



CYCLES

I now try to look beneath the surface of the “misbehaving child”. I know now that this child is not just showing inappropriate behaviour just to irritate me.

Sometimes I need to stop myself halfway through my response and remind myself to question. I ask myself – “Is what we want this child to do right now more important than their underlying issues?”

I also try the ‘hope cycle’ technique as a diversion of current issues. Eg I have found runaway children are more receptive to “Are you alright?” or “Do you know what I saw your brother do?” as opposed to “Come back here right now!”

By questioning the child I can empathise with them. I ask myself how I would feel and/or behave if, for example, my Mother had a new boyfriend or had been away for a month and I had my period or I stayed up until 3am and slept on the floor with 20 other people or my Mum was beaten up.

How can I support these children to cope with their life and stay afloat in school? These children are almost always in their despair cycle and I must remind myself never to give up on them, no matter how many times they fob off positive comments.

I enjoy conversations with the quiet students, eg students that are years behind in literacy levels and float in the outer of their peer group. It is a challenge to make them smile and often a huge success to get several sentence answers. The ‘hope cycle’ talk is invaluable with these children.