

How are things going at school?



1

2

3

4

5

6

7

8

9

10



What do you enjoy doing?



What do you think you are good at?

Is there anything that you need help with?  
Are you worried about anything at the moment?



What do others think that you might need help with?

### Function of behaviour

We want to understand why you sometimes.... (see note 1)

### Cards for Externalisation

If your behaviour was a thing, person or creature, what might it look like?  
(see note 2)

### Cards for Function of Behaviour

What would this thing (or the behaviour) say was like you? Order the cards to think about which are most like you and least like you. (see note 3)

Most like me:

- 1.
- 2.
- 3.
- 4.
- 5.

Least like me:

- 1.
- 2.
- 3.
- 4.
- 5.

The arousal curve should be used alongside the **Cards for Environmental strategies** and the **Cards for Reactive strategies**

### Cards for Environmental Strategies

We are going to think about what might help you in school. What changes could we make in school? Your ideas will be helpful, although it may not be possible to do all of them in school (*see note 4*)

Most important:

Least important:

- 1.
- 2.
- 3.
- 4.
- 5.

- 1.
- 2.
- 3.
- 4.
- 5.

### Cards for Reactive Strategies

What can adults do to help you if you are starting to feel worried or anxious?

What can others help *you* to do?

Is there anything that would make you feel more anxious? (*see note 5*)

**Cards for Reactive Strategies**

What helps you if you feel that you can't cope with what is happening? Is there anything which makes you feel worse?

**Cards for Reactive Strategies**

How can people help you if you have become really angry or upset?  
How can we make sure that others stay safe?

**Cards for Reactive Strategies**

Afterwards, what's the best way to help you calm down?  
How long do you tend need before you are ready to talk things through?



### **Skill Development**

Look at the rating scale 'how things are going in school (on the first page). Think about how you could move further up the scale (towards the happier face)



Thinking about your behaviour, is there anything that you would like to get better at?

Is there anything else that you would you like to learn?

Is there anything that you feel you need to learn still?

Who could help you to learn these skills?

How can we help you to remember to use these skills?

### **Reward strategies**

How can we show you when you have done something well?

What would you like adults to do when you have done well?

Who should they tell when you have done well?

### **Notes for Completing The Pupil Views Form**

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.

**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.

**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.

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 ideas will be helpful to you as you work through the Multi-Element plan.