The M factor: Engaging the Disengaged

Infiniti School

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www.fintanoregan.com
Fjmoregan1@gmail.com
@fintanoregan.com

07734 715 378

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Discussion

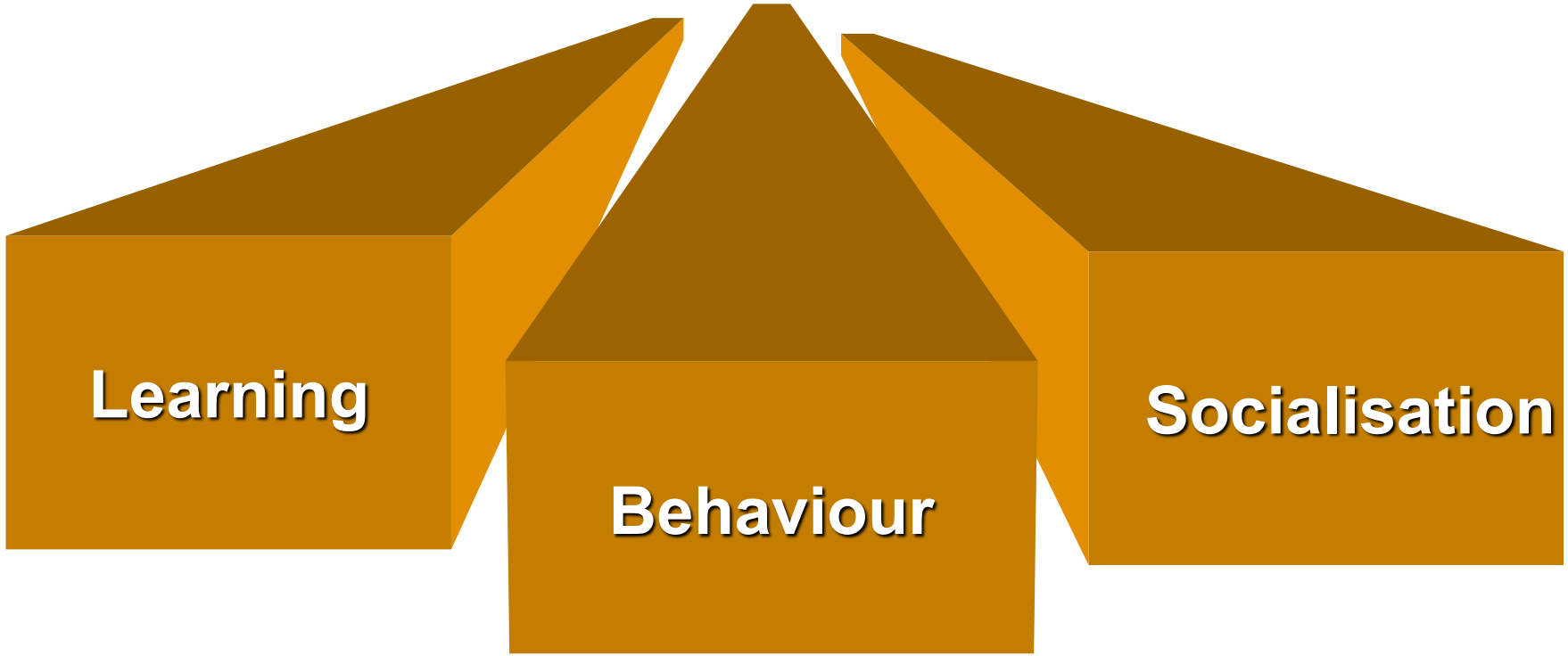
How was your day?

What went well?

What could have gone better?

What did you learn?

Key issues to consider



Why are we doing this today?

Diversity + Inclusion + Equity

=

Belonging + Wellbeing

Behaviour

Behaviour is learned.

Behaviour is purposeful in a social setting.

Behaviour is chosen.

Behaviour communicates information about needs.

Behaviour can be the result of BDS.

Behaviour can be changed.

Behaviour can be taught.

Shift emphasis to supporting Mood and not Behaviour Management

The 3 key moods you need to think about are

1. Your mood

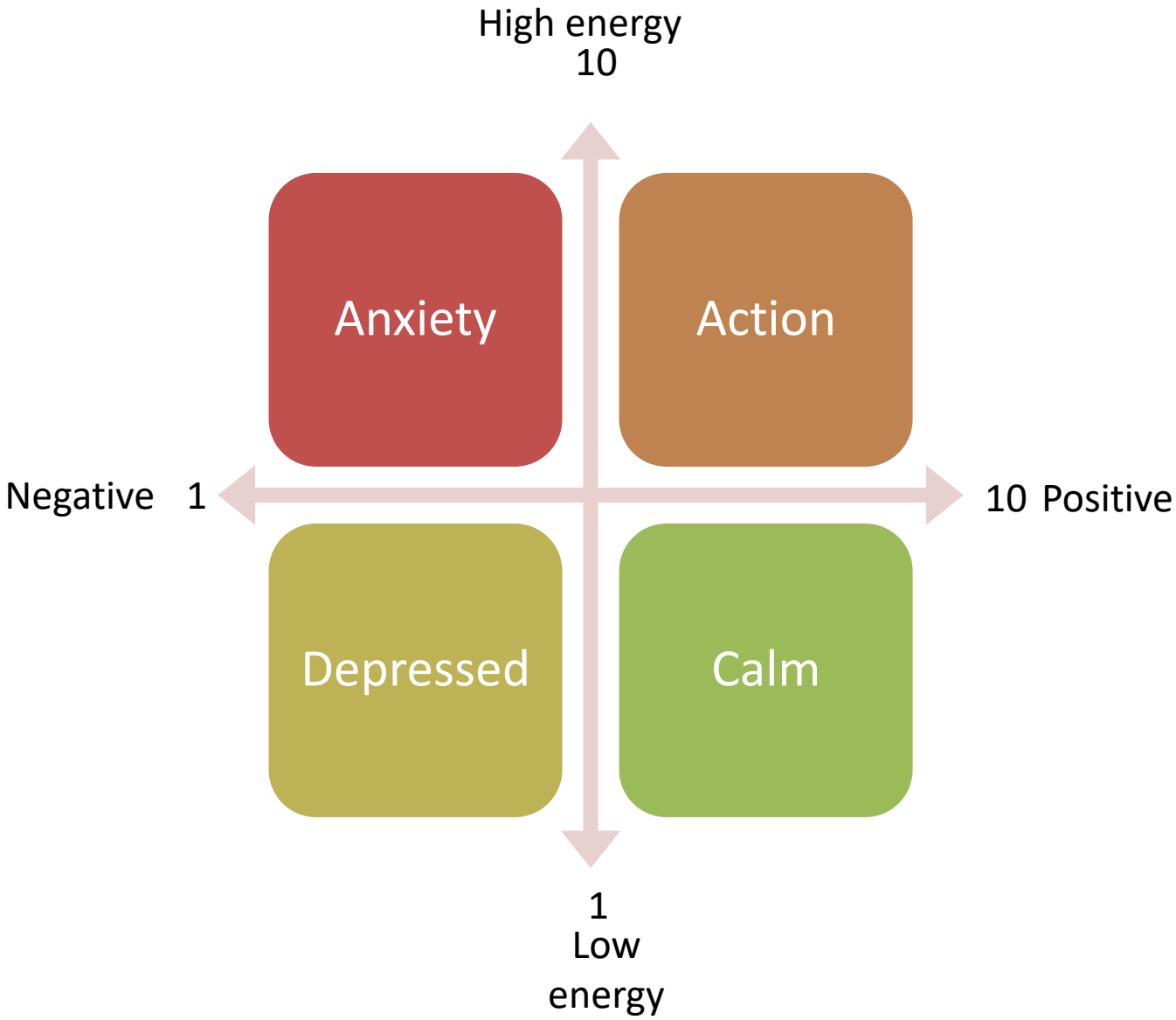
2. The mood of the others

3. The mood of the child

Emotional Intelligence

Knowing	• Knowing your emotions.
Managing	• Managing your Emotions.
Motivating	• Motivating yourself.
Recognising	• Recognising emotion in others.
Handling	• Handling relationships.

MOOD MAPPING :
LIZ MILLER 2009


High energy
10
Anxiety
Action
Negative
1
10
Positive
Depressed
Calm
1
Low
energy

Key Mood agents

YOUR SURROUNDINGS

YOUR PHYSICAL HEALTH

YOUR RELATIONSHIPS

YOUR KNOWLEDGE

YOUR NATURE

MOOD MAPPING :
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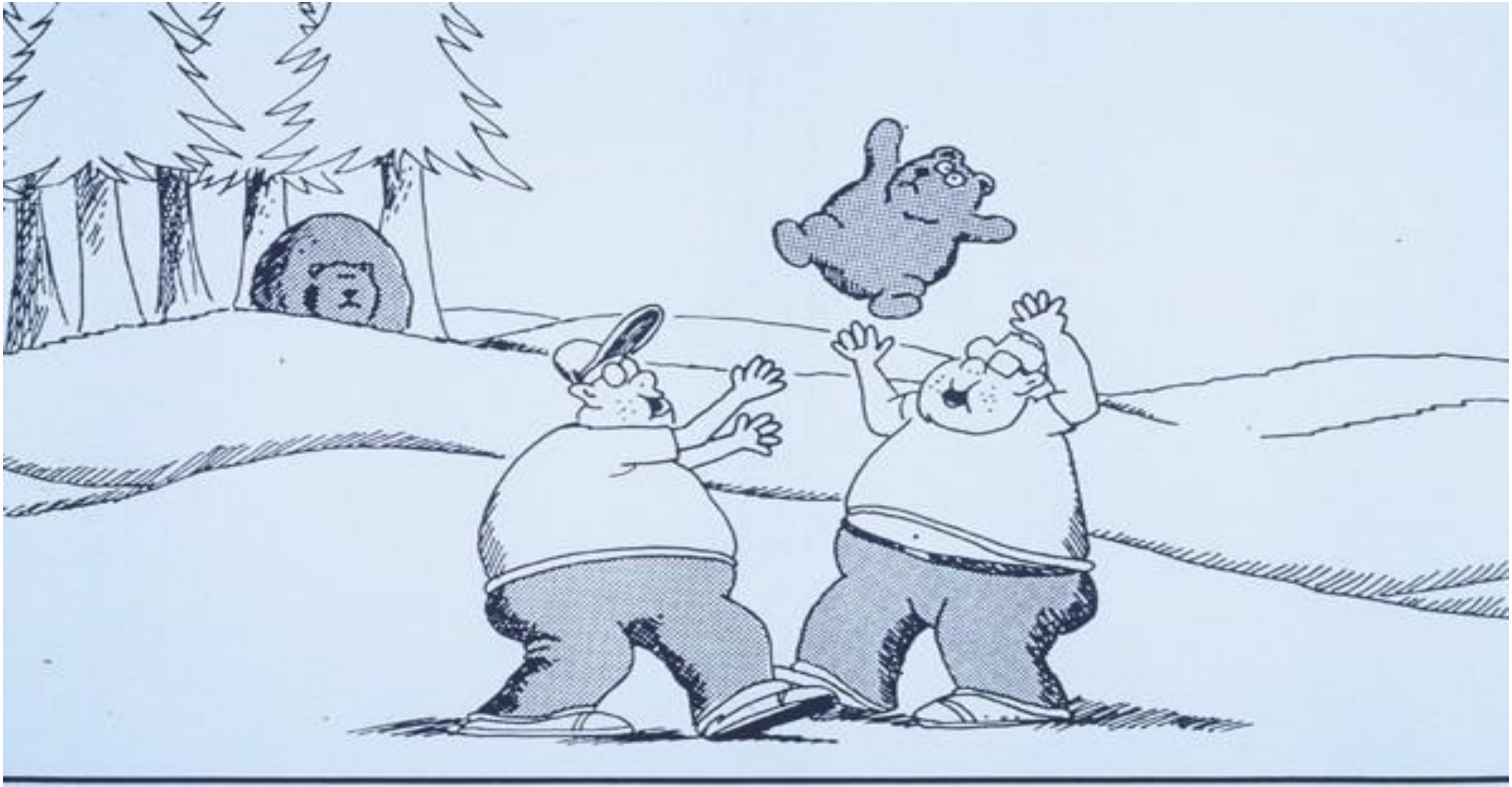


And no one ever heard from the Anderson brothers again.

Boredom

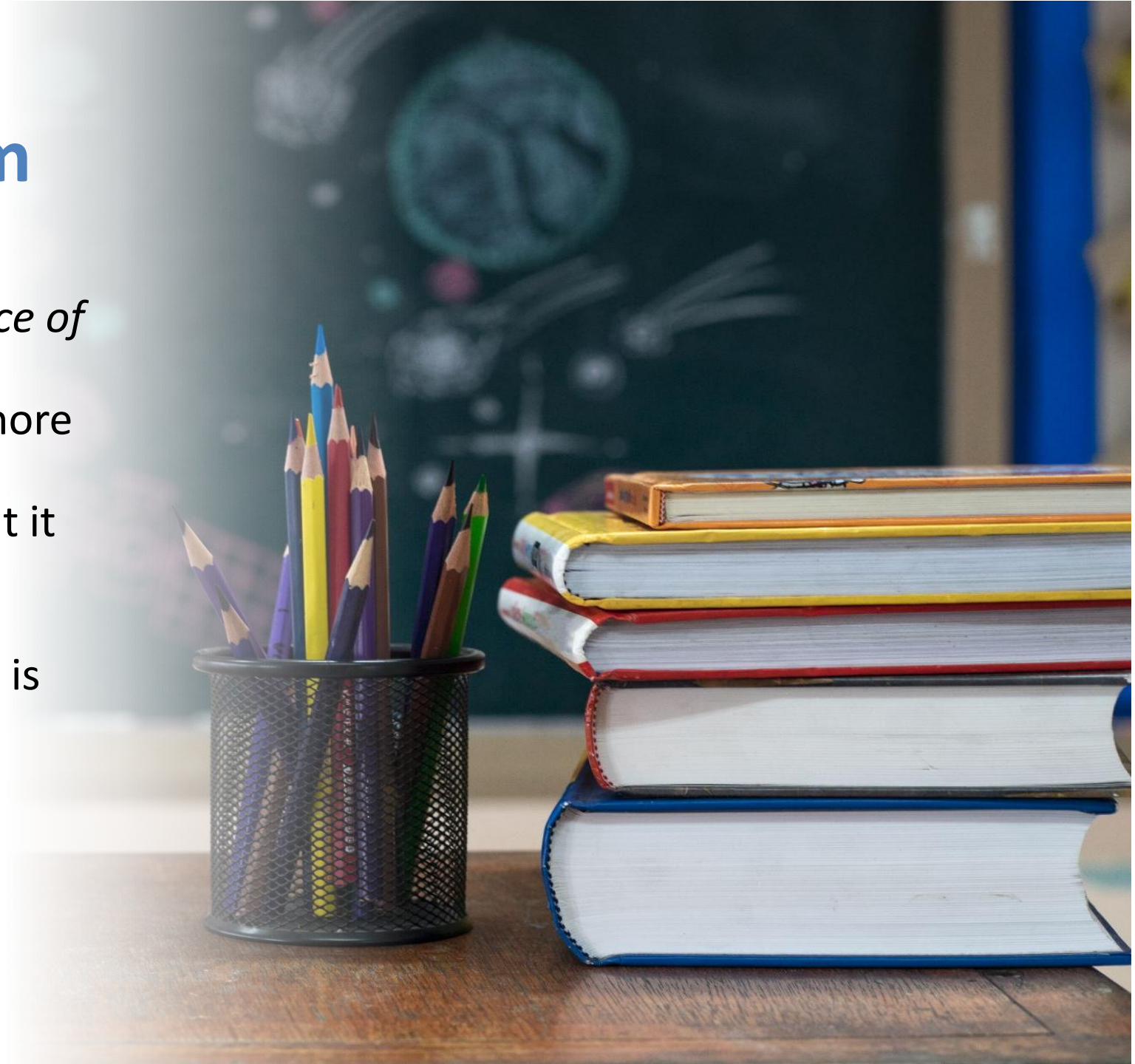
In schools often boredom is seen as a symptom of non – engagement, of wilful disobedience and that a pupil saying that they are bored is regarded as an insult.

The Art of boredom May 2021

Boredom

"Sandi Mann's book *The Science of Boredom* Teachers need to understand that boredom is more of an alert system than a challenge to authority and that it is an emotion that is simply confirming that they aren't meaningfully engaged in what is being taught"

Erin Westgate in her research study *Why Boredom is Interesting.*



Exercise and the Brain

Aerobic exercise physically remodels the brain for peak performance on three levels:

- It optimises your mind-set to improve alertness, attention, and motivation;
- It prepares and encourages nerve cells to bind to one another, which is the cellular basis for logging in new information;
- It spurs the development of new nerve cells from stem cells in the hippocampus." In short, not only does exercise help the brain get ready to learn but it actually makes retaining information easier.

Dr. John J. Ratey, an associate clinical professor of psychiatry at Harvard Medical School https://www.wgu.edu/heyteach/article/exercise-and-brain-how-fitness-impacts-learning1801.html

Move: The new science of body over mind

- “Our biological baseline is to be up on our feet moving and thinking at the same time”

- Putting weight on your feet compresses the major arteries of the feet increasing turbulence in the blood and increasing blood flow to the brain by a further 10 to 15%

- https://www.newscientist.com/article/mg25033350-400-how-the-way-you-move-can-change-the-way-you-think-and-feel/

Standing desks

Other options

- Give short breaks between assignments.
- Possible use of Work stations and headsets or double screens if working independently during prep
- Set variety of tasks and activities, where possible include ‘hands on’ activity.
- Allow student to fiddle with an agreed upon object e.g. stress ball, concentrators.
- Exit cards if frustrated or need to have a time out break

Social clumsiness/ response inhibition

Got to say it…

Got to say it now…

Activity

Tell us an example of you going off piste in a classroom situation?

Machines

Some students respond more effectively to an individualized or 1-1 setting.

Attention is focused on the screen.

Multi-sensory experience.

Non-threatening: can retry problems, constant feedback and reinforcement.

Impersonal: computer doesn't yell or have favorites.

Variety of presentation; attend to novel stimuli.

Student can control pace, flexible: programmed to do things.

Rapid assessment.

Game like approach: challenge.

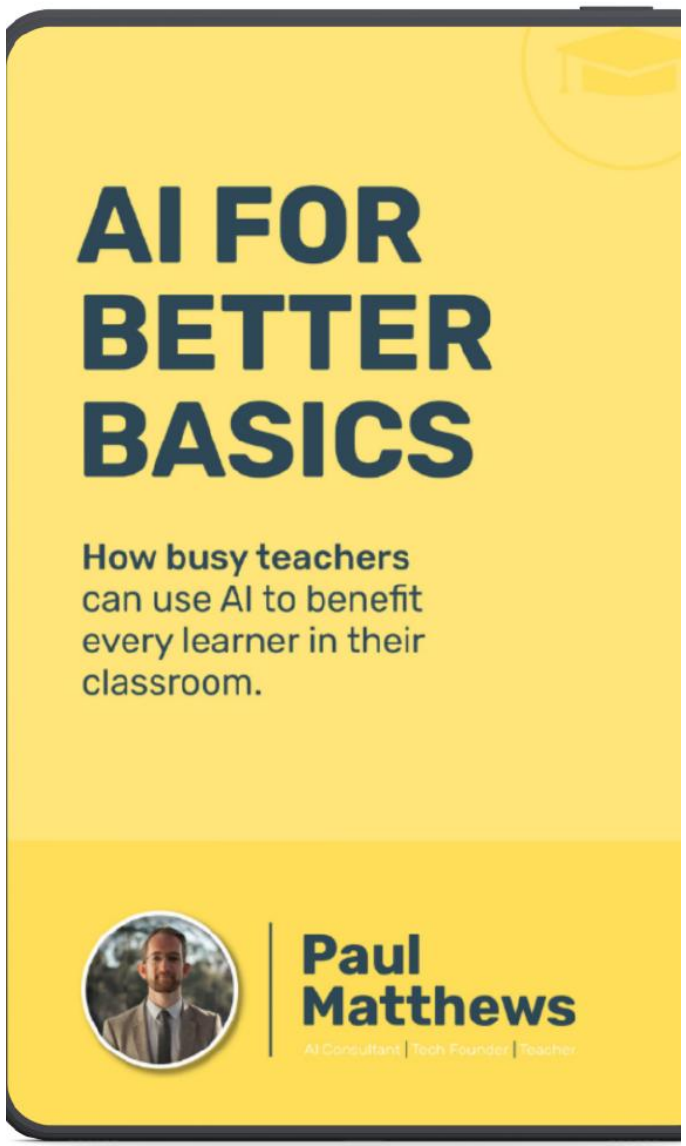
unesdoc.unesco.org/ark:/48223/pf0000376709

Education 2030

Resource from Paul Mathews

Free resource 5 AI skills to teach your students

Email: paul@myteacheraide.com



Other areas to support

Lying

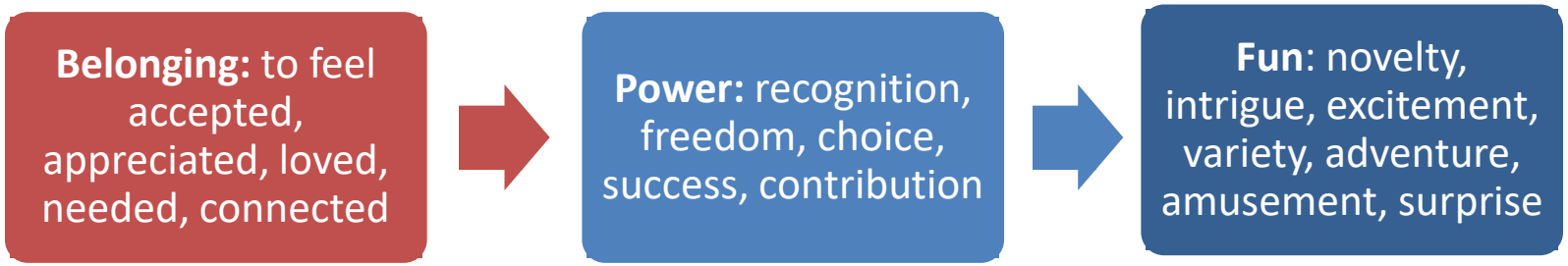
Swearing

Verbal Aggression and Physical Aggression

Motivation

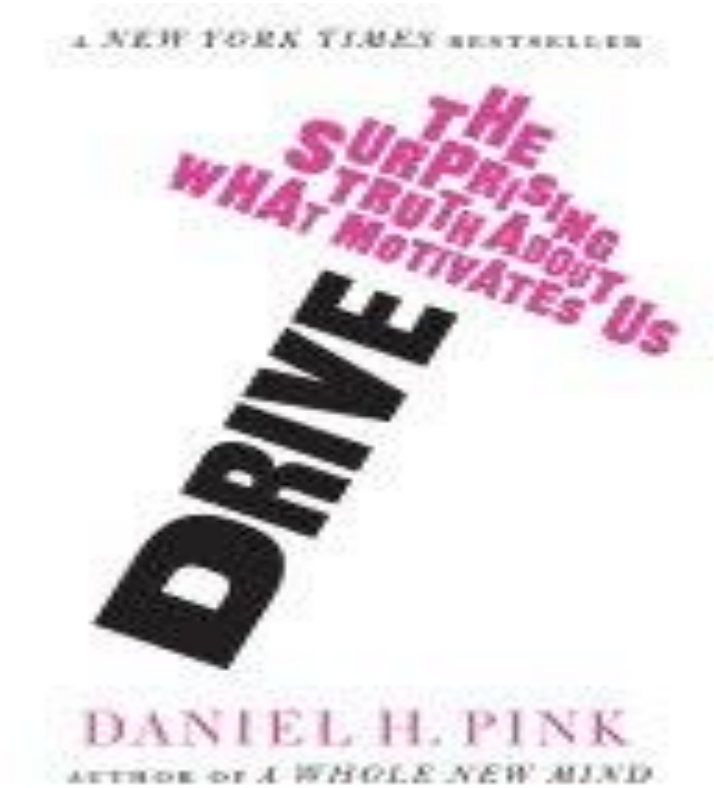
- Set short term mini-targets. “By the end of the lesson you need to get down to here in your textbook. In the next ten minutes you need to complete numbers 1-4. I’ll be back to check in ten minutes.”
- Make lesson activities more active.
- Include fun starters, video clips, educational games, energizers, magic tricks and brain teasers in your lessons from time to time to break up monotony.

The keys to motivation



Dr William Glaser The Achieving Society

Dan Pink



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Communication

7% WORDS

38% TONALITY, VOLUME AND TEMPO

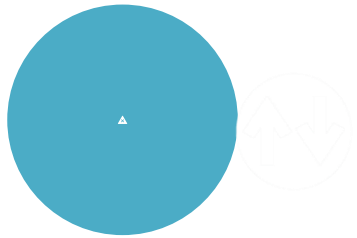
55% NONVERBAL SIGNALS

Assertive Body language

EYE CONTACT; BE FLEXIBLE AT TIMES.

HEIGHT/ LEVEL POSITIONING.

RELAXED.



NODDING.

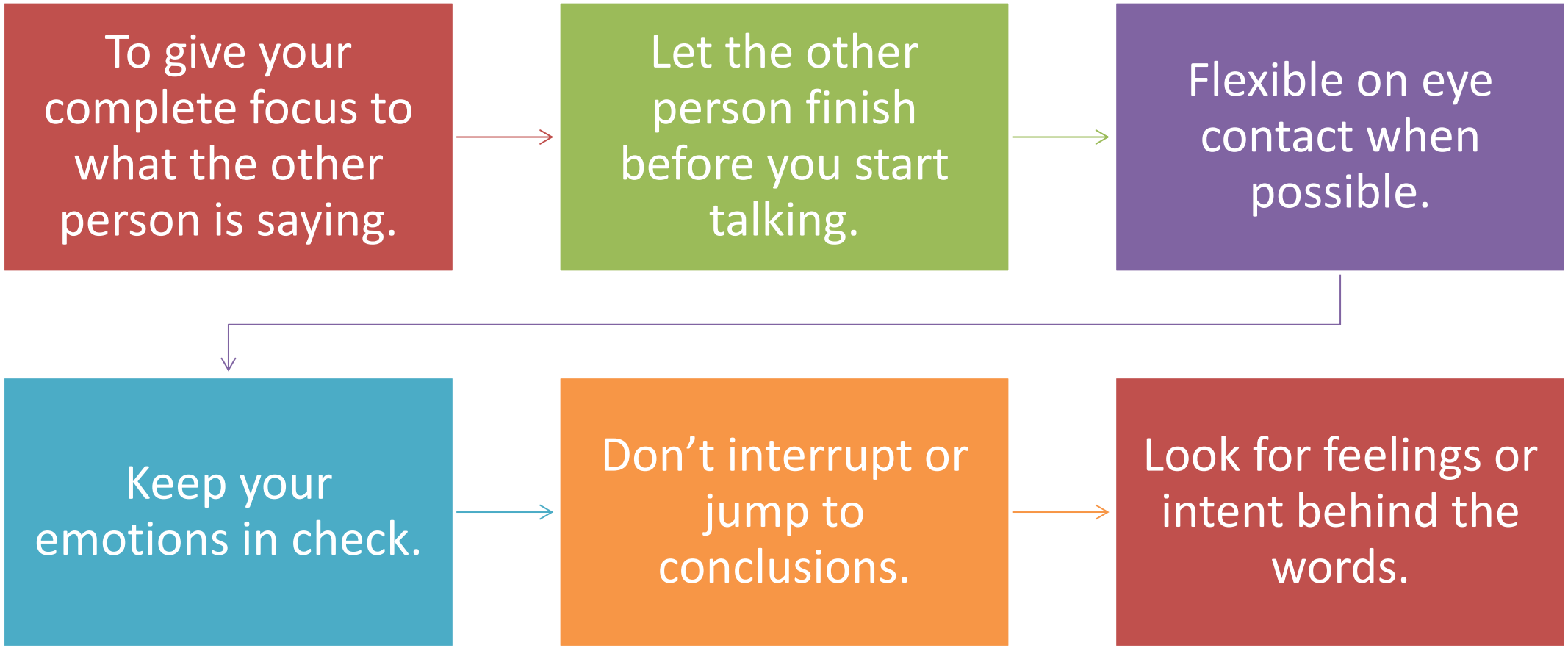
PERSONAL SPACE-BALANCE.

FACIAL EXPRESSIONS.

NOT FIDGETING YOURSELF.

FOCUSED, ACTIVE LISTENING.

Active Listening



Assertive sentence starters

- Lets…
- I need you to…
- In five minutes you will have…
- When I return, I will see…
- Today we are going to…
- You will be…
- I expect you to…
- I know that you will…
- Thank you for…

PDA: The 5 golden rules

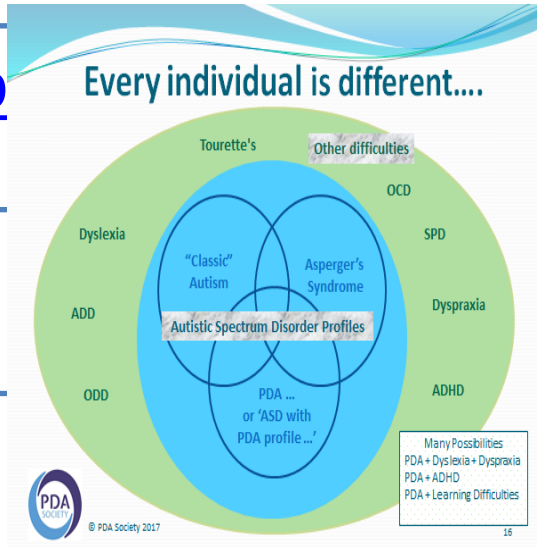
Think ahead

Give the child notice

Monitor the child's stress levels and scale b

Create space

Keep calm



simple strategies for supporting children with ... - PDA Society www.pdasociety.org.uk › Positive-PDA-booklet

PDA Top tips

Give the child advance notice

Children with PDA find it helpful to know what is going to happen, as this gives them a sense of being in control, as well as allowing them processing time

Monitor the child's stress levels & scale back demands

The mood and behaviour of children with PDA can change very quickly. It is important to look out for signs of increased anxiety, which can be reduced by decreasing demands.

Create space

Children with PDA find it hard to regulate their feelings. Make sure there's space in the classroom or school where they can go to feel calm. "They've made her a little area with a rainbow canopy

Keep calm!

When children with PDA panic, they need the adults around them to stay calm. We must regulate ourselves first, so that we can then help the child to regulate their anxiety.

simple strategies for supporting children with ... - PDA Society www.pdasociety.org.uk › Positive-PDA-booklet

To deal with frustration with poor verbal skills

Develop

- Develop options for space and time for exercise and moving about

Teach

- Specifically teach them not to hit or hurt others

Teach

- Teach the words to communicate rather than physically act out their thoughts

Use indirect language

“Really it’s just how somebody asks him to do something; if he sees it as ‘We need to go and do our reading now’ he will refuse to do it, but if it’s ‘Oh it’s our discovery time today, we’re going to do some reading, would you like to choose a book from these two?’ then he’s more compliant.”

Parent quote

Indirect language

Useful sentence starters

- “I wonder if we can...”
- “Let’s see if we can make something...”
- “I can’t see how to make this work...”
- “Shall we see if we can beat the clock...”
- “Maybe we could investigate…” “
- Who do you want to help us today…”

Try to avoid saying:

- “It’s time for you to...”
- “You’ve got to...”
- “You need to...”
- “You must”…

Useful ways of concealing demands

- Would you do...
- Could you...
- If you're happy to...
- When you have finished with...could you...
- Do you mind going/doing...
- Is it ok with you...
- How do you feel about...
- I wish I knew someone who could help with...
- Look at that, now it's time to...
- You choose, what job shall we do next...
- I bet you can't do...in five minutes
- Don't you clear that up...
- This task or this one...

Attention Seeking Behaviour in the classroom options

- Tactical ignoring (balanced out with praise for what they done or will be attempting to do)
- Get up close - move into their space and run the lesson from this position for a while
- Remain very calm and avoid getting wound up and rewarding the behaviour with negative attention
- Maybe agree non-verbal cues in advance with some students you notice may need this response

Diffusing Confrontation options

Adopt non-threatening body language (body to side, open arms).

Avoid threatening hand gestures (pointing), facial expressions and verbal language (shouting, accusing).

Diffuse and de-escalate - use humour, change subject.

Calmly offer support... ("How can I help?" "I'm listening.")

Do it with flowers…..

Instead of saying	Maybe try saying
Be quiet! Can't you see I'm talking?	Please don't interrupt
How many times do I have to tell you?	Please listen carefully
You're always getting into trouble	Do you need me to help you with this?
David get back in your seat	David you should be sitting down
I'm warning you…!	Please listen to me.
Angrily…. Stop it	I need you to get back on task/line/learning

Refocusing the conversation

Young person	Adult
• ‘It wasn’t me’	‘I hear what you are saying….’
• ‘But they were doing the same thing	I understand…..’
• ‘I’m going to report /sue you”	Be that as it may….’
• ‘I was only…..’	‘Maybe you were….and yet….’
• ‘You are not being fair’	‘Yes I may appear unfair…’
• ‘It’s boring’	‘Yes you may think it boring… yet
• ‘You are annoying’	‘That could be true however what I need to

AND also

Don’t take anything personally

Don’t automatically send to them to SMT when they are in the red zone

It takes 2 people to have an argument

Offer a choice when possible and try to allow them to save face in front of peers

Think mood, your mood and the mood of the others

Problem solving ABC

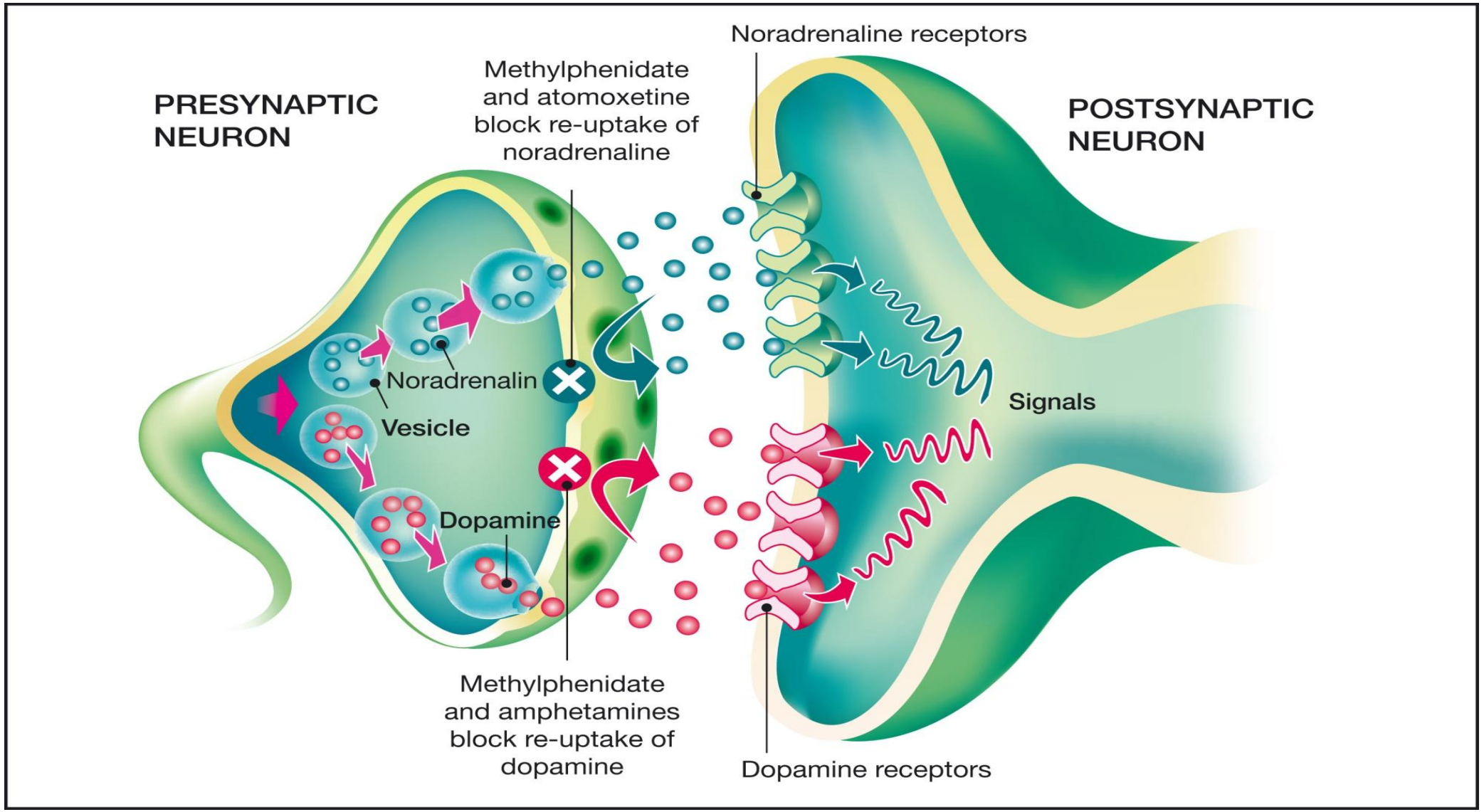
- When do the problems occur? (time of day, specific situations)
- What are the triggers (interaction with others, boredom, particular tasks)
- In confrontation how does he/she react
- In what way does your response to the child affect the outcome
- What seems to have a positive affect (your approach; humour, change of task)

Medication Options

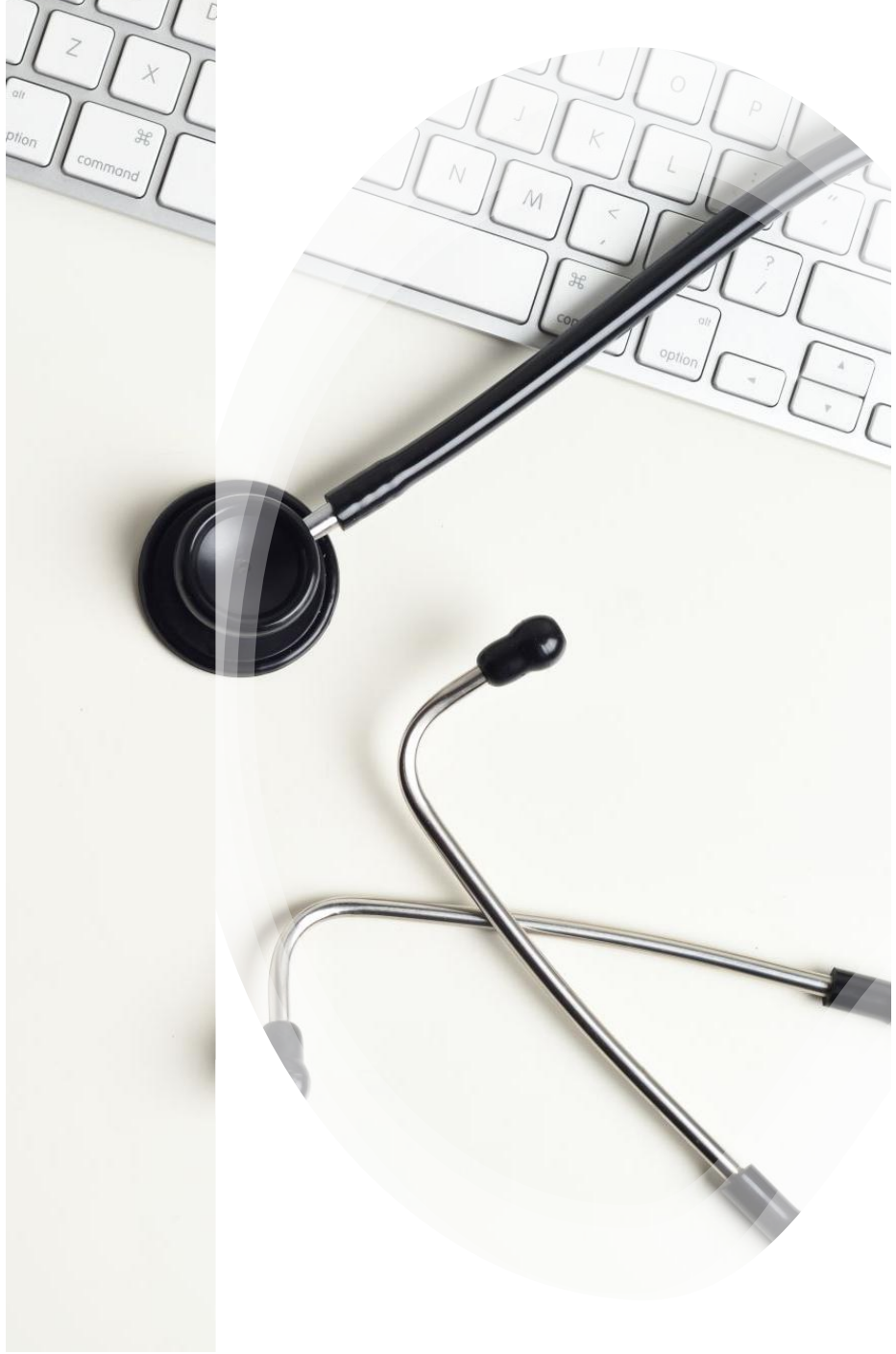
When?

- Only after comprehensive evaluation
- When earnest attempts at non-medical interventions have proved insufficient
- When the child is at risk of emotional and/or academic failure

Mechanism action



Wilens T, Spencer TJ. Handbook of Substance Abuse: Neurobehavioral Pharmacology. 1998; 501-13.



Impact of Medication

- Medication initially treats the core symptoms of ADHD
- Flow on effect to improved self esteem and social skills
- Improvements allow other strategies to be more effective i.e. behavioural management, educational strategies etc

Questions, Comments, Anecdotes, Stories