult if needed)

Protective consequence (time out)

'To help keep others safe/happy/able to learn...'

Work in a different area, sit on a bench, move seat,

Follow up Coaching Conversation & Repair to build empathy

(record on CPOMS)

- I noticed that... / What happened?
- What were you thinking and feeling at the time? (*explore unmet needs/ missing skills*)
- How has your action affected others? (*The thing for me / others is... unmet needs*)
- What could we do to repair/put things right so that...? (*build empathy, link to charter and 5C needs of others*)



Coaching Plan: Create a plan to build missing skills/meet unmet needs in helpful ways

(record on CPOMS)

Use plan template and executive function skills doc
Communicate to parents and staff
Set a review date
Adapt as needed

6. Coaching for Progress

(record on CPOMS)

SENCO led (Inclusion)
Longer term but time limited
Pathway to independence
Communicate & review