
Overview

Who is this unit for?

This unit is for those who work with pupils who experience emotional and behavioural difficulties, who are withdrawn or isolated or display school phobic reactions; who are disruptive and disturbing, hyperactive and lack concentration; those with immature social skills or personality disorders; or those presenting challenging behaviours which may arise from complex special needs.

What is this unit about?

This unit is about providing the support needed by pupils with behaviour, emotional and social development needs to help them develop effective behaviour management strategies, relationships with others, and self-reliance.

This unit contains three elements:

1. Support the behaviour management of pupils with behaviour, emotional and social development needs
2. Support pupils with behaviour, emotional and social development needs to develop relationships with others
3. Support pupils with behaviour, emotional and social development needs to develop self-reliance and self-esteem

Performance criteria

You must be able to:

Support the behaviour management of pupils with behaviour, emotional and social development needs

P1 clarify and confirm your understanding of the intervention strategies to be used to manage the behaviour of pupils with behaviour and emotional difficulties with the relevant people

P2 implement the agreed strategies consistently and effectively at all times

P3 provide an effective role model for the standards of behaviour expected of pupils and adults within the school

P4 contribute to the provision of safe and supportive opportunities to establish and sustain community-based rules and develop social interaction

P5 encourage pupils to take responsibility for their own behaviour P6 monitor the behaviour of pupils who show uneven or intermittent standards of social skills, recognise when pupils have made progress, and use this to promote positive behaviour

P7 work collaboratively with others to implement a positive, collegiate approach to the management of pupil disaffection and challenging behaviour

P8 recognise and respond appropriately to risks to yourself and/or others during episodes of challenging behaviour

P9 promptly report any problems in dealing with challenging behaviour to the relevant people

P10 provide feedback to relevant people on significant aspects of the pupil's participation levels and progress

Support pupils with behaviour, emotional and social development needs to develop relationships with others

P11 provide opportunities for pupils with behaviour, emotional and social development needs to establish social contacts and relationships with others

P12 encourage cooperation between pupils in ways which are commensurate to their age and stage of development

P13 interact with pupils and other adults in ways which provide a positive and consistent example of effective working relationships

P14 encourage pupils to resolve minor conflicts amicably and safely

P15 respond appropriately to conflict situations and incidents of inappropriate behaviour with due consideration for your own safety and that of others

P16 recognise and respond to opportunities to remind pupils of school policies concerning the rights of others and their own responsibilities towards each other
Support pupils with behaviour, emotional and social development needs to develop self-reliance and self-esteem

P17 listen carefully to pupils with behaviour, emotional and social development needs and encourage them to communicate their needs and ideas

P18 use effective strategies to encourage the pupil to make their own decisions and accept responsibility for their actions

P19 help the pupil to refocus on class rules, personal targets and responsibilities in school and the wider community following flashpoints where his/her self-control has been lost

P20 make effective use of opportunities for the pupil to develop self- management skills

P21 use strategies for recognising and rewarding achievements and efforts towards self- reliance that are appropriate to the age and development stage of the pupil and comply with school policy and procedures

P22 encourage and support pupils who are experiencing behaviour, emotional or social difficulties in a manner which maintains their self- reliance and self-esteem

Knowledge and understanding

You need to know and understand:

K1 the school's policy on inclusive education and equality of opportunity and your role and responsibility in relation to this

K2 the school policies and procedures relating to the behaviour, emotional and social development of pupils

K3 the roles and responsibilities of others, both within and external to the school, who contribute to the support of pupils with behaviour, emotional and social development needs

K4 the impact of any medication taken by the pupils with whom you work on their cognitive and physical abilities, behaviour and emotional responsiveness

K5 the impact of any negative or traumatic home experiences of the pupils with whom you work on their behaviour and emotional responsiveness

K6 any individual education plans and behaviour support plans for the pupils with whom you work

K7 how pupil grouping and teaching and learning contexts affect the behaviour of the pupils with whom you work

K8 intervention strategies appropriate for pupils with behaviour, emotional and social development needs

K9 the importance of modelling the behaviour you want to see and the implications of this for your own behaviour

K10 how to encourage and foster pupils' skills of self-monitoring and self-control

K11 the importance of recognising and rewarding positive behaviour and how to do this

K12 the sorts of behaviour patterns that might indicate problems such as medical problems, child abuse, substance abuse or bullying, and who you should report these to

K13 how to manage conflict, including negotiation skills and a range of defusion and de-escalation strategies, positive handling and recovery strategies

K14 how and when to use physical restraint to prevent harm to pupils, yourself or others

K15 the sorts of behaviour or discipline problems that you should refer to others and to whom these should be referred

K16 levels of cooperation that can be expected of pupils at different ages and stages of development

K17 aspects of culture, upbringing, home circumstances, and physical and emotional

health of pupils that could affect their ability to relate to others and how to deal with these

K18 factors which influence the responses of pupils, parents/carers, teachers and others to pupils with limited social or interpersonal skills

K19 the factors within and outside school which influence the responsiveness to others of pupils with limited social or interpersonal skills

K20 how any psychological and psychiatric disorders affecting the pupils with whom you work may impact on the way in which they relate to others

K21 the effects of specific types of verbal behaviour, e.g. proximity, tone and gesture, and non-verbal behaviour, e.g. body language, personal space, on pupils' emotional and behavioural responses, and how positive examples of these can improve pupils' self-esteem and social response

K22 school policies and practices for dealing with conflicts and inappropriate behaviour

K23 strategies for rebuilding damaged emotional relationships between adults and pupils, and between pupils and their peers

K24 the importance of active listening skills and how these should be used to promote pupils' self-esteem

K25 the factors which affect the development of self-esteem

K26 how classroom and group dynamics can contribute to, accentuate or reinforce good/poor self-image

K27 strategies that can be used to encourage and support pupils in decision making

K28 when it is appropriate to give responsibility to pupils, why this is important, and how family/cultural expectations of this may vary

K29 stereotypical assumptions about pupils' self-reliance relative to gender, cultural background and special educational needs or additional support needs, and how these can limit pupils' development

K30 expected levels of self-reliance and social behaviour at different ages and developmental stages

K31 the importance of positive reinforcement for effort and achievement and how to provide this

K32 the relationship between pupil self-esteem, self-management and learning

K33 the school procedures for recording and sharing information

Glossary

Behaviour support plans

statements setting out arrangements for the education of pupils with behaviour difficulties

Inappropriate behaviour

behaviour which conflicts with the accepted values and beliefs of the school and society. Inappropriate behaviour may be demonstrated through speech, writing, non-verbal behaviour or physical abuse

Opportunities to establish and sustain community-based rules situations that can be used to agree or remind pupils of community-based rules, e.g. circle time, personal and social education, education for citizenship

Others

the pupils, teachers and other adults with whom pupils interact during the school day, including their peers, the class teacher, subject teachers, specialist support teachers, support staff and other adults from within or outside of the school, e.g.

headteacher/principle, parent helpers, educational psychologist

Pupils with behaviour, emotional and social development needs

pupils who experience emotional and behavioural difficulties, who are withdrawn or isolated or display school phobic reactions; who are disruptive and disturbing, hyperactive and lack concentration; those with immature social skills or personality disorders; or those presenting challenging behaviours which may arise from other complex needs

Relationships

pupils with behaviour, emotional and social development needs may need support for developing relationships when working:

1. in pairs
2. in groups
3. within the class
4. with adults

Relevant people

people with a need and right to have information about pupils' participation and progress. This will include the teacher responsible for the pupils but may also include others such as school leaders, other classroom support staff working with the pupils, special educational needs coordinator or other professionals, e.g. educational psychologist. Information sharing must always

adhere to the school's confidentiality policy and child protection procedures

School policies

the range of school policies and procedures relating to the behaviour, emotional and social development of pupils, for example:

5. behaviour management
6. classroom management
7. child protection
8. inclusion and equality of opportunity
9. multiculturalism and celebrating diversity
10. emotional expression, e.g. acceptable language, the use of 'time out'

Self-management skills

personal skills that will help pupils to organise themselves and manage their behaviour, including:

11. exercising choice
12. decision making
13. problem solving
14. self expression
15. general life skills

Links to other NOS

This unit is one of four specialist units for those working with pupils with moderate, severe and/or complex special educational needs or additional support needs in a special school or mainstream setting.

The other specialist units are:

TDASTL39 Support pupils with communication and interaction needs TDASTL40

Support pupils with cognition and learning needs TDASTL42 Support pupils with sensory and/or physical needs

This unit also links to:

TDASTL12 Support a child with disabilities or special educational needs TDASTL19

Promote positive behaviour

TDASTL37 Contribute to the prevention and management of challenging behaviour in children and young people

TDASTL38 Support children with disabilities or special educational needs and their families

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