

## **BEHAVIOUR CAN CHANGE**

We work on the positive assumption that it is possible to change behaviour given the right encouragement.

Even in the best and most well-ordered schools there will be pupils whose behaviour will be seen as unacceptable, either because they are disruptive, acting out or aggressive, or because they are so withdrawn they are unable to function effectively in the school environment. The former tend to take up much teacher time and effort, the latter may be overlooked: both need help. All teachers in school need to have at their fingertips ways of helping these pupils.

The checklist below should help the teacher formulate a precise statement of the pupil's difficulties and act as a starting point for planning further classroom intervention.

The teacher who comes into most regular contact with the pupil should fill in the whole questionnaire. For those pupils in primary and secondary schools who come into contact with more than one teacher, questions 1 to 12 should be filled in by each teacher who comes into contact with the pupil. Questions 13 onwards should be filled in by the teacher who knows the pupil best.

## ASSESSMENT OF PUPIL'S BEHAVIOUR

Name of Pupil ..... Date .....

1. Does the pupil always understand the task and instructions? Yes/No
2. Does the pupil have the necessary skills to complete the task? Yes/No

If No what skills are needed?

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3. Have the class rules been made explicit and does the pupil know them? Yes/No
4. Is the pupil aware of the consequences of breaking the rules? Yes/No
5. In the space below please list three positive aspects of this pupil:

a) .....

b) .....

c) .....

6. List up to four things the pupil does in your lesson that are inappropriate:

a) .....

b) .....

c) .....

d) .....

List up to four things the pupil does in your lesson that are appropriate:

e) .....

f) .....

g) .....

h) .....

7. Select one or two of the inappropriate behaviours which are of most concern to you. How frequently do they occur? (Write in type of behaviour and tick underneath as appropriate)

Type of behaviour	1)	2)
Once a week		
Once a day		
1 to 3 times per lesson		
3 - 10 times per lesson		
More than 10 times per lesson		
Other (specify)		

8. What happens before the behaviours above occur? What are the trigger points?

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9. Under what conditions does the pupil's behaviour improve?

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10. What do you use to encourage desirable behaviour?

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11. What action do you take or what sanctions do you use when the pupil is behaving inappropriately?

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12. What happens if the behaviour is ignored?

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This section to be completed by a member of staff who knows the pupil well (eg. Form Tutor, Head of Year).

13. In consultation with the pupil find out what he or she regards as a

a) rewarding in school or at home:

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b) an appropriate consequence for misbehaviour:

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14. What does the pupil feel is going wrong in school?

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15. What ideas does the pupil have on how teachers could help him/her?

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16. Where does the pupil experience most difficulties in behaving? (tick box):

a) in a particular class

b) in a particular subject area

c) with particular classmates

d) with particular teachers

e) at a particular time of the day

f) is the pupil in a particularly difficult class

17. How have you tried to help the pupil in the past? (eg. counselling, discussion with parents, report system)

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