



Break out room 2

Supporting young people's behaviour

Judith Brooks and Melissa Forrest



Three perspectives to consider ...



1. Context

2. Young person

3. You

The role of reflection in understanding behaviour



The capacity to reflect on our actions is to engage in a process of continuous learning. . .

*Schön, D. *The Reflective Practitioner, How Professionals Think In Action**

David Kolb and learning through experience

Learning is the process whereby knowledge is created through the transformation of experience.



1. A learning outcome is not an endpoint- but a resting point in an ongoing process
2. As we learn of new ideas we also modify and dispose of old ones
3. Learning is a progressive process, building on what has been learned.
4. This should lead to a change in behaviour.
5. Learning never ends. It is continuous through all of life's stages, from childhood to old age.
6. When learners and the environment interact, both are changed.

Kolb's cycle of learning: a model for reflection



Schon's reflective model

1. Knowledge in Action:

Tacit knowledge- things you already know, and you do without thinking

Questions to ask;

What do you already know?

Is it helpful?

2. Reflection **in** Action:

Thinking on your feet; analysing and responding in the moment

Questions to ask;

What is happening?

What are you feeling?

What other factors are involved?

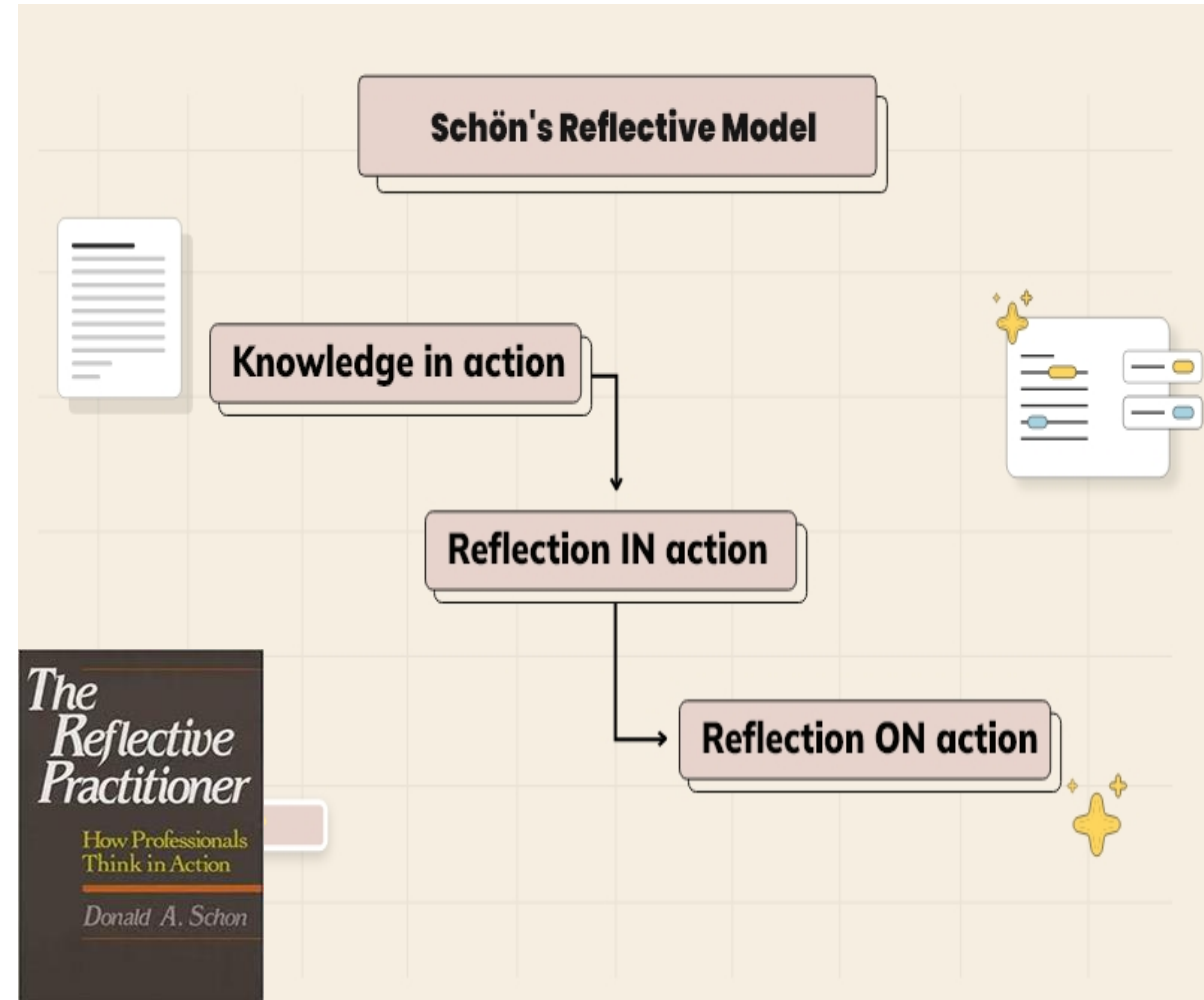
3. Reflection **on** Action: later reflection through discussion, journalling, etc.

Questions to ask;

What happened?

Why did it happen?

How can we deal with this situation in the future?



Case Study – Harry's Story



Take five minutes to reflect . . .



Feedback



Thank you!

