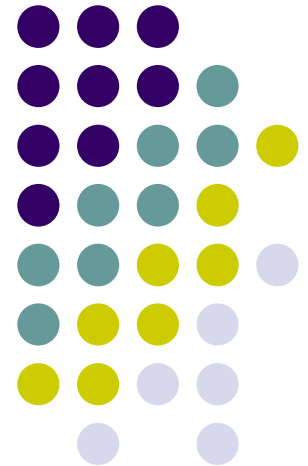
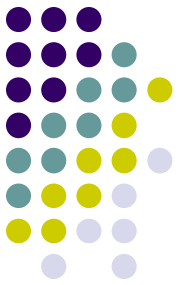

Monitoring and Management of Behaviour



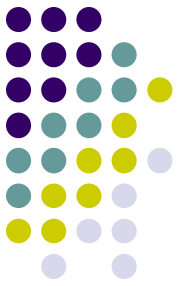


Objectives

At the end of this lesson students will be able to:

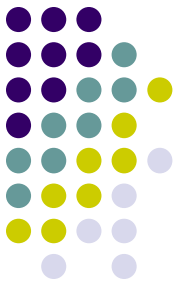
- Describe what a behaviour management programme is.
- Recognise SMART Targets.
- Recognise tools that can be used to encourage good behaviour.

What is a behaviour management programme?

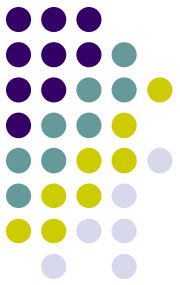


- A method of changing behaviour by identifying inappropriate behaviour, recognising some of the precipitating factors and creating clear structured targets for the child or young person.
- A behaviour management programme can be followed by practitioners, parents and families to modify a child or young person's behaviour.

How can you monitor this programme?



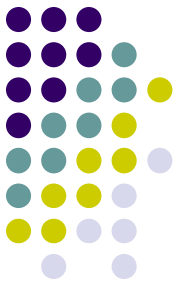
- In order to monitor the effects of the programme, it is essential to have clearly defined and measurable targets set within an identified time frame.



SMART Targets

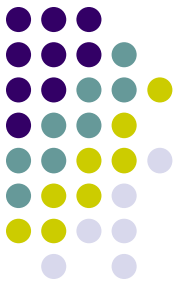
S	PECIFIC
M	EASURABLE
A	CHIEVABLE
R	EALISTIC
T	IME-SCALED

- In order to modify a child or young person's behaviour tangible targets need to be:



SMART Targets

S	PECIFIC	They must be easy to understand and say exactly what you want the child or young person to achieve.
M	EASURABLE	The child/young person needs to be able to demonstrate that they have met the target – their success needs to be measurable.
A	CHIEVABLE	The child/young person must be able to reach them with reasonable effort in the specified time scale.
R	EALISTIC	They are about actions to which the child/young person can do something about. They must be appropriate to their age and stage of development.
T	IME-SCALED	They have set deadlines and review dates to monitor the progress of the child/young person.

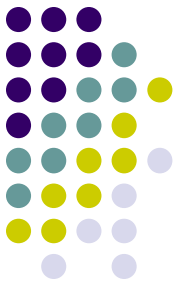


Specific

- To monitor progress the target should be broken down into small and quite specific steps.

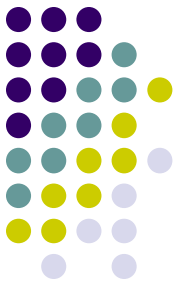
Example:

- A target 'to improve Dan's concentration' is far too general to be achievable.
- This might be broken down as follows...



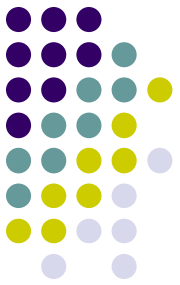
Specific (continued)

- To improve concentration Dan will:
 - concentrate for 2 minutes when alone with an adult.
- When he has achieved this he may progress as follows:
 - concentrate for 5 minutes when alone with an adult
 - concentrate for 2 minutes in a small group
 - concentrate for 4 minutes in a small group
 - concentrate for 3 minutes in a large group
 - concentrate for 5 minutes in a large group.



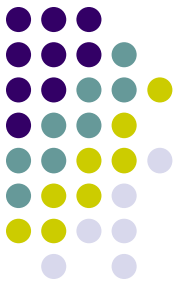
Measurable

- A measurable target can be easily monitored for achievement.
- It should be possible to provide evidence that a target has been achieved.
- Dan's specific targets for concentration with identified time limits are either met or not met.



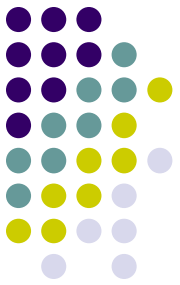
Achievable

- In order to motivate the child/young person it must be possible for him or her to achieve the target.
- Expectations for achievement of the target should not be inconsistent with the child/young person's age or stage of development, and not too big a step up from current behaviour.
- To expect Dan to concentrate throughout the whole of a large group story time would be unrealistic. He would very soon stop trying.



Relevant

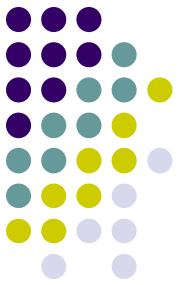
- This target must be relevant for Dan. If he cannot see the benefit for himself he is unlikely to persevere.
- For this reason we have started by encouraging him to concentrate when having full adult attention.



Time-scaled

- This is an essential aspect of the monitoring process, as it provides a focus for acknowledging achievement, or reviewing the programme.

Reward chart



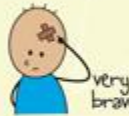
For children from 1 year

encourage & praise

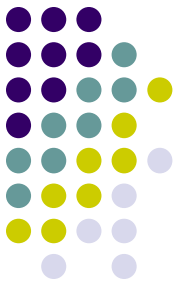
My Big Star Chart

My name: Alex

www.encourageandpraise.com

 sharing	
 going to the toilet	
 very brave	
 tidying up	
 giving up dummy	
 thank you talking	
 being kind to my baby brother	

Certificates



● ● ● ● ○ ○

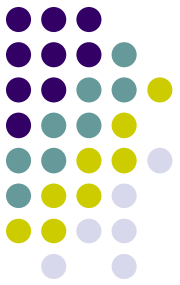
ATTENDANCE AWARD



presented to

in recognition of perfect attendance

SIGNATURE OF TEACHER DATE



Certificates

★ **THANK YOU!** ★

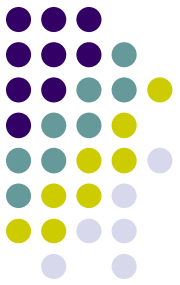
This certificate of appreciation is presented to

for

Signature

Date





Behaviour recording chart

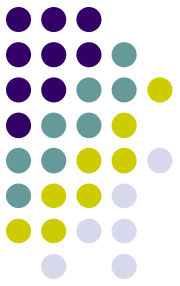
Date

Name

Chart Frequency of challenging behaviour

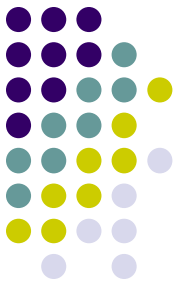
	9 - 10	10 - 11	11 - 12	12 - 1	1 - 2	2 - 3
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Individual Behaviour Management Plan



- A detailed form of background information (family environment, health history, cognitive ability, language development. Gross and fine motor skills, social/emotional development, self help skills, previous interventions etc)
- A summary of observation behaviour (Time, activity, before incident, during incident, after incident, risk to self, risk to others)

Individual Behaviour Management Plan



- **Indicators**

(Listing all areas of difficulty, eg. Certain places, people, activities, times etc. , whether these are verbally or physically challenged, frequency and severity)

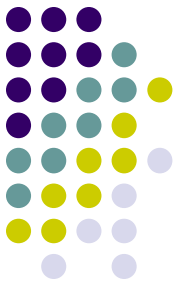
- **Behaviour Checklist**

(Factors, Comments)

- **Summary of Aggressive Behaviours**

(verbal/physical aggression, frequency, duration, risk to self or others, possible reinforcers, circumstances)

Individual Behaviour Management Plan



- **Summary of Needs**

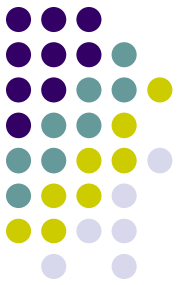
(Area of difficulty, what additional needs are, resources available, resources required, action needed)

- **Individual Behaviour Management Plan**

(Long term goal, a series of behaviour outcome goals broken down to sections)

- **Ongoing Evaluation**

(Behaviour outcome, evaluation, follow up)



Objectives

Students should now be able to:

- Describe what a behaviour management programme is.
- Recognise SMART Targets.
- Recognise tools that can be used to encourage good behaviour.