

SCHOOL HOME COLLABORATION

JICS Approach to Supporting Children's Behaviour

JICS Lunch and Learn
Ellie, Richard and Chriss
October 17th, 2024

Goals of this talk

1

Discuss JICS philosophy and practice regarding 'mis' behaviour and responding to child concerns

2

Highlight some strategies used to support children at school

3

Share the purpose and hopes from school when communicating about your child's behaviour

4

Discuss suggestions on how to support your child with concerns or lagging skills



Behaviour is communication

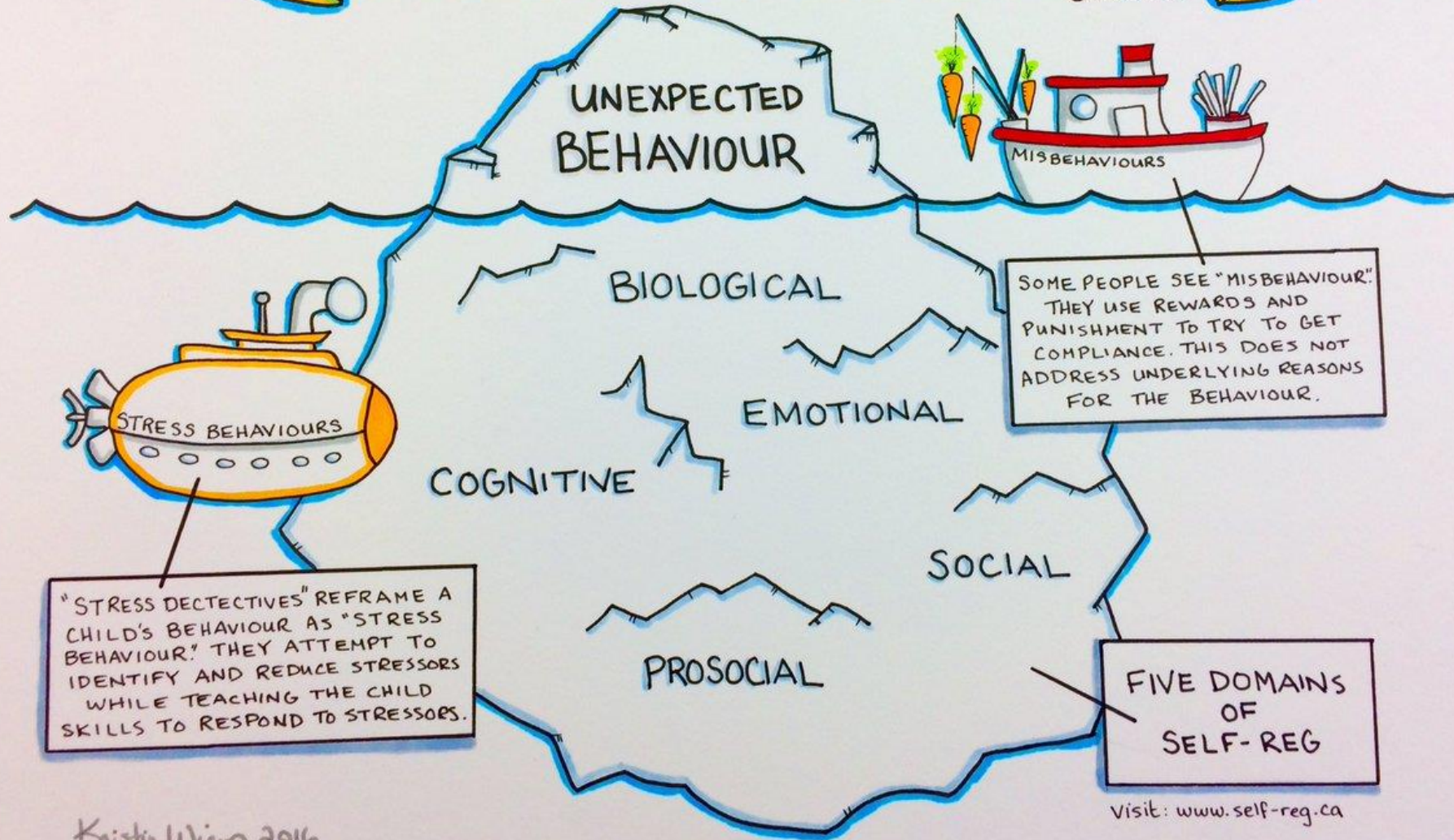
When we only look at behaviour, we stop seeing the child and only look with an intent to judge whether we need to reward or punish. When we look behind the behaviour, we see that little struggling human, our little human who needs our help with something.

Rebecca Eanes • Artist: Celeste Keller

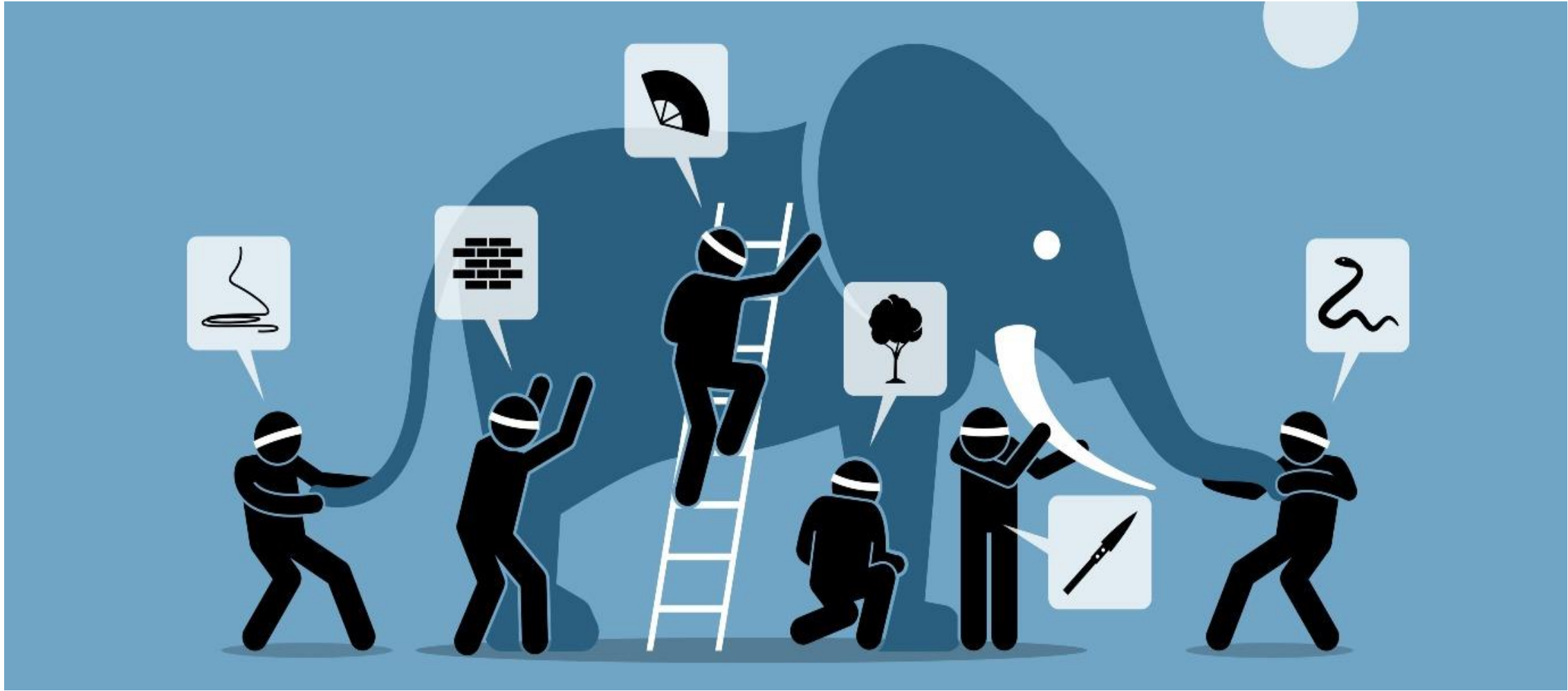
- Challenging behaviour is expected and normal - children do well when they can
- Classrooms need to be safe for learning
- Children deserve dignity and respect

BEHAVIOUR IS COMMUNICATION

@kwiens62



Kristin Wiener 2016



Empathy and accountability

The goals of addressing (mis)behaviour at school are not to punish, but to 1) **end behaviour** as quickly as possible, 2) **internalize the learning from the experience**, and 3) **return to calm state**



School culture and environment

Routine

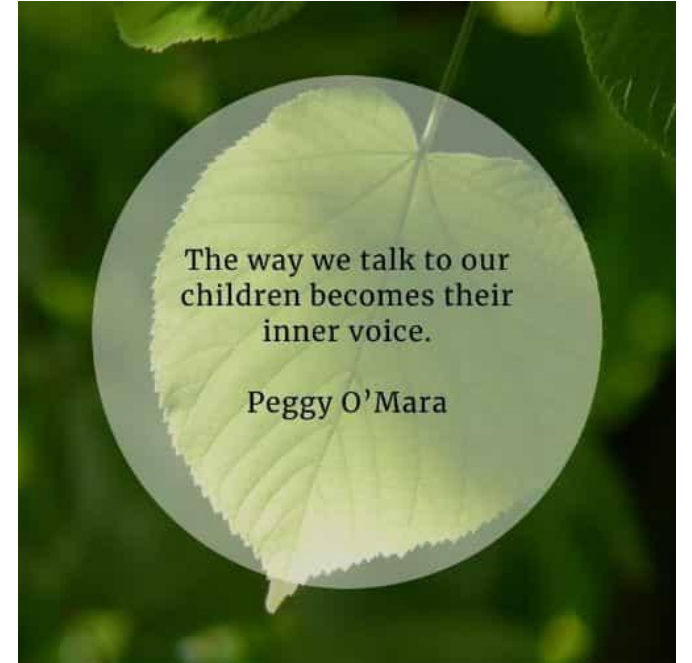
Structure

Visual and verbal cues

Consistency

Relationships

Proximity





Consequences – focus on repair and restoration

- **Known in advance**
- **Logical and relevant**
- **Clear why**
- **Done with compassion**
- **Individualized, considering development**

School → home communication

BEHAVIOUR

concern from child

What is your automatic response?



Intent from the school



Sharing information, working as a team



Wanting to understand your observations of your child's behaviour



Providing "soft landing" at home

What we don't intend

**Further
consequences or
punishment for
your child**

**For you to contact
other parents to
address the
concern**

**For you to feel
guilty or
responsible about
behaviour from
your child**

Consequences best matched to time and place

Children can have a difficult time applying their experiences in one setting to change their behavior in a different setting.

Consequences at home for (mis)behavior that occurs at school may only create opportunities for negative communication between parents and children

School → home communication

behaviour

CONCERN FROM CHILD

Stance of curiosity and openness

- Important for your child to know that you trust the school will support them and to communicate this
- Danger of single story





Message to your child

- I understand this is hard
- **empathy**
- I believe you can handle this - **confidence**

**Ideas
about
how to
respond
to your
child**

"I heard you had a hard day, is there anything you want to talk about?"

"Was there anything today that is hard to share?"

"I'm so glad you shared that with me. How did you handle it at school?"

Presence and attunement

Eye contact

Body language

Tone of voice

Meet the intensity of the emotion and then modulate



MAIN IDEAS ABOUT RESPONDING

Connect first, listen not fix

Focus on **validation and curiosity**

Ask how they would like to respond or how they responded

Communicate **confidence in child's ability to cope**

Child needs to know **you trust the school** will keep them safe and respond appropriately



At JICS we value children's security and well-being above all else

We believe children feel most safe when all the adults in their life are cooperating.

We consider it a gift that you trust and share your children with us.