

### Guidance on Using the Pupil Views Tool

The pupil views form can be used to help the child explore and share their views and ideas. The pack of materials can be used to help you gain the views of the child or young person.

Work through the form in order, and use the questions provided as prompts. The following notes are for additional guidance, and are referenced against the pupil discussion form.

**Note 1:** When you ask “*We want to understand why you sometimes....*” it is best to complete the phrase using the child’s own words. For example, if the child needs help with managing their anger, but uses the term cross, you might say “*We want to understand why you sometimes feel cross*”

**Note 2:** It can often help a child to think of the problem behaviour as something external, rather than a part of themselves. Help them use their own words to decide what their problem behaviour might look like if it was a thing. The **Cards for Externalisation** may help give them some ideas.

**Note 3:** Ask the child to sort the **Cards for Functions of Behaviour** according to which are most and least like them. They may want to sort them into more than one category; allow the child to decide how they want to do this. Cards which they do not have such strong feelings about can go in the middle- you may find there are more statements in the middle. You may wish to use all of the cards or select just a few, depending on the child. Record the 5 statements for ‘most like me’ and 5 statements for ‘least like me’ on the pupil views form. You may also wish to keep a record of all of their responses.

**Note 4: Cards for Environmental Strategies:** Use the same procedure as above, but this time use the **Cards for Environmental Strategies** to decide which aspects of the environment are most or least important to them. Record 5 statements for each on the pupil views form. You may also wish to keep a record of all of their responses.

**Note 5:** The arousal curve represents the pattern of emotional escalation up to it’s highest point. Note how the curve fluctuates at the height of escalation; the highest point may not be a steady emotion. Following the calming down phase there is a dip, or a low point before stability is resumed. Ask the pupil to think about what they usually do at each stage, and ask what they would look like at each stage. When you have done this, lay out the **Cards for Reactive Strategies** and ask what adults could do to help them at each stage, using a similar procedure as for the other card sets.

The pupil views form will help you to think about the reasons behind behaviours and strategies which the child or young person feels would be helpful to them. These will bring the pupil’s voice into Functional Behaviour Assessment and Multi-Element Plan.