**Responding to Challenging Behaviour:**

**Effective responses in the primary classroom**

**Behavioural Approaches**

**‘Functional Behaviour Analysis - Eliciting Pupil Views’**

**Booklet**

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# Introduction

This booklet details the functional behaviour analysis as a behaviour management tool. It is a problem solving process for addressing challenging behaviour.

# What is Functional Behaviour Analysis?

A functional behavioural analysis looks beyond the behaviour. This perspective offers an understanding of the function, or purpose, behind behaviour. Intervention plans are then based on an understanding of "why" a child behaviours in a particular way.

# The Purpose of Functional Behaviour Analysis

The focus is on identifying pupil-specific social, emotional, cognitive, and/or environmental factors associated with the occurrence (and non-occurrence) of behaviour.

A range of techniques and strategies are used to gather information about the function of behaviour.

# Pupil Views

One aspect of completing a functional behaviour analysis involves working one to one with a child to elicit their views. Some sections might not be appropriate for all children.

## Introducing the session

Use the first page of the ‘Pupil Discussion Form’ on page 5 to begin a discussion with the child.

When you ask the child “We want to understand the reasons why you sometimes….”, it is generally best to complete the phrase using their own words which they have used to say what they need help with. For example, if they say that they need help with their anger or because they are always getting into trouble, you can say:

*“We want to understand the reasons why you sometimes get angry”*

*“We want to understand the reasons why you sometimes feel you are always getting into trouble”.*

## Externalisation

It can be helpful for children to think of the problem behaviour as an external ‘thing’, rather than as an integral part of themselves. Again, try to use their own words and ask them to come up with a description of what the problem behaviour would look like if it was a thing. You can use the ‘Externalisation’ cards to get the conversation started (see pages 10-11).

## Functions of Behaviour

You will need a ‘Most like me / Least like me’ grid (there is a simple example grid on page 22, this works best as A3) and the functions of behaviour cards (pages 12 - 15). Spread out the cards and ask the child to sort them out onto the grid. They should put the cards which are most like what their problem behaviour might be saying into the squares to the right and the ones which are least like what their behaviour is saying into the squares to the left. There will be more statements in the middle, about which they have less strong feelings (N.B. it doesn’t matter how high or low the statements are placed on the chart, it is only left to right which is significant). You may choose to use a few cards, or all of them, depending on what you think the child will be able to cope with. Record on the Pupil Discussion Form up to 5 statements which are ‘Most Like Me’ and up to 5 which are ‘Least Like Me’.

## Environmental Factors

You will need a ‘Most like me / Least like me’ grid grid (there is a simple example grid on page 22, this works best as an A3 page) and the Environment Cards (pages 16 - 17). Use the same method as the Functions of Behaivour Cards and spread out the cards and ask the child to sort them out onto the grid. Record on the Pupil Discussion Form up to 5 statements which are ‘Most Like Me’ and up to 5 which are ‘Least Like Me’.

## Skill Development

Refer back to the scaling question ‘how is it going at school?’ on the first page of the Pupil Discussion Form. Encourage the child to visualise what it would look like further up the scale e.g. what would be different, who would notice?

## Reward Strategies

You may want to use the ‘Reward Strategies’ grid (page 23) to facilitate discussion.

## Reactive Strategies

You will need the ‘Responding to Difficulties’ cards (pages 18 - 21) and the Escalation Curve (page 24, this works best as an A3 page). The Escalation Curve represents the pattern of an escalating crisis, up to its highest point, where it often fluctuates a little, and then through the calming-down phase, through to a low period immediately after the crisis before regaining stability. Ask the child to think about what they tend to do at each stage, what they would look like if you were watching them. Then, lay out the cards and ask them to plot onto the curve, at various stages, the cards which show what adults can most helpfully do to help them become calm again.

# Using the Child’s View’s to Inform the Intervention

The information gathered can then be used to inform an intervention. Gathering information from a number of perspectives is useful as confidence in hypothesis (theory/idea about why behaviour occurs) increases when evidence for the function maintaining a behaviour shows up across a number of sources. Pupil views are particularly important as the child feels valued and is more likely to engage. In addition they may offer a perspective which would not otherwise have been considered.

*Pupil Discussion Form*

How is it going at school?

1 2 3 4 5 6 7 8 9 10

What are you good at? What do you like doing?

D:\Documents and Settings\Helen\Local Settings\Temporary Internet Files\Content.IE5\AERFC8GK\MCj04244660000[1].wmf

D:\Documents and Settings\Helen\Local Settings\Temporary Internet Files\Content.IE5\3XQKQIXE\MCj04238440000[1].wmf

Is there anything that you are worried about at the moment?

Do you think that you need help with anything?

What do you think adults think that you need help with?

We want to understand the reasons why you sometimes..............

**Externalisation cards**

If [this/your behaviour] was a thing, person or creature, what would it look like?

**Function of behaviour cards**

Using these cards, think about what [this/your behaviour] would say?

*Most like me:*

*1.*

*2.*

*3.*

*4.*

*5.*

*Least like me:*

*1.*

*2.*

*3.*

*4.*

*5.*

**Environment** **Cards**

We want to look at what might help you in school and we wondered about your ideas. What are the most important things for us to think about? All your ideas will be considered, although they may not all be carried out.

*Most like me:*

*1.*

*2.*

*3.*

*4.*

*5.*

*Least like me:*

*1.*

*2.*

*3.*

*4.*

*5.*

**Skill** **Development**

Look at the scaling that you did at the start about how it is going in school. Think about how you could move up the scale a little bit:

* What would you **like** to learn or get better at?
* What do you think it would be **helpful** to learn?
* What do you think you **need** to learn?
* What or who do you think could help you to learn these skills?
* How do you think we could help you to remember to use these skills?

**Reward Strategies**

When you do well or have a good day:

* What do you think that adults should do when you do well or when you have a good day at school?
* How would you like them to show that they have noticed?
* Who would you like them to tell?

**D:\Documents and Settings\Helen\Local Settings\Temporary Internet Files\Content.IE5\3XQKQIXE\MCj04238440000[1].wmfReactive strategies**

When you start to feel anxious or worried or uncomfortable:

* What can adults do to help you?
* Do adults ever do things which can make you feel more anxious rather than less anxious?

If you feel that you can’t actually cope with what is happening:

* What helps?
* Is there anything which really doesn’t help?

If you really lose it:

* What is the best way that people can help to make sure that everybody stays safe?

Afterwards:

* What’s the best way of helping you to return to lessons?
* How long does it take before you are ready to talk about what happened?

***Externalisation cards***

|  |  |  |
| --- | --- | --- |
| j0332364  An Animal |  | MCj04359210000[1]  A Monster |
| j0323756  A Shape |  | MCj04298210000[1]  An Alien |
| j0336911  A Super-Hero |  | [http://www.freewebs.com/scooby317/characters.htm](NULL)  A Cartoon Character |
| A Thing |  | j0240719  A Person |

***Functions of Behaviour Statements***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| I don’t like it when the teacher is unfair  j0233442 | I get bored. | I don’t want people to see me cry.  MCj04238560000[1] | I find it difficult to concentrate. | I like talking to adults.  MCj04361290000[1] |
| I want other kids to like me  *MPj04285190000[1]* | I like to feel powerful. | I like to be in control.  *MCj04322270000[1]* | I don’t want to do that.  *MCj04244520000[1]* | I like to have things / space of my own.  *o* |
| I don’t like being shouted at.  *MCj04257400000[1]* | I like to wind up my friends / teachers.  *MCj04352900000[1]* | I hate being told what to do.  MCPE07003_0000[1] | I don’t like it when it’s noisy.  *MCj04298350000[1]* | I get angry.  MCPE07006_0000[1]  *Function of Behaviour* |
| I don’t like looking stupid.  MCj04257860000[1] | I like it when adults listen to me.  *MPj04117730000[1]* | I hate….  (writing etc)  *MCj04134600000[1]* | I like to be sent home or out of lessons.  *MCj04339180000[1]* | I wish I had more friends.  MCj04246520000[1] |
| I like people to notice me.  MPj04285880000[1] | I get wound up.  MCj00844480000[1] | I like to be in charge of my friends  *MCj04159760000[1]* | I find it hard to accept praise and rewards in public  *MCj04258180000[1]* | I don’t know what I’m supposed to do  **?** |
| I don’t get help when I ask for it  MCj03663940000[1]*j0188665* | I don’t like to be treated like a small child  j0311654 | I am bullied and nobody knows  *j0232130* | I am embarrassed  *MCj04238580000[1]* | I dislike changes in staff  j0186350 |
| I don’t like changes in routine  *MCj04105010000[1]* | j0251233My head is too full | MCj04298210000[1]I don’t like to seem different | I want adults to like me.  *j0292270* | I’m hungry  MCj04280870000[1] |

***Environment Cards***

| Where you sit  MCj04134580000[1] | Who you sit with  MCj04120100000[1] | How noisy it is  MCj04298350000[1] | Having a ‘time out’ card  MPj04226500000[1] |
| --- | --- | --- | --- |
| Help with making friends  MCj04360430000[1] | Working with different adults  MCj04361610000[1] | The way people talk to you  MCj03795590000[1] | More help in some lessons  (which?)  MCj04298750000[1] |
| Not being given too much to do in one go  MCj04257900000[1] | Instructions being repeated for you  MCBD19854_0000[1] | More hands-on learning  MCj04259100000[1] | Not so much writing  MCj04136380000[1] |
| Not having to read out loud  MCj04123960000[1] | Having a snack (when? why?)  MCj04125580000[1] | Having a break (when? why?)  MCj04281410000[1] | Running around outside  MCj04360410000[1] |
| Having a quiet place to go  j0232847 | Having a key worker  j0199126 | Having a break (when? why?)  MCj04281410000[1] | Running around outside  MCj04360410000[1] |

***Responding to Difficulties***

| Distract me by .................  j0290845 | Give me an excuse to leave the room  j0231442 | Ask me to use my Time Out Card |
| --- | --- | --- |
| Touch me gently on my shoulder  j0343431 | Remind me of the rules | Remind me that I have a choice  j0290387 |
| Speak to me very firmly  j0238509 | Give me ‘The Look’  j0349646 | Give me ‘Take Up Time’  j0345511 |

| Remove the audience  j0285464 | Lead me from the room  j0229877 | Use traffic lights  j0310286 |
| --- | --- | --- |
| Make me laugh  j0232983 | Give me a hug | Remind me to smile |
| Ask ‘would you like some space?’  j0230927 | Help me with my work | Praise me  j0251265 |

| Remind me of my strengths  MPj04332330000[1] | Remind me of the phone call home  j0198528 | Remind me about my rewards  j0232058 |
| --- | --- | --- |
| Remind me of consequences  j0287500 | Tell me to ‘breathe’  j0286022 | Just smile at me  j0343169 |
| Give me ……. time to come round  j0234131 | Talk things over  j0280662 | Let me go to a safe place  j0237636 |

| Let me talk to an adult that I trust | Get my key worker to help me out  j0241003 | Remind me that I have a choice  j0251301 |
| --- | --- | --- |
| Speak to me very firmly  MPj04236920000[1] | Give me ‘The Look’  MCj04283990000[1] | Give me ‘Take Up Time’ |

What do you think adults should do when you do well or when you have a good day at school?

How would you like them to show you that they have noticed?

Who would you like them to tell?

***Escalation Curve***

Beginning not to cope, may be becoming defiant and losing rationality

Becoming anxious or agitated

Height of escalation, loss of emotional / physical control

Stable

Calming, regaining control

Dip or low point, following a crisis

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