

## **Unit 22: Support Children and Young Behaviour, Emotional and Social Development Needs**

**Unit code:** Y/601/7707

**QCF Level 3** Specialist

**Credit value:** 4

**Guided learning hours: 25**

---

### **Unit aim**

This unit provides the understanding, knowledge and skills to support children and young people with behaviour, emotional and social development needs. This involves understanding the influences impacting on behaviour, emotional and social development of children and young people and supporting them to develop emotional and social skills, self-reliance and self-esteem. Working with others, including children, young people and other adults, to support behaviour management is also covered by this unit.

### **Unit introduction**

Those supporting teaching and learning in schools working closely with children and young people are in a unique position to meet the needs of children and young people who demonstrate features of emotional and behavioural difficulties by developing a supportive, sympathetic relationship, providing consistency and helping them to make appropriate choices about their behaviour. This has a considerable impact on the development of the confidence and self-esteem of these children and young people and supports inclusion through the development of social skills. This requires an understanding of the underlying factors that impact on behaviour and the setting's approaches to positive behaviour as well as behaviour management strategies.

In this unit, learners will investigate the influences on the behavioural, emotional and social development of children and young people.

Learners explore the special educational needs of children and young people.

Learners will demonstrate their ability to support the behaviour management of children and young people with behavioural, emotional and social development needs.

They will show they can support children and young people with behavioural, emotional and social development needs to enable them to develop relationships with others, self-reliance and self-esteem.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the influences impacting on the behaviour, emotional and social development of children and young people.	<p>1.1 Explain how aspects of upbringing, home circumstances, and physical and emotional health of children and young people could affect their ability to relate to others</p> <p>1.2 Explain the impact of any negative or traumatic home experiences of children and young people on their behaviour and emotional responsiveness</p> <p>1.3 Explain how psychological and psychiatric disorders affecting children and young people may impact on the way in which they relate to others</p> <p>1.4 Explain how medication taken by children and young people may impact on their cognitive and physical abilities, behaviour and emotional responsiveness</p>
2 Understand the special educational needs of children and young people with behaviour, emotional and social development needs	<p>2.1 Explain the particular behaviour, emotional and social development needs of children and young people in the setting</p> <p>2.2 Summarise the individual plans of children and young people with behaviour, emotional and social development needs with whom they work</p>

Learning outcomes	Assessment criteria
<p>3 Be able to support the behaviour management of children and young people with behaviour, emotional and social development needs</p>	<p>3.1 Work with children, young people and others to identify and set behaviour goals and boundaries for children and young people with behaviour, emotional and social development needs</p> <p>3.2 Explain how goals and boundaries support children and young people to develop and consolidate social and emotional skills</p> <p>3.3 Provide support for children, young people and others to understand and apply goals and boundaries</p> <p>3.4 Work collaboratively with others to implement a positive, collegiate approach to the management of disaffection and challenging behaviour in children and young people</p> <p>3.5 Use knowledge of children and young people with behaviour, emotional and social development needs to contribute to the provision of safe and supportive opportunities to establish and sustain community-based rules and develop social interaction</p> <p>3.6 Demonstrate strategies for promoting positive behaviour and managing inappropriate behaviour of children and young people with behaviour, emotional and social development needs</p>

Learning outcomes	Assessment criteria
<p>4 Be able to support children and young people with behaviour, emotional and social development needs to develop relationships with others</p>	<p>4.1 Provide opportunities for children and young people with behaviour, emotional and social development needs to establish social contacts and relationships with others</p> <p>4.2 Demonstrate ways of encouraging cooperation between children and young people in ways which are commensurate to their age and stage of development</p> <p>4.3 Interact with children, young people and other adults in ways which provide a positive and consistent example of effective interpersonal relationships</p> <p>4.4 Demonstrate ways of responding to conflict situations and incidents of inappropriate behaviour with due consideration for own safety and that of others</p> <p>4.5 Demonstrate strategies for helping rebuild damaged emotional relationships between: children and young people and children or young people and adults</p> <p>4.6 Demonstrate ways of supporting children and young people to review their social and emotional skills and the impact of these on others and themselves</p>
<p>5 Be able to support children and young people with behaviour, emotional and social development needs to develop self-reliance and self-esteem</p>	<p>5.1 Demonstrate ways of encouraging and supporting children and young people with behaviour, emotional and social development needs to: communicate their feelings, needs and ideas, make their own decisions and accept responsibility for their actions</p> <p>5.2 Support children and young people to refocus on personal goals, boundaries and responsibilities following flashpoints where their self-control has been lost</p> <p>5.3 Provide opportunities for children and young people to develop self-management skills</p> <p>5.4 Demonstrate strategies for recognising and rewarding achievements and efforts towards self-reliance that are appropriate to children and young people's age, abilities and level of development</p>

## Unit content

---

### 1 **Understand the influences impacting on the behaviour, emotional and social development of children and young people**

*Upbringing, home circumstances, and physical and emotional health:* aspects eg poor attachment, lack of trust, needs unmet, low self-esteem, lack of confidence, withdrawn, isolated, anxious, immature social skills, lack of empathy

*Impact of home experiences:* negative/traumatic home experiences eg parental conflict, neglect, erratic discipline, family breakdown, bereavement, parental mental health problems, father in prison, abuse; effects eg 'acting in' behaviour, 'acting out' behaviour, depression, anxiety, guilt, helplessness, hopelessness, poor concentration, restlessness, irritability, self-harm, disruption, easily frustrated, aggression, bullying, school refusal

*Impact of psychological and psychiatric disorders:* impact eg children with attention deficit hyperactivity disorder (ADHD) often rejected and disliked by peers as they disrupt play, interrupt, damage possessions, have difficulty in waiting for their turn, children and young people who are anxious/depressed have difficulty in interpersonal relationships, withdrawn, children and young people with Tourettes Syndrome may be threatened and excluded from usual social activities, find it difficult to form relationships, may be ridiculed, rejected, bullied

*Medication:* impact eg stimulant medication for ADHD ( Ritalin, Dexedrine) can increase attention, reduce hyperactivity, children are calmer, more focused and less impulsive, epilepsy medication can cause drowsiness, affect concentration, asthma medication may cause concentration deficits and inattentiveness, impaired short-term memory, poor time management mood changes, antihistamines can cause drowsiness

### 2 **Understand the special educational needs of children and young people with behaviour, emotional and social development needs**

*Behaviour, emotional and social development needs:* individual needs of children eg those experiencing emotional and behavioural difficulties, whole setting culture of valuing each child; whole setting restorative approach; whole setting policies for behaviour expectations, high expectations of achievement; initiatives for vulnerable children eg proactive work with parents, motivating teaching and learning experiences, differentiated learning, Individual Education Plan (IEP), correlation with other learning difficulties eg speech, language and communication, additional provision, praise and reward, provide short, achievable targets, minimise distractions, support with transitions

*Plans:* types eg differentiated curriculum plan, Individual Education Plan (IEP) eg involve the pupil, record strategies employed to enable the child to progress, short-term targets set for or by the child, the teaching strategies and provision to be used and put in place, when the plan is to be reviewed, success and/or exit criteria, outcomes

**3 Be able to support the behaviour management of children and young people with behaviour, emotional and social development needs**

*Set behaviour goals and boundaries:* work with others eg family members, teachers, other adults in the setting, professionals external to the setting eg educational psychologist; set goals and boundaries eg achievable, motivating, provide opportunities for frequent feedback, clear sanctions, merit system; communicate goals and boundaries with colleagues and parents

*Goals and boundaries:* support eg consistent approach helps learners feel secure, setting goals is motivating, achieving goals is empowering, improves self-esteem and confidence, sense of achievement

*Apply goals and boundaries:* remind child/young person of goals, arrangement of environment eg seating, away from distractions, area for chill-out, help with understanding emotions, active listening

*Work collaboratively with others for management of disaffection and challenging behaviour in learners:* ways eg value all, follow setting policies for behaviour expectations, sanctions, bullying, high expectations of achievement, active promotion of emotional and social learning, communicate and share achievements with other learners, family members, teachers, other adults in the setting, professionals external to the setting

*Contribute to the provision of safe and supportive opportunities:* use eg Social and Emotional Aspects of Learning (SEAL), curriculum resource for Primary and Secondary schools, Social and Emotional Aspects of Development (SEAD) for EYFS practitioners, conflict resolution, restorative justice

*Strategies:* strategies eg high expectations, achievable targets, praise positive behaviour, consistent approach, well-differentiated tasks, small tasks with frequent feedback, varied approach to meet learning styles, grouping to minimise disruptions, sensitive, discrete, non-stigmatising support, use of merit marks consistent with policy of setting

**4 Be able to support children and young people with behaviour, emotional and social development needs to develop relationships with others**

*Provide opportunities:* utilise interests of children and young people; activities outside the classroom eg playtime, lunchtime

*Encouraging cooperation:* set eg achievable group tasks, provide choices, provide sufficient resources, praise cooperation, encourage development of skills for peer relationships, support conflict resolution

*Interactions with learners:* role model active listening eg genuine interest; calm consistent approach, focus on positives

*Responding to conflict situations and incidents:* follow policy and procedures eg maintain professional relationship, repeat directions calmly, intervene early, use time out, use agreed behaviour management strategies, use agreed sanctions, send for additional help if needed

*Strategies for helping rebuild damaged emotional relationships:* strategies eg apply principles of restorative justice, encourage ownership of problem, facilitate dialogue, opportunity for mediation, opportunities in small groups to develop positive supportive relationships with a range of adults

*Supporting pupils to review their social and emotional skills:* techniques eg provide opportunity for pupils to be listened to, encourage reflection of actions and impact on others, opportunity to learn from mistakes in supportive environment, help to understand emotions and appropriate responses

**5 Be able to support children and young people with behaviour, emotional and social development needs to develop self-reliance and self-esteem**

*Encouraging and supporting pupils with behaviour, emotional and social development needs:* techniques eg listen to children and young people, value opinions, discuss emotions and consider impact on others, enable decision making to develop sense of control

*Support pupils to refocus on personal goals, boundaries and responsibilities following flashpoints:* techniques eg non-judgemental response, time to calm down, discuss emotions, discuss strategies to deal with emotions

*Opportunities for pupils to develop self-management skills:* develop eg personal skills that will help children and young people to organise themselves and manage their behaviour, exercising choice, decision making, problem solving, self-expression, general life skills

*Recognising and rewarding achievements and efforts:* strategies eg 'congratulations' and 'good news' postcards home, personalised letters to parents, certificates which recognise positive contributions to the school community, celebration assemblies involving parents, special privileges, prizes, gold stars for younger children

## Essential guidance for tutors

---

### Delivery

This unit should be delivered with a combination of tutor input and active learning experiences. DVDs and case studies give learners opportunities to link theory to practice. Role play enables learners to develop and practise their skills in supporting children and young people with behaviour, emotional and social development needs. Discussions, peer observations and peer assessment support assessment for learning and contribute to an understanding of the skills required for effective practice.

This unit is closely linked to Unit 4: Promote Children and Young People's Positive Behaviour. Tutors should identify and use links with this unit to develop and reinforce previous learning and experience, particularly relation to the behaviourist theory which underpins the practice of encouraging and rewarding positive behaviour.

The effects of upbringing, home circumstances and physical and emotional health on children and young people's ability to relate to others could be explored through case studies. Learners should consider the impact of poor attachment and the effect of unmet needs in relation to Maslow's hierarchy of needs. Learners could research the impact of negative and traumatic home experiences on behaviour and present their findings to the group to promote understanding of behaviour and emotional responsiveness. DVDs/videos could be used to explore how psychological and psychiatric disorders affecting children and young people may impact on how they relate to others.

How a whole setting culture which values each child/young person, has high expectations of achievement and behaviour, actively promotes emotional and social learning, works proactively with parents, provides a supportive environment for children and young people with behaviour, emotional and social development needs, could be explored through tutor led discussion. How Social and Emotional Aspects of learning (SEAL) and Social and Emotional Aspects of Development (SEAD) can be used to promote emotional intelligence could be explored. Learners should be encouraged to share their experience of working in schools through employment, as a parent-helper or work experience.

Learners could research the principles of restorative justice and followed by a tutor-led discussion on how the principles could be applied in different settings with children and young people.

A SENCO could be invited as a guest speaker to discuss the process in the setting for early identification of difficulties and SEN provision for identified behaviour, emotional and social development needs. Learners could prepare questions to ask the speaker about their role. Learners could be shown examples of Early Years School/ Action, Early Years/ School Action Plus, statutory assessments and Individual Education Plans (IEP) to consider a range of provision for children and young people with different behaviour, emotional and social development needs in a range of settings. Stressing the importance of confidentiality when using real documents is essential.



## Assessment

Assessment criteria 3.1, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3 and 5.4 must be assessed in the workplace.

### Suggested assessment activities

Assessment will be through tasks, projects and other activities completed individually to meet the assessment criteria.

The assessment for learning outcomes 1 and 2 could be provided by a guidance document produced by the learner which they could use for reference in their work with children and young people with behaviour, emotional and social development needs. The document will need to include:

- an explanation of how aspects of upbringing, home circumstances and physical and emotional health of children and young people could affect their ability to relate to others
- an explanation of the impact of any negative or traumatic home experiences of children and young people on their behaviour and emotional responsiveness
- an explanation of how psychological and psychiatric disorders affecting children and young people may impact on the way in which they relate to others
- an explanation of how medication taken by children and young people may impact on their cognitive and physical abilities, behaviour and emotional responsiveness
- an explanation of the particular behaviour, emotional and social development needs of children and young people in the setting
- a summary of the individual plans of children and young people with behaviour, emotional and social development needs with whom they work
- an explanation of how goals and boundaries support children and young people to develop and consolidate social and emotional skills.

Learners will be assessed directly on workplace performance for assessment criteria 3.1, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3 and 5.4. Evidence from the workplace may be provided by witness observations and professional discussions. This will enable learners to demonstrate their understanding of how to support children and young people with behaviour, emotional and social development needs by providing evidence of the skills developed in their work with children and young people. To meet the criteria for assessment, learners must include workplace evidence of:

- working with children, young people and others to identify and set behaviour goals and boundaries for children and young people with behaviour, emotional and social development needs
- providing support for children, young people and others to understand and apply goals and boundaries
- working collaboratively with others to implement a positive, collegiate approach to the management of disaffection and challenging behaviour in children and young people

- using knowledge of children and young people with behaviour, emotional and social development needs to contribute to the provision of safe and supportive opportunities to establish and sustain community-based rules and develop social interaction
- demonstrating strategies for promoting positive behaviour and managing inappropriate behaviour of children and young people with behaviour, emotional and social development needs
- providing opportunities for children and young people with behaviour, emotional and social development needs to establish social contacts and relationships with others
- encouraging cooperation between children and young people in ways which are commensurate to their age and stage of development
- interacting with children, young people and other adults in ways which provide a positive and consistent example of effective interpersonal relationships
- responding to conflict situations and incidents of inappropriate behaviour with due consideration for own safety and that of others
- demonstrating strategies for helping rebuild damaged emotional relationships between children and young people and children or young people and adults
- supporting children and young people to review their social and emotional skills and the impact of these on others and themselves
- encouraging and supporting children and young people with behaviour, emotional and social development needs to communicate their feelings, needs and ideas and make their own decisions and accept responsibility for their actions
- supporting children and young people to refocus on personal goals, boundaries and responsibilities following flashpoints where they have lost their self-control
- providing opportunities for children and young people to develop self-management skills
- demonstrating strategies for recognising and rewarding achievements and efforts towards self-reliance that are appropriate to children and young people's age, abilities and level of development.

### **Essential resources**

Learners will need access to a work placement or be employed in work with children and young people to provide evidence required for assessment of this unit.

### **Indicative resource materials**

#### **Textbooks**

Blake S, Bird J & Gerlach S – *Promoting Emotional and Social Development in Schools: A Practical Guide* (Sage Publications, 2007) ISBN 9781412907316

Burnham, L – *Supporting Teaching and Learning in Schools (Primary)* (Heinemann, 2010) ISBN 9780435032043

Burnham L – *Supporting Teaching and Learning in Schools (Secondary)* (Heinemann, 2010) ISBN 9780435032050

Fox G – *Supporting Children with Behaviour Difficulties: A Guide for Assistants in Schools* (David Fulton, 2005) ISBN 9781853467646

Hopkins B – *Just Schools A Whole School Approach to Restorative Justice* (Jessica Kingsley, 2003) ISBN 9781843101321

Hull Learning Services – *Supporting Children with Behaviour Difficulties (Supporting Children)* (David Fulton, 2004) ISBN 9781843122289

Kamen T – *Teaching Assistant's Handbook: NVQ and SVQ Levels 2 & 3, 2nd Edition* (Hodder Education, 2008) ISBN 9780340959381

Koeries J, Marris B & Rae T – *Problem Postcards, Social Emotional and Behavioural Skills Training for Disaffected and Difficult Children Aged 7 to 11* (Sage Publications, 2005) ISBN 9781412910743

Sharp P – *Nurturing Emotional Literacy: A Practical Guide for Teachers, Parents and those in the Caring Professions* (David Fulton, 2001) ISBN 9781853466786

Whitehouse E – *Volcano in My Tummy: Helping Children to Handle Anger: a Resource Book for Parents, Caregivers and Teachers* (New Society Publishers 1997)

### **Publications**

*Building futures, believing in children: a focus on provision for Black children in the Early Years Foundation Stage* DCSF (2009) DCSF Ref: 00008-2009BKT-EN

*Confident, capable and creative: supporting boys' achievements and guidance for practitioners in the Early Years Foundation Stage* DfES (2007)  
Ref: 00682-2007BKT-EN

*DCSF EYFS Materials.* You can download the EYFS materials, or order copies online at: [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications) Ref: 00261-2008PCK-EN

*The education of children and young people with behavioural, emotional and social difficulties as a special educational need* DCSF (2008) available at [www.teachernet.gov.uk](http://www.teachernet.gov.uk)

*IDP Supporting children with speech, language and communication needs* DCSF (2008) Booklet ref: 00215-2008BKT-EN. DVD ref: 00055-2007DVD-EN.

*Primary and Secondary Inclusion Development Programme: Supporting pupils with Behavioural, Emotional and Social Difficulties* DCSF (2010)  
DCSF Ref: 00003-2010BKT-EN

*Progress matters: reviewing and enhancing young children's development* DCSF (2009) DCSF Ref: 00217-2009BKT-EN

*SEAL materials. Revised Foundation Stage repackaged 'Red SEAL' booklets.* Ref: 00840-2008FLR-EN, available with CD-ROM DCSF (2008) ref: 00840-2008CDO-EN

*Seamless transitions: supporting continuity in young children's learning* DCSF (2008) DCSF Ref: 0267-2006PCK-EN

*Social and emotional aspects of development.* DCSF (2008) SEAD Practitioner booklet. Ref: 00707-2008BKT-EN; LA trainers' handbook. Ref: 00708-2008BKT-EN

*Special educational needs Code of Practice* DfES (2001) Ref: 581/2001

*Supporting children with English as an additional language and guidance for practitioners in the Early Years Foundation Stage* DCSF (2007)  
DCSF Ref: 00683-2007BKT-EN

*The use of force guidance available* DCSF (2007) at [www.teachernet.gov.uk](http://www.teachernet.gov.uk)

## **Journals**

*Early Childhood Education*

*Early Years Educator*

*Junior Education*

*Times Education Supplement (TES)*

## **Websites**

<a href="http://www.education.gov.uk/">www.education.gov.uk/</a>	Department for Education
<a href="http://www.inclusion.ngfl.gov.uk">www.inclusion.ngfl.gov.uk</a>	Inclusion
<a href="http://www.nhs.uk">www.nhs.uk</a>	NHS
<a href="http://www.nationalstrategies.standards.dcsf.gov.uk/inclusion/specialeducationalneeds">www.nationalstrategies.standards.dcsf.gov.uk/ inclusion/specialeducationalneeds</a>	National Strategies
<a href="http://www.nurturegroups.org/">www.nurturegroups.org/</a>	Nuture Groups
<a href="http://www.sebda.org/">www.sebda.org/</a>	Social, Emotional and Behavioural Difficulties Association
<a href="http://www.teachernet.gov.uk/wholeschool/sen/datatypes/Behaviour_emotionaldevelopment/">www.teachernet.gov.uk/wholeschool/sen/datatypes/ Behaviour_emotionaldevelopment /</a>	Teachernet
<a href="http://www.tourettes-action.org.uk/">www.tourettes-action.org.uk/</a>	Tourettes Action
<a href="http://www.transformingconflict.org/Restorative_Approaches_and_Practices.htm">www.transformingconflict.org/ Restorative_Approaches_and_Practices.htm</a>	Transforming Conflict