

For PGCE trainees

Behavioural, emotional and social needs

Behavioural, emotional and social difficulties

Self-study task 9

Introduction to the self-study tasks

These self-study tasks are designed to help trainee teachers on PGCE courses learn more about teaching pupils with special educational needs (SEN) and/or disabilities. They can be used as stand-alone activities or to supplement and extend taught sessions on SEN and disability provided by the school or local authority.

There are 17 self-study tasks in all. Each task will take about two hours to complete, excluding practical activities.

Every Child Matters	
SST1	Inclusion and Every Child Matters
SST2	SEN and disability legislation
SST3	English as an additional language and SEN
SST4	Children's needs and development
SST5	ICT and SEN
Cognition and learning	
SST6	Moderate learning difficulties
SST7	Dyslexia and specific learning difficulties
SST8	Working memory
Behavioural, emotional and social needs	
SST9	Behavioural, emotional and social difficulties
Communication and interaction	
SST10	Speech, language and communication needs
SST11	Autistic spectrum disorders
Physical and sensory impairment	
SST12	Visual impairment
SST13	Hearing impairment
SST14	Handwriting
SST15	Developmental coordination disorder/dyspraxia
Working in partnership	
SST16	Working with colleagues in school
SST17	Working with parents/carers and other professionals

How to use the materials

This is an online resource. Some of the tasks are for you to do on your own; others are particularly suitable to do working with a partner.

Where some of the tasks ask you to record information you need to print out the relevant material first. Other tasks may involve using the internet, which gives you access to rich sources of information about SEN and disability and online forums for additional advice.

Each task includes the following elements:

- the professional standards addressed
- learning outcomes
- an opportunity to explore the concepts, definitions and research findings most relevant to the topic
- ideas for implementing the national curriculum inclusion statement in relation to the topic, including target setting, practical strategies, the role of additional adults and pupil grouping
- practical activities – including action research, child study and class observation
- resources – including books and websites
- an opportunity to evaluate your progress against the outcomes and plan your next steps.

A useful resource to support your studies is **Implementing the Disability Discrimination Act in Schools and Early Years Settings (DfES, 2006)**. It is available free to all schools and there should be a copy in your training institution or school. (If you haven't got a copy, you can order one using the link.)

It should be read in conjunction with **Promoting Disability Equality in Schools (DfES, 2006)** – which you can view, download or order by following the link.

Evidence and sources of information

As you work through these self-study tasks, try to keep a critical and evaluative attitude. Much of the understanding we have of what works, or doesn't work, in relation to meeting the needs of pupils with SEN and/or disabilities has not been fully researched.

Remember:

- many interventions suggested for one group of pupils with SEN and/or disabilities will often benefit other groups of pupils, including those without SEN and/or disabilities
- the quickest way to find out what to do is often to ask the pupil or their parent/carer what they think works.

Literature reviews of 'what works' in relation to literacy and mathematics for pupils with SEN and/or disabilities, which has been investigated in some depth, are available at: www.dcsf.gov.uk/research/data/uploadfiles/RR554.pdf

Self-study task 9

Behavioural, emotional and social difficulties

Professional standards addressed

- Q10** Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.
- Q25** Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:
- use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion
 - build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives
 - adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively
 - demonstrate the ability to manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.
- Q30** Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out-of-school contexts.
- Q31** Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.

Learning outcomes

You will:

- be familiar with the terminology used to describe behavioural, emotional and social difficulties (BESD)
- understand that these difficulties have many different causes
- understand that pupils with BESD may have gaps in their social, emotional and behavioural skills
- know how to build work on these skills into everyday teaching, and
- be familiar with some of the teaching approaches and strategies that are appropriate for pupils with BESD.



Activities

Timings

Activity 1	The nature of behavioural, emotional and social difficulties (BESD)	15 minutes
Activity 2	Understanding behaviour: an ABC model	20 minutes
Activity 3	Understanding behaviour: children's concerns and needs	15 minutes
Activity 4	Choosing appropriate learning objectives	20 minutes
Activity 5	Choosing appropriate teaching styles and approaches	15 minutes
Activity 6	Removing barriers to learning for pupils with BESD	10 minutes
Activity 7	Points for action	15 minutes
Appendix	Suggested answers and solutions	



Prior learning

This self-study unit is not about behaviour management in general. It is about meeting the needs of pupils with BESD. Before working through this task, you need to have a secure understanding of the principles of behaviour management.

For example, you will need to:

- understand how to create a learning environment that promotes positive behaviour
- know about the '4Rs' framework (rights, responsibilities, rules and routines) and how to use it to set expectations for behaviour in your classes
- know how to use choice and consequences effectively, and
- understand the importance of building positive relationships.

You may already have had training on general behaviour management as part of your PGCE programme. Self-study materials are also available on the web to support you in learning about this.

Useful links include:

- National Strategies resources on Social and Emotional Aspects of Learning (SEAL) www.nationalstrategies.standards.dcsf.gov.uk/inclusion/behaviourattendanceandseal
- the practical tips and downloadable booklet on ATL's site www.new2teaching.org.uk/tzone/Behaviour/Behaviour_tutorials.asp
- the materials and video resources at Behaviour4Learning www.behaviour4learning.ac.uk

Activity 1

The nature of behavioural, emotional and social difficulties (BESD)



Approximate timing: 15 minutes

15 mins

This activity will help you become familiar with the terminology used to describe BESD and to understand that such difficulties have multiple causes.

Case study

You will need a pad of sticky notes for this activity.

Read the case study of Norman below.

Case study: Norman

Norman is 11. He lives with his mother and older brother. His parents split up when he was six years old and he sees his father only occasionally. His mother finds him hard to manage. She describes him as "always on the go, restless and argumentative". The only thing that keeps him occupied is playing video games, often violent ones. He has begun to go around with a group of older boys on his estate who are often in trouble.

At school he rarely sits still for long, talks incessantly, calls out inappropriately and often gets into arguments with other pupils, for example over equipment or who sits where.

In class he works best on practical activities. He is achieving below the expectations for his age in most subjects, and he has quite significant literacy difficulties. In mathematics, he has strengths in shape and space, and data handling, but struggles with calculations. He considers himself to be "stupid".

When he was younger, his teachers found him hard work, but likeable. "He's always so sorry for the things he does wrong", one teacher said, "even if he then just goes and does them again". She felt his difficulties were the result of having had a number of temporary teachers at different times in his schooling. His school had a difficult Ofsted inspection which led to a number of staff changes.

His current teachers are driven to distraction by his behaviour and are feeling increasingly negative about him.



Quickly write down reasons – one per sticky note – why Norman might be behaving as he is.

Then group your sticky notes into categories that make sense to you. Examples might be home factors, social and cultural factors, school factors and factors in the young person himself (such as temperament or a psychiatric condition).

Reflect on how you would describe Norman. For example, do you see him as having 'mental health problems', having SEN or as a product of a particular social setting?

Now read the notes on the next two pages, which describe the different terminologies that might be used in relation to pupils who exhibit difficult behaviour. The term chosen often depends on whether the cause of the behaviour is seen as medical, educational or social.

Terminology

Behavioural, emotional and social difficulties (BESD)

Pupils may be described as having a type of SEN called BESD when their behaviour interferes with their own learning or that of others. The following description of BESD comes from government guidance:

“Pupils with behavioural, emotional and social difficulties cover the full range of ability and continuum of severity. Their behaviours present a barrier to learning and persist despite the implementation of an effective school behaviour policy and personal/social curriculum. They may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, have immature social skills or present challenging behaviours.”

Data Collection by Type of SEN, DfES, 2005

BESD can manifest itself in a variety of ways: pupils can be physically or verbally aggressive, they can harm themselves or suffer from anxiety or depression, or they can be withdrawn or uncommunicative. Pupils who are withdrawn or emotionally fragile are as much a part of the BESD continuum as pupils who act in more demonstrative ways. Many factors may underlie a pupil's BESD, including:

- the painful impact of abuse or trauma
- previously unidentified learning difficulties, such as dyslexia, and
- the effects of family difficulties or a parent's mental illness.

Mental health problems

'Mental health' can be defined as:

- a sense of personal well-being
- a capacity to form mutually satisfying relationships with others
- being able to adapt to a range of psychological and social demands, appropriate to the person's age and stage of development, and
- an ability to learn new skills, appropriate to their age and stage of development.

A 'mental health problem' can be described as a disturbance of function in relationships, mood, behaviour or development, severe enough to require professional intervention. Pupils with mental health disorders or illnesses may be diagnosed with various conditions or syndromes.

Government guidance describes how these link to SEN and the term BESD:

“Pupils with a range of difficulties, including emotional disorders such as depression and eating disorders; conduct disorders such as oppositional defiance disorder (ODD); hyperkinetic disorders including attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD); and syndromes such as Tourette's, should be recorded as BESD if additional or different educational arrangements are being made to support them.”

Data Collection by Type of SEN, DfES, 2005

Pupils who have clinically well-recognised mental illnesses are considered to be disabled if the illness has a substantial and long-term effect on their ability to carry out normal day-to-day activities.

Disaffection

Pupils are sometimes described as being 'disaffected' rather than having SEN or mental health needs. This reflects an assumption that their behaviour is caused by social and cultural factors (such as peer group influence or being asked to follow a curriculum that is not relevant to their lives or needs) rather than factors within the pupils themselves.

If you want to do more follow-up reading, www.bacp.co.uk contains helpful information about the role of counselling and psychotherapy. You may also wish to view the various publications available at www.bacp.co.uk/publications/index.php

Involuntary behaviours

Involuntary behaviours, such as 'tics' or odd sounds, often occur as a result of genetic or biological disorders. Probably the best known of these are Tourette's syndrome and autistic spectrum disorder (ASD), but other conditions, such as fragile X syndrome, can also involve this sort of behaviour.

Tics are rapid movements or sounds that are repeated over and over for no apparent reason. In Tourette's, the tics can range from mild twitches to self-destructive behaviours like lip-biting or, less frequently, head-banging. Coprolalia (outbursts of obscenities and curse words), another form of tic, is widely known as part of the condition but occurs comparatively rarely.

Pupils with ASD can show a wide range of involuntary, often repetitive, behaviours. Many boys with fragile X syndrome also have unusual, stereotypical behaviours, such as hand flapping and chewing on skin, clothing or objects.

These behaviours can be disconcerting and disruptive in a classroom if other pupils are not prepared for them. The most effective strategy, in most cases, is to work with the rest of the class on ignoring the behaviours.

You can follow up on these topics at the Contact a Family (CAF) website, at www.cafamily.org.uk which has information on a wide range of syndromes and conditions. Self-study task 11 concentrates on working with pupils with autistic spectrum disorders.

Activity 2

Understanding behaviour: an ABC model

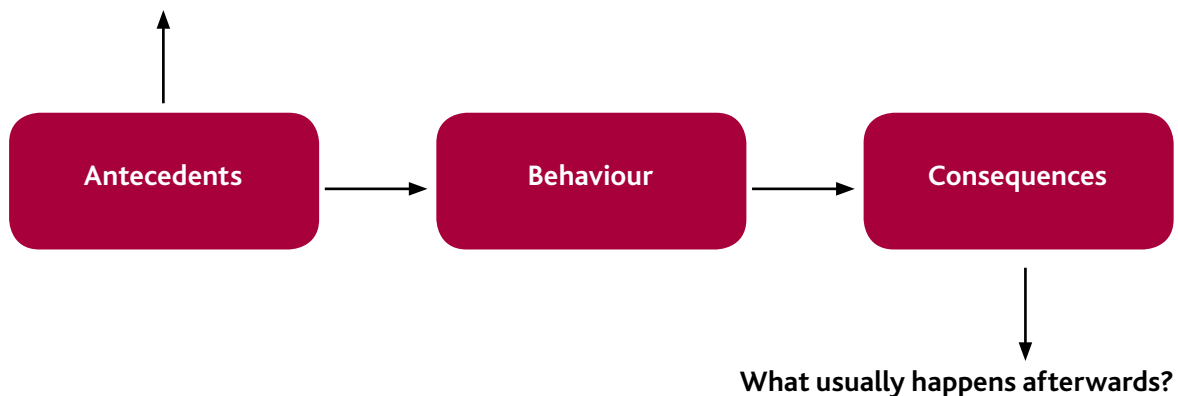


Approximate timing: 20 minutes

This activity introduces you to a useful framework for responding to pupils' BESD by examining the contexts and consequences of particular behaviours. It complements understanding that you might gain from thinking about pupils' concerns and needs, and provides a way of exploring and understanding pupils' behaviour in school. These areas are also looked at in self-study task 4: Children's needs and development.

The ABC model

What is the context for the behaviour?



The ABC model helps us to unpick situations where we are not sure why a pupil might be behaving in a certain way. It helps us to be objective and to identify factors we can change in the classroom, even when there may be larger issues in a pupil's life that we cannot help with.

It starts from a very specific description of the behaviour that is of concern, or which we want to promote, without making any judgements or attributing any motive.

To help us move towards an understanding of the behaviour, we can look at the antecedents to a particular incident or series of incidents. Antecedents tell us about the context for the incident and may help us to identify triggers that spark off a particular behaviour and could be avoided.

The other important information for helping to understand how and why a particular behaviour occurred is to look at its consequences. What did the pupil 'get' out of behaving in this way? The pupil may not be able to identify this, but it is important for the teacher to assess the ways it might reinforce a pupil's behaviour. Did they get attention from peers or adults? Did they avoid having to do a task they found difficult or take part in an activity they found uncomfortable? Was a negative consequence (for example, being sent to the headteacher) actually rewarding for the pupil? Did they gain popularity because other pupils had a laugh at the incident?

This stage, of identifying potentially positive outcomes in the situation for the pupil, is essential in being able to deal appropriately with the pupil's inappropriate behaviour in future. The teacher can reduce the likelihood of such incidents being repeated by ensuring that the precipitating factors (antecedents) are managed and minimised and any positive consequences for inappropriate behaviour are eliminated. These should be replaced with positive consequences for appropriate behaviour.



Now look at table 1. It gives an example of how a teacher working with Norman (the student in the case study you looked at earlier) analysed the antecedents and consequences of an aspect of Norman's behaviour that she was particularly concerned about, and also for a positive behaviour that the teacher wanted to encourage.

After studying the table, write down some actions the teacher might want to take as a result of her analysis.

Table 1: The behaviour that concerns me

A Antecedents	B Behaviour	C Consequences
<p>What is the context for the behaviour?</p> <ul style="list-style-type: none"> • Who is the student working with? • What are the adults in the room doing/saying? • What is the task? • What resources were or weren't available? • What time of day/day of the week is it? • What happened immediately before the behaviour? 	<p>What exactly does the student do that is of concern?</p>	<p>What usually happens afterwards?</p> <ul style="list-style-type: none"> • What do you do/say? • What does the student do/say? • What do other students do/say? • What do other adults do/say? • How do you think the student might be feeling? • What usually happens next? • What do you think the student might be getting out of behaving this way? • What do you think other students might be getting out of him/her behaving in this way?
<p>Usually happens after lunch – any day of the week – comes in all wound up – teasing? Worse in warm weather Happens whichever group he is working in Happens less, though, when he is working with Sunita Worse when task involves writing May be worse when writing is 'blank page' and I haven't provided a writing frame or the writing hasn't been modelled – need to check?</p>	<p>Gets into arguments with other students, for example about equipment or who sits where</p>	<p>Other students complain about him, and he argues more – my teaching assistant Sunita sometimes talks quietly to him and that seems to help He gets told off, sent to work on his own He refuses to take his things with him, sulks, needs persuading to do his work Either I or Sunita will often go over and have a talk with him and help him along with his writing Other students probably pleased – I don't think they like working with him</p>

Table 1: The behaviour I want to encourage

A Antecedents	B Behaviour	C Consequences
<p>What is the context for the behaviour?</p> <ul style="list-style-type: none"> • Who is the student working with? • What are the adults in the room doing/saying? • What is the task? • What resources were or weren't available? • What time of day/day of the week is it? • What happened immediately before the behaviour? 	<p>What exactly does the student do that is of concern?</p>	<p>What usually happens afterwards?</p> <ul style="list-style-type: none"> • What do you do/say? • What does the student do/say? • What do other students do/say? • What do other adults do/say? • How do you think the student might be feeling? • What usually happens next? • What do you think the student might be getting out of behaving this way? • What do you think other students might be getting out of him/her behaving in this way?
<p>Usually happens in the morning Sometimes in the afternoon if it's an active task – like making a poster or planning a PowerPoint presentation</p>	<p>Works cooperatively in a group with other students</p>	<p>Nobody takes any notice of him, really – I let them get on</p> <p>Someone else from his group usually does the presentation / feedback in plenary etc because I know I can rely on them not to be silly</p> <p>Looks like there's not a lot in it for him – not much attention from me anyway, though he may get something out of it from the other students in his group if they show they value his contribution</p>

Your ideas might have included:

- exploring what happens at lunchtime, and if necessary developing strategies to make lunchtimes a more positive experience for Norman
- building in a calming activity at the start of the afternoon session
- making sure that Norman has a drink of water before he starts work
- planning a greater range of alternatives to written recording, including using information and communication technology (ICT)
- partnering Norman with a supportive 'buddy' for some written work
- making sure written work is 'scaffolded' so that Norman comes to it prepared, rather than facing a blank page
- noticing and giving positive feedback when Norman is working well in a group with others
- providing a group reward, such as team points, for the group Norman is working with, so that they all have a stake in making sure there are no arguments, and
- planning work to develop Norman's social, emotional and behavioural skills – particularly the skills for resolving conflicts and working in a group with others.

Activity 3

Understanding behaviour: children's concerns and needs



Approximate timing: 15 minutes

In activity 2, you learnt about one model of understanding why pupils behave as they do: a behavioural 'ABC' model. This activity complements the understanding gained from that model by helping you focus on pupils' concerns and needs.

Maslow's hierarchy of needs

Maslow's hierarchy offers one way of looking at children's needs.

The psychologist Abraham Maslow developed a theory about human motivation based on what he called a hierarchy of needs. It assumes we all have a variety of needs. Some relate to basic survival instincts: we all need food, warmth and shelter.

Once these needs are satisfied, we will be motivated by the need for safety, and strive for an environment in which we feel physically and emotionally safe and secure.

At the next level, we seek experiences that make us feel loved, cared for and accepted by others: we need to feel that we belong in a group.

Beyond this, we will seek to feel good about ourselves, to feel appreciated, to receive feedback that leads to a positive self-image.

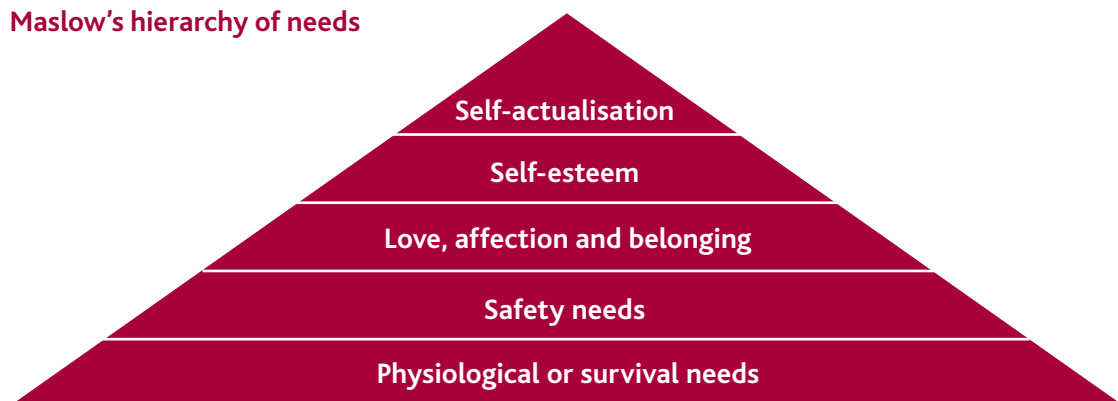
When these needs are all met, we become motivated to realise our potential. This will mean using our talents to the full, being able to learn new things, and challenging ourselves to be the best we can be.

All of us can and do move up and down this hierarchy of needs at different points in our lives. Think about how this may have happened to you: for example, how the focus on succeeding at work suddenly takes second place to the need to find love, affection and belonging when a significant relationship in our lives breaks down.

The needs that Maslow outlines can be met in different environments. A pupil might not be able to have all their needs equally met at home, at school and in the community – but if at least one of these environments meets the need the pupil will have a greater chance of progressing towards self-fulfilment.

All human behaviour has meaning and is a response to a drive to have needs met.

Maslow's hierarchy of needs





Now, in table 2, read this set of statements from pupils voicing concerns they might have while at school. Write in the right-hand column, or use different highlighters, to show which level of Maslow's hierarchy of needs ('survival', 'safety' and so on) you think they relate to.

Table 2	
Concern	Maslow's hierarchy
I'm scared of those boys	
I'm naughty	
I'm not satisfied with my work	
I'm no good at getting on with other kids	
I'm hot	
I can't say what I mean	
I'm different	
My teacher doesn't notice when I try my hardest	
I could do better than this	
It's stuffy in here	
I don't know the kids on my table	
I'm cold	
I'm thirsty	
My teacher likes the other kids better than me	
I'm ugly	
I'm worried about my mum	
I can't do my work properly	
I'm tired	
These people don't like me	
I'm hungry	
My work is rubbish	

Physiological or survival needs

Maslow placed basic human needs, such as the needs for food, water and warmth, at the foundation of his triangle. Human behaviour is driven by survival and physiological needs, and these will dominate until they are met.

Examples are:

- I'm hungry
- It's stuffy in here
- I'm cold
- I'm hot
- I'm tired
- I'm thirsty

Safety needs

Once these basic human needs are met, behaviour can then be motivated by the need to feel safe. Living in a safe and secure physical environment is a key need.

Pupils need to feel safe in their learning environment. If they feel vulnerable in any way, such as being afraid of making mistakes, afraid of not fitting in with the peer group, afraid of bullying, they will be unable to learn.

Examples are:

- I'm worried about my mum
- I'm scared of those boys

Love, affection and belonging

Once we feel safe, we look for security through feeling a 'sense of love, affection and belonging'. This includes the need to be accepted and to have friends. Pupils need to feel part of their learning group if they are to learn effectively.

Examples are:

- My teacher doesn't notice when I try my hardest
- I don't know the kids on my table
- These people don't like me
- My teacher likes the other kids better than me

Self-esteem

Out of the need to experience affection and belonging, the need for a 'sense of self-esteem' will emerge. Pupils need to have a positive image of themselves and to feel that they have recognition and appreciation from others for their contributions. The need for self-esteem and the fear of losing it is a key factor in pupils' learning.

Examples are:

- I'm naughty
- My work is rubbish
- I'm no good at getting on with other kids
- I'm ugly
- I'm different

Self-actualisation

The highest level of need is only relevant when all others are satisfied. Maslow's term 'self-actualisation' relates to the ability to achieve our full potential, to do the work required to succeed, to learn and to be confident. The chance to be creative and autonomous is vitally important.

Examples are:

- I can't say what I mean
- I'm not satisfied with my work
- I can't do my work properly
- I could do better than this

Messages from the case study of Norman



Think again about the case study of Norman that you read in activity 1. What messages do you think Norman's behaviour might be giving about his concerns and unmet needs?

It is likely that Norman has unmet needs in the area of love, affection and belonging (in his family and in the class) and in self-esteem.

Consider the questions in table 3 and jot down your suggestions.

Questions	Your suggestions
What might the teacher be able to do to help meet these needs and what might be outside the influence of teachers?	
While it would not be the teacher's role to try to fix Norman's relationship with his father, could anything be done to help Norman belong better in his class?	
What could be done to convince Norman that he is not stupid and to build his self-esteem?	
What could be done to improve his literacy and numeracy skills?	

Your ideas might have included:

- pairing Norman regularly with a pupil he might get on with for the kind of practical tasks he enjoys, and
- setting up a reward system where everyone gets rewarded if they help Norman to achieve a class target – eg 'sitting calmly in lessons'.

Also think about the needs of the teachers in the case study. Norman's behaviour might also have a negative effect on his teachers' self-esteem.

Think about pupils you have taught during school placements, in the light of your own hierarchy of needs:

- you may have had your need to feel safe challenged by pupils who were unpredictable and perhaps aggressive
- you may have felt personally rejected if a pupil appeared not to respond to your teaching, and
- you may have experienced a loss of confidence and self-belief when faced with challenging behaviour.

You should understand that this is a universal experience and not a reflection of your skills. Teachers, like pupils, have a right to have their basic needs met, and it is very important for all teachers, whether experienced or while training, to ask for support from colleagues when working with a troubled child whose behaviour is calling their safety, sense of belonging or sense of self-worth into question. In effective schools, teachers expect and get help from colleagues, for instance by:

- discussing ideas on strategies that might work with difficult classes or pupils
- taking practical respite, eg others taking the troubled child into their own classroom for short periods, and
- providing a listening ear that allows them to offload and be reminded that a complex range of circumstances, not their teaching, is failing the pupil.

Managing feelings and behaviour

Reynard Dreikurs, an American psychiatrist, built on Maslow's ideas about the need to belong. He suggests that pupils' misbehaviour is often a response to feeling that they do not belong in the social context in which they find themselves.

They may react to this feeling in a number of different ways:

- Some pupils react by seeking attention, with those irritating, disruptive behaviours that take time away from teaching and learning (without necessarily involving conflict)
- Others seek power, trying to gain control over the situation – themselves, the other pupils and the teacher

Two other strategies come into play if the child's feelings of hurt and rejection are greater:

- Avoiding failure – the pupil attempts to structure situations so that they do not have to test themselves in any way. This can be done through low-level behaviours such as not bringing equipment, losing work, asking unnecessary questions, wandering round the classroom etc, or may be through more confrontational behaviours such as directly refusing to cooperate with adults' instructions.
- Seeking revenge – the pupil lashes out at real or imagined hurts – for example, saying "I didn't want to be in the team anyway. It's a lousy team."

Dreikurs also suggested that we can identify what kind of behaviour we are dealing with by identifying the feelings it arouses in us:

- attention-seeking behaviour tends to make us feel irritated or annoyed with the pupil
- power seeking tends to provoke an angry response
- failure avoidance causes frustration, and
- revenge-seeking produces feelings of hurt and dislike.

Teachers need to be committed to analysing their own responses and behaviour to make sure they do not unwittingly support or contribute to a pupil's misbehaviour. We all find this difficult to do sometimes, particularly when a pupil is repeatedly pressurising us. As a first step, you can check out your responses by using a pocket audio recorder that you listen to after the lesson. You may wish to ask the advice of a trusted colleague, who you can talk things through with, and who can perhaps observe and give you structured feedback.



Read table 4 on the next page, which can help you reflect on different behaviours demonstrated by pupils you might have taught on school placement, or that you might teach in the future. In the column headed 'Alternative teacher response', write down ideas for ways the teacher could deal with this behaviour more effectively.

When you have finished, look at the suggestions in **the appendix** and compare them with your ideas. There are no right answers!

Table 4

Pupil's behaviour	Teacher's feeling	Pupil's probable goal	Teacher's typical response	Pupil's response	Alternative teacher response
Calls out unnecessarily	Irritation and annoyance	Attention seeking	Usually tells pupil off	Usually does what they're told (for the moment) – they have received their reward – the teacher's attention	
Stands up and begins to walk out of the classroom, saying "I'm bored. I'm not staying here."	Anger, frustration and perhaps fear	Power seeking	Confronts pupil and tries to make them behave or comply	"You can't make me" (face saving in public)	
Sits at back of classroom, showing little or no reaction to any encouragement or supportive approach from the teacher	Sadness, helplessness and a sense of defeat	Failure avoidance	Prescription, further outside help, resignation	Waits for help, asks for help, but does not respond when it is given	
When stopped from listening to an MP3 player in class, responds with, "You're a ***** teacher anyway. You're not worth listening to."	Anger, frustration but also hurt and dislike	Revenge seeking	Hurt the pupil back, or escape	Becomes personally offended, intensifies the situation	

Adapted from: R Dreikurs, B Grunwald and F Pepper, 1982, *Maintaining Sanity in the Classroom: Classroom management techniques*, Harper & Row, New York

Activity 4

Choosing appropriate learning objectives



Approximate timing: 20 minutes

This activity is about choosing appropriate learning objectives for pupils with BESD. It will help you to be aware of the gaps that pupils with BESD may have in their social, emotional and behavioural skills, and help you identify practical steps you can take to help them develop the skills they need.

Social and emotional skills

Most of the time, pupils with BESD can be expected to work on the same learning objectives as the rest of the class, unless they also have SEN in cognition and learning or communication. Adapting your teaching styles and making modifications/adjustments to lessons are more likely to remove their barriers to participation and learning than setting different learning objectives.

The exception to this is in the social and emotional aspects of learning, where pupils with BESD are unlikely to achieve at the same level as their peers, and where they will need additional focused work.

Sometimes they may do this work outside the class, in small groups or even in a special resource base or special school. But sometimes it will be part of work the whole class is doing, and class and subject teachers have a key role to play in teaching social and emotional skills.

The National Strategies have produced some useful resources to help teachers develop pupils' social and emotional skills. The social and emotional aspects of learning (SEAL) materials can be found at: www.nationalstrategies.standards.dcsf.gov.uk/inclusion/behaviourattendanceandseal

These materials provide whole-class work on social, emotional and behavioural skills, aimed at developing pupils' ability to understand and manage their feelings, motivate themselves, show empathy and use appropriate social skills. Additional one-to-one or small group work can be planned to link in with this whole-class work.

If you are not familiar with the SEAL materials, follow the link above and browse them online.

Activity 5

Choosing appropriate teaching styles and approaches



Approximate timing: 15 minutes

This activity will help you to choose appropriate teaching styles and approaches for pupils experiencing BESD.

Appropriate teaching styles and approaches for pupils with BESD

No two pupils with BESD are the same. Like any other pupils, what works with one may not necessarily work with another. However, as a general rule, some of the following pointers may be helpful.

Active and interactive teaching strategies

Pupils who find it hard to sit still and concentrate may need opportunities to be 'doing' rather than listening, talking or writing. Make sure that pupils are given an active role, for example:

- when the class is reading and discussing text on the whiteboard you might give the pupil their own copy of the text to highlight or underline, or
- use 'whole body' activities such as sculpting scenes from the text or pretending to be a word, sentence or punctuation mark that gets moved around.

If a pupil can only sit and listen for five minutes at a time, don't expect them to sit still for 20 minutes. Set a target of six minutes at first, then seven, then eight... and plan something for the pupil to move away quietly to do when they have met the target.

Effective use of ICT

Effective use of ICT often helps to motivate pupils who are switched off by conventional forms of presentation and recording. Possible examples include:

- using the internet to research a topic
- predictive word-processing software and on-screen word grids to support writing
- opportunities to create presentations, and
- using software such as KarZouche: Social Communication, which allows pupils to explore social situations from different viewpoints.

Structure and predictability

Pupils experiencing emotional turbulence or anxiety may need a great deal of structure and predictability in the classroom. This is easy to understand if you reflect on your own needs. When we are upset or worried, we may not feel able to cope with work or learning that is new or demands much mental energy. We need order, calm and fairly low-key tasks, and we need to know exactly what is expected of us. For pupils with BESD:

- display and repeat rules clearly
- firmly establish and practise classroom routines regularly, and
- give advance warning of any changes to regular events.

Help in learning to work independently

Many pupils with BESD find it difficult to work independently. They may need to be taught core routines for certain tasks. They can then practise these routines, with progressively less help, until they can tell and show you what they have to do when set a certain type of task. Give them independent tasks that have been demonstrated to the whole class – eg sometimes it helps to give them more complex independent tasks towards the end of the week, when they have seen other pupils demonstrate what they have learnt in the plenary.

Using clear guidelines

Give very clear guidelines, for instance: "I expect you to have produced at least three lines by 10 past 10. I will be asking you then to share them with your writing partner."

Visual prompts

Use visual prompts to support the pupil's learning, for example:

- pictorial task cards
- writing frames
- word mats
- relevant classroom displays, and
- a card listing ideas, eg for "Five things to do if you are stuck with your work".

Focus on the positive

Pupils with BESD are usually on the receiving end of a lot of negative comment from everyone around them. If they start to feel bad about themselves as a result, it is likely to make their behaviour worse. It can really help if adults in school make a special effort to stay positive – for example:

- using eye contact and non-verbal signals, wherever possible, to let the pupil know when their behaviour is inappropriate
- when the pupil misbehaves, saying what you want them to do, rather than what you don't want – eg "Norman, I want you to keep your hands in your lap" instead of "Norman, stop bothering Pearl"
- labelling the behaviour but not the pupil – eg "Norman, bullying is not allowed in our school" instead of, "You big bully"
- reminding pupils of a rule when they start to misbehave, rather than telling them off – eg "Norman, our rule is that we put up our hand to answer"
- making a point of praising a pupil who is keeping to the rule – eg "Alice, I like the way you put your hand up when you knew the answer"
- using the language of choice to remind pupils when they start to misbehave that they have not made a good choice – eg with younger pupils: "Do you think you could put that one back in your choosing box and choose another?"; or with older pupils: "Not a great choice, Norman – better think again"
- if the pupil does not respond when reminded about a rule, giving them the choice of following the rule or accepting a sanction or consequence that is part of the classroom agreement – eg "Norman, the rule in our classroom is that we look after our own and other people's things – you need to choose whether to keep the rule or miss five minutes of breaktime on Friday"
- increasing the focus on the positive, by trying to 'catch the pupil being good' – eg "You stayed calm and sorted out the argument – thank you for choosing that behaviour" or "You've concentrated on your work and got it finished – well done"
- making sure that praise describes exactly what the pupil has done – eg "Well done for..." rather than 'Good girl', and
- when a pupil behaves badly, making a conscious effort to 'catch them being good' and praise them as soon as possible, to help rebuild the relationship and give the pupil a way back to behaving well.

Build relationships

Use the ideas in this diagram to help build a relationship with the pupil.

Valuing

- Find out what the pupil knows about or is good at, and ask them to share this with the rest of the class or school
- Help the pupil become an expert in a particular area
- Give them responsibilities, eg organising a lunchtime or after-school club, being a playground buddy, helping pupils who are new to the school
- Invite them to help you with daily tasks
- Ask their opinion – eg on how the class could learn or work together better, on classroom routines, on how lunchtimes or breaktimes are organised
- Ask them to keep records of new things they learn and can do: a folder, an album, an 'I Can can' (a decorated can: when they master something new, they write this on a strip of paper and put it in the can)
- Ask them to tutor another pupil with their work
- Give the whole class a favourite activity or five minutes' extra breaktime when the pupil has done well in their work or behaviour
- Ask the pupil to record with you one success, however small, in a special praise book at the end of each day
- Photocopy good pieces of work for the pupil to take home

Warmth

- Take extra care to greet the pupil and say goodbye every day, and say a word or two individually to them
- Have lunch with the pupil from time to time
- For younger pupils, play a game with them in the playground sometimes
- Set up a system where you invite individual pupils to have a cup of tea with you
- Send the pupil a birthday card
- Try to involve them in a lunchtime or after-school club that you run
- When things go wrong, reject the behaviour, not the pupil – eg "This isn't the behaviour I expect from someone as kind and helpful as you"
- Don't be afraid to tell the pupil you like them and that what happens to them matters to you – eg "You really matter to me and it's important to me that you do well this year"

Building the relationship

Listening

- Set up a system for one-to-one listening – a time set aside for talking with pupils individually
- Listen without giving advice or opinions
- Show that you understand how the pupil feels – "That must have made you very angry/upset"
- Make space for the pupil to talk about areas of their life that are going well

Encouragement

- Make it OK to make mistakes – eg "It's making you think because you are learning something you didn't know before", "This is how we learn: if everything is easy, it means you already knew how to do it, so there's no new learning"
- Acknowledge that some learning is difficult – eg "I know this is difficult, but keep at it a bit longer – I know you will get the hang of it", "I don't know how you managed to do that – tell me what you did to make it work"
- Focus on the process of learning, not the product, and on improvement not absolute success; talk about learning, not 'work' – eg "What have you learnt? What would you do differently next time? What advice would you give to someone else who was learning this?"
- Notice and build on the pupil's strengths – eg "I've noticed you have a real talent for solving problems in maths – What did you do that made you able to learn this? How would you teach it to others?"
- Talk about yesterday, today and tomorrow – eg "Remember when you couldn't/didn't know how to...? Let's look at what you have learnt since then... What will you need to learn by next term?"
- Notice and celebrate all successes – use stars, stickers, certificates, notes home, sending the pupil to share their work with other adults and classes that they have chosen
- Give specific praise – eg "When you... then I feel... and the effect is..."

Positive language

In all our interactions with pupils we need to be aware of the power of the words we use, of what we say, how we say it and how it affects everyone around us. Sometimes teachers can phrase things in a negative way, when saying it differently could prompt a much more positive response.



Look at table 5, and think about how you could rephrase the comments in the left-hand column to get a more positive response. Fill in your suggestions in the right-hand column.

When you have finished, compare your answers with the suggestions in **the appendix**. There are many possibilities, and your responses will depend on the age of the pupils, so these are only suggestions.

Table 5

Common phrases	Could become
Don't use that language with me!	Speak to me politely, as I do to you – thanks!
Why is your work so untidy?	
How dare you argue with me?	
Stop shouting out	
You lot shouldn't be in here at lunchtime	
You're always interrupting	
You've been upsetting people again	

Activity 6

Removing barriers to learning for pupils with BESD



Approximate timing: 10 minutes

This activity will help you to choose strategies that help to remove barriers to participation and learning for pupils experiencing BESD.

Removing barriers



Imagine that you have just had a difficult time or experience in your private life. Think about how you are feeling. Now imagine yourself coming in the next day to a full day's teaching. What will be stopping you teaching effectively?

Note down what you think would make it easier for you to teach well.

When we are stressed or unhappy we may find it difficult to focus our thoughts on learning. You may have noted that it would help to:

- talk to someone
- have time to collect yourself, and
- have colleagues to give you support with your work.

We can apply these ideas to the needs of pupils who come into school troubled, anxious or angry.

Barriers to participation and learning for pupils with BESD include:

- the troubled feelings they may bring into the learning situation
- the difficulty that some (for example, pupils with attention deficit hyperactivity disorder or ADHD) may have in maintaining attention and concentrating for extended periods, and
- the difficulty many may have in working in a group with other pupils.

To overcome these barriers to learning, the following strategies might be helpful:

- Organising time – perhaps during registration – for a teaching assistant to chat with the pupil. This can give them a chance to talk about anything that is troubling them and get themselves ready for learning. Some schools organise this through a breakfast club for vulnerable pupils.
- Providing a comfortable place in the classroom to take quiet 'cool down' time when the pupil is upset.
- Planning seating carefully: arranging tables so that pupils sit in rows or a 'U' shape, and making sure that the pupil sits with other pupils who offer good role models.
- Building in lots of opportunities for restless pupils to do something active during times when they have to listen with the whole class – eg clutch a stress ball, hold a pointer when the class are reading a shared text, give out cards, work with an individual whiteboard.
- When the pupil is working independently, build in breaks when they can do something like take a message to another class or have a brief period of exercise.
- For very easily distracted pupils, providing an individual workstation that is screened at the sides and has on hand all the equipment the pupil will need.

- Involving the whole class in identifying ways they can help and support the pupil who is having difficulties – because “everybody needs help sometimes with some area of learning”.
- Asking another pupil or a small group to buddy the pupil who is having difficulties.
- Praising the pupil when they achieve easily reachable behaviour targets.
- Using a training assistant to model, coach and reinforce group work skills when the pupil is working collaboratively with other pupils.
- Making sure there are close home-school links, so that the school is aware immediately of changes at home that may affect the pupil’s behaviour and can make special arrangements. Many schools use a home-school record book or planner, which also provides a useful basis for the pupil’s parents or carers to talk with pupils about their successes and difficulties each day in school.
- Making sure that communication between home and school accentuates the positive. Parents/carers and pupils need to know that you recognise successes as well as concerns.
- Making sure that the curriculum links to the pupil’s interests and is relevant to their everyday life.
- Attending promptly to any learning difficulties that might be contributing to the behaviour problems.
- Keeping instructions short and clear, because pupils (and adults) who are stressed find it hard to take in and remember complex information.

Activity 7

Points for action



Approximate timing: 15 minutes

Spend a few minutes reflecting on this self-study task and record key points for action below.

What do I want to do next to develop my practice?

How will I do this?

What is my timescale for this to happen?

How will I know if I have been successful?

Do I need to involve anyone else in enabling this to happen?

Appendix

Suggested answers and solutions

Table 4						
Pupil's behaviour	Teacher's feeling	Pupil's probable goal	Teacher's typical response	Pupil's response	Alternative teacher response	
Calls out unnecessarily	Irritation and annoyance	Attention seeking	Usually tells pupil off	Usually does what they're told (for the moment) – they have received their reward – the teacher's attention	<ul style="list-style-type: none"> Pay attention to appropriate behaviour from others (or the pupil) Deal swiftly with inappropriate behaviour, keeping the emotional temperature low Help the pupil to ask for attention in an acceptable way Some, eg pupils with communication impairments, may benefit from direct teaching of ways to ask for help 	
Stands up and begins to walk out of the classroom, saying "I'm bored. I'm not staying here."	Anger, frustration and perhaps fear	Power seeking	Confronts pupil and tries to make them behave or comply	"You can't make me" (face saving in public)	<ul style="list-style-type: none"> Don't get hooked into a power struggle Avoid or defuse confrontation Give the pupil legitimate opportunities to feel powerful and in control 	

Table 4 continued

Pupil's behaviour	Teacher's feeling	Pupil's probable goal	Teacher's typical response	Pupil's response	Alternative teacher response
Sits at back of classroom, showing little or no reaction to any encouragement or supportive approach from the teacher	Sadness, helplessness and a sense of defeat	Failure avoidance	Prescription, further outside help, resignation	Waits for help, asks for help, but does not respond when it is given	<ul style="list-style-type: none"> Change the perception from "I can't" to "I can" End social isolation by drawing the pupil into a trusting relationship with you, then with others
When stopped from listening to an MP3 player in class, responds with, "You're a **** teacher anyway. You're not worth listening to."	Anger, frustration but also hurt and dislike	Revenge seeking	Hurt the pupil back, or escape	Becomes personally offended, intensifies the situation	<ul style="list-style-type: none"> Maintain a positive image of the pupil, eg by recognising that they have done what you asked – you may then feel able to ignore the insult and avoid immediately reinforcing the tension In due course, you can teach acceptable ways of dealing with overwhelming feelings by communicating and negotiating

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Table 5

Common phrases	Could become
Don't use that language with me!	Speak to me politely, as I do to you – thanks!
Why is your work so untidy?	Jo, let's see if you can do the next bit neatly. Here's a new pencil.
How dare you argue with me?	I need you to listen carefully to me.
Stop shouting out	You need to wait to speak until it is your turn.
You lot shouldn't be in here at lunchtime	You should all be outside in the sunshine.
You're always interrupting	I feel annoyed when I'm interrupted. Please wait your turn to speak.
You've been upsetting people again	Ash, let's see how we can help Sadie feel better.

Using language positively models social skills and helps pupils understand how we want them to behave. It can help to avoid or defuse confrontation and argument.

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