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Guidance to completing a Multi-Element Plan (MEP)

A Multi-Element Plan (MEP) is a plan to support a child or young person with behavioural difficulties.

There are two parts to drawing up a Multi-Element Plan (MEP). Firstly, we try to understand the function of the problematic behaviour, then we think about four types of strategy which we can use to support the child or young person:

- Environmental Strategies Strategies
- Reward and Praise Strategies Responding to Difficulties.
- Skill Development
- Strategies for

The procedure for drawing up a MEP is as follows:

1. *Seek the Child / Young Person's Views.* Complete the Pupil Discussion form (Chapter 3) using the materials (Chapter 4) and guidance that goes with them (Chapter 3) to come up with a set of ideas and views from the child about their strengths, difficulties and needs. Keep this completed form with you as you start to fill in a blank MEP form as it will give you some helpful information.

2. *Complete the MEP form.* In order to do this, firstly complete the *Analysis of Behaviour* sections (Strengths, Main Problems and Functions), then the *Strategies to Support the Pupil* sections, which includes the four elements of the MEP, using the following processes:

   a) *Carry out a simple functional assessment:* You can do this by looking at what you know about the child and talking to colleagues from school and other services as well as the child's parents. You should also refer to the child's views which you have already gathered. This assessment can be done in a single meeting or through a number of discussions. The *Guide to Functional Assessment* form and the corresponding parents' form (Chapter 5) may be helpful to you in doing this. There is also a leaflet available to give to parents to help them become familiar with what an MEP is (Chapter 1). The MEP blank template (Chapter 6) has space for you to fill in your 'best guesses' about the function of the behaviour and /or "I…" statements.

   b) *Draw up some strategies to support the child or young person:* Work through the blank MEP template, filling in ideas for strategies in each section. Remember to take account of the ideas which you obtained from the pupil. There is also an additional MEP form with guidance notes in the pack (Chapter 6) which you may find helpful to have handy as you work through the blank template. Remember, you can put in strategies on the MEP which can be followed up at home, at school and in the community, involving anybody who is working with the child or young person, it doesn't have to be limited to school strategies.

3. *Summarise the main actions:* Once you have filled in the MEP form, it can be helpful briefly to summarise the main action points, and who will be responsible for these, on a summary Action Plan form (Chapter 6). This only needs broad 'headlines' on it, as those responsible for particular actions can check the precise details on the MEP form.

4. *Review:* As with any plan, it is important to keep the MEP under review, to ensure that strategies are still appropriate, so it is best to book in a review date when the MEP is drawn up.

Multi-Element Plan
Pupil discussion

How's it going at school?

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

What are you good at?

What do you like doing?

Is there anything that you are worried about at the moment?
Do you think that you need help with anything?

What do you think your teachers or the TAs think that you need help with?

Function of behaviour
We want to understand the reasons why you sometimes…. *(see note 1)*

Externalisation cards

If [this/your behaviour] was a thing, person or creature, what would it look like? *(see note 2)*

Function of behaviour cards

Using these cards, think about what [this/your behaviour] would say? *(see note 3)*

Most like me:	Least like me:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Environmental strategies *(behaviour environment cards)*

We want to look at what might help you in school and we wondered about your ideas. What are the most important things for us to think about? All your ideas will be considered, although they may not all be carried out. *(see note 4)*

Most Important	Least Important
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Skill Development

Look at the scaling that you did at the start about how it is going in school. Think about how you could move up the scale a little bit.

What would you **like** to learn or get better at?

What do you think it would be **helpful** to learn?

What do you think you **need** to learn?

What or who do you think could help you to learn these skills?

How do you think we could help you to remember to use these skills?

[ ]

Reward strategies
What do you think that adults should do when you do well or when you have a good day at school?

How would you like them to show that they have noticed?

Who would you like them to tell?

[ ]

Reactive strategies

When you start to feel anxious or worried or uncomfortable, what can adults do to help you? What can they help you to do? Do adults ever do things which can make you feel more anxious than less anxious? *(see note 5)*

If you feel that you can't actually cope with what is happening, what helps? Is there anything which really doesn't help?

If you really lose it, what is the best way that people can help you through that and make sure that everybody stays safe?

Afterwards, what's the best way of helping you to return to lessons?
How long does it take before you are ready to talk about what happened?

This Sheet has been developed together with staff at Bennerley Business and Enterprise College

Notes for Completing Pupil Discussion Form

There is a pack of materials to help you work with the child or young person to gather their views and ideas. You can summarise these ideas on the attached Pupil Discussion Form.

Work through the form, using the questions as prompts. The following notes provide additional guidance:

Note 1: When you ask the child "We want to understand the reasons why you sometimes….", it is generally best to complete the phrase using their own words which they have used to say what they need help with.

For example, if they say that they need help with *their anger* or because they are always *getting into trouble*, you can say "We want to understand the reasons why you… sometimes get angry" or "…feel you are always getting into trouble".

Note 2: It can be helpful for children to think of the problem behaviour as an external 'thing', rather than as an integral part of themselves. Again, try to use their own words and ask them to come up with a description of what the problem behaviour would look like if it *was* a thing. If you like, you can use the 'Externalisation' cards to get the conversation started.

Note 3: Here, you will be using the 'Functions of Behaviour' cards and the 'Most / Least Like Me' grid. Spread out the Functions Cards and ask the child to sort them out onto the grid. They should put the cards which are *most* like what their problem behaviour might be saying into the squares to the right and the ones which are *least* like what their behaviour is saying into the squares to the left. There will be more statements in the middle, about which they have less strong feelings (NB it doesn't matter how high or low the statements are placed on the chart, it is only *left to right* which is significant). You may chose to use a few cards, or all of them, depending on what you think the child will be able to cope with. Similarly, chose to use either a simple grid, with only a few squares in it, or the grid which is divided across 2 pages (you need to stick the two pages together to make the triangle shape) if you think the child can manage that. Record on the Pupil Discussion Form up to 5 statements which are 'Most Like Me' and up to 5 which are 'Least Like Me'.

Note 4: Here, you will need to use the 'Most / Least Like Me' grid again, this time alongside the Environment cards. You use the same procedure, asking the child to decide which aspects of the environment, shown on the cards are most / least important to them. Again, record up to 5 aspects which they identify as most and least important.

Note 5: Here you will use the 'Responding to Difficulties' cards and the Escalation Curve. The Escalation Curve represents the pattern of an

escalating crisis, up to its highest point, where it often fluctuates a little, and then through the calming-down phase, through to a low period immediately after the crisis before regaining stability. Ask the pupil to think about what they tend to do at each stage, what they would look like if you were watching them. Then, lay out the Responding to Difficulties cards and ask them to plot onto the curve at various stages the cards which show what adults can most helpfully do to help them become calm again.

Once you have completed the Pupil Discussion form, you will have gathered the pupil's views about the reasons behind their behaviour and some strategies which they feel would be helpful to them. These ideas will help you as you work through the MEP template in drawing up a full Multi-Element Plan.
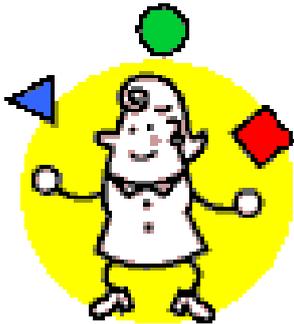
An Animal	A Monster
A Shape	An Alien
A Super-Hero	A Cartoon Character
A Thing	A Person

## Functions of Behaviour Statements

I don't like it when the teacher is unfair	I get bored.	I don't want people to see me cry.	I find it difficult to concentrate.	I like talking to adults.

I want other kids to like me	I like to feel powerful.	I like to be in control.	I don't want to do that.	I like to have things / space of my own.
I don't like being shouted at.	I like to wind up my friends / teachers.	I hate being told what to do.	I don't like it when it's noisy.	I get angry.

I don't like looking stupid.	I like it when adults listen to me.	I hate…. (writing etc)	I like to be sent home or out of lessons.	I wish I had more friends.
I like people to notice me.	I get wound up.	I like to be in charge of my friends	I find it hard to accept praise and rewards in public	I don't know what I'm supposed to do

I don't get help when I ask for it	I don't like to be treated like a small child	I am bullied and nobody knows	I am embarrassed	I dislike changes in staff
I don't like changes in routine	My head is too full	I don't like to seem different	I want adults to like me.	I'm hungry
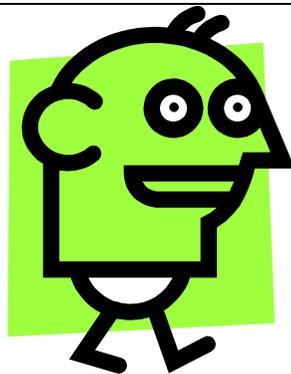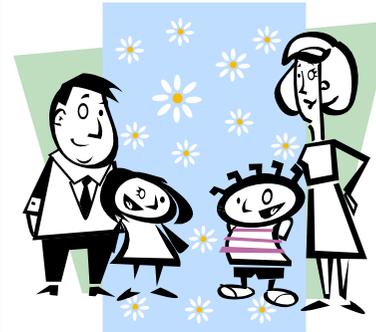
Environment Cards

Where you sit	Who you sit with	How noisy it is	Having a 'time out' card
Help with making friends	Working with different adults	The way people talk to you	More help in some lessons (which?)
Not being given too much to do in one go	Instructions being repeated for you	More hands-on learning	Not so much writing

Not having to read out loud	Having a snack (when? why?)	Having a break (when? why?)	Running around outside
Having a quiet place to go	Having a key worker	Having a break (when? why?)	Running around outside
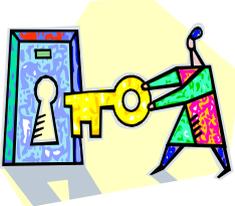
Responding to Difficulties

Distract me by	Give me an excuse to leave the room	Ask me to use my Time Out Card
Touch me gently on my shoulder	Remind me of the rules	Remind me that I have a choice
Speak to me very firmly	Give me 'The Look'	Give me 'Take Up Time'
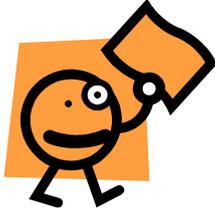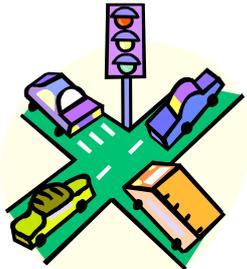
Remove the audience	Lead me from the room	Use traffic lights
Make me laugh	Give me a hug	Remind me to smile
Ask 'would you like some space?'	Help me with my work	Praise me
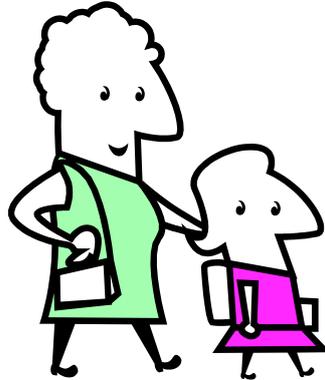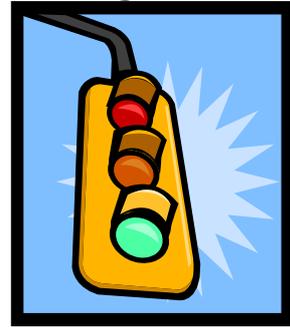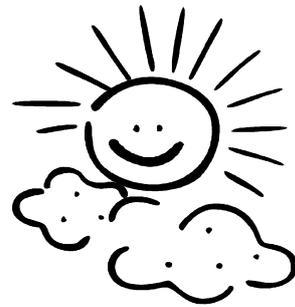
Remind me of my strengths	Remind me of the phone call home	Remind me about my rewards
Remind me of consequences	Tell me to 'breathe'	Just smile at me
Give me ……. time to come round	Talk things over	Let me go to a safe place
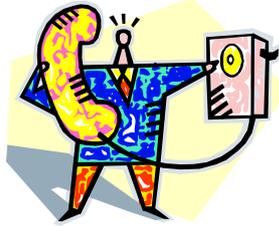
Let me talk to an adult that I trust	Get my key worker to help me out	
		Remind me that I have a choice
Speak to me very firmly	Give me 'The Look'	Give me 'Take Up Time'
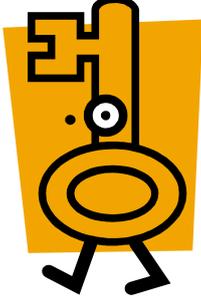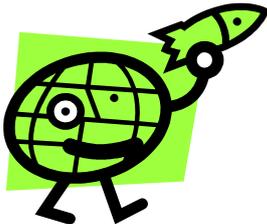
Least like me

Most like me

Most like me
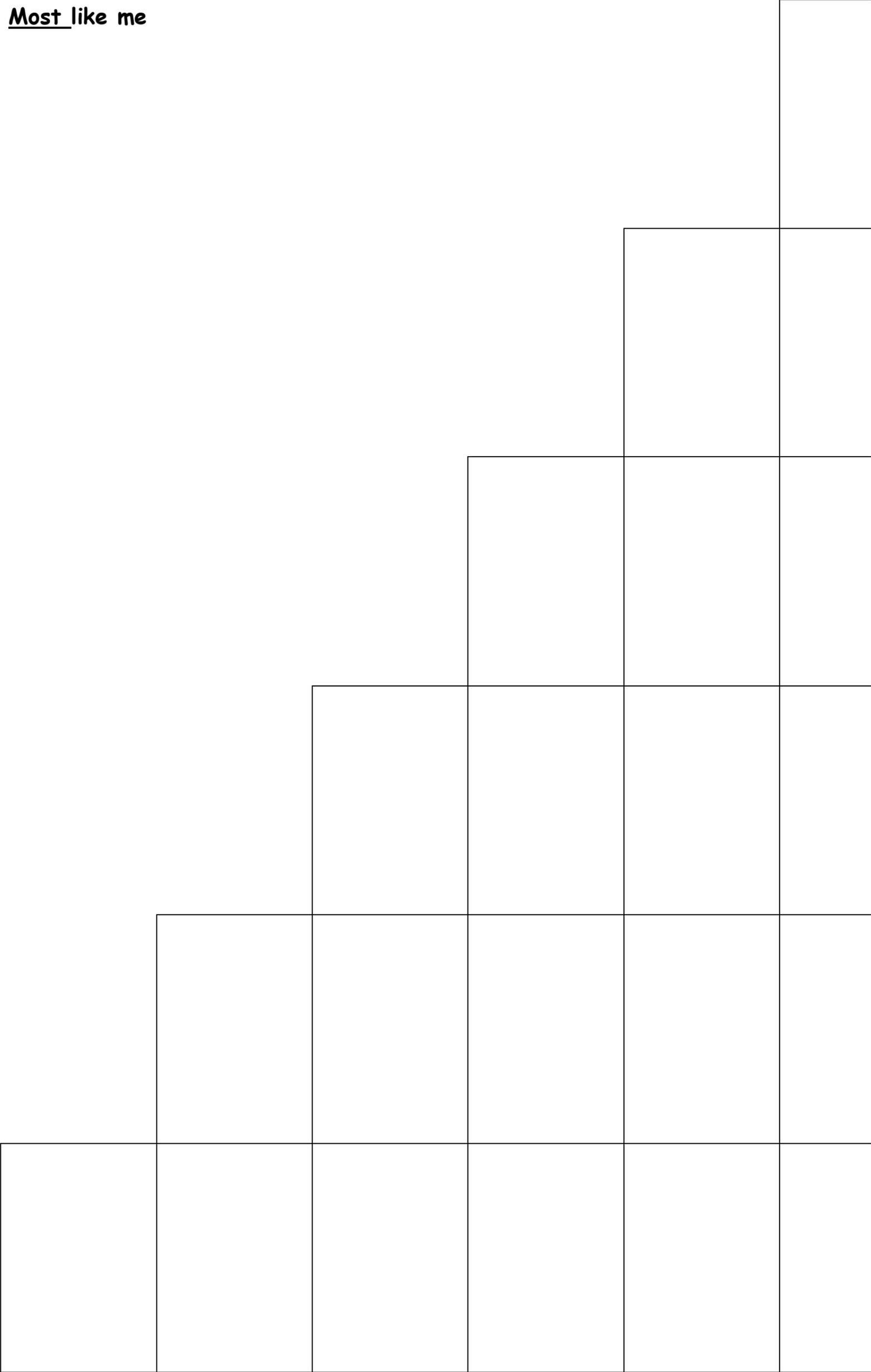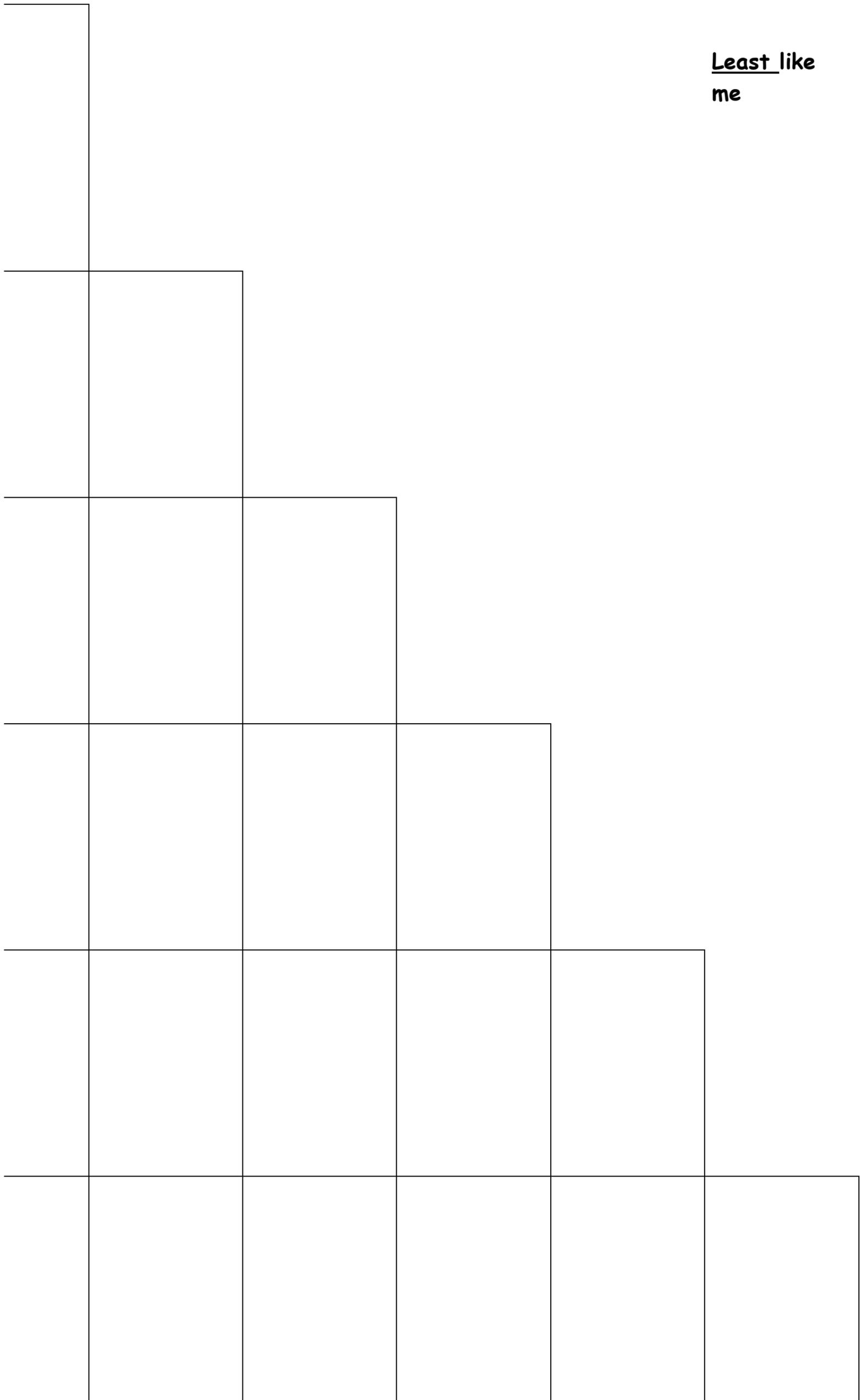
Least like
me

Most like me

Least like me

Escalation Curve

Height of escalation, loss of emotional / physical control

Beginning not to cope, may be becoming defiant and losing rationality

Calming, regaining control

Becoming anxious or agitated

Stable

Dip or low point, following a crisis
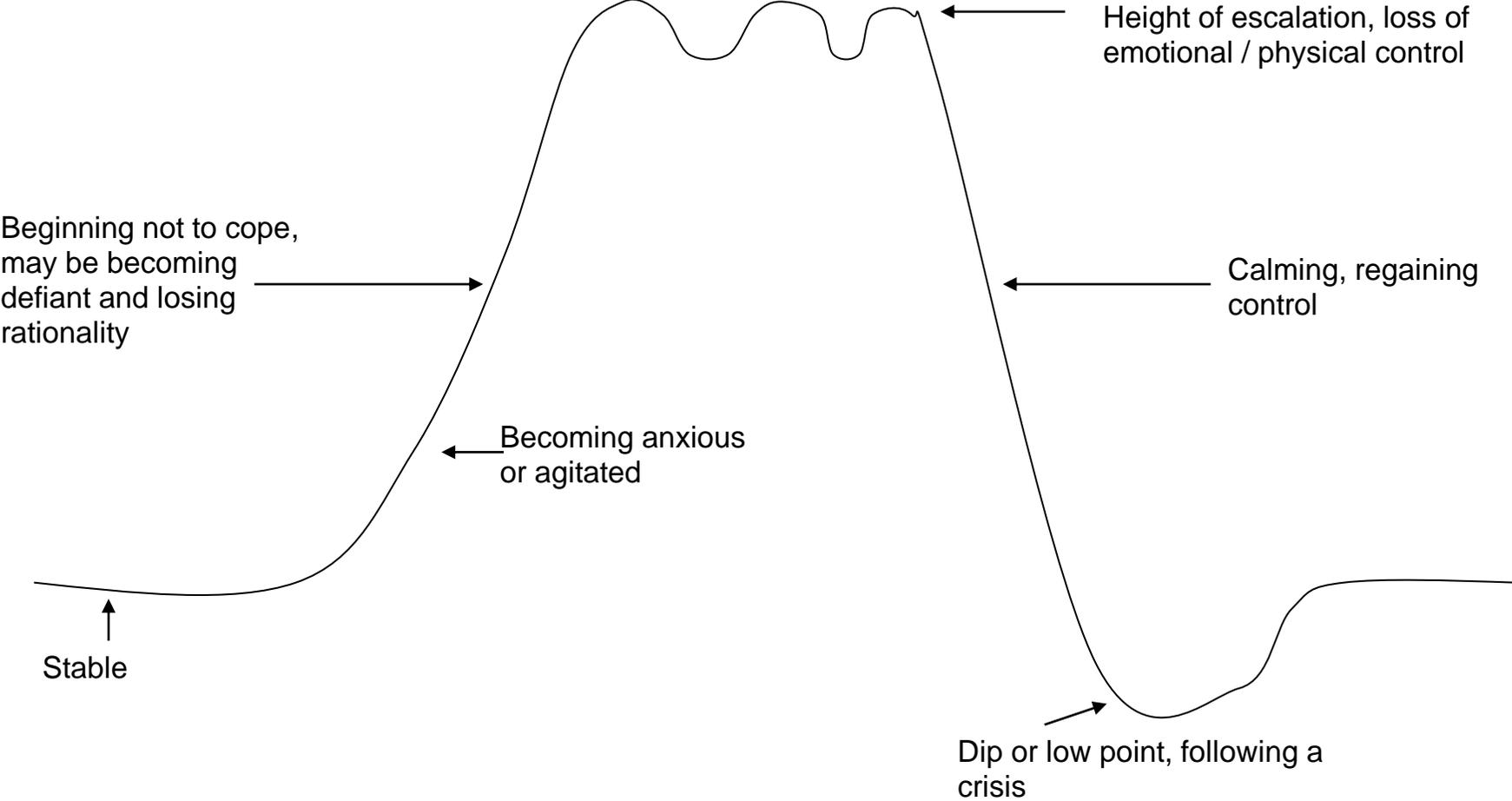
Escalation Curve
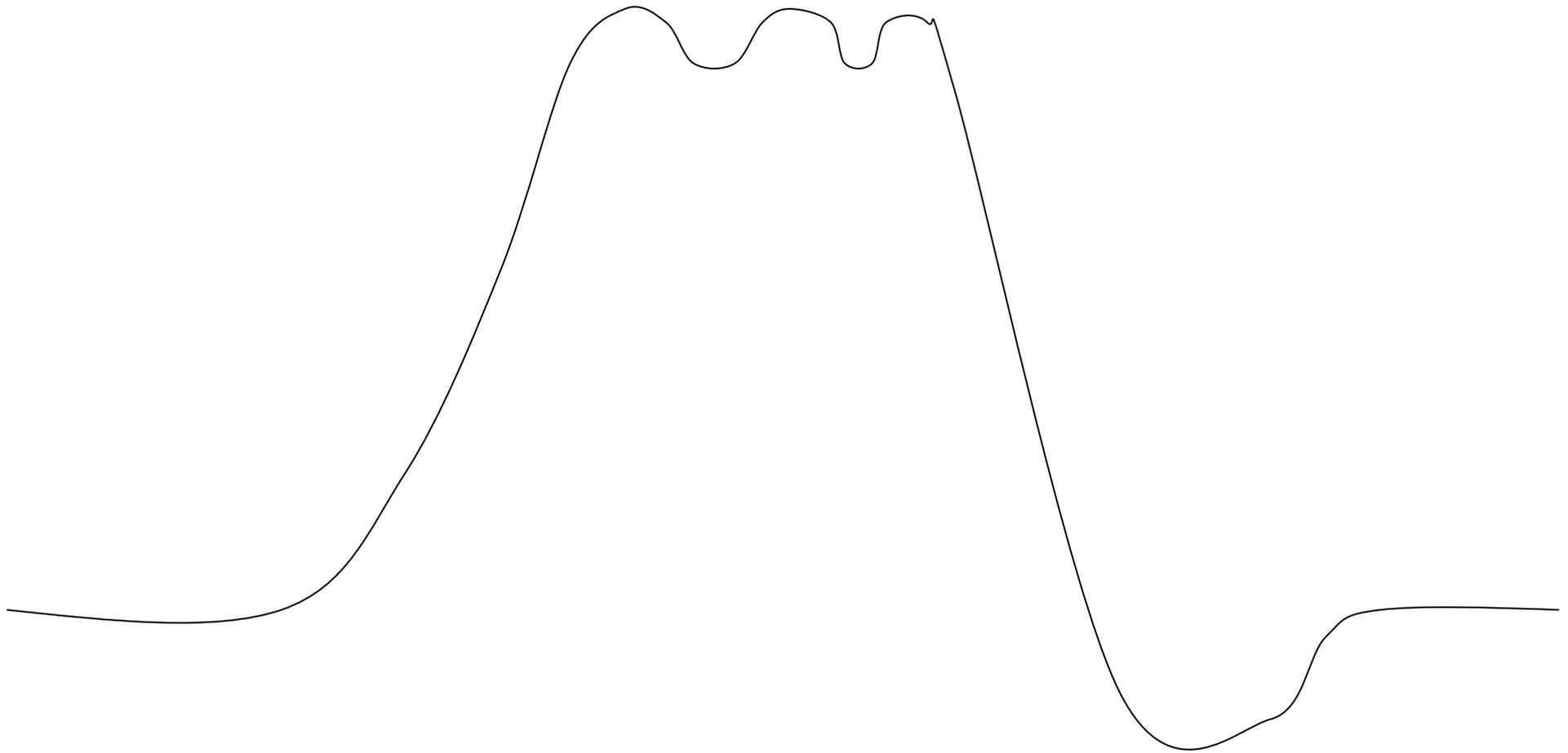
FUNCTIONAL ASSESSMENT OF BEHAVIOUR: Detailed Guidance

A: The Child's strengths:

Strengths: What do you see as the child's strengths in terms of learning, social, behavioural etc. characteristics?	

B: Specific description of the behaviours which put the child at risk of exclusion

Problem behaviours: What exactly are the child's behaviour problems? Describe these in terms of what the child does, as specifically as possible **Priority areas?:** From the above list, if necessary, prioritise any behaviours which are unsafe, which prevent teaching and learning or which seem to be the cause of further, supplementary problems:	
Frequency: Thinking about the priority behaviour(s), how often does the behaviour occur, in general? i.e. several times a day, daily, weekly, monthly, less often. When did the behaviour last occur?	
Severity: How severe is any resulting injury or damage? What are the most severe levels which have occurred and how often is this level reached?	
Duration: How long does the problem usually last each time it presents?	

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C: History of the Problem	
When did the problem first appear?	
Describe how the behaviour has developed: Has the problem changed over the past years, months, weeks?	
Recent Developments: Has the behaviour increased or decreased recently?	
Events: If there has been change, have there been any home or school events which coincide with this change?	
Health: Have there been any health issues which are linked with the behaviour?	

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D: Affective Analysis	
Family events: Have there been any significant family events that may have affected the child? (eg illness, homelessness, separation, bereavement, domestic violence, drug misuse, alcoholism loss.)	
School events: Have there been any significant school events that may have affected the child? (eg loss of a key teacher/teaching assistant, loss of a best friend, school or class transition)	
Other: Has the child experienced any abuse such as bullying or being under child protection that has impacted on the current situation?	
Attachment: Does the child show any signs of attachment difficulties (eg separation anxiety?)	
Child's understanding: Does the child acknowledge there is a problem and if so, what is their view of the problem?	
Self-Concept: What assessment would you make of this child's identity, self concept/self esteem?	
Learning: What assessment would you make of this child's learning ability; their communication, reading, spelling and handwriting skills and how they feel about being a learner?	
'I' Statements: Imagine you are the child and you could tell what he or she is thinking and feeling. What are they communicating with their behaviour. Complete the following statement: "I…"	"I….

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E: Antecedent analysis:	
High risk situations: Under what circumstances is it *most* likely that the child will have problems? - What places? - What activities - With what people (adults, children) - At what time of day? - What day(s) of the week? - Etc etc If you wanted to guarantee a problem occurring, what would you do?	
Low risk situations: Under what circumstances is it *least* likely that the child will have problems? - What places? - What activities - With what people (adults, children) - At what time of day? - What day(s) of the week? - Etc etc If you wanted to guarantee a period without problems occurring, what would you do?	
Triggers: What usually happens just before an incident? - Something being said? - Noises? - Criticism? - Work being given - Physical contact/proximity - Etc. etc.	

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F: Consequence Analysis	
What do adults usually do when the behaviour occurs?	
What do peers usually do when the behaviour occurs?	
What do family member usually do when the behaviour occurs?	
What methods have been used in the past to manage the behaviour and how effective have they proved to be?	
What effect does the behaviour have on everyone involved?	

G: Function of Behaviours	
In the light of the above, record what you consider to be the prime functions of the priority problem behaviours identified, using the prompts below as guidance:	
a) *Initiation of social interaction* ▪ With adults ▪ With peers b) *To obtain things or events* c) *Avoidance of people, situations, events, activities etc.* d) *Emotional Regulation / Express emotion*	

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Brief Guidance to Support Functional Assessment of Behaviour:

Priority problems	
Strengths	
Frequency, severity, duration of problems	
History of the problem, both recent and long term	
History of significant events (loss, illness, trauma etc)	
Attachment, self concept, emotional and mental status	
Any learning difficulties	
Times or circumstances when problem is *most* likely to occur.	
Times or circumstances when s/he is *least* likely to display problem behaviour	
Triggers – what usually happens just before the problem starts?	
Consequences – what usually happens after a problem	
Effective / Ineffective staff responses	
'I' statements	
Child's view of his/her difficulties	

Understanding Problem Behaviours
Questions for Parents and Carers

A: Your Child's strengths:	
Strengths: What is your child good at? Think about getting on with others, learning and other skills. What does he or she enjoy doing?	
B: Behaviours which we are worried about:	
Problem behaviours: What does your child do which worries you? What behaviour might be making exclusion from school a possibility? What is your biggest worry?	
Frequency: How often do these worrying behaviours happen?	
Severity: At it's worst, what can happen? Do people ever get hurt? Does property get damaged?	
Duration: How long does the problem usually last when it does happen?	
C: History of the Problem	
When did your child first start having these sorts of difficulties?	
How has the behaviour developed: Has the problem changed over the past years, months or weeks?	
Recent Developments: Has the behaviour got better or worse recently?	

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Events: If there has been change, have there been any home or school events which might have something to do with this change?	
Health: Has your child had any health issues which might be linked with the behaviour?	
D: Emotions	
Family events: Have there been any family events that may have affected your child? (eg illness, housing problems, separation, bereavement, domestic violence, drugs or alcohol, any sort of loss?)	
School events: Have there been any school events that may have affected your child? (eg loss of a key teacher/teaching assistant, loss of a best friend, change of school or class?)	
Other: Has your child experienced any hurt which might have affected him or her?	
Attachment: Is your child very clingy or do they find it hard to become attached to people? Do they get attached to people too quickly?	
Child's understanding: Does your child feel that there is a problem and if so, what do they think about it?	
Self-Concept: What do you think about the way your child feels about him- or herself as a person?	
Learning: How well does your child learn? How do you feel about their reading, writing and number skills? What does you child think about their ability to learn?	

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'I' Statements: Imagine you were in your child's position and you could tell what he or she was thinking and feeling. What might your child be communicating to us with their problem behaviour? Try to think of some statements beginning with "I…" (Some examples can be, *I wish I had friends* or *I am embarrasses that I can't read* – but your child might have different messages behind their behaviour)	I…. I… I…

E: Antecedent analysis:

High risk situations: Under what circumstances is it *most* likely that your child will have problems? - What places? - What activities - With what people (adults, children) - At what time of day? - What day(s) of the week? - Etc etc If you wanted to guarantee a problem occurring, what would you do?	
Low risk situations: Under what circumstances is it *least* likely that your child will have problems? - What places? - What activities - With what people (adults, children) - At what time of day? - What day(s) of the week? - Etc etc If you wanted to guarantee a period without problems occurring, what would you do?	

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Triggers: What usually happens just before an incident? - Something being said? - Noises? - Criticism or being told off? - Being asked to do something? - Being asked to stop doing something? - Etc. etc.	
F: Consequence Analysis	
What do you usually do when there is a problem with your child's behaviour?	
What do other family member usually do when there is a problem with your child's behaviour?	
What have you tried doing in the past to manage the behaviour? How well did it work?	
What effect does the behaviour have on everyone involved?	

Thank you for thinking about these questions. They can help us try to understand the reasons behind your child's behaviour

Multi-Element Plan (MEP) – *Blank form with guidance notes added*

1. Behaviour Analysis – *Here, we are trying to identify and understand something about the child's behaviour*

Strengths	*Describe the child's strengths, both in and out of school. In which situations are they at their best? What do they enjoy?*	
Main Behavioural Problems	*Which behaviours cause most concern? Please be as specific as possible.*	

Functions of Behaviour
 	
 • **Getting Social Interaction**
    ○ **With adults**
    ○ **With peers**
 	
 • **Trying to gain some control in their life**
 	
 • **Avoidance (e.g. of places, people, activities etc.)**
 	
 • **Expressing emotion / reducing stress**
 	
 • **Increasing or reducing stimulation**
	Functions
	
	 We want to understand the function of the challenging behaviour, to understand what purpose it serves for the pupil. Write here your 'best guesses' about this, based on what you know about the child. There is more guidance to help with this if you need it. Try to identify some "I…" messages, too (see right).
	
	 Try to match one or more of the functions on the left to the behaviour(s) you are concerned about.
	
	 (Examples could include:
	
	 "She goes under the table when given a writing task to avoid letting people see her literacy difficulties" = <u>Avoidance</u> or "Talking about his family makes him very angry and upset and often kicks the walls when he feels like this" = <u>Expressing Emotion</u>)
		"I…" Messages
		
		 What might the child be saying about their needs through their behaviour?
		
		 (examples could include:
		
		 I…wish I had more friends or I…don't want to look stupid)

2. Strategies to support the pupil – *In the next sections, we are identifying some strategies to support the child.*

Environmental Strategies – support around the child ▪ **Physical Environment** ▪ **Social Environment** ▪ **Teaching & Curriculum** ▪ **Meeting Basic Physical and Emotional Needs** ▪ **Some Preferred Activities**	*This section refers to what we can do in the environment around the pupil. See if you can think of strategies to go with some of the categories on the left. Remember to bear in mind the function of the behaviour when selecting strategies to support the child.* ▪ *Physical: Consider where they sit, who with, whether they can see and hear? Can we put anything in the classroom, like a carpet square or stress ball, to help them?* ▪ *Social: Can we ensure adults and children have positive interactions with them every day? Consider using buddies, welcoming statements, time to chat to a grown up etc. if they need it.* ▪ *Teaching & Curriculum: How are instructions given? (e.g. visual supports, small chunks, task sheets) What work <u>can</u> they cope with?* ▪ *Basic Needs: Can we make sure needs such as hunger, tiredness, pain, low self-esteem, worry etc are addressed as much as possible?* ▪ *Preferred Activities: Are there some parts of the day/ week when they can take part in their favourite activities without having to earn this?*
Skill Development ▪ **Building on strengths and interests** ▪ **Addressing areas of difficulty** ▪ **Functionally Equivalent Skills** ▪ **Coping Skills**	*What skills would we like to help the pupil develop and how to teach them?* ▪ *Consider what s/he is already good at and interested in, and how this can be developed* ▪ *Are there are any general areas of weakness which are contributing to the behaviour problem and which we need to address e.g. communication, literacy, social, listening skills?* ▪ *Look at the functions and "I…" statements. What alternative skills could we teach to fulfil those functions and meet the needs more constructively?* ▪ *Do we need to teach the child slowly to begin to cope with difficult situations e.g. gradually building things up, teaching relaxation, putting extra support in for a short time?*

Praise / Reward strategies ▪ **To acknowledge improvements** ▪ **For a gradual reduction in the behaviour causing concern** ▪ **For the absence of the behaviour causing concern**	*What sort of praise, reward or other reinforcement should we consider using in order to help the pupil to use those skills we have been teaching and to reduce or eliminate the behaviours which is causing concern?* *Think about what you might want to reinforce, how often and using what?*

Responding to Difficulties	
Early Active Strategies	*What could be done at the earlier stages of escalation in order to reduce the child's tension and prevent difficulties getting worse*
Reactive strategies	*If the behaviour reaches higher levels of escalation, what should be done in order to lower the risk and resolve the crisis as quickly as possible?*
Post-incident support a) for pupil b) for adults	*After an incident, how is the child best reintroduced to lessons? What should be done about making things better for the future? (Materials such as COPING or Moving Forwards may be helpful))*
(You may wish to complete or refer to a Risk Assessment)	*How are staff supported following a crisis?* *Can we put anything more in place to help everyone learn something helpful from a difficult situation?*

Multi-Element Plan (MEP)   **Child's Name and DoB:** ....

School: ....

Date: ....

1. *Behaviour Analysis*

Strengths **Main Behavioural Problems**		

Functions of Behaviour
 	
• **Getting Social Interaction**
  o **With adults**
  o **With peers**
 	
• **Trying to gain some control in their life**
 	
• **Avoidance (e.g. of places, people, activities etc.)**
 	
• **Expressing emotion / reducing stress**
 	
• **Increasing or reducing stimulation**
	Functions	**"I…" Messages**

2. Strategies to support the pupil

Environmental Strategies – support around the child ▪ **Physical Environment** ▪ **Social Environment** ▪ **Teaching & Curriculum** ▪ **Meeting Basic Physical and Emotional Needs** ▪ **Some Preferred Activities**	
Skill Development ▪ **Building on strengths and interests** ▪ **Addressing areas of difficulty** ▪ **Functionally Equivalent Skills** ▪ **Coping Skills**	

Praise / Reward strategies ▪ **To acknowledge improvements** ▪ **For a gradual reduction in the behaviour causing concern** ▪ **For the absence of the behaviour causing concern**	
Responding to Difficulties ▪ **Early Active Strategies** ▪ **Reactive strategies** ▪ **Post-incident support** c) **for pupil** d) **for adults** **(You may wish to complete or refer to a Risk Assessment)**	

| Review of MEP | Enter here the date that the MEP is to be reviewed……/…/…………………..

Who is to be involved in the review? |
|---|---|

MEP completed by ………………………………………………………… Date …………………….

Signature………………………………………………………………….

Multi-Element Plan (MEP) Summary Action Plan

Record here a summary of the main actions to be taken (full details to be found in the MEP). Note who will follow up each set of actions.

Summary of Action to be taken	Who is responsible for this area	Communication plan

Review Date……………………………

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SAMPLE

Multi-Element Plan (MEP) Summary Action Plan

Record here a summary of the main actions to be taken (full details to be found in the MEP). Note who will follow up each set of actions.

Summary of Action to be taken	*Who is responsible for this area*	*Communication plan*
Pupil to re-join cadets	FSW to accompany family to arrange	Head of year to speak with FSW about this
All of pupils' classteachers to be informed of de-escalation and homework strategies	SENCO to send memo to staff	Full details of plan in MEP
Toe-by-Toe to be used daily	LSA to deliver	SENCO to organise
Daily / Weekly monitoring of progress	Head of Year	Full details in MEP
Medication to be reviewed	CAMHS team	Parent to contact CAMHS

Review Date……………………………

Learning from Crises

After an incident has a subsided, there are further matters to bear in mind. One is that there is usually an adrenaline 'dip' immediately afterwards. If you have been involved, you may experience it - it can sometimes be felt as a heavy feeling in your abdomen. The pupil may be feeling something similar and / or embarrassment, regret, shame, guilt, tiredness, residual anger and so on. For this reason, you should exercise caution about:

- how s/he is reintroduced to the classroom or other learning environment
- speaking to the child about the incident too soon after s/he has regained control and calmed down

The pattern of incident forms quite often shows no incidents for many days and then several in one day. At times, this can be because the child has returned to normal routine and found that they feel self-conscious about making an entrance, coming face-to-face with people who know what just happened, or not understanding what is going on in the lesson to which they have returned. It is important to take care over how this is done in order to minimise these effects.

Because the 'dip' can last for a number of hours, it is best to aim to go through a post-incident review the next day, rather than immediately, if possible. It can be helpful to both staff and pupils to have a debrief, with the purpose of re-building relationships, ensuring everyone's well-being and learning and planning for the future. The Proformas below – *COPING* and *Moving Forward* – are examples of the kinds of procedure which can be used.

COPING Debrief Following Major Incident - Student

Date of incident………………..   **Date of debrief…………………**

Pupil involved……………………………………………………………

	√	Notes and Agreed Action
Control: Student feels able to discuss incident at this stage. Ensure student understands this is unrelated to sanctions.		
Orient to the facts: Student gives account of what happened. Allow him/her to have his/her say without challenging this perception more than necessary.		
Patterns: Previous incident forms for this student reviewed looking for patterns		
Investigate: Look at alternatives to inappropriate behaviour and resources which could help		
Negotiate: Contract agreed with student and reflected in IEP targets. Review date communicated with student		
Give: Support and encouragement given, responsibility returned to student. Express confidence in student.		

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COPING Debrief Following Major Incident - Staff

Date of incident………………..   **Date of debrief…………………**

Staff Members involved………………………………………………………

	√	Notes and Agreed Action
Control: Staff feel able to discuss incident at this stage. Ensure staff feel supported and ready to engage in this session.		
Orient to the facts: Each staff member gives their account of how they perceived what actually happened.		
Patterns: Previous incident forms for this student are reviewed looking for patterns. Examine Patterns of effective and less effective staff responses with this student.		
Investigate: Look at alternative responses which staff could try in these circumstances and any resources which could help		
Negotiate: Come to agreement about what the plan is for future incidents, and who will do what, in the light of what has been learnt from this and previous incidents.		
Give: Support and encouragement given to member of staff.		

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MOVING FORWARDS	
What happened?	
What were you thinking?	
What were you feeling?	
What needs to be done to put things right?	
What could you do differently another time?	
What would help you to do that?	

Planning for Crises – Risk Assessment

If the child you are working with shows very challenging behaviour at times, especially if that behaviour is sometimes dangerous, it is important to draw up a plan for how to recognise, reduce and manage risks. This is an expansion of the section in the MEP on 'Responding to Difficulties'.

The form below, '*Managing Incidents Safely and Effectively'* is a tool for doing this. It can be completed using what you know about the circumstances around the behaviour causing concern and it helps you to describe clearly how to respond to difficulties at each stage of the developing crisis. It can be used as a risk assessment tool and is helpful in communicating essential strategies to people who may not know the child well.

Managing Incidents Safely and Effectively		
1. Behaviours causing concern	In summary, which behaviours does this pupil show which cause you concern?	
2. Antecedent analysis	What represents 'high risk' situations for this pupil?	
	What represents 'low risk' situations for this pupil?	
3. Early active strategies	What behavioural signs indicate that this pupil is becoming anxious / at early stages of escalation?	
	What is the most effective way to reduce anxiety in this pupil / limit early escalation? What actions should staff avoid, as they are likely to increase anxiety / cause escalation for this pupil?	
	Does this pupil become defensive / challenge authority? If so, in what way?	
	What is the most effective way to manage authority-challenging behaviour? What actions should be avoided?	

4. Crisis behaviours	Does this pupil lose control of emotions and behaviour? In what way?	
5.	Can this pupil's behaviour at times cause damage to property or injury to people?	a) *Severity:* What kind of injury / damage has been incurred in the past? How severe was the injury /damage? Who is most likely to be hurt (staff, child, other children?)
		b) *Frequency*: How frequently has this pupil shown severe behaviour problems in the recent past?
		c) *Duration*: How long have behaviour crises lasted, from start to finish?
6. Keeping situations safe	How are crisis situations best managed in order to maintain safety? What actions should be avoided in a crisis?	
7. After an incident	How is this pupil best reintroduced into learning environments following an incident in order to minimise risk of re-escalation?	

8. Making things right	What process helps staff and the pupil to learn from incidents and to make things right again?	
8. Other important information	What else should key staff be aware of?	

Completed by……………………. Date………………….

To be shared with the following people:………
Planning for crisis interventions:

In the light of the risk assessment sheet above, consider the situations which it is anticipated the pupil will face in their educational setting where risk is likely to occur. Indicate the anticipated reactive strategies to manage crises.

Situations where there is risk of injury	Level of Risk? (Very likely to occur, likely to occur, not very likely to occur)	Who is most likely to be injured (child, staff, other children)	Planned reactive strategies to limit / reduce risk of injury in a crisis