

GENERAL DISRUPTIVE BEHAVIOUR

Behaviour	Assessment	Short Term Management Strategies	Intervention Plans for Longer-term Change
<p><u>Problem Behaviour:</u></p> <p>Pushing / poking other children</p> <p><u>Target Behaviour</u></p> <p>To keep hands and feet to him/herself</p> <p>In order to so this the child may need to learn to be aware of personal space, to establish contact with other children appropriately and to improve attention and listening skills</p>	<p>* Duration</p> <p>*ABC</p> <p>In which circumstances does the child <i>not</i> poke or push other children?</p> <p>What is different then?</p> <p>Does the student know how to establish social</p>	<p>*Proximity praise</p> <p>*Give ‘the look’</p> <p>Move near student and/or locate the student where there is least opportunity to poke/push others.</p> <p>* ‘Shape’ wanted behaviour</p> <p>Give a reminder/warning then:</p> <p>*Offer consequences as a choice</p> <p>e.g. removal from group - ‘ if you continue to do that you are choosing to sit somewhere else’.</p>	<p>Clarify rules and routines and give students opportunities to practice e.g. ‘ on the carpet we sit with our hands in our lap or our arms folded like this.’</p> <p>Set up sessions for pairs/individuals, with an adult, to learn and practice <u>when</u> to initiate interaction with other children and <u>how</u> to do this appropriately.</p> <p>Negotiate positive attention/rewards for appropriate behaviour using behaviour charts. Ensure a high level of success.</p> <p>Use a pre-agreed, non-verbal</p>

<p>interactions?</p> <p>*Context: Which children?</p> <p>*Frequency Is the pupil aware of what she is doing?</p> <p>Is the student being asked to sit still for too long?</p> <p>Is the child being bullied?</p>	<p>Say ‘your hands/feet seem to be out of control – please tell them what to do, its up to you, not to them”</p>	<p>signal/reminder when the unwanted behaviour begins, and reinforce good responses to this signal.</p> <p>Depending on the cause, it may be possible to negotiate with the pupil so she chooses to move to a place where she can sit appropriately.</p> <p>Raise body awareness in P.E. lessons and individually. *Externalise problems to develop efficacy in body control</p> <p>For playground problems, teach other students to be assertive and to request that this behaviour stops. Ensure that adults in the playground are vigilant</p> <p>Address bullying issues</p>
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<p><u>Problem Behaviour</u></p> <p>General fidgety behaviour whilst others are speaking and which disrupts others</p> <p><u>Target Behaviour</u></p> <p>To focus on the teacher and listen appropriately.</p> <p>Fig. 2.1</p>	<p>* Context:</p> <p>In which situations is this worse? When does it not happen?</p> <p>Is the child hungry? Is diet an issue?</p> <p>*Frequency</p> <p>*Duration</p>	<p>Restate expectations in class for good sitting and listening.</p> <p>*Proximity praise</p> <p>Re-focus by using the child's name within a general sentence e.g. 'We are all going to practice, Carl, our spellings from yesterday'</p> <p>Acknowledge immediately when the child shows you he is focused.</p> <p>Give visual support /stimulus to auditory input where possible.</p>	<p>Let the student know that you are concerned about their fidgety behaviour and why it is a problem. If appropriate, *mirror the behaviour. Ask what will help him to keep still or how he can stop bothering others.</p> <p>Agree non-verbal reminders with the child. e.g. when he is fidgeting you will hold up one finger to remind him to settle down.</p> <p>Teach listening skills and give practice at listening activities. E.g. tell stories in which children have to do an action whenever a certain name or item is mentioned.</p>

Check level of anxiety

Ability to understand ?

Is the behaviour a habit?

Is the child aware of the behaviour?

Is the child expected to sit for too long?

Provide 'worry beads' or similar displacement activities, for those pupils who need tactile stimulation.

Build in kinaesthetic activities and opportunity for physical movement, into the timetable.

Give consideration to where the pupil sits.

Relocate the child, or let him choose somewhere that will be less distracting to others.

Reduce the length of activities.

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<p><u>Problem behaviour</u></p> <p>Making noises</p> <p><u>Target behaviour</u></p> <p>Keeping quiet and participating verbally as appropriate</p> <p>In order to do this the child may need to learn appropriate social behaviour and raise awareness of his/her own actions.</p>	<p>*Context:</p> <p>*ABC</p> <p>How aware is the child of this behaviour?</p> <p>Is it deliberate?</p> <p>Can the student give a reason for the behaviour?</p> <p>Check language</p>	<p>Say the child's name and give "the look" or agreed signal</p> <p>Re-inforce appropriate behaviour by stating what you want the student to do.</p> <p>If the child continues to make noises ask her to stop.</p> <p>Give 'take up time' - a chance to comply</p> <p>Give a warning.</p> <p>*Offer consequences as a choice</p> <p>*Tactically ignore.</p> <p>If this happens during a whole class session,</p>	<p>Use *mirroring and teach appropriate behaviour.</p> <p>Teach peers not to re-inforce the behaviour by copying/laughing.</p> <p>Agree non-verbal prompts to remind the child of expected behaviour.</p> <p>Give child opportunities to be listened to, to participate appropriately.</p> <p>Show to the child and to the class that you value the child's positive contributions.</p>

<p>development / hearing.</p> <p>Is this part of a cluster of behaviours?</p>	<p>say that everyone needs to be quiet before you will continue with the lesson. You may wish to pass this message around the group rather than speak above the noise. Give recognition to each child as they get the message and sit quietly.</p> <p>Encourage the student to have a ‘good shout’ in the playground - making a noise in an appropriate place at an appropriate time.</p>	<p>If the child has gained esteem by being the class clown then other ways to maintain the child’s self-esteem need to be put in place.</p> <p>Give opportunities to develop and display related strengths e.g. an appropriate use of humour.</p> <p>Class discussion about behaviour in different situations, what is appropriate at one time and place is not in another.</p> <p>Use *Traffic lights, to monitor noise level generally, perhaps in conjunction with</p> <p>*Marbles in the jar.</p>
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<p><u>Problem Behaviour</u></p> <p>General attention -seeking silliness</p> <p><u>Target Behaviour</u></p> <p>Student will seek to gain attention by behaving appropriately</p> <p>In order to do this the student needs to learn which positive behaviours will consistently bring attention rewards in school.</p>	<p>*Context:</p> <p>*ABC</p> <p>Is attention sought from peers/ adults/both?</p> <p>What is behaviour like at home and how do parents/ carers respond?</p> <p>Is this work avoidance?</p>	<p>*Tactically ignore unwanted behaviour</p> <p>*Proximity praise</p> <p>*The ‘look’</p> <p>Re-state class rules / expectations</p> <p>Give *take-up time.</p> <p>Give warning/reminder, then give *consequences as a choice.</p> <p>*Time out</p>	<p>For some children, exaggerated ‘larger than life’ responses are helpful but only if the adult is comfortable with this. e.g. <i>‘Hey wow - look how well Michael is sitting this morning’</i>. Care is needed not to reinforce the unwanted behaviour or appear insincere.</p> <p>Give opportunities to develop strengths and also to take a lead in some activities.</p> <p>Give specific praise for responsible behaviour</p> <p>Encourage the child to monitor their own behaviour, with regular reviews with the</p>

Is there any evidence of an underlying reason why the child needs a high level of attention?

teacher.

Structure opportunities for success, so that the child gains esteem and status for more appropriate behaviours.

Structure peer support and place the pupil alongside positive role models.

Teach other children to ignore silliness.

Clarify what this means.

Invest in good home - school liaison to ensure that this behaviour is not reinforced at home. Encourage a focus on the desired behaviour.

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<p><u>Problem Behaviour</u></p> <p>Frequent interruptions</p> <p><u>Target Behaviour</u></p> <p>To wait her turn and participate appropriately within the group.</p> <p>In order to do this the Child may need to learn to raise social awareness, develop social skills and seek attention appropriately.</p>	<p>*Context:</p> <p>When is this behaviour at its worst?</p> <p>In what circumstances does the child not interrupt?</p> <p>*ABC</p> <p>*Frequency</p>	<p>State expectations at the start of each lesson with regard to when it is appropriate to contribute verbally or ask questions.</p> <p>Re-state expectations when interrupted/ ask child to tell you</p> <p>*Proximity praise for those who await turn/do not interrupt - <i>‘I see that Jem has been waiting to ask a question - what do you want to say Jem?’</i></p> <p>*Give minimal attention to the child who is interrupting but turn to her quickly when she waits appropriately e.g. puts her hand up.</p>	<p>Discuss, establish and give opportunities to practice classroom rules and routines.</p> <p>Clarify in detail how the child can gain teacher attention - give opportunities to rehearse and practice the behaviour. Use visual aids for children to indicate when they need help with work.</p> <p>If appropriate, ask pupils to seek help from a peer, rather than ask an adult, initially.</p> <p>Make sure the child knows that she will get her turn if they behave appropriately and then ensure that this does happen.</p>

<p>*Tally</p> <p>What is child like at home and what do parents/ carers do when interrupted?</p>	<p>One way of giving minimal attention is for the teacher to make a badge or a label which says “not now” (this could include the child’s name). When the child interrupts she can tap the badge without looking at the child. It is necessary to respond quickly to the child when she demonstrates the appropriate behaviour.</p>	<p>Teach listening skills.</p> <p>Use *circle work to raise awareness of taking turns</p> <p>Highlight the child’s developing skills in appropriate listening by using her as a model for others.</p> <p>*Behaviour chart</p> <p>Share the strategy with parents/carers to maintain consistency.</p>
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<p><u>Problem Behaviour</u></p> <p>Over the top behaviour - this is where the child's behaviour is not inappropriate in itself but is louder, longer, or more excessive than is appropriate in the classroom and disrupts others.</p> <p><u>Target Behaviour</u></p> <p>Appropriate classroom behaviour</p> <p>In order to do this, the child may need to learn to modify his</p>	<p>* ABC</p> <p>* Frequency</p> <p>*Onset.</p> <p>*Perception – why does this make sense to the child?</p> <p>*Monitor triggers and patterns.</p> <p>Who else is involved?</p>	<p>Stand close to the child, and use a physical prompt when behaviour begins. If the pupil is likely to be responsive a gentle touch on the hand, arm or shoulders may be calming.</p> <p>Be aware, however, that for some children, physical contact may be unwelcome and exacerbate problems.</p> <p>Speak quietly and raise awareness of the inappropriateness of his behaviour.</p> <p>Give reminders of rules of behaviour - e.g. for play fights which can easily turn into real fights.</p>	<p>Discuss and reinforce differences between behaviour in a range of contexts. What is OK on the football field is not OK in school.</p> <p>Work with the child in setting targets. Use rating scales so that he can begin to tune into his own behaviour and self monitor.</p> <p>Agree a non-verbal reminder with the child.</p> <p>Develop peer support - mentor system or</p> <p>*Circle of friends.</p>

<p>responses and behaviours and understand what is appropriate for school contexts. He may also need to find other ways of gaining attention.</p> <p>See also Emotional Distress</p>	<p>*Ability</p> <p>Could this be a work avoidance strategy?</p>	<p>Calmly state expectations of behaviour and consequences.</p> <p>*Take Two</p> <p>Avoid giving attention for negative behaviour, use *Time out.</p> <p>If necessary, remove from audience - perhaps to another classroom.</p>	<p>Use relaxation techniques with the class, to enable them to compare states of agitation and calmness. Teach the pupil concerned to recognise bodily signs of agitation/excitement etc and then to modify the behaviour.</p> <p>Ensure that work is at an appropriate level</p> <p>Ensure the child gets opportunities to gain the attention of the class appropriately perhaps by having a role of responsibility.</p> <p>If this is a work avoidance strategy, ensure that at least some of the work is completed in the child's time.</p>
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<p><u>Problem Behaviour</u></p> <p>Outright Defiance</p> <p><u>Target Behaviour</u></p> <p>Co-operation with teacher directions</p> <p>In order to do this the child may need to learn alternative ways to be in control of aspects of her life, that she does not have to always ‘win out’ with adults. She will need to learn to follow direction and how to negotiate.</p>	<p>*Onset</p> <p>*ABC</p> <p>*Frequency.</p> <p>Can the child do what is being asked?</p> <p>Will the child ‘lose face’ by complying?</p> <p>*Perception</p>	<p>Stay calm - resist taking the child’s behaviour personally.</p> <p>Moderate pitch and tone of voice so that it stays low i.e. stay calm.</p> <p>Maintain an appropriate distance from the child - too close may be perceived as threatening. Turn your body sideways to minimise perceived threat.</p> <p>Don’t get into a win or lose situation.</p> <p>*Conflict management</p> <p>Use *Partial agreement and *Take-up time.</p>	<p>Use a one to one setting when adult and student are calm, to ask; ‘Tell me what the problem is/ what was going on there?’</p> <p>What was making you feel uncomfortable about doing as you were asked?’ Use a positive comment about the child to start the conversation, and use the session to show concern – not to reprimand.</p> <p>Ensure tasks match ability and student is not refusing because of fears of failure.</p> <p>Model that learning is about making mistakes.</p> <p>Give prior notice of more challenging</p>

Fig. 2.2. here

<p>Why does this make sense to the child?</p>	<p>Use “I” statements, not ‘you’ statements. e.g. “I want you to.....” not ‘ You should be.....”</p> <p>Acknowledge that you can’t ‘make’ the child do something. Give choices. Where appropriate give *consequences as a choice</p> <p>Divert any audience where possible.</p> <p>Focus on the rest of the class as much as possible, but do not compromise safety.</p>	<p>tasks, link these to what pupil can already do.</p> <p>Focus on effort rather than results.</p> <p>An individual reward system *behaviour chart may be appropriate for some pupils.</p> <p>Teach and model *conflict management and negotiation skills.</p> <p>Build on the relationship with the child over time. Show interest, be available to listen, don’t judge, build trust.</p>
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<p><u>Problem Behaviour</u></p> <p>Rudeness</p> <p><u>Target Behaviour</u></p> <p>Student speaks to adults appropriately</p>	<p>*Onset</p> <p>*ABC</p> <p>*Frequency.</p> <p>*Perception</p> <p>Level of rudeness, how overt/covert?</p> <p>Is this impacting negatively on the class?</p>	<p>*Tactical ignoring</p> <p>Ask the child if he intended to be rude.</p> <p>Some children do not perceive their behaviour to be intentionally disrespectful.</p> <p>Clarify the messages he is giving by his words and expressions.</p> <p>State that the rudeness is unacceptable and ask what could have been said instead</p> <p>*‘Take Two’. <i>“Cut. Perhaps a better way would be to say.....Now would you like to have a go – take two?”</i></p>	<p>Discuss what ‘respect’ means with the class and how people need to treat each other.</p> <p>Discuss differences in interactions. E.g. how you might talk to a mate would be different from how you might speak to an adult in school.</p> <p>*Circle time activities to re-inforce appropriate interactions</p> <p>*Problem solving discussion</p> <p>Model respectful interactions with pupils</p>

State that you speak to students with respect and expect the same from them even when they are behaving in unacceptable ways.

If the student does admit that the behaviour was intentional then ask what he hoped would be the outcome.

It is possible that the child is angry with others and finds the adults in school an easier target. If this is the case then look at management and intervention in 'Emotional Distress'