Materials for newly qualified teachers

Removing barriers: behavioural, emotional and social difficulties (BESD)

Taught session 5
Core standards addressed

C10 Have a good, up-to-date working 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 to provide opportunities for all learners to achieve their potential.

C25 Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

C37 (a) Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.

C38 (a) Manage learners’ behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.

(b) Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.

C39 Promote learners’ self-control, independence and cooperation through developing their social, emotional and behavioural skills.

C40 Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
Taught session 5
Removing barriers: behavioural, emotional and social difficulties (BESD)

Learning outcomes
Participants will:
- be familiar with terminology used to describe behavioural, emotional and social difficulties (BESD)
- understand that such difficulties have multiple causes
- understand that pupils with BESD may have gaps in their social, emotional and behavioural skills
- know how to develop pupils’ social, emotional and behavioural skills through their everyday teaching, and
- be familiar with some of the teaching approaches and access strategies that are appropriate for pupils with BESD.

Approximate timing: 2 hours 10 minutes
Required resources

- **Slide presentation**: Taught session 5
- **Handout 1**: Understanding needs
- **Handout 2**: Positive language
- **Handout 3**: Teaching styles and approaches
- **Handout 4**: Building the relationship
- **Handout 5**: Strategies to remove barriers
- **Handout 6**: Points for action
- **Handout 7**: Self-study tasks

**Film clips**
- ‘Filsham Valley School: Luke’ (BFL.03) (secondary) 4:49 minutes
- ‘Hartley Brook Primary School: Frankie’ (BFL.04) (primary) 6:44 minutes

To view these film clips, select ‘Behaviour for learning’ from the main menu. The film clips are part of a sequence of clips, so you need to skip through until you reach the relevant ones.

- **Film clip**
  - ‘St Clement’s C of E Primary School: Alistair’ (ESV.07) (primary) 1:22 minutes

To view this film clip, select ‘Essential viewing’ from the main menu. The film clip is part of a sequence of clips, so you need to skip through until you reach it.

- **Flip chart paper or whiteboard and pens**

### Activities

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### Note to trainers

This session is not about behaviour management in general. It is about meeting the needs of pupils with BESD.
Prior learning

Everyone attending this session should have completed the following pre-session tasks.

Task 1

This pre-session task will help you become familiar with terminology used to describe behavioural, emotional and social difficulties, and understand that such difficulties have multiple causes.

Read the following case study.

Nicholas 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. He has begun to associate 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 age-related expectations in most subjects. He has quite severe literacy difficulties (particularly with word-level work). At the end of year 5 he was only at level 2c in reading and writing (although his teacher assessed him at level 3 in speaking and listening). In mathematics he has strengths in shape and space, and data handling (level 3–4), but struggles with calculations. He is held back by an inability to recall number facts and by number reversals, eg 21 instead of 12. He considers himself to be ‘stupid’.

His year 5 teacher found him hard work, but likeable. “He’s always so sorry for the things he does wrong”, she said, “even if he then just goes and does them again”. She felt his difficulties were due to the temporary teachers he had in infant school. This happened after the school had had a difficult Ofsted inspection and a number of staff changes took place. His present teacher is driven to distraction by his behaviour, and is often in tears at the end of a particularly bad day.

Quickly write on sticky notes (one idea per note) as many reasons as you can that might explain why Nicholas is behaving as he is. Group your sticky notes into categories that make sense to you. An example might be home factors, social and cultural factors, school factors and factors in the pupil (such as temperament or a psychiatric condition).

Reflect on how you would describe Nicholas. Do you see him as ‘mentally ill’, as having special educational needs, or do you see his behaviour as a product of a particular set of external circumstances?

Now look at the notes that follow. These explore the different terminology used in relation to pupils with behavioural difficulties. The terminology used often depends on whether the cause is regarded as educational, medical or social.

Terminology

- **Educational**: Special educational needs (SEN); behavioural, emotional and social difficulties (BESD)
- **Medical**: Mental health difficulties; mental illness or disorder; emotional disturbance; psychological disturbance
- **Social**: Disaffection
Pupils may be described as having SEN of a type called behavioural, emotional and social difficulties (BESD) when their behaviour interferes with their own learning or that of others.

Government guidance provides the following description of BESD:

“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.”

From 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; 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 underpin a pupil’s BESD, including the painful impact of abuse or trauma, hitherto unidentified learning difficulties such as dyslexia, and the effects of family difficulties or parental mental illness.

'Mental health' can be defined as:

- a sense of personal well-being
- a capacity to form mutually satisfying relationships with others
- being able and prepared to meet adaptively a normal range of psychological and social demands appropriate to a given stage of development, and
- an ability to learn new skills appropriate to age and developmental competence.

'A mental health problem' can be described as a disturbance of function in relationships, mood, behaviour or development of sufficient severity to require professional intervention. Pupils with mental health disorders or illnesses may be diagnosed with several 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 defiant 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."

From 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.

Pupils are sometimes described as being ‘disaffected’ rather than having SEN or mental health needs. This terminology reflects an assumption that the causes of their behaviour lie in 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/or psychotherapy. You may also wish to view the various publications available at: www.bacp.co.uk/publications/index.php See also, Promoting Children’s Mental Health Within Early Years and School Settings, DfES 0619/2001.
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 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 behaviours that are often very repetitive. Many boys with fragile X syndrome also have unusual, stereotypic 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 single most effective strategy in most cases is to work with the rest of the class on ignoring the behaviours.

You can follow up these topics on the Contact a Family (CAF) website (www.cafamily.org.uk) which has information on a wide range of syndromes and conditions. Self-study task 11 ‘Autistic spectrum disorders’ is about ASD.
Task 2

This task introduces you to a useful framework for understanding how to respond to pupils’ BESD. It is called the ABC model and provides a way of exploring and understanding behaviour in the learning and teaching context.

**ABC model**

**What is the context for the behaviour?**

<table>
<thead>
<tr>
<th>Antecedents</th>
<th>Behaviour</th>
<th>Consequences</th>
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**What usually happens afterwards?**

The ABC model can help teachers to unpick situations if they are not sure why a pupil might be behaving in a certain way. It helps teachers to be objective and to identify factors they can change in school, even when there may be larger issues in a pupil’s life that they cannot help with.

It starts from a very specific description of a behaviour that is of concern, or a behaviour that teachers want to encourage, without making any judgements or attributing any motive.

In order to move towards an understanding of the behaviour, teachers can look at the antecedents to a particular incident or series of incidents.

Antecedents tell teachers about the context for the incident and may help to identify triggers that spark off a particular behaviour that could be avoided.

The other important process for helping teachers to understand how and why a particular behaviour occurred is looking at its consequences. Teachers can consider what a pupil wanted to ‘get’ out of behaving in this way. For example, they can question whether the behaviour was performed to get attention from peers or adults, or to avoid doing a task they found difficult or an activity they found uncomfortable. Teachers can also reflect on whether the negative consequence of the pupil’s behaviour (for example, being sent to the headteacher) is actually rewarding for the pupil—eg it might gain them popularity with other pupils.

This stage of identifying what potentially positive outcomes exist 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.

Look at the charts below. They give an example of how a teacher working with Nicholas (the case study pupil you looked at in task 1) analysed the antecedents and consequences of an aspect of Nicholas’s behaviour that was of particular concern, and the positive behaviour (working cooperatively in a group) that she wanted to encourage.

After studying the charts, write down some actions the teacher might want to take as a result of her analysis.
Using an ABC model

The behaviour that concerns me

<table>
<thead>
<tr>
<th>Antecedents</th>
<th>Behaviour</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the context for the behaviour?</td>
<td>What exactly does the pupil do that is of concern?</td>
<td>What usually happens afterwards?</td>
</tr>
<tr>
<td>• Who is the pupil working with?</td>
<td></td>
<td>• What do you do/say?</td>
</tr>
<tr>
<td>• What are the adults in the room doing/saying?</td>
<td></td>
<td>• What does the pupil do/say?</td>
</tr>
<tr>
<td>• What is the task?</td>
<td></td>
<td>• What do other pupils do/say?</td>
</tr>
<tr>
<td>• What resources were or weren’t available?</td>
<td></td>
<td>• What do other adults do/say?</td>
</tr>
<tr>
<td>• What time of day/day of the week is it?</td>
<td></td>
<td>• How do you think the pupil might be feeling?</td>
</tr>
<tr>
<td>• What happened immediately before the behaviour?</td>
<td></td>
<td>• What usually happens next?</td>
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</tbody>
</table>

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?

Gets into arguments with other pupils – for example about equipment or who sits where

Other pupils complain about him, and he argues more – 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 and needs persuading to do his work
Either I or a teaching assistant will often go over and have a talk with him and help him along with his writing
Other pupils probably pleased – I don’t think they like working with him
**Using an ABC model**

### The behaviour I want to encourage

<table>
<thead>
<tr>
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<tr>
<td>What is the context for the behaviour?</td>
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**Usually happens in the morning**
Sometimes in the afternoon if it’s an active task – like making a poster or planning a PowerPoint presentation

**Work cooperatively in a group with other pupils**

**Nobody takes any notice of him, really – I let them get on**
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
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 pupils in his group if they show they value his contribution (do they? – need to check)
Your ideas might have included:

- exploring what happens at lunchtime and, if necessary, developing strategies to make lunchtimes a more positive experience for Nicholas
- building in a calming activity at the start of the afternoon session
- making sure that Nicholas has a drink of water before he starts work
- planning a greater range of alternatives to written recording, including the use of information and communication technology (ICT)
- partnering Nicholas with a supportive ‘buddy’ for some written work
- making sure written work is ‘scaffolded’ in some way so that Nicholas comes to it prepared rather than facing a blank page
- noticing when Nicholas is working well in a group with others and providing positive feedback
- providing a group reward, such as team points, to the group the pupil is working with, so that they all have a stake in making sure they work well together
- planning work to develop Nicholas’ social, emotional and behavioural skills – particularly the skills involved in conflict resolution and working with others.

Task 3

Identify a pupil you know with BESD that you would like to focus on during the taught session. Make some brief notes about the pupil, and then complete an ABC analysis for an aspect of their behaviour that concerns you. Consider whether this technique suggests any actions you might take to improve the situation.

Bring your notes about the pupil to the taught session, together with a lesson plan that you can annotate to show how you might take account of the pupil’s needs.
Introduction

Show slide 1 to introduce the session.

Learning outcomes

You will:
- be familiar with terminology used to describe BESD
- understand that such difficulties have multiple causes
- understand that children with BESD may have gaps in their social, emotional and behavioural skills
- know how to build work on these skills into your everyday planning
- be familiar with some of the teaching approaches and access strategies that are appropriate for children with BESD
Activity 1

Understanding behaviour: pupils’ concerns and needs

Learning outcome
Participants will understand how to use a model of pupils’ basic needs to respond to their behavioural difficulties.

Approximate timing: 20 minutes

Required resources
Handout 1 Understanding needs (make several sets of statements by copying and cutting up the handout)

Flip chart paper and pens
Participants will need their notes from pre-session task 3.

Task
Show slide 3 and introduce participants to the learning outcome for this activity.

Learning outcome
You will understand how to use a model of children’s basic needs to help you respond to their behavioural difficulties
Use slide 4 to explain Maslow’s hierarchy using the following notes.

- 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 experiences which allow us 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. We will be able to use our talents to the full, learn new things and challenge ourselves to be the best we can be.

Explain that all of us can and do move up and down this hierarchy of needs at different points in our lives. Ask participants to think of examples from their own experience – eg when 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.

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

Tell participants that Maslow’s work can help us understand some behaviour that might appear irrational.

Tell participants to work in groups of four or five. Give each group a piece of flip chart paper and a set of statements made from cutting up Handout 1. Ask participants to sketch out Maslow’s hierarchy on the flip chart sheet and then to sort the statements onto the large triangle in categories of need (‘survival’, ‘safety’ and so on). Take feedback, using the following notes as support.
Maslow placed basic human needs, such as the need for food, water and warmth, at the foundation of his triangle. Human behaviour will be driven by needs of ‘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

Once 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 afraid of making mistakes, afraid of not fitting in with the peer group, they will be unable to learn.

Examples are:
- I’m worried about my mum
- I’m scared of those boys

Once we feel safe we can look for security through feeling a ‘sense of love, affection and belonging’.

This involves the need to be accepted and to have friends. Learners need to feel part of their learning group if they are to learn effectively.

Examples are:
- My teacher does not notice when I try my hardest
- I don’t know the kids on my table
- These people don’t like me
- My teacher likes other kids better than me

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 are key factors 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
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

Remind participants of the case study of ‘Nicholas’ that they read for the pre-session task. Ask them what messages Nicholas’ behaviour might be giving about his concerns and unmet needs. Participants are likely to suggest that Nicholas has unmet needs in the area of love, affection and belonging (in his family and in the class) and in self-esteem.

Ask participants to consider how the teacher could help meet these needs and what might be outside the teacher’s influence.

Take feedback, exploring two possible strategies for the teacher:

- pair Nicholas regularly with a pupil he might get on with in the practical tasks he enjoys, and
- set up a reward system where everyone gets an extra fun activity if they help Nicholas to achieve a class target – for example, ‘sitting calmly in our seats’.

Prompt participants to think what they could do to convince Nicholas that he is not stupid, build his self-esteem and improve his literacy and numeracy skills.

Ask participants to consider pupils they have taught, in the light of their own hierarchy of needs. Some participants may have had their need to feel safe challenged by pupils who were unpredictable and perhaps aggressive. Others may have felt personally rejected as a result of a pupil seeming not to respond to their teaching. All members of the group are likely to have experienced a loss of confidence and self-belief when faced with challenging behaviour.

Emphasise that this is a universal experience and not a reflection of their skills. Explain that teachers, like pupils, have a right to have their basic needs met. It is very important for all teachers, whether experienced or newly qualified, to seek support from colleagues when working with a troubled pupil whose behaviour is calling their safety, sense of belonging or sense of self-worth into question.

Advise participants that, in effective schools, teachers expect and get help from colleagues by:

- discussing ideas on strategies that might work with difficult classes/pupils
- taking practical respite, e.g. others taking the troubled pupil into their own classroom for short periods
- 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.
Activity 2

BESD – strategies in action

Learning outcome
Participants will be aware of effective approaches for meeting the needs of pupils with BESD.

Approximate timing: 20 minutes

Required resources

Film clips
- ‘Filsham Valley School: Luke’ (BFL.03) (secondary) 4:49 minutes
- ‘Hartley Brook Primary School: Frankie’ (BFL.04) (primary) 6:44 minutes

To view these film clips, select ‘Behaviour for learning’ from the main menu. The film clips are part of a sequence of clips, so you need to skip through until you reach the relevant ones.

Film clip
- ‘St Clement’s C of E Primary School: Alistair’ (ESV.07) (primary) 1:22 minutes

To view this film clip, select ‘Essential viewing’ from the main menu. The film clip is part of a sequence of clips, so you need to skip through until you reach it.

Task
Show slide 5 and introduce participants to the learning outcome for this activity.
Tell participants to work with a partner. Explain that the film clips they are about to see show approaches to meeting the needs of pupils with BESD in a primary and a secondary school.

Show film clips 'Filsham Valley School: Luke' (BFL.03) and 'Hartley Brook Primary School: Frankie' (BFL.04). It is important that participants watch both clips.

When they have watched the clips ask participants, working in their pairs, to draw out some key points from their viewing about teachers’ approaches in these schools. Ask them to consider how they view pupils with behaviour difficulties and how they respond to them.

Take feedback and draw out:

- the importance placed on listening to pupils
- the emphasis on positive feedback
- the emphasis on understanding and meeting pupils’ needs
- the willingness to differentiate the way the behaviour policy is implemented in the light of pupils’ different needs
- the importance of teamwork – different adults with different roles all working together with parents and outside agencies to meet pupils’ needs
- the focus on teaching pupils the social, emotional and behavioural skills they lack.

Finally, emphasise the role of collaborative support from the class for pupils who find their behaviour hard to control.

Emphasise that the schools shown in the film clips were chosen because they have particularly effective systems for supporting pupils with BESD. Tell participants that promoting positive behaviour requires such whole-school systems and can never be the sole responsibility of the individual teacher in their classroom.

Finally, show the film clip ‘St Clement’s C of E Primary School: Alistair’ (ESV.07). Remind participants that they read in the pre-session tasks about involuntary behaviours resulting from genetic or biological disorders and that these include Tourette’s syndrome, autistic spectrum disorder and fragile X syndrome.

Tell them that, in many cases, teachers will find the most positive approach is to teach other pupils behaviours to minimise the impact of the involuntary action. If the class is prepared, many of the behaviours will be ignored and will pass without disrupting the flow of the lesson.
Activity 3

Choosing appropriate learning objectives

Learning outcomes
Participants will:

- understand that pupils with BESD may have gaps in their social, emotional and behavioural skills, and
- know how to develop pupils’ social, emotional and behavioural skills through their everyday teaching.

Approximate timing: 10 minutes

Task
Show slide 6 and introduce participants to the learning outcomes for this activity.

Remind participants of their previous learning about the statutory inclusion statement in the National Curriculum and emphasise the need for teachers to plan appropriate learning objectives, teaching approaches and access strategies. Advise participants they are going to focus on choosing appropriate learning objectives for pupils with BESD.

Explain that, most of the time, pupils with BESD can be expected to work on the same learning objectives as the whole class, unless they also have SEN in cognition and learning, or communication. Explain that adapted teaching styles and access strategies are more likely to be needed to address barriers to learning. Tell participants that the exception is 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 this may take place outside the classroom, in small groups or in a special resource base. Sometimes it will be part of work of the whole class, as in the circle time sessions in the film clip ‘Hartley Brook School: Frankie’ (BFL.04), which they viewed in activity 2. Much will also happen in regular classes, on a day-to-day basis. Tell participants that all class and subject teachers have a key role to play in teaching these skills.

Take as an example a skill that comes up frequently, perhaps, “I can stop and think before acting”. Split participants into pairs and tell them to consider how they might help develop that skill in their daily teaching.

Invite participants to share their suggestions with the group. Their ideas might include the teacher:

- asking pupils to make posters that illustrate an expression such as “Stop... think... do”, for display in the classroom
- drawing attention to the poster during the day, especially on or before sessions where the pupil is likely to act impulsively
- noticing and praising the pupil whenever they stop to think
- asking other pupils to tell you when they notice this
- modelling the skill themselves
- using role-play to explore situations where characters need to stop and think.

Emphasise that learning social, emotional and behavioural skills is like any other learning. Ask the participants to suggest ways in which they would teach a new skill in physical education (PE), and emphasise these key steps:

- start with easy tasks and work up to harder ones
- demonstrate the skill
- help pupils to practise the skill, with gradually reducing amounts of adult or peer support, and provide praise.

Explain that exactly the same principles can be applied to behaviour. If, for example, we want to help a pupil learn to concentrate for longer, we might begin by trying to engage them for a short (but slowly increasing) period each day, initially with support from a teaching assistant or an older pupil.

We would use the word ‘concentrate’, explain its meaning and call attention to other pupils who are concentrating so that there are models for the pupil to observe. We would praise the pupil explicitly for concentrating. We would gradually try to stretch the period of concentration. We would, as in all good teaching, plan the progression and record outcomes.
Activity 4

Choosing appropriate teaching styles and approaches

Learning outcomes
Participants will:
- be familiar with some of the teaching styles and approaches that are appropriate for pupils with BESD, and
- understand how to build these into their everyday planning.

Approximate timing: 20 minutes

Required resources

- **Handout 2** Positive language (copy and cut up to make sets of prompt cards)
- **Handout 3** Teaching styles and approaches
- **Handout 4** Building the relationship

Participants will need their notes on their focus pupil from pre-session task 3.

Task

Show slide 7 and introduce participants to the learning outcomes for this activity.

Activity 4

Learning outcomes

You will:
- be familiar with some of the teaching styles and approaches that are appropriate for pupils with BESD
- understand how to build these into your everyday planning
Circulate Handout 3 and ask participants to read it. Now ask them to work in pairs to discuss which of the teaching approaches described might be helpful for their focus pupils.

Show slides 8 and 9 while you reinforce the key points about teaching approaches.

**Teaching approaches**

- Helping the pupil manage stress, anxiety and anger
- Opportunities to be active and take breaks
- Individual workstations
- Peer support
- Support from additional adults
- Close home-school links
- Providing a curriculum that is interesting and relevant

**Effective planning for pupils with SEN and disabilities**

Effective planning will:
- be embedded in the teacher’s usual planning format
- incorporate personal targets, wherever possible
- draw on the three circles of inclusion – learning objectives, teaching styles/approaches, access strategies
- involve collaboration

Tell participants that the next task provides them with an opportunity to use different types of positive language.

Tell them to work in pairs and give a set of prompt cards (Handout 2) to each pair. Explain that one of the pair is to describe and act out one example of their focus pupil’s inappropriate behaviour and one example of their appropriate behaviour, and their partner needs to choose the appropriate prompt card and finish the sentence.

When they have finished, choose several pairs who have managed this task well to act out their scenario for the rest of the group.
Summarise the activity by exploring with participants how difficult it can be to maintain a positive relationship with pupils who can test adults to the limit, and seem to reject what they need most – adult approval.

Invite questions about the activity to make sure they understand the importance of sharing any issues with colleagues when they find it difficult to build a relationship with a pupil with BESD. Reinforce the message that talking things through allows teachers to express their legitimate feelings of frustration, anger or hurt, and to have those feelings accepted and understood. It also allows the teacher to share the responsibility of supporting the pupil with others, and to plan practical strategies that may help.

Circulate Handout 4, which participants may find helpful when looking to build a relationship with a pupil.

Use Handout 4 and the notes that follow to develop a discussion about teaching approaches that can be effective for pupils with BESD.

No two pupils with BESD are the same; as with any other pupils, what works with one may not necessarily work with another. However, as a general rule, some of the pointers listed in Handout 3 may be helpful.

It will be helpful if participants have an opportunity to practise using positive language.

- Ask them to work in pairs, giving one member of each pair a set of prompt cards.
- One of the pair asks the other to describe and act out some examples of a pupil’s inappropriate and appropriate behaviour.
- The person with the card chooses an appropriate prompt card and finishes the sentence.
- Ask pairs who manage this task well to act out their scenarios for the rest of the group.

Concluding the activity:

- Finish this part of the session by exploring with the participants the importance of special efforts to build the relationship with pupils with BESD.
- Emphasise how difficult it can be to maintain a positive relationship with pupils who can test adults to the limit, and seem to reject what they need most – the approval and affection of adults.
- Make sure that participants understand the importance of making use of the support of colleagues when they are finding it difficult to make a relationship with a pupil with BESD. Talking with colleagues allows teachers to express the legitimate feelings of frustration, anger or hurt they may be experiencing, and have those feelings accepted and understood. It also allows the teacher to share the responsibility of supporting the pupil with others, and plan practical strategies that may help.
Activity 5

Dealing with feelings

Learning outcomes

Participants will:

- become familiar with ways to modify and adapt classroom approaches to include pupils with BESD,
- know how to build modifications and adaptations into their planning.

Approximate timing: 20 minutes

Required resources

Handout 5 Strategies to remove barriers
Flip chart or whiteboard and pen

Task

Show slide 10 and introduce participants to the learning outcomes for this activity.

Activity 5

Learning outcomes

You will:
- become familiar with ways to modify and adapt classroom approaches to include pupils with BESD
- know how to build modifications and adaptations into your everyday planning

Read out this scenario, asking participants to reflect on it individually:

“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 staff development session. What barriers will there be to your learning? What would help you be able to learn?”

Ask participants to identify possible barriers, highlighting that when we are stressed or unhappy we may find it difficult to focus our thoughts on learning.
Invite suggestions on what might help participants to focus and list the ideas on a flip chart or whiteboard. Make sure the list includes:

- being able to talk to someone
- having time to collect yourself, and
- having friends to give you support with your work.

Link participants’ ideas about their own needs to a discussion about the needs of pupils who come into school troubled, anxious or angry.

Explain that barriers to learning for pupils with BESD include the troubled feelings they may bring into school, the difficulty that some – for example, those with attention deficit hyperactivity disorder (ADHD) – may have in maintaining attention and concentration for extended periods, and the difficulty many may have in working cooperatively with other pupils.

Distribute Handout 5, which lists helpful strategies to remove barriers to participation and learning for pupils with BESD.

Ask participants, working in pairs or small groups, to:

- look through Handout 5 and choose the three ideas they believe to be the most useful when including pupils who are troubled, anxious or angry
- note one or two strategies, not on the list, that they have used, or seen used, that are valuable for the inclusion of pupils who are troubled, anxious or angry
- choose one that they think particularly useful and note reasons for its success.

Take feedback. Discuss participants’ favourite strategies and allow time to bring out the point that such approaches need to be chosen to suit the contexts and the individual. Then show slide 11 to summarise key strategies.

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**Strategies to remove barriers**

- Helping the child manage stress, anxiety and anger
- Opportunities to be active and take breaks
- Individual workstations
- Peer support
- Support from additional adults
- Close home-school links
- Providing a curriculum that is interesting and relevant
- Making instructions short and clear

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Conclude the activity by reminding participants that all teachers need their own sources of support when working with pupils who are troubled, anxious or angry.

Make sure all participants know of the advice, counselling and resources available through the Teacher Support Line website [www.teachersupport.info](http://www.teachersupport.info)
Activity 6

Planning

Learning outcome
Participants will know how to adjust their planning for a class to take account of learning objectives, teaching approaches and access strategies for pupils with BESD.

Approximate timing: 30 minutes

Required resources
Participants’ own notes on a focus pupil who has behavioural, emotional and social difficulties, gathered in the pre-session task, and the lesson plan they have brought with them.

Task
Show slide 12 and introduce participants to the learning outcome for this activity.

Ask participants to work in pairs or threes. One person should describe the pupil about whom they have brought information. The others should use questioning to help them think through:

- the barriers to learning the pupil might need to overcome
- how they might help the pupil develop particular social, emotional and behavioural skills alongside academic learning outcomes
- particular teaching and learning strategies that might be helpful.

The groups should then look at a lesson plan and discuss how it might be adapted to take account of the needs of the pupil with BESD, drawing on Handouts 3 and 5 for ideas.

If you have time, ask each group to identify one element of their planning that they are particularly pleased with.

End the activity by asking groups to share their ‘good idea’.
Activity 7

Review and reflection

Learning outcome

Participants will identify follow-up activities to consolidate and apply their learning.

Approximate timing: 10 minutes

Required resources

- Handout 6: Points for action
- Handout 7: Self-study tasks

Task

Show slide 13 and introduce participants to the learning outcome for this activity.

Learning outcome

You will identify follow-up activities to consolidate and apply your learning.
Show slides 14 and 15 and summarise the key learning points from this session.

**Key learning points**

- Behavioural, emotional and social difficulties have multiple causes
- They often arise when a pupil’s basic needs are not met
- Understanding the classroom antecedents and consequences of specific behaviours can help teachers develop effective strategies

**Key learning points (continued)**

- Pupils with BESD often require a multi-agency response
- Teachers’ contribution is to plan appropriate learning objectives, teaching approaches and access strategies so that the pupil can succeed in school and develop social, emotional and academic skills

Invite participants to spend a few minutes reflecting individually on how they can use and develop these points in their practice.

Distribute Handout 6 for participants to identify and note some personal points for action after the session.

Finally, distribute Handout 7, which lists the range of self-study material available to participants. Explain that each task takes about two hours, plus some observation/research time, and each one has at the end two extension tasks to be completed.
Handout 1

Understanding needs

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

Positive language

X, I want you to...
The rule in our classroom is...

I like the way you...
Thank you for...

I am pleased that you...
You need to choose whether...
Handout 3

Teaching styles and approaches

No two pupils with BESD are the same; as with any other pupil, 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 are reading and discussing text on the whiteboard you can give them their own copy of the text to highlight or underline, 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 then don’t expect them to sit for 20 minutes: set a target of six minutes... then seven... then eight, and plan something for them to move away quietly and do when the target is met.

Effective use of ICT

Effective use of ICT will often help to motivate pupils who are switched off by conventional forms of presentation and recording. Examples might be use of the internet to research a topic, access to predictive word-processing software and on-screen word grids to support writing, or opportunities to create presentations and use of software such as Kar2ouche Social Communication, which enables pupils to explore social situations from different viewpoints.

Structure and predictability

Pupils experiencing emotional turbulence or anxiety may need a high degree of structure and predictability in the classroom. We can understand this if we reflect on our own needs. When we are upset or worried we may not feel able to cope with work or learning that is new or demands our mental energies. We need order, calm and fairly low-key tasks, and we need to know exactly what is expected of us. For pupils with BESD, clearly display and reiterate rules, firmly establish and regularly practise classroom routines, and provide advance warning of 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, which they can practise with progressively less help until they can tell you and show you what they have to do when set a certain type of task. Give them more complex independent tasks towards the end of the week, when they have seen other pupils demonstrate their learning in the plenary.

Using clear guidelines

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

Visual prompts

Use visual prompts in the form of pictorial task cards, writing frames, word mats, relevant classroom displays, and prompts such as a card with ideas for “Five things to do if you are stuck with your work” to support learning.
A focus on the positive

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

- Using eye contact and non-verbal signals wherever possible, to let the pupil know that his or her behaviour is inappropriate.

- Making sure that when the pupil is misbehaving they say what they want him or her to do, rather than what they don't, eg “Yazan, I want you to keep your hands by your side” instead of “Yazan, stop bothering Peter”.

- Labelling the behaviour but not the pupil, eg not “You bully” but instead “Yazan, bullying is not allowed in our school”.

- Remind pupils of a rule when they start to misbehave, rather than telling them off – “Yazan, our rule is we put up our hand to answer”. Or make a point of praising a pupil who is keeping the rule – “Andy, I like the way you put your hand up when you knew the answer”.

- Using the language of choice, reminding pupils when they start to misbehave that they have not made a good choice: “Do you think you could put that one back in your choosing box and choose another?” with younger pupils, or “Yazan do you want to try that again with a better choice?” with older pupils.

- Giving pupils who do not respond to rule reminders the choice of following the rule or accepting a sanction or consequence that is part of the classroom agreement, eg “Yazan, 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 your breaktime on Friday.”

- Making an effort to ‘catch pupils being good’ to increase their focus on the positive. For example, when the pupil has behaved well, making a point of saying, “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”. When the pupil has behaved badly, making a conscious effort to catch them being good and praise them as soon as possible afterwards will help rebuild the relationship and give the pupil a way back to behaving well.

- Using praise that describes exactly what it is the pupil has done, rather than being general (“Well done for...” rather than “Good girl”).


Handout 4

Building the relationship

Valuing

- Find out what the pupil knows about or is good at and let them share this with the rest of the class or school.
- Help the pupil become an expert in a particular area.
- Give them responsibilities, for example organising a lunchtime or after-school club, being a playground buddy, helping those who are new to the school.
- Invite them to help you with daily tasks.
- Ask their opinion – on how the class could learn better or work together better, on classroom routines, on how lunchtimes or playtimes are organised and so on.
- Ask them to keep records of new things they learn and can do, for example a folder, an album or an ‘I can’ can (a decorated can in which they keep strips of paper recording what they have mastered).
- Ask them to tutor another pupil with their work.
- Give the whole class a favourite activity or five minutes’ extra playtime when the pupil has done well in either 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.
- Ask pupils to record positive things about each other in a ‘praise’ book.

Listening

- Establish a one-to-one listening or ‘bubble time’ for your class.
- Listen without giving advice or opinions.
- Show that you understand how the pupil feels, using statements such as “That must have made you very angry/upset.”
- Make space to talk about areas of their life that are going well.
Warmth

- Take extra care to greet the pupil and say goodbye every day, and say a word or two to them individually.
- Have lunch with the pupil from time to time.
- Play a game with them sometimes in the playground.
- Set up a system where you invite individual pupils to have a cup of tea with you. Send a proper invitation, making clear they can bring a friend if they want to make the occasion special. One teacher always brings out a lace cloth, a china teapot and sugar tongs for their ‘guests’.
- 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 – “This is not the behaviour I expect to see 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 – “You really matter to me and it’s important to me that you do well this year.”

Encouragement

- Make it ok to make mistakes – “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 – “I know this is difficult. 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 – do tell us all.”
- Focus on the process of learning, not the product, and on improvement not absolute success. Talk about learning, not ‘work’ – “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 – “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 – “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 – “When you... then I feel... and the effect is...”
Handout 5

Strategies to remove barriers

Barriers to learning for pupils with BESD include the troubled feelings they may bring into the learning situation, the difficulty that some (for example, those with ADHD) may have in maintaining attention and concentration for extended periods, and the difficulty many may have in working in a group with other pupils.

Helpful strategies to overcome these barriers to learning might include:

- Organising time – perhaps during registration – for a teaching assistant to chat with the pupil, giving them a chance to talk about anything that may be troubling them and get themselves ready for learning. Some schools organise this through a breakfast club for vulnerable pupils.

- Providing the pupil with a comfortable place in the classroom to take a quiet ‘cool down’ time when they are upset.

- For younger pupils, providing a special cushion or carpet square for the pupil to sit on during whole-class listening.

- Building in lots of opportunities for the pupil, if restless, to do something active during times when they have to listen with the whole class – 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, building in breaks when they can, for example, 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, perhaps through circle time, in identifying ways in which 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 them when they achieve easily reachable behavioural targets.

- Deploying a teaching assistant to model, coach and reinforce group-working skills when the pupil is working collaboratively with other pupils.

- Ensuring close home-school links so that the school is aware of changes to the home situation which may impact on the pupil’s behaviour immediately and can make special arrangements where this occurs. Many primary schools use a home-school record book, which also provides a useful basis for the pupil’s parents or carers to talk with the pupil about his or her successes and difficulties each day in school. Secondary planners can be used in the same way.

- Making sure that the curriculum on offer links to the pupil’s interests and has relevance to the pupil’s everyday life.

- Attending promptly to any learning difficulties that might be contributing to behaviour problems.

- Making instructions short and clear because pupils (and adults) who are stressed find it hard to take in and remember complex information.
Handout 6

Points for action

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?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Handout 7

Self-study tasks

**Every Child Matters**
- Inclusion and Every Child Matters (SST 1)
- SEN and disability legislation (SST 2)
- English as an additional language and SEN (SST 3)
- Children’s needs and development (SST 4)
- ICT and SEN (SST 5)

**Cognition and learning**
- Moderate learning difficulties (SST 6)
- Dyslexia and specific learning difficulties (SST 7)
- Working memory (SST 8)

**Behavioural, emotional and social needs**
- Behavioural, emotional and social difficulties (SST 9)

**Communication and interaction**
- Speech, language and communication needs (SST 10)
- Autistic spectrum disorders (SST 11)

**Physical and sensory impairment**
- Visual impairment (SST 12)
- Hearing impairment (SST 13)
- Handwriting (SST 14)
- Developmental coordination disorder/dyspraxia (SST 15)

**Working in partnership**
- Working with colleagues in school (SST 16)
- Working with parents/carers and other professionals (SST 17)