



**NCSE Behaviour Resource Pack**  
**IPPN Conference**  
**23<sup>rd</sup> & 24<sup>th</sup> January 2020**

# The Continuum of Support with options of supports and CPD courses listed for each level of support

Contemporary Applied Behaviour Analysis (5 day seminar)

Using AFLS: Assessment of Functional Living Skills (1 day Seminar)

ABLLS-R and VB-MAPP: The Assessment of Basic Language & Learning Skills-Revised Edition & Verbal Behaviour Milestones Assessment & Placement Program (1 day seminar)

NCSE in school support: school visit from a NCSE advisor

Behaviour Support Planning Document

Whole School Seminar: Challenging Behaviour and Students with Special Educational Needs (2 hour seminar)

Whole School Seminar: Promoting Positive Behaviour in the Playground (2 hour seminar)

Pathways to Prevention (3 day seminar)

Understanding Behaviour and Social Skills (2 day seminar)

NCSE in school support: school visit from a NCSE advisor

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# Expectation Matrix

Explicitly **explain**; **model** and **support** rules with visuals. Go through the specific rules for specific places. Children with behaviour issues will not generalise rules across all situations and environments. **Initially, have only one rule per location and do not add in another rule until the child has mastered one. These rules must be reinforced positively.** We are including every possible permutation of expectation/rules in each location for you here. Most likely, you will not be teaching all of these! Always phrase the rules in positive language. Tell the children what you expect.

Example one:

Location	Be Respectful	Be Responsible	Be Ready
<b>In the classroom</b>	<ul style="list-style-type: none"> <li>Enter classroom quietly</li> <li>Listen to your teacher and each other</li> <li>One voice at a time</li> <li>Put your hand up and wait when you want to speak</li> <li>Indoor voice</li> <li>Hand and feet to self</li> </ul>	<ul style="list-style-type: none"> <li>Ask for help when you need it</li> <li>Look at your work</li> <li>Try your best</li> <li>Mind teacher's stuff</li> <li>Don't touch other people's stuff</li> <li>Put your rubbish in the bin or your lunch box</li> </ul>	<ul style="list-style-type: none"> <li>Be on time</li> <li>Hang up coat</li> <li>Put away your stuff</li> <li>Sit in your chair</li> <li>Eyes on teacher</li> </ul>
<b>Outside the classroom</b>	<ul style="list-style-type: none"> <li>Keep to the left/right on corridors</li> <li>Treat others as you would like to be treated</li> <li>Indoor voice</li> </ul>	<ul style="list-style-type: none"> <li>Follow teacher's instructions</li> <li>Watch your space and keep hands and feet to yourself</li> <li>Put litter in bin</li> <li>Follow bathroom rules</li> <li>Use Mr. Messy to explain tidying up</li> </ul>	<ul style="list-style-type: none"> <li>Line up outside classroom</li> <li>In groups sit quietly and hands and feet to yourself e.g.(give me 5)</li> <li>Follow give me 5 in the Halla</li> <li>When bell rings on yard follow rules/line up procedure</li> </ul>
<b>In the general school community</b>	<ul style="list-style-type: none"> <li>Attend every day</li> <li>Be kind and mannerly to every person in the school-say hi to the staff</li> <li>Use your staff names e.g. Ms Murphy</li> <li>Respect property and equipment of your school</li> <li>Be proud of your school</li> </ul>	<ul style="list-style-type: none"> <li>Be a positive representative of the school</li> <li>Tell a grown up if something is wrong</li> <li>Keep the bathroom clean and tidy</li> </ul>	<ul style="list-style-type: none"> <li>Be a good friend</li> <li>If someone is alone on the yard, ask them to play</li> <li>If they don't want to play, that's ok</li> </ul>

**Example Two:**

<b>Location</b>	<b>Respect to Self</b>	<b>Respect to Others</b>	<b>Respect to Property</b>
<b>In the classroom</b>	<ul style="list-style-type: none"> <li>• Always do your best</li> <li>• Make an attempt</li> <li>• Sit in your chair with 6 feet on the floor</li> <li>• Ask for help when you need it</li> <li>• Look after your work</li> </ul>	<ul style="list-style-type: none"> <li>• Kind hands</li> <li>• Kind feet</li> <li>• Kind words</li> <li>• Be positive</li> <li>• Using the appropriate voice inside</li> <li>• Sharing</li> <li>• Following teacher/leaders instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Put things back in their place</li> <li>• Use property in the correct way</li> <li>• Always give someone else property back</li> </ul>
<b>Outside the classroom</b>	<ul style="list-style-type: none"> <li>• Walk when moving</li> <li>• Wearing your coat when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Keeping to the right/left of corridors</li> <li>• Being aware of personal space</li> <li>• Line up appropriately</li> <li>• Following instructions</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Putting your rubbish in the bin</li> <li>• Putting property back in its place</li> </ul>
<b>On the yard</b>	<ul style="list-style-type: none"> <li>• Keep yourself safe</li> <li>• Stay within the boundaries</li> </ul>	<ul style="list-style-type: none"> <li>• Being aware of personal space</li> <li>• Line up appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Putting your rubbish in the bin</li> <li>• Putting property back in its place</li> </ul>

**Steps:**

1. Gather expectations from staff and students (where appropriate).
2. Establish schools expectations based upon your decisions.
3. Teach expectations one at a time (teach, model, support and reinforce!).
4. When the expectation has been established move on to the next rule.

# Level 3 Support: Behaviour Intervention Planning Documents

National Council for Special Education



# Pre Learning Behaviour Checklist

(to be completed by mainstream teacher, special education teacher and other relevant staff members) (basic)

Name of Student: \_\_\_\_\_

Class: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Name of Teacher: \_\_\_\_\_

Role: \_\_\_\_\_

Date: \_\_\_\_\_

What are this student's strengths?	What do you do that works well with this student?

Please comment and use the ratings 1 to 5

1= Always 2= Most of the time 3= Sometimes 4= Hardly ever 5= Never

Behaviour	Describe (all information is relevant)	Rating
Arrives on time for school		
Can enter the classroom appropriately		
Is organised with books, pencils, etc.		
Transitions between lessons well		
Follows verbal instructions		
Stays on task		
Makes an effort with his/her classwork		
Presents work well		
Can read and understand class material		
Works well in a group		
Requests help appropriately		
Can work without constant attention		
Follows school rules		
Follows yard rules		
Interacts appropriately with adults		
Interacts appropriately with peers		
Appears to be content in my class		

# Pre Learning Behaviour Checklist Tally Sheet (basic)

Name of Student: \_\_\_\_\_

Class: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Behaviour	Rating 1	Rating 2	Rating 3	Rating 4	Rating 5	Rating 6
Arrives on time for school						
Can enter the classroom appropriately						
Is organised with books, pencils, etc.						
Transitions between lessons well						
Follows verbal instructions						
Stays on task						
Makes an effort with his/her classwork						
Presents work well						
Can read and understand class material						
Works well in a group						
Requests help appropriately						
Can work without constant attention						
Follows school rules						
Follows yard rules						
Interacts appropriately with adults						
Interacts appropriately with peers						
Appears to be content in my class						



# Data Collation

**Strengths**

**Behaviours causing concern**

**What works well**

# What school is like for me modified from NEPS BESD guidelines

(To be completed by the student of junior primary)

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

**My morning before school looks like this**



**The things I like about school are**



**Things I don't like in school are**



**Things I am good at**





**Things I find hard**

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**I am happy in class when**

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**I am happy on yard when**

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**I feel unhappy in school when**

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**I like playing with**

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Things I find hard are

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The adults I get on best with in school are

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I get into trouble when

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The adults in school could help me by

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# What school is like for me (To be completed by the student) (advanced/ upper primary)

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Circle the answer that best describes you (“**always**”, “**most of the time**”, “**sometimes**”, “**hardly ever**”, or “**never**”).  
 If you do not understand what a word means, please ask your teacher.

1. I find coming to school easy	always	most of the time	sometimes	hardly ever	never
2. I try my best at my homework	always	most of the time	sometimes	hardly ever	never
3. I work well on my own in class	always	most of the time	sometimes	hardly ever	never
4. I work well in a group in class	always	most of the time	sometimes	hardly ever	never
5. I find it easy to sit still in class	always	most of the time	sometimes	hardly ever	never
6. I am able to listen to my teachers without getting distracted	always	most of the time	sometimes	hardly ever	never
7. I follow instructions in class	always	most of the time	sometimes	hardly ever	never
8. I try to do my best at school	always	most of the time	sometimes	hardly ever	never
9. I like to learn new things	always	most of the time	sometimes	hardly ever	never
10. I ask questions if I don't understand something	always	most of the time	sometimes	hardly ever	never
11. I follow the school rules on the corridors	always	most of the time	sometimes	hardly ever	never
12. I get on well with my teachers	always	most of the time	sometimes	hardly ever	never
13. I get on well with the other students	always	most of the time	sometimes	hardly ever	never
14. I can read and understand classwork	always	most of the time	sometimes	hardly ever	never
15. I am able to organise my books, copies and materials for school	always	most of the time	sometimes	hardly ever	never

<b>16. I like school</b>	always	most of the time	sometimes	hardly ever	<b>never</b>
<b>17. I get involved in school activities outside class</b>	always	most of the time	sometimes	hardly ever	<b>never</b>
<b>18. I am proud of my work at school</b>	always	most of the time	sometimes	hardly ever	<b>never</b>
<b>19. I feel happy at school</b>	always	most of the time	sometimes	hardly ever	<b>never</b>

**Things I like/am interested in (inside and outside school):**

**Things I am good at (inside and outside school):**

**My teachers help me to learn and behave in school by:**

**I would like my teacher to know that:**

# Student Profile

Name of Student: \_\_\_\_\_

Class: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Reading percentile: \_\_\_\_\_

Date of Assessment: \_\_\_\_\_

Test used: \_\_\_\_\_

Mathematics percentile: \_\_\_\_\_

Date of Assessment: \_\_\_\_\_

Test used: \_\_\_\_\_

Other standardised scores: \_\_\_\_\_

Date of Assessment: \_\_\_\_\_

Test used: \_\_\_\_\_

## Professional Assessments

	Date	Name of professional	Important Information (Related scores, diagnosis, recommendations etc.)
Psychological (Educational)			
Psychological (Clinical)			
Speech and language			
Occupational Therapy			
Other			

**Outline students strengths** ( based on checklists, observations, reports, curricular, extra-curricular activities etc.):

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**Key concerns regarding behaviour including hypothesized functions** (from checklists, observations etc.):

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**Curricular areas/ time of school day causing concern :**

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**Interventions to date:**

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Special Education Teaching Allocation and Additional Resources:

1:1

Small Group

Team Teaching

SNA support  
F/T, P/T

	Tick where appropriate	Details
Home School Community Liaison contact:		
Other interventions (homework clubs, after school clubs etc.)		
Education Welfare Officer involvement:		
NEPS Psychological Service:		
Outside agencies involvement (e.g. CAMHS)		

Is attendance an issue? If yes give details.

Yes		No	
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Is punctuality an issue? If yes give details.

Yes		No	
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Is the student on a reduced timetable?

Yes		No	
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If yes give details.

Is the student removed from class due to behaviour on a basis? If yes give details.

Yes		No	
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weekly/daily

Suspensions to date in current school year (reason/date):

Parental/Guardian involvement with school. Give details:

# Student Behaviour Plan (SBP) Teacher Planning

Name of Student: \_\_\_\_\_ Parent/Guardian Consent: Yes  No

Key Areas for Development (skills, attitudes, knowledge). Prioritize 1, 2, 3, etc.

<b>Health and Wellbeing</b>	<b>Social and Emotional Literacy</b>
<b>Behaviour for Learning</b>	<b>Language, Literacy, Numeracy and Learning</b>

From the areas prioritised above select the starting point(s) for work with the student:

Key priority one: \_\_\_\_\_

Key priority two: \_\_\_\_\_

**Please note:** Choose key areas to focus on that have the highest probability of impacting positively on the behaviours causing concern i.e. those behaviours highlighted through the data gathered.

<b>WHAT</b>	<b>WHO</b>	<b>HOW</b>	<b>WHEN</b>	
Actions related to priorities identified	By whom?	Include supports, resources, programmes, methodologies, approaches, etc.	Date started	Date completed

<b>WHAT</b>	<b>WHO</b>	<b>HOW</b>	<b>WHEN</b>	
Actions related to priorities identified	By whom?	Include supports, resources, programmes, methodologies, approaches, etc.	Date started	Date completed

# Planning with Parent/Guardian

(To be completed by coordinating teacher and parent/guardian)

Students name: \_\_\_\_\_

Parent's/ guardian's name: \_\_\_\_\_

Date of meeting: \_\_\_\_\_

**Parent's/ guardian's opinion on student strengths:**

**Parent's/ guardian's opinion on student's behaviours:**

**Ongoing record of parent/guardian contact:** (Date, Time, Type of Contact i.e. Phone call [P], Home Meeting [HM], School Meeting [SM] or Letter [L]):

# Planning with Student

(To be completed by student, coordinating teacher and parent/guardian)

## Student's personal strengths

<b>Student:</b>
<b>Parent/ guardian:</b>
<b>Teacher:</b>

## Behaviour causing concern:

<b>Student:</b>
<b>Parent/ guardian:</b>
<b>Teacher:</b>

## What we need to work on:

<b>Student:</b>
<b>Parent/ guardian:</b>
<b>Teacher:</b>

# My Targets (basic)

Date: \_\_\_\_\_

My target: \_\_\_\_\_

How am I getting on with my target? (Circle one)



How can I improve? \_\_\_\_\_

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Date: \_\_\_\_\_

My target: \_\_\_\_\_

How am I getting on with my target? (Circle one)



How can I improve? \_\_\_\_\_

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# My Targets (advanced)

Date: \_\_\_\_\_

My target: \_\_\_\_\_

1.            2.            3.            4.            5.            6.            7.            8.            9.            10



How can I improve? \_\_\_\_\_

Date: \_\_\_\_\_

My target: \_\_\_\_\_

1.            2.            3.            4.            5.            6.            7.            8.            9.            10



How can I improve? \_\_\_\_\_

National Council for Special Education 2019

# NCSE BEHAVIOUR RESOURCE BANK

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## Advice Sheet

### RECORDING AND ANALYSING DISRUPTIVE BEHAVIOUR

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If a pupil is being particularly disruptive in class, it's important to record the incidents and the pattern of behaviour. This is time-consuming and a challenge, but it will help to form a clearer picture of what is happening, when it is happening, who is present at the time, and maybe help us to identify why it is happening. If we can gather this information, then we may be able to look at appropriate ways of preventing or managing this behaviour.

The recording and analysis of data is an important element in the cycle of trying to eliminate / reduce disruptive behaviours by creating an Individual Behaviour Support Plan. The stages in the process of working towards devising an **Individual Behaviour Support Plan** are as follows:

1. **Identify** the problem behaviour(s) you wish to change.
2. **Observe** and **record** the frequency and / or intensity of the behaviour.
3. **Analyse** the data you have gathered.
4. **Devise** and **implement** a plan (which may include a Behaviour Contract) which you think will help the pupil to eliminate / reduce the inappropriate behaviour and replace it with a more acceptable behaviour.
5. **Evaluate** the intervention – look for a different approach if it isn't working and persist if you think it is working or will work

What follows is a suggested outline of this process and at the end sample material is provided for **recording and analysing** disruptive behaviour. Included are:

- a. Frequency Chart
- b. Completed Frequency Chart
- c. ABC Chart
- d. Pupil Self-Assessment Chart and
- e. Analysis Questionnaire

### **STEP 1: Identify problem behaviour**

- a. Select **one pupil** who is currently displaying some level of challenging behaviour in the classroom.
- b. Select **one behaviour** s/he displays which is disruptive and which you would like to reduce or eliminate.

### **STEP 2: Observe and record**

- c. Tell the pupil what you are doing and why you are doing it (this in itself may be an effective deterrent).
- d. Decide which adult will be the recorder (teacher or Special Needs Assistant if one works with this pupil).
- e. Use the **Frequency Chart** to record the number of times the behaviour occurs in each time period and to mark also the times where this behaviour does not occur (samples included at the end)

### **Or**

Use the **ABC Chart** to record occurrences of the behaviour and also seek to identify a pattern in respect of what happens before the behaviour (**Antecedent**) and what happens afterwards (**Consequence**).

### **And / Or**

Ask the pupil to self-record using the **Pupil Self-Assessment Chart** (you may need to teach / show him/her how to fill it in).

- f. Notify other personnel working with the pupil during the day of what you are doing, and ask them to also keep a record / inform you of the behaviour occurrence / non-occurrence.

### **STEP 3: Analyse data gathered**

- g. Using the data gathered try to complete the **Questionnaire** as accurately as possible. This will help in formulating an intervention / support plan.

### **STEP 4: Devise and implement a plan**

- h. Consider what approaches might work best with this particular pupil? What type of rewards / incentives would appeal to him / her? What is the pupil's level of awareness and understanding of his/her behaviour and what triggers it?

### **STEP 5: Evaluate the intervention**

- i. Continue to record the behaviour so that you can compare the pre- and post-intervention data and also show it to the pupil / parent. After a set period, review. Change the plan if it needs to be changed, or continue if it is working well. If you succeed in addressing this behaviour, you may have other behaviours or other pupils that you wish to deal with.

**Remember:** where the pupil is at and where we want them to be can be very far apart. We will not be able to get them to where we want them to be in one big jump – it will take time, patience and effort, in a step-bystep approach. Sometimes, in spite of all our best efforts, we may not succeed with a very small minority of pupils. In this case, perhaps all we can do is to persist with a belief that what we are doing is our best effort and that we are offering the pupil every opportunity to succeed while working in partnership with parents and others to work out an effective solution. If we fail, we should not see this as a personal failure if we have taken all appropriate steps to help and support the pupil.

## RECORDING DISRUPTIVE BEHAVIOUR - FREQUENCY CHART

**Task:** Input **x** each time the disruptive behaviour occurs in each time slot. Tick  if it does not occur.

Pupil's Name: \_\_\_\_\_ Class: \_\_\_\_\_ Week of: \_\_\_\_\_ Recording Adult:

Behaviour to be Observed:

Alternative Behaviour Sought:

<b>TIME / LESSON</b> (Use details below or edit)	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
e.g. 9.10 – 9.30 Entry to school / assembly					
9.30 – 10.20 Lesson 1					
10.20 – 11.10 Lesson 2					
11.10 – 11.25 Break					
11.25 – 12.15 Lesson 3					
12.15 – 1.00 Lesson 4					
1.00 – 1.30 Lunch					
1.30 – 2.15 Lesson 5					
2.15 – 3.00 Lesson 6					
3.00 Dismissal					



**[School name]**  
**Our Self-Evaluation Report and Improvement Plan**

**1. Introduction**

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

**1.1 Outcomes of our last improvement plan from [date] to [date]**

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**1.2 The focus of this evaluation**

We undertook self-evaluation of teaching and learning during the period *(month/year)* to *(month/year)*. We evaluated the following aspect(s) of teaching and learning:

- 
- 

**2. Findings**

**2.1 This is effective / very effective practice in our school**

*List the main strengths of the school in teaching and learning.*

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**2.2. This is how we know**

*List the evidence sources. Refer to pupils' dispositions, attainment, knowledge and skills.*

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**2.3 This is what we are going to focus on to improve our practice further**

*Specify the aspects of teaching and learning the school has identified and prioritised for further improvement.*

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**3. Our improvement plan**

On the next page we have recorded:

- The **targets** for improvement we have set
- The **actions** we will implement to achieve these
- **Who is responsible** for implementing, monitoring and reviewing our improvement plan
- How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan we will record:

- The **progress** made, and **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

## Our Improvement Plan

Timeframe of this improvement plan is from [date] to [date]

<b>Targets</b>	<b>Actions</b>	<b>Persons / groups responsible</b>	<b>Criteria for success</b>	<b>Progress and adjustments</b>	<b>Targets achieved</b>