



Behaviour Management

NCSE Behaviour Resource Pack

This resource pack was developed to support schools in responding to behaviours that challenge. The NCSE has presented this in a word format so that schools can edit it to meet the needs of the students they are supporting across the continuum of support.

A-B-C Monitoring Form [PDF - 40 KB] Example of an A-B-C (Antecedent, Behaviour, Consequence) Monitoring Form. The A-B-C Monitoring Form can be used to track and analyze behaviours in order to devise new ways to approach and respond to them.

Behaviour Resource Bank

This Behaviour Resource Bank is a compilation of SESS Advice Sheets which present some of the many strategies that may assist schools to meet the needs of pupils who display challenging behaviour related to special educational needs. The material covers both the preventative and management aspects of dealing with challenging behaviour and can be adapted to suit particular situations. This material may not be universally applicable or may not have universal appeal. Rather it is an initial attempt to provide schools with concrete support that may be of use to staff in their efforts to work with all pupils, and particularly those who display challenging behaviour. It is neither prescriptive nor all-encompassing; it is likely that many strategies, skills and approaches that work are not included here and it is also possible that different approaches to what is suggested here are also effective. School personnel may have to adapt it to suit their own particular situations and needs, which will vary according to the age and ability of pupils and particular circumstances that may prevail in any given class. Schools and school personnel may also consider adding their own material to the Resource Bank of ideas that they have found effective in the prevention and management of challenging The strategies in the Resource Bank supplement advice provided in SESS In-School Seminars.

Advice Sheet No.	Advice Sheet Index	Download	Leagan Gaelige
No. 1	<i>Active Listening: Listening to Pupils in a Non-Confrontational Manner</i> Active listening helps pupils to identify and to express what they are feeling and allows them to identify both positive and negative emotions.	Download [PDF 78kb]	Íosluchtaigh [PDF 362kb]
No. 2	<i>Attention Deficit Hyperactive Disorder</i> Includes tips for whole-school, classroom and behaviour management.	Download [PDF 80kb]	Íosluchtaigh [PDF 389kb]

No. 3	<p>Appropriate Movement in the Classroom for Teacher and Pupil</p> <p>When is teacher movement helpful and when is it distracting? Setting up routines for pupil movement can greatly assist our classroom management.</p>	Download [PDF 78kb]	Íosluchtaigh [PDF 283kb]
No. 4	<p>Arrival to and Exit from Classroom: Routine</p> <p>Establishing arrival and exit routines for pupils can help us to clearly communicate the way we wish them to behave. Routines help us to be predictable and consistent.</p>	Download [PDF 77kb]	Íosluchtaigh [PDF 274kb]
No. 5	<p>Behaviour Contracts</p> <p>A behaviour contract is an agreement between staff and pupil which specifies expected behaviours and positive consequences.</p>	Download [PDF 77kb]	Íosluchtaigh [PDF 358kb]
No. 6	<p>Big Toe First: Avoiding Confrontation</p> <p>A step-by-step approach on how to deal with challenging behaviour</p>	Download [PDF 64kb]	Íosluchtaigh [PDF 367kb]
No. 7	<p>Break Time Activities</p> <p>We can prevent and minimise lots of potential problems by setting up activities to engage pupils at break times.</p>	Download [PDF 77kb]	Íosluchtaigh [PDF 278kb]
No. 8	<p>Building Positive Relations with One Adult</p> <p>The building of positive relationships with pupils underpins the model of Positive Behaviour Support (PBS). Without a positive relationship with at least one adult, PBS cannot work.</p>	Download [PDF 74kb]	Íosluchtaigh [PDF 274kb]
No. 9	<p>Catch Them Being Good</p> <p>By we can reinforce desired behaviour by praising it.</p>	Download [PDF 84kb]	Íosluchtaigh [PDF 357kb]
No. 10	<p>Checking the Physical Classroom Environment</p> <p>By regularly checking the physical environment we can change/remove anything negatively impacting on behaviour.</p>	Download [PDF 84kb]	Íosluchtaigh [PDF 367kb]
No. 11	<p>Choice for Pupils</p> <p>By offering choice to pupils we greatly increase the chance of them engaging in learning. This advice sheet offers some e suggestions for offering choice to pupils.</p>	Download [PDF 80kb]	Íosluchtaigh [PDF 353kb]
No. 12	<p>Class Behaviour Agreement</p> <p>A basic class behaviour agreement indicates the rights and responsibilities of everyone in the class, the rules and routines which are to be followed, and the agreed consequences.</p>	Download [PDF 128kb]	Íosluchtaigh [PDF 408kb]

No. 13	<p>Class Meetings Class meetings can be held for any reason and can be an effective means of dealing with issues, formulating agreements and giving pupils a voice.</p>	Download [PDF 75 b]	Íosluchtaigh [PDF 358kb]
No. 14	<p>Collegial Support Having the moral, structural and professional support of colleagues can make a big difference, especially following serious incidents.</p>	Download [PDF 80kb]	Íosluchtaigh [PDF 275kb]
No. 15	<p>Communicating Calmness in a Crisis Tips on how to exude calmness in a crisis situation.</p>	Download [PDF 422kb]	Íosluchtaigh [PDF 482kb]
No. 16	<p>Demonstration Timetables Visual timetables can be used to assist pupils to predict their day, thus easing anxiety, frustration and giving some control over the environment. Some demonstration timetables are included.</p>	Download [PDF 359kb]	Íosluchtaigh [PDF 475kb]
No. 17	<p>Directive Statements Directive statements are an effective means of clearly and positively communicating with pupils using simple language.</p>	Download [PDF 79kb]	Íosluchtaigh [PDF 365kb]
No. 18	<p>Follow Up / Repair and Rebuild Repair and Rebuild refers to the repairing and rebuilding of the relationship that may have been damaged by an incident.</p>	Download [PDF 83kb]	Íosluchtaigh [PDF 358kb]
No. 19	<p>Golden Time: A Reward System A system where pupils are consistently rewarded for their efforts.</p>	Download [PDF 84kb]	Íosluchtaigh [PDF 282 kb]
No. 20	<p>I-ASSIST: A Diffusing Strategy A strategy for diffusing an incident by assisting pupils to find a way out of a difficult situation.</p>	Download [PDF 70kb]	Íosluchtaigh [PDF 358kb]
No. 21	<p>Identifying the Communicative Intent of Behaviour Behaviour is communication. In order to eliminate an undesired behaviour, we firstly need to identify the function of the behaviour.</p>	Download [PDF 72kb]	Íosluchtaigh [PDF 356kb]
No. 22	<p>Individual Behaviour Support Plan Includes advice on each stage of the plan and also recording templates.</p>	Download [PDF 125kb]	Íosluchtaigh [PDF 454kb]
No. 23	<p>Life Space Interview (I-ESCAPE): A Repair and Rebuild Technique A follow up / repair and rebuild technique useful for teaching self responsibility and alternative behaviours.</p>	Download [PDF 88 kb]	Íosluchtaigh [PDF 366kb]

No. 24	Likes / Dislikes Inventory A description of a simple way of getting to know pupils and their likes and dislikes.	Download [PDF 78kb]	Íosluchtaigh [PDF 365kb]
No. 25	Managing a Serious Incident Steps for managing serious situations as outlined by Dave Hewett.	Download [PDF 74kb]	Íosluchtaigh [PDF 364kb]
No. 26	More Than 101 Ways to Say Well Done Words we can use to praise pupils and they can use to praise each other.	Download [PDF 79kb]	Íosluchtaigh [PDF 290kb]
No. 27	Noise Levels: Controlling Voice Suggestions for teaching and reinforcing appropriate voice levels.	Download [PDF 97kb]	Íosluchtaigh [PDF 297kb]
No. 28	Oppositional Defiant Disorder and Conduct Disorder Includes definitions, characteristics, and implications for teaching and learning.	Download [PDF 109kb]	Íosluchtaigh [PDF 390kb]
No. 29	Quality Circle Time Outlines a strategy which encompasses a whole-school approach to enhancing self-esteem and building positive relationships within school communities.	Download [PDF 90kb]	Íosluchtaigh [PDF 354kb]
No. 30	Recording and Analysing Disruptive Behaviour Advice on recording instances of challenging behaviour and using this data to see patterns and functions of behaviours.	Download [PDF 118kb]	Íosluchtaigh [PDF 445kb]
No. 31	Social Stories[TM] Outlines a strategy for helping pupils who have poor social skills to understand and develop a range of social skills by presenting appropriate social behaviours in the form of a story.	Download [PDF 81kb]	Íosluchtaigh [PDF 356kb]
No. 32	Star Charts: A Token Economy System This advice sheet details the setting up a star chart, avoiding potential problems and gives lots of examples.	Download [PDF 128kb]	Íosluchtaigh [PDF 469kb]
No. 33	Teaching Rights and Responsibilities Suggestions for the teaching of rights and responsibilities. The Universal Declaration of Human Rights text is also included.	Download [PDF 106kb]	Íosluchtaigh [PDF 366kb]
No. 34	Teaching Self Management Ways to assist pupils to function independently in a learning environment without the need for constant supervision prompting or direction.	Download [PDF 97kb]	Íosluchtaigh [PDF 359kb]
No. 35	Teaching Social Skills A general outline of the steps involved in the teaching of specific social skills.	Download [PDF 79kb]	Íosluchtaigh [PDF 363kb]

No. 37	Token Economy Pupils earn tokens for good behaviours and these are then cashed in by the pupil for a pre-agreed reward.	Download [PDF 80kb]	Íosluchtaigh [PDF 299kb]
No. 38	Visual Aids, Cues and Messages Visual supports are used to support pupils in their learning and their behaviour.	Download [PDF 198kb]	Íosluchtaigh [PDF 174kb]

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