

*Learning Support Assistants*  
*Supporting Students with*  
*Emotional and Behavioural*  
*Difficulties*

**Howard Brayton**

## **Flexible Programme**

- 10.00 **Introductions**  
SEN / SLDD - Who are they?  
Differing roles of LSAs  
Perceived needs of LSAs - Future
- 10.30 **Legislation & Code of Practice**  
Agencies & Professionals  
Assessment, Recording and Reporting
- 11.15 **Coffee**
- 11.30 **Students with EBD**  
Who are they?                      Characteristics  
Why are they?                      Background  
What do they do?                  What should they do?  
What threatens you?
- 13.00 **Lunch**
- 14.00 **Practical Responses**  
Confidentiality                      What if ...?  
Rewards and Sanctions  
Truancy and Exclusions  
SIPS Alternatives  
Low to high responses  
Supporting the individual
- 15.15 **Tea**
- 16.00 **Close**

## *LSA MSE7*

### **Considering Learning Difficulties and / or Disabilities**

- \* Are student's care needs being met?
- \* Are teacher's expectations appropriate?
- \* Does teacher assume past experiences?
- \* Problems with accommodation/access?
- \* Does teacher use inappropriate  
language?
- \* Are appropriate aids available to  
support the student?
- \* Is the student's short attention span  
acknowledged?

*SEN MSET*

## **Activity**

Discuss for five minutes, any aspect of your role as an LSA.

Recruitment, induction, how you work, relationship with SENCO and teachers, contract, appraisal, inservice training ...



## **“Working With Teaching Assistants”**

(October 2000)

### **The ROLE of the TA**

- Draft intended for TAs' line managers
- Value for TAs and classroom teachers
- Largely primary. Secondary to be addressed later
- “...what TAs are capable of achieving...”
- “...no universal recipe...”
- “TA” , stresses the importance of teaching support
- Support for the pupil
- Support for the teacher
- Support for the curriculum
- Support for the school
- “...requires the close cooperation of class teachers...heads and other managers

### **Good TA Practice**

- Supervising and assisting small groups
- Developing social skills
- Implementing Behaviour Management Policies
- Spotting early signs of bullying and disruption
- Helping integration
- Keeping children on task

## *SEN MSET*

- Enabling independent learning
- Raising self-esteem
- Assisting individuals with tasks
- Free the teacher - TA takes whole class
- Working with outside Agencies
- Modelling good practice
- Assisting with physical needs
- Helping to raise pupil's achievements
- Helping to implement lesson plans
- Provide support for literacy & numeracy
- Provide feed back to teachers
- Preparing classroom materials

### **Supporting the Role of the TA**

- School policy
- Appointment - Contract
- Job Description
- Probationary period
- Induction
- Lines of Communication

## *SEN MSET*

### **Deployment**

- Clear line management
- Most appropriate line manager
- Where the TA should work
- Ensuring continuity of work
- Valuing the job description
- Facilitating team work in class
- Giving the TA a wider picture
- Giving the TA specific information
- Encouraging TAs to take initiative
- Reviewing the TA/pupil link
- Using TAs' special skills

### **Partnership with Teachers**

- Differentiating the roles
- Ensuring TAs' participation in planning
- Allowing for TAs' input & feedback
- Dealing with behaviour management
- Including TAs in IEPs
- TAs are full members of staff
- Recognising legal responsibilities
- Reviewing classroom relationships



## *SEN MSET*

### **Partnership with Others**

- Outside Agencies
- SENCOs
- Parents
- Ethnic communities
- School functions

### **Partnership among TAs**

- Regular in-school meetings
- Providing a TA room
- Encouraging sharing pupil information
- Information about TA support groups
- Liaison with Support Staff Governor

### **Reviewing Performance**

- Regular appraisal
- Revisit job description
- Assessing TAs' training needs
- Providing / sharing / evaluating training
- A Professional Development portfolio

### **An Audit of Current Practice**

SEN MSE7

## Estelle Morris June 2002

*“The following common tasks... should, as soon as practicable, be transferred to support staff.”*

- \* collecting money
- \* photocopying
- \* producing letters
- \* record keeping
- \* classroom displays
- \* process exam results
- \* admin. Work Exper.
- \* invigilate exams
- \* ICT trouble-shoot and repairs
- \* ordering supplies
- \* cataloguing, preparing, issuing and maintaining equipment and materials
- \* minuting meetings
- \* personnel advice
- \* inputting pupil data
- \* chasing absences
- \* copy typing
- \* class lists
- \* filing
- \* attendance analysis
- \* collating reports
- \* admin. Exams
- \* covering teachers
- \* commission new ICT equipment
- \* stocktaking
- \* submitting bids
- \* managing pupil data

**N.B. Watch for Edn.Bill currently before Parliament – TAs’ future role.**

*SEN MSE7*

## **Education Act 2002**

### **Part 8 Teachers**

#### **Section 133 Required to be Qualified**

“... the Secretary of State may set out the specified work which only qualified teachers may carry out ... Certain other persons may carry out this work ... if they satisfy specified requirements. The section will also provide for T.A.s to carry out the specified work ... if they are appropriately supervised.”

**Consultation period:**

October/November/December 2002



## **TAs & The Current Situation**

- \* Many TAs in a recent GMB survey, said they felt “...second class ... invisible ... spare parts ... servants.
- \* LEAs (Rochdale) “... can employ four TAs for cover supervision for the cost of a supply teacher.”
- \* Large chunk of the £268m Standards Fund for TAs training, will be delegated to schools – can be used for staff salaries.
- \* Sept 2003, teachers’ routine tasks taken by support staff and “Super Assistants” used to cover for teachers.
- \* GMB Union research – of 25 routine tasks 19 are clerical or administrative
- \* The OU has estimated 90% of TAs would need additional training before taking whole classes.
- \* The TTA “ Super Assistants” will receive 50 hours of training ... in school and via the Internet.
- \* Many LEAs (Birmingham) offering own TA training and career structure.
- \* No-one mentions pay and conditions!!!

*SEN MSET*

## **Proposed Career Structure**

### **Four categories**

1. Administrative Staff
2. Curriculum Resource and Support . technician
3. Teaching Assistants
4. Behaviour Support Assistants

### **Four grades - for each category**

- \* Induction grade to Management grade
- \* Grades two to four to have NVQ qualifics
- \* Level three TAs qualified to *supervise* classes
- \* Level four TAs qualified to *teach* classes

**UNISON** demanding 25% increase I pay

Lobbying Parliament on June 5th

## *SEN MSET*

### **Issues**

11 Year olds fail to reach L4      25% in English  
   18% in Maths  
   33% in both

1152 support staff not replaced - financial

1 in 5 5-12 year olds missing trips and uniform

In 10 years, 1742 allegations against staff  
   - only 69 upheld

Truancy dropped daily by only 712 to 50,540

Baroness Mary Warnock (1981 Edn Act)  
   - Statementing "Disastrous"

Government's Maths enquiry - "Maths for the  
   Citizen" now "on hold" - divisive

A new strategy for SEN before Christmas

A Children's Commissioner to safeguards  
   children's rights and protect from harm & abuse

*SEN MSET*

## **Activity**

### **“An Audit of Current Practice”**

#### **Indicators 1 - 6**

- \* Use the headings and questions as the basis of a discussion on the current situation in your schools
- \* Note the important points on the poster
- \* Prepare a short feedback to the group
- \* Select / elect / nominate someone to give the feedback to the group!!



*LSA MSE7*

## **Professionals / Agencies**

SENCO

Peripatetic SEN Support Service

Special School

Educational Psychologist (EP)

Education Social Worker (ESW)

School Doctor / Nurse

Speech Therapist

Physiotherapist

Occupational Therapist

*SEN MSET*

If Someone lives with criticism,  
They learn to condemn.

If they live with hostility,  
They learn to fight.

If they live with ridicule,  
They learn to be shy.

If they live with shame,  
They learn to feel guilt.

**If Someone lives with tolerance,  
They learn to be patient.**

**If they live with encouragement,  
They learn confidence.**

**If they live with praise,  
They learn to appreciate.**

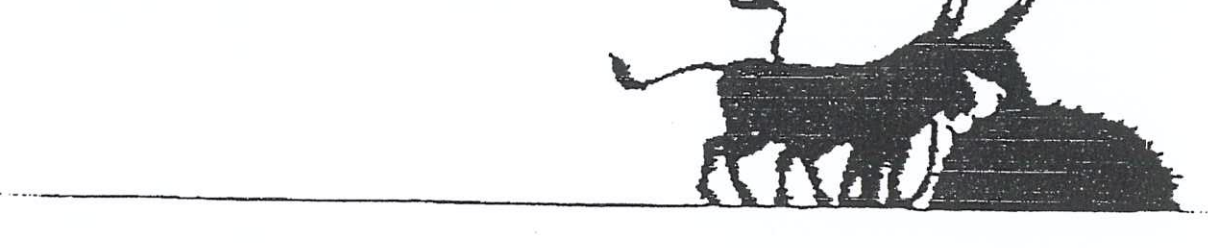
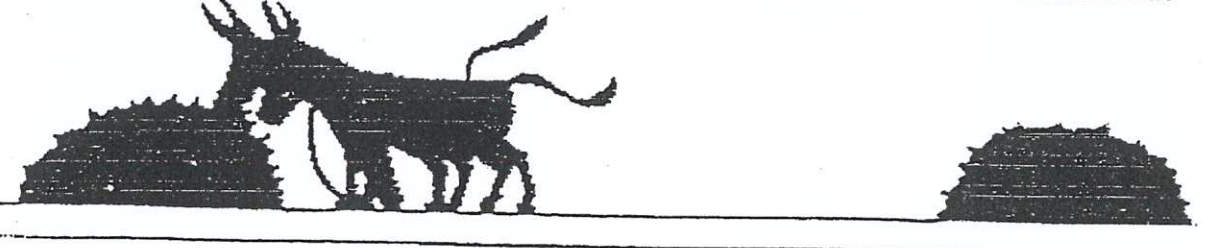
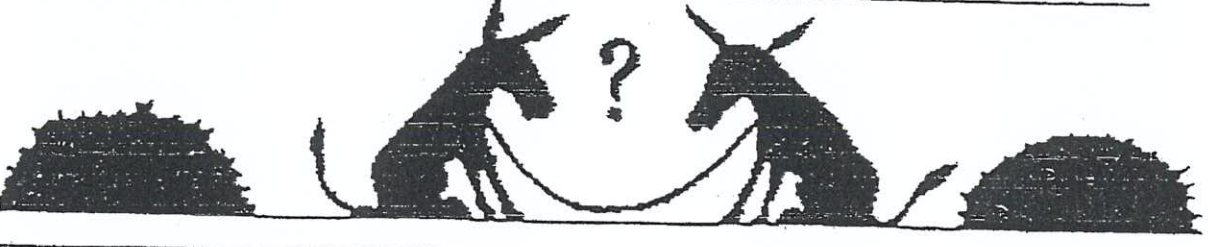
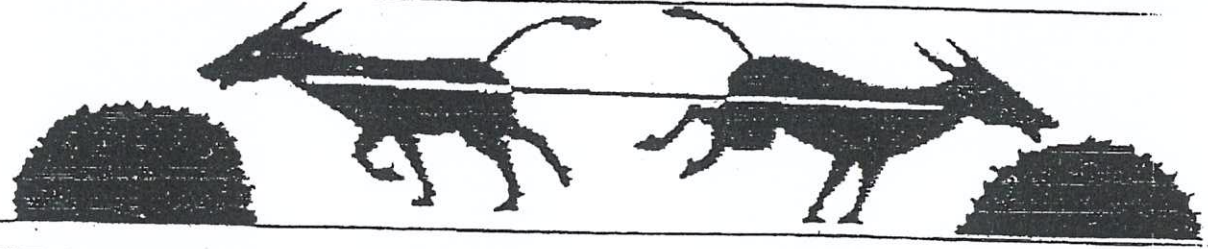
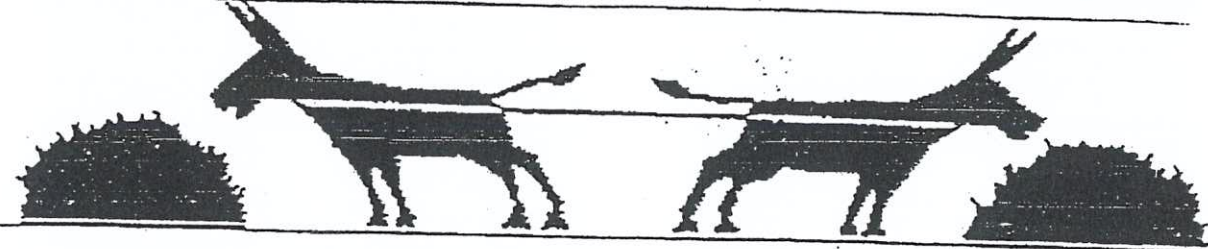
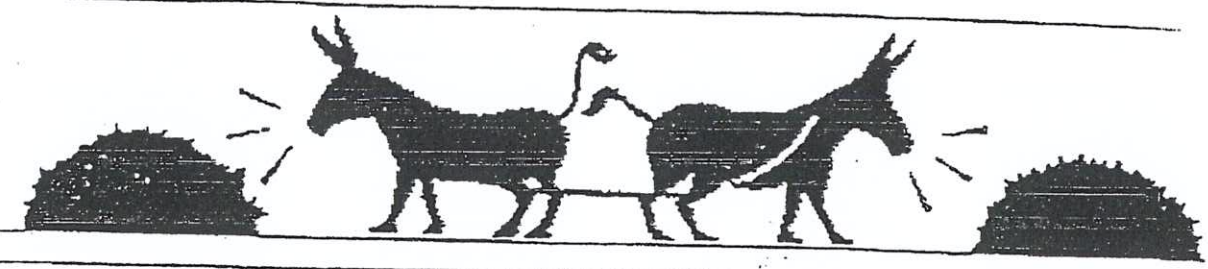
**If they live with fairness,  
They learn justice.**

**If they live with security,  
The learn to have faith.**

**If they live with approval,  
They learn to like themselves.**

**If they live with acceptance and friendship,  
They learn to give love in the world.**





*SEN MSE7*

## **“KNOTS”**

R.D. Laing

There must be something the matter with him, because he would not be acting as he does, unless there was. Therefore he is acting as he is because there is something the matter with him.

He does not think there is anything the matter with him, because one of the things that is the matter with him, is that he does not think that there is anything the matter with him.

Therefore, we have to help him realise that, the fact that he does not think there is anything the matter with him, is one of the things that is the matter with him.

*SEM MSE7*

**Utterly**

**Simplistic**

**Solution**

---

**Infinitely**

**Complex**

**Variable**

SEN MSE7

## ACTIVITY

Discuss how you feel when working with students who have behavioural difficulties

List those feelings

Can you analyse why you feel that way?

*SEN MSET*

## **ACTIVITY**

Brainstorm in your group, the possible  
causes of students' emotional  
and behavioural problems



## **Disruptive Pupils**

- \* are mainly boys
- \* have low academic self image
- \* have poor child / adult skills
- \* are unpopular with peers
- \* have poor relationships with opposite sex
- \* tend to blame teachers for their disruption
- \* have short attention span
- \* have poor concentration



*SEN MSE7*

**“Improving Attendance  
and Behaviour  
in Secondary Schools”**

February 2001

HMI 242

Tel: 07002 637833

## *SEN MSET*

### **Factors affecting behaviour**

poor basic skills                      limited aspirations

family difficulties                      poor relationships

peer pressure                      no external control

poor social skills                      racism

learning difficulties - "bravado"

finding listening difficult

low attainment                      poor oral expression

ego-centric - position in group

lack of consistency - forget things

*SEN MSE7*

## **Manifestations**

chatting talking shouting

lack of kit and equipment

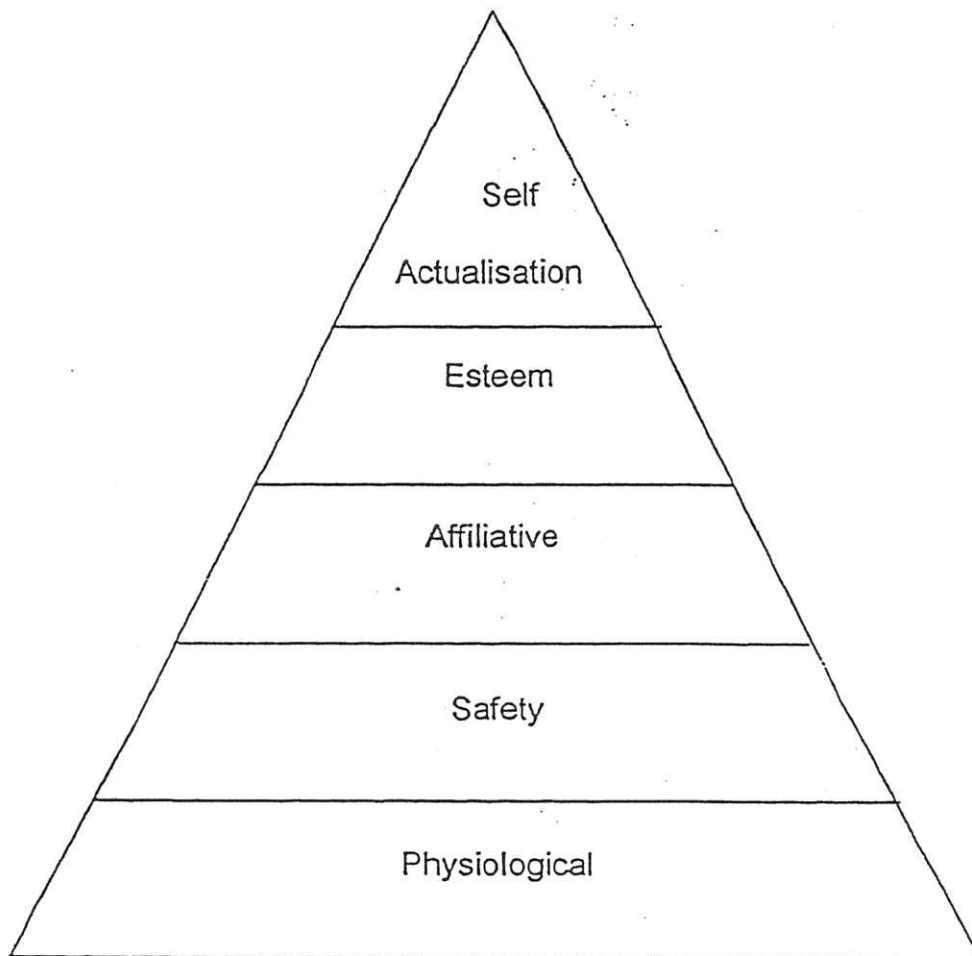
fidgeting and fiddling

interferring with equipment

cannot work independently

cannot work collaboratively

# Maslow's Hierarchy of Needs.



Self actualisation-	Independence of thought, satisfaction of curiosity.
Esteem-	Mastery, experience, confidence in own ability.
Affiliative-	Love and acceptance from adults and peers.
Safety-	Freedom from anxiety, pain and threat.
Physiological-	Food, water, warmth, sleep.

## **“Freedom within a Structure”**

Problems normally arise when students test the boundaries of acceptable behaviour

- \* Analyse the problem
- \* Avoid confrontation
- \* Listen
- \* Establish the facts
- \* Judge only when certain
- \* Apply consequences according to 4 rules

Real  
Related  
Respectful  
Reasonable

*SEN MSE7*

## **Types of Disruptive Behaviour**

Social interactions

Conflict with fellow students

Planned tricks on adults

Out of context trouble

Conflict with adults

Odd behaviour by the student



*SEN MSE7*

## **Response Styles**

**Non assertive**

“Please try not to ...”

Inconsistent

Leads to confusion

**Hostile**

Deviance Provocative

Demanding

Threatening

**Assertive**

Clear

Firm

Communicates expectations

Reinforces words with actions

*SEN MSET*

## **Good teaching**

clarity & consistency - rules & routines

clear explanations & expectations

careful use of language & voice

variety of activity and use of time

brief recap. at beginning of lesson

lesson planning content and methods

teach with enthusiasm

use of room                      marking policy

do not tolerate low standards

appropriate praise & rewards

follow up after reprimands

*SEN MSE7*

**Adult Behaviour  
Increasing Student Anxiety**

- \* Voice - Pitch, Volume
- \* Gesture - Pointing, gesticulating
- \* Body posture
  - leaning forward
  - hunched shoulders
  - extended neck
- \* Proximity
- \* Facial expression
- \* Body tension

*SEN MSE7*

## **Keeping Cool**

**You need to take the initiative. Students won't!**

Make rules clear

Take students to one side

Give alternatives

Remain calm

Speak assertively, not aggressively

Explain how you feel

Follow up later

## Around the School

Informal contacts contribute to standards of behaviour

Help to control behaviour by taking the initiative

- \* Talk to students in informal situations
- \* Greet students, especially those with whom you have difficulties
- \* Set high standards in all dealings with students
- \* Take any opportunity to rebuild relationship soon after using control tactics

*SEN MSE7*

### **Student Indicators of Increased Anxiety**

- \* Pitch and speed of speech
- \* Excessive laughter
- \* Volume of noise - listen for changes
- \* Speed of movement
- \* Checking adults' whereabouts



## CASE STUDY

### Wayne

Wayne needs almost continued reassurance/feedback from the nearest adult.

Needs to be noticed. Can become very frustrated and lash out at nearest boy. Other boys wind him up so that they can enjoy the spectacle of him blowing his top.

Large boy aged 12.

Gets preoccupied with small issues.

Likes listening to stories, will suck his thumb and listen carefully.

Low self-esteem.

Reading better than spelling but below average in both.

Finds it difficult to cope in unfamiliar situations.

Wayne finds it difficult to manage his own behaviour and doesn't always realise when he'd done the wrong thing.

Constantly fiddles with his own and other peoples possessions.

Takes a long time to settle at the beginning of each session.

Rarely has the right equipment for the lesson.

Works better with some adults than others.

Poor social skills - doesn't interpret situations correctly.

---

*LSA MSET*

## Confidentiality

- \* Treat information given as confidential
- \* Do not talk about pupils in front of others
- \* Be a good listener
- \* Summarise facts as a check
- \* Don't collude / make promises
- \* Inform appropriate person:  
having told the pupil
- \* Responsibility for action is the teacher's

SEN MSE7

## What If ....

### **Discuss what you would do, If...**

A student said, *"You can't do that, you're not a teacher."*

Two lads are fighting in the corridor, surrounded by a crowd of others.

You see someone spraying / writing graffiti on a school wall.

A student says, *"You haven't heard the last of this."* or *"I'll get you for that."*

A girl tells her mother that you assaulted with her.

A lad punches you on the arm.

*seninset*

## Physical Contact

### Legal considerations:

Duty to safeguard welfare of all pupils

Child's welfare is paramount

Corporal punishment is prohibited

Action taken to avoid immediate danger of personal injury or damage to property does not constitute corporal punishment

(Education Act 1996)

Action should be the Minimum Level for the **Shortest Possible Time**

*seninset*

### **Types of contact**

- ♦ Caring , Supportive , Therapeutic
- ♦ Prompting, Guiding Controlling
- ♦ Planned and managed contacts
- ♦ Contact initiated by pupils



*seninset*

**Member of staff may use such force as is reasonable in the circumstances to prevent the pupil from :**

- ♦ Committing an offence
- ♦ Injuring themselves or others
- ♦ Causing damage to property
- ♦ Prejudicing maintenance of good order and discipline



## **Comment on Your School**

Does your school have:

1. A Behaviour Management policy?
2. An appropriate Reward / Incentives system?
3. An appropriate system of Sanctions?
4. A Physical Contact / Restraint policy?
5. An Incident Book / Procedure?
6. A Grievance procedure for students?

## INTERVENTION

### **Seating**

Fitness for purpose - suited to conditions and objectives

### **Keep occupied**

Give responsible tasks

### **Avoid argument**

- \* Restate rules
- \* Partial agreement  
"I know you didn't drop the paper on the floor,  
but it helps me. Thanks"

## INTERVENTION

### Cool-off Time

- \* for student and LSA
- \* gives breathing space and thinking time

### Invalidation

- \* by use of humour
- \* by tactical ignoring
- \* by redirection - send student to another teacher to collect something or take a note
- \* by isolation / separation
- \* overlapping - notice a miscreant whilst working with another
- \* bypassing - walk towards a student but go to another
- \* Note-padding

## INTERVENTIONS

\* **Pre-empt & handle-help**

“Sue, I know you find writing difficult, and I know you’ll want to screw it up, but if you can get started, then I’ll come and help you. OK? Thanks” Smile

\* **Allow take-up time**

“John, come over here please”

Turn away, reduce eye contact, do something else, use sideways scanning

\* Don’t jump in too quickly

\* Address the issue later

\* Expect that it will happen

\* Note-padding

## Levels of Response

### LOW LEVEL

- Tactical Ignoring - making student aware you've seen
- Non-Verbal Messages - use of eye, gestures, proximity
- Simple Directions - John, get on with your work please
- Restating Rules - John, we have a rule about chewing
- Casual Questions - Can I see what you're doing?
- Deflection - It may be a silly rule, but it *is* a rule
- Assertive Statements - I find that language offensive
- Giving Simple Choices - Do it now or at break time
- Immediate Follow-up - Still not working? See me later
- Exit Procedures - Organised & Planned - School Policy
- Logical Consequences - Real Related Reasonable Respectful

### HIGH LEVEL



*seninset*

**Social Inclusion:  
Pupil Support**

**Targets**

- ♦ **To reduce permanent exclusions by one third by 2002**
- ♦ **To reduce unauthorised absences by one third by 2002**

## **SOCIAL INCLUSION: PUPIL SUPPORT.**

**[CIRCULAR No 10/99]**

July 1999, DfEE issues guidance on social inclusion and pupil support. This covers:

- *pupil behaviour and discipline;*
- *reducing the risk of disaffection;*
- *school attendance and registration;*
- *detention;*
- *proper use of exclusion; and*
- *reintegration of excluded pupils*

*SEN MSET*

## Options

mentors

additional staff

more LSAs

Yr 7 induction

in-school units

external agencies

off-site units (PRU)

FE courses

before / after school / lunchtime clubs

adapt KS3 curriculum - disapply subjects

adapt KS4 curriculum - W R L

work experience

“catch-up” classes

teach students to manage own behaviour

use of PSPs

teach study skills

## **Revised Guidance on Exclusion**

(DfES/0018/2001 Jan 2002)

**6.3 permanent exclusion may be appropriate for:**

- \* threatened violence against pupil or staff
- \* sexual misconduct
- \* supplying an illegal drug
- \* persistent use of an illegal drug
- \* carrying an offensive weapon

**6.7 From September 2002**

all pupils excluded for more than 15 consecutive days must receive full-time and appropriate education

**6.9 a head teacher may exclude a pupil for behaviour outside school**

**6.10 a pupil may be excluded from the school premises during the lunchtime**

**6.11 schools should avoid excluding pupils with statements**





## PASTORAL SUPPORT PLAN SHEET

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

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

Targets (what?)	Strategies and Support	Success Criteria	Monitored by and when	Rewards/Sanctions
1. Use acceptable language in the classroom.	1:1 discussion. Reminders. Record sheet.	Less than 3(?) recorded incidents per day	Class/subject teacher	Senior staff praise. Cumulative achievement letter home.
2. Lesson attendance improved from 2 absences per day to less than 5 per week	Attendance report card to be signed at end of lessons.	Fewer than 5 unsigned lessons in a week.	HOY at end of week and parents nightly.	Supervised Internet session on Monday following success.
3. To produce a long term careers guidance action plan	1:1 interview. Work Experience. On Track programme.	Action plan produced. W/Exp begun	Careers adviser and W/Exp coordinator	Specific teaching input related to career path identified.

SENSE7

## TRUANCY

- \* Unauthorised absences
- \* 50,000 students out of school daily
- \* Track *overall* absences
- \* Holidays in term time
- \* SWEEPS in high streets / malls,  
up to 80% were with an adult (av. 50%)
- \* Students not in school 3-4 times more  
likely to commit crime
- \* LEAs' Parenting Orders
- \* *Court* appearances. *Fines* up to £2,500  
& *Jail* sentences
- \* Withdrawal of Child Benefit?

## Find the Fuzzy

A **fuzzy** is an unclear description of a behaviour, open to several interpretations.  
A **Performance** is a clear statement of a behaviour.

Write a performance for the behaviours you think are fuzzy.

1. J is always noisy in class
2. P Kicks others at break time
3. T is often out of his seat
4. B argues with teachers
5. D doesn't bring the right equipment
6. K won't put pen to paper
7. C is always calling out in class
8. Y uses inappropriate language
9. H is very attention seeking
10. R doesn't concentrate







## Friendship Patterns

Ask the students to write the names of three of their friends in order.

1. Make a list
2. Take the student with the most friends
3. Draw a chart showing his/her three friends, using arrowed lines
4. Continue to show each student's friends
5. From the Sociomatrix (Sociogram) show the:  
reciprocated friendships  
cliques  
isolated students
6. Discuss the implications

SEN MSE7

## Friendship Patterns

Alex	-D -H -J	A	3
Bill	-C -F -L	B	3
Carl	-B -F -H	C	2
Dick	-A -H -J	D	2
Fred	-H -L -K	F	3
Greg	-C -F -B	G	0
Hal	-A -J -D	H	7
Jack	-H -K -A	J	4
Kev	-L -H -J	K	3
Les	-H -B -K	L	3

*SEN MSE7*

## **Analysing Student Behaviour**

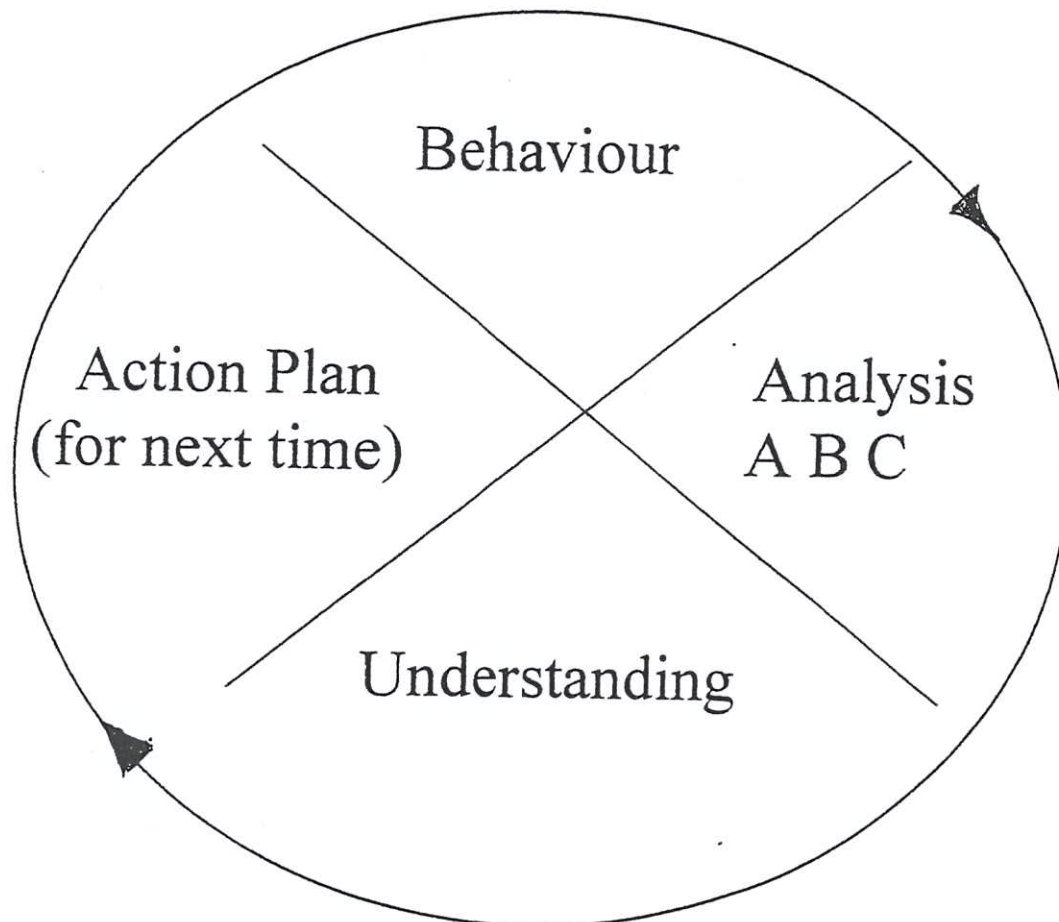
- A** ANTECEDENTS
- B** BEHAVIOUR
- C** CONSEQUENCES

SEN MSET

## Understanding: The 4 Cs

Consequences  
Calming thoughts  
Control  
Confidence

## KOLB'S Learning Cycle

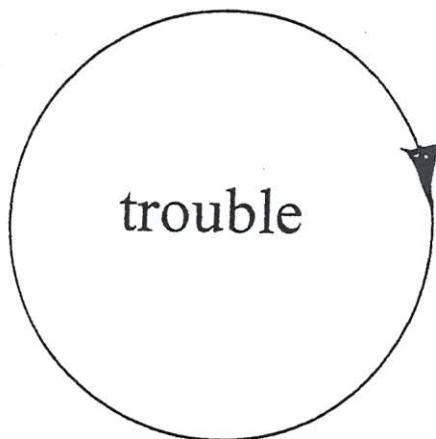


*SEN MSE7*

## **LOSS**

**Listen**  
**Organise**  
**Settle**  
**Start**

## **The Vicious Circle**



talking  
not listening  
can't do it  
talking



*SEN MSE7*

**GOALS / TARGETS**

**Specific**  
**Measurable**  
**Achievable**  
**Realistic / Relevant**  
**Timed**

**Needs**  
**Aims**  
**Objectives**  
**Methods**  
**Implementation**  
**Evaluation**

*SEN MSE7*

## **Activity**

In your groups, discuss some of the problems which you face and how they might be tackled.

Feed back to the whole group, some of the problems and their possible solutions.

*SEN MSET*

**And Finally ...**

Be positive and stress the “good”

Catch it early

Deal with the correct (first) person

Be assertive not angry

Don't be sarcastic or patronising

Don't threaten what you can't implement

Remember the power of the eye

Don't compare students

*SEN MSET*

**“Supporting Children with  
Behavioural Problems”**

(A guide for assistants in schools)

Glenys Fox

Pub . David Fulton

## Quotations

*“An expert is an ordinary man away from home”*  
(Charles Handy)

*“To every complex question, there is a simple  
answer, and it is wrong”*  
(H L Menken)

*“The bad do bad things better  
than the good do good”*

*“Don't raise your voice,  
improve your argument”*  
(Desmond Tutu)

*“People who talk, don't know.  
People who know, don't talk”*  
(Old Chinese saying)



*SEN MSET*

## Quotations

“If you are not confused,  
you are ill-informed”

Merridale

“Conflict is a great diverter of energy”

Charles Handy

“Each of us rises to the level of our own  
incompetence”

Laurence Peter

“Help people reach their full potential:  
Catch them doing something good”

Blanchard & Johnson

“Everyone is a potential winner:  
Some people are disguised as losers:  
Don't let their appearance fool you”

Blanchard & Johnson

*SENMS7*

**Cornwall College National Training  
Website**

**Log on to  
WWW.CCNT.CO.UK**

- \* Click on TEACHING ASSISTANTS
- \* Click on  
MESSAGE from HOWARD BRAYTON
- \* Read the LETTER
- \* Click on MESSAGE BOARD
- \* Leave a COMMENT or QUESTION
- \* Raise any OTHER ISSUES

**'THE SWAMP'**  
**Forward Action Planning**

	Myself	Team	School	LEA	'Them'
Tomorrow					
Next Week					
Next Term					
Next Year					
Sometime					
Never					