Responding to Children's and Young People's Social, Emotional and Behavioural Needs

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What makes you happy?

- Social relationships are THE most important part of a happy, fulfilled life
- Social connections are really good for us- loneliness kills- people who are more socially connected to family and friends are happier, physically healthier and they live longer.
- The neurobiology of healthy relationships
  - Neural networks involved in bonding/attachment
  - The presence of familiar people who are loving, nurturing, and providing safety, calms the stress response system of the child

Identifying a SEBN

- In groups discuss the behaviours that you would identify in a child with a SEBN

What SEBN might look like

- Inability to learn (cannot be explained by intellectual, sensory, or health factors)
- Inability to develop or maintain interpersonal relationships
- Inappropriate types of behaviours or feelings
- Pervasive mood of unhappiness or depression
- Physical symptoms or fears associated with personal or school problems

SEBN

- An established pattern of one or more:

  - Withdrawal or anxiety, depression, problems with mood, or feelings of self-worth defined by behaviours

  - Disordered thought processes with unusual behaviour patterns and atypical communication styles

  - Aggression, hyperactivity, or impulsivity that is developmentally inappropriate

  - NOTE THE DIFFERENCE BETWEEN INTERNALSING AND EXTERNALISING BEHAVIOUR

    - 16.5% of pupils have SEBN

      - More internalising than externalizing behaviour

SEBD

- Responses must adversely affect educational or developmental performance and be seen in at least three settings including two educational settings (for instance - classroom and lunchroom)

- Behaviours seen must be significantly different from appropriate age, cultural or ethnic norms; and must not be primarily the result of intellectual, sensory, or acute or chronic health conditions

Clarendon School

Name of learner:
Class/form:
Person identifying concern:
Date added to Register:
Area of concern:

Identified SEBD behaviour/s:	
Personal: • Poor self-image • Change in hygiene standards • Anxiety • Depression • Withdrawal • Distant • Being vindictive • Showing defiance • Other	**Verbal:** • Silent • Threatening • Bad language • Arguing • Constant interruptions • Other
Non-verbal: • Truancy • Being disruptive • Being destructive • Showing violence/aggression • Not compliant to rules • Clinging • Other	**Work skills:** • Inability to work without direct supervision • Inability to follow instructions • Inability to concentrate • Inability to complete tasks • Other

Perry

"Experiences profoundly influence the development of young children."

Adverse Childhood Experiences (ACEs) shape the brain's organisation, which, in turn, influences the emotional, social, cognitive, and physiological activities."

How do we build resilience?

The experience of belongingness is associated with important psychological processes.

Children who experience a sense of relatedness have a stronger supply of inner resources. They perceive themselves to be more competent and autonomous and have higher levels of intrinsic motivation.

They have a stronger sense of identity but are also willing to conform to and adopt established norms and values.

These inner resources in turn predict engagement and performance

- **Useful strategies include buddy systems, mentoring, peer tutoring, PSE classes BUT also non academic, extra curricular activities, planning school events**
- **Essentially showing that the pupil is able to achieve and overcome minor stressful/risky situations**

Those students who experience a sense of relatedness behave differently from those who do not.
They

- have more positive attitudes toward school and they are also more engaged.

- participate more in school activities and they invest more of themselves in the learning process.

- have a stronger sense of their own social competence

- are more likely to interact with peers and adults in prosocial ways.

Rejection or the sense of exclusion or estrangement from the group is consistently associated with behavioural problems in the classroom (either aggression or withdrawal) lower interest in school lower, and dropout.

What is Behaviour?

- Behaviour is anything a person does which can be observed
- Behaviour (good or bad) has to be learned
- Everyone can learn new behaviour
- Behaviour which has been rewarded is more likely to be repeated
- Behaviour is influenced by what happens before it and what happens after it.

The Definition of Challenging Behaviour

- Behaviour can be viewed as challenging for the following reasons:

  - Persistence

  - Severity

  - Unusual behaviour for the age / stage of the child

- The child's behaviour communicates a need or attempts to solve a problem
  - The communicative function of behaviour
  - When the child's behaviour presents as challenging, this indicates that the child is communicating or problem solving in an ineffective way

From the child's perspective…..

Functional

  ⤫ It does something for them

Effective

  ⤫ It works for them

Learnt

  ⤫ It is a consequence of previous experiences
  ⤫ Only means for successfully influencing their environment

Communicative

  ⤫ Only means of communicating their need

Figure 12: ABC Record Sheet

ABC Record				
Name:		**Date:**		
Antecedent (Trigger)	**Behaviour**		**Consequences**	Signature
	Internal	**External**		
Asked to complete a task		Verbal aggression: shouting out/bad language	Learner reminded of behaviour rules and the sanctions for breaking these – these should be whole-school rules and sanctions, known to all, clearly displayed throughout the school, and consistently applied. Sanction applied at appropriate level. There should be a clear hierarchy of sanctions for behaviour.	
Gave up easily and did not have the confidence to complete a new activity	Became withdrawn and would not communicate		Worked with learner on a one-to-one basis. Activity broken into smaller components. Verbal reassurance given for each step.	

Triggers related to the environment

- Sensory aspects *(e.g. classroom; home – hiding in cardboard box)*
- Coping with distractions
- Familiarity of environment
- Predictability (e.g. teaching staff, home)
- Schema - rules, expectations – explicit, implicit, written (e.g. going to dentist)

- Organisation (e.g. materials, activity, routine, placement of work tasks)
- Procedures - are these practiced just as carefully as the academic content
- Equipment (e.g. Writing)

- Choice and level of control – opportunities to succeed, discussion of support options
- Quality of activities *(e.g. challenge, passive/active, level of support – play on IPAD vs. a game)*

What can be done?

- What classroom changes can be put in place?
  - Discussion of standards expected, for example behaviour contracts
  - Support plan with short-term academic targets
  - Feedback
  - Group activities that give opportunities to develop friendships
  - Clear expectations for each class
    - Now and then folders, time limits, expectations
  - Contract that spells out what pupil, school and home will do
  - Recognise the importance of family involvement
  - Careful choice of support programme in order to encourage growth in self-esteem (mentoring within the classroom)
  - Direct and clear communication with learner

Creating an inclusive learning environment

- The establishment of an inclusive learning environment needs careful planning, monitoring and evaluation of the following:

  - Systems

  - Routines

  - Relationships

  - Resources

  - Know the difference between equality and equity

Classroom Rules

- **Rules should be:**

- Few in number and positively phrased
- Discussed with pupils
- General enough to cover all classroom situations
- Clearly displayed and frequently referred to
- Linked to the school's behaviour policy
- Teachable and enforceable
- Reviewed regularly

The Establishment Phase

- It is extremely important at the "establishment phase" of the year for teachers to have in place a plan for positive classroom management

A Plan should include:

- preventative strategies
- corrective strategies
- Systematic & collaborative approaches

Positive Behaviour Strategy

- Named area/s for prioritisation
- Rationale for prioritisation
- Link to school culture and ethos
- Detailed plan for each priority
- Indicators of success (impact on behaviour)
- Monitoring procedures
- Evaluation procedures

The Six Week Strategy

- Using the most severe sanction in the first instance leaves no room for properly planned intervention or fall back position.

- Behaviour does not change overnight. All strategies should be followed through consistently for at least six weeks.

Working in partnership – Outside Agency Support

- **Inclusion Support Services Outreach Team**
- Learning Support Service
- Educational Psychology Service
- CAMHS
- Defeating Peer Pressure www.youngminds.org
- Plan a homework Schedule www.wikihow.com
- 'body image and self-esteem' at www.kidshealth.org/teen
- Get Safe Online (click on social networking): www.getsafeonline.org
- www.teenissues.co.uk
- www.diversityrolemodels.org
- Loneliness www.mentalhealth.org.uk – Chapter 4
- Workload life balance www.pamf.org/teen
- Supporting your child at secondary school www.bbc.co.uk/schools
- Sleep tips for teenagers www.nhs.co.uk