

## Advice Sheet 18

### ***FOLLOW-UP / REPAIR AND REBUILD***

Following an incident of challenging behaviour, it is very important to get time to sit down with the pupil and discuss what happened. This follow-up work is very often the hardest part of working with pupils, but is probably the most important piece of the jigsaw. It forces the pupil to reflect on:

- How his/her behaviour impacted on others: what was the consequence for others?
- How his/her behaviour impacted on him/herself: what was the consequence for me?
- His/her emotions / feelings at the time and the link between these and the behaviour / action
- Alternative, more appropriate ways of dealing with the emotions / feelings that triggered the behaviour.

How do we do 'repair and rebuild'? One specific technique called "I-ESCAPE" or the "Life Space Interview" is explained on Advice Sheet 24. Other techniques for conducting a 'post-incident' interview with pupils are:

#### Four Question Technique

This is a simple follow-up / 'repair and rebuild' approach which asks the pupil to answer these four questions.

1. What did you do?
2. What happened when you did it?
3. What could you have done differently?
4. What would have happened if you had acted differently?

Asking the pupil to answer each question puts the onus on them to come up with alternatives. We acknowledge the feelings / emotions but we explore alternative approaches. This then is where we need to teach replacement skills / teach social skills (see Advice Sheet 35).

#### Model, Reflect and Replace

In this technique, we 'show and tell', by modelling the behaviour of the pupil as we observed it. This allows us to show the pupil what we observed and to get agreement from him/her. We then ask the pupil to reflect on what might be unacceptable about this behaviour and why. "Why am I unhappy about that?" "What's the class / school rule about ....?" The third step would be to explore with the pupil alternative ways of behaving that comply with the class / school rules and perhaps to practice / model what this might look like.

#### General guidelines about follow-up / repair and rebuild

- Do it when the pupil is ready – calm and able to listen / respond
- Keep the focus on the primary behaviour, not on secondary behaviours or on pupil's personality
- Be positive about future behaviour rather than focusing on the poor choice made in this instance
- Catch them being good and praise them as soon as possible afterwards
- Allow the pupil time to 'come back' or 'thaw out' – they may still be feeling emotional or upset
- Work on building positive relations with the pupil (see Advice Sheet 8)
- Think positively about the pupil and our ability to teach him / her to behave appropriately.