**EARLY YEARS SEND TEAM SUPPORT STRATEGIES**

**Social, Emotional and Behavioural Difficulties**

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| **Area of Need - Social, Emotional and Mental Health**  |
| * Frequent outbursts of anger, crying, shouting, hurting others or themselves.
* May withdraw into themselves and be difficult to engage due to their inability to interact with others.
* Find it difficult to express their emotions appropriately.
* Find it difficult to self-calm when upset.
* Find it difficult to cooperate and refuse to carry out adult demands.
* Low self-esteem.
* Poor listening and attention skills.
 | * Difficulty making relationships with adults and children.
* Difficulty regulating emotions and recognising other’s emotions.
* Lacking confidence.
* Requiring constant attention.
* Appearing to be unhappy for the majority of time.
* Child may display anxiety.
* Difficulty learning, remembering and applying social skills.
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| **Strategies** |
| **SEBA. Appropriate Learning Environment:**1. Ensure all staff are consistent in the way they organise the playroom, structure activities and maintain daily routines.
2. Carry out an environmental audit, considering the physical environment, noise, smells, light, and space. Note how changes to the environment may affect the child.
3. Carry out SEND inclusion audit. Address and implement any action points.
4. Review the learning environment and see if changes to the layout/resources available are necessary. Consider organisation and activities, deployment of staff and resources. Some minor changes may be all that’s required.

**SEBB. Appropriate teaching:**1. Daily small group activity to support development of personal, social and emotional skills.
2. Daily adult supported activity to follow outcomes on Assess, Plan, Do, Review proforma.
3. Ensure all staff are consistent in their approach to using behaviour strategies and have a shared understanding of what these are.
4. Have clear, consistent routines with use of consistent language and visual cues. Review the daily routine-any change needed?
5. Clear, consistent Key Person system.
6. Designated practitioner greets the child and parent/carer on entry.
7. Ignore certain behaviours if at all possible.
8. Avoid ‘trigger’ situations.
9. Give instructions in small steps.
10. Have a quiet area available.
11. Observe the child regularly to identify what the behaviour is telling you. What is the reasoning behind the inappropriate behaviour? How can you replace it with appropriate behaviour? Are they seeking attention? Are they avoiding situations that they may find challenging? Are they demonstrating anxious behaviours in an attempt to control what happens to them?
12. Regularly observe the child to identify triggers of negative behaviours. (Use ABC log to document and analyse the findings).
13. Consistent use of positive appreciation of an improvement in behaviour. Rewards should be relevant and meaningful to the child, given in a timely manner, and include verbal or tangible rewards such as time at a chosen activity.
14. The closest practitioner deals with incidents quickly and effectively.
15. Practitioners focus on and label the behaviour rather than the child.
16. Practitioners actively look for children behaving appropriately and reward them with specific praise.
17. Routines are established to gain quiet and attention.
18. Routines are established at ‘Tidy up time’.
19. Practitioners ensure waiting and lining up times are limited. Make short waiting times as active as possible.
20. Expected behaviours and rules are positively worded, eg. ‘We use kind hands’, ‘we look after our friends’.
21. Expected behaviours are communicated frequently to children, parents and staff.
22. Praise is awarded consistently and fairly at the same level by all staff for appropriate behaviour.
23. Practitioners use ‘I’ statements, eg. “I feel sad because the toy is broken”. “Your choice is to do a puzzle or go to the den and use your thumping cushion”.
24. Stop, think and remain calm when difficulties arise.
25. Use the conflict resolution strategies to solve problems and resolve conflict:
	1. Approach calmly, (place yourself between the children, on their level. Use a calm voice and gentle touch).
	2. Acknowledge feelings, (say “You look really upset”. Let children know you need to hold the object in question).
	3. Gather information, (ask “What’s the problem?” Don’t ask “Why?” questions).
	4. Restate the problem, (“So the problem is…” Use and extend children’s vocabulary).
	5. Ask for solutions and choose one together, (Ask “What can we do to sort out the problem?” Encourage children to think of a solution but offer options if needed).
	6. Be prepared to give follow up support, (Acknowledge accomplishments, “You sorted the problem!” Stay close in case anyone isn’t happy with the solution and the process needs repeating).
26. Many children can be easily diverted from poor behaviour by giving them focussed attention or turning their attention to something else of interest.
27. Don’t get into an argument. Speak in a quieter voice and stay calm. Give eye contact at the child’s level, be direct and say, “I said no….and I meant it”.
28. Give a clear choice, eg. “You can either tidy up now or when everyone else has the story. What do you want to do?”
29. When asked to do something, give them a countdown in which you expect it to be done, eg. “I will count to three” or use a countdown from five to zero, showing your fingers counting down.
30. Use language to show feelings. Describe the offending behaviour, eg. tell the child, “When you do….” State your feelings, “I feel……” State the effect, “When you do that it…..” Ask for input, “What can we do about it?” “How can you help?”

**SEBC. Developing communication links with parents/carers.**1. Regular and honest communication between home and setting.
2. A change in behaviour which occurs suddenly occurs for a reason – discuss with parents.
3. Parents/carers are encouraged to use positive strategies for behaviour management.
4. Parents/carers are routinely told of the child’s appropriate behaviour.
5. Introduce a home/setting diary to share success and information with parents.

**SEBD. For the child to reduce the number of negative behavioural incidences.**1. Break up periods of structured activity.
2. Encourage the child to make choices during the session.
3. Get down to the child’s level before starting a conversation.
4. Give the child time to talk and think.
5. Use gestures, visual and physical cues to support spoken language to assist understanding.
6. Speak in lively, animated voice, use gestures and facial expression to back up words.
7. Role model and scaffold play and language skills, visual support, social stories, positive, specific praise to promote appropriate behaviour. Regularly remind the child about appropriate behaviour.
8. For children who are kinaesthetic learners, have a box of ‘fiddles’ to choose from to hold at story/circle times.
9. Give children jobs and responsibilities to do.
10. Don’t assume children know that they should NOT do something.
11. Give pre-warning of changes to routines or staffing in plenty of time.
12. When the situation is calm, explain to the child that their behaviour is not acceptable-adjust your language so that the child will understand.
13. Supervise the child more closely at key times. Try giving more one to one attention and acknowledge appropriate behaviour.
14. Tell the child what you want them to do, rather than what you don’t want them to do, eg. Instead of saying “Don’t run in the room”, say “Let’s see some good walking”, or if “Don’t climb on the table”, say, “Feet on floor”.
15. Give lots of opportunities to go outside for rigorous exercise and fresh air.
16. Children find it hard to interpret “No” messages. The word “Stop” can be more effective.

**SEBE. For the child to be able to understand and control their emotions:**1. Talk about emotions and name the emotions the child demonstrates. Help the child to recognise their emotions. Eg. “Mummy went to work. You’re feeling sad because you miss her”.
2. Help children identify emotions in others. “Peter bumped his head on the slide, now he’s crying. How do you think he feels?”
3. Describe to the child how their body looks and responds to emotions, eg. “I know you’re angry. Your eyebrows come together and your mouth turns down. Your arms are folded across your chest”. Or, “You have a big smile today. Are you happy?”
4. Read stories about emotions. Talk about how the characters in the story are feeling. “Look at Goldilocks’s face; she’s so scared when she wakes up and sees the bears”.
5. Play a “Make the face” game where the child guesses the emotion of the adult’s face. Take it in turns. The adult can emphasise, “Yes, it’s sad; I feel sad when it rains and I can’t go to the park”.
6. Make an emotion book. Take photographs of children demonstrating a variety of emotions on their faces.
7. Use an ‘emotion box’ containing objects such as bubbles, playdough, koosh/spiky ball, hand lotion (to massage hands) etc. which could be used with the child when they are feeling angry/anxious in order to calm and relax. Strategies may include having a cuddle/massage, engaging in rocking activities, helping the child to slow their breathing by blowing bubbles/blowing the angry clouds away.
8. If the child is looking for sensory stimulation, provide it in other ways, eg. Pinching playdough, clapping hands, singing a clapping song/rhyme, kicking a football, going on a swing.
9. If the child needs more sensory input, consider offering crunchier snacks, eg. Apples, carrots, crackers, dried fruit. Chew tubes are helpful to provide a focus and calm and release stress.
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| **Resources to support** |
| * Wirral Local Offer <http://localofferwirral.org>
* Behaviour policy in place, shared with all practitioners.
* ABC (Antecedent, Behaviour, Consequence) recording log.
* National Strategies Inclusive Development Programme, Supporting children with Behavioural, Emotional and Social Difficulties. <http://www.idponline.org.uk>
* See the Wirral Early Years training programme for appropriate courses for staff.
* National Strategies Social, and Emotional Aspects of Development (SEAD) <https://www.foundationyears.org.uk/wp-content/uploads/2011/10/SEAD_Guidance_For_Practioners.pdf>
* Wiltshire Early Years “Supporting positive behaviour audit”. <https://www.wiltshirelocaloffer.org.uk/wp-content/uploads/2014/08/EY-Supporting-Positive-Behaviour-Audit-Feb-171.pdf>
* Information on early intervention, Paving the Way Works <http://pavingtheway.works/resources/>
* Information for children with severe learning disabilities, [www.challengingbehaviour.org.uk](http://www.challengingbehaviour.org.uk)
* Information and e-learning resources for disability and challenging behaviour, [www.disabilitymatters.org.uk](http://www.disabilitymatters.org.uk)
* Early Support. Information for parents. Behaviour. <https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/earlysupportbehaviourfinal.pdf>
* Refer to Early Years SEND Team.
* On advice from Early Years SEND Officer, refer to Educational Psychology service (See Wirral Local Offer).
* Refer to Early Childhood Services to support family with parenting course or get support from Family Support Worker – contact your local Children’s Centre for a copy of the referral form or look on Wirral Local Offer.
* Liaise with child’s Health Visitor for advice (with parental permission).
* Obtain advice from Wirral CAMHS (Child and Adult Mental Health Service) advice line, contact 0151 488 8453 Monday to Friday 9am to 4.30pm.
* Write a One Page Profile to determine the child’s strengths and interests and how best to support them.
* Write an Early Years Support Plan to identify the child’s strengths, possible areas for development and outcomes to work towards.
* Sensory needs; chewy tubes, [www.fledglings.org.uk](http://www.fledglings.org.uk)
* Relaxation and breathing techniques.
* Emotions box – resources containing bubbles, blanket, sensory toys, baby lotion for massage, feathers etc.
* Sand/egg timer [www.the-education-shop.co.uk](http://www.the-education-shop.co.uk)
* Visual support. [www.do2learn.com](http://www.do2learn.com) [www.symbolworld.org/](http://www.symbolworld.org/) [www.enchantedlearning.com/Dictionary.html](http://www.enchantedlearning.com/Dictionary.html) [www.pdictionary.com/](http://www.pdictionary.com/) <http://trainland.tripod.com/pecs.htm>
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