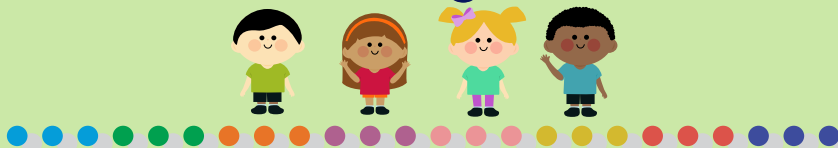


Behaviours That Challenge Prevention Checklist



Meet Kai. Kai could be male or female and is also an acronym for 'kindness and intuition,' as these are traits needed for supporting children with behaviours that challenge. The intuition comes with experience; the more children you meet, the more intuitive your practice. You'll also have more tools in your toolbox. Intuitiveness should also help to reduce your stress levels! You may have met a child similar to Kai. She is anxious which sometimes comes out as challenging behaviour. She has low self-esteem and is desperate to please and be liked. How would you help her to achieve?

Whole School Approach

Consistency:

This is imperative so that everyone is aware how to react and talk to Kai. Ensure all adults are on the same page by documenting and sharing possible triggers on a support plan. All children with behaviours that challenge could have a One Page Profile to be shared with all staff and for them to refer back to.

Curriculum:

Extra circle time and PHSE sessions will help support Kai and her class. It will promote whole group empathy for her. Also embedding a whole school system such as Zones of Regulation or the 5 point scale is helpful for all children, but particularly helpful for children who struggle to articulate emotions.

Language:

Train staff on positive language and the language of choice. They may need some 'scripts' to help support their own management of challenging behaviour. Remember to focus on the behaviour that you don't like, you don't want to sound like you don't like the child.



Kai

Home School Link

Regular discussions with parents and a home school communication book is of paramount importance so that everybody is sharing information about Kai's day. It can be used to record positives (as many as possible), as well as any 'wobbles'.

Rapport

Get to know Kai as a person and understand her strengths, triggers, etc. If you invest time in her, she is more likely to want to cooperate with you. 'Hold her in mind' by telling her that you saw something at the weekend that made you think of her. Friendly banter may also help.

Key Adult

Kai may wish to choose the adult that she gels best with to check in with her as a 'light touch' a few times a day. This can make a huge difference and really helps to build the rapport in the last point. Kai can go to this adult for support and to discuss any situations that arise.

Planning Ahead

Put together a box or list of calming activities such as sensory putty or something linked to Kai's hobbies. Have it ready before it's needed! Have a support plan in place which officially identifies triggers, strengths etc. which can be annotated and shared with all adults working with her.



Check for SEND needs

Does Kai have a speech and language issue? It's really important to rule this out. If a language processing issue is found, this might be the reason behind challenging behaviours, as she literally has very little idea what she is being asked to do and may become frustrated.



Does Kai have an underlying SEND need? Discuss with your SENCO to see if there is anything else going on. Rule out hearing and vision issues; both issues that could frustrate and potentially lead to challenging behaviour. EP and specialist teacher involvement would also be helpful in some circumstances in order to get a better idea of any underlying causes as well as a parental trip to the GP.



Acting Fast

As soon as you spot that a situation is about to arise, find her an errand to run. It can be anything! Pre arrange with another teacher to expect Kai to come visiting, send her for a run round the field or make an indoor/outdoor trail to follow. Once she is calm, then she can talk.

QFT strategies

Employ all of those QFT strategies that you normally would: differentiate, scaffold, clear instructions, time limits, brain breaks etc. She may not be emotionally able to complete the tasks despite academic ability. Build up growth mindset by starting with tasks that will be easy.

Proud Book

Record anything good in a proud book that can be shared at home as well. Include work, quotes from staff, certificates, photos, post its with good moments recorded as well as any times she has successfully self-regulated. Bring out the book at wobbly moments.

Responsibilities

Can you find something around school for Kai to be responsible for? Ideas include: supporting the site manager with duties or the ICT technician. Kai will have an extra role model to support building her self-esteem, as well as something non-academic to be successful at.

Enlist support – Remember your own well being. It is tiring to support children who need extra help to self-regulate and you may wish to talk over strategies with a colleague as well as have someone on hand to help support you (or your class if your time is being taken up).

Refer back to the main blog post for greater depth and clarification on all points:
www.positiveyoungmind.com/back-to-school:-behaviours-that-challenge-prevention-checklist

