



BEHAVIOURAL, EMOTIONAL AND SOCIAL DIFFICULTIES

A Continuum of Support



Guidelines for Teachers





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FOREWORD

In September 2007, NEPS circulated *Special Educational Needs - A Continuum of Support Guidelines for Teachers and Resource Pack*. The Guidelines and Resource Pack were designed to assist teachers in mainstream primary schools to identify needs and to develop and evaluate interventions to meet those needs.

Since that time, NEPS has been working with schools to support them in this approach to the inclusion of pupils with special educational needs. NEPS psychologists have been available to work with assigned schools at any of the levels of assessment and intervention, at Classroom Support, School Support or School Support Plus.



The inclusion of pupils with behavioural, emotional and social difficulties can be particularly challenging for teachers. In order to respond to that challenge, and to support teachers in responding to the needs of these pupils, NEPS has developed these guidelines "*Behavioural, Emotional and Social Difficulties - A Continuum of Support*". The Guidelines recognise that behavioural, emotional and social difficulties also occur on a continuum. They can range from developmentally appropriate behaviours or mild and transient difficulties to difficulties which are significant and persistent. The Guidelines are designed to assist teachers in intervening at whatever level of the continuum is most appropriate.

These Guidelines build on the original Continuum of Support documents and include case studies, assessment and intervention materials. The resource materials include materials for classroom as well as for individual interventions. The materials are designed to be downloaded or photocopied for use by teachers, as required. NEPS psychologists continue to be available to support schools in assessment and intervention using this continuum approach.

The Guidelines are intended to complement the Learning Support Guidelines (2000) and to be used in conjunction with the Guidelines on the Individual Education Plan Process (NCSE 2006) and *Developing a Code of Behaviour: Guidelines for Schools* (NEWB, 2008). I am grateful to all who contributed to their development through offering constructive feedback, including teachers, the Inspectorate in the Department, the Irish National Teachers' Organisation, the Irish Primary Principals' Network, the National Council for Special Education, the Special Education Support Service, and staff from the colleges of education.

I particularly wish to thank those within NEPS who worked on the development of these guidelines and support materials. I am confident that they will be of practical use to teachers in addressing the needs of children with behavioural, emotional and social difficulties in their schools.

Maureen Costello
Director



INTRODUCTION

These guidelines accompany the publication *Special Educational Needs: A Continuum of Support* which was circulated to all teachers in 2007. This process, which schools and teachers use to identify and cater for special educational needs generally, is applied more specifically here to the behavioural, emotional and social needs of pupils. It should be noted that these guidelines are designed for all Primary school staff.

The purpose of the guidelines is to support school staff in the process of building on current good practice and to help schools to develop systems, skills and structures for responding to pupils' needs. The guidelines reflect best practice in working with children with behavioural, emotional and social needs.

ORGANISATION OF RESOURCES TO SUPPORT THE CONTINUUM OF NEED

Meeting the needs of individual pupils with behavioural emotional and social difficulties is often related to the organisation of the resources available within the school. Appendix 2 of the document *SPECIAL EDUCATIONAL NEEDS: A Continuum of Support* outlines the relation between the Continuum of Support and the organisation of resources allocated to the school on the basis of both the General Allocation and those allocated for individual pupils by the NCSE. It is intended that the processes proposed here will help schools to make best use of those resources to support children who have needs at all points on the continuum.

The approach described here follows the model of assessment and intervention which is set out in the publication *Special Educational Needs: A Continuum of Support*. An overview of that model is given at **Section 1**. It encompasses three distinct school-based processes as follows:

Classroom Support - an intervention process co-ordinated by the class teacher and carried out within the regular classroom

School Support - an assessment and intervention process which is usually co-ordinated by the learning support/resource teacher working alongside the class teacher. Interventions at this stage will be additional to those provided through classroom support.

School Support Plus - generally characterised by the school requesting the involvement of relevant external services in more detailed assessment and development of intervention programmes. This level of intervention is for pupils with more complex and/or enduring difficulties and whose progress is considered inadequate, despite carefully planned interventions at the previous levels.

Section 2 of these guidelines offers a brief overview of a whole-school framework for promoting positive behaviour and for preventing difficulties.



Section 3 describes classroom structures and supports which help to create a positive classroom environment, maximise learning and socialisation, and minimise difficult behaviour.

Case studies are then used in **Section 4** to demonstrate how the model of assessment and intervention works in practice and how it can support pupils experiencing behavioural emotional and social difficulties.

Resources available in the publication *Special Educational Needs: A Continuum of Support*, which are also recommended for use in working with pupils with behavioural, emotional and social difficulties, are reproduced at Appendix 1. Resources applicable more specifically to assessment and intervention process in relation to behavioural emotional and social difficulties are offered in Appendix 2 and Appendix 3. Teachers may use them, or adapt them for use, in ways that suit their current context.

As well as reflecting the approach set out in *Special Educational Needs: A Continuum of Support* (2007), these guidelines are intended to complement the *Learning Support Guidelines* (2000) and the staged approach to assessment and intervention outlined in Special Education Circular 02/05. These guidelines may also be used in conjunction with the *Guidelines on the Individual Education Plan Process* (NCSE, 2006).

This document is based on good practise in schools, ongoing review of psychological theory and research and the experience of NEPS psychologists working with teachers in schools. This is not an exhaustive set of guidelines and the focus is more on producing an accessible resource for teachers than on a research paper. This is an evolving area and NEPS is committed to continuous improvement in developing best practice in relation to meeting the needs of all pupils with special educational needs and to supporting teachers. We welcome your feedback and suggestions for further developments.

Theoretical Perspectives on Behavioural, Emotional and Social Difficulties

It is difficult to find agreement in the literature about what constitutes or defines behavioural, emotional or social difficulty and there are many different approaches to defining behavioural emotional and social difficulties. As NEPS uses it, the term refers to difficulties which a pupil or young person is experiencing which act as a barrier to their personal, social, cognitive and emotional development. These difficulties may be communicated through internalising and/or externalising behaviours. Relationships with self, others and community may be affected and the difficulties may interfere with the pupil's own personal and educational development or that of others. The contexts within which difficulties occur must always be considered, and may include the classroom, school, family, community and cultural settings.

Behavioural, emotional and social difficulties may be usefully thought of as behaviour occurring along a continuum from developmentally appropriate (e.g. normal testing of boundaries) and milder, more transient difficulties to difficulties which are significant and/or persistent, and which may warrant clinical referral and intervention. NEPS considers that diagnosed mental illness/clinical disorders are included in the term, but only a small minority of pupils on this continuum would have a clinical diagnosis.

There are many theoretical perspectives on how social and emotional development is facilitated and how behavioural difficulties develop. Different theories encompass different fundamental models for understanding the person and their development, and thereby assign different causal models to the development of behavioural responses. These models, in turn, determine the type of assessment and intervention process applied to understanding and addressing the problem. A thorough theoretical review



is beyond the scope of this document. A brief overview is presented in the table below to illustrate the main developments and theories relating to understanding behaviour. These theoretical perspectives range from those which focus on self-individual factors to those which focus on self-others and self-environment factors. The perspectives described are:

- Biological
- Psychodynamic
- Behavioural
- Cognitive
- Social Learning
- Humanistic
- Eco-systemic
- Ecological

The Continuum of Support guidelines encompass a problem solving approach to understanding and developing interventions for pupils experiencing a range of learning and behavioural difficulties. Each perspective is considered in terms of its theoretical basis and then how it relates to the problem solving process in terms of

- Assessment - describing the problem/behaviour
- Formulation - why is it happening?
- Intervention -how can we help?
- Review - did it work?

The table below is based on the work of Harry Ayers, Don Clarke, Anne Murray in their publication: *"A Practical Guide to Effective Interventions for Teachers, 2nd Edition-David Fulton Publishers (2002)"*





Theoretical perspective and it's theoretical basis	Assessment	Formulation	Intervention	Review
Biological Behaviours are influenced by genetic, physiological and neurological processes	Brain imaging, Interviews, Psychometric & Neuropsychological testing , psycho-physiological measurements	Difficulties may be due to genetic predisposition, organic or structural brain abnormalities or neuro-chemical imbalances	Drug therapy	Effects of drug therapy on behaviour and cognition
Psychodynamic Behaviours are due to unconscious processes which seek to protect the ego	Transference relationship, psycho-analysis, interpretation of dreams, projective techniques	Behaviour difficulties are due to unresolved and unconscious conflicts having their roots in early childhood which give rise to unconscious anxiety and defence mechanisms	Interpretation of unconscious phantasy, ego defences through the transference relationship with the therapist	The person develops insight and more appropriate working models
Behavioural This perspective is based on classical and operant conditioning which posit that behaviour is the result of learning	Observation schedules, checklists, frequency recording and consideration of antecedents and consequences for behaviours	Behaviour problems are due to faulty learning and reinforcement of negative behaviour	Reinforcement programmes, extinction, token economy, behaviour contracting, responses cost, social skills training	Decrease in frequency of negative behaviours and increase in desired behaviours compared to baseline measurements
Cognitive Information processing; Cognitive processes mediate behavioural and emotional responses	Self monitoring diaries examining thoughts/ attitudes/ beliefs and feelings and behaviours,	Behavioural and emotional difficulties are the result of maladaptive/faulty thought processes	Developing problem solving skills, stress inoculation, self-instruction etc	Increase in problem solving and self-management skills, change in attributions





Theoretical perspective and it's theoretical basis	Assessment	Formulation	Intervention	Review
Social Learning Reciprocal determinism; behaviours are learned and influenced through interactions with others, Self efficacy; behaviour is influenced by outcome expectations	Self-monitoring	Efficacy and outcome expectations influence behaviours	Observational learning, teaching and modelling coping skills	Increased self-efficacy
Humanistic Phenomenology; subjective meanings, perception and feelings	Measures of self-concept, self esteem, feelings, classroom observation, exploring ideal/actual self	Behavioural and emotional difficulties arise from low self-esteem and negative self-concept	Developing self-esteem, positive self-concept, addressing Maslow's hierarchy of needs	Increased self esteem, positive self-concept
Eco-systemic Systems theory/Family therapy; focus on systems and circular causality	Examination and interpretation of interactions within and between systems (family/school) through interview and observation	Behaviours are the results of interactions between subsystems; negative interactions/interpretations give rise to self-perpetuating cycles of behaviours	Analysing and Reframing interpretations of functions and motives	Positive changes in interactions and interpretations and self-sustaining cycles of positives behaviours established
Ecological Social and Physical Environments; behaviour occurs within a context and can be viewed as the result of person-environment interaction	Questionnaires, observation, attitude surveys, checklists, socio-metric techniques	Behavioural difficulties are the result of negative person-environment interaction	Modifying physical and social environment, developing awareness and changing perceptions, beliefs and attitudes	Positive change in environment and person-environment interactions

A Bio-Psycho-Social approach to behavioural, emotional and social difficulties

Practitioners acknowledge that none of the theoretical perspectives described above provides all the answers and educational psychologists tend to use broad conceptual frameworks drawing on a range of theories, for understanding behaviour and developing interventions.

The bio-psycho-social approach, which has become the dominant model in mental health, recognises that humans are complex beings whose functioning is determined by interrelated and interdependent biological, psychological and socio-cultural factors. This approach allows the application and integration of a range of theoretical frameworks in considering a pupils current functioning and needs.

This approach used by educational psychologists recognises that the causes of difficulties may be multiple and complex and even a single causative factor may lead to different behaviours in different pupils and in different situations. It is also important to remember that behaviour may often be described according to the particular perspective adopted by the teacher, parent or others.

Success in the complex learning and social environment of the school is dependent on a range of variables many of which may be outside the direct control of the teacher e.g. socio-economic background, personality, aptitudes and abilities. Nonetheless, there are several factors within teacher control (classroom management, relationships with pupil, differentiation etc) which have been shown to have a significant effect on outcomes for pupils.

The following case example of Mark illustrates how biological, psychological and social factors need to be taken into account in helping to understand and respond to his needs.

Case Study

Mark, aged 8, has just received a diagnosis of AD/HD. His parents had requested their GP to refer him to the Child and Adolescent Mental Health Service (CAMHS) because of his teachers' concerns over a number of years about his behaviour in school and their own difficulty managing his behaviour at home. He was always on the go, had difficulty going to bed when asked and was becoming isolated in the neighbourhood as other children were no longer inviting him into their games. His parents noted that he had difficulty accepting rules and could throw a tantrum if his demands were not met immediately. They were repeatedly giving in to him for the sake of a quiet life and they felt that this was unfair to their other children.



His teachers noted that Mark had great difficulty listening, to and following, directions in class. He frequently shouted out and rarely finished any tasks set. His teachers were worried about his ability to make friends due to his frequent involvement in conflict with peers, especially at playtimes.

Mark's teacher helped him to complete "My thoughts about school" (Appendix 2, Assessment Document 4) Mark's responses indicated that he was worried about not having friends. He reported that his teacher would describe him as the "boldest boy in the class". Mark said he was happiest when drawing.



AD/HD is considered to have a neurobiological basis. However it is diagnosed on the basis of a multi-disciplinary assessment focusing on the frequency and intensity of specific behaviours related to impulsivity, inattention and distractibility. It is also recognised that school, family and environmental factors can influence the outcomes of the child's difficulties.

In Mark's case a diagnosis was made by the CAMHS team on the basis of information gathered from home and school and clinical observations. The consultant psychiatrist decided to start Mark on a trial of Ritalin. However, research shows that while medication is effective in reducing some of the behavioural features of AD/HD, it is not a guaranteed cure on its own. It is much more effective in combination with psychological, educational and social support.

In addition to medication, therefore, the following interventions were also put in place for Mark:

Mark's parents were helped to access a parenting programme which included a focus on managing children with AD/HD. They have worked on establishing a clear routine and expectations for Mark's behaviour and have set up a behaviour plan with an initial target focusing on going to and staying in bed. They reported to the family support worker that they now have a greater understanding of Mark's needs and feel there is less tension in the home. They reported that being clear about the routine and house rules has improved things for all the family.

At school Mark's teacher sought advice from the school's educational psychologist on ways of helping Mark in the classroom. He has made some adjustments to seating arrangements and introduced a visual timetable which has helped to make things more predictable for Mark. He also developed a behaviour chart with Mark focused on achieving agreed targets in relation to written tasks. Mark will receive a drawing pad when he has earned 20 stars. The class teacher reported that he understands Mark better and is working on changing Mark's reputation in class by ignoring low level behaviours such as fidgeting and looking for opportunities to praise his efforts.

The resource teacher is working with Mark to develop anger management and calming strategies to help him deal with frustration when things don't go his way. She is helping him develop problem solving skills using a 'Think Sheet' (See Individual Intervention document 9). She is also running a social skills group twice a week where Mark and others have an opportunity to learn and practice a range of skills through guided rehearsal and role play.

The Continuum of Support guidelines encompass a problem solving approach to understanding and developing interventions for pupils experiencing a range of learning and behavioural difficulties. Each perspective is considered in terms of its theoretical basis and then how it relates to the problem solving process in terms of

- Assessment - describing the problem/behaviour
- Formulation - why is it happening?
- Intervention -how can we help?
- Review - did it work?

Section 1

The Continuum of Support - an overview

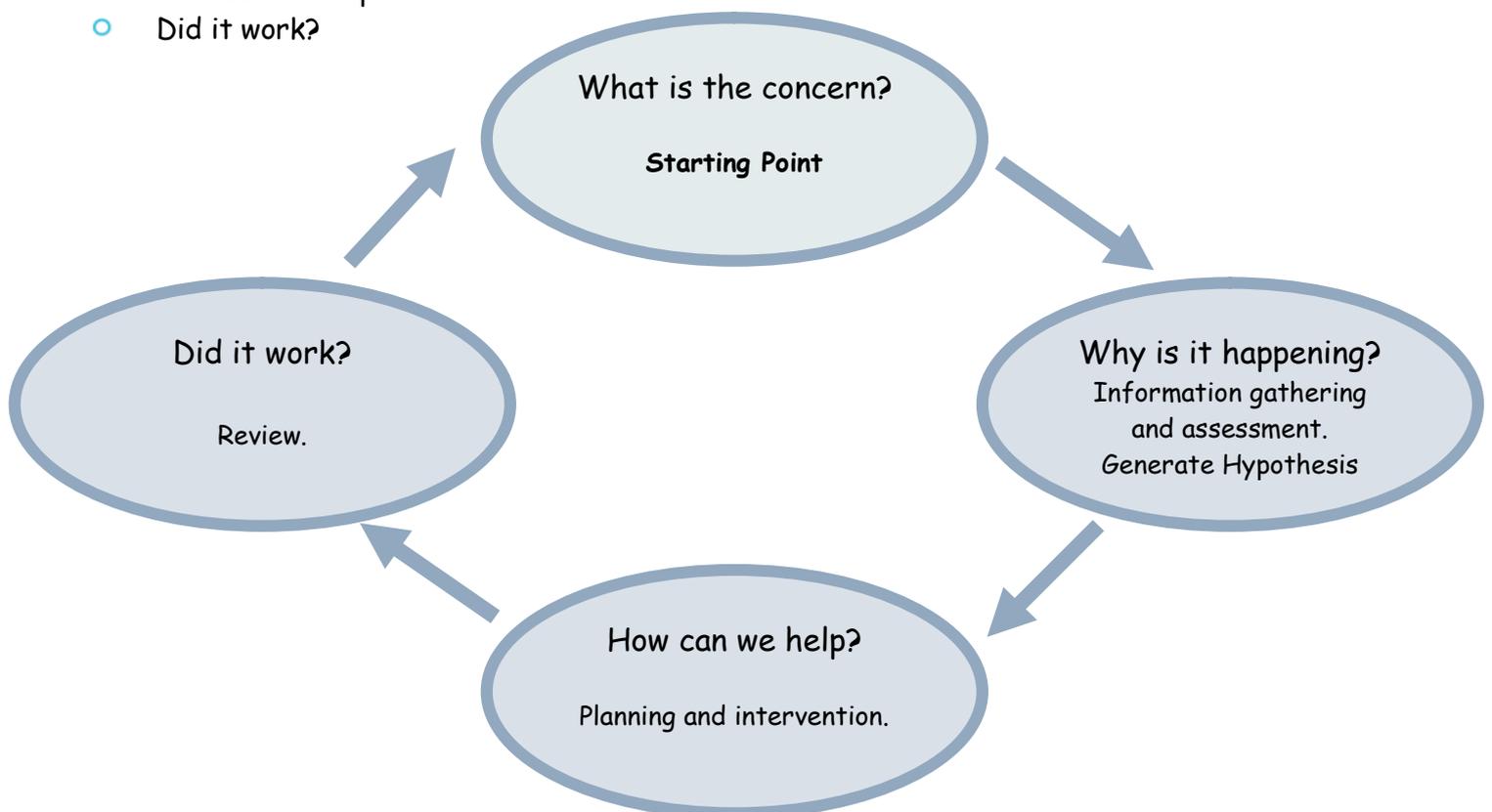
The Continuum of Support is outlined in full in *Special Educational Needs, A Continuum of Support, Guidelines for Teachers (DES 2007)*. The process is summarised again here but teachers are advised to refer to the guidelines for a full description of the process involved.

The needs of pupils with special educational needs can best be considered in terms of a continuum and therefore support given is also on the basis of a continuum.



The term 'support' in these guidelines refers to both assessment and intervention. The focus is on identifying actions which can be taken to make a positive difference to the pupil/s. These actions are identified using a problem solving approach. An incrementally more systematic process is outlined depending on where the pupil's needs lie on the continuum in terms of intensity and duration. However, the same thematic questions should guide the thinking and action process at each level of support:

- What is the concern?
- Why is it happening?
- How can we help?
- Did it work?



This problem-solving process is, therefore, one of assessment, intervention and review.

Classroom Support

Classroom Support is the most common, and typically the first response to emerging needs. It is a response for pupils who have distinct or individual educational needs and who require approaches to learning and/or behaviour which are additional to or different from those required by other pupils in their class.

Problem solving at this level typically begins when a parent or teacher has concerns about an individual pupil. The teacher and parents discuss the nature of the problem and consider strategies which may be effective. Classroom Support incorporates the simple, informal problem-solving approaches commonly used by class teachers to support emerging needs.

The dedicated time for SPHE provides a valuable means for building positive relationships, developing positive behaviour and for addressing particular needs observed in the class group through topics such as 'I am unique'; feelings; decision making; belonging; identity and self esteem; or through social skills training which can focus on many of the skills that pupils need for success in school.

A pupil receiving support within their classroom would be considered to be at stage 1 in terms of the "Staged Approach to Assessment, Identification and Programme Planning" (DES Special Education Circular 02/05)

School Support

In some cases interventions at classroom support level are not enough to fully meet the pupil's special educational needs. A School Support Plan may be needed. This involves more systematic gathering of information and the development and monitoring of an Individual Pupil Learning Profile (IPLP). The class teacher needs to involve the learning support/resource teachers in the problem-solving process at this point. Resources available under General Allocation may be used to intervene in a proactive way to address identified difficulties. By intervening as soon as possible, the difficulties may be resolved. The plan could address the needs of more than one pupil, e.g. an additional in-class intervention for a group of pupils with similar needs might be introduced. The NEPS psychologist may assist by advising on appropriate interventions or supporting the school staff in implementing them.

A pupil receiving mostly group support or occasional individual support in addition to classroom support would be considered to be at stage 2 in terms of the "Staged Approach to Assessment Identification and Programme Planning" (DES Special Education Circular 02/05)

School Support Plus

If pupils' special educational needs are severe and/or persistent, they are likely to need intensive support and an Individual Behaviour Plan (IBP). School Support Plus will generally involve personnel from outside the school in the problem solving, assessment and intervention process. The NEPS psychologist might be consulted at this stage. The information from Classroom Support and School Support work will provide the starting point for problem-solving at this level. A review of the work already done at classroom support and school support will provide important information for a pupil's IEP.

A pupil receiving more intensive teaching support including more focused small group work or individual teaching is considered to be at stage 3 in terms of the "Staged Approach to Assessment Identification and Programme Planning" (DES Special Education Circular 02/05)

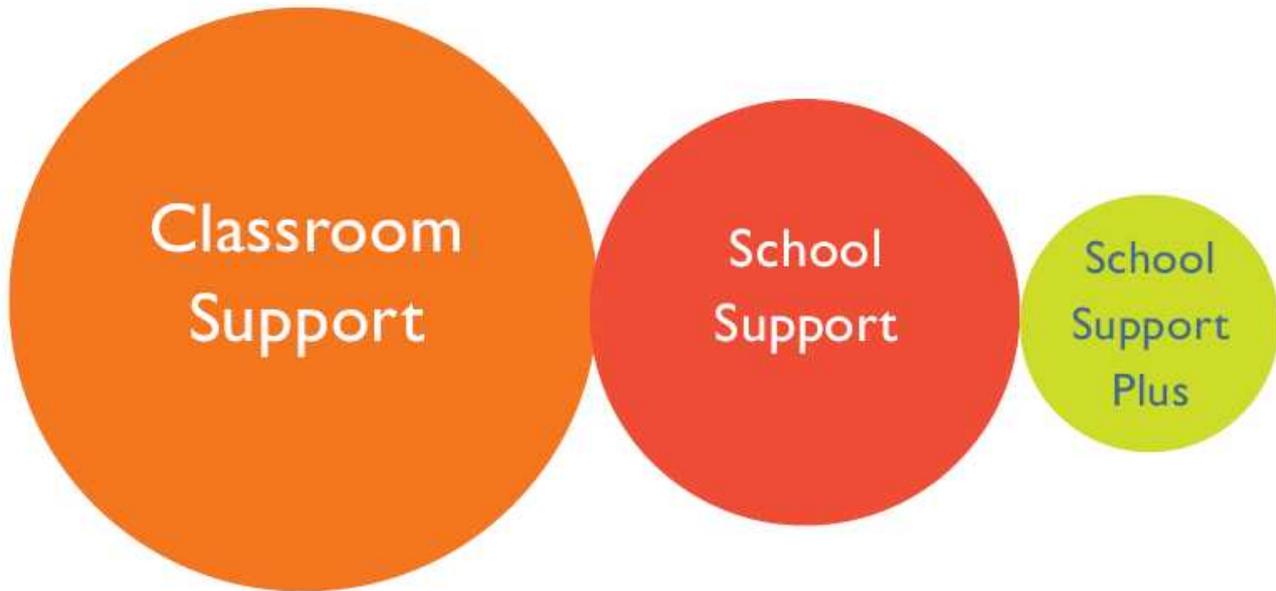
Note: Colour coding throughout report to reflect levels

- CLASSROOM SUPPORT
- SCHOOL SUPPORT
- SCHOOL SUPPORT PLUS



While most pupils' initial needs should be met through classroom based interventions, a small number of pupils may arrive at school with difficulties that are more significant or which are immediately recognised. In such cases, it may be more appropriate to begin with a School Support or School Support Plus Plan. Most of the pupils to whom this applies will be new to the school. However it may also apply for some pupils following an event which impacts significantly on them in school.

Schools will organise the use of resources depending on the level of needs



NEPS Psychologists have a role in developing schools' capacity to meet pupils' needs at each level.

THE NEPS PSYCHOLOGIST'S SUPPORT FOR THE PROCESS

NEPS psychologists can work with schools in developing whole school approaches to promoting positive behaviour as well as strategies suited to individual classes or groups of pupils. The extent of the work will depend on agreement with the school about the use of service time available.

Examples include:

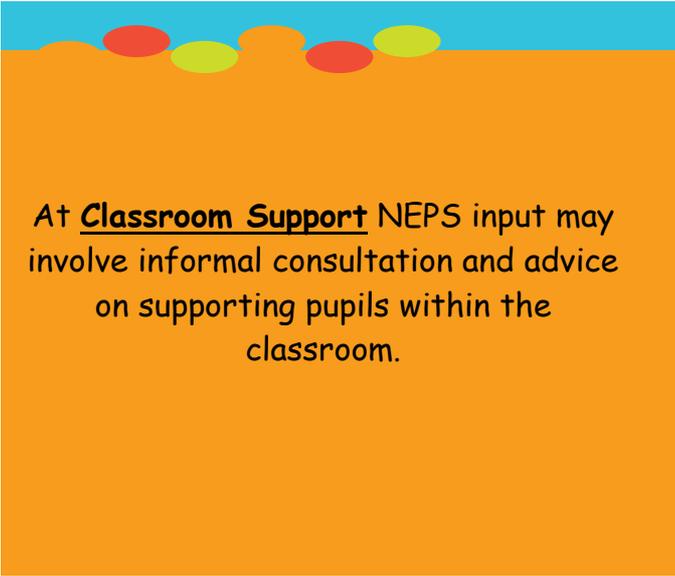
- work on school policies and procedures, such as the development of positive behaviour policies or support to care/SEN teams
- advice on approaches to teaching and learning
- input to staff development
- advice on classroom management strategies
- sharing assessment and intervention strategies
- group work with pupils with similar needs such as social skills,
- anger management, resilience building

This support and development work can directly and indirectly support a child/young person whose needs are being met at different points along the continuum of support in school. It is also an effective way of supporting teachers and parents in utilising their experience, skills and knowledge in addressing the needs of pupils.

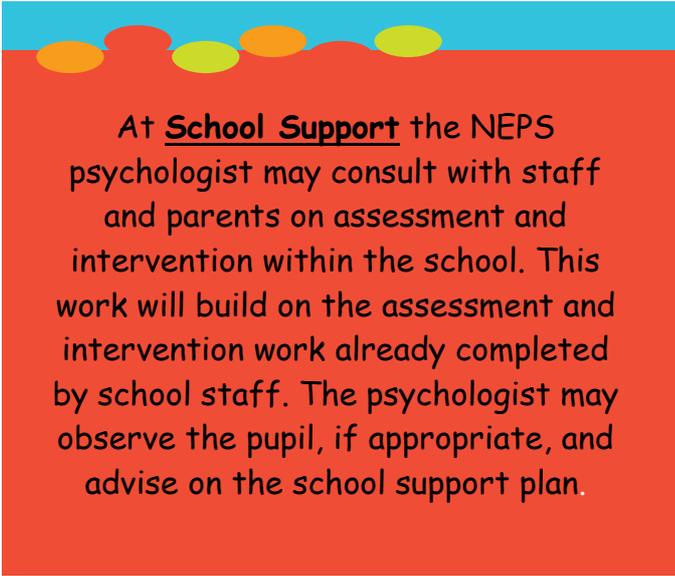
NEPS role at Classroom Support and School Support will usually be an advisory and consultative one. The psychologist will be more likely to engage in direct work with the pupils, parents and staff of children receiving support at School Support Plus level



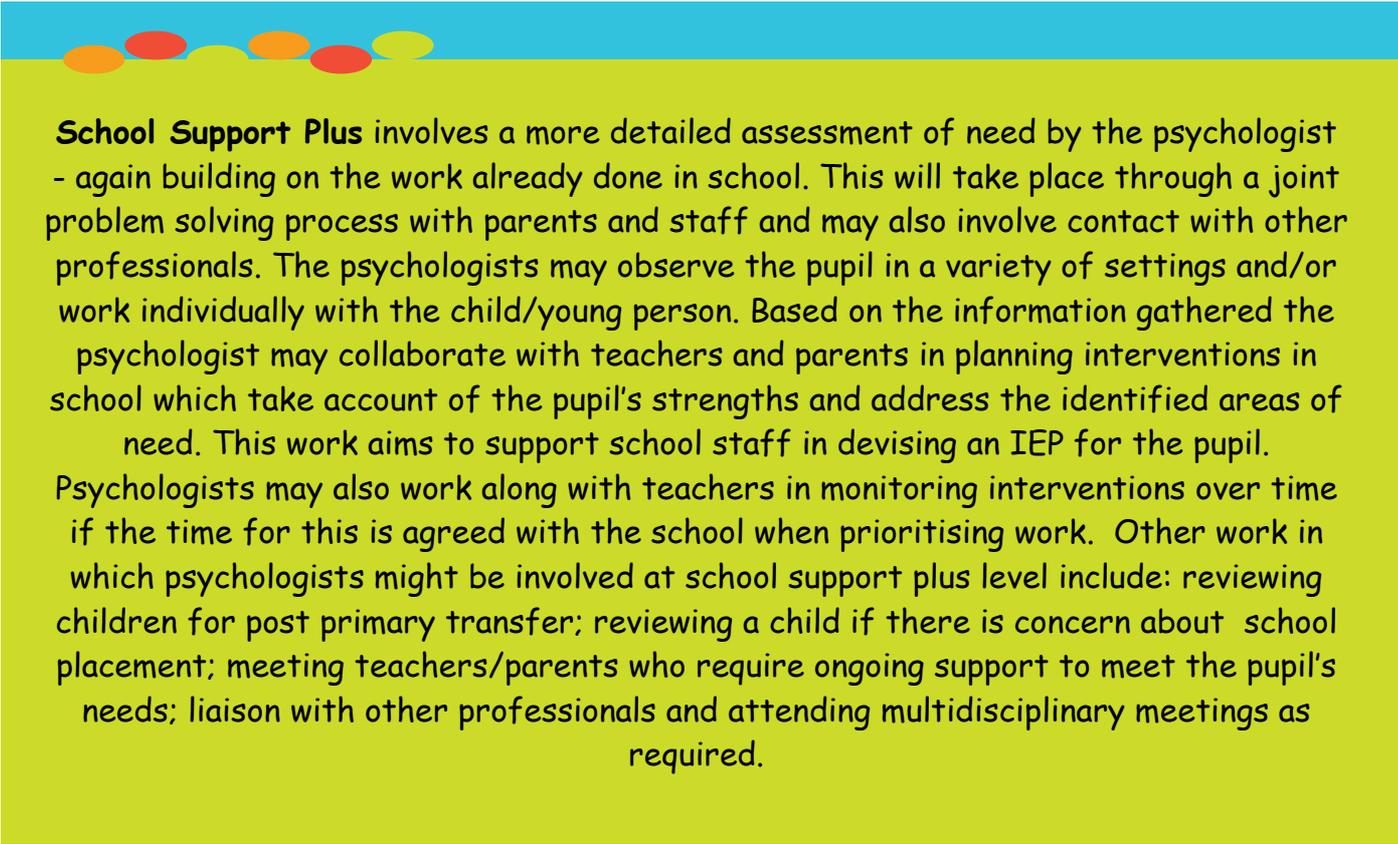
For example:



At **Classroom Support** NEPS input may involve informal consultation and advice on supporting pupils within the classroom.



At **School Support** the NEPS psychologist may consult with staff and parents on assessment and intervention within the school. This work will build on the assessment and intervention work already completed by school staff. The psychologist may observe the pupil, if appropriate, and advise on the school support plan.



School Support Plus involves a more detailed assessment of need by the psychologist - again building on the work already done in school. This will take place through a joint problem solving process with parents and staff and may also involve contact with other professionals. The psychologists may observe the pupil in a variety of settings and/or work individually with the child/young person. Based on the information gathered the psychologist may collaborate with teachers and parents in planning interventions in school which take account of the pupil's strengths and address the identified areas of need. This work aims to support school staff in devising an IEP for the pupil. Psychologists may also work along with teachers in monitoring interventions over time if the time for this is agreed with the school when prioritising work. Other work in which psychologists might be involved at school support plus level include: reviewing children for post primary transfer; reviewing a child if there is concern about school placement; meeting teachers/parents who require ongoing support to meet the pupil's needs; liaison with other professionals and attending multidisciplinary meetings as required.



Section 2

A whole school framework for supporting behaviour

Many reports and publications such as, the NEWB guidelines on developing a code of behaviour (NEWB, 2008, *Developing a Code of Behaviour: Guidelines for Schools*, NEWB, Dublin) draw on the research on emotional and behaviour difficulties. The importance of whole school approaches to promoting well being and mental health in children and in addressing behavioural, emotional and social difficulties is a recurring theme.

The NEWB document states

"The code of behaviour helps the school community to promote the school ethos, relationships, policies, procedures and practices that encourage good behaviour and prevent unacceptable behaviour. The code of behaviour helps teachers, other members of staff, students and parents to work together for a happy, effective and safe school.

The code expresses the vision, mission and values of the school and its Patron. It translates the expectations of staff, parents and students into practical arrangements that will help to ensure continuity of instruction to all students. It helps to foster an orderly, harmonious school where high standards of behaviour are expected and supported....

The guidelines should be used for:

- auditing an existing code of behaviour
- regular review and updating of an existing code or developing a code for the first time
- promoting ongoing discussion and reflection about behaviour and learning in the school.

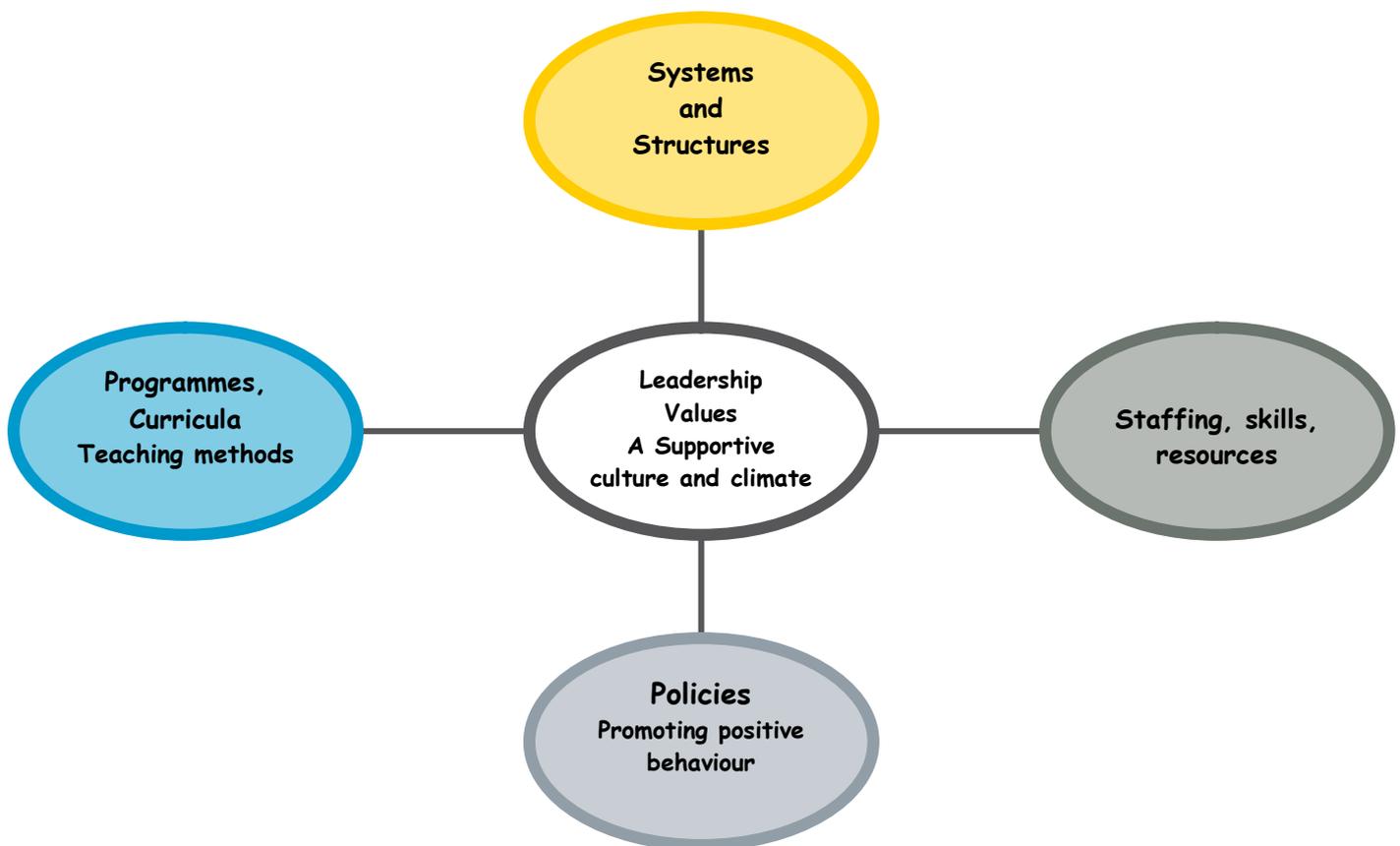
In the UK, the recent guidance issued by the National Institute for Clinical Excellence (NICE), (NICE, 2008, *Social and emotional wellbeing in primary education: Promoting children's social and emotional wellbeing in primary education*. NICE, London) reflects the general thrust of the research on the emotional well being of young children. It states " Children's social and emotional wellbeing is important in its own right but also because it affects their physical health (both as a child and as an adult) and can determine how well they do at school. Good social, emotional and psychological health helps protect children against emotional and behavioural problems, violence and crime, teenage pregnancy and the misuse of drugs and alcohol."

It suggests that all primary schools should:

- create an ethos and conditions that support positive behaviours for learning and for successful relationships
- provide an emotionally secure and safe environment that prevents any form of bullying or violence
- support all pupils and, where appropriate, their parents or carers (including adults with responsibility for looked after children)
- provide specific help for those children most at risk (or already showing signs) of behavioural, emotional and social problems
- include social and emotional wellbeing in policies
- support teachers and practitioners in schools in utilizing opportunities to develop knowledge and skills in relation to children's social, emotional and psychological wellbeing.

Guidance on how to set about auditing and reviewing a code of behaviour can be found in Section 2 of NEWB "Developing a Code of Behaviour: Guidelines for Schools" document and for that reason, detailed guidance on whole school behaviour policies will not be offered in this publication.

However, a brief outline of a number of headings under which school might review its current practice is suggested here. A whole-school approach to behavioural, emotional and social difficulties is facilitated by ensuring that best practice is promoted under each heading and that the various elements are interlinked to create an effective system of care and support for pupils, teachers and parents.



The role of school leaders in promoting inclusive values and a supportive school culture

A warm, accepting climate and ethos is identified in the literature as very important in fostering positive behaviour. Principals need to be active in promoting a positive approach to behaviour and need to embed this into the school climate by keeping it on the school agenda throughout the school year. It is helpful to adopt an approach which views all behaviour as a communication of some need. *Values held by key staff and not just the formal leader, such as cherishing every pupil and staff member equally will also influence everything that happens in the school.* Working together staff can create a **culture and climate** in the school which is accepting and supportive for staff, parents and pupils.



School policies

Schools need comprehensive behaviour policies and the National Education Welfare Board (NEWB) guidelines on developing a code of behaviour offer a very positive framework for reviewing the school's policy and for building on existing good practise. Other areas of school policy are also important in developing an approach to behaviour. A Special Educational Needs (SEN) policy can also be critical as it covers such areas as inclusion, SEN structures, staff training and development, and the use of a continuum approach to difficulties. Home school liaison is very important in maintaining relationships and developing consistency in approaches between home and school. Social, Personal and Health Education (SPHE) provides key opportunities for developing pupils' social and emotional competence. It is central to a whole-school approach which helps to promote the development of all pupils and a safe and healthy school environment. Keeping policies alive and relevant and ensuring that they are inter-related, is an ongoing and developmental process and a key role for school leadership. A number of policy guidelines and templates which schools may draw on in developing policy are available from the various education support services* and the DES website.

School structures and systems

School structures and systems will flow from clear values and key school policies. Time may need to be allocated to the development of such systems and structures. Mechanisms for listening to and engaging with pupils, parents and staff, e.g. in development of behaviour policy or in student councils, will help. Staff support structures, effective pastoral or care teams, peer mediation arrangements and the development of clear pathways to help, first in school and then from outside agencies, are also beneficial. A 'continuum' approach with a graduated response to problems will facilitate early identification and intervention in response to concerns. This will help to prevent escalation of problems and reduce the number of pupils who need more intensive help. Tools which can help in the development of school systems have been developed by the support services referred to above and can be found on the relevant websites.¹

¹ SESS, PPDS, SCP, NEWB, NCCA, NCSE, NEPS



Programmes, curricula and teaching methods

A range of programmes, curricula and teaching methods, suited to the needs of the pupils in the school, will facilitate engagement and minimise alienation. Differentiation of teaching methods to suit diverse needs, abilities and learning styles show each pupil that they are respected and valued. The SPHE curriculum is central to pupil development and is an essential part of the school programme. It provides great opportunities for positive teaching of pro-social behaviour and for helping pupils develop socially and emotionally. Many pupils will not shine in the more academic areas of school activity so sporting, musical, artistic, dance, social and environmental projects and activities which provide opportunities for success for all pupils and reflect different cultural backgrounds might be offered.

Staffing, skills and resources

The assignment of **staff** for certain roles and duties is important. Building a team of staff with the right training, experience and attitudes will help to support pupils with particular needs. A school development plan which identifies the **skills and resources** needed by staff to enable them to create positive classroom environments, to respond effectively to difficulties, and to differentiate the curriculum to meet the diverse needs of pupils should also be a part of a whole-school approach to behaviour.

The school development planning process may provide a mechanism for reviewing how the school is doing in relation to these areas, for building on the excellent practise already in place in many schools and for identifying areas needing further development.



Section 3

Classroom supports and structures

At the beginning of each school year, class teachers spend a lot of time and energy planning the effective delivery of the curriculum. It is important that time is also spent on planning the social and learning environment created in the classroom.

Research clearly indicates that proactive strategies adopted at a whole-class level are an essential element in preventing and minimising disruptive behaviours. In this section, classroom practices are described which create a safe and predictable learning environment which supports the development of pupils' social and emotional competence. Putting in place effective whole-class structures and supports can reduce the incidence of disruptive behaviour and facilitate the implementation of more individualised supports for the minority of pupils who may need them. Research highlights the importance of addressing the following areas:

- 3.1 Positive Relationships**
- 3.2 The Social Environment of the Classroom**
- 3.3 The Learning Environment**
- 3.4 Classroom Organisation**
- 3.5 Teacher Attitudes and Behaviour**
- 3.6 A Systematic Approach to Responding to Behaviour**
- 3.7 Social and Emotional Teaching Strategies**

Ways of addressing these areas are discussed in the pages which follow.

3.1 POSITIVE RELATIONSHIPS

Research clearly indicates that positive relationships between teachers, pupils and their families are key factors in effective teaching and classroom management. Some of the reasons identified for investment of time and energy by teachers in getting to know the pupils in their classes are as follows:

As adults build positive relationships with pupils their potential influence on pupils' behaviour grows significantly - that is, pupils notice responsive caring adults. They pay particular attention to what such a teacher says and does and they seek out ways to ensure even more positive attention from the teacher.

In the context of supportive relationships, pupils develop positive self concept, confidence and a sense of safety that help reduce the occurrence of challenging behaviour. As such, the time spent building a strong relationship is probably less than the time required to implement more elaborate time consuming strategies.

(Fox et al 2003. The Teaching Pyramid, A Model for Supporting Social Competence and Presenting Challenging Behaviour in Young Children, July 2003)

The following are some possible approaches to building relationships:

Getting to know the pupil and their family

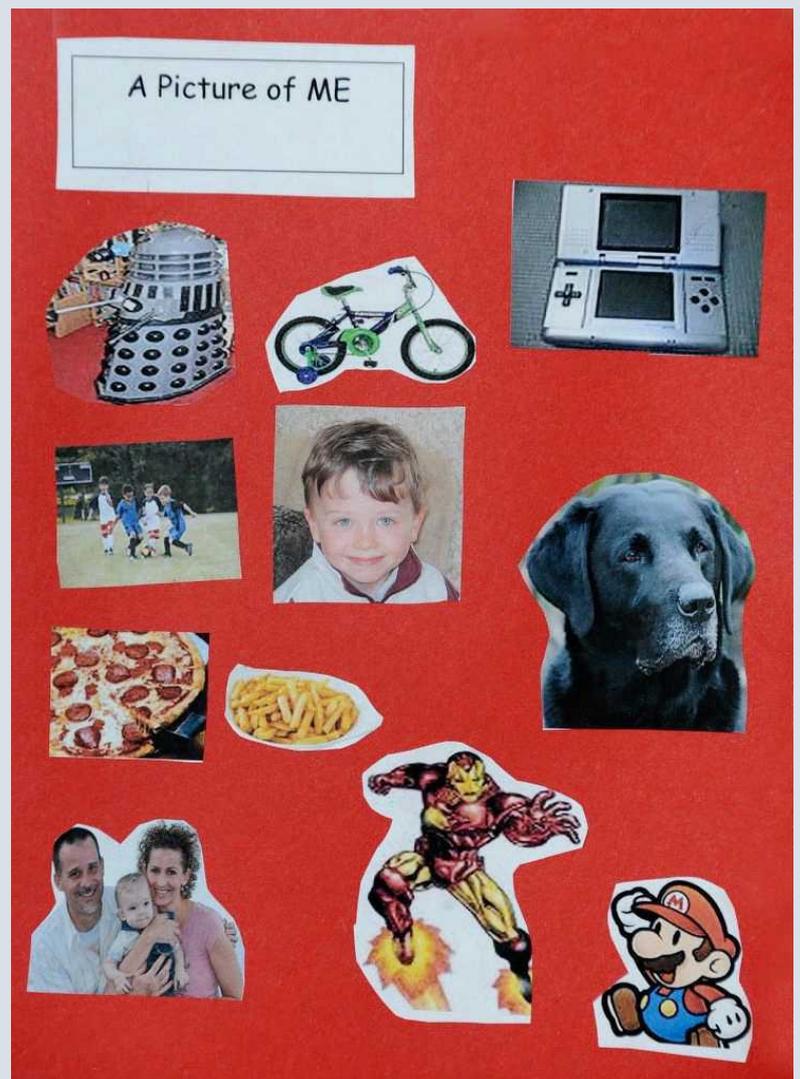
Agreed approaches to building relationships with families can be set out in the school's home/school links policy. Such approaches are most valuable when agreed on by the entire school staff, including support staff, and reviewed regularly when reviewing the school's code of behaviour.

Means by which a positive and trusting relationship between teacher and pupil, and teacher and parents may be fostered include:

- holding open nights for parents;
- inviting parents to participate in school/classroom activities;
- inviting pupils to bring in family photographs to share with teacher and peers;
- giving pupils opportunities to share out-of-school experiences;
- joining pupils at lunch break or participating with pupils in their play occasionally;
- getting to know individual pupil needs through observation and screening checklists which look at pupils' social and emotional competence, age appropriate behaviour, self-esteem and social skills.
- providing support for parents for whom English is not their first language

ME PICTURE

This idea provides pupils with 'picture scripts' from which to introduce themselves. Pupils gather several pictures that represent their interests, important people in their lives, favourite animals, colours, food, hobbies, and mount these onto sheets. In pairs and groups pupils can ask each other questions about their pictures.



Setting up good communication systems

Establishing clear communication systems with parents and pupils supports the development of trust and openness in the relationship between the teacher, pupil and home. Important aspects of developing and maintaining good communication are

- ensuring that parents know how to arrange time to talk with the class teacher;
- setting up communications systems, e.g. home/school journal;
- sending positive notes home;
- providing opportunities for pupils to express opinions and concerns;
- actively creating opportunities for listening to pupils.
- providing support for parents for when English is not their first language.

Sharing success with parents helps reinforce good behaviour. Parental attention and approval may help maintain good behaviour. Teachers can send notes home, make positive notes in diaries, make phone calls or send a fun 'Happygram' to parents. These positive approaches can also facilitate schools in overcoming non-cooperation of parents when a child's behaviour requires joint work from school and home.

HAPPY GRAM!

Dear _____
Parent's name

I am delighted to let you know that _____
Pupil's name

is (enter specific comment such as doing really well with homework,
waiting his turn to talk, joining in discussions)

Thanks for your support!

Teacher's name

Date

(Adapted from the Incredible Years programmes, Carolyn Webster-Stratton)

(From Webster - Stratton, C. 2006, *How to Promote Children's Social and Emotional Competence*; London; Paul Chapman Publishing)



Demonstrating to pupils that they matter

Communicating to pupils that they matter helps build a positive self-concept and contributes to a sense of competence and positive self-esteem. Ways of showing pupils that they are important include

- greeting them upon arrival at school;
- interacting verbally with them during activities;
- celebrating birthdays and other special occasions;
- looking for genuine opportunities to provide positive feedback;
- celebrating achievements;
- recognising and acknowledging their emotional responses and feelings;
- inviting them to help with daily tasks and responsibilities;
- sharing your thoughts and feelings;
- communicating your confidence in them to succeed.
- allowing them to be part of school policy development (e.g. the development of a Code of Behaviour)
- Setting up a Student Council

3.2 THE SOCIAL ENVIRONMENT OF THE CLASSROOM

Fostering a positive social environment in the classroom contributes to both the learning and social goals the teacher has set for pupils. Grouping pupils for tasks considering the mix of personalities and the needs of each individual can help to promote co-operative learning and create opportunities for pupils to develop positive relationships with their peers. Including positive role models in each group and allowing for a mix of talents and skills supports this process. Teachers can also provide a good role model for problem solving and dealing with conflict situations. Modelling appropriate social behaviour such as tone of voice and body language, especially in responding to challenging situations in the classroom, can help pupils to develop these skills themselves.

Steps to fostering a positive social environment include the following:

- providing opportunities for pupils to work alone, in pairs or in groups
- demonstrating and teaching co-operative learning and play skills
- teaching and role-playing friendship skills
- teaching playground games and positive playground behaviour
- negotiating the classroom rules with pupils
- using approaches such as circle time to teach and practice skills such as
 - active listening
 - turn taking
 - expressing an opinion
 - giving a compliment
 - respecting differing opinions
- taking account of and celebrating cultural differences



3.3 THE LEARNING ENVIRONMENT

The learning environment has a fundamental influence on pupil behaviour. Pupils who either are not stimulated or are overwhelmed by the learning activities provided in the classroom are more likely to engage in disruptive or withdrawn behaviour. Teachers sometimes notice that a pupil's behaviour may improve or disimprove, depending on the nature of the task or subject.

Steps to providing a stimulating and supportive learning environment include the following:

- differentiating learning activities by process, content and outcome to ensure all pupils have an opportunity to experience a sense of success and achievement
- having flexible grouping arrangements
- accommodating a range of learning styles by providing a balance of activities within a lesson
- balancing individual, paired and group learning activities
- planning fun activities as part of the school day/week
- anticipating needs or difficulties which may arise in lessons
- reflecting on pupil response to lessons and modifying and adapting teaching style, materials as appropriate
- having access for pupils to a range of learning resources, e.g. computer, reference books, manipulatives, etc.

3.4. CLASSROOM ORGANIZATION

Good classroom organisation provides predictability for pupils and consistency of management. These are essential in promoting learning and socialisation and in minimising disruptive behaviour.

It is important to consider the following aspects of classroom organisation at the start of the school year:

The physical environment

It is important to think about how to make best use of the space and resources available to facilitate effective learning.

Elements of good planning include:

- creating a pleasant and welcoming environment - clean, well maintained, uncluttered;
- having an awareness of impact of lighting/ventilation/temperature control;
- displaying work/visual aids in a manner appropriate to age group and changing displays regularly;
- thinking about how to use space and seating arrangements for working and ease of movement;
- ensuring easy access to materials, e.g. extra supplies, items/books clearly labelled and within easy reach.

Establishing the classroom rules

The establishment of clear behavioural expectations and boundaries is one of the key elements in effective classroom management. Developing a set of classroom rules in collaboration with pupils creates a shared understanding of how the members of the class manage themselves and interact with each other.



Rules should be:

- few in number;
- negotiated with pupils;
- age appropriate;
- stated positively and in terms of observable behaviours;
- displayed clearly;
- explained and opportunities for role play/practice provided;
- referred to frequently.

(For more information on developing classroom rules, please see Appendix 3, Classroom Intervention Document 1 - *Developing Classroom Rules*)

Examples of statements from a classroom agreement/classroom rules

- Please put you hand up to ask or answer a question and wait to be asked to speak.
- Keep your hands and feet to yourself.
- Walk around the classroom (don't run).
- Listen carefully to instructions.
- Speak politely and say '*Please*' and '*Thank you*'.
- Keep the four legs of your chair on the floor.
- Put away things after you have finished using them.
- Only one person speaks at a time- listen to the person who is speaking.

In some cases an expectation such as '*Respect other people's property*' needs to be made much more specific and observable: This is how it could be demonstrated:

- Keep your classroom clean and tidy.
- Put things back after you've used them.
- Pick up coats or anybody's belongings that are on the floor and return them.
- Ask the owner before you 'borrow' anything.
- Keep dirty shoes off seats.

If pupils are asked to talk about, demonstrate and draw these respectful actions and other examples they can think of, it will help them understand exactly what they should do to respect others' property.



GIVE ME FIVE!

1. Eyes looking at the teacher (insert picture of eyes)
2. Ears listening (picture of ears)
3. Lips quiet (lips)
4. Hands still (hands)
5. Mind awake (light bulb)

Adapted from

Essex County Council Learning Services.1998. *Promoting Positive Behaviour: the Essex approach.* Essex. Essex Co Council.

Making expectations about desired behaviour observable

'Picture rule cards' which have a clear simple heading, e.g. **Our Talking Rule**, can symbolise the positive and negative aspects of the rule. A line is drawn through the negative behaviour to show visually that it is not wanted.

(Rogers, B., 2000, *Cracking the Hard Class: Strategies for managing the harder than average class*; London; Paul Chapman Publishing)

Establishing routines

Misbehaviour is more likely to occur when pupils are unsure of what to do. The establishment of routines helps to clarify how, when, and where to do what is required of them. This avoids activities becoming chaotic and thus reduces the opportunity for, and occurrence of, misbehaviour.

Classroom activities which require the establishment of routines or procedures include:

- greetings and farewells
- entering and exiting the classroom
- starting lessons
- finishing lessons and preparing for transitions
- getting materials
- asking for assistance and getting teacher attention
- extension tasks for early finishers
- active listening
- eating lunch
- tidying up
- expressing concerns and dealing with conflict
- moving within the school
- procedures for library, PE hall and school outings

Routines for the start of a new school day

Some pupils find the start of the day very difficult. They have to make the transition from home to school and the two environments may be very different. Structures and routines such as the following can help pupils make this transition:

- having activity boxes from which to choose an activity when they enter the class, e.g. a box with pictures to colour in, plain paper and pens to draw with, mazes and word searches for older pupils (This can provide a calm start to the day.)
- the teacher being in the classroom before the pupils arrive
- the teacher collecting the pupils from the yard
- giving certain pupils a job to do
- preparing pupils for the day ahead by going through the timetable or putting a menu of tasks on display
- providing additional prompts for pupils who find getting started on a task difficult, e.g. highlighting where to start, and maybe even a worked example on their page

Strategies to encourage independent working / self-assessment

The Teacher Help Board

This is made up of two charts.

- One chart has space for five names to be written or put up consecutively from one to five.
- The second chart has the following instructions about how to use the Teacher Help Board:
 - Check the work yourself first. Ask yourself - What do I have to do? What do I need to do first?
 - Check what you have to do and how to do it with your partner and one other person before asking the teacher.
 - Write or put up your name on the Teacher Help Board and the teacher will come round to you in turn.
 - While you are waiting, do some other work or reading.

This strategy is useful for older pupils but could be adapted for younger pupils by using pictures and having magnetic name plates or individual symbols or stickers.

(from Rogers, B., 2000, *Cracking the Hard Class: Strategies for managing the harder than average class*; London; Paul Chapman Publishing)



Bringing predictability to the school day

In planning a timetable, it is important to consider

- pupils' ages
- length of activities
- balance between activities with regard to the demands placed on the pupils
- time of day
- adaptability to circumstances and pupils' needs
- structured breaks for recreation, relaxation, re-energising

Consideration could also be given to including free activities or a mystery slot as part of a reward system. Use of 'Golden Time' (Mosley, J. 2002. *Quality Circle Time in the Primary Classroom*. LDA, Cambridge) is another suggestion.

For more ideas on classroom management, please see Appendix 3, Classroom Intervention Document.2 - *General Classroom Management Strategies*

3.5. TEACHER ATTITUDES AND BEHAVIOUR

Even when teachers or psychologists cannot change the pupil's situation, positive experiences in school can foster a pupil's resilience in coping with adverse circumstances. We can control and change the school context and this can have a significant effect on behaviour in school.

We all have beliefs and values about our own and others' behaviour and our interpretation depends on our experiences and knowledge. Awareness of how our own beliefs, attitudes and emotional responses affect the way we respond to challenging behaviour is helpful. Teachers should be aware that their responses to behaviour may serve to reinforce that behaviour.

The following are important for teachers in responding to challenging behaviour:

- understanding the relationship between pupil's social and emotional development and the challenging behaviour
- being aware that an early and positive relationship with a teacher for even a brief period can make a big difference to a pupil's future
- considering what message a pupil's behaviour is communicating (e.g. refusal to start work = 'I'm not able to do this...')
- being aware of the need to identify those behaviours/responses that 'push my buttons'
- being aware of the need to manage their own emotions when dealing with misbehaviour
- acknowledging that they can't and won't solve everything that may be wrong in a pupil's life, and need not become discouraged or disheartened in dealing with challenging pupils
- being aware of when they need to seek support of colleagues (e.g. some schools may have a mentoring system, a behaviour support team, a peer support system or care team in place)



Awareness of how their own actions and reactions impact on pupil behaviour is also helpful for teachers. It is important for teachers to:

- be aware of their tone of voice and body language
- model the standards of behaviour they expect from their pupils (courtesy, respectful behaviour, kindness and consideration)
- develop strategies to manage their emotions when dealing with challenging behaviour and to convey a sense of calm and control (it may be helpful to take a deep breath, relax muscles, count to three etc.)

3.6. A SYSTEMATIC APPROACH TO RESPONDING TO BEHAVIOUR

Research has shown that attention to any behaviour leads to an increase in that behaviour. It makes sense, therefore, that teachers actively promote and encourage positive, appropriate, compliant classroom behaviour by acknowledging and praising it. Research suggests that teachers engage in significantly more negative than positive interaction with students, and that they viewed negative attitudes and punishment as effective. This belief reinforces the teachers' negative behaviour. However, in the longer term, negative interaction with teachers resulted in students having a negative attitude towards school, learning and teachers. It also impacted on their interaction with peers. (Martens, B. K. and Meller, P.J. (1990. The application of behavioural principles to educational settings, in Gutkin, T.K. and Reynolds, C.R. (eds.) *Handbook of School Psychologist* (pp 612 - 34). New York. Wiley.

Parents should be made aware of the strategies teachers use to promote positive behaviour and to manage misbehaviour. They should be consulted with, and included in, the development of any individual behaviour plans for their child.

A systematic approach to responding to behaviour, drawing on the work of Webster - Stratton includes the following:

- **Teacher attention and praise**
- **Planned ignoring of minor non-disruptive and attention-seeking behaviour**
- **Using incentives and rewards to encourage positive behaviour and motivation**
- **A stepwise approach to responding to misbehaviour**

From Webster - Stratton, C 2006, *How to Promote Children's Social and Emotional Competence*; London; Paul Chapman Publishing

Each of the elements is discussed below.

Teacher attention and praise

The first step in adopting a systematic approach to behaviour management is to recognise and harness the power of teacher attention. Praise and acknowledgement of positive behaviour can

- help pupils to learn what behaviours are expected and valued by their teacher;
- provide a reminder and time for those who aren't compliant to re-engage;
- shape and encourage positive behaviour in pupils who have difficulty paying attention and complying with directions.



It is difficult sometimes to change focus from negative and non-compliant responses to positive behaviour. As a rule of thumb it has been recommended that teachers should aim to give three to one positive to controlling statements about behaviour.

Praise given in order to encourage and shape behaviour is most effective if it is:

- specific (name the good behaviour and reflect it back to the pupil);
- delivered in a genuine and sincere manner;
- sensitive (some pupils prefer a quiet word or private gesture of approval).

Full praise statements		
1	Praise	Well done
2.	The pupil's name	Leah
3	Reference to behaviour or rule that is being praised	You remembered to put your hand up.
4	Reference to frequency	This is the second time today you've waited for me to ask you for an answer.
5	Teacher confidence in the pupil	Can you do it again tomorrow? I know you can
6	Positive consequences resulting from behaviour	Go and put another sticker on your chart.

Adapted from

Curry, M. and Bromfield, C., (1966) *Positive Pupil Behaviour Management*, East Devon Behaviour Support Team, Devon, England and Essex County Council Learning Services, 1998. : *Promoting Positive Behaviour: the Essex approach. Essex.*

Planned ignoring of minor non-disruptive and attention-seeking behaviour

As previously stated, paying attention to behaviour can reinforce it and increase its occurrence. This is especially true where the goal is to get attention or to avoid certain challenging situations. Teachers need to consider the reasons for certain behaviours and how planned ignoring of those behaviours can be used to reduce them.

Behaviours to ignore include:

- fidgeting and restlessness that is not disrupting the work of others;
- impulsive calling out;
- attention-seeking which may be irritating but isn't challenging.



It is very important when choosing to use planned ignoring to ensure that extra positive attention is given to expected behaviours. For example “catching being good” technique and praising specific behaviours of the target child.

(For further discussion on the use of tactical ignoring, please see Appendix 3 - Classroom Intervention Document 3, *Tactically Ignoring Behaviour*)

Using incentives and rewards to encourage positive behaviour and motivation

The long term goal is that pupils should behave well because they want to, because it is the 'right' thing to do and because they are intrinsically motivated to do it. Intrinsic motivation is the capacity to feel good when we do something we are pleased with -the reward comes from within. Pupils may receive praise occasionally for positive behaviour and this is enough for them to keep behaving well.

For some pupils, occasional praise is not enough and it may take short-term tangible rewards to change their behaviour. These rewards are designed to break the negative cycle of events so that they begin to develop their own intrinsic motivation. The aim is to teach the pupil new skills and reward them for appropriate behaviour, so that they receive positive attention. The rewards help a pupil take a risk, try out new behaviours and make learning tangible. Eventually, the need for rewards is less, because the pupil finds that, as they demonstrate more positive behaviours, their learning improves, as does their relationships with teachers and peers.

To be effective in changing behaviour, it is necessary to notice and acknowledge the desired behaviour as soon as it happens. Doing this will:

- model the desired behaviour for other pupils;
- enable the pupil to link the rewards with the specific desired behaviour and reinforce it;
- give positive attention to the pupil behaving appropriately;
- clarify the teacher's expectations.

Teachers can establish effective rewards systems for individuals, groups or the whole class, depending on the behaviours being targeted.

(For more information on setting up whole-class, group and individual rewards systems, please see Appendix 3, Classroom Intervention Document 4, and Individual Intervention Document 1)

Example of a Good Reward System

I can stay in my seat



www.RewardCharts4Kids.com

3 ✓'s in a day = 1 ★
 12 ★'s = 1 prize from the prize box

	Before break	After break	After lunch		Before break	After break	After lunch
Monday	✓	✓		Monday	✓	✓	✓
Tuesday	✓	✓	✓	Tuesday			
Wednesday	✓	✓	✓	Wednesday			
Thursday		✓	✓	Thursday			
Friday	✓	✓	✓	Friday			

	Before break	After break	After lunch		Before break	After break	After lunch
Monday				Monday			
Tuesday				Tuesday			
Wednesday				Wednesday			
Thursday				Thursday			
Friday				Friday			



A stepwise approach to responding to misbehaviour

A planned stepwise approach to responding to negative or non-compliant behaviours is proactive, controlled and more likely to be effective than a reactive and inconsistent response. It involves the steps set out below.

- Use proximity praise, i.e. praise or acknowledging the compliant behaviour of a pupil nearby
- Move closer to pupil without direct intervention.
- Tactically ignore low-level, non-disruptive, attention-seeking behaviour, if deemed appropriate. (It is important for the teacher to give some consideration to the types of behaviour which may be best addressed in this way.)
- Distract the pupil where there is potential for escalation or serious disruption, e.g. give a chore, send on a message.
- Re-direct the pupil, stating clearly the desired behaviour.
- Give a rule reminder.
- Ask a private question or give feedback, e.g. *Do you need help with this? What are you doing? What are you supposed to be doing?* (avoiding 'Why' questions which can be interpreted as accusing and confrontational).
Note: Guidelines on the use of corrective language are provided in Appendix 3, Classroom Intervention Document 5 - *Corrective Language*)
- Give warning of a consequence stated as a choice. (It is important that there is a hierarchy of consequences for misbehaviour, written down in the classroom and school discipline plan, and that these are clearly understood by pupils, teachers and parents.)
Note: More information on consequences is provided in Appendix 3, Classroom Intervention Document 6 - *Consequences*).
- Give time to comply (ignore secondary misbehaviour, e.g. mumbling under breath, sighing etc.)
- Apply consequence firmly and calmly.
- Have individual behaviour plans and reward/incentive systems for some pupils who need additional support in developing positive learning and social behaviours.
- Having a 'time out' system in place
(Note: Information and guidelines on using 'Time Out' are in Appendix 3, Classroom Intervention Document 7)

Approaches to responding to behaviour in the classroom should be communicated to parents and their involvement planned for (e.g. it could be included in the school's code of behaviour booklet for parents)

For a small minority of children many of the approaches mentioned above may not be effective. Some children exhibit extremely challenging behaviour such as: using foul language; throwing objects; kicking; hitting; punching and or biting others. They may find it difficult to regulate their emotions and they need to be helped to stay calm and manage their anger in school. We need to help these children understand their triggers to their angry outbursts and to make alternative choices when feeling threatened or upset. This needs to be practiced in a safe environment, when the child is calm and in control of their emotions.

Anger involves a complex interaction of biological responses, feelings, thoughts and behaviour. We can intervene at all these levels to prevent angry outbursts from occurring.



Biological

Teaching children about their biological responses and then help them use relaxation techniques to calm their body down. Examples include:

- Breathing in deeply through their nose for 7 seconds and out through their mouth for 11 seconds.
- Younger children can be taught to be a turtle and have a protective shell and therefore not respond to any provocation. (See Individual Intervention Document 6 'The Turtle Technique')
- In some situations it may be appropriate to issue a Pass Card. The child is given permission to use a pass card to exit a class or yard when they feel their anger is being triggered and they need to calm down. (See Individual Intervention Document 7 'Passcard').

Feelings

Helping them recognise and communicate their emotions effectively.

- Many teachers use material from the SPHE 'Walk Tall' programme to work with children on the subject of emotions.
- Children also need to be taught about assertiveness and learn through stories, drama and role play about how to make an assertive statement. For example, 'when you tease me about my mother, it hurts my feelings and makes me angry, please don't do that or I will tell the teacher'.
- Using Feeling Wheels can also help children communicate their mood to a teacher. (See Individual Intervention Document 8).

Thoughts

Teaching children how to recognise negative thinking and then replace this with positive self talk and teach them how to reframe situations.

- Positive self talk examples, include: 'I can do this'; 'I don't need to let this get to me'; 'stay cool'.
- Different people respond differently to the same events because of the way we interpret what happens to us. We need to work with children to help them understand this by getting them to reframe situations in various ways. For example, 'you are walking down the corridor and a boy in your class bumps into you, name 3 ways you could interpret this situation?'

Behaviour

Adapting the environment and changing triggers and consequences of behaviour can bring about a change in behaviour (See Assessment Documents 6 for more information).

'Anger management, A Practical Guide' (Adrian Faupel, Elizabeth Herrick and Peter Sharp published by David Fulton 2001) is a useful resource which outlines how to teach anger management strategies to children.

Despite intervening on all these levels before incidents arise some children will still have angry episodes in school. Observing early warning signs and using effective communication skills can prevent an escalation of difficult behaviour e.g.:

- Remind children to use specific techniques taught to them when they were calm
- Acknowledge the child's anger by saying 'I can see you are angry/ upset because. ...'

- Use clear messages that are phrased positively. Say what you mean, mean what you say and, ideally, say it once.
- If the child attempts to argue back with you use the 'broken record' technique. Repeat the request in a calm neutral voice as often as it takes. By doing this the child will be unable to argue back and is less likely to raise his/her voice.

If your attempts to calm the situation and the child do not work be mindful that the higher the level of arousal the less rational the person is likely to be. In these situations remember:

- Don't try to reason, argue or threaten the child at this point as they cannot listen and may be passed the point of being able to calm down. Trying to reason with them may only escalate the situation.
- Try to remove any audience.
- Stay calm and controlled. Do not take the things personally. Children can find it frightening when they feel the adult is not in control of the situation.
- In some situations where the child's behaviour may be a danger to themselves or others send a responsible child for help.
- Remove the child from class to a quiet supervised room to allow the child to calm down.
- If a child refuses to be removed from class to calm down remove the child's peers from the class while the situation is being dealt with.
- Ensure the child and other children and adults are safe.
- It can take a child up to 30 - 45 minutes to recover from a stress response. Ensure you give the child this time to calm down as trying to problem solve or mediate before this time can lead to another angry episode.
- When the child is calm problem solve the incident with them. For example, ask them what happened? How did they feel? What did they do? What were the consequences? What will they do next time in a similar situation? The child can also be encouraged to write or draw their response on a 'Think Sheet' (See Individual Intervention document 9)
- Staff need time to reflect and problem solve together after a challenging situation in school so that they can learn from the situation and put appropriate protocols in place in the event the child exhibits the same behaviour again.
- Protocols should always be shared with parents and form part of the child's Individual Education Plan (IEP). If a child has ongoing anger issues outside agencies should be involved in supporting the child, their family and school staff. A multidisciplinary approach to working with the child is recommended.

Remember crisis management is not a strategy for teaching acceptable behaviour. Sometimes crisis management procedures can serve as reinforcers of behaviour. For example, taking the child for a walk around the school to calm down when very angry may be something the child enjoys and may serve to reinforce the behaviour you want to change. Crisis situations will continue to occur if crisis responses are the only interventions used. In addition, these techniques are only effective when they are based on a solid foundation of pro-active classroom management, positive behaviour management and systematic response to misbehaviour.



3.7. SOCIAL AND EMOTIONAL TEACHING STRATEGIES

Pupils' capacity to engage with learning, to manage their behaviour, and to regulate their emotions are essential pre-requisite skills to enable them to benefit from the learning and socialisation opportunities provided within the school. There is a growing awareness in the field of education that these skills can, and need to be, taught as part of a school curriculum.

The SPHE curriculum provides a comprehensive framework for developing pupils' awareness of self and others, along with skills for relating effectively in the local and community environment. Some of the strand units within the SPHE curriculum provide a particular opportunity to develop students' social and emotional competence. The strand unit '*Self-identity*' focuses on promoting self awareness, self confidence, personal responsibility and decision making skills. The strand units '*My friends and other people*' and '*Relating to others*' explore the nature of friendship and encourage students to develop empathy and understanding which should enable them to sustain good relationships. These units aim to promote effective communication and interpersonal skills and explore age appropriate strategies for resolving conflict. The strand unit '*Developing citizenship*' begins by focusing on the classroom and school as a microcosm of the wider community where the students learn to share and co operate, participate effectively, and celebrate difference. A range of active learning and teaching methodologies are outlined within the curriculum. It is important that teachers plan carefully to:

- provide discrete time for teaching aspects of the curriculum,
- integrate the programme with work in other subject areas
- take advantage of real life incidents and events as opportunities for reflection and learning of new skills throughout the school day.

The SPHE curriculum also provides general suggestions and strategies for developing a positive school climate and atmosphere where students and staff feel valued, cared for and respected. Such an atmosphere facilitates effective teaching, learning and communication.

Section 4

Case Studies

The following case studies provide examples of cases, assessment tools and interventions at **Classroom Support**, **School Support** and **School Support Plus** level. The examples have been chosen to illustrate the process involved at each level within the continuum of support. It is important to note that the examples of assessment tools and interventions used are not exhaustive.

Case Study 1 Classroom Support



Lucy

Case Study 2 School Support



Luca

Case Study 3 School Support Plus



John

Case Study 3 School Support Plus



Emma



Classroom Support Case Study: Lucy

What is Classroom Support?

At the class room support level teachers consider a broad range of factors in their classrooms and make adjustment to classroom structures and systems to meet the needs of pupils with behavioural emotional and social difficulties.

- Teachers plan, implement and review classroom rules, incentives and consequences to meet the needs of all pupils, paying particular attention to those who may be inattentive, impulsive and disruptive.
- Teachers also place their classroom within the wider context of the pupils' lives. For example, they consider if a pupil's basic needs such as food, warmth, shelter, safety and security are adequate.
- Teachers reflect on the classroom learning environment and consider how physical conditions, relationships, classroom discipline, teaching and learning can sustain difficult behaviour.

Best practice indicates that using the Art, Drama, SPHE and RE curricula to address issues of friendship, bullying, social skills, assertiveness, loss and bereavement can support pupils with transient behavioural emotional and social difficulties. In schools which develop a positive, open and supportive ethos, teachers who have concerns about pupils often seek advice from supporting teachers.

In some situations, when all of the above has been considered and interventions are put in place, they may be sufficient to meet the needs of pupils with behavioural emotional and social difficulties. However, for a small minority, a decision may be made to initiate a **Classroom Support Plan**.

Pupil Name: Lucy Gallagher

DOB: xx/xx/xx

Class: Senior Infants

Lucy is in senior infants. She is described as impulsive and fidgety. She frequently leaves her seat during lessons. While on the carpet listening to instructions she will talk to other pupils and call out answers out of turn. She often fails to carry out teacher requests, such as putting pencils down, looking at the teacher, putting her fingers on her lips. During co-operative play time, she finds it difficult to take turns with others and, as a result, will end up doing activities on her own.



Lucy

The following case study of Lucy further illustrates the process of setting up the **Plan** and the use of a **Classroom Support Checklist** and **Review**. As outlined in the 'SPECIAL EDUCATIONAL NEEDS A Continuum of Support' the class teacher holds overall responsibility for this plan. It is intended that this plan involves simple, informal approaches commonly used by teachers at a whole class, small group or individual level to support emerging needs of pupils.

The diagram below outlines the process of setting up a **Classroom Support Plan**.

The documents referred to in the diagram are included as follows:

Appendix 1

Resource Document 1 - Basic Needs Checklist

Resource Document 2 - Learning Environment Checklist

Resource Document 3 - Classroom Support Checklist

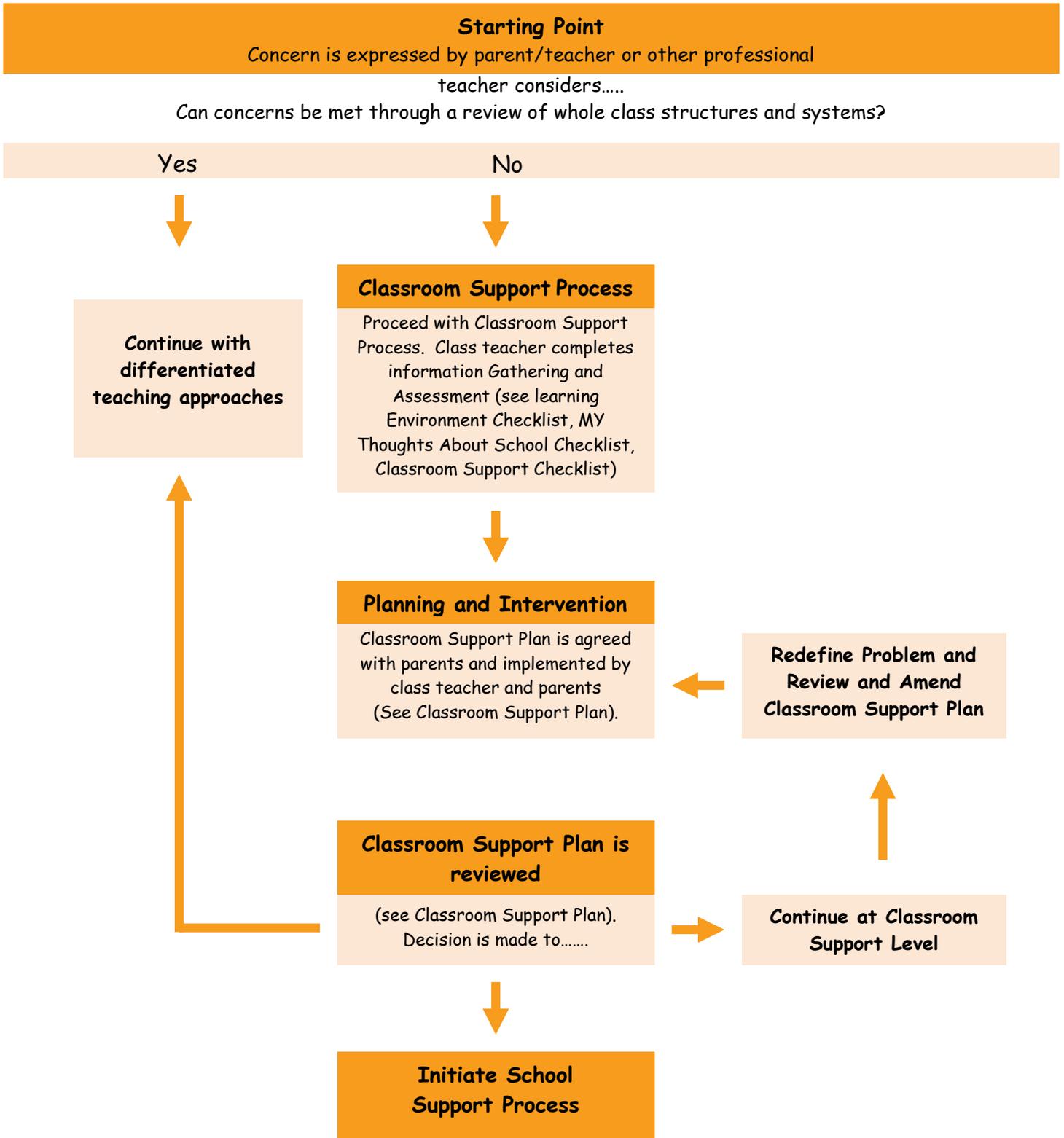
Resource Document 4 - Classroom Support Plan and Review Record

Appendix 2

Assessment Resource Document 3

My Thoughts About School Checklist

Classroom Support Process



i While most pupils' initial needs should be met through classroom based interventions, a small number of pupils may arrive at school with difficulties that are more significant or which are immediately recognised. In such cases, it may be more appropriate to begin with a School Support or School Support Plus Plan. Most of the pupils to whom this applies will be new to the school. However it may also apply for some pupils following an event which impacts significantly on them in school.

Classroom Support Checklist

PUPILS NAME Lucy Gallagher | **DOB** xx/xx/xx | **CLASS** Senior Infants | **DATE** November 2007

1. GENERAL INFORMATION	CHECKED (YES/NO)	COMMENTS
Parents Consulted	yes	<i>Father has few concerns at home. Mother died when Lucy was 10 months. As discussed with Mr Gallagher the death of Lucy's mother is not thought to be impacting on her behaviour. Father has help from extended family.</i>
Information from previous school/preschool gathered	yes	<i>None. No pre-school attended.</i>
Hearing	yes	<i>Fine.</i>
Vision	yes	<i>Fine.</i>
Medical Needs	yes	<i>Bedwetting. Paediatrician involved.</i>
Basic Needs Checklist completed	yes	<i>Yes. Lucy seems to need constant feedback and praise.</i>
Assessment of learning – screening	yes	<i>Few concerns regarding learning.</i>
Observation of learning style/ approach to learning	yes	<i>Disorganised, impulsive, doesn't pay attention to detail.</i>
Observation of behaviour	yes	<i>Difficulty taking turns, shouts out, doesn't follow direction.</i>
Interview with pupil	yes	<i>Lucy says she likes school. She can name class rules but shows no awareness that she breaks rules. (See My Thoughts About School Checklist – Assessment Document 4, Appendix 2)</i>
Classroom work differentiated	yes	<i>N/A</i>
Learning environment adapted	yes	<i>Completed. (See Teacher Checklist for Whole Class Structures and Supports – Assessment Document 1, Appendix 2.). Routines need to be taught for answering questions, sitting on carpet. Tactical ignoring to be used when appropriate.</i>
Playground/school environments adapted	no	<i>N/A</i>
Informal consultation with outside professionals	no	<i>No</i>
2. ACTION NEEDED	yes	Classroom Support Plan.
3. ACTIONS AGREED WITH PARENTS AND RELEVANT STAFF	yes	Classroom Support Plan agreed. See attached.

Classroom Support Plan

PUPILS NAME Lucy Gallagher

DOB xx/xx/xx

CLASS Senior Infants

OUR CONCERNS

- *Lucy has difficulty following teacher instructions.*
- *Lucy talks and distracts other pupils and the teacher.*
- *She shouts out answers out of turn.*

WE THINK IT MAY BE HAPPENING BECAUSE (GENERATE POSSIBLE HYPOTHESIS)

- *Lucy has poor listening and attention skills.*
- *Lucy receives a lot of individual attention at home.*
- *She has no pre-school experience and has had little opportunity to learn some of these skills in the classroom context.*

SOME STRATEGIES WHICH MAY WORK (MRS GALLAGHER WILL IMPLEMENT THE FOLLOWING IN THE CLASSROOM)

- *Visual cues to help attract her attention, e.g. pointing at eye for 'look' ear for 'listen' etc. and a secret signal agreed with Lucy to help her become aware that she is breaking a class rule (e.g. - see Give Me Five! example in Section 3 – Classroom Structures and Supports)*
- *Teach class routines and rules through visual cues and role play during class circle time*
- *Proximity praise - praising other pupils sitting near Lucy who are complying with requests*
- *Ensuring Lucy is praised twice a day for putting her hand up or following directions*
- *Creating opportunities that she earns a reward from the group or class-based reward system daily (See Appendix 3 –Classroom Intervention Document 4 - Setting up Whole-class and Group Reward Systems)*
- *Sitting Lucy with one other pupil to take turns in a game and participate in attention building activities*
- *Positive notes to be sent home on a frequent basis (e.g. Happygram - see example in Section 3 - Classroom Structures and Supports)*

WE WILL KNOW THINGS HAVE IMPROVED WHEN

- *Lucy will follow simple directions all the time, e.g. hands up when answering, put your pencil down.*
- *Lucy will look at the teacher and respond to direct questions when on the carpet area.*
- *Lucy will take turns in a game with one other pupil, for 10 minutes twice a week.*

WE WILL REVIEW (APRIL 2008)

A review planned in three months or earlier if needed. Lucy's father will be invited.

Signed: Teacher _____

Parents _____

First Review: April 2008

In Attendance: Miss Doherty (Teacher), Mr Gallagher (Parent)

Lucy can now sit on the carpet without distracting herself and others. While on the carpet, she raises her hand to respond to questions, and responds only when asked. When seated at her desk, she occasionally shouts out. Lucy now takes turns with one other pupil. It has been observed that she has problems co-operating within small groups. This is most apparent during playtime in the playground. Mr Gallagher is happy with Lucy's progress in school. It was agreed to continue the above interventions. However, the focus will extend to when Lucy is seated, and during playtime in the playground. Miss Doherty will specifically praise Lucy for putting her hand up while at her seat, and ignore any answers shouted out. (Where there is a Special Needs Assistant (SNA) in the classroom, their role is often extended to monitor or support other pupils at particular times of the day. In this case, Miss Doherty could ask the Special Needs Assistant (SNA) to reinforce this whenever possible). Lucy's co-operation and turn taking skills will be addressed through the SPHE curriculum and circle time activities. Miss Doherty will ask teachers on duty to observe and comment on Lucy's positive behaviour in the playground, e.g. taking turns, sharing, playing kindly, helping others.



School Support Case Study: Luca

What is School Support?

A review at **Classroom Support** level may result in the pupil no longer needing a **Classroom Support Plan**, the pupil continuing to have a **Classroom Support Plan**, or the initiation of a **School Support Plan**.

If a **School Support Plan** is required, a more intensive problem solving process, building on information gathered and interventions carried out under Classroom Support, is required. While the classroom teacher retains responsibility for the teaching and learning of the pupil, the learning support/resource teacher will be more formally involved at this stage. The co-ordinating role will be taken by the class teacher, where appropriate, or by one of the supporting teachers.

Depending on the nature of pupils' needs, additional teaching might be offered in the following ways: within the classroom; through withdrawal within a small group; through withdrawal on an individual basis; or through a combination of both in-class and withdrawal support.

If there are a number of pupils with similar behavioural, emotional and social needs, it is often appropriate to offer school support through group work and devise a group **School Support Plan**. Time allocated to this group work may be offered through the resources available within school and implemented by the school's supporting teacher/s. Issues which may be addressed through group work include: social skills, self-esteem, and anger management.

Other interventions appropriate at the school support level include: mentoring systems, peer tutoring and buddy systems. (Information on these is contained in Appendix 3 - Individual Intervention Document 2- *Strategies to Increase Self-esteem and Social Interaction*). Homework clubs and breakfast clubs can also be helpful in certain contexts.

In addition, interventions at School Support level for pupils with behavioural emotional and social difficulties may be implemented through team teaching and a focus on a particular theme on the SPHE curriculum. Where there is a Special Needs Assistant (SNA) in the classroom, their role may be extended to monitor or support pupils at particular times of the day, in accordance with criteria set out by the school.

Pupil's Name: Luca Gasior

DOB: xx/xx/xx

Class: Fifth Class

Background

Luca is in fifth class. He transferred to the school in Senior Infant class, when his family moved house. Due to persistent low-level disruption such as calling out in class, swinging on his chair, talking to peers, a Classroom Support Plan was developed during the second term of third class.



Luca

The diagram which follows outlines the process of setting up a **School Support Plan**. The case study further illustrates the process of setting up the **Plan** and the use of a **School Support Checklist** and **Review**.

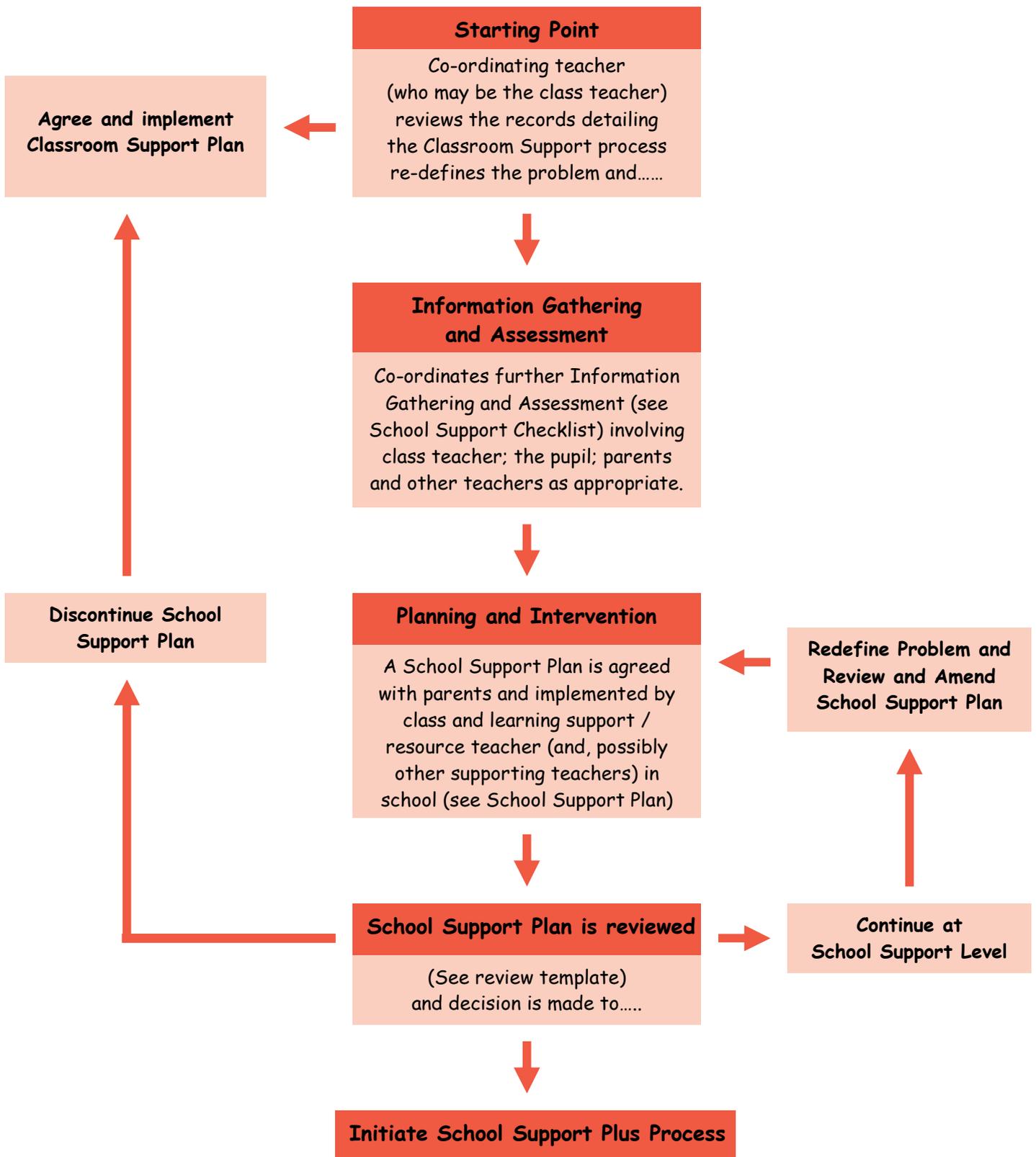
The documents referred to in the diagram are included in

Appendix 1

Resource Document 5 - School Support Checklist

Resource Document 6 - School Support Plan

School Support Process



i While most pupils' initial needs should be met through classroom based interventions, a small number of pupils may arrive at school with difficulties that are more significant or which are immediately recognised. In such cases, it may be more appropriate to begin with a School Support or School Support Plus Plan. Most of the pupils to whom this applies will be new to the school. However it may also apply for some pupils following an event which impacts significantly on them in school.



School Support Plan

PUPILS NAME Luca Gasior

DOB xx/xx/xx

CLASS Fifth Class

Measures taken at Classroom Support

- Circle time to manage concerns regarding his social interactions
- Home-school diary
- Moving Luca to sit near the teacher's desk
- Using proximity praise during English lessons
- Teaching peers how to ignore others who talk or distract during lessons

The above strategies helped Luca in class. However, his behaviour continued to impact on others ability to concentrate in class. In addition, he began to have more difficulties in the playground. Following a number of review meetings in the school with parents Luca was moved to School Support.

Measures at School Support

Gathering information

Through discussion with the school principal and supporting teacher, it was agreed that Miss Carlin (learning support/resource teacher) would support Mr Coyle (class teacher) in gathering further information and assessing Luca's needs.

Mr Coyle observed on a daily basis frequent low-level behaviours, within the classroom setting. These included:

- talking to peers while Mr Coyle is talking to whole-class group
- swinging on chair
- frequent visits to the toilet or to sharpen pencil
- removing himself from a game or refusing to comply with others if not winning a game or if he cannot take first turn
- difficulty accepting support, or taking correction in class
- difficulty lining up in class and in the playground and pushes his way to the front

Mr Coyle and Miss Carlin met with Mr and Mrs Gasior and gathered information about Luca's early development, medical needs, strengths and difficulties at home and behaviour. Parental reports indicate that Luca has stated on a number of occasions that he does not want to come to school.

Within the past three months, Mr Coyle reported that there have been a number of incidents, which have involved more significant behaviours, including Luca throwing books or a pencil onto the floor.

Both the low-level and significant behaviours are reported to impact on Luca's learning and that of his peers. Luca's behaviour is said to be disruptive to whole-class teaching. Miss Carlin also carried out some unstructured observation in the playground. She noted that Luca engages in 'rough play', loses his temper when playing football, walking away with the ball and shouting at his peers. Mr Coyle has also observed a change in the group of pupils with whom Luca plays and who are willing to play with him.

Mr Coyle has raised concerns that Luca's behaviour is escalating and that he has observed significant behaviours which were not evident in the past two years.

Mr Coyle prioritised the following three behaviours that he would like to target:

1. Talking out in class
2. Losing and winning games
3. Lining up in class and the playground

School Support Checklist

PUPILS NAME Luca Gasior

DOB xx/xx/xx

CLASS 5th

DATE xx/xx/xx

1. GENERAL INFORMATION	CHECKED (YES/NO)	COMMENTS
Parents Consulted	yes	Through meeting with parents and school staff, Luca's father said that at home they always allow Luca to win
Information from previous school/preschool gathered	yes	No concerns identified
Hearing	yes	No concerns identified
Vision	yes	No concerns
Medical Needs	yes	None
'Basic Needs' Checklist completed	yes	None identified
Assessment of learning – screening	yes	Reading and comprehension skills below the tenth percentile. Non-reading Intelligence Tests (NRIIT) to be completed.
Observation of learning style/ approach to learning	yes	Luca responds well to use of visual reminders and other visual approaches to learning rules in the classroom. Using a tally count (see Appendix 2, Assessment Document 2 - Guidelines for Observation – Frequency Event Recording) Luca was observed to be distracted during written tasks and Maths tasks.
Observation of behaviour	yes	The class teacher observed Luca in the classroom and the playground. It was noted that Luca rushed to be first in line, pushing others. Luca was observed to talk out of turn during classroom activities. Luca finds it difficult to accept losing in games.
Interview with pupil	yes	Mr Coyle used My Thoughts About School Checklist and How do You Feel? Rating Scale to talk with Luca. (See Appendix 2 Assessment Document 4).
Classroom work differentiated	yes	Miss Carlin is supporting Mr Coyle in gathering further information and assessing Luca's needs.
Learning environment adapted	yes	Reward systems in place (individual and class), and visual reminders of rules are visible in the classroom
Playground/school environments adapted	yes	Difficulty lining up in playground and class.
Informal consultation with outside professionals	yes	Informal consultation with NEPS psychologist.
2. ACTION NEEDED	yes	School Support Plan
3. ACTIONS AGREED WITH PARENTS AND RELEVANT STAFF	yes	Date of review – May 07 Parents to attend review On-going consultation between class teacher and support teacher to monitor and record progress

Further information, work samples, reports and the classroom support plan from the pupil's file should be attached.

School Support Plan

PUPILS NAME Luca Gasior | **Class** 5th | **Start Date** 30.03.07 | **Co-ordinating Teacher** Miss Carlin
Review Date 11.05.07

Pupil's strengths and interests

Luca is said to be a keen footballer. He is said to enjoy playing football during breaks and for the school team.

Priority concerns

1. *Talking out in class*
2. *Losing and winning games*
3. *Lining up in class and the playground*
4. *Reading and Maths*

Targets – (what we want to achieve)

1. *Luca will not interrupt when Mr Coyle is talking during the thirty minute English and Maths lesson each day.*
2. *Luca will accept the outcome of a board game played with at least two other pupils.*
3. *Luca will take turns at being first.*
4. *Luca will increase his sight vocabulary from the Dolch Word list by 30 words,*

Strategies we will use

1. *Mr Coyle will remind Luca of expectations at the beginning of each lesson. Luca will also be given a self-monitoring sheet to record his behaviour during Maths and English.*
2. *Miss Carlin will play a variety of board games during one-to-one teaching. Miss Carlin will teach Luca strategies for waiting his turn, e.g. breathing exercises, counting, and positive statements.*
3. *Mr Coyle will display a daily rule for lining up in class, i.e. a schedule for who can be first to line up. If Luca pushes to the front, a logical consequence of being sent to the back of the line will be used.*
4. *Parents will play board games at home and help Luca accept losing.*
5. *Luca will receive literacy learning support.*

Staff involved and resources needed

1. *Miss Carlin to teach Luca how to record behaviour on the self-monitoring sheet during one-to-one withdrawal support teaching. (See Appendix 3, Individual Intervention Document 3 – Self Monitoring). Mr. Coyle to discuss and review the monitoring sheet with Luca for 5-10 minutes each Friday. Mr. Coyle to praise Luca when he sits quietly during lessons. Rewards to be allocated to Luca when he reaches target set.*
2. *Miss Carlin will present Luca with a choice of two board games during support teaching. Miss Carlin will discuss the rules of the game with Luca. Luca will play the board game with one other peer in support teaching. The selection of board games presented will be rotated on a weekly basis.*
3. *Mr Coyle will remind the pupils of the lining-up rule each morning, break time and lunch time.*

We measure progress and success by

1. *A score of five points out of a possible ten points will mean that Luca has achieved his goal for the week. This will mean that Luca can choose from a choice of three activities to play with in the classroom for 15 minutes.*
2. *Luca will accept the outcome of a board game, without walking away from the game.*
3. *Luca will succeed when he follows the system for lining up for one week.*
4. *Luca will increase his sight vocabulary by 30 words from the Dolch 100 most frequently used word list.*

We will review (date, time and convenor)

Miss Carlin will convene a meeting on 11/05/07

Signed: Teacher/s _____
Parents _____

School Support Review Record

PUPILS NAME Luca Gasior

DOB xx/xx/xx

Class 5th Class

Date 11.05.07

Present for Review Mrs Gasior (parent), Miss Carlin (learning support/resource teacher), Mr Coyle (class teacher)

WHAT HAS BEEN MOST SUCESSFUL AND WHY?

Luca has succeeded in lining up before break and lunch for the last two weeks. He has taken it upon himself to check the class schedule each day and remind his peers of whose turn it is to be first in line. Luca also accepts the consequence of moving to the back of the line if he pushes forward in the line. Luca has successfully achieved his target of 30 new words from the Dolch word list.

WHAT HAS BEEN LEAST SUCESSFUL AND WHY?

Luca has made progress at putting up his hand during English and Maths class, and enjoys using the self monitoring sheet. However, the goals are too difficult for Luca to achieve consistently. Mr Coyle considers Luca to be lacking in motivation for this strategy as Luca is reporting that he cannot succeed.

WHAT ARE THE PUPIL'S CURRENT NEEDS?

While progress has been made, Luca continues to shout out in class. He continues to need support in; learning (literacy and numeracy), and in generalising his turn taking skills to a variety of play settings.

WHAT ACTIONS ARE RECOMMENDED

List of how, when and by whom the actions will be carried out.

- *Mr Coyle and Ms Carlin will meet with the NEPS psychologist, to discuss progress, current concerns in learning, behaviour, and the strategies currently in place to support Luca.*
- *Mr Coyle will adapt the classroom strategy for shouting out during English and Maths. Mr Coyle will present Luca with a token each time he puts his hand up during English and Maths lessons. If Luca has five tokens he will access choice time. Luca can then choose from a choice of three activities to play with in the classroom for 15 minutes.*
- *The approach of self monitoring will be reconsidered at the next review.*
- *Ms Carlin and Mr Coyle to support continued development of reading vocabulary by a further 15 words from the Dolch word reading list, through support teaching and classroom teaching.*
- *In the area of maths, Ms Carlin, in consultation with Mr Coyle, has assessed that Luca can consistently identify time relating to the 'hour' and 'half past'. Despite classroom support in this area he has not yet mastered 'quarter past' and 'quarter to'. Ms Carlin will work through a programme related to time within support teaching. Mr Coyle will reinforce time within the classroom by relating specific activities to specific times e.g. at quarter past eleven the class will do P.E.*
- *Ms Carlin will continue to support Luca in generalising the skills he has learned in turn taking, by facilitating a variety of turn taking activities in the classroom with one/two or Luca's peers.*

PUPIL/YOUNG PERSONS COMMENTS

Luca reports that he likes playing board games with his mum and dad after dinner. He also enjoys working in Ms Carlin's room, and telling everyone who is first in line at break.

PARENT/GUARDIANS COMMENT

Ms Gasior reports that she is happy with Luca's progress in reading. The routine of playing a board game each evening is working well. While Luca still finds it difficult to lose, he does not walk away from the game.

Signed _____

Date _____



School Support Plus Case Studies: John and Emma

What is School Support Plus?

A review at **School Support** level may result in the pupil no longer needing a **School Support Plan**, the pupil continuing to have a **School Support Plan**, or the initiation of **School Support Plus**.

The **School Support Plus** process will generally involve external professionals and support services in a more detailed problem solving process, to help the pupil. **School Support Plus** applies to those pupils whose needs are enduring and/or severe and complex, and whose progress is considered inadequate despite carefully planned and reviewed interventions detailed in **Classroom Support** and/or **School Support** plans.

Some pupils at the **School Support Plus** level of the process may have their needs met through the general allocation model. For others, who have met the criteria for low incidence disability, the NCSE may have allocated resource teaching time to the school in order to meet their needs. While not yet a legal requirement, best practice suggest that all pupils needing support at this level would have their needs and interventions detailed and monitored through an Individual Education Plan (IEP). (See pages 4 and 5 of Special Education Circular 02/05, available at www.education.gov.ie, and the NCSE Guidelines on the IEP process, which can be found at www.ncse.ie/publications/finalreport.pdf)

Depending on the nature of pupils' needs, additional teaching might be offered in the following ways: within the classroom; withdrawal within a small group; withdrawal on an individual basis; or through a combination of both in-class and withdrawal support. As already mentioned at school support level, if there are a number of pupils with similar behavioural, emotional and social needs, it is often appropriate to offer support through group work. Time allocated to this group work may be offered through the General Allocation resources available within school or through resources from the NCSE. Often some of these pupils needs can be addressed through whole class or small group teaching of the school's SPHE curriculum. Some of these pupils may also have access to an SNA if they meet NCSE eligibility criteria.

The diagram which follows the case summary outlines the **School Support Plus** process. John and Emma's Case Studies further illustrate the use of the process.

Case Study: John

School Support Plus

Pupil's name: John Smith

DOB: XX/XX/XX

Class: 3rd

John is a third-class pupil who attends a large primary school. Records from the school show that he has found it difficult to cope since Senior Infants. He had difficulty following class rules, staying on task, sitting in his seat and had few friends in school. At this time his parents were not concerned about his behaviour at school or home and no parental support was offered to the school.

Now in 3rd class he is beginning to hit out at peers in school if things do not go his way. He can be defiant and answer his teacher back. On four occasions over two months he has run out of his class room when his teacher implemented consequences for inappropriate behaviour. There have been incidents of locking other pupils in the school toilets and taking their belongings.

John's parents have now accepted that John has difficulties. They have recently agreed to an appointment with a clinical psychologist as they are finding it increasingly difficult to manage his behaviour at home. He can become very anxious and stressed and can behave aggressively towards his parents. He recently attempted to run away from home after jumping from a bedroom window on to the garage of the house.

There are few concerns regarding his academic progress.



The following documents referred to in the diagram are included at:

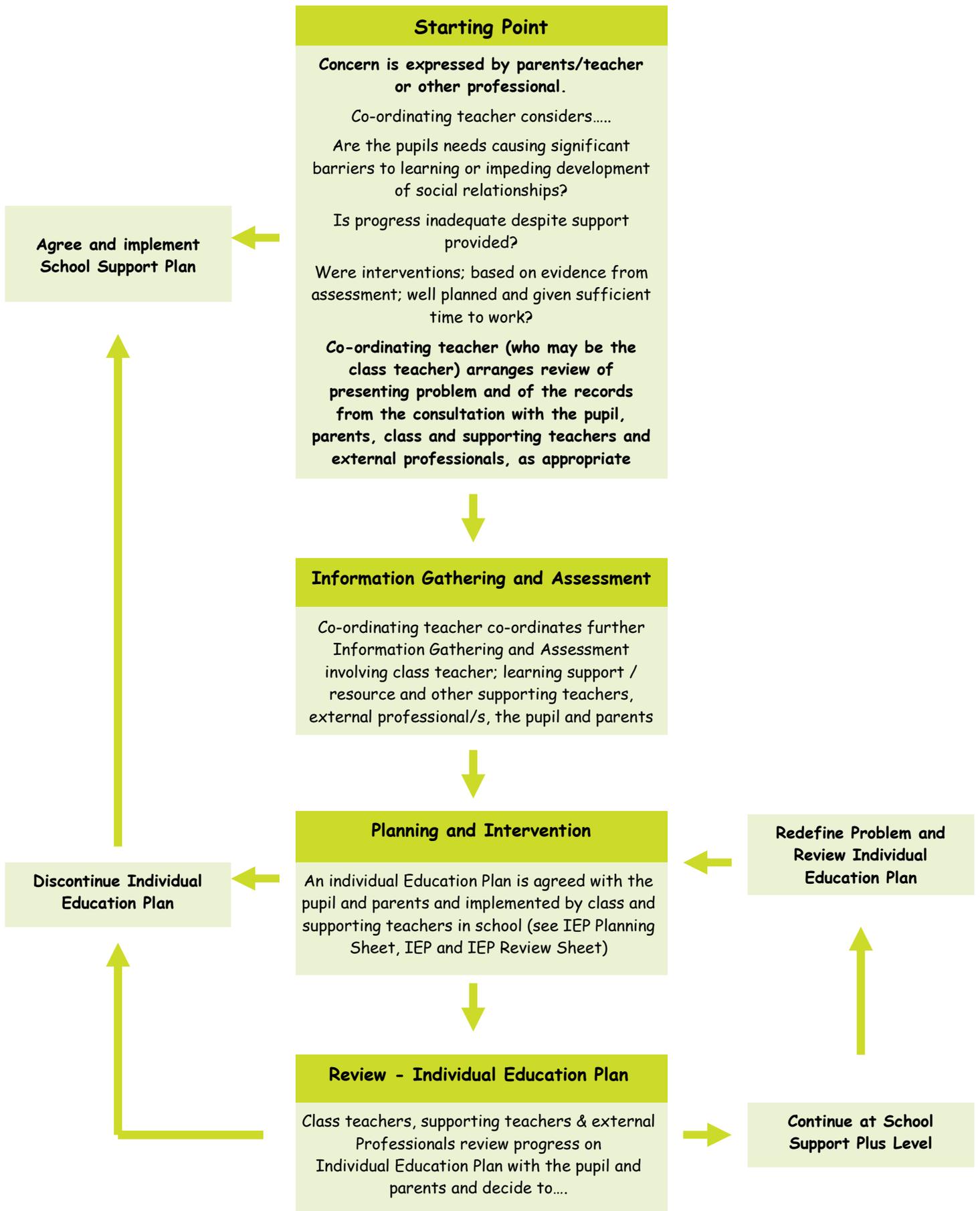
Appendix 1

Resource Document 8 - Individual Education Plan Planning Sheet

Resource Document 9 - Individual Education Plan

Resource Document 10 - Individual Education Plan Review Sheet

School Support Plus Process



Case Study: John

School Support Plus

PUPILS NAME John Smith

DOB xx/xx/xx

CLASS 3rd Class

Measures taken at Classroom Support level (when in senior infants and 1st class)

At Classroom Support level, the following interventions are examples of what was put in place:

- Class rules were negotiated with the class, and John benefited from this. They included rules for movement and noise in the classroom.
- The teacher used proximity praise, praising pupils sitting near John who were on task and staying in their places.
- The teacher tactically ignored inappropriate behaviours and praised appropriate behaviours (See Appendix 3, Classroom Intervention Document 3 - *Tactically Ignoring Behaviour*.)
- Whole-class activities on friendship were organised, including *Picture Me* (see example in Section 3 - CLASSROOM STRUCTURES AND SUPPORTS), and a 'Friendship train' was set up in the playground (See Appendix 3, Individual Intervention Document 2 - *Strategies to Increase Self-esteem and Social Interaction*).

Comments on progress

John made good progress in senior infants and remained at classroom support during 1st class. However, as the curriculum demands increased during the final term of 1st class so did his behaviour difficulties. At this time John's parents did not accept that he had any difficulties and believed that his behaviour was quite normal for a child of his age. Therefore little support was offered to the school. John became aware that there would be few consequences at home for poor behaviour in school. John had little opportunity to learn appropriate social skills. Outside of school he did not mix with other children his age. In school he often missed play time due to inappropriate behaviour in the playground.

Measures taken at School Support level (when in 2nd class)

At School Support level, ongoing assessment using an individual behaviour checklist (See Appendix 2 assessment Document 2) and observations helped prioritise behaviours to target in school. The following measures are an example of what was put in place:

- A simple reward programme was set up. It included the following:
 1. Frequent verbal reminders of targets, e.g. to stay in his seat
 2. John's day was divided into a number of sessions and at the end of each session, a tangible reward such as a sticker could be earned for meeting targets
 3. A 'well done' note home at the end of a 'good day', when at least two targets had been achieved
- Natural logical consequences were set up to respond to inappropriate behaviour, e.g. if he throws crayons he picks them up, if he pushes in line he must go to the back of the line, if he hits/kicks during break he misses five minutes of the next break.
- A home-school diary was set up, listing appropriate behaviours during the day.
- It was agreed to meet with his parents every six weeks.

Comments on progress

John's simple reward system did not work too well. John's frequency of out of seat behaviour was too high and therefore he was unable to achieve a sticker at the end of most of the sessions. His teacher decided to reduce the length of sessions so that he could achieve his target in the day. This proved too difficult to manage in a school day. However, despite the practical difficulties, John's teacher noticed that he loved getting his tokens, counting them and showing them to his parents. The home school diary initially improved home/school communication but the notes in the diary became increasingly negative and John himself attempted to hide or lose the note book on a number of occasions. John's parents did attend school meetings on a frequent basis which again improved home/school relationships and helped his parents to understand his difficulties. Unfortunately, John had a change of teacher during the school year which disrupted progress.

Following two School Support reviews, lack of progress and behaviours such as running out of the class, locking children in the toilet, putting children in a 'head lock' and bruising another child following an incident in the yard it was agreed that John would benefit from School Support Plus assessment and intervention. In addition, John's parents agreed to meet the NEPS psychologist with school staff.

Measures at School Support Plus level

Gathering information

Supporting teacher/s gathered diagnostic information on John's Maths and literacy skills. Staff also decided that the Learning Support/Resource Teacher would make further and more detailed observations of John in all the situations where the inappropriate behaviours were occurring. These observations took place in the playground and classroom. In consultation with the NEPS psychologist, staff were advised to use the *Frequency Event Record* and *TOAD Observation Sheet* to note how John reacted to different situations in different settings.

(See Appendix 2, Assessment Document 3 - *Guidelines for Observation*)

A Summary of the analysis from information gathered

Information gathered from diagnostic attainment tests indicated that John's reading skills were in the average range and his Maths in the below-average range. However, his reading comprehension was below average and his class teacher was concerned that his language comprehension was poor. His class teachers reported that she considered John to under-perform in class screening tests due to 'nerves' and a lack of confidence in his skills. Information was gathered from interviewing John, using *My Thoughts about School Checklist* (Appendix 2, Assessment Document 4). This information, together with consultations with parents and observations in the playground and classroom, highlighted the following areas of continuing concern:

- play skills
- non-verbal communication skills
- John's lack of awareness of his difficulties
- lack of confidence in academic ability
- aggressive behaviour - hitting, pushing and pulling others
- leaving his seat
- calling out answers
- answering back to adults

Staff were advised by the psychologist to further observe his play skills (see Appendix 2, Assessment Document 2 - *Guidelines for Observation*).

They were also advised to use a social skills checklist to identify play and non-verbal skill difficulties (see Appendix 2, Assessment Document 4 - *Social Skills Observation Profile*).

In addition, they sought to identify possible triggers to John's inappropriate behaviour. They used the ABC Behaviour Analysis Record (see Appendix 2, Assessment Document 5 - *Recording Behaviour within a Context - ABC*) to focus on observing particular times of the day, tasks or situations that led to aggressive behaviour and displays of poor confidence. With parental consent the NEPS psychologist also observed John in class, during withdrawal support and during play time.

Using the results and data from observations and checklists, staff and the NEPS psychologist identified the following:

- John had difficulties initiating and maintaining play with others in a pair or group situation. Therefore, he was often isolated in the playground.
- When he did interact with others, he invaded their space which was interpreted by others as being 'rough' or 'annoying'.
- Hitting, pushing and pulling in the playground often occurred when others did not play by his rules. This happened approximately 4 times a day.
- John ran out of the classroom when he considered consequences to be unfair and too severe. He did not fully understand the consequence system and was not aware of the extent of his difficulties.
- He left his seat in the classroom to attempt to engage with other pupils and gain their approval. He left his seat on average 25 times in a day.
- His behaviour became more challenging (answering back, refusing to do what was asked) during transitions.
- He often refused to show his work to others and had difficulty receiving both compliments and correction from adults.

Individual Education Plan

Priorities/Long term goals

- To develop play and co-operation skills
- To develop appropriate non-verbal communication skills
- To remain seated within the classroom
- To hand over all efforts of written work to the class teacher

Short-term targets and strategies

Target 1

John will play co-operatively with one other pupil in a variety of situations.

Strategies

1. The Learning Support/Resource Teacher will teach John to play a variety of games for use during play time, with one other pupil during support teaching time.
2. The Learning Support/Resource Teacher will facilitate and model the playing of these games in the playground during play time. An SNA will observe these games being taught and encourage John to play with others during lunch time.
3. John will participate in weekly social skills training using the 'Talk About' programme in a small group with the Learning Support/Resource Teacher. (Talk About, Alex Kelly, Publisher).
4. He will be supported by a sixth class buddy during lunch time.
5. He will be encouraged by his class teacher to sit on the *Friendship Bench* when he has no one to play with at breaks (see Appendix 3, Individual Intervention Document 2 - *Strategies to Increase Self-esteem and Social Interaction*).

Target 2

John will follow with adult directions during transition times.

Strategies

1. John will be offered a daily written timetable for his desk.
2. His class teacher will remind John 5 minutes and then 1 minute before the end of a lesson that time is coming to an end.
3. If John refuses to do what is asked, he will be reminded of the class rule and the request will be repeated. The class consequence system will be implemented if John refuses to comply. John's class teacher will spend time teaching John the class consequence system. (See Appendix 3, Classroom Intervention Document 6 - *Consequences*).

Target 3

To reduce the number of times John is out of his seat each morning.

Strategies

1. John will be given fifteen tokens by his class teacher, which equals the average frequency of the problem during morning sessions
2. Each time the inappropriate behaviour occurs John will be supported in taking one token away.
3. Providing one token is left at the end of the day, he is eligible for a set amount of reinforcement, for example, a sticker in a book which parents then see.
4. Stickers can be exchanged/traded for rewards at home. Depending on how John manages, and how many tokens remain at the end of the day, the number of tokens he receives will be reduced over time. This programme was set up in close consultation with the educational psychologist. (See explanatory notes for further comments and Appendix 3, Individual Intervention Document 4 - *A Functional Approach to Behaviour Problems*).

Target 4

John will hand over one piece of work per day to the class teacher.

Strategies:

1. John will come to the teacher's desk at 2 p.m. each day to hand over a piece of work of his choice.
2. The class teacher will praise efforts and give specific verbal feedback, e.g. *very neat, good spelling, completed quickly, etc.*
3. At the end of the week John will choose a piece of work to take home to show his parents. He will also show this to the Learning Support/Resource Teacher.
4. John's teacher, Ms Diver, will support John in compiling a portfolio of selected pieces of work that can be shared with peers, the principal and parents at the end of each term. Ms Diver will also display John's work on a regular basis.
5. John will complete the *I Am Proud* worksheet at the end of each day. (See Appendix 3, Individual Intervention Document 5 - *Self-esteem*)

Explanatory comments

Target 1

By developing John's play and co-operation skills, it is hoped that the level of aggressive behaviour in the playground will reduce. As previous observations noted, John is inclined to hit out when others do not play his games or play by his rules.

Target 2

By offering John a timetable and giving him warnings prior to transitions it is hoped that his challenging behaviour during these times will also reduce. These methods can help pupils who have difficulty managing change.

Target 3

The teacher knew from the earlier intervention that John loved stickers so she chose to use a reward system again. In addition, because the first system was demanding of teacher's time, John was given more responsibility in the process on this occasion. For this system to work, it is important that an accurate baseline of the behaviour being targeted is recorded, so that the pupil is successful in having at least one token remaining at the end of the day. If the pupil fails to have a token left it is likely that an accurate baseline was not noted. There may be no incentive left for the pupil to behave for the remainder of the day. This could create serious problems for a teacher and therefore this system should be managed carefully in consultation with a psychologist.

This approach works well for pupils who behave impulsively and may not be aware of their inappropriate behaviour. Encouraging the pupils themselves to move the token to the teacher's token box helps them become more aware and more involved in improving their behaviour. (It is not advised that this system be used for aggressive or violent behaviour).

Rather than targeting John's out-of-seat behaviour all day, it was thought that focusing on it in the morning would provide more success for John and would be more manageable for the teacher. It was hoped that the focus in the morning and the praise he receives for remaining in his seat would help him generalise the skills to the afternoon sessions.

Target 4

This target aims to address John's lack of confidence in his ability. By changing his behaviour (handing over work) and thinking (writing what he is proud of) we hope to change John's feelings about his academic ability.

PUPILS NAME John Smith

CLASS 3rd Class

IN ATTENDANCE Parents: Mr and Mrs Smith; Pupil: John Smith; Class teacher: Ms Diver
Learning Support/Resource teacher: Mrs Duffy; NEPS psychologist: Mrs Brown

IEP Review Sheet

Progress to date/strengths

(The nature and degree of the pupil's abilities, skills and talents)

Overall, John has responded well to his IEP. He can play a game with a small group of pupils in the playground when supported by his Learning Support/Resource Teacher and an SNA. He now complies with adult requests during transition times. He manages to stay on his seat for 90% of the time during morning sessions. The token system used has helped John to become aware of his out of seat behaviour. He has accepted feedback on work and has enjoyed sharing his I am Proud sheet with parents. He has not run out of the classroom in the last 6 weeks.

Areas for improvement/presenting difficulties

(The nature and degrees of the pupil's special educational needs and how those needs affect his/her progress)

Although he now complies with adult requests during transition times, John continues to have difficulties following instruction/direction from adults. Further assessment of his language skills indicates specific difficulties in the area of language comprehension. When in his seat, he is demanding of teacher time and attention, shouts out and raises his hand for help and assistance frequently. Hitting, pushing and kicking is still a daily problem, especially in the playground when not supported directly by an adult.

Summary of special educational needs

(The special educational needs of the pupil)

John continues to have special educational needs relating to his behavioural emotional and social difficulties.

Special educational provision

(The special education and related support services to be provided to the pupil)

- Continued provision at School Support Plus level (from the schools General Allocation)
- Support for social skills to remain
- Consideration to be given to in-class support to facilitate friendships and develop systems to help John work independently
- Self monitoring approach to be set up to help him put his hand up in class.
- Token system to be set up to address behaviour in playground

Further Information

John's teachers will continue to consult with the school's educational psychologist on an ongoing basis. Due to ongoing concerns regarding John's comprehension skills, John will be referred to speech and language therapy service by his parents. His parents will share clinical psychology information with staff after the first appointment. It is hoped that if John continues to make progress that his needs can be met under school support in the following term.

Case Study: Emma

School Support Plus

Pupil Name: Emma Reilly

D.O.B: xx.xx.xx

Class: 6th Class

Emma is a sixth class pupil in a small primary school. Emma has presented as a quiet, shy pupil throughout her time there. Since third class, concern has been raised by school staff regarding general issues of self-esteem, self-confidence, social skills and emotional needs. Emma has experienced little or no difficulties regarding progress in learning. A history of performance on standardised class-based testing illustrates that she has consistently performed within the average range across the areas of literacy and numeracy, from senior infants to third class. During fourth and fifth class, Emma's application to work changed considerably and her performance on class-based testing deteriorated. No clear reason was found to account for this change. However, despite this change in performance, Emma continues to comply with all requests in the classroom.



EMMA

School staff have observed that Emma has a group of friends but remains on the fringes of the group at all times. She presents as an unhappy child. At home, her parents report that Emma prefers to spend time alone in her room rather than playing with her siblings and friends.

PUPILS NAME Emma Reilly

DOB xx/xx/xx

CLASS 6th Class

Measures taken at Classroom Support level

At Classroom Support level, the following measures and interventions were put in place over a period of one year:

1. The class teacher held two meetings with parents to outline concerns, gather information, and consider progress made. Review meetings were agreed on a six-monthly basis.
2. A Buddy System was developed during break times.
3. Circle Time included discussions on friendship.
4. Teacher allocated jobs of responsibility to Emma on a regular basis.
5. Regular positive feedback was given in class.

Measures taken at School Support level

Following two reviews and one year of Classroom Support, it was agreed that adequate progress was not made. During the second review meeting, it was discussed and agreed with parents, class teacher and principal that Emma would benefit from School Support assessment and intervention. This decision was taken due to the continued changes observed in Emma's performance in school during fifth class, continuing difficulties in relating to peers and her lack of self confidence in school and home.

At School Support level, the following measures were taken:

1. A meeting once per term was agreed with parents, class teacher and support teacher.
2. Allocation of support teaching was agreed under the General Allocation Model. Emma to receive twenty minutes support teaching per day, as part of a group of four pupils. The focus of support to include social skills training and developing self-esteem
3. *How Do You Feel? Rating Scale* to be administered on a one-to-one basis, during support teaching (See Appendix 2, Assessment Document 3 *How Do You Feel?*)
4. Emma to be involved in a peer reading programme - she is to read with a senior infant pupil
5. Through consultation with the NEPS psychologist, it was agreed that the psychologist would meet with parents and class teacher, to discuss concerns about Emma and strategies for support.

While completing the *How Do You Feel? Rating Scale* with the support teacher, Emma confided that she had thoughts of self harm and that she had kept a diary of her feelings and drawings outlining how she could hurt herself. The information created considerable concern for the support teacher regarding Emma's safety and well-being. The school principal was informed immediately. She contacted Emma's parents and a NEPS psychologist. The Principal also consulted Children First (Dept. of Health and Children. 1999. *Children First: National Guidelines for the Protection and Welfare of Children*, Dublin. Stationery Office) due to the complex nature of the case and the issue of self harm.

Through a telephone conversation with the NEPS psychologist, it was agreed that due to the nature of the concerns about Emma she would benefit from School Support Plus assessment and intervention at this stage. The NEPS psychologist advised that the school principal make a recommendation to Emma's parents that they seek a referral to the Child and Adolescent Mental Health Service, through their family GP. It was also agreed that the NEPS psychologist would make a visit to the school to meet with Emma's parents and school staff in order to gather information and advise staff on school-based interventions.

Measures at School Support Plus level

Gathering Information

In liaison with Child and Family Mental Health Service, it was agreed that the NEPS psychologist would complete an observation of Emma in class and during play time. The NEPS psychologist also agreed to meet with Emma. A case conference meeting was subsequently agreed which included parents, school staff, the NEPS psychologist and Child and Adolescent Mental Health Service.

Summary of the analysis from information gathered

Information gathered indicated that Emma had expressed thoughts of self-harm both in school and at home. Concerns continued to exist within the context of school in the following areas:

- risk of self-harm
- low self-confidence in academic abilities
- difficulty in the area of social skills, e.g. sustaining and developing friendships
- difficulty with emotional awareness, e.g. expressing feelings verbally

The following areas of concern were identified:

- There's a need to promote Emma's positive mental health in school.
- Emma has difficulty initiating and sustaining conversation with peers and class teacher in the classroom or during break.
- Emma appears to lack assertiveness. She does not put herself or her ideas forward despite a particular interest or knowledge in an area.
- Emma reports that her work is not good and that she is stupid.
- Emma has low motivation for school-based tasks.
- Emma needs to be involved in setting and reviewing targets.

An Individual Education Plan (IEP) was drawn up.

Individual Education Plan

Priorities/Long-term goals

- To support social and emotional well being
- To develop reciprocal friendship skills
- To develop a sense of achievement/pride in academic efforts
- To develop reciprocal conversation skills with peers and adults
- To express preferences

Short-term targets and strategies

Target 1

Emma will communicate feelings and needs to staff and parents.

Strategies

1. Within school, staff will observe and record concerns regarding Emma's general presentation, progress and achievements. Contact from school to home will be made daily through the use of a home-school diary. Contact will be made with Child and Family Services should concerns arise.
2. Weekly contact between parents and class teacher was agreed.
3. The school principal will contact the NEPS psychologist by telephone should concerns arise.
4. A follow up case meeting is planned once assessment has been completed by the Child and Family Mental Health Service.
5. It was communicated to Emma that if she is feeling upset or is having a very difficult day, she should let her teacher or the supporting teacher know so that she can get some support. Additionally, it was discussed and agreed with Emma that Miss Thompson (the supporting teacher) will check in with Emma each break time.

Target 2

Emma will engage in a conversation in a variety of situations.

Strategies

1. The supporting teacher will teach Emma the skills of engaging in conversation with one other pupil during support teaching time using 'Talkabout, A Social Communication Skills Package' (Kelly, A.,2007, Talkabout, A Social Communication Skills Package; UK, Speechmark Publishing Ltd)
2. Parents will practice the skill of conversation with Emma each evening for five minutes, on topics related to family and family life.
3. Within the classroom, Emma will be encouraged and rewarded for engaging in a conversation with one of her peers during news share, before break time each day. The class teacher will use a sociometric technique to identify pupils who may be best suited to support Emma in this task. (See Appendix 2, Assessment Document 7 - *Sociograms*).

Target 3

Emma will give verbal feedback on behalf of her partner, following participation in games and activities with a small group of pupils in a variety of situations.

Strategies:

1. Within the classroom, Emma will be given opportunities to feedback on behalf of her partner during a group project on transport.
2. Within support teaching, Emma will plan and prepare a game with one other pupil, to be played with a group of senior infant pupils. Emma and her partner will share their ideas with Miss Thompson. They will then select a game and practice explaining the rules to Miss Thompson and two of their peers.
3. During break time on a Tuesday, Emma and three peers will organise and play a planned activity with a group of infant pupils. Miss Thompson (support teacher) will then ask each child to give feedback on behalf of their partner, stating one thing that went well and one difficulty that the pupils encountered during the game.

Target 4

Emma will express how she feels about her progress and academic achievements at the end of each day.

Strategies

1. Emma will record how she feels each day when in support teaching each afternoon, using *My Feelings Wheel* (See Appendix 3, Individual Intervention Document 6). The record will be used as a tool to monitor and discuss feelings and to identify what went well and not so well each day. Through this process, Emma can be taught coping strategies. Areas in which she needs support from her class teacher, parents, and support teacher can also be identified.
2. Emma will demonstrate her academic abilities through a structured peer reading group, which involves three sixth class pupils engaging in peer reading with three senior infant pupils.
3. Emma and her class teacher will keep a *Visual Record of Academic Progress*, (See Appendix 3, Individual Intervention Document 7), using a 10 point scale. Emma will rate how she feels about her performance after each lesson and this will be compared to her teacher's rating at the end of each day
4. Through a whole class review activity, completed at the end of each day, each pupil, including Emma, will be asked to complete the statement 'one thing that went well for me today was....'.

Target 5

Emma will develop self-confidence and self-determination by expressing her preference when presented with a menu of choices during various school and home based activities.

Strategies

1. The class teacher will ask Emma to select from three activities as part of 'choosing time' or 'golden time' each Friday.
2. Emma will identify and list three games she would like to plan and play with a group of senior infant pupils.
3. At home, Emma will identify her preference for an activity to complete with her Mum on a Friday evening, e.g. go to the shopping centre, rent a DVD, or visit a family friend/relative.

IEP Review Sheet

Progress to Date

Strengths

(The nature of the pupil's abilities, skills and talents)

Parents and school staff report that the use of a home-school diary and weekly contact has worked successfully in monitoring Emma's emotional needs to date. Emma has responded well to structured support teaching as part of a group of four pupils. She appears relaxed and comfortable during support teaching time and has reported that she enjoys this time. While Emma initially found initiating a conversation with her peers difficult, she is now successfully initiating a conversation every morning before break. Emma has successfully identified preferences in structured situations during support teaching in the classroom and at home.

Areas for Improvement/Presenting Difficulties

(The nature and degree of the pupil's special educational needs and how those needs affect his/her progress)

- Socially, Emma continues to find it difficult to initiate conversation and accept the role of leader in a group of age-related peers within the classroom setting.
- Regarding academic success, Emma continues to rate her efforts for academic achievement significantly lower than the class teacher each day.

Summary of Special Educational Needs

(The special educational needs of the pupil)

Emma continues to have special educational needs relating to her social and emotional needs. The issue of self-harm continues to be a concern.

Special Educational Provision

(The special education and related support services to be provided to the pupil)

- Emma will continue to access support at a School Support Plus level.
- Emma will continue to attend Child and Adolescent Mental Health Services.
- Consultation with the NEPS psychologist will continue once per month for the next three months or, should the need arise, telephone contact will be made.
- Strategies to support positive mental health will continue. In addition, it was agreed at the case meeting with Child and Adolescent Mental Health Services that feedback and input from the case worker would be given to school staff on a six-weekly basis. It was agreed that there would be telephone contact between meetings and strategies are to be communicated regarding emotional needs.
- The class teacher will give visual and verbal feedback before break, lunch and home time each day.

Further Information

Through the case meeting which included parents, school staff, staff from the Child and Adolescent Mental Health Services and the NEPS psychologist, information was shared regarding the nature of Emma's needs. This indicated that Emma finds it very difficult to talk to people within school and feels that her peers do not like her. She is reported to have high anxiety levels regarding her performance in school. In relation to self-harm the risk was reported as significant and ongoing support is being offered to Emma at this time.



Appendix 1

Resource Documents





Appendix 1 - Resource Documents (RD)

RD 1	Basic Needs Checklist
RD 2	Learning Environment Checklist
RD3	Classroom Support Checklist
RD4	Classroom Support Plan and Review Record
RD5	School Support Checklist
RD6	School Support Plan
RD7	School Support Review Record
RD8	School Support Plus - Individual Education Plan Planning Sheet
RD 9	School Support Plus - Individual Education Plan
RD 10	School Support Plus - IEP Plan Review Sheet



Basic Needs Checklist

This page shows a checklist can be useful in considering a pupil's basic needs

Name: _____

Headings under which to consider a pupil's basic needs:

- Physiological needs e.g. does the pupil have adequate food, warmth, housing etc?
- Safety needs e.g. does the pupil need physical or psychological protection?
- Belonging needs e.g. does the pupil have close family and friends, feel part of his/her class
- Esteem needs e.g. does the pupil receive respect, positive feedback from others and respect others and self?

Possible actions suggested to the teacher on the basis of the questions above:

Learning Environment Checklist

Environment / Physical Condition: Tick the area where action could be taken to make a difference for the pupil

- | | |
|--|---|
| <input type="checkbox"/> Layout of room & furniture | <input type="checkbox"/> Adequate working space for pupils & teachers |
| <input type="checkbox"/> Good décor/lots of displays etc? | <input type="checkbox"/> Ease of movement in room |
| <input type="checkbox"/> Temperature | <input type="checkbox"/> Lighting |
| <input type="checkbox"/> Noise level | <input type="checkbox"/> Seating - facing board - neighbouring pupil compatibility - height for writing |
| <input type="checkbox"/> Appropriate resources/equipment organised and readily available for all pupils? | |

Social Factors / Relationships:

- Classroom procedures & rules are made clear and understood by all pupils and consistently applied
- Clear instructions are given about the tasks in a variety of ways (oral, visual, gestures)
- Changes between tasks are managed smoothly and effectively
- Pupils know what to do next without asking
- The class is generally on task
- A variety of different actions (academic and behaviour) are frequently noticed and praised
- A variety of praise and rewards are used
- Pupils can be monitored sufficiently during a task to ensure understanding and continuing progress
- Any disruptive or off-task behaviour is effectively managed
- Good communication and feedback between teacher and each pupil about progress is maintained

Teaching & Learning – Methods, Materials & Procedures:

The extent to which.....

- Tasks set are appropriate for the pupil's level of understanding and skills
- Learning goals are clearly defined and shared with the pupil
- Opportunities are provided for the pupil to engage in activities in which s/he can be successful
- Steps in learning goals are small enough to ensure progress
- Activity content/tasks are of interest to the pupil
- Tasks set take account of pupil learning style: pace of activity, variety of activities, length of activities and time allowed to complete a task are appropriate
- A variety of teaching approaches is used
- Opportunities are provided for a variety of pupil responses - oral/practical/written
- Opportunities are provided for pupil involvement in decision making and recording
- Opportunities are provided for pupil to generalise/transfer learning from one situation to another
- Regular monitoring and recording of progress occurs

Classroom Activity

Routines established for:

- | | |
|---|--|
| <input type="checkbox"/> Entering class | <input type="checkbox"/> Leaving class |
| <input type="checkbox"/> Giving out resources | <input type="checkbox"/> Gathering resources |
| <input type="checkbox"/> Asking for help | <input type="checkbox"/> Gaining whole class attention |

Rules/Rewards/Consequences

Rules are:

- | | |
|--|---|
| <input type="checkbox"/> Few in number | <input type="checkbox"/> Decided upon in consultation with pupils |
| <input type="checkbox"/> Displayed | |

Rewards and consequences are:

- | | |
|--|---|
| <input type="checkbox"/> Named | <input type="checkbox"/> Linked to behaviour |
| <input type="checkbox"/> Rewards in rewarding to class | <input type="checkbox"/> Rewards are achievable |
| <input type="checkbox"/> Sanctions are understood and fair | <input type="checkbox"/> Sanctions are imposed consistently |

School Environment

Tick which area needs change

- | | |
|---|---|
| <input type="checkbox"/> Playground/yard | layout equipment supervision rules |
| <input type="checkbox"/> Movement: effective routines for | movement around school lining up corridors |
| <input type="checkbox"/> Break/lunchtimes | clear simple rules rewards and consequences clear activities available |
| <input type="checkbox"/> Staff support | staff discuss difficulties |
| <input type="checkbox"/> Policy | behaviour policy exists
policy is understood and agreed by staff
range of rewards for good class, playground, school behaviour
range of sanctions in place
range of strategies used for managing behaviour
behaviour is assessed and monitored |

Summary of Concerns

Classroom Support Checklist

PUPILS NAME | DOB | CLASS | DATE

GENERAL INFORMATION	CHECKED (YES/NO)	SUMMARY OF INFORMATION
Parents Consulted		
Information from previous school/preschool, or previous class teacher gathered		
Hearing		
Vision		
Motor Skills		
Medical Needs		
Basic Needs Checklist completed		
Assessment of learning – screening, attainments tested, if appropriate		

GENERAL INFORMATION	CHECKED (YES/NO)	SUMMARY OF INFORMATION
Observation of learning style / approach to learning		
Observation of behaviour		
Interview with pupil		
Classroom work differentiated		
Learning environment adapted		
Playground/school environments adapted		
Informal consultation with outside professionals		
ACTION NEEDED		
ACTIONS AGREED WITH PARENTS AND RELEVANT STAFF		



Classroom Support Plan and Review Record

PUPILS NAME | DOB | CLASS | Date

OUR CONCERNS ARE **REVIEW DATE & COMMENTS**

Blank space for recording concerns and review date & comments.

WE THINK IT MAY BE HAPPENING BECAUSE

Blank space for recording reasons for concerns.

SOME STRATEGIES WE WILL ADAPT ARE

Blank space for recording adapted strategies.

WE WILL KNOW THINGS HAVE IMPROVED WHEN?

Blank space for recording indicators of improvement.

WE WILL REVIEW (date, time and convenor)

Blank space for recording review details.

Signed: Teacher _____ Parent _____

FIRST REVIEW DATE **ATTENDING:**

Blank space for recording first review date and attendees.

SECOND REVIEW DATE

Blank space for recording second review date.





School Support Checklist

PUPILS NAME	DOB	CLASS	DATE
GENERAL INFORMATION	CHECKED (YES/NO)	COMMENTS	
Parents Consulted			
Information from previous school/preschool gathered			
Hearing			
Vision			
Motor Skills			
Medical Needs			
'Basic Needs' Checklist completed			
Assessment of learning – screening, attainments tests, if appropriate			
Observation of learning style/ approach to learning			
Observation of behaviour			
Interview with pupil			
Classroom work differentiated			
Learning environment adapted			
Playground/school environments adapted			
Informal consultation with outside professionals			
Direct input from supporting teacher/s			
Other interventions in place in school			
ACTION NEEDED			



School Support Plan

PUPILS NAME	Class	Start Date	Co-ordinating Teacher
Review Date			

PUPIL'S STRENGTHS AND INTERESTS

WHAT TO TEACH

HOW TO TEACH IT (resources, materials, strengths)

WHO, WHERE, WHEN

CRITERIAL FOR SUCCESS

REVIEW DATE AND COMMENTS



PUPILS NAME	Class	Start Date	Co-ordinating Teacher
Review Date			

PUPILS STRENGTHS AND INTERESTS

PRIORITY CONCERNS

WE WANT TO ACHIEVE (TARGETS)

STRATEGIES WE WILL USE ARE:

STAFF INVOLVED AND RESOURCES NEEDED ARE:

WE MEASURE PROGRESS AND SUCCESS BY:

WE WILL REVIEW (DATE, TIEM AND CONVENOR)

Signed: Teacher/s _____
Parents _____



School Support Review Record

PUPILS NAME	DOB	Class	Date
-------------	-----	-------	------

WHAT HAS BEEN MOST SUCESSFUL AND WHY?

Blank area for text input.

WHAT HAS BEEN LEAST SUCESSFUL AND WHY?

Blank area for text input.

WHAT ARE THE PUPIL'S CURRENT NEEDS?

Blank area for text input.

WHAT ACTIONS ARE RECOMMENDED?

Blank area for text input.

LIST HOW, WHO AND WHEN ACTIONS WILL BE CARRIED OUT

Blank area for text input.

PUPIL/YOUNG PERSON'S COMMENTS

Blank area for text input.

PARENT/GUARDIANS COMMENTS

Blank area for text input.

Signed _____ Date _____





School Support Plus Individual Education Plan Planning Sheet

PUPILS NAME	DOB	Class	Date
-------------	-----	-------	------

<p>Progress to date/strengths The nature and degree of the pupil's abilities, skills and talents</p>	
<p>Areas for improvement/ presenting difficulties The nature and degree of the pupil's special educational needs and who those needs affect his/her progress</p>	
<p>The present level of educational performance of the pupil</p>	
<p>Summary of Special Educational Needs of the pupil</p>	
<p>Special Educational Provision The special education and related support services to be provided to the pupil</p>	
<p>Further information</p>	



School Support Plus Individual Education Plan

PUPILS NAME

DOB

CLASS

Date

Individual Education Plan	
Priorities/Long Term Goals	
Progress to Date/Strengths	
Targets and Strategies	

Signed (Staff) _____

Signed Parent/s _____

Date _____

Proposed Review Date _____





School Support Plus IEP Review Sheet

PUPILS NAME	DOB	Class	Date
-------------	-----	-------	------

IEP Review Sheet

<p>Progress to date/strengths The nature and degree of the pupil's abilities, skills and talents</p>	
<p>Areas for improvement/ presenting difficulties The nature and degree of the pupil's special educational needs and who those needs affect his/her progress</p>	
<p>The present level of educational performance of the pupil</p>	
<p>Summary of Special Educational Needs of the pupil</p>	
<p>Special Educational Provision The special education and related support services to be provided to the pupil</p>	
<p>Further information</p>	



Appendix 2

ASSESSMENT DOCUMENTS





Appendix 2 - Assessment Documents (AD)

AD 1	Teacher Checklist for Whole-class Structures and Supports
AD2	Behaviour Checklist
AD 3	Guidelines for Observation and templates Observation of a class group Frequency Event Recording Duration recording TOAD Observation Schedule
AD4	Individual interview notes and tools My Thoughts About School Checklist How Do You Feel? Rating Scale
AD 5	Social Skills Observation Profile
AD 6	Recording Behaviour Within a Context - ABC
AD 7	Sociograms



Teacher Checklist for Whole-class Structures and Supports

Skill Area and Indicators	1 = Seldom 2 = Sometimes 3 = Frequently			Target for Attention	
	1	2	3	Yes	No
1) Relationships and Social Environment					
Positive communication system with parents					
Inclusion of parents in school activities					
Encouragement of pupils to bring in family photographs					
Provision of opportunities for pupils to share personal experiences					
Seeking of opportunities to speak with pupils on an individual basis					
Provision of opportunity for pupils to express opinions/voice concerns					
Personal greeting of pupils					
Celebration of birthdays and other significant events					
Opportunities to provide positive feedback to pupils					
Celebration of achievements however small					
Inviting pupils to help with daily tasks and responsibilities					
Provision of opportunities for pupils to display autonomy and make choices					
Sharing of your own thoughts and feelings					
Expression of confidence in pupils to succeed					
Teaching of co-operative learning skills					
Teaching of positive playground behaviour					
Inclusion of pupils in negotiating classroom rules					
Explicit teaching of positive classroom behaviour					
2) The Learning Environment	1	2	3	Yes	No
Differentiation of the curriculum to cater for pupils with special needs					
Provision of flexible grouping arrangements					
Provision of balance within activities to cater for different learning styles					
Inclusion of fun activities in the school day					
Provision of balance in individual, paired and group learning					
Anticipation of difficulties which may arise in the lesson					
Access to a range of learning resources and materials					
3) Classroom Organisation	1	2	3	Yes	No
Provision of a pleasant, clean and welcoming classroom					
Good lighting, ventilation and temperature control					
Age appropriate displays - changed regularly					
Displays of pupils' work					
Ease of movement in the classroom - good use of space					
Consideration of appropriate seating arrangements					
Easy access to materials/books/supplies					
Clear behaviour expectations established					
Routines for greetings and farewell					
Routines for starting and finishing lessons					
Routines for asking for assistance					
Routines for tidying up					
Routines for transitions between activities					



Assessment Document 1 (continued)

Skill Area and Indicators	1 = Seldom 2 = Sometimes 3 = Frequently			Target for Attention	
	Timetable includes balance between activities - listening, writing, oral, music, drama etc.				
Timetable reflects the needs of pupils with a range of difficulties including learning, emotional and behavioural					
Timetable includes structured breaks					
Use of appropriate praise and attention					
Tactical ignoring of low-level disruptive behaviour					
Use of distracting and redirecting strategies					
Planned approach when responding to non-compliant behaviour					
Consequences applied firmly and calmly					
Attention returned quickly when pupil behaves appropriately					
4) Teacher Attitudes and Behaviour	1	2	3	Yes	No
The teacher reflects on the relationship between the pupil's behaviour and their social and emotional development					
The teacher is aware when the pupil's behaviour is 'pushing their buttons'					
The teacher is aware of managing their own responses and reactions					
The teacher is aware when they need to seek the support of colleagues					
The teacher is aware of their tone of voice and body language					
The teacher conveys a sense of calm and control when managing challenging behaviour					
5) Social and Emotional Teaching Strategies	1	2	3	Yes	No
SPHE programme includes focus on particular needs of class and individuals					

Individualised Action Plan for Teachers

(based on Teacher Checklist for Whole Class Structures and Supports)

Key Target Areas	Strategies I will use to implement new practices and supports for pupils	Supports and resources needed to accomplish targets





Behaviour Checklist

Pupil's Name	Class	Year Group	
Completed by			
Behaviours in school	M = Mostly S = Sometimes N = Never		1 = Low 2 = Medium 3 = High
	With support	Without support	Priority Rating For Pupil
Can arrive on time for school			
Can hang up his / her coat			
Can enter the classroom quietly keeping hands and feet to him / herself			
Can follow initial routines, e.g. sits at desk keeping hands and feet to him / herself			
Can answer the register appropriately			
Can sit still and quietly while instruction are being given			
Can repeat instructions			
Can follow a one- part verbal instruction (e.g. 'Stop what you're doing')			
Can follow a two - part verbal instruction (e.g. 'Stop what you're doing and put your pencil down')			
Can follow a three - part verbal instruction (e.g. 'Stop what you're doing, put your pencil down and close your book')			
Can follow a four part verbal instruction (e.g. 'Stop what you're doing, put your pencil down, close your book and look this way')			
Can collect and organise equipment for a task			
Can begin a task quickly, e.g. at the same time as other pupils			
Can stay on task for more than 5 minutes			
Can stay on task for more than 10 minutes			
Can stay on task for more than 15 minutes			
Can stay on task for more than 30 minutes			
Can complete a task			
Can complete a task within a given time			
Can complete a task before moving to another			
Can value and take care of completed work			
Can value and take care of the work of others			
Can follow routines when work is completed			
Can gain the attention of adults appropriately e.g. by putting up his / her hand			

Behaviour Checklist

Pupil's Name	Class	Year Group	
Completed by			
Behaviours in school	M = Mostly S = Sometimes N = Never		1 = Low 2 = Medium 3 = High
	With support	Without support	Priority Rating For Pupil
Can get undressed for PE quickly and quietly			
Can help to set out PE equipment safely			
Can follow instructions in PE			
Can take part in group activities in PE safely			
Can wait his/ her turn for apparatus			
Can show his/ her work in PE to the rest of the class			
Can get dressed quickly and quietly			
Can settle to work quickly after physical activity			
Can sit quietly and still during story time			
Can work safely during a practical activity			
Can take part appropriately in discussion activities			
Can take part appropriately in musical activities			
Can sit and listen quietly in assembly			
Can take part appropriately in class assembly			
Can do a responsible job during assembly			
Can carry out requests made by adults			
Can adept to a change in routine if given an early warning			
Can adept easily to a change in routine			
Can understand classroom rules			
Can follow classroom rules			
Can follow classroom routines			
Can understand when movement is and is not allowed in the classroom			
Can seek permission before leaving the classroom			
Can respond appropriately to praise			
Can respond appropriately to quiet praise			
Can understand that behaviour incurs positive consequences			
Can understand that inappropriate behaviour incurs negative consequences			
Can take responsibility for one classroom job			
Can tidy up when asked			
Can line up keeping hands and feet to him/ herself			



Behaviour Checklist

Pupil's Name	Class	Year Group	
Completed by			
Social communication skills	M = Mostly S = Sometimes N = Never		1 = Low 2 = Medium 3 = High
	With support	Without support	Priority Rating For Pupil
Can make appropriate eye contact with adults (consider cultural differences)			
Can greet adults appropriately e.g. Hello			
Can make eye contact with peers			
Can greet peers appropriately			
Can stay on task when working in a pair			
Can stay on task when working in a group of three			
Can stay on task when working in a group of more than three			
Can initiate conversation with peers			
Can take turns in conversation with peers			
Can take turns in a pair			
Can take turns in a group			
Can share with one peer			
Can share with a group of peers			
Can make positive comments to peers			
Can leave appropriate body space when working with peers			
Can use an appropriate tone of voice to peers			
Can be polite to peers, e.g. Ask to borrow equipment; say thank you.			
Can understand the effect his/her behaviour has on peers			
Can understand the effect his/ her behaviour has on adults			
Can approach a group in the playground using appropriate non-verbal skills			
Can use the appropriate verbal skills to gain entry to a game on the playground			
Can play one game safely with others on the playground			
Can play two games safely with others on the playground			
Can resolve conflict situations safely			
Can remove him/herself from conflict situations before losing his/her temper			
Can use a passcard to exit from difficult situations before losing his/her temper			
Can stay calm and tell an adult if called names			
Can initiate friendship			
Can maintain friendships			

Behaviour Checklist

Pupil's Name	Class	Year Group	
Completed by			
Playgroup behaviour	M = Mostly S = Sometimes N = Never		1 = Low 2 = Medium 3 = High
	With support	Without support	Priority Rating For Pupil
Can play alone keeping hands and feet to him/herself			
Can play safely with others keeping hands and feet to him/herself			
Can follow instructions from midday assistants			
Can carry out requests made by midday assistants			
Can line up keeping hands and feet to him/ herself			
Can use appropriate table manners at the dining table			
Can follow dining room routines e.g. clears up plates after eating his/her meal			
Can stay within agreed boundaries			
Can follow playground rules			

Guidelines for Observations

Why gather information about a particular pupil's behaviour?

We all perceive and interpret the behaviour of others in our own way. We all have our own beliefs and values about our own and others' behaviour. Our interpretation depends on our own experiences and knowledge. We need to try and get an objective picture of the behaviour and emotional responses of a pupil. A clearer picture is obtained if we ask what was actually observed, without any interpretation or judgement.

Carrying out observations

Gaining information from a wide range of sources is useful because it may reveal and clarify reasons for behaviour and correct misinterpretations of behaviour. This can be useful when planning the form of support that is most likely to be effective.

In order to gain as accurate as possible a picture of the behaviour, observation should be carried out:

- in a range of situations, e.g. academic lesson, practical lesson, the playground; and at a class level, small group or individual level.
- ideally by someone who is not involved in teaching the lesson observed;
- by someone who can remain objective.

Teachers sometimes observe particular times when the pupil might be working with a SNA, supporting teacher/s or a Gaelic/dance/music teacher from outside of school. If teachers selects a colleague to observe classroom teaching and learning it is advisable to consider the confidential nature of this observation and how the feedback will be shared. Constructive feedback should always be shared in a supportive, open, honest and sensitive way.

Recorded observation of a pupil's behaviour and analysis of the findings can provide information which may indicate:

- the **exact nature of the behaviour** causing concern- what did you see and hear the pupil doing?
- **frequency of behaviour** - once a week, once a day, 10 times a lesson?
- **duration of behaviour** - how long does the behaviour in question last?

As well as using any of the methods to gather information, more detailed observation can be completed to build up a picture of the nature of the difficulties occurring and the context to them. The following pages contain some ideas and formats for gathering different types of information.

- Frequency event recording
- Duration recording
- Behaviour checklist
- Interviews with pupils

It is not intended that every type of observation should be completed for a particular child. Rather, these materials offer a selection of different approaches, one or two of which might be more useful than others for gathering information about a particular difficulty.

Using information gathered through observation

This information can be used to: inform our thinking as to why the behaviour may be occurring; set targets; and also to provide a baseline from which to evaluate any improvement and judge the effectiveness of any interventions that are implemented.

Progress with behaviour may not occur in a linear, incremental way. It is a process that may well be affected by many factors. It is normal to sometimes see regression in a pupil's behaviour before they are able to move forward.

Information recorded should be:

- only what is seen and heard;
- the observed pupil's behaviour in relation to the rest of the class;
- time checked.

Observation of a class group:

Ideally, the observation should be carried out by someone who is not involved in teaching the lesson observed and who can remain objective.

General Classroom Observation schedule

Class:	Teacher:
Date:	Time:
Number of pupils in class:	Observation notes:
Environment: <ul style="list-style-type: none"> ○ Layout of desks, work area etc ○ Seating position of target pupil in the class ○ Is target pupil working alone or in a group? 	
Lesson content: <ul style="list-style-type: none"> ○ What did the pupils do? ○ What did the target pupil do? ○ What did the teacher intend the pupils/target pupil to do? 	
Lesson delivery: <ul style="list-style-type: none"> ○ Does the target pupil attend to the teacher's presentation? ○ Can target pupil see and hear teacher's presentation? ○ Are instructions clear? ○ Does the teacher check for understanding? ○ Is the pace appropriate? ○ Are routines established and maintained? 	
Classroom communication: Frequency and type of interaction between (social, work related, positive, negative, questioning etc.) <ul style="list-style-type: none"> ○ target pupil and teacher ○ teacher and target pupil ○ target pupil and peer ○ peers and target pupil 	

<p>Management of behaviour:</p> <ul style="list-style-type: none"> ○ General use of praise and rewards ○ Use of rewards and praise with target pupil ○ Inappropriate behaviour managed effectively? (quickly, consistently) 	
<p>Atmosphere and relationships in the classroom:</p> <ul style="list-style-type: none"> ○ Pupils interaction with teacher generally ○ Target pupil's interaction with the teacher ○ Teacher's interaction with class ○ Teacher's interaction with target pupil 	
<p>Pupil's approach to learning:</p> <ul style="list-style-type: none"> ○ Does target pupil follow instructions? ○ How much time does class generally spend on task? ○ How much time does target pupil generally spend on task? ○ Pupil's use of other pupils to assist learning ○ Target pupil's use of other pupils to assist learning ○ Pupil's use of teacher to assist learning ○ Target pupil's use of teacher to assist learning ○ Were class motivated to do the task set? ○ Was target pupil motivated to do task set? 	
<p>Lesson outcomes:</p> <ul style="list-style-type: none"> ○ Did target pupil have knowledge and understanding to complete task set? ○ Could target pupil use materials/ were the materials provided/ available? ○ What did the target pupil achieve in the lesson? ○ What did the class achieve in the lesson? 	
<p>Any other relevant information:</p>	



Assessment Document 3 (continued)

Frequency Event Recording

Behaviours that have a clear beginning and end e.g. throwing things, poking another pupil, getting out of seat, talking out of turn can be counted using a tally system giving a frequency count.

Use the observation sheets provided and note how many times a behaviour occurs in a designated period.

Short periods of event recording several times a day can reveal patterns in a pupil's behaviour, e.g. is it linked to a type of task, or when they are seated next to certain people.

Name of child	Behaviour Observed
Date:
Time: from to	Tally:
Total for session	

Name of child	Behaviour Observed
Date:
Time: from to	Tally:
Total for session	

<p>Name of child.....</p> <p>Date:</p> <p>Time: from..... to</p> <p>Total for session</p>	<p>Behaviour Observed</p> <p>.....</p> <p>Tally:</p>
---	--

From Birmingham City Council Education and Learning Service. 2001. *Behaviour in Schools: Getting Started, Framework for Intervention*, Birmingham City Council

Duration recording:

This method is appropriate for behaviours that tend to persist, e.g. temper tantrums, aggressive behaviour, wandering around a classroom. Timing the length of the behaviour provides a baseline before introducing interventions to try to reduce the behaviour.

- Use the format below.
- Record the behaviour and the length of time for which it persists.
- Several behaviours can be recorded if necessary.



Assessment Document 3 (continued)

Name of pupil.....

Date of birth.....

Date observed.....

Observation by.....

Time	Task	Behaviour	Duration (minutes and seconds)



TOAD Observation Schedule

The TOAD system allows you to collect information about four classroom behaviours. The four behaviours are: Talking out-of-turn, Out-of-seat, Attention Problems and Disruption.

Information is usually observed at either 15, 30 or 60 second intervals. This means that every 15 (30, 60) seconds a tick is given if the pupil is doing each or any of the four behaviours. All four behaviours are observed at the same time.

Talking out-of-turn

Unsolicited, spoken words directed at either the teacher (without permission) or at classmates, during inappropriate times.

Out-of-seat

The pupil is not sitting in his chair during a time when the class are expected to be in their chairs. Kneeling on the chair is not counted; the pupil has to be out of his/her place.

Attention Problems

The pupil is not attending either to independent work or to a group activity. The pupil is engaged in an activity other than what he/she is supposed to be doing. This includes not following teacher's direction.

Disruption

The pupil's actions result in disrupting other pupils and their work. These behaviours might include making a noise or physical contact and may be intentional or unintentional.



TOAD Observation Schedule

Pupil:	Date:	Interval
Teacher:	Start Time:	15 secs
Activity:	End Time:	30 secs
Observer:	Location:	60 secs

Interval	T	O	A	D
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
Total				
Divide by 10				

Interpretation

1. Total the number of points for each category (T,O,A,D) and divide by 10 to get an average number of behaviours in each category.
2. Compare this figure to one or two pupils who are not perceived as problematic.
3. Repeat this schedule at intervals to provide a measure of change following an intervention program.

My thoughts about school checklist

Notes on use

Interview with a pupil:

It is always important to ascertain the pupil's awareness and perception of the difficulties they may be having. There may be good reasons and explanations for emotional and behavioural responses they are showing. If you are going to try a simple behaviour contract or monitoring their behaviour, you will need to involve them and make sure that they want to make the changes planned. If pupils don't want to change, it may take several sessions to raise their awareness of their behaviour and the negative impact it is having on themselves and maybe on others. You may also need to look closely at the pay-off for the pupil from their negative behaviour or emotional response and change this.

Suggestions for questions:

- Ask the pupil what they feel about themselves, their teacher, their lessons and work, their friends, their class.
- Ask if they know what is causing concern or causing them and/or others difficulties.
- Try to start with easy, structured and positive questions to help the pupil feel at ease (e.g. what do you like doing in or out of school?) and then use more open ended questions e.g.
 - What are some of the things that you do that make teachers pleased with you?
 - What are some of the things that seem to bother your teacher or other pupils?
 - What are some of the things that your teacher does that you like?
 - What are some of the things that your teacher does which you don't like?

Try to find out how the pupil feels in these situations.

- Does the pupil view their social/behaviour/emotional responses as a problem?
- Do they want to do something about changing the behaviour?
- Who would they like to notice if they made a positive change?
- Where and with whom in school do they feel safe and happy?
- If a pupil finds it difficult to talk ask them to draw or write.

You will need to explain to the pupil that you can keep what they say confidential except if they tell you they are hurt or in danger or if someone else is hurt or in danger. You need to reassure them that you will tell them if you are going to discuss anything that they say with someone else.

My Thoughts About School Checklist



PUPILS NAME

CLASS

Date

The things I like best at school are:

The things I don't like about school are:

The things that I am good at are:



The things I find hard are:



I am happy in class when:

I am happy during break and lunch times when:

My friends are:

I need help with:

Teachers in school can help me by:

My teacher would describe me as:

My parents would describe me as:

The following questions can be asked if pupils have an emotional and behavioural difficulty in school

Adults I get on best with in school are:

I get into trouble in school when:

The things I do that make my teacher feel unhappy are:

The things my teacher does that make me feel unhappy are:

I make my teacher happy when:

The things my teacher does that make me feel happy are:

The class rules are:

If someone breaks the rules:

Rewards I like best are:

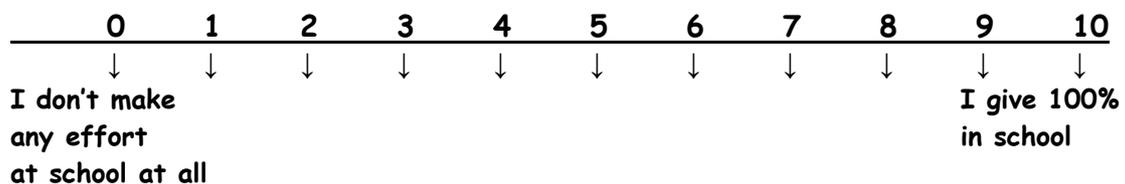
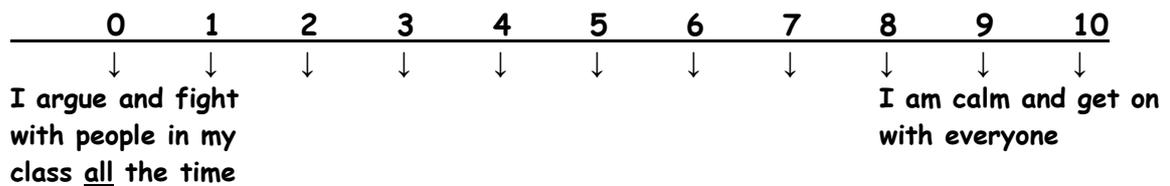
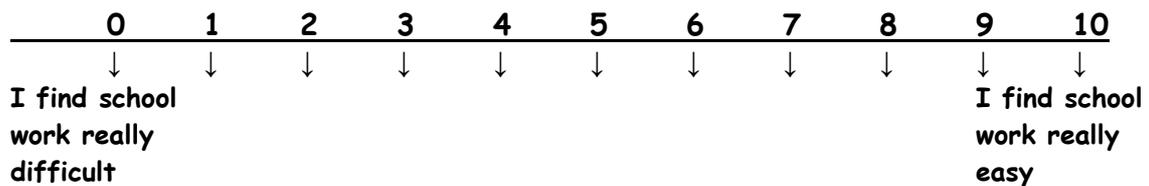
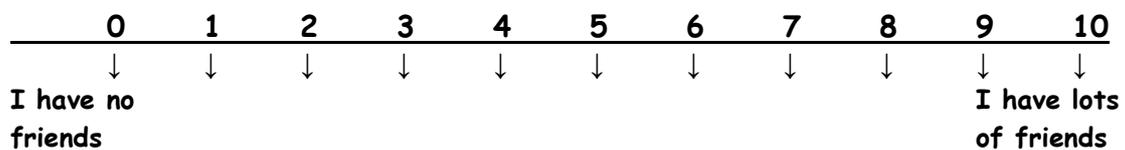


The things that I need to change are:



How Do You Feel?

Please answer as honestly as you can. Answering honestly will enable you to set target which will help you feel better about yourself. How you feel about yourself will change from day to day, week to week, depending on what is happening in your life at that time. As much as you can, when answering the questions, try to think about how you feel most of the time. Please rate where you are on each scale.



0	1	2	3	4	5	6	7	8	9	10
↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓
I don't like myself as a person									I am always happy about myself as a person	

0	1	2	3	4	5	6	7	8	9	10
↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓
I always get in trouble in school									I behave and never get in trouble in school	

0	1	2	3	4	5	6	7	8	9	10
↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓
I am always disappointed with myself									I am always pleased with myself	

0	1	2	3	4	5	6	7	8	9	10
↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓
I always hate the way I look									I am always happy with the way I look	

0	1	2	3	4	5	6	7	8	9	10
↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓
I feel I have no control and other people make decisions about my life									I can make choices all the time about how I live my life	

Social Skills Observation Profile

Part 1 Give a brief account of the pupil within the class, noting positive points as well as difficulties.					
Part 2 OBERVED BEHAVIOURS					
Key: 1 No cause for concern 2 Mild cause for concern 3 Moderate cause for concern 4 Serious cause for concern 5 Great cause for concern					
1. Social Interaction	1	2	3	4	5
a) Ability to use gesture, body posture, facial expression and eye-to-eye gaze in 1:1 situation					
b) Ability to use gesture, body posture, facial expression and eye-to-eye gaze in group interaction					
c) Ability to follow social cues in 1:1 - with adults					
d) Ability to follow social cues in 1:1 - with other pupils					
e) Ability to follow social cues in group interaction					
f) Ability to share an activity with other pupils					
g) Ability to share an activity with an adult					
h) Ability to develop peer friendships					
i) Ability to seek comfort/affection when upset					
j) Ability to offer comfort/affection to others					
k) Ability to share in others' enjoyment/pleasure					
l) Ability to imitate other pupils					
m) Ability to imitate adults					
n) Ability to show different responses to different people in different situations					
o) Ability to respond appropriately to social praise					
p) Ability to respond appropriately to criticism					
Comments					

2. Social communication	1	2	3	4	5
a) Ability to respond when called by name					
b) Ability to follow verbal instructions in 1:1 setting					
c) Ability to follow verbal instructions in a small group setting					
d) Ability to follow verbal instructions in a whole class setting					
e) Ability to take turns in conversations					
f) Ability to initiate conversation					
g) Ability to change topic of conversation					
h) Ability to maintain an appropriate conversation					
i) Ability to show awareness of the listener's needs					
j) Ability to give appropriate non-verbal signals as a listener					
k) Ability to change the topic or style of a conversation to suit the listener					
l) Ability to appropriately change the volume and tone of voice					
m) Ability to recognise and respond to non-verbal cues, e.g. a frown					
n) Ability to understand implied meanings					
o) Ability to tell or write an imaginative story					
p) Ability to relate a sequence of events					
q) Ability to give a simple sequence of instructions					
Comments					
<p>Prioritise the three difficulties which cause you the greatest concern</p> <p>1.</p> <p>2.</p> <p>3.</p>					

Adapted from Cumine, A., Leach, J., Stevenson, G., 2002, *Asperger Syndrome, A Practical Guide for Teachers*. London, David Fulton Publisher

Recording Behaviour within a context - ABC

Introduction

Having noted: the environment in which the behaviours are occurring; the activity the pupil is doing; the frequency; and duration of a behaviour, it is important to consider possible reasons for the behaviour within the school context. Using the ABC - (Antecedents-Behaviour-Consequence) approach during specific times and situations can sometimes give useful insights into what triggers behaviour and the maintaining consequences are.

When observing a pupil, make notes on the following:

- A** What were the antecedents?
What happened before the behaviour occurred? E.g. who was the pupil sitting with?
What activity were they involved in?
Where were they?
- B** What was the behaviour?
What actually was observed happening?
Record each pupil's actions.
- C** What were the consequences or results of the behaviour?
How was the situation resolved?
What sanctions were employed?
How did those involved react?
How did other pupils observing the behaviour react?
How did the adult(s) involved react?
Was each person happy with the outcome?
Are consequences reinforcing the behaviour?

When considering whether the consequences are reinforcing the behaviour, we need to consider whether the inappropriate behaviours are positively or negatively motivated. Examples of positive - reinforcement - based behaviours are: attention or reaction from others; getting things (such as tangibles or activities); sensory stimulation or environmental change. Examples of negative - reinforcement based behaviours are: avoidance (prevention of an aversive event such as criticism, task being boring or difficult); escape (such as a frightening event/termination of a aversive event); reduction of aversive event.

A possible format is provided on the next page.

ABC Behaviour Record

<p>Date.....</p> <p>Time.....</p> <p>Location.....</p> <p>Observed by</p> <p>Pupils involved:</p>	<p>Setting events Environmental/physical/ biological factors that may contribute to behaviour.</p>
<p>Triggers/Antecedents</p> <p>Where? When? Who? What was task?</p>	<p>What could be changed to avoid triggers?</p>
<p>Behaviour- What did the pupil do?</p> <p>Frequency (How often?)</p> <p>Duration (How long did it last?)</p>	<p>What behaviour would be preferable?</p>
<p>Consequences What happened?</p> <p>How did other (s) respond?</p> <p>Was work avoided?</p> <p>How did pupil respond to consequences?</p>	<p>Are the consequences maintaining the behaviour? If so what needs to change?</p>

Analysis of information about social/emotional/behavioural responses

Some questions to ask:

- What exactly is the nature of the behaviour/social/emotional response?
- How often does it happen?
- How long does it typically last for?
- When does it happen—for example during any particular lesson/ time of day/ with particular groups of pupils around?
- What do you think the behaviour/emotional response is communicating?
- How does the pupil feel?
- How do you feel/How does the teacher feel?
- What does the pupil need to feel supported?
- What does the teacher need to feel supported?
- What is the overall aim of any intervention?
- Any other possible contributory factors?

Sociograms

Using sociograms can help a teacher identify which pupils may be appropriate to select to work with a pupil with special educational needs for group social skills, buddy systems, peer tutoring etc. A sociogram highlights the pupils who are isolated as well as very popular pupils. Pupils who are popular and who exhibit appropriate behaviour can provide positive role models for others to learn from. A sociogram will also give information about pupils who work alone, work in a specific pair, with friends only, with the same gender or with pupils with mixed abilities. It is quick and easy to use with whole classes of pupils aged seven years and above, is sensitive to change, provides teachers with a wide range of useful information and avoids singling out particular pupils in any way.

There are two ways to administer a sociogram.

1. Ask the pupils in the class to draw or write the names of their three best friends. Make a graph of the results, e.g. write the names of all the pupils who thought Anna was one of their best friends in Anna's row of the table. If a pupil has drawn friends who are not in the class, don't include them. Italics indicate if the friendship is mutual.

	1	2	3	4	5	6	7	8
Anna	<i>Ella</i>	<i>Olivia</i>	<i>Ciara</i>	<i>Rebecca</i>				
Ella	<i>Anna</i>	<i>Olivia</i>	<i>Ciara</i>					
Olivia	<i>Anna</i>	<i>Claire</i>	<i>Rebecca</i>					
Claire								
Rebecca	<i>Anna</i>	<i>Ella</i>	<i>Olivia</i>	<i>Claire</i>	<i>Ciara</i>			
Ciara	<i>Ella</i>	<i>Claire</i>						
John	<i>Patrick</i>	<i>Neil</i>	<i>Adam</i>	<i>Mark</i>	<i>Joshua</i>			
Patrick	<i>Joshua</i>							
Neil	<i>John</i>	<i>Adam</i>	<i>Mark</i>	<i>Joshua</i>				
Adam	<i>John</i>	<i>Neil</i>	<i>Mark</i>					
Mark	<i>John</i>	<i>Patrick</i>	<i>Neil</i>	<i>Adam</i>				
Joshua	<i>Patrick</i>							

- The graph shows that pupils choose the same sex friends.
- The most popular pupils are Rebecca and John.
- The least popular pupil is Claire.
- Rebecca chose a girl in an older class as one of her three best friends.
- There seems to be close friendships in the group of four boys, John, Neil, Mark and Adam.
- Anna, Olivia and Rebecca seem to have formed a close friendship group.

2. Another second way to administer a sociogram involves making up a worksheet like the one shown below, where a class of nine year olds are being asked about how much they like to play with each of their classmates. For older pupils it may be more appropriate to phrase the question in terms of who they like to 'go around at break-time' with. It is generally good practice to use the pupils' own vocabulary in asking about free time. You can, of course, also ask about whom they like to work with.

Before explaining the task, it is important to explain why you are giving it to them. It doesn't really matter what wording you use as long as the pupils understand what they have to do and appreciate that there are no right or wrong answers - they just have to put what they think.

Examples of explanations of the task:

'We are going to do a project on how we get along with each other and I want to see how things are in our class now.'

'I want to know about how you get along with each other because it will help me sometimes when I am sorting out groups.'

Don't make promises which you may not be able to keep, such as, *'I want to know how you all get on together, so I can put you in project groups with your friends.'*

Assure them that you will not let anyone else in the class see their sheet. What they put will be private between you and them - you won't tell anyone what they put, and they shouldn't talk about it either.

How much do you like to <u>play</u> with each person at school				
	?			
	?			
	?			
	?			
	?			
	?			
	?			
	?			
	?			
	?			
	?			
	?			
	?			
	?			
	?			



Appendix 3

INTERVENTION DOCUMENTS

3.1 Classroom Intervention Documents (CID)





3.1 Classroom Intervention Documents (CID)

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CID 1	Developing Classroom Rules
CID 2	General Classroom Management Strategies
CID 3	Tactically Ignoring Behaviour
CID 4	Setting up Whole-class and Group Reward Systems
CID 5	Corrective Language
CID 6	Consequences
CID 7	Time Out



Developing Classroom Rules

Whole-class reward systems reinforce particular rules, encourage cohesiveness and co-operation between pupils and help reinforce general good behaviour in the class. Whole-class tokens can be earned by the whole class, groups or individuals. Many pupils like earning individual tokens for the whole class or group.

A reward system can be set up in the following way:

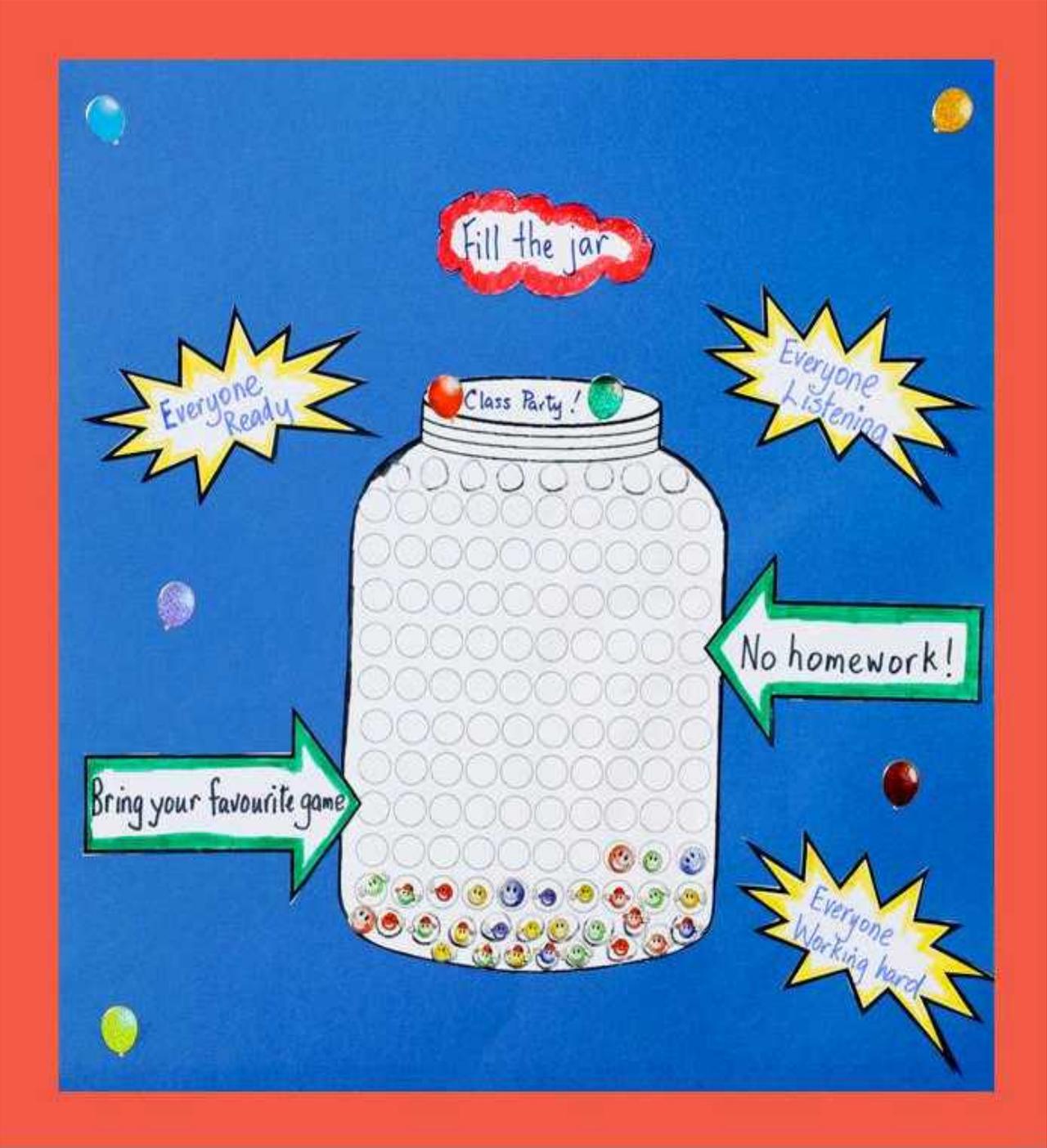
- Ask the class to choose the form the reward chart will take. The pupils could draw the reward sheets themselves.
- Ask the class to choose the tokens which will be used on the reward chart. These tokens can take many forms:
 - stickers
 - colouring in a section on the picture
 - moving a car along sections of a track to the finishing line
 - adding a piece of a paper chain until it stretches across the room
- Negotiate the main reward with the class and how many tokens they will need to get to earn it.
- Introduce smaller rewards along the way to keep them motivated.

The class should be able to earn the first reward reasonably quickly, i.e. within two days to a week, depending on the age of the group.

Putting it into action:

1. Put a sticker on the chart or colour in a section (or get a pupil to colour it in) each time the appropriate behaviour is shown. Give verbal praise as well to positively reward behaviour and make it clear what behaviour gained the reward.
2. Plan for success by giving whole-class tokens frequently so that the first reward can be earned quickly.
3. At the end of each, day count up the tokens awarded and praise the class.
4. When the final reward is earned, start a new whole-class system.

Diagram of class reward system



General Classroom Management Strategies

- 1) Wait for silence and everyone's attention before talking to the whole class. This behaviour will need continual reinforcement. Non-verbal signals can be used to alert the pupils to the need for quiet, e.g. 'Give Me Five' (See example in Section 3 - CLASSROOM STRUCTURES AND SUPPORTS). The teacher needs to model the behaviour, and using a signal should make shouting unnecessary. Make sure pupils who have difficulties with behaviour recognise that they are part of the class and are included in discussions.
- 2) Check that pupils have understood the task by asking them to tell you what they were asked to do.
- 3) Scan the room frequently and use praise to keep reinforcing good on-task behaviour - be specific so pupils are clear about what they are doing that the teacher is pleased about.
- 4) Use proximity control (move in close to the pupil that is off-task)
- 5) Use non-verbal signals, e.g. 'the look' or pointing at the pupil's copy. This will often redirect a pupil back to work.
- 6) Make on-task behaviour into a game by saying that every two to three minutes you will look up and give a tick on the board against each group where all members are working. At the end of ten minutes, stop the class and write down the results. Use this as a baseline for each group and encourage them to improve their score. If you fear this strategy may encourage competitiveness between class groups, use a whole-class reward system instead, and name pupils who are on-task, awarding a point towards a whole-class reward on the basis of their good behaviour.
- 7) Focus on effort and on positive aspects of work, no matter how few, and encourage the pupil to improve their performance.
- 8) Use peer tutoring and pair pupils of differing ability, so that a pupil can offer immediate help which will help keep the others on-task.
- 9) Encourage pupils to complete work in time allowed by acknowledging and rewarding task completion. This may involve setting different outcomes within a time limit for pupils of different abilities.
- 10) Some pupils need time to adjust to changes as they find transitions particularly difficult. With each change of activity, be explicit about your expectations for pupils' behaviour. Be aware of times between tasks as they are as important as time on-task and prepare and anticipate when these times might be, e.g. clearing up/setting out, choosing a different activity, playtime, assembly, visits or trips.

Tactically Ignoring Behaviour

This refers to the combination of ignoring behaviour and praising.

This strategy minimises the need to give negative attention to inappropriate behaviours.

This strategy can be used when

- there is no safety issue;
- the behaviour is low-level disruptive behaviour that does not seriously disrupt the lesson;
- the behaviour is not likely to get worse if ignored.

The procedure involves the following:

- superficially ignoring the pupil who is misbehaving (thereby not rewarding the behaviour by giving it negative attention).
- praising at least two other pupils who are showing the appropriate behaviour (This draws the pupil's attention to models of appropriate behaviour).
- stating the behaviour the pupils are being praised for (The message is conveyed that pupils get attention for behaving appropriately, e.g. if one pupil is talking loudly while the teacher is trying to read a story to the whole class, the teacher might say, *'Well done, Rachel you are really listening to the story, and John you are looking at me and really paying attention to the story, Well done'*).
- praising the pupil who was misbehaving as soon as they stop talking and start listening - in other words, catch them being good. (This will positively reinforce the desired behaviour).

This procedure works best when the class is also taught how to tactically ignore pupils who misbehave and need to go out. Some teachers will role-play this with their class or, for younger pupils, use puppets to demonstrate.

Setting up Whole-class and Group Reward Systems

Never take a reward away from a child.

If a child has earned a reward, then it is their reward whatever the subsequent behaviour. If inappropriate behaviour occurs, this should be dealt with separately through a consequence system. This sends the message that the teacher is consistent, predictable and keeps promises.

Tokens:

- Stickers
- Certificates
- Bookmarks
- Comics
- Badges
- Colouring pictures
- Puzzles (collecting pieces to make a complete puzzle)
- Points
- Stamp
- Positive notes home
- Positive notes to principal
- Vouchers to spend on a favoured activity

Privileges:

- First in the line
- Extra time on preferred activity
- Helping the teacher
- Watering the plants/caring for animals/feeding birds
- Sit in a special seat
- Work on a hobby
- Choose a PE game
- A responsibility in class
- Listening to a CD
- Reading favourite book
- Playing a game
- Writing on the board
- Extra computer time
- Tutoring younger pupils
- Working on a special project
- Choosing a circle time game
- Staying in at break time
- Extra play time
- Choosing a favourite video for the class

Social Rewards:

- Visit to principal
- Earn a whole-class reward
- Mention of good behaviour in assembly
- Work on display
- Write name in a 'good news' book
- Drinks and biscuits

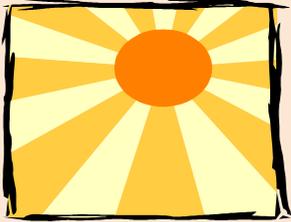
Natural rewards:

- Praise
- Smiles
- Positive attention
- Frequent marking and positive comments on work
- Encouragement
- Winks
- Positive signal, e.g. thumbs up

Rewards can be **individual**, **group** and/or for the **whole class**.

A combination of individual and whole-class reward systems can work very effectively. This encourages both a positive group atmosphere and individual achievement. However, be careful with small group rewards as this can lead to competitiveness and divisiveness in the class if 1 pupil lets the group down continually. Teachers can manage this carefully by ensuring this pupil is seen to earn rewards for the group.

Involving and using pupils to reward one another



Rays of the sun:

- Each child in the class has a sun. (*Ready-cut sun rays are available*)
- If one child sees another doing something good or being helpful, they can
 - write or draw what they saw onto the sun ray;
 - stick it on the child's sun;
 - sign it or put their own sticker on it.
- This way, each bit of praise is specific to a piece of behaviour, is publicly displayed and is given by a member of the child's peer group.
- Teachers can also add sun rays if they see behaviour they wish to praise.



Posting Box

- Slips of paper are available on which pupils can record 'good' things they see.
- Slips are posted and read out at the end of each week.
- The teacher can also write slips and post them.
- This reinforces the idea that rule-keeping benefits members of the class as well as the class teacher.

Corrective Language

What can you say to a pupil who is misbehaving so that:

- they stop
- they get information about their behaviour and the effect it has on others
- their self-esteem is not diminished?

Bill Rogers talks about the style of corrective language used by a teacher being an important tool in behaviour management. (Rogers, B., 2000, *Cracking the Hard Class: Strategies for managing the harder than average class*; London; Paul Chapman Publishing). He lists some of the following ideas:

- Use '**I**' messages not '**you**' messages.
'**You**' messages warn or blame the pupil and are confrontational, e.g. '*You're a bold boy*'. '**I**' messages help the pupil learn from their behaviour, e.g. '*When you say mean things to others, I feel sad and John is upset*'. '**I**' messages communicate feelings about the behaviour rather than the person.
- Separate the behaviour from the pupil. '*Emma is not a bold pupil but when she hits Ann her behaviour is bold*'.
- Try using Positive statements. These have three components:
 - The behaviour.....*when you pushed Mark over*
 - The effect.....*he hurt his knee*
 - The feelings.....*and he feels sad and I am disappointed*.
- Try using positive words - '**do**' rather than '**don't**'.
'*Hands up without calling out*' rather than, '*Don't shout out*'.
'*Look this way and listen, thanks*.' rather than '*Don't talk while I'm talking*'.
(*Thanks* conveys more expectation than *please* when it's said positively).
- Use simple descriptors.
'*There's paper on the floor*' rather than, '*You've made a mess*' - using a description doesn't get into blame which may spark a confrontation.
- Use language conveying choice (When/then - '*When I've finished the story, then you can do your drawing*').
After/then
Yes/then
'*I want you to put your football card in your bag or you can leave them on my desk*'.
- Use inclusive language.
'*In **our** class we have hands up without calling out*'.

- Try to avoid giving unnecessary attention to silly comments, e.g. tactically ignore or say, '*That's not a helpful comment right now*' and move on with the lesson.
Humour can also be effective if it is used when the teacher has a good relationship with the class and when it isn't used sarcastically or as a put down. (see *Tactically Ignoring Behaviour* - Appendix 3, Classroom Intervention Document 3)
- If a pupil puts down another pupil in front of class, the teacher should challenge it.
'*We have a rule about respectful language in our class - that's a put down and that hurts*'. Using the word *that's* indicates separation of the behaviour from the person.
- Use 'Gentle Blocking' - repeat the direction or reminder clearly with expectation in the same calm voice and then regain the flow of the lesson.
- Use 'Partial Agreement'- the teacher acknowledges what the pupil has said, briefly agreeing and reframing it.
Teacher - 'Tom stop talking'.
Tom - 'But I wasn't talking'.
Teacher - 'Maybe you weren't but I'm asking you to look this way'.
- Use non-verbal signals.
e.g. turn the volume down
e.g. pointing at a pupil chewing gum and at the bin

In general:

- Keep it brief
- Focus on behaviour
- Keep language positive
- Avoid arguing or unnecessary confrontation
- Distinguish between short term immediate correction and long-term follow up when the audience has gone

Consequences

A class agreement or class rules tells pupils how to behave. Praise and reward systems help motivate pupils to follow the class agreement. Some pupils will test to find the limits to the behaviour that is acceptable. Acceptable behaviour has positive consequences whilst behaviour that is not acceptable has negative consequences or sanctions.

Pupils need to learn that there are consequences for behaviour and setting limits effectively benefits the pupils and helps them take responsibility for their behaviour.

Points to keep in mind in drawing up and using consequences

- Brainstorm ideas with the pupils as to what consequences they would like put in place if people break the class rules. The teacher should have the final decision and should feel comfortable with the consequences set.
- Whenever possible, consequences should be logical and natural, e.g. if you throw something or make a mess you clear it up, if you call someone a name, you apologise.
- Where natural or logical consequences are not possible, devise a hierarchy of consequences. They should be graded from less to more serious in a hierarchical fashion, e.g. first warning and choice, second warning and choice, then a higher sanction such as 'time out'.
- Consequences should never be physically or psychologically harmful and should not publicly embarrass or humiliate a pupil.
- Consequences do not have to be severe to be effective.
- Consequences should be known to the pupils and displayed.
- Consequences need to focus on the specific behaviour not the pupil.
- Consequences are more effective if applied immediately.
- Consequences should be provided as a choice.
- References to rules and consequences should always be made in a calm voice, try to remember it is the system the pupil is challenging not the teacher personally.
- Each day is a new day and each pupil has a new start each morning.
- They need to be discontinued if ineffective.

Time Out

What is it?

'Time Out' can be described as an extended form of 'ignoring', where the pupil is removed for a short period from all sources of reinforcement. It is a consequence which is reserved for 'severe behaviours' such as:

- aggression towards teachers and other pupils, e.g. hitting, extreme verbal abuse;
- destructive behaviour;
- extreme non-compliance, i.e. refusing to do as told about three quarters of the time.

Benefits

1. Time Out provides an immediate consequence for serious misbehaviour and a means of reducing the impact of disruptive behaviour on peers.
2. It gives the pupil a period of time for reflection and calming down and fosters the development of the pupil's sense of responsibility.
3. It also provides important breathing space for the teacher and other pupils.
4. It is a means of communicating that the behaviour is unacceptable and that other pupils' rights/needs must be safeguarded.
5. When clearly located with the classroom discipline plan, it may be accepted as a consequence for behaviour, rather than seen as a punitive measure.
6. It allows the teacher to model a non-confrontational response to conflict.

Setting up a Time Out System

Setting up a Time Out system requires careful planning and should be clearly located within an overall classroom management plan and supported by a school-wide discipline policy. The Time Out policy should also be explained clearly to parents. The steps in setting up and implementing Time Out in the classroom are summarised below.

Location: In the classroom this requires an empty chair away from the busiest areas of the classroom and any interesting resources. It should be somewhere where the pupil cannot make eye contact with any other pupil. Names such as *thinking chair*, *quiet chair* are appropriate. It is helpful to have an agreed back-up location, e.g. another teacher's room for pupils who refuse to do Time Out in their own room, or where this might be part of an agreed discipline sequence.

Decide which behaviours will result in Time Out: Time Out is used for severe behaviours. It is helpful to give a warning for non-compliant behaviour; however, violent or destructive behaviour should lead to immediate time out. Pupils should be clear about the behaviours that lead to Time Out.

Length of Time Out: A useful rule of thumb is one minute per year of age and not more than ten minutes. A timer (e.g. egg or sand timer) is essential.

Teaching pupils about Time Out: Explain to pupils the behaviours which lead to time out. Teach and role-play how to handle going to the Time Out chair. Teach and role-play with pupils how to help the pupil by ignoring their behaviour while in Time Out.

Giving a Time Out: First give a warning (unless the behaviour is violent) and wait for pupil's response. Using a calm, firm tone of voice, tell the pupil what they did and that they must go to Time Out: *'You hit Mary, go to Time Out.'* Set a timer. This is helpful for young pupils who have a poor concept of time, and in many cases watching the sand flow through the timer can be calming. The teacher should remain in charge, i.e. teacher says when Time Out is over: *'Anne time out is up.'*

When Time Out is up: When a pupil is returning from Time Out, it is important to welcome them back to the class. This can be a simple 'come back to your table, let's try again'. Then look for the first behaviour which can be reinforced through praise. If the Time Out was for non-compliance, repeat the original direction and look for the first opportunity to reinforce compliance (refusal to comply or repetition of behaviour means the sequence starts over).

Refusal to go to or stay in Time Out: For younger pupils, it may be effective to gently take them there. For older pupils, a minute can be added for each refusal up to three minutes extra and then a warning about taking Time Out in the back-up location may be given.

Doing Time Out in another room: The guidelines above in relation to location and length of time should apply in the back-up room also. When a pupil is sent to do Time Out in the agreed back-up room (another classroom) a note should be sent stating the length of time they are to spend out of the class.

When the pupil arrives at the class, the receiving teacher should say, *'You can sit there for x minutes and set the timer.'* There should be no other conversation with the pupil until it is time to tell the pupil that they may return to their own classroom. When the pupil returns to their own classroom, the teacher welcomes them back and looks for the first opportunity to reinforce positive behaviour.

Time Out - Other general guidelines to consider:

Things to avoid:

- Criticism, negative commentary and angry responses which may escalate behaviour
- Responding to secondary behaviours such as muttering under breath which can also escalate behaviour
- Expecting remorse
- Empty threats and delayed responses; if the behaviour warrants a Time Out or if a warning has been given, implement the Time Out, otherwise the pupil will continue to test the limits

Record Keeping

The teacher needs to keep a record of who has been sent to Time Out, when and for what. If a pupil is in Time Out frequently, then they may not view it as a sanction, and other methods may need to be adjusted to effect a change in behaviour. Examples include rewards altered and more praise given for any positive behaviour the pupil is showing.

Other forms of Time Out

The time out procedure described here needs to be distinguished from other forms of Time Out which teachers use effectively. These are

- *preventative: seeking a reason to remove a pupil from a situation as a confrontation is brewing, e.g. to deliver a message;*
- *a less disruptive consequence for off-task behaviour: moving a pupil to a separate table to complete their work if they can't work quietly in a group;*
- *brief cooling off/thinking time within the classroom which is part of an agreed strategy between teacher and a pupil who may have difficulty controlling emotional responses.*

The Time Out procedure described here is intended as a basic guide. More specific planning might usefully be arranged as a result of whole-school discussion, which may include the school's educational psychologist.



Appendix 3

INTERVENTION DOCUMENTS

3.2 Individual Intervention Documents (IID)





3.2 Individual Intervention Documents (IID)

IID 1	Individual Reward Systems
IID 2	Strategies to Increase Self-esteem and Social Interaction
IID 3	Self Monitoring
IID 4	A Functional Approach to Behaviour Problems
IID 5	Self-esteem
IID 6	The Turtle Techniques
IID 7	Pass Cards
IID 8	My Feeling Wheel
IID 9	Think Sheet
IID 10	Visual Record of Academic Progress



Individual Reward Systems

Individual reward systems are often needed for persistent frequent specific behaviours. They involve setting up systems based on tokens such as stickers, ticks, smiley faces, points.

Procedure:

1. Talk to the pupil about which behaviour they or their teacher thinks they need to change and why.
2. Select at most four targets that the pupil feels they will be able to achieve. Include one target which is guaranteed to succeed or that the pupil is already doing. (*Some pupils may only be able to cope with one target at a time*).
3. Ask the pupil which rewards they would like and which reward chart and tokens they would like to use. (The list in Appendix 3, Classroom Intervention Document 4, may be useful for this purpose).
4. You could decide how difficult each target is. The more difficult targets will earn more tokens, e.g. putting hand up and waiting to be asked to speak could be worth two tokens each time the pupil does it, whereas playing together with pupils at break time without hitting them could be worth five tokens each time it happens. Alternatively, miss this step out and just give each target the same value in terms of tokens, e.g. every time you see the pupil showing the desired target behaviour they get one token, whatever the target.
5. Decide how many tokens will be needed to earn the rewards chosen. Pupils need to receive rewards quickly to keep motivated. Setting a target of one-hundred tokens to get the first reward is too big a goal and won't keep the pupil motivated. The pupil could earn a small reward after five tokens, then another after ten etc. The main reward could be given at twenty-five tokens.
6. Decide where the pupil's reward chart will be kept in the classroom. The pupil may want this to be displayed or may prefer to keep it private. There are many forms of reward chart. Some examples are included in this pack for ideas. It is best for the pupil to have a reward chart based on their own interests e.g. cars, horses. etc.

General points to consider:

- The pupil needs to earn at least two tokens a day initially to keep them motivated.
- Tokens or rewards should not be taken away once earned.
- Change the targets and rewards frequently in negotiation with the pupil.
- Try to involve parents or other significant adults in the pupil's life in the system or at least send good notes to them telling them how well the child is doing.
- This may seem like a lot of work to set up but it will save a lot of time correcting the pupil and managing their behaviour in the class once it is established.

Example

An example for recording/monitoring a reward system is outlined below:

Name: _____

Class: _____

Goal for class time _____

Goal for break time _____

Target for the week _____

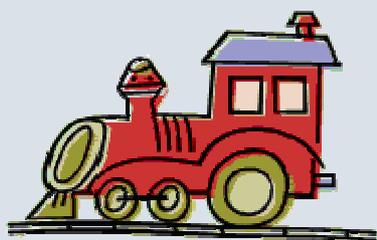


	Morning	Little break	Late Morning	Big Break	After Lunch	Late Afternoon
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

If I achieve my goal each day I can.....

If I achieve my goal by the end of the week I can.....

Strategies to Increase Self-esteem and Social Interaction

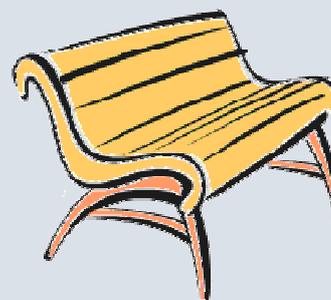


FRIENDSHIP TRAIN

Mark out a train on the playground. Encourage pupils to stand and wait by it if they have no one to play with. When other pupils invite someone who is waiting by the train stop into their game, reward them with praise, stickers.

FRIENDSHIP BENCH

For older pupils, using a friendship bench may be more appropriate. Some schools designate a seating area or bench as a friendship stop. Again, pupils are encouraged to sit on the bench wait by it if they have no one to play with.

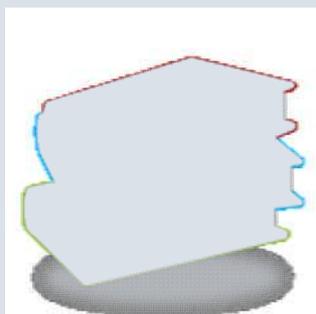


MENTORING SYSTEMS

Many different types of mentoring systems exist in schools. Mentoring can help pupils who are socially isolated, lack friendships or who have weak academic skills. They are effective in improving pupil's levels of self esteem, confidence, attitude to school, social skills and school attendance. The following are examples of mentoring systems:

- **Buddy systems:** using sociometric techniques (see Appendix 2, Assessment Document 6 - *Sociograms*) and observations of friendships in the playground, pupils from the same class or year group are matched with the target pupil for a day or week to play with and support the pupil in the playground. This system works best when supporting teacher/s or SNAs support the scheme by teaching or suggesting games to play together. It is important that teachers monitor this system closely to ensure pupils acting as buddies do not take on too much responsibility of looking after the target pupil. For this reason, teachers often change a buddy from week to week or allocate a number of buddies to work together to support the target pupil.

- **Peer mentoring:** peer mentoring is an extension of a buddy system. Peer mentoring is normally organised by matching older sixth class pupils with younger pupils who may be socially isolated or who have behaviour problems in the playground. Mentors can be trained by supporting teacher/s on how to play, listen and support these pupils through role play. Mentoring has benefits for the pupils being mentored and the mentors themselves. Giving older pupils with behavioural emotional and social difficulties needs responsibility to support younger pupils can be extremely beneficial.



- **Peer tutoring:** Pupils who have academic difficulties can be tutored by same-age pupils, or supported by older pupils in the school. Again, benefits accrue to both the tutors and those being tutored. An example of peer tutoring is 'Paired Reading' approach used in school. Senior pupils with reading difficulties can support younger pupils in junior or senior infants. This not only develops their reading skills but more importantly their confidence, self esteem and sense of responsibility in school.

Self Monitoring

Where a class teacher has observed and identified a persistent disruptive behaviour, then self monitoring may be considered to raise the pupil's awareness of the prevalence of the behaviour. Examples of the type of behaviour include talking out of turn or out-of-seat behaviour. It would be expected that other direct or indirect strategies be implemented before using this intervention (e.g. the use of proximity praise or reminding the pupil to put up their hand).

The process involved in self monitoring

1. Teacher identifies disruptive behaviour (e.g. talking out of turn) and establishes a baseline of the behaviour, e.g. on average, seven times between break and lunch.
2. To raise the pupil's awareness of the behaviour, the teacher talks to the pupil about the behaviour and its frequency. The teacher then asks the pupil to record, on a self monitoring sheet, how often the behaviour occurs.

Self Monitoring Sheet 1

Name: Tom		Date: Monday 15 th February		Time: 11.00-12.30		
My job: To record when I talk out in class						
How: Colour a speech bubble each time I talk out of turn in class						
						

3. The class teacher also records how often the pupil talks out of turn.
4. An agreed period of recording is established, e.g. break time to lunch time, for one week.
5. At the end of the agreed time period, the class teacher and pupil have a discussion using the pupil's self monitoring sheets. Consideration is given to how often the behaviour occurred, how the behaviour may have impacted on the pupil and the other pupils in the class. This will also help the teacher to identify if there are factors in learning which they need to address.
6. Alternative preferred behaviours are identified and discussed, e.g. putting up hand, making a note of things you would like to tell the teacher.
7. An agreed target and self monitoring sheet is developed with the pupil, to record the desired behaviour.

Individual Intervention Document 3 (continued)

Name: Tom		Date: Monday 22nd February		Time: 11.00-12.30		
My job: To raise my hand to speak in class				Target: 4/7		
						

8. An appropriate reward is established.
9. An agreed time to review progress is set.

More detailed format:

	Type of activity:				
Date: Time:	Teacher introducing the lesson	Working individually	Working with a partner	Working with a group	Whole-class circle time
Mark for each time I raise my hand					

A Functional Approach to Behavioural Problems

Differential Reinforcement of Low Rates of Responding (DRL) can be useful for an impulsive pupil where there is a high frequency of behaviour such as shouting out, being out-of-seat and where a token system is less successful because of the frequency of the behaviour.

- ✓ This method is especially suited to Educational Settings.
- ✓ It is not punitive in that the pupil does not see the level of reinforcement gradually whittle away until the amount is not seen as worthwhile.

Technique

- 1) The pupil is given a set number of points or tokens which equals the average frequency of the problem. For example, it may be estimated the pupil is disruptive, non-compliant and having tantrums on average five times a day. Therefore the pupil is given five points/ five smiley faces, etc.
- 2) Each time the inappropriate behaviour occurs a point is taken away/smiley face turns sad.
- 3) Providing one point/smiley face is left at the end of the day he/she is eligible for a set amount of reinforcement, e.g. sticker in a book which parents then see. Stickers can be exchanged/traded for rewards at home.
- 4) Once the pupil is meeting this criterion regularly (which should not be difficult since it is set at the pupil's average level of performance), the criterion is changed for example, the pupil is only given four points/smiley faces at the beginning of the day, then three and so on, until the problem behaviour has reached such low levels of incidence that the procedure can be faded out entirely.

A critical feature of this procedure is that the level of reinforcement is the same whether or not the pupil has one point or five. Written feedback can be given to parents and can be related to the number of points/or smiley faces at the end of the day.

Example	5 smiley faces	Excellent
	4 smiley faces	Very Good
	3 smiley faces	Good
	2 smiley faces	Okay
	1 smiley face	Oh Dear

An example of monitoring sheet follows.

MY TARGETS

Goal for the week - Stay in my seat



If I have points left at the end of the day I can

	9.20 - 10.15 Points in my jar	10.00 - 11.00 Points in my jar	11.10 -12.30 Points in my jar	1.00- 3.00 Points in my jar
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Self Esteem

Encouraging pupils to name and/or record work or behaviour they are proud of helps them make positive self statements. This method helps challenge negative perceptions of themselves and helps pupils change their thinking, feeling and ultimately their behaviour.

I AM PROUD

Name: _____

Try to think of one piece of work or something you did that you are proud of every day for a week and write it down.

Monday: _____

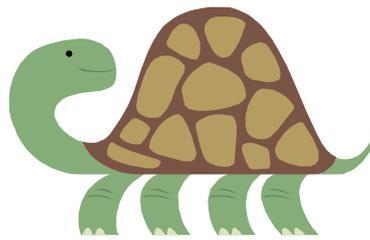
Tuesday: _____

Wednesday: _____

Thursday: _____

Friday: _____

The Turtle Technique



This technique (Robin, Schneider and Dolnick, 1976) is used to teach self control to younger children.

The children are told the story of a turtle who is always getting into trouble because he does not stop to think. These problems make him cross and angry, and he ends up fighting with everyone. With the assistance of a wise old turtle the young turtle learns better self-control.

When the turtle has a problem he pulls his body into his shell to think.

The children learn the turtle technique; they pull their arms close to their bodies and curl up into their shells, stop and think and then relax.

The purpose behind this activity is to get the child to experience the relaxed feeling after tensing their muscles. It also helps develop simple problem solving and self-control strategies.



A 'Passcard' system is a strategy for pupils who experience difficulty controlling their anger. Passcards enable the pupil to leave the playground or classroom (with adult support) before they lose their temper. They should be directed to a quiet area to use techniques to help them stay calm. Each time the pupil manages to control their temper without the need to use a pass card they should be praised.

To decide how many passcards to issue to a pupil the specific behaviour should first be observed and tallied over a period of time. Once this baseline has been established teachers can estimate how many cards a pupil may need in a particular setting. While the pupil is being taught particular strategies of how to manage their behaviour the number of cards issued should be reduced gradually overtime.

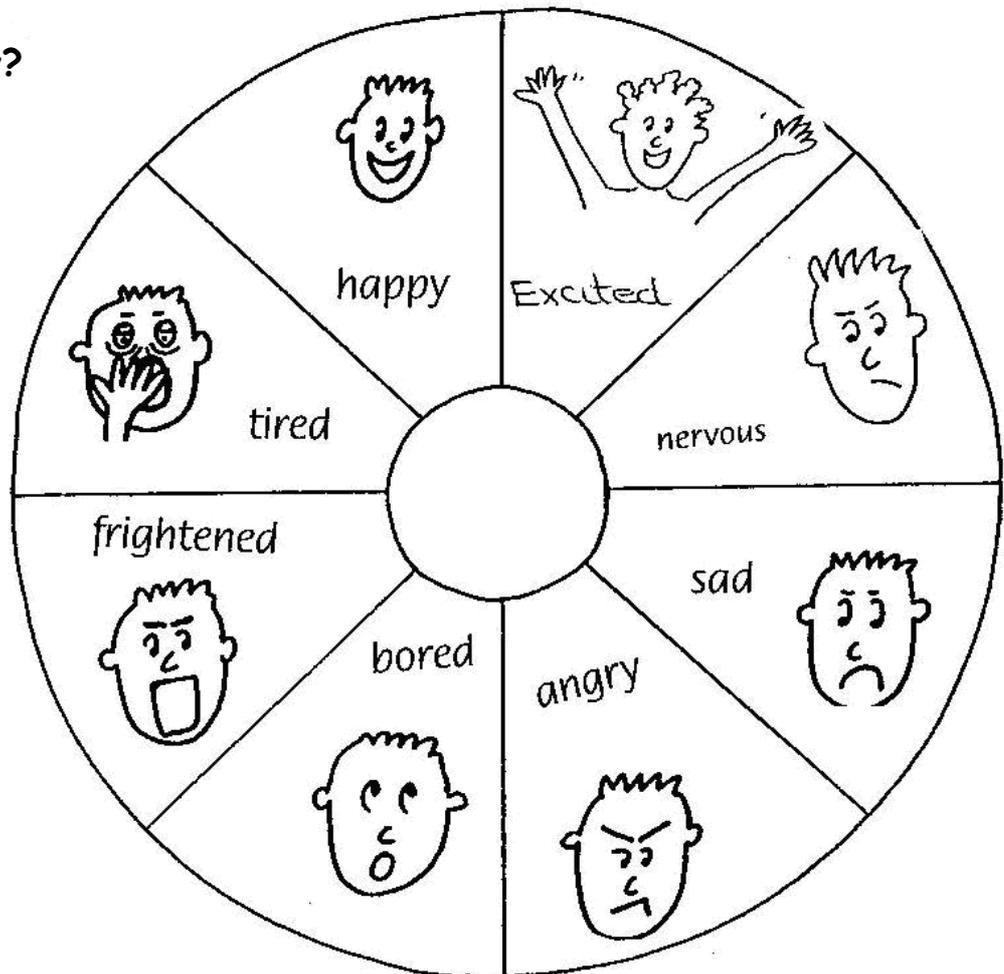
<p>Passcard</p> <p>Name</p> <p>Class</p>	<p>Rules for using my pass card</p> <ol style="list-style-type: none"> 1. I will use my card only when I really need to leave the playground 2. I will use it before I get angry 3. When I follow the rules and use my card properly I can have a smiley face 4. If I walk away without using my pass card I will take a well done note to the principal
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My Feeling's Wheel

Name:

Date:

How do I feel today?



Any other feelings I experienced?

What went well for me today?

What did not go so well for me today?



Think Sheet...

Draw or write, what **happened**, what you **thought**, what you **felt** and what you **did** in the boxes below.

What happened?	What I thought?	How I felt?	What I did?

Thinking about what happened, consider alternative thoughts...



<i>What could I have thought?</i>	<i>How would I feel?</i>	<i>What would I do?</i>

Record of Progress



Name:

Date:

Rate your performance at the end of each lesson and compare your results to your teachers.
0 represents very poor performance and 10 excellent.

Lesson	Pupil's score	Teacher's score	Comments
1	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	
2	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	
3	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	
4	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	
5	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	
6	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	
7	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	



Glossary

ACRONYMS

DES	Department of Education and Skills
IEP	Individual Education Plan
NCSE	National Council for Special Education
NEPS	National Educational Psychological Services
NEWB	National Educational Welfare Board
PPDS	Primary Professional Development Service
SCP	School Completion Programme
SEN	Special Educational Needs
SENO	Special Educational Needs Organiser
SESS	Special Education Support Service
SNA	Special Needs Assistant

TERMS

Supporting Teacher

Depending on the needs of the pupil, this could be any of the following

- Learning Support/Resource teacher, currently allocated to primary schools under the *General Allocation*
- Resource Teacher — a special education Resource teacher allocated to the school to cater for the needs of pupils with special needs arising from a low incidence disability in terms of *Special Education Circulars 09/04 and 02/05*.
- Resource Teacher for pupils from the *Travelling Community*
- Support Teacher allocated to a limited number of schools on a pilot basis to cater for the needs of pupils with social, emotional or behavioural difficulties
- Language support teacher for pupils who have language needs as well as special educational needs
- Home-School Liaison Co-ordinator allocated to certain urban and rural schools on the basis of disadvantage.



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