



Beacon

Behaviour Support for Schools



SEN Behaviour Handbook

Our ultimate tool for identifying and supporting students with behavioural special needs



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SEN Behaviour Handbook

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We hope that you find the SEN Behaviour Guidebook a valuable resource.

For more free resources about behaviour management and classroom management in schools, visit our website:

beaconschoolsupport.co.uk

Identifying children with behavioural special needs

The key to helping children who present challenging behaviour is the **early identification** of any special needs.

If a special need is identified, the correct support strategies can be put in place to help that child make progress. This will have an impact on both the performance of the pupil and the other students in the class who are affected by that pupil's behaviour.

This early identification process relies on classroom teachers and teaching assistants having some knowledge about common SEN conditions and their presenting behaviours.

The following grid presents a simplified approach that helps connect behaviours with possible special needs.

It is **not intended** that educators use this grid to make diagnoses. That process is strictly reserved for medical professionals.

Behaviour analysis grid

The purpose of this grid is to present a simplified approach that helps connect behaviours with *possible* special needs. It is *not* intended that educators use this grid to make diagnoses. That process is strictly reserved for medical professionals.

Behaviour observed	Austism	ADHD	Attachment Disorder
Easily distracted		✓	
Often doesn't follow through on instructions		✓	
Often interrupts or intrudes	✓	✓	
Often engages in activities without considering the consequences	✓	✓	
Often has difficulty organising tasks and activities	✓	✓	
Has difficulty with change and transitions	✓		
Poor self-control; acts on impulse; hyperactive		✓	✓
Indiscriminately affectionate with strangers			✓
Poor eye contact	✓		✓
Dislikes touch; not cuddly	✓		✓
Tells lies about the obvious			✓
Learning delays			✓
Incessant chatter or abnormal speech patterns	✓		✓
Emotionally volatile; exhibits wide mood swings	✓	✓	✓
Problems with social interaction	✓		
Defects or delays in speech and language	✓		
Over- or under-responsive to certain senses or stimuli	✓	✓	
Inflexible about routines and how tasks should be completed	✓		
Escalates their behaviour when placed under stress	✓		
Poor problem solving	✓		
Difficulty seeing cause and effect	✓		
Exceptional abilities in one area	✓		
Appears to be guessing at what "normal" is	✓		
Lies when it would be easy to tell the truth			✓
Difficulty starting and completing tasks		✓	
Difficulty with relationships	✓		✓
Manages their time poorly		✓	
Difficulties processing speech/language	✓		
Often blames others for their mistakes		✓	
Will go to great lengths to retain control over situations			✓



SEN behaviour cheat sheets

The following pages contain the key facts and strategies you need to know if you have a child with autism, attention deficit hyperactivity disorder and attachment disorder in your class.

For more in-depth information about supporting children with behavioural special needs, visit our website:

beaconschoolsupport.co.uk

ASD support cheat sheet

8 key facts for supporting children with autism

1 Children with ASD are often highly anxious.

Behaviours that look like aggression might well be driven by stress or anxiety.

Assess the classroom environment and your teaching approach for success.

2 Mediate social situations.

Children with ASD often find social situations stressful and difficult to understand.

Support them with visual and spoken reminders; rehearse social scripts.

3 Plan ahead for change.

Students with ASD can find it difficult to manage transition - even between tasks.

Support when a change is approaching; give timed reminders; use visual symbols.

4 Give processing time.

ASD is a communication and language disorder.

Give children with ASD longer to comprehend spoken instructions. Keep your instructions clear, short and specific.

5 Avoid figurative language.

Many pupils with ASD will often take what you say literally.

*Don't say: "Wash your hands in the toilet."
Do say: "Wash your hands in the sink."*

6 Check the environment.

Children with ASD will often have sensory sensitivities.

Think about your seating plan; is your student exposed to (or shielded from) noise, movement, touch and light etc.

7 Mediate games.

Children with ASD can be inflexible about how a game is played.

Help them integrate with the other children by mediating group games, especially those that involve winning and losing.

8 Be consistent.

ASD children work best with consistent rules, routines and structures.

Being consistent helps students with ASD understand your expectations; have agreed plans for how all adults manage behaviour.

ADHD support cheat sheet

8 key facts for supporting children with ADHD

1 Use positive reinforcement.

Say what you want the child to do. Avoid negative instructions.

*Avoid: "Stop running in the corridor!"
Use: "Walk in the corridor."*

2 Use specific praise.

Help the child make links by making it clear which behaviour you are praising.

*Avoid: "Good boy."
Use: "Thanks for holding the door open."*

3 Is this behaviour down to ADHD?

Evaluate whether the behaviour is a choice or a symptom of ADHD.

At times, all children make choices and test boundaries. Use the right response for the right situation.

4 Avoid using 'no'.

'No' can increase resistance and make bad behaviour worse.

Use 'when' and 'then' / 'if' and 'then' / directed choice / distraction instead.

5 Be consistent.

ADHD can affect a student's ability to link cause and effect.

Be consistent with how you issue rewards, praise and sanctions.

6 Always de-escalate.

Stay calm - and fight fire with water.

Many children with ADHD can have poor emotional regulation. If you escalate, so will they.

7 Use rewards and sanctions that are based in the short term.

ADHD can affect a pupil's ability to plan ahead.

Exploit short feedback loops - that means using rewards and sanctions that are issued as immediately as possible.

8 Avoid asking the student if they have taken their medication.

This can escalate behaviour and create oppositional behaviour.

If it's necessary to find out, make a discreet telephone call to their parents instead.

Attachment Disorder cheat sheet

8 key facts for supporting children with attachment disorder

1 It's all about control.

Subconsciously, AD students feel safe when they are in control.

Avoid being drawn into power struggles; be aware the pupil may sabotage a relationship rather than feel controlled.

2 Phrase directions calmly, as matter-of-face statements...

...rather than using questions.

Say, "Jamie, put the work away, thank you" rather than, "Please put the work away, Jamie."

3 Explicitly teach choices.

Explain that in every situation there is a good or bad choice, and bad choices lead to consequences.

Teach them to avoid consequences by making good choices.

4 Be wary of triangulation.

AD students will often try to play school and parents off against each other.

This can involve telling untruths about their home life and interfering with home-school communications; always speak to parents directly.

5 Don't believe what they say...

..believe how they act (ie. observe their non-verbal behaviours).

Students with AD will often attempt to hide how they really feel by tricking the adult verbally.

6 Stay calm during interventions.

Students with AD will deliberately attempt to manipulate your emotions.

By purposefully angering or upsetting you, the pupil is attempting to control your response. Take a deep breath and stay calm. Remember - it isn't personal.

7 Don't use predictable reward systems.

Students with AD will often sabotage reward systems to retain control over the outcome (or escape feeling controlled).

Issue rewards at random times so they cannot predict or sabotage them in advance.

8 Be aware the student may self-inflict or hide injuries.

Adults in the student's early life didn't teach them how to give and receive care.

As a result, they may seek attention for imaginary illnesses, or hide real injuries or significant pain.



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