

SEN Overview and strategies

This document is a statement of the aims, principles and strategies for the identification and management of children with especially abled at Phoenix Private School Qatar. It is intended to provide a consistent support framework and to ensure that all children have their needs met, allowing them to work towards their full potential.

SEN Strategies used in our Phoenix school to teaching and understanding behaviour is based on the principles of Cognitive behavioural theory. This theory gives importance in an individual's environment in order to understand and explain the behaviour. We believe that without a good understanding of what this function is, effective behaviour management is not possible. Monitoring and recording behaviour and its environmental context, reveals patterns in the events that cause or act as antecedents (causative or triggers) consequences for the behaviour.

Aims

This strategy aims to:

- Provide consistent and personalized approach to behaviour
- Explain what we understand about the behaviour of our students and how we support them to manage the behavioural concerns
- Summarise the roles and responsibilities of different individual/ Teachers in the school outline our system or how we summarise our system to reinforce positive behaviour and work systematically to reduce “problem behaviour” through the techniques, reward system and consequences.

Understanding and Theoretical principles of the behaviour

Escape	Does the antecedent frequently triggers behaviour that allows the person to escape from the antecedent stimuli? E.g. taking medication for the physical aches or running away when presented a task
Avoidance	Does the behaviour frequently allow the person to avoid certain stimuli? E.g. refusing go to school or any specified class
Access to objects or activities	Does the behaviour frequently result in the person gaining access or continuing to have access to objects or activities that he or she prefers?
Access to social reinforcement	Does the behaviour frequently allow the person to access to attention from another person/persons (whether this attention is positive or negative?) Behaviour with this function is never happened when the person is alone or when nobody able to notice.

Access to automatic reinforcement	Does the behaviour induces internal sensations the person is likely to want to repeat? Adrenalin rush, physical stimulation, feeling
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If the behaviour enables the pupil to access one of these functions, then the behaviour is more likely to occur in the future, in other words, it has been reinforced.

We are aiming to create new behaviours or shape and increase existing behaviour. The most effective form of reinforcement for this is access to social reinforcement. Objectives and social activities. Dealing effectively with the inappropriate behaviour that we may want to decrease or eliminate, we need to determine which consequences are acting as reinforcing for the behaviour. We need to eliminate the reinforcement for the behaviour and teach the new behaviour that will allow the pupil to access that reinforcement more appropriately.

Basic interventions of challenging Behaviour

- Built rapport and identify what is motivating for the pupil (Pairing)
- Identify the pupils behavioural deficits and excesses
- Select behaviours (of social significant and benefits to the individual and their family) to be targeted (using accuracy)
- Identify the functions of these behaviours
- Develop an Individual Behaviour Plan comprising proactive (Antecedent and skills teaching) and consequences and reinforcement strategy (reactive)
- Monitoring and providing the timely appropriate assistance to maintain the developed behaviour.

Primary prevention

Behaviour monitoring will frequently allow one to identify allow one to identify antecedents that are likely to trigger challenging behaviour.

Strategies Primary prevention

Enriching the environment: Ensuring that pupil’s environment provides a high level of social reinforcement and stimulating activities, thus eliminating the motivation for inappropriate behaviour.

Changing the Nature of preceding activities: Reducing the level of difficulties or challenges and building up gradually. Introducing frequent breaks or differentiated task, Creative timetable or highly motivating activities to a difficult activity.

Eliminating or reducing internal antecedents: E.g. Hunger, pain, fatigue and illness.

Make choices: Teach them to make choices about what is happening in the day (probing questions, open ended questions, miracle questions).

Teaching alternative behaviours

Once the function of an inappropriate behaviour has been determined, it is importance to teach a more appropriate means of accessing the reinforcement. For E.g.:

Escape/avoidance behaviour:

- Make learning fun so the pupil enjoys being taught.
- Increasing tolerance of demands gradually
- Frequent breaks, communication and choices
- Tolerance of aversive situation, Strategies to reduce the aversive situations and behaviour.
- Social stories

Self-stimulation behaviour:

Play skills, social skills, learning skills and self-regulation. (Constant reminder)

Attention: Social skills including learning that you can't always have someone's attention, play skills and being able to occupy own time.

Behaviour reduction plan

Record all the behaviour in the behaviour recording sheets. If a pupils behave in a certain way a number of times, an individual behaviour plan can be developed based on the functional assessment of the data.

Individual Behaviour Plan

- Behaviour plans are based on the observation, analysis and behavioural data. The efficacy of these plans is also determines using these information.
- Behaviour plans are aimed at ensuring a consistent approach across the staff team.
- All behaviour plans are discussed with the parents, Record the information on occurrence of behaviour at home and consistency of approach can be facilitated.
- Regular communication between staff and the parents should be recorded
- Target behaviours are continuously monitored and are reviewed on regular basis.

The following are the most common behaviour reduction strategies

Extinction: The identified reinforcement for a particular behaviour is identified and withheld. E.g. If the behaviour is deemed to be aimed at avoiding a particular task, the staff will insist on completion of the task. This is accompanied by a skills teaching element and associated reinforcement. (Teaching the pupil to do their work)

Withdrawal of reinforcement: A reinforce already present is removed for a brief period of time.

Differential reinforcement of Alternative behavior: pupil is reinforced for engaging in a functionally equivalent appropriate behavior e.g. asking for a break instead of running away.

Differential Reinforcement of Other Behavior: reinforcement is delivered for the absence of the inappropriate behavior and the occurrence of any other appropriate behavior

Differential Reinforcement of Incompatible Behavior: the pupil would be reinforced for engaging in a behavior which is incompatible with the inappropriate behavior e.g. sitting at the table rather than standing up or walking with their hands in their pockets instead of swiping objects.

Strategies based on extinction and the reinforcement of appropriate behavior are the preferred interventions. At times, however, it may not be appropriate to withhold the reinforcement for some behaviors e.g. dangerous or self-injurious behavior. In other cases, the reinforcement may be internal e.g. self-stimulatory or self-injurious behavior and therefore cannot be withheld. Only when it is not possible to withdraw the reinforcement and the inappropriate behavior is considered serious enough i.e. likely to cause harm to the individual or others or interfere significantly in the child's opportunities for learning/access to the community, are consequence interventions considered. These strategies may also be employed if other strategies have been unsuccessful at reducing a particular behavior or range of behaviors.

Self-injurious Behavior

Pupils may engage in forms of behavior that cause harm to themselves (e.g. biting, hitting, and scratching). When this occurs, the function of these behaviors will be analyzed as described above. These forms of behavior should be monitored specifically to ensure that interventions are not increasing those behaviors. Extra consideration will be made surrounding the use of extinction due to the greater risks associated with a temporary increase in behavior.

Bullying

Although our children and young people have complex needs and due to their Autism, it is recognized that they may not fully understand or be able to engage with social situations in a neuro-typical way, we still are vigilant against any targeted behaviors between students, which could be regarded as bullying

Details of our school's approach to preventing and addressing bullying are set out as per our School behavioral policy

By,

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