

Behaviour Support Classroom Best Practice Guidelines

National Behaviour Support Service

BSC Systems
Structures

Resources

Monitoring

Evaluation

Implementation

Reintegration

Behaviour Support Classroom Best Practice Guidelines

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Behaviour Support Classroom Best Practice Guidelines
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Contents

Foreword	4
<hr/>	
1 What is a Behaviour Support Classroom?	5
<hr/>	
Features of Effective BSCs	6
Barriers to Success	7
2 Behaviour Support Classroom Resourcing	9
<hr/>	
Staff Requirements	9
Room Requirements	10
3 Implementation	11
<hr/>	
BSC Systems and Structures	12
Entry and Exit Criteria	12
Referral Procedure	13
Student Behaviour Plans	14
Duration of Stay in the BSC	17
Reintegration	17
Curriculum Activities in the BSC	18
4 Monitoring and Evaluation	19
<hr/>	
Monitoring	19
Evaluation	19
5 Appendix	21
<hr/>	
BSC Forms	22
Reading and Learning Resource Checklist	53
Curricular Activities List	54
Useful Resources and Publications	55

Foreword

In February 2005 a Task Force on Student Behaviour in Second Level Schools was established by the Department of Education and Science (DES). The work of the Task Force was completed in 2006 with the publication of *School Matters: The Report of the Task Force on Student Behaviour in Second Level Schools* (Martin, 2006). Amongst the recommendations made in the report was that the Department of Education and Science should establish a Behaviour Support Team that “would be easily accessible to schools experiencing difficulty in coping with persistent and serious student disruption” (p. 143). In July 2006 the National Behaviour Support Service (NBSS) was set up. It was indicated that the NBSS was an element of the wider framework of support being offered to schools with regard to behaviour. The NBSS bases its approach on the view that a young person can learn to improve her/his behaviour when provided with adequate support and by so doing can experience success in the classroom and in school.

As one element of the NBSS framework for supporting the promotion of positive behaviour in secondary schools, resources have been allocated for the creation and implementation of an intensive behavioural intervention in 36 schools: the Behaviour Support Classroom (BSC). In proposing a continuum of provision to address the needs of students and ensure that schools become, and continue to be, effective and positive teaching and learning environments, the Task Force recommended that “schools with a high intake of difficult students should have a Behaviour Support Classroom”. The first NBSS BSC “opened”, in the sense of students attending classrooms, in September 2007, with the additional 35 opening throughout 2007/8.

In the early days of the NBSS Behaviour Support Classrooms, methodologies, strategies and practices were guided predominantly by shared teaching expertise, insights and anecdotes as well as the international research findings with regard to this type of intervention. At that time, the NBSS could only give guidance to teachers and management about best practice in a BSC based on findings outside the Irish context. From January 2008, an intensive research project by the NBSS was conducted across 31 of the original Behaviour Support Classroom schools. Principals, year heads, mainstream teachers, BSC teachers and students all made invaluable and extensive contributions to the research. The findings from this study (Henefer, 2008), based on the voices of the individuals within the 31 schools, both mandate and inform this document. Based on the research data provided by the 31 schools, it was clear to the NBSS that there was a need to produce for schools a set of guidelines and resources for best practice within an Irish context. The following document draws upon international research, but most importantly, for the first time, is informed by Irish research to offer guidance concerning best practice that should be implemented in NBSS Behaviour Support Classrooms.

On behalf of the NBSS, I would like to take this opportunity to thank the students, teachers and principals who were our partners in the research for their time, effort, honesty and expertise. It is our hope that the findings from this research, as documented in these guidelines, will assist schools in providing the most effective practice at this level of intervention as well as offering support and resources to teachers working in the Behaviour Support Classrooms.

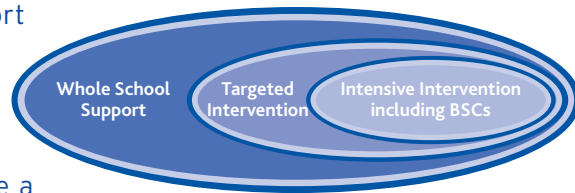
Mary Keane
National Co-ordinator
National Behaviour Support Service

1

What is a Behaviour Support Classroom?

1 What is a Behaviour Support Classroom?

Through the three level support model offered by the NBSS to partner schools, Behaviour Support Classrooms are one of a number of elements that comprise a strategy to enable schools to embrace and



implement evidence-based best practice approaches to creating positive learning communities. As well as offering support to the minority of students who persistently present challenging and disruptive behaviours within subject classrooms, a BSC can provide a model of effective personalised learning and teaching that could be disseminated and replicated in all classrooms throughout the school. NBSS research (Henefer, 2008) supports international findings that the BSC should be an integral part of a whole school approach to promoting positive behaviour. It is an intensive, short-term, individualised intervention for students who consistently fail to respond to alternative interventions and supports provided in the school.

BSCs must be designed to meet the needs of students who may experience any number or combination of significant challenges to their learning. The BSC should be seen, across the school community, as a “centre of rigorous learning” (Sproson, 2004, p. 169). It will provide both an academic and a social, emotional and behavioural curriculum for those students whose behaviour significantly interferes with teaching and learning in the majority of their subject classes. The fundamental aim of the BSC is reintegration.

Since the BSC is one facet of the whole school approach, it is essential that systems are in place to ensure its integrity as a third level of support. Within the school there should be explicit policies, agreed with all staff, for the promotion of positive behaviour. Schools with BSC provision must have in place an appropriate academic curriculum, pastoral and childcare systems, a social, emotional and behavioural curriculum as well as positive teaching and learning methodologies.

Because it is the third level of intensive behavioural support, it should be clear, and documented, that students have already received support at Levels 1 and 2 prior to their referral to the BSC. This implies that there is, in schools with BSCs,

an established whole school system in place that identifies, at an early stage, those students who are most at risk of becoming disengaged and/or disruptive and provides a range of curricular and behavioural interventions to support these young people. Schools must have in place transparent and systematic whole school referral processes as well as planning and support for students' reintegration.

Features of Effective Behaviour Support Classrooms

Research (Hayward, 2002; Henefer, 2008; McSherry, 2004, 2005; Sproson, 2004; Wakefield, 2004) has shown that the effectiveness of a BSC is strongly dependent on a number of factors. The following features are directly related to the effectiveness of this type of intervention:

- The BSC is part of the whole school policy and strategy for positive behaviour.
- It is supported by the school management and is regularly reviewed by them.
- It is recognised by students, parents/guardians and all staff as an asset to the school.
- All members of the school community are aware of the principles and practice in the BSC. All teaching staff can benefit from and contribute to the work of the BSC.
- It is seen as a centre of excellence in the promotion of successful learning and behaviour strategies. BSC staff share their expertise and support colleagues in improving behaviour for learning across the whole school.
- There are suitably qualified and experienced full-time BSC staff.
- The continued professional development needs of BSC staff should be catered for through on-going access to in-service training and the development of regional cluster groups for professional support and dissemination of good practice.
- There is whole school understanding of the role and function of the BSC and its staff.
- The referral process draws on baseline data provided by all subject teachers, including information about the student's prior attainment and current progress, in order to develop an individual student behaviour plan (SBP) that will most appropriately address the student's particular needs and facilitate achievement of goals and reintegration.
- There is a structured system for referral. Procedures and decisions will be formally recorded. Referrals are never made outside of these procedures unless in exceptional circumstances and only after consultation with the BSC staff and school management.
- Clear and documented entry and exit criteria and procedures with a focus on reintegration are established and disseminated across the school community.

- Students work to negotiated targets agreed with them and their parents/guardians. These are regularly reviewed and progress is recorded so that success, however small, is celebrated frequently.
- There is on-going monitoring and evaluation of SBPs, systems and strategies.
- The planned SBP includes literacy, numeracy and directed social, emotional and behavioural skills, as well as organisational and concentration skills teaching. Because the work of the BSC is specifically designed to aid the reintegration of the student back into the subject classroom as efficiently as possible, provision for on-going subject based curricular work comprises an important element of the programme.
- There is continued support/provision for those students in receipt of Resource or Learning Support while attending the BSC.
- Teaching in the BSC draws upon a wide range of resources, including ICT, and strategies are developed to address the learning styles of individual students.
- There is a planned and phased reintegration back to full-time subject classes which is understood by the student and staff prior to attendance in the BSC.
- Regular contact is made with the student's parent(s)/guardian(s), year head, class tutor and subject teachers.

These features should be viewed as the basic criteria for setting up and managing a Behaviour Support Classroom.

Barriers to Success

In addition to the features that contribute to an effective BSC, research has also highlighted barriers that can inhibit productive student outcomes from this type of intervention. Included amongst these are:

- An insufficient whole school approach to positive behaviour.
- Inadequate facilities (including lack of sufficient space, heating, light, resources and physical separation from subject teaching areas).
- Lack of clear criteria for entry and exit.
- Lack of SBPs and success criteria for reintegration.
- During reintegration, a mismatch between curriculum and teaching methodologies used in the BSC and those in subject classes.
- Insufficient alternative intervention provision or support other than the BSC.
- Lack of suitably trained, qualified and experienced teachers working in the BSC.
- Withdrawal of resource or learning support for students in the BSC.
- Lack of criteria and support for reintegration.

2

Behaviour Support Classroom Resourcing

2 Behaviour Support Classroom Resourcing

The personnel and location of the BSC are fundamental in creating the right environment for support and learning.

Staff Requirements

- The maximum number of teaching contracts permitted by the DES in a BSC is three. Schools that avail of the €25,000 option must ensure that staff employed to work in the BSC have relevant qualifications. See appendix pg. 49 for staffing options school information sheet.
- It is strongly recommended that a BSC member of staff should be part of the School Strategy Team* that develops the whole school approach to positive behaviour.
- BSC staff need appropriate skills and knowledge. They should attend all training days and meetings run by the NBSS.
- BSC staff should actively engage in systematic evaluation of work done in the BSC through consistent data collection and analysis.
- Evidence of effective strategies and practices should be disseminated by BSC staff and management across the school community.

* The school strategy team is comprised of representative members of the school community who work, with the support of the NBSS to draft, implement and evaluate plans to promote positive behaviour and school improvement. This includes the development of policies and practices at whole school (Level 1), targeted interventions (Level 2) and intensive support (Level 3).

Room Requirements

- A standard size classroom with appropriate heat and light.
- To facilitate inclusion, the BSC should be located within the main school building.
- Furnishings should be of standard quality and allow regrouping to suit the needs of a changing mix of students.
- Welcoming décor.
- ICT equipment (including access to DVDs/TV) to allow flexible learning, connected to the school's network and the internet.
- A range of teaching resources (including software, literacy, numeracy and social skills programmes) appropriate to the students' needs. See appendix pg. 53 for reading and learning resource checklist.
- Proximity to toilets.
- Space to display students' work.

Figure 2 presents an example of Behaviour Support Classroom resourcing and layout that can effectively support teaching and learning. A BSC Materials and Literacy grant is available to schools.

Reading and Learning Corner

Encourage independent learning. Students can select books, educational games, DVDs, etc.

Media Centre

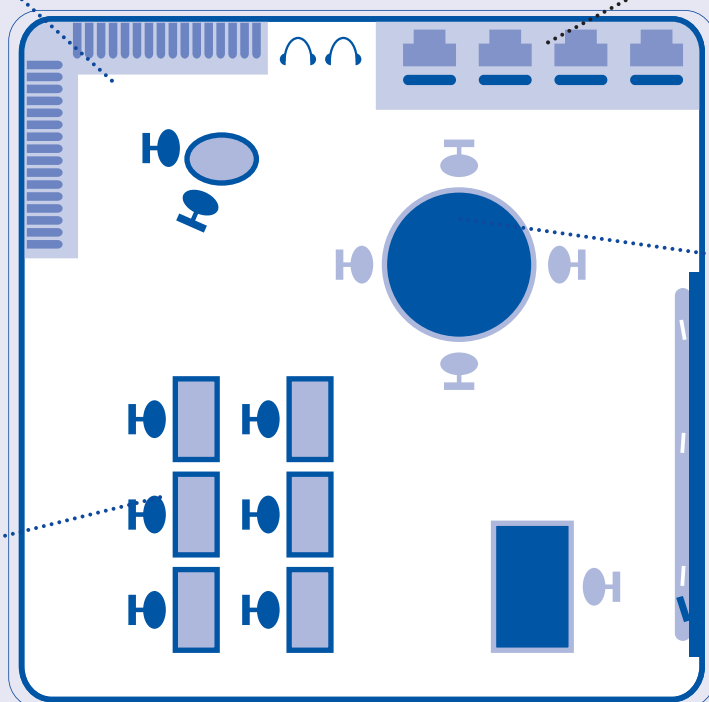
This area provides students with audio equipment, computers and software for a multi-sensory learning experience. Resources would include subject related software programmes, audio books and books on screen. Activities could include researching on the net, designing their own quizzes, creating photo stories, summaries, etc.

Student Desks

Books and materials suitable for students' independent work or behavioural skills reinforcement.

Group Table

Develop knowledge and advance social and learning skills with small group activities and one to one work.



3

Implementation

The following figure presents the procedures that must be followed by all schools with BSC provision.

STEP 1: DATA GATHERING

- Identification of students who would most likely benefit from BSC support.
- NBSS Learning Behaviour Checklist (LBC) to be completed by the student's subject teachers (see appendix pg. 22).
- NBSS Student Profile to be completed by year head or other relevant teacher (see appendix pg. 24).
- Other significant data gathered e.g. assessments, lesson observations, external agency reports, etc.

STEP 2: REFERRAL GROUP MEETING

- Referral Group analyses data provided.
- Selection of new BSC entrants.
- Relevant staff are informed of decision e.g. year head, strategy team, teachers, etc.
- Recommendations made to strategy team on supports (e.g. at Level 2) for students not selected.

STEP 3: PRE-ENTRY PROCEDURE and DEVELOPMENT OF SBP

- Parent's/Guardian's informed consent obtained (see appendix pg. 27 and 28).
- Student completes the NBSS 'My Work At School' questionnaire (see appendix pg. 29).
- Student Behaviour Plan (SBP) is completed and agreed with student, parent/guardian and communicated to relevant staff (see appendix pg. 32).
- Student timetable planned (for attendance in BSC and subject classes).
- BSC staff liaise with relevant subject teachers to address the curricular needs of the student.

STEP 4: STUDENT ATTENDS BSC

- Student attends BSC for a maximum period of 6 - 8 weeks.
- Maintains contact with peers and school staff.

STEP 4: STUDENT ATTENDS BSC

- Progress in SBP monitored with completion of NBSS Learning Behaviour checklist by BSC staff every 2 weeks.

STEP 4: STUDENT ATTENDS BSC

- Student Behaviour Plan (SBP) implemented and monitored.
- SBP reviewed and communicated to parent/guardian and relevant staff.

STEP 5: REINTEGRATION

- Post-intervention monitoring/evaluation, including: NBSS Learning Behaviour Checklist completed by the student's subject teachers and 'My Work at School' completed by student.

3 Implementation

BSC Systems and Structures

Clear systems of referral and exit, together with supporting documentation to communicate progress to all parties, are an essential part of the BSC intervention. BSC staff should be able to track individual student progress and generate data that will allow the success of the BSC to be demonstrated. For this there needs to be a well designed record keeping system for each student.

The Referral Group and BSC staff are likely to handle sensitive information from staff, the student, home and other agencies. It is essential to address the issue of confidentiality from the start with a clear policy in place.

Entry and Exit Criteria

BSC schools should have systematic and transparent referral systems for this Level 3 intervention. Specific entry and exit criteria must be established and adhered to. A SBP must be drawn up for each student selected for BSC support. Students identified for BSC support will present with a combination of entry criteria. These might include:

- Low attainment and falling motivation in relation to ability across subjects.
- Poor concentration and attention difficulties in 80% of subjects.
- Behaviour affecting learning of individual students and/or class group.
- Difficult relationships with adults/peers.
- Low self-esteem.
- Social skills deficits.
- Risk of suspension.

Additionally, as part of the planning stage for each student, specified exit criteria are identified. Exit criteria would include:

- More positive self-image.
- An improved attitude to school.
- Better attendance.
- Increased motivation.
- More positive attitude to learning.
- Successful gradual reintegration.
- Targets/objectives met.
- Reduction in timetabled attendance in BSC.

It is vital that there is whole school understanding of the BSC entry criteria and the referral procedures to be followed.

Referral Procedures

It is recommended that a Referral Group, comprised of members of the school strategy team and BSC teachers as well as the relevant school staff are responsible for referrals, student selection, entry and exit criteria and reintegration procedures. In order that the Referral Group can most accurately determine the suitability and appropriateness of a Level 3 intervention, comprehensive information must be provided.

To obtain this information, the NBSS Learning Behaviour Checklist (see appendix form A) must be completed by all of the referred student's subject teachers and returned to the Referral Group for analysis and decision making. Additionally, it is essential that the NBSS Student Profile (see appendix form B) is completed in detail to facilitate the group's assessment and intervention planning. After information from the referral process has been gathered the group examines these referrals against the entry criteria for the BSC.

Together with the Student Profile, the data provided by subject teachers on the NBSS Learning Behaviour Checklist can be used as an instrument to systematically identify those students who would benefit most from BSC support. For example, a simple calculation of the ratings in the behaviour categories could be conducted with students receiving averages of 4 ("Infrequently") or 5 ("Never") taking precedence for a Level 3 intervention. Based on the data, the group can also make suggestions about other interventions to be used to support students who do not meet the entry criteria for the BSC.

To inform planning, the 'My Work at School' questionnaire (see appendix form C), is completed prior to the development of the SBP. This questionnaire has been used effectively to help students identify their perceptions of themselves as learners and, when used at appropriate intervals, to chart how these views evolved over the course of the intervention.

Typically students should spend no longer than 6 - 8 weeks in a BSC. Regular reviews will allow for shifts and changes in the SBP that can facilitate students' success and reintegration. However, support needs to be geared to the individual - some students need short-term interventions while others may benefit from more long-term support.

Student Behaviour Plans

A Student Behaviour Plan (see appendix pg. 32) is a proactive working document for a named student accessing Level 3 support in a Behaviour Support Classroom. It is designed to identify the personal strengths of the student, the behaviour(s) causing concern in subject classes and around the school and the targeted plan of action and support for behaviour improvement. A SBP is both a product and a process because it states desired outcomes and identifies achievable targets for behaviour improvement involving the student, his/her parents/guardians, the school and BSC staff within a set time frame. Students needing a Behaviour Support Classroom intervention have often exhausted a range of approaches and strategies under the school's Code of Behaviour and Pastoral/Guidance systems and the SBP is designed to maximise a student's chance of success, directly linking the planned actions and supports to the behaviour(s) causing concern. A SBP may change over time to reflect the evolving needs and circumstances of the student.

A successful Student Behaviour Plan will include:

- clear, measurable targets.
- named adults involved in the plan.
- a description of any resources and strategies to be used.
- a clear description of the role the BSC staff will play in the plan.
- a clear and realistic time frame to run the plan including data for monitoring and evaluation (e.g. 'My Work at School' questionnaire).
- key success and reintegration criteria.

The content of a SBP needs to be practical and understood by the student and everyone directly connected with him/her. It is essential when developing the SBP that BSC staff base planning not only on the data collected during the Referral Procedure but, equally, on the careful consideration of pertinent issues related to the particular circumstances of each student. These might include the student's own realisation that their behaviour is not acceptable; lessons, times, days of the week or particular locations outside the classroom where their behaviour is acceptable and those where behaviour disimproves; whether similar behaviour patterns are evident in the home and the strategies employed therein to deal with the behaviours; the degree to which the student's behavioural difficulties may be linked to specific, documented learning difficulties; the duration of behavioural difficulties over the course of the student's academic history and how the actions and supports comprising the SBP will yield positive improvements in the student's learning and behaviour in the school community.

SBP Target Setting

Student Behaviour Plans should provide students with clear and achievable targets that help to identify and quantify progress. For targets to be meaningful and relevant, the data collected throughout the Referral Procedure and during the SBP planning need to be correct and comprehensive. Incomplete data can result in the development of ill-informed and confusing targets that set a student up for failure and frustrate the student, his/her parents/guardians and the school staff. Targets need to be achievable, short-term, specific and jargon-free so that all involved can recognise and acknowledge when targets are met. BSC staffs are responsible for ensuring, during the development of a SBP, that the student actively participates in setting his/her personal targets. Including the student in this aspect of the plan's development is likely to give him/her ownership of the SBP and, therefore, an incentive to meet the stated targets.

The following represent some examples of possible targets (see appendix pg. 50 for additional targets that could be used in a SBP).

- I will bring the correct book to class.
- I will put up my hand before I speak.
- I will stay in my seat during class.
- I will ask before I borrow another student's books or equipment.
- I will talk in a low voice in class.
- I will queue quietly outside the toilets.
- I will avoid name-calling.
- I will sit where the teacher asks me to sit.
- I will arrive for class on time.

Naming a target will not guarantee its adoption by a student. In fact it is highly unlikely that a student will be able to modify his/her behaviour unless the named targets are taught through lesson plans in the BSC. The targets set out in the SBP should dictate and guide the BSC programme for the student and should, in the plan, be accompanied by suggested resources and methodologies. For example, a target such as "I will put up my hand before I speak" might require the following actions by the teacher:

- Give a verbal or visual reminder at the start of the lesson.
- Ensure consistency of approach between all BSC staff and relevant subject teachers.
- Use low level techniques such as scanning, proximity, verbal praise and silent signals.
- Put more emphasis on success and "on target" behaviours rather than the recognition and recording of negative incidents.
- Reward with a phone call home and quiet, private acknowledgement of success.
- Ask the Home School Community Liaison teacher, year head or tutor to contact the student's parents/guardians to relay his/her success.

SBP Implementation

BSC staffs need to ensure that from the outset the SBP is a living, working and proactive document during the course of the support provided to the student. This entails regular evaluation of the teaching strategies employed, reminding, revising and talking with the student about targets, monitoring the progress made and, most importantly, rewarding the student for progress made in achieving his/her targets. In order to ensure that the process is proactive, BSC staffs should provide regular feedback to all stakeholders.

If BSC teachers find that a SBP is not working, consideration should be given to the following possible factors:

- During Referral Procedure and SBP planning there was insufficient data collection and inadequate analysis of the data.
- No clear consensus about the nature of the student's difficulties or the appropriate targets and strategies to be employed.
- The targets set were unclear, too ambitious and/or not measurable.
- The targets were not related to the challenging behaviours displayed by the student in most classes.
- The student did not fully understand the targets or the actions required to fulfil the targets.
- A lack of clear delineation of adults' roles and responsibilities in implementing the SBP.
- A lack of belief that change can happen.

All SBPs are subject to on-going review to take account of any changes in the student's behaviours. It is particularly important to carry out a review if no improvement is recorded after a set period of time. In addition to continuous assessment of the plan, a formal review must take place within the time frame specified on the SBP (see appendix pg. 40 for SBP Review Form). The purpose of the formal review is to ascertain the student's progress as well as to measure the effectiveness of the interventions provided. Throughout both the informal and formal review processes, consideration must be given with respect to whether the student is making progress to reach his/her targets, if targets need to be adapted and made more achievable and whether different teaching strategies should be adopted to help the student achieve his/her targets. The formal review process will inform future planning, actions and interventions both during and after reintegration to fully support the student.

An example of a completed SBP and a SBP template are included in the appendix.

Duration of Stay in the BSC

Best practice shows that sessional and part-time placements have a greater degree of success in terms of student reintegration. The emphasis needs to be on reintegration, moving on and making progress. Flexible part-time arrangements are preferable so that students maintain contact with tutor groups, staff, classmates and the curriculum. Students should continue to attend the subject classes in which they are working well. The duration of stay for a student should typically not exceed 6 - 8 weeks, with BSC teachers continuing to support the student in his/her subject classes.

Reintegration

The fundamental goal of any Behaviour Support Classroom is the reintegration of the student back into subject classes. Close co-operation and support from subject teachers, peers and the school helps ensure successful reintegration. BSC staff act as the link between teachers, tutors, year heads and other relevant staff. See appendix pages 44 - 47 for a completed student reintegration management plan and template.

A structured reintegration plan needs to be agreed by the student and staff as part of an SBP and then implemented.

Levels of reintegration should be identified according to need:

- **Completely supported** - students have access to BSC staff for a variety of lessons. Alternatively, they may return to the BSC for some of their curriculum time and/or use a check in - check out support structure.
- **Gradual support** - students may be in classes at times unsupported and at other times supported by BSC staff.

If the reintegration breaks down, a review must be undertaken immediately. Some students may benefit from signing contracts or setting targets which can be monitored during the day. There needs to be constant encouragement as each step is taken, reinforced with high expectations of improving work and good behaviour.

For some students access to support at Level 2 in the form of a check in - check out system, guidance and/or literacy development may be an on-going element of the support process during the school year. There needs to be a realisation by all staff that no student returns from a BSC 'cured' and will need on-going support and understanding.

Curriculum Activities in the BSC

Research findings indicate that a well taught, appropriately challenging curriculum promotes positive behaviour and high achievement amongst students with behavioural difficulties. The academic and social, emotional, behavioural curricula in the BSC need to be broad, balanced and flexible enough to be customised to the needs of each individual student. Students need access to the academic curriculum being taught to their peers, however, not all elements of that curriculum can be taught within a BSC. Equally important is a curriculum that develops the social, emotional and behavioural aspects of learning, such as self-esteem, social skills, peer and adult relationships. Curricular approaches and programmes found to be successful by teachers in the BSC are included in the appendix, pg. 54.

Close links with subject teachers help ensure consistency of approach and content and ease reintegration. It is also of extreme importance that subject teachers, when requested, provide BSC teachers with the necessary information and resources for teaching aspects of their subject in the BSC. If subject staff have access to teaching in the Behaviour Support Classroom this helps extend understanding of the BSC and can also provide access to option subjects for students in the BSC.

Research has also indicated the importance of attending to any literacy and other academic skills deficits that become apparent through the referral and profiling process. A concentration on key skills may be necessary and linking with other school personnel to devise an integrated approach and plan for literacy and numeracy development is essential. Research in reading has shown that students' ability to comprehend non-fiction or expository text is critical to their success. Comprehension strategy teaching helps students become purposeful, active readers and learners. The NBSS teacher resource *'Reading Comprehension and Learning Strategies for All Subjects'* describes many procedures and techniques useful for developing and sustaining the strategic behaviours that characterise proficient reading and learning. Several classroom posters highlighting some of the key reading and thinking strategies are also available from the NBSS. The NBSS teacher resource *'Read'*, outlines a selection of some of the Hi-Lo fiction and non-fiction books currently available. These titles are written for students who are reading at levels below their chronological age and aim to capture and hold student interest while building essential reading skills. Many of the books outlined in the resource have additional materials such as workbooks, teachers' guides, software and audio recordings. The NBSS teacher resource *'Language and Literacy Games'* contains a variety of activities that can develop language and communication skills.

4

Monitoring and Evaluation

4 Monitoring and Evaluation

Systematic monitoring and evaluation can be a challenge, especially if students have a range of complex difficulties and the significant support that they receive may not have an immediate and measurable effect. So it is important to look at a range of qualitative and quantitative data to measure impact and progress.

A variety of monitoring and evaluation techniques may be used. It is important that monitoring and evaluation are seen as part of BSC and whole school provision. Monitoring and evaluation should also inform and support developments at Level 1 and Level 2.

As part of the process of monitoring and evaluation, the NBSS provides guidance about the types of data BSC schools must gather and disseminate. The NBSS is required to obtain from all schools data to support the continuation of resources for this project. The following procedure must be implemented in all BSC schools for every student receiving this Level 3 support:

A. NBSS Learning Behaviour checklist (Form A pg. 22)

- Completed by all subject teachers pre-intervention and post-reintegration.
- Completed and analysed by each BSC staff member every two weeks during the intervention.
- Pre-intervention and post-intervention averages compiled and submitted to the NBSS.
- Final ratings by BSC staff submitted to the NBSS.

B. NBSS Student Profile (Form B pg. 24)

- To be completed by year head or other relevant teacher during the referral procedure.
- Reading ages submitted to NBSS.

C. NBSS 'My Work at School' questionnaire (Form C pg. 29)

- To be completed by all students pre-intervention and post-reintegration.
- Final ratings submitted to the NBSS.

- D. A Student Behaviour Plan (example Form D pg. 32)**
- To be completed by BSC staff members for each student.
- E. A Student Behaviour Plan Review (example Form E pg. 40)**
- To be completed by BSC staff members for each student.
- F. BSC End of Year Overview (Form F pg. 48)**
- To be completed in May by Principal.
 - Form returned to NBSS Office.

To ensure the continuation of this educational resource, evidence, both short-term and long-term, of progress, success and innovation in Behaviour Support Classrooms needs to be gathered regularly and communicated both within and outside schools. To an extent this will occur through the consistent completion of NBSS forms (A, B and C) but may be complimented as well by internally devised methods, qualitative or quantitative. Additionally schools are required at the end of each academic year to complete and submit to the NBSS an overview of the number of students who have received this intensive intervention and its effect on behavioural outcomes (Form F).

All staff need to be aware of individual students' achievements and the range of activities offered to ensure that the BSC is not isolated or seen as a 'sin bin' but rather as a positive influence on behaviour forming part of the whole school approach to supporting all students to succeed in school.

APPENDIX

CONFIDENTIAL



A

Learning Behaviour Checklist

Name of Student: _____ Date: _____

Name of Teacher: _____ Subject: _____

Please use the ratings 1 to 5 and comment further if needed

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

General Behaviour	Rating	Comments
Attends school	<input type="text"/>	<input type="text"/>
Arrives on time for lessons	<input type="text"/>	<input type="text"/>
Can enter the classroom quietly	<input type="text"/>	<input type="text"/>
Can collect, organise and take care of books, pencils, equipment, etc.	<input type="text"/>	<input type="text"/>
Tries hard with homework	<input type="text"/>	<input type="text"/>
Respects school property	<input type="text"/>	<input type="text"/>
Learning Behaviour		
Is able to settle at the beginning of lessons	<input type="text"/>	<input type="text"/>
Is able and willing to follow verbal instructions	<input type="text"/>	<input type="text"/>
Can begin a task quickly e.g. at the same time as other students	<input type="text"/>	<input type="text"/>
Can stay on task (within her/his capabilities)	<input type="text"/>	<input type="text"/>

Can complete a task

Gives effort to her/his written work

Presents work well

Classroom Behaviour

Works well in a group

Participates well in class discussions

Can work without direct supervision

Requests help appropriately

Can work without constant reassurance/attention

Social and Emotional Behaviour

Is able to remember and follow school rules

Is able to speak appropriately to adults

Is able to interact appropriately with peers

Is respectful of peers

Is respectful of adults

Other Comments:

* Form B to be completed by relevant teacher

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B

Student Profile

Name of Student: _____ Age: ____ D.O.B: _____

Year Group: ____ Reading Age: ____ Date of Reading Age Assessment: _____

Test Used: _____

Behaviour(s) Causing Concern: (description, frequency, etc.)

Support and Interventions to Date: (identify interventions used and detail any evidence of success)

Guidance Counselling:

Other Counselling (describe):

Learning Support/Resource:

Home School Community
Liaison Contact:

Involvement in DES
Programmes and
Interventions (JCSP, SCP, etc.)

Other Interventions:

Record of Attendance
and Punctuality:

Record of Removal from
Classes for Disruptive
Behaviour:

Suspensions to Date:

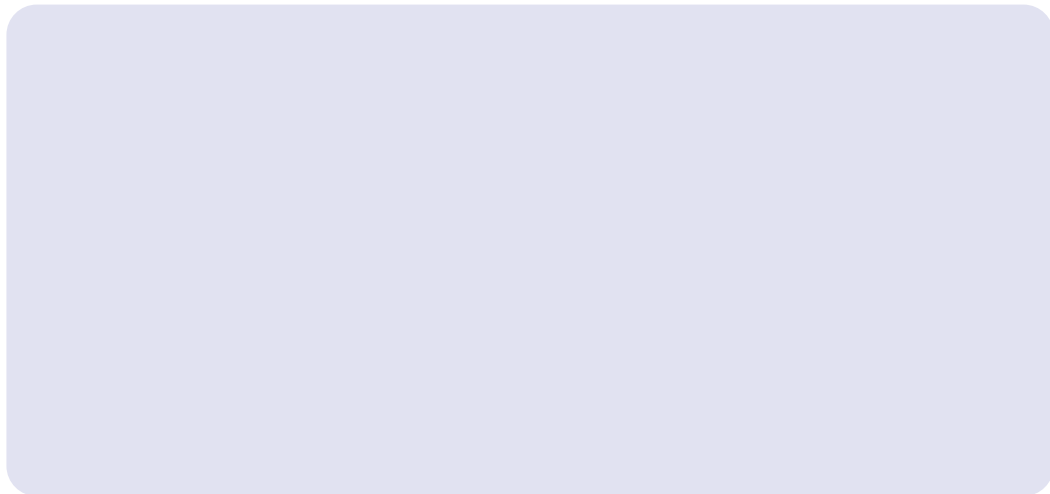
Parental (or Guardian) Involvement:

Outline Student's Strengths:

School Exam Results to Date: (attach additional results sheet if necessary)



Assessments Completed: (include dates of psychological assessment, maths assessment, if applicable)



Teacher's Signature: _____

Date: _____

Parents'/Guardians' Consent Form

(Name of Behaviour Support Classroom)

(Name of classroom) is an intensive, short-term, individualised intervention for students having difficulty adhering to the school's Code of Behaviour. Students are offered a range of curricular and behavioural supports to assist them to re-engage with their education.

I/we give permission for my son/daughter to access support in (Name of BSC).

I/we are aware that this support will include individual work, group work with other students and supervised class work. My son/daughter will not attend all his/her subject classes for a number of weeks because he/she will be accessing one-to-one and small group teaching in (Name of BSC).

Name of Student: _____ **Date of Birth:** _____

School: _____ **Year Group:** _____

Home Address: _____

Home Telephone: _____ **Mobile No:** _____

Name of NBSS Personnel: _____ **Title:** _____

(To be signed by legal guardian)

Mother: _____ **Father:** _____

Legal Guardian: Yes/No _____ **Legal Guardian: Yes/No** _____

Contact Ph. No: _____ **Contact Ph. No:** _____

Date: _____ **Date:** _____

*** Letter inviting parent to meeting to discuss student's participation in a BSC intervention**

22, Athlumney
Navan
Co Meath

2 October, 2008.

Dear Mrs Smith,

As you are aware, Mary finds it difficult to settle down to learn in many of her classes. The school is anxious to develop a plan for Mary that will help her to succeed in school.

Over the past year the school has developed a very effective programme for students whose behaviour has caused them to fall seriously behind in many of their subjects. This programme is called (name of BSC here).

You are invited to attend a meeting in the school on (day/date/time) to discuss Mary's participation in (name of BSC). Mr Cunningham, one of the teachers in (name of BSC) will explain the programme in detail to you and answer any questions you may have. Ms. Dolan, Mary's Year Head, will also attend the meeting to explain how effective (name of BSC) has been for other students in the school.

I look forward to seeing you at this important meeting to discuss and plan for Mary's success in school.

Yours sincerely,

Principal

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My Work at School

Name: _____ Today's Date: _____

Age: _____ Year Group: _____

School: _____

Please answer the following questions about your work in school. For each question circle one answer from the list ("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 arrive on time for class
always most of the time sometimes hardly ever never

2. I complete 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 follow instructions in class
always most of the time sometimes hardly ever never

6. I try to do my best at school
always most of the time sometimes hardly ever never

7. I like to learn new things
always most of the time sometimes hardly ever never

8. I ask questions if I don't understand something
always most of the time sometimes hardly ever never

9. I talk to my teachers

always most of the time sometimes hardly ever never

10. I follow the school rules

always most of the time sometimes hardly ever never

11. I feel happy at school

always most of the time sometimes hardly ever never

12. I like school

always most of the time sometimes hardly ever never

13. I like to get on with my work at school

always most of the time sometimes hardly ever never

14. I am proud of my work at school

always most of the time sometimes hardly ever never

*** Letter inviting parent to 'Student Behaviour Plan' meeting**

22, Athlumney
Navan
Co Meath

12-10-2008

Dear Mrs Smith,

A meeting will take place in the school on (day/date/time) to develop a 'Student Behaviour Plan' for Mary. The purpose of such a plan is to identify learning and behaviour improvement steps for Mary to follow over the next few weeks. A 'Student Behaviour Plan' increases a student's success rate in school because it breaks school work into small achievable bite size actions in order to maximise success.

It is very important that both you and Mary attend this meeting. School staff who will be working with Mary in (name of BSC) will be present, as well as Ms Dolan, Mary's Year Head or Ms Black, Mary's Tutor.

I look forward to seeing you on (day).

Yours sincerely,

Principal



D

Student Behaviour Plan (SBP)

Student's Name: _____ Year Group: _____

DOB: _____ Parent/Guardian Permission: Yes / No

Date: _____ Parent/Guardian Informed: Yes / No

In Attendance:

- | | |
|----------|-----------------|
| 1. _____ | Position: _____ |
| 2. _____ | Position: _____ |
| 3. _____ | Position: _____ |
| 4. _____ | Position: _____ |

Student's Strengths:

Behaviour(s) Causing Concern:

Behaviour Improvement Targets:

Baseline Data Required for Individualised Plan:

- | | |
|------------------------------------|----------|
| a. Student Profile | Yes / No |
| b. Learning Behaviour Checklist | Yes / No |
| c. My Work at School Questionnaire | Yes / No |
| d. Other (observation etc.) | Yes / No |

Action(s) To Be Taken:

Who	What	When
1.		
2.		
3.		
4.		
5.		
6.		

Support(s) To Be Put in Place:

Who	What	When
1.		
2.		
3.		
4.		
5.		
6.		

Subject Classes Attending:

Strategies/Methods for Monitoring and Recording Progress:

a

b.

c.

d.

Review Date: _____ **Projected Reintegration Date:** _____

Student's Signature: _____ **Date:** _____

Parent's/Guardian's Signature: _____ **Date:** _____

BSC Teacher's Signature: _____ **Date:** _____



Student Behaviour Plan (SBP)

Student's Name: Mary Smith Year Group: 2nd Year

DOB: 30-10-1995

Parent/Guardian Permission: Yes / No

Date: 22-9-2008

Parent/Guardian Informed: Yes / No

In Attendance:

- | | |
|--------------------------|---|
| 1. <u>Mary Smith</u> | Position: <u>Student</u> |
| 2. <u>Mrs. Smith</u> | Position: <u>Mother</u> |
| 3. <u>Mr. Cunningham</u> | Position: <u>BSC Teacher</u> |
| 4. <u>Ms. Dolan</u> | Position: <u>Year Head for 2nd Years</u> |

Student's Strengths:

Very helpful at home; Looks after younger siblings; Cleans up very carefully in Home Economics; Funny; Helpful to some classmates; Good at running; Loves singing.

Behaviour(s) Causing Concern:

Seldom brings correct books, copies, journal to class; Is usually late for class; Stops working after 5-10 minutes in 7 of her 10 classes; Shouts at teachers when corrected; Distracts classmates by making inappropriate noises and talking to those sitting nearest to her, in the majority of her classes; Has used offensive language to teachers and supervisors when corrected at lunchtime; Has twice thrown objects at classmates.

Behaviour Improvement Targets:

1. *Bring the correct books, copies, journal to every class*
2. *Arrive on time for all classes*
3. *Open correct book and copy at the beginning of each class*
4. *Do what the teacher says without arguing*

Baseline Data Required for Individualised Plan:

- a. Student Profile Yes/ No
 - b. Learning Behaviour Checklist Yes/ No
 - c. My Work at School Questionnaire Yes/ No
 - d. Other (observation etc.) Yes/ No
- a. observation in 3 classes
b. teachers' comments in journal.

Action(s) To Be Taken:

Who	What	When
1. Mary/ Mrs Cunningham	Check timetable and put correct class materials into school bag	Each night
2. Mary/ Mr Cunningham	Check school bag each morning for correct materials for BSC classes and subject classes Mary continues to attend	1st class each morning
3. Mary	Walk directly to subject class/ BSC class	At end of each class
4. Mary/ Mr Cunningham	Mary to learn effective communication skills to help her to sit still and talk to teachers without shouting - Mary to practice these skills	As part of her work in BSC classes
5. Mr Cunningham/ Ms Moran (Resource Teacher)	Relevant literacy programme to be identified and work to begin in Resource and BSC classes to improve overall literacy levels and teach key words for each subject area	During BSC and Resource classes
6. Mary/ Mr Cunningham	Mary to learn skills which show teachers that she needs help in class - Mary to practice these skills in classes	In BSC classes and subject classes Mary continues to attend

Support(s) To Be Put in Place:

Who	What	When
1. Ms Kelly, HSC	Visit Mrs. Smith to update her on Mary's progress	Once a week
2. HE, Resource, SPHE, RE teachers	Remind Mary to walk directly to next class	At end of each class
3. Career Guidance teacher	Meet with Mary to talk through 'asking for help' and communication skills	Once a week
4. Ms Dolan (Year Head), Ms Black (Tutor)	Work out a social reward system for Mary and test it in the classes she continues to attend	During the next two weeks
5. Mr Cunningham	Speak to each subject teacher about Mary's targets and ask for their support	During the next two weeks
6.		

Subject Classes Attending:

Home Economics, Resource classes for English and Maths, SPHE, RE.

Strategies/Methods for Monitoring and Recording Progress:

- a. *All teachers will help Mary achieve the target “I will put up my hand before I speak” by giving a verbal reminder at the start of each lesson and use verbal praise or a silent signal to emphasis and/or acknowledge “on target” behaviours.*

- b. *Mr Cunningham will record Mary’s progress each day in all BSC classes and meet Ms Kelly (HSCL) and Ms Moran (Resource Teacher) each week.*

- c. *Mr Cunningham and Ms Dolan will reward “on target” behaviour with a phone call or note home.*

- d. *Ms Dolan (Year Head) and Ms Black (Tutor) will monitor Mary’s progress in the classes she is continuing to attend and Ms Black will keep Mr Cunningham informed of Mary’s progress.*

Review Date: 20-10-2008 **Projected Reintegration Date:** 10-11-2008

Student’s Signature: XXXX XXXXXXXXXXXX **Date:** 22-9-2008

Parent’s/Guardian’s Signature: XXXX XXXXXXXXXXXX **Date:** 22-9-2008

BSC Teacher’s Signature: XXXX XXXXXXXXXXXX **Date:** 22-9-2008



Student Behaviour Plan Review

Student's Name: _____ Year Group: _____

DOB: _____

Date of Review: _____

In Attendance:

- | | |
|----------|-----------------|
| 1. _____ | Position: _____ |
| 2. _____ | Position: _____ |
| 3. _____ | Position: _____ |
| 4. _____ | Position: _____ |

Action Plan(s) Fully Implemented: Yes / No: _____

Support Plan(s) Fully Implemented: Yes / No: _____

Progress in Relation to Action(s): _____

Progress in Relation to Support(s): _____

Student's views of his/her progress on behaviour improvement target

_____ to date:

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

No Progress

Target Completed

Comments:

Student's views of his/her progress on behaviour improvement target

_____ to date:

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

No Progress

Target Completed

Comments:

Student's views of his/her progress on behaviour improvement target

_____ to date:

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

No Progress

Target Completed

Comments:

BSC teacher's views on student's progress on behaviour improvement target to date:

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

No progress

Target Completed

Comments:

Parent's/guardian's views on student's progress on behaviour improvement target to date:

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

No progress

Target Completed

Comments:

Outcomes of review:

(a) Further Action(s):

(b) Further Support(s):

Reintegration Plan (based on outcome of review)**Reintegration Strategy:**

Targets (continued and/or new):

Actions (continued and/or new):

Supports (continued and/or new):

Monitoring Procedure:

Key Staff Involved:

Date of Next Review: _____

Parents/Guardians Informed of Progress (if unable to attend):

Letter Telephone Meeting Other

Student's Signature: _____ **Date:** _____

Parent's/Guardian's Signature: _____ **Date:** _____

BSC Teacher's Signature: _____ **Date:** _____

* **Form** to be completed by BSC staff members



Student Reintegration Management Plan

Student's Name: _____ **Date:** _____

Class: _____

What strategies did you employ in your classroom to help this student to learn? How did he/she learn best?

What methodologies motivated the student to finish his/her work?

What successful interventions did you employ which resulted in the student modifying or changing his/her behaviour?

What conversational strategies did you use to "connect" with the student and reduce lesson resistance?

Empty response box for conversational strategies.

List any possible triggers and/or warning signs that may indicate that he/she is upset when he/she arrives in class or during classtime.

Empty response box for triggers and warning signs.

List any additional information that may help the teachers achieve more success with this student in class.

Empty response box for additional information.



Student Reintegration Management Plan

Student's Name: Mary Smith Date: 03/11/08

Class: 2C

What strategies did you employ in your classroom to help this student to learn? How did he/she learn best?

- *Mary is primarily a visual learner.*
- *Small measurable tasks.*
- *Timed assignments.*
- *Clear instructions- written down if necessary.*
- *Set challenge.*
- *Hurdle help/Break down tasks.*
- *Reward system.*
- *Quiet area away from door/window and other distractions.*

What methodologies motivated the student to finish his/her work?

- *Role play.*
- *Group work.*
- *Project based assignments.*
- *Timed assignments.*

What successful interventions did you employ which resulted in the student modifying or changing his/her behaviour?

- *Tactical ignoring.*
- *Take up time.*
- *Rule reminder.*
- *Direct and deferred choices.*
- *Use of 'I' statements.*

What conversational strategies did you use to "connect" with the student and reduce lesson resistance?

- *Mary loves music. Favourite band is Westlife. Enjoys singing.*
- *Relate the lesson to real life.*
- *Give responsibility- she loves helping others.*
- *Remind Mary of prior successes.*
- *Enjoys athletics (especially running- on school team).*

List any possible triggers and/or warning signs that may indicate that he/she is upset when he/she arrives in class or during classtime.

- *Dismissive of staff/staff instruction ("Go away you" "Will you stop it" ...).*
- *Quietly refuses.*
- *Gets embarrassed easily in large group situation and will react negatively if 'Shown up'.*
- *Tiredness.*
- *Confrontation.*
- *If agitated, avoid close proximity and hypodermic gestures.*

List any additional information that may help the teachers achieve more success with this student in class.

- *Avoid confrontation, speak calmly- casually suggest things to her.*
- *State instruction calmly.*
- *Let her know the consequences of her behaviour.*
- *Mary needs time to process information so it is very important that you give her time to think about things.*
- *Responds well to praise.*
- *Give regular feedback.*
- *Routine and structure are very important. If timetable is to change give advanced warning and allow time for info to sink in.*
- *Send positive feedback home regularly.*
- *Give warning - Non verbal if possible (look, gesture etc.).*

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Behaviour Support Classroom End of Year Overview

1. Please provide, for this year, the following figures:

- a) Number of profiles reviewed by Referral Group: _____
- b) Number of female students referred to the BSC: _____
- c) Number of female students who attended the BSC: _____
- d) Number of male students referred to the BSC: _____
- e) Number of male students who attended the BSC: _____
- f) Number of students referred to the BSC from each year group: _____
- g) Number of students from each year group who attended the BSC: _____
- h) Average duration of attendance in the BSC: _____

2. Regarding those students who attended the BSC this year, please provide the following information:

- a) The number of students who are now fully reintegrated into subject classrooms: _____
- b) The number of students who continued to receive some level of BSC support after the intervention:
Outline Support: _____
- c) The number of students attending the BSC who were also in receipt of other school interventions and/or supports e.g. resource/learning support/SCP etc.
Outline Support: _____
- d) The number of students who returned to the BSC on a part-time basis, after their first BSC intervention: _____
- e) The number of students who returned to the BSC on a full-time basis after their first BSC intervention: _____
- f) The number of BSC students who no longer attend school this year: _____

Principal's Signature: _____ **Date:** _____

Behaviour Support Classrooms Staffing Options

The Department of Education and Science has sanctioned the following staffing options for Behaviour Support Classrooms for the school year 2008 - 2009.

STAFFING: One option must be chosen from the following two staffing options. Behaviour Support Classrooms should be staffed by no more than three teachers to ensure that a consistent approach is adopted when working with students.

Option 1

- a) One TWT post-primary teacher. The contract will be for the duration of one year.
- b) One 22 hour Pro-Rata post-primary teacher or two 11 hour Pro-Rata post-primary teachers. Each contract will be for the duration of one year.

Option 2

- a) One TWT post-primary teacher. The contract will be for the duration of one year.
- b) One 11 hour Pro-Rata post-primary teacher. The contract will be for the duration of one year.
- c) A grant of €25,000 for the employment of relevant non post-primary teaching personnel called 'Behaviour Support Person/s' (eg qualified counsellor, primary trained person, person with expertise in social skills training etc). A decision on the nature of the expertise required should be based on the individual needs of the students identified as requiring Behaviour Support Classroom intervention.

Additional Information:

- a) Behaviour Support Classroom staff should be vetted.
- b) School management should ensure that Behaviour Support Classroom staff have relevant qualifications for the work assigned to them (eg staff employed as counsellors should have a recognised counselling qualification).

Student Behaviour Plan Target Examples

These are generic targets that can be adapted. They can all be prefaced with 'Sam should/must...' or 'I will...' etc.

Attendance and Punctuality

- ... attend school every day.
- ... arrive at school on time.
- ... arrive promptly at each lesson.

To Increase On-Task Behaviour

- ... remain on task during his/her lessons.
- ... settle down quickly and start his/her work promptly.
- ... use the support available to help him/her remain on task.
- ... remain on task in lessons with only occasional support.
- ... work without direct supervision.
- ... concentrate in lessons and avoid (frequent) distractions.
- ... ask the teacher for a specific work target or help in each lesson.
- ... complete all homework.
- ... sit where the teacher suggests.

To Improve Listening and Attention

- ... be silent when it is expected.
- ... follow classroom instructions such as 'Stop talking'.
- ... listen to classroom instructions without interrupting.
- ... listen to the opinions of others before expressing his/her own opinion.
- ... raise his/her hand if s/he wishes to speak.

To Improve Personal Organisational Skills

- ... have the right equipment ready at the start of lessons.
- ... bring his/her books to class.
- ... maintain his/her homework diary.
- ... obey the school uniform rules.

To Reduce Impulsive or Attention Seeking Behaviour

- ... raise his/her hand for attention in class.
- ... raise his/her hand during class discussion.
- ... avoid calling out in class.
- ... act sensibly and maturely in class.
- ... remain in his/her seat unless s/he is asked to move.
- ... seek help from an adult to avoid inappropriate behaviour.
- ... avoid rude and offensive language.
- ... do what is asked without swearing or arguing.

To Improve Motivation

- ... will work towards (specified) rewards.
- ... ask the teacher for help if any difficulty arises.

To Improve Relationships with Peers

- ... ask to borrow other people's equipment.
- ... be prepared to lend his/her own equipment in return.
- ... share classroom resources.
- ... take turns patiently when classroom activities require it.
- ... work co-operatively on group tasks with other students.
- ... avoid name-calling.
- ... allow other students to work.

To Increase Self Esteem

- .. accept guidance and advice.
- ... offer praise and encouragement to his/her friends.
- ... take part in a lunchtime/after school activity.
- ... record what s/he enjoyed about each day in his/her homework diary.

To Reduce Incidents of Aggression

- .. stop verbally threatening other students.
- ... stop physically threatening other students.
- ... avoid all incidents of aggression.
- ... seek help to control his/her temper.
- ... recognise his/her own warning signs and seek help from an adult.

(Source: Stockport EBD Project)

BSC Reading and Learning Resource Checklist

While there is no one way to organise reading and learning materials in the BSC, the following checklist could help in evaluating and planning your resources.

Yes	No	Statement:
<input type="checkbox"/>	<input type="checkbox"/>	Do the reading and learning materials (both academic and social, emotional, behavioural), reflect the range of reading levels in the classroom, so that all students can find reading and learning materials that are appropriate to their independent reading level and learning style?
<input type="checkbox"/>	<input type="checkbox"/>	Is there a variety of reading and learning materials available: books, magazines, catalogues, books on tape/CD/computer, computers and computer software, educational games, art supplies and writing paper to respond to reading and learning activities, etc.
<input type="checkbox"/>	<input type="checkbox"/>	Are the reading and learning materials categorised and arranged in a logical and clear manner: authors, themes, series, topics, subject based software, games, etc.?
<input type="checkbox"/>	<input type="checkbox"/>	Do the students have a voice in recommending materials and books?
<input type="checkbox"/>	<input type="checkbox"/>	Are the reading and learning materials located in one area of the BSC room?
<input type="checkbox"/>	<input type="checkbox"/>	Are there multiple copies of popular titles and other materials, that students can read together or use for group activities?
<input type="checkbox"/>	<input type="checkbox"/>	Are old, irrelevant, torn and damaged materials removed on a regular basis?
<input type="checkbox"/>	<input type="checkbox"/>	Are most of the materials arranged with their covers/lids facing outward?
<input type="checkbox"/>	<input type="checkbox"/>	Do the reading and learning materials reflect cultural and linguistic diversity?
<input type="checkbox"/>	<input type="checkbox"/>	Is there a minimum of 8 to 15 books per student?
<input type="checkbox"/>	<input type="checkbox"/>	Is there a balance between fiction and non-fiction books?
<input type="checkbox"/>	<input type="checkbox"/>	Do the books represent a wide variety of genres and types: novels, comics/ graphic novels, poetry, folktales, joke books, historical fiction, mystery, science fiction, fantasy, biography, classics, series, multicultural, nonfiction, etc.?
<input type="checkbox"/>	<input type="checkbox"/>	Are the books attractive and in good condition?
<input type="checkbox"/>	<input type="checkbox"/>	Have at least 40% of the books been published in the last 5 to 10 years?
<input type="checkbox"/>	<input type="checkbox"/>	Is there a defined area (e.g. with rugs, comfy chair, etc.) for quiet reading?

BSC Curricular Approaches and Programmes

As part of the research work last year, BSC teachers were asked to identify teaching approaches, strategies and/or methods that they had found effective with their students. The following list details their responses. The NBSS can provide information and/or support for the use of any of these techniques in the BSC.

- Mind Maps
- Visual Strategies
- KWL
- Learning to Learn
- Books on CD/tape
- Flash Cards
- Circle Time
- Group Work
- Activity Based Work
- Role Play
- Differentiation
- IT
- High Interest Low Readability Texts
- Workshops
- Reading Aloud
- Students Present Work in Powerpoint
- Art
- Broken Record Technique
- Tactical Ignoring
- Empathy
- Solution Focused Approach
- Giving Short, Simple Instructions
- Clear, Consistent Approach
- Feedback to Students
- Validating Success
- Phoning Home
- Mentoring
- Team Teaching
- One to One Sessions
- Calm, Quiet Approach
- Neutral Stance
- Low Level Behaviour Techniques
- Incidental Teaching Opportunities
- Incentives
- Rogerian 'Person Centred Approach'
- Rules and Routines
- Teaching Behaviour Through Curriculum
- Student Involvement in Planning
- Behaviour Target Setting
- Mapping Progress
- Anger Management and De-escalation
- Empathy Building Exercises
- Relationship Building
- Discipline for Learning Programme
- Inter Community Links
- Cross Age Mentoring (with TY Students)

Useful Resources

Many of the resources listed below can be obtained from Amazon.co.uk, directly from the publisher or from the Irish suppliers listed on pages 65 and 66.

Publications

Promoting Positive Behaviour

Author: Tim O' Brien
Publisher: David Fulton Publishers
Web: www.routledgeeducation.com

Learning Support Units: Principles, Practice and Evaluation

Author: Jane McSherry
Publisher: David Fulton Publishers
Web: www.routledgeeducation.com

Behaviour in Schools

Author: Louise Porter
Publisher: Open University Press
Web: www.openup.co.uk

Behaviour Management Pocketbook

Authors: Peter Hook and Andy Vass
Publisher: Teachers' Pocketbooks
Web: www.teacherspocketbooks.co.uk

Behaviour Management: A whole school approach

Author: Bill Rogers
Publisher: Sage Publications Ltd
Web: www.sagepub.co.uk

Behaviour Recovery : A Whole-School Program for Subject Schools

Author: Bill Rogers
Publisher: Sage Publications Ltd
Web: www.sagepub.co.uk

Classroom Behaviour : A practical guide to effective teaching behaviour management and colleague support

Author: Bill Rogers
Publisher: Sage Publications Ltd
Web: www.sagepub.co.uk

Cracking the Hard Class: Strategies for Managing the Harder than Average Class.

Author: Bill Rogers
Publisher: Sage Publications Ltd
Web: www.sagepub.co.uk

Teacher Leadership and Behaviour Management

Author: Bill Rogers
Publisher: Sage Publications Ltd
Web: www.sagepub.co.uk

I Get By With a Little Help ... (colleague support in schools: stress, coping, behaviour-management and change in schools)

Author: Bill Rogers
Publisher: Sage Publications Ltd
Web: www.sagepub.co.uk

Discipline in the Secondary Classroom

Author: Randy Sprick
Publisher: Pacific Northwest Publish
Web: www.pacificnwpublish.com

The Rob Long Omnibus Edition of Better Behaviour

Author: Rob Long
Publisher: Routledge
Web: www.routledgeeducation.com

Teaching Towards Solutions

Author: Linda Metcalf
Publisher: Crown House Publishing Ltd.
Web: www.crownhouse.co.uk

Programme and Activity Resources

Crucial Skills: An Anger Management and Problem Solving Teaching Programme for the High School Student

This programme is aimed at students (aged 11 to 16) with challenging and angry behaviours leading to disaffection and disciplinary problems. The handbook includes teacher notes, lesson plans and photocopiable resources. The 10 lessons cover reflecting on behaviour and consequences, recognising and understanding feelings, developing strategies to control angry outbursts, responding to conflict without anger and resolve relationship difficulties.

Authors: Penny Johnson and Tina Rae

Publisher: Lucky Duck Publishing

Web: www.luckyduck.co.uk

Retracking

This is a photocopiable resource that guides students through a process of self assessment in order to promote their effectiveness in school. The process involves awareness raising of factors that may have contributed to the current situation, understanding of emotions and behaviour in a variety of settings, and skills training to help overcome the areas of difficulty which have been identified. Includes - Rights and Responsibilities, Problem Solving, Positive Thoughts, Challenges, Temptations, What I am Good at.

Author: Jenny Bates

Publisher: Devon Learning Resources

Web: www.devon.gov.uk/learning_resources.htm

Escape from Exclusion

A 15 session emotional literacy programme designed to support and assist students who are disaffected and at risk of exclusion. It includes skills such as awareness of feelings, flexibility, self-motivation and is aimed at helping young people to learn and practice better ways to behave. Includes a CD-ROM which contains worksheets for each session.

Author: Brian Marris and Tina Rae

Publisher: Paul Chapman Publishing

Web: www.paulchapmanpublishing.co.uk

Resilience Volume 1

Personal Skills for Effective Learning

Helps to promote self-managed and resilient learning in the classroom. Volume 1 focuses on the promotion of self-esteem and emotional development. Includes guidelines for teachers and photocopiable worksheets.

Author: Annie Greeff

Publisher: Crown House Publishing Ltd.

Web: www.crownhouse.co.uk

Resilience: Volume 2

Social Skills for Effective Learning

This workbook details a holistic approach to developing your students' resilience through a series of modules with activities, theory and reflective exercises.

Author: Annie Greeff

Publisher: Crown House Publishing Ltd.

Web: www.crownhouse.co.uk

School Survival

This book helps teachers to understand the difficulties that some students experience in coping with school, particularly in the area of behaviour. It suggests practical ways to approach difficult students that may help to ensure their inclusion in subject settings.

Author: Chris Wardle and Tina Rae

Publisher: Paul Chapman Publishing

Web: www.paulchapmanpublishing.co.uk

The Anger Workout Book for Teens

Ready to use lessons and activities with reproducible worksheets, designed to help teenagers work out their anger and anger management skills. Students explore a variety of practical, fun and interactive activities and learn techniques such as expression, self-control, relaxation, negotiation and compromise.

Author: Jan Stewart

Publisher: pro-ed

Web: www.proedinc.com

Talkabout - A Communication and Social Skills Package (one of a series)

Designed to help teachers run social skills groups in a structured way and provides numerous photocopiable handouts to use in practice. Covers self-awareness, communication, conversational skills and assertiveness.

Author: Alex Kelly

Publisher: Speechmark Publishing Ltd.

Web: www.speechmark.net

The Emotional Curriculum for Early Teens KS3

The programme is constructed over 37 sessions. Sessions are broken down into short, achievable tasks that incorporate a range of learning styles: discussion, problem cards and scenarios, brainstorming, questions and closing evaluations/plenary, short activities. Key skills focused upon include: self-awareness, conflict resolution, communication, managing feelings, personal responsibility, group dynamics, decision-making, self-concept, managing stress and empathy. The resources are accompanied by a CD-Rom.

Author: Tina Rae and Patricia Black
Publisher: Optimus Professional Publishing
Web: www.teachingexpertise.com/publications/social-emotional-aspects-learning

The Emotional Curriculum for Young Adults KS4

The programme is constructed over 37 sessions. Sessions are broken down into short, achievable tasks that incorporate a range of learning styles: discussion, problem cards and scenarios, brainstorming, questions and closing evaluations/plenary, short activities. Key skills focused upon include: self-awareness, conflict resolution, communication, managing feelings, personal responsibility, group dynamics, decision-making, self-concept, managing stress and empathy. The resources are accompanied by a CD-ROM.

Author: Tina Rae and Patricia Black
Publisher: Optimus Professional Publishing
Web: www.teachingexpertise.com/publications/social-emotional-aspects-learning

Social Skills, Lessons and Activities for grades 7 - 12

The materials are ready to use and based on real life situations to help build students' self-esteem, self control, respect for the rights of others and a sense of responsibility for one's own actions.

Editor: Ruth Weltmann Begun
Publisher: Jossey-Bass
Web: www.josseybass.com

Think Before You Act

This book provides a programme of 12 lessons where the teacher acts as the mediator in order to help children understand their own way of thinking and to negotiate the gap between experience and objectives. The book also contains a CD-ROM with all activities and worksheets.

Author: Michael Hymans,
Publisher: Paul Chapman Publishing
Web: www.paulchapmanpublishing.co.uk

Managing the Difficult Emotions

A programme for the promotion of emotional intelligence and resilience for young people aged 12 - 16. Contains a CD-ROM.

Author: Bob Bellhouse et al.
Publisher: Paul Chapman Publishing
Web: www.paulchapmanpublishing.co.uk

Draw on your own Emotions

Very useful for working with feelings and all materials can be adapted and modified. Can also be used by trained counsellors in a more therapeutic manner.

Author: Margot Sunderland and Philip Englehart
Publisher: Winslow Press Ltd
Web: www.winslow-press.co.uk/cgi-bin/Winslow.storefront

Cars R Us - Innovative Resources

Strengths cards - Innovative Resources

Both are card sets and can be used in so many different manners, from getting to know the student, dealing with difficult situations, relationship development and skills development.

Web: www.innovativeresources.org

The Social Skills Handbook

Very detailed individual sessions for teaching various social skills. The handbook has a simple layout and easily adapted information broken down into lessons. A good resource if you are new to teaching social skills.

Author: Sue Hutchings, Jayne Comins and Judy Offiler
Publisher: Speechmark Publishing Ltd
Web: www.speechmark.net

Cognitive Behavioural Training

A resource suitable for students with special education needs. A lot of image based worksheets. It has sections on areas such as self-awareness, vision and goal setting, emotional resilience, proactive attitudes, organisation skills and motivation. A good starting point to developing your own materials using the cognitive behavioural perspective.

Author: Mark le Messurier
Publisher: Hawker Brownlow Education
Web: www.hbe.com.au

OxBox and Maths Link 7A, B and C

These resources place an emphasis on the literacy aspect of numeracy as well as maths across the curriculum.

Publisher: Oxford University Press

Web: www.oup.co.uk

CATCH UP IN MATHS Unit 1 - 5 Books

This is a resource designed for students who have difficulties with maths. The teacher can print out the worksheet as necessary. There are teaching 'tips', extension work and useful resources contained within the pack.

Author: William Hartley

Publisher: Learning Materials Ltd.

Web: www.learningmaterials.co.uk

Other Resources

The resources listed below can be viewed on the websites listed and catalogues of the products can be ordered through the website.

Posters

A variety of classroom posters are available from **Incentive Plus**. For example classroom behaviour posters, social skills posters, emotional literacy posters, choice posters, boost your self esteem posters, conflict management and resolution posters etc. Type 'poster' in the search facility on the site and all available posters across topics will be displayed.

Web: www.incentiveplus.co.uk

Pictorial Charts Educational Trust is a publisher of posters, wall charts and photo packs, on different topics across the curriculum. For example the Romans, fractions, volcanoes, food and nutrition etc. Many poster or photo packs come with a teachers' guide.

Web: www.pcet.co.uk

Instructional Images provides a wide variety of educational posters and prints for a variety of subjects and topics. For example Science, History, Maths etc.

Web: www.instructionalimages.com

Print-A-Posters™ are free to print right from the website. They are 5"x7" in size, and cover themes related to education, motivation and inspiration.

Web: www.print-a-poster.com

A variety of skill and subject based posters and charts are available from **Education Web**. In the search facility type in educational posters to view those available.

Web: www.entershop.co.uk

Games

A selection of games covering area such as social skills, anger management, transition from primary to secondary, life skills, emotional literacy, literacy etc. are available from **Incentive Plus**. . In the search facility type 'games' and all games available across topics will be displayed.

Web: www.incentiveplus.co.uk

A variety of educational games, puzzles, flash cards, books, CD ROMs and charts, that develop essential literacy and numeracy skills, as well as other skills in areas such as foreign languages, science, music etc. are available from **Bright Minds**.

Web: www.brightminds.co.uk

A variety of educational games and puzzles available from **Happy Puzzle**, are designed to develop skills in maths, map reading, vocabulary development etc.

Web: www.happypuzzle.co.uk/schools/2.shtml

Software/ CD - ROMS

A selection of CD-ROM's with games and activities are available from **Incentive Plus**. For example rule poster maker CD, individual achievement poster CD, conflict resolution games CD, emotional intelligence module CD etc. In the 'search' facility on the site type 'CD' and all software available across topics will be displayed.

Web: www.incentiveplus.co.uk

Don Johnston provides software resources aimed at struggling learners. Many of the products are focused on building core reading and writing skills. Some of the titles can be downloaded for a 30 day free trial.

Web: www.donjohnston.com

Websites

Teaching Expertise

This site offers free education resources, articles and e-bulletins, advice and guidance, knowledge sharing and ideas across topics including behaviour management.

Web: www.teaching-expertise.com

SEAL

Social and Emotional Aspects of Learning for secondary schools (SEAL) is a whole school approach to promoting social and emotional skills development, in the UK. This site has downloadable planning, implementation and curriculum resource materials for SEAL.

Web: www.bandapilot.org.uk/secondary/pages/curriculum_resource.html

Behaviour Matters

Behaviour Matters is a very useful free, weekly e-bulletin written to help education professionals promote positive behaviour in classrooms, and whole school emotional literacy.

Web: www.teaching-expertise.com/landing/behaviour-matters.html

Better Behaviour Scotland

The aim of this website is to promote positive behaviour and further awareness across the education community of different success stories in schools. The site contains downloadable resource and research materials.

Web: www.betterbehavioursotland.gov.uk

Basic Skills Agency

This site contains excellent information and numerous free resources for literacy, language and numeracy skills development across all age ranges. Free downloadable resources, as well as resources to purchase are available.

Web: www.archive.basic-skills.co.uk/resources

Chalkface Project

Chalkface Project Ltd produce detailed lesson plans complemented by photocopy-master worksheets across the secondary curriculum as well as areas such as behaviour management, key skills, setting targets etc. Many products are available as bound publications or digitally as downloadable resources. The site has free downloadable samples of the resources available.

Web: www.chalkface.com

Project Reach

Project Reach (a collaborative research project between the University of California and Lehigh University) provides examples of teaching strategies that may be effective when working with students presenting with a range of behavioural issues. The site also offers updates on the project's research into SEBD as well as recent publications in this area.

Web: www.lehigh.edu/projectreach/index.htm

Learning and Teaching Scotland

LTS is an organisation for curriculum development in Scotland that provides information and resources on many aspects of teaching and learning.

Web: www.ltscotland.org.uk

Lucky Duck

Lucky Duck publications are books for practitioners written by practitioners. Books, videos, programmes and resources for teachers on topics such as as behaviour management, self-esteem, thinking skills, study skills, anger management, listening skills, transition from primary etc.

Web: www.luckyduck.co.uk/shop/

The National Centre in the Teaching of Mathematics.

Lots of resources for the teaching of maths/numeracy with many links, policy reports, articles, schemes of work and lessons plans.

Web: www.ncetm.org.uk

Maths is Fun

The site is geared towards Primary School but will be very useful for First Year and Second Year students who find maths difficult.

Web: www.mathsisfun.com

Discovery Channel

Many resources that are worth looking at - they are different and fun.

Web: www.discoveryschool.com

Irish Educational Suppliers

The following list contains the contact details of some of the main educational suppliers to schools in Ireland. This list is not exhaustive or meant as an endorsement of the companies. It is provided for information purposes only. Many of the suppliers provide school visits and catalogues on request. Some suppliers will source a product that you are interested in purchasing from a supplier outside of Ireland.

Carroll Education Limited

Carroll Education Limited, provide educational resources across many subject areas, available internationally to Irish schools. They also supply resources aimed at developing reading, literacy and numeracy.

Contact Details: Carroll Education Limited, 34A Lavery Avenue Park West,
Dublin 12, Ireland.

Tel: 01 612 0860
Fax: 01 625 1919
Email: info@carrolleducation.ie
Web: www.carrollheinemann.ie/aboutus.php

Surgisales Teaching Aids Limited

STA provide educational resources available internationally such as subject specific textbooks, Hi-Lo readers, social skills programmes, assessments and tests, circle time materials, software and many special needs materials.

Contact Details: S.T.A. Ltd., 252 Harold's Cross Rd., Dublin 6w.

Tel: 01 496 6688
Fax: 01 496 6899
Email: info@staeducational.com
Web: www.staeducational.com

Prim-Ed Publishing

Prim-Ed Publishing specialises in educational resources such as books, workbooks, posters, stickers, software, graded readers, and reference books for primary school and special needs lower secondary students.

Contact Details: Prim-Ed Publishing, Bosheen, New Ross, Co. Wexford.

Tel: 051 44 00 75
Fax: 051 42 29 82
Email: sales@prim-ed.com
Web: www.prim-ed.com/home.php?country=IRE

Outside the Box

Outside the Box provides educational resources across a range of topics as well as curriculum based materials, suitable for teachers and students. For example behaviour management, emotional literacy, social skills, thinking skills, group work, mentoring, solution focus, maths, english as a second language etc.

Contact Details: Outside The Box Learning Resources,

W6W Tougher's Business Park, Newhall, Naas, Co Kildare.

Tel: 045 409959

Fax: 045 409959

Email: info@otb.ie

Web: www.otb.ie

Educational Software Suppliers

Diskovery Software

Diskovery is an Irish company providing educational software for primary and secondary schools. The software titles available cover all second level subject areas as well as other areas such as literacy, numeracy, mind mapping etc. A range of educational titles are available on 28 day approval.

Contact Details: Diskovery Software, Unit 2 Waveney House, Harbour Road,

Howth, Co Dublin.

Tel: 01 806 3910

Fax: 01 806 3944

Web: www.diskovery.ie

EdWare Interactive Learning

EdWare is a software company, specialising in the multimedia and educational software sector. The software is designed for the Irish market to complement the curriculum and is designed to help students of all ages expand their knowledge of Ireland, Europe and the World, through English and Irish. The software products can be downloaded for a 14 day trial in the English version.

Contact Details: EdWare, Mount Dreoilin, Prosperous, Co. Kildare.

Tel: 086 179 4731 (Ireland)

Fax: 01 633 5760 (Ireland)

Email: info@edware.ie

Web: www.edware.ie

Edtech Educational Software

Edtech Educational Software is a supplier of educational software in Ireland. Many secondary school curriculum subjects are covered: reading, writing support, languages, literacy, numeracy, Maths, Sciences, French, English, History, Geography, Religion etc. Software for special needs and assessment is also available.

Contact Details: Murrisk, Westport, Co Mayo, Ireland.

Tel: + (353) 098 64886 and **LoCall** 1850 923 459

Email: info@EdTech.ie

Web: www.edtech.ie

Andrews Award Systems

Andrews Award Systems is a supplier of Educational Software and accessories from approximately 350 international publishers suitable for the Primary, Secondary and Special Needs market in Ireland. If the software is not suitable a return policy is operated.

Contact Details: 38 Pine Valley Park, Grange Road, Dublin 16.

Tel: 01 493 0011

Email: info@awardsys.net

Web: www.awardsys.net

TeachSoft Technologies

TeachSoft Technologies is an Irish company run by a primary teacher and is aimed at software for the primary sector. However many of the titles for upper primary could be suitable for use in secondary. Programme demos are downloaded for many titles.

Contact Details: TeachSoft Technologies.

Tel: 01 821 4510

Mobile: 087 298 9575

Email: teachsoft@eircom.net

Web: www.teachsoft.ie

Learning Software Ireland

Learning Software Ireland stock software titles chosen by Irish Primary School Principals. Though aimed at the primary sector many of the titles, across subject areas could be used in secondary.

Contact Details: Learning Software Ireland Ltd., 24 Glencullen, Duntahane Road,
Fermoy, Co. Cork.

Tel: +353 86 814 9779

Fax: +353 25 34651

Email: educationalsoftware2007@eircom.net ?

Web: www.learningsoftwareireland.ie

Education Show Ireland

The Education Show Ireland is held in the RDS, Dublin every year around April. It is an educational resource event where exhibits from educational suppliers and other educational organisations are on show. Products and services from over 100 Exhibitors can be viewed. On the website below you can register to obtain a visitors ticket or make a general enquiry about the event.

Web: www.biztradeshows.com/trade-events/education-show-ireland.html
