

Behaviour Support Unit

Behaviour Support referral processes and screening tools



Who are the Behaviour Specialist Teachers (BSTs)?

- All the BSTs are qualified teachers with experience of teaching in the Primary and Secondary sector.
- All have had experience of working with pupils ranging from Foundation phase to KS4.
- All have experience of working with children and young people with SEBD.



Staff

- There are currently 7 teachers offering support to all the schools in Swansea.
- 1 Behaviour Support Assistant.



Additional qualifications within the team include:

- Post Graduate Diploma specialising in working with children and young people with Social, Emotional Behaviour Difficulties.
- Diploma in Speech and Language.
- Masters Degree.
- Certified trainers for Managing Actual or Potential Aggression (MAPA) which is BILD accredited training for staff in STF/PRU/ASD units.
- Trainers for Derbyshire Positive Play Support Programme.



Where do we work?

- The Team is based at Cockett House alongside the Speech, Language and Communication, Visual Impaired, Hearing Impaired, Physical Impaired and Learning Teams.
- The Team is allocated Patches consisting of Comprehensive schools and Primary feeders.



Management Structure



Senior Educational Psychologist as Head of all Teams and
VI,HI Leader – **Mark Sheridan**



Behaviour Support Unit Manager – **Amanda Taylor**



Deputy Support Unit Manager – **Simon Evans**



Behaviour Specialist Teacher Leader- Tilly McMorran



Who do we work with?

1.PUPILS

- Pupils from Foundation Phase to KS4 who are struggling to be successful in mainstream and presenting with disruptive behaviour difficulties affecting their learning and that of others.
- Pupils who are at risk of harm to themselves or others.
- Pupils who are at risk of exclusion.
- Pupils who are socially isolated.



2.TEACHING/NON TEACHING STAFF

- Helping them with strategies and skills to manage the behaviour.
- Signposting onto other services.
- Offering specific training for example Managing Actual and Potential Aggression (MAPA).



3. OTHER PROFESSIONALS

- Educational Psychologist
- Social Services
- EWO
- CAMHS
- LAC team
- Team members in VI,HI,etc



Primary Referrals

- Primary school Head teachers/ALNCoS refer pupils to the service using the School Action Plus Referral.
- There must be written parental/carers consent.
- Also include a recent IEP/IBP with behaviour targets
- An initial **Boxall Profile** completed by whoever knows the pupil best in school.



Secondary Referrals

- Senior Management consult with their staff and refer using the Secondary proforma.
- **Written** parental/carer consent must be obtained.
- An initial **Secondary Boxall Profile** for Young People needs to be completed by staff who know the pupil.
- The paperwork is picked up at school by the patch BST.



Assessment



- BSTs use the **Boxall Profile** to look at the pupils' strengths and weaknesses in Development and Diagnostic areas to assess current need.
- **Observations** in class and at different times of day are used to look at any triggers or patterns.
- **Interviews** conducted with staff, parent/carers, other agencies and pupils to give a comprehensive perspective.



Completing and scoring a Boxall Assessment

- Activity complete a Boxall based on one of your pupils.



Assessment Techniques-Observations

- Fixed interval sampling and frequency counts- measuring specific behaviours by recording occurrences over a specified amount of time.
- Direct Observations including;
Recording of Antecedent (triggers) – Behaviour -Consequence (ABC), as observed.
- Functional Analysis – looking at patterns, days, times, context, triggers and maintaining factors etc. which will help formulate a hypothesis.



Interviews, Checklists, Questionnaires and Rating Scales

The gathering of information e.g.

- Establish what events trigger and maintain problem behaviours.
- Positive and negative influences.
- Latency - length of time before pupil performs the problem behaviour.
- Frequency - number of times problem behaviour occurs over a specific period.
- Duration - length of time problem behaviour lasts.
- Severity - impact of the problem behaviour.



Intervention

- We may work individually with pupils to help them identify, understand and modify the behaviours.
- In small groups to use peers as good role models.
- Within the class to reinforce and support the needs of the pupil.
- With parents.



Initial meeting with pupil

- Introduction and explanation of our role.
- Confidentiality Protocol explained.
- What they think is working/not working in all areas of life.
- Whether they want change.
- How they can best achieve this.
- Consequences of choices.



Outcomes

- **Plan of support** and strategies suggested tried over specified time and reviewed.
- **Second Boxall Profile** completed by same staff member at end of intervention to compare.
- Attendance and learning progress reviewed.
- Intervention successfully ended, further work needed or other agencies signposted.



Behaviour Management Strategies

- Range of strategies based on the assessments
- Anger management
- Teaching self control
- Tony Attwood
- Crucial skills
- Tina Rae



Contact Details

- *Cofion/Regards*
- *Tilly McMorran/Athrawes Arbenigol Ymddygiad*
- *Uned Anghenion Dysgu Ychwanegol*
- *Tŷ Cocyd*
- *Heol Cocyd*
- *Cocyd*
- *Abertawe SA2 OFJ*
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- *Tilly McMorran/Behaviour Specialist Teacher*
- *Additional Learning Needs Unit*
- *Cockett House*
- *Cockett Road*
- *Cockett*
- *Swansea SA2 OFJ*

