**Responding to Challenging Behaviour:**

**Effective responses in the primary classroom**

**Behavioural Approaches**

**‘Multi Element Plan’**

**Booklet**

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# Introduction

This booklet details how to write an effective ‘Multi Element Plan’.

# What is a Multi Element Plan?

A multi element plan is an individualised plan outlining specific actions. It is a working document, which informs the intervention helping a child to improve his/her behaviour.

# How to complete a Multi-Element Plan

Information gathered from functional behaviour analysis should be used to complete a multi element plan. Approaches used could include:

* Observations
* Indirect interviews (information from adults who know the child well)
* Direct interview (eliciting the child’s views)

Once this information is gathered a multi element plan can be completed. Guidance notes and a blank plan are included at the back of this booklet.

# The Multi Element Plan as an Intervention

A plan – do – review approach should be used when using the multi-element plan. The first stage (planning) involves gathering all the relevant information and writing a plan. The plan is then implemented for a period of around two to six weeks and then reviewed. It may be necessary to informally review and make slight changes (after two weeks) before a more formal review after approximately six weeks.

This plan – do – review cycle should be repeated for as long as is necessary. The planning phase may need to be repeated periodically to ensure the plan is effective. If no changes are observed after a term it would be appropriate to seek additional support, this could be from external agencies.

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| **Multi-Element Plan (MEP)** | **Child’s Name and DoB:** |  |
|  | **School:** |  |
|  | **Date:** |  |

1. ***Behaviour Analysis*** : Here we are trying to identify and understand something about the child’s behaviour.

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| **Strengths**  **Main Behavioural Problems** | Describe the child’s strengths, both in and out of school. In what situations are they at their best? What do they enjoy?  Which behaviours cause most concern? Please be as specific as possible. | |
| **Functions of Behaviour**   * **Getting Social Interaction**   + **With adults**   + **With peers** * **Trying to gain some control in their life** * **Avoidance (e.g. of places, people, activities etc.)** * **Expressing emotion / reducing stress** * **Increasing or reducing stimulation** | **Functions**  We want to understand the function of the challenging behaviour, to understand what purpose it serves for the pupil. Write here your ‘best guesses’ about this, based on what you know about the child. Try to identify some “I…” messages, too (see right).  Try to match one or more of the functions on the left to the behaviour(s) you are concerned about.  (Examples could include:  “She goes under the table when given a writing task to avoid letting people see her literacy difficulties” = avoidance.  Or  “Talking about his family makes him very angry and upset and he often kicks the walls when he feels like this = expressing emotion.) | **“I…” Messages**  What might the child be saying about their needs through their behaviour?  (examples could include:  I… wish I had more friends  Or I.. don’t want to look stupid) |

***2. Strategies to support the pupil***  In the next sections we are identifying some strategies to support the child.

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| **Environmental Strategies – support around the child**   * **Physical Environment** * **Social Environment** * **Teaching & Curriculum** * **Meeting Basic Physical and Emotional Needs** * **Some Preferred Activities** | This section refers to what we can do in the environment around the pupil. See if you can think of strategies to go with some of the categories on the left. Remember to bear in mind the function of the behaviour when selecting strategies to support the child.   * Physical: Consider where they sit, who with, whether they can see and hear? Can we put anything in the classroom, like a carpet square or a stress ball, to help them? * Social: Can we ensure adults and children have positive interactions with them every day? Consider using buddies, welcoming statements, time to chat to a grown up etc. if they need it. * Teaching and curriculum: How are instructions given? (e.g. visual supports, small chunks, task sheets) What work can they cope with? * Basic needs: Can we make sure needs such as hunger, tiredness, pain, low self-esteem, worry etc are addressed as much as possible? * Preferred activities: Are there some parts of the day/week when they can take part in their favourite activities without having to earn this? |
| **Skill Development**   * **Building on strengths and interests** * **Addressing areas of difficulty** * **Functionally Equivalent Skills** * **Coping Skills** | What skills would we like to help the pupil develop and how to teach then?   * Consider what he is already good at and interested in, and how can this be developed * Are there any general areas of weakness which are contributing to the behaviour problem and which we need to address e.g. communication, literacy, social, listening skills? * Look at the functions and “I’..” statements. What alternative skills could we teach to fulfil those functions and meet the needs more constructively? * Do we need to teach the child slowly to begin to cope with difficult situations e.g. gradually building things up, teaching relaxation, putting extra support in for a short time? |

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| **Praise / Reward strategies**   * **To acknowledge improvements** * **For a gradual reduction in the behaviour causing concern** * **For the absence of the behaviour causing concern** | What sort of praise, reward or other reinforcement should we consider using in order to help the pupil to use those skills we have been teaching and to reduce or eliminate the behaviours which are causing concern?  Think about what you might want to reinforce, how often and using what? |
| **Responding to Difficulties**   * **Early Active Strategies** * **Reactive strategies** * **Post-incident support**  1. **for pupil** 2. **for adults**   **(You may wish to complete or refer to a Risk Assessment)** | * 1. What could be done at the earlier stages of escalation in order to reduce the child’s tension and prevent difficulties getting worse?   2. If the behaviour reaches higher levels of escalation, what should be done in order to lower the risk and resolve the crisis as quickly as possible?   3. After an incident, how is the child best reintroduced to lessons? What should be done about making things better for the future?   How are staff supported following a crisis? Can we put anything in place to help everyone learn something helpful from a difficult situation? |
| **Review of MEP** | Enter here the date that the MEP is to be reviewed……/…/…………………..  Who is to be involved in the review? |

***MEP completed by ………………………………………………………………… Date …………………….***

***Signature………………………………………………………………………………***

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| **Multi-Element Plan (MEP)** | **Child’s Name and DoB:** |  |
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1. ***Behaviour Analysis***

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| --- | --- | --- |
| **Strengths**  **Main Behavioural Problems** |  | |
| **Functions of Behaviour**   * **Getting Social Interaction**   + **With adults**   + **With peers** * **Trying to gain some control in their life** * **Avoidance (e.g. of places, people, activities etc.)** * **Expressing emotion / reducing stress** * **Increasing or reducing stimulation** | **Functions** | **“I…” Messages** |

***2. Strategies to support the pupil***

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| --- | --- |
| **Environmental Strategies – support around the child**   * **Physical Environment** * **Social Environment** * **Teaching & Curriculum** * **Meeting Basic Physical and Emotional Needs** * **Some Preferred Activities** |  |
| **Skill Development**   * **Building on strengths and interests** * **Addressing areas of difficulty** * **Functionally Equivalent Skills** * **Coping Skills** |  |

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| **Praise / Reward strategies**   * **To acknowledge improvements** * **For a gradual reduction in the behaviour causing concern** * **For the absence of the behaviour causing concern** |  |
| **Responding to Difficulties**   * **Early Active Strategies** * **Reactive strategies** * **Post-incident support**  1. **for pupil** 2. **for adults**   **(You may wish to complete or refer to a Risk Assessment)** |  |
| **Review of MEP** | Enter here the date that the MEP is to be reviewed……/…/…………………..  Who is to be involved in the review? |

***MEP completed by ………………………………………………………………… Date …………………….***

***Signature………………………………………………………………………………***

***Multi-Element Plan (MEP) Summary Action Plan***

Record a summary of the main actions to be taken (full details in the MEP). Note who will follow up each set of actions.

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| *Summary of Action to be taken* | *Who is responsible for this area* | *Communication plan* | *Updates / Review notes* |
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Review Date: ………………………………