

A publication from



Manual for starting teachers and therapists:

Education of children with a severe behavioural disorder

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1. Definition

the description of the theme

Behavioural disorders in children with special educational needs include a group of heterogeneous conditions of different aetiology. Their manifestation is related to congenital illnesses or diseases in a later period of development of children. As a result, they are lagging behind in their psychophysical development. They fall into unconscious self-aggression, destructive actions, and disturbances in the inclinations, aggression, depersonalisation, suicidal attitudes, hyperactivity and other pathological conditions.

Behavioural disorders are characterized by a repetitive and sustained pattern of antisocial, aggressive or challenging behaviour that is seriously inconsistent with age-relevant social norms.

Antisocial is the behaviour that goes beyond the existing social norms in a given society. In other words, it is the rejected, unapproved, unwanted, dangerous behaviour for the individual and for the society as a whole.

A behavioural disorder is a developmental disorder in which children display deviant, very difficult behaviour. Behavioural disorders arise from a hereditary or congenital abnormality, in combination with risk factors of the child itself (eg impulsivity) and his or her environment (eg abuse). If the cause is only due to the environment, one is talking about a behavioural problem. There is often a mixture of a disorder and a problem. A strict separation is difficult to make.

* developmental disorder: A developmental disorder is a physical or mental disorder of children, which makes their development different from that of most children. Often learning problems are the result, sometimes behavioural problems.

Behavioural disorders are divided into:

- Oppositional Defiant Disorder (ODD)
Children with ODD are difficult during childbirth, rebellious and disobedient, but not violent.
- Conduct Disorders (CD)
Children with CD display asocratic behaviour, without respect for the rights and feelings of others.

The behaviours mentioned below occur in children with a behavioural disorder - but do not all have to occur.

- Continuous resistance to adults
- Lie, steal, fight
- Break stuff
- Not always listening
- Not addressable
- Aggressive behaviour, with the child intentionally violating.

For example:



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- Verbally (smaller, unsubscribe)
- Relationally (isolate, speak angry about others)
- Physically (hitting, destroying)

Children and adolescents with a behavioural disorder regularly get into trouble.

- Socially because their age groups often exclude them.
- In the cognitive field, there is a loss of certain areas or a learning disadvantage across the board.
- Emotionally, because it is difficult for them to have normal relationships and to constantly have a sense of prejudice and exclusion.

Aggression is behaviour that is directed to intentional causing harm or pain to various people by various means. It is a demonstration of hostility or use of force over others. It is a purposeful, offensive, destructive behaviour contrary to established norms and rules in society. It usually leads to mental tension, anxiety, fear and pain. Aggression is often a common feature of children with behavioural disorders, it is a pattern of behaviour rather than an emotion, motif, or setting.

Aggression can be classified as two main types: instrumental aggression and impulsive aggression.

- Instrumental aggression – covers cases when the aggressor attacks other people, pursuing purposes unrelated to causing harm or suffering. In particular, aggression is used as a mean to accomplish certain goals.
- Impulsive aggression – covers cases where the specific purpose of the aggressor is consciously causing harm or suffering to others.

Aggression by form of behaviour can be physical or verbal, active or passive, direct or indirect:

- **physical aggression** – acts, usually aggressive or criminal, whose purpose is to cause harm to humans, animals or (less often) property.
- **verbal aggression** – behaviour related to attempts to humiliate, harm, insult, defame a person through cries, threats, curses, and other speech and verbal expressions.
- **active aggression** – is kicking, plucking, scratching, banging, pinching, striking, fisting, burning, sniffing, poisoning, pushing, throwing objects, biting, cutting, etc.
- **direct passive physical aggression** – is to prevent someone from reaching the desired goal, ignoring it, ignoring his needs and demands
- **indirect aggression** – The victim is injured in an indirect way, i.e.. causing damage to the other's property - theft or damage to a car, robbing a home, causing harm to his or her relatives.

Challenging Behaviour - is the reaction of an individual, often caused by a certain "challenging" environment in which he is forced to live.

Hyperactivity is another behavioural disorder, it is a complex of symptoms - motor anxiety, impulsivity, emotional lability, impulsive aggression. Children with hyperactivity are anxious, tense, antisocial, confused, with training difficulties.

Desire disorder - a pathological condition that is a weakening of the will and motivated mental activity, as a result of various organic causes. This leads to a deep sensual need to realize and strengthen various inclinations (pyromania, kleptomania, hypersexuality, etc.)

2. Vision

the way you look at the subject: broad lines and long-term policy

At the heart of the guidance is the interdisciplinary model of work:

The approach involves unification of the efforts of a team of special pedagogues, psychologists, medical specialists and all services and organizations providing social services to children, guided by one main objective - the child to receive the most appropriate care, in conformity with his specific needs over time.

The guidance has no intention to provide practices for controlling and unifying child behaviour.

The guidance gives directs on:

- Coping with crises and challenging behaviour.
- Acceptance of the difference.
- Awareness of who can help (institutions, specialists ...).
- Encouragement of desired behaviours.
- Methodologically addressing problem behaviour.
- Correcting deviant behaviour.
- Realization of potential opportunities for increasing the probability that the student will learn behaviour that is significantly close to the norm.

Specific Belgian experience:

1.1. Overarching vision of our schools

In our schools we act according to our mission

From our mission, we want to bear, obey and respect all our students, staff, school, partners and all the people engaged to the student in their being different including students with behavioural difficulties.



Students



Staff



Schools



Partners

to bear



to listen at



*to show respect for
being different*

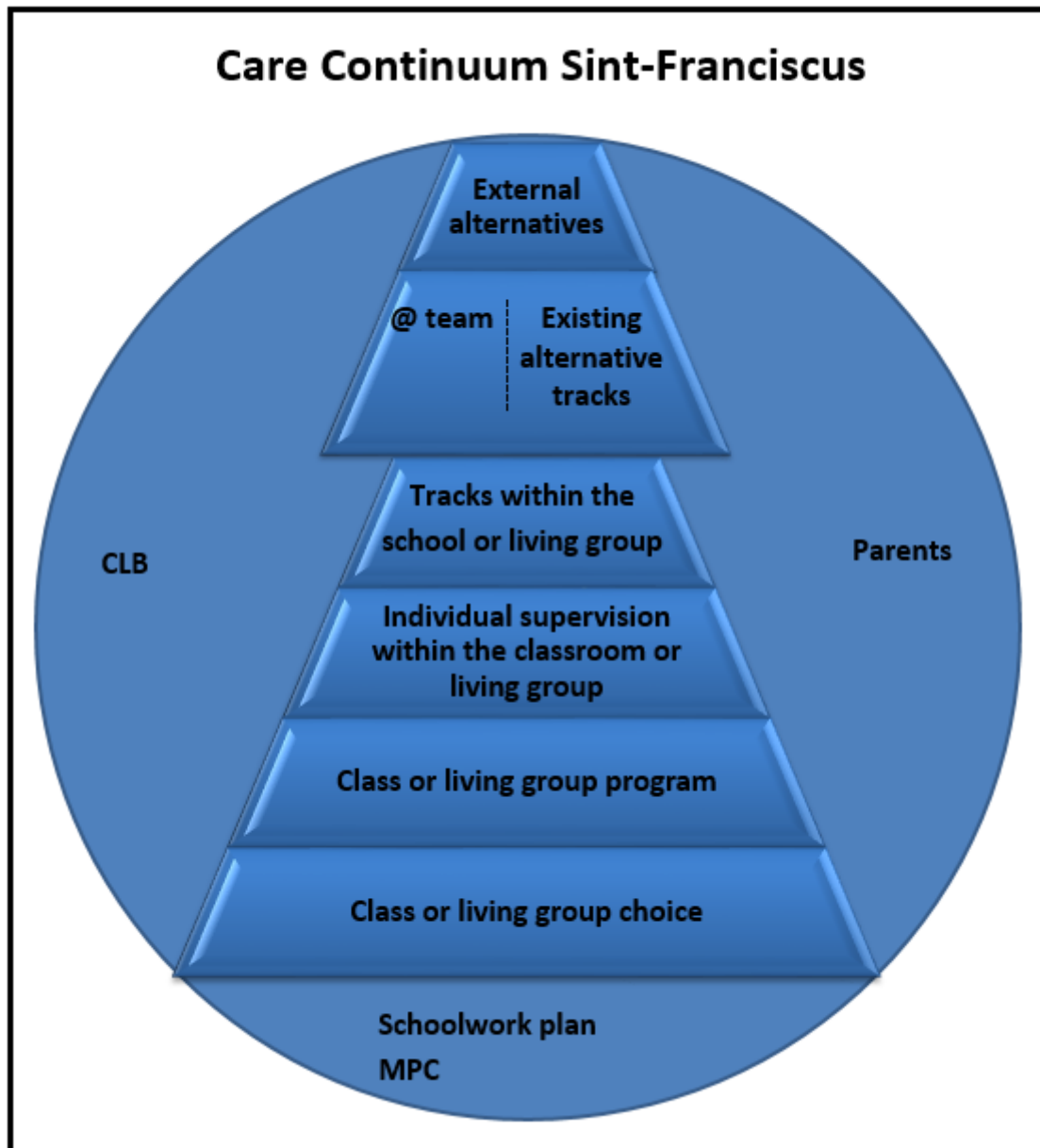


*following the
example of St. Francis*



1.2. The care continuum

Within our school we use the care continuum that is adapted to our context. The context consists of schools, parents, CLB, MPC and any external partners.



From extensive imaging, each student is placed in a class with a customized offer. These have their own specific program adapted to the group of students. If necessary, there will be an individual program or guidance within that class. This manual deals with the guidance regarding aggression by a student within a class group.

Vision of behavioural problems within the normal classroom

We want to bet up to a preventive offer within the school context by differentiation in the classroom and adapt the school environment.

As part of prevention, we can count on the cooperation with the MPC. If schooling proves to be too difficult, we have an additional offer to meet the needs of the child or young person. This is always focused on the well-being (in this way we also meet the needs of the class group who can come to rest again).

If the reasonable adjustments are insufficient or disproportionate, a temporary curative offer may be considered by mutual agreement.

3. Target group

definition of the target group of the pupils.

The target group is aimed at students from 7 to 20 years old with moderate to severe intellectual disabilities. All participants have a lower age of mental or social-emotional development and are not selected by gender. They are characterized by intense motor anxiety, frequent mood swings, hysterical reactions, and ignorance of authorities, impulsivity and emotional lability, violent and affective reactions on small occasions as well as unreasonable aggression and self-aggression. In reality, this translates into a heterogeneous population of children and adolescents with often very complex care questions. The steady growth of integrated education draws a shift in the pupil population: the mental disability is more often accompanied by additional behavioural and emotional problems or a child psychiatric diagnosis.

Children with a behavioural disorder can struggle within a group. Usually the child is burdened by the group: too busy; too many incentives; high image, not safe enough.

Communication problems are often the basis. The child cannot understand well enough and often interprets things in his own way. This can quickly build up a lot of frustration so the child becomes aggressive.

These can be children with a heavy past, traumatized children, unsafe children. Sometimes due to a syndrome, etc.

The reason why the child shows such a disturbed behaviour is not always clear or known. These children are often rebellious and continually seek out the boundaries and often challenge themselves by failing to comply with the rules. Call this out, use scorn words; destroy, threaten, run away, use physical violence to both supervisors and other children.

These are the children who need extra care and proximity. Based on an individual classroom, we try to provide them with peace and security.

4. Conceptual methods of coping and prevention of aggressive and problematic behaviour

4.1. Coping with unwanted problematic behaviour.

Methods to reduce unwanted (problem) behaviour:

4.1.1. Ignoring

Often, some problematic behaviour is demonstrated in order to attract and retain the teacher's attention for a longer time. When this is certainly established, the best behavioural therapy technique would be to ignore the behaviour of the student, i.e. the teacher ignores the bad behaviour of the student and thus does not encourage him to re-apply it. For example, the disciple wants to keep his attention on himself, he screams, calls and throws objects around, rolls, pushes children, kicks them. If the teacher approaches and devotes 10-15 minutes in an attempt to calm the student and explain to him that such behaviour is bad, the student has actually achieved his goal by drawing the attention of the teacher and forcing him to devote more time to him. If the teacher completely ignores the student's behaviour while he calls and throws objects, takes the children around him and works only with them, then the student will not be able to attract his attention with such behaviour and may not apply it more often. However, when the cause of unacceptable behaviour is not related to attracting attention, ignorance can be extremely dangerous as it will encourage the student's problematic behaviour through untimely correction. Therefore, functional evaluation should be done very carefully and competently before ignoring it as a method of coping with problem behaviour.

4.1.2. Verbal punishments

This method does not foresee loosing of the teacher's nerves and a quarrelling with the student, as well as calling him offensive, but giving a brief and clear verbal disapproval of the student's behaviour. Here are some guidelines for successful verbal punishment:

- Be clear and tell the student what you do not approve of in his behaviour
- Verbal punishment should be done immediately after demonstrating the problem behaviour
- Do not scream at the student, the slight reduction of the usual voice is enough
- If you have to, attach the verbal penalty with deprivation of privileges
- Encourage the student to behave well by including instructions in the verbal punishment, what behaviour would you approve
- To be as relaxed as possible and do not lose control of yourself
- After performing a verbal punishment, do not remind the student about demonstrating problem behaviour
- Monitor student's response to verbal punishment and consider whether this method has an effect

4.1.3. Exclusion of privileges

Deprivation of privileges is a negative promotion, which may eventually lead to positive results. It is desirable that the deprivation of privileges has a logical connection with the demonstrated problem behaviour and is a direct consequence of it. For example, if a student refuses to participate in activities during an hour, he / she may be deprived of free time during the break. Here are some guidelines the teacher can follow when applying the privilege method:

Make sure the student understands the relationship between their problematic behaviour and deprivation of privileges.

- Be fair in case of deprivation of privileges.
- Do not discuss with the student the question of depriving him of privileges once you have imposed them.
- Do not feel guilty of depriving the student of privileges; every student is familiar with the rules of conduct and when he / she breaks them, then he / she should expect certain consequences of his / her behaviour.

4.1.4. Time-out

Time-out is a sports term that can also be applied in behavioural therapy. In general, this means that when a student demonstrates problematic behaviour, he is moved from the usual environment, for example another place in the classroom or another classroom. Often, the classrooms of students with multiple disabilities provide a rest and relaxation corner that is separated by a screen or a cupboard from the common room. This is a good place where the student can be left alone for some time after he has demonstrated unacceptable behaviour. In cases where the pupil rages and threatens to injure himself or others, or to cause material damage, he may be taken to another room where he / she is not a danger to others. The time-out time should be carefully calculated - it should not be too short so that the student does not understand the meaning of it, nor is it too long to cause emotional problems for the student or misinterpreted by as a reward and a rest. Removal time should depend on problem behaviour, its depth of appearance and duration. Typically, two to five minutes are sufficient for this behavioural therapy method unless there are other conditions and causes.

4.1.5. Satiation

Satiation is a method of removing or eliminating unwanted behaviour through its overprotection, exaggeration and over-encouragement. Often, people are surprised by different things and cease to consider them as enjoyable and interesting and voluntarily give up on them. This also applies to problematic behaviour - over-encouragement and exaggeration will gradually lead to loss of interest in demonstrating it. For example, if a student has a habit of taking teaching materials and other materials from their classmates without their permission and consent, the teacher can apply the method of saturation. He can collect all pencils, pastels and other classroom materials in the classroom and place them on a desk in front of the student, while at the same time engaging other students in other activities - for example, reading a fairy tale, puppet dramatization or more. This should be repeated day

by day until the student loses interest in owning all the materials in the classroom, given to him voluntarily, and at the same time the others are busy with other interesting activities.

4.1.6. Punishments / sanctions

Punishments/sanctions are as old and well-known, as well as poorly understood and often misinterpreted behavioural therapy. They should only be used as a method of action designed to reduce or eliminate inappropriate behaviour, not as a way for the disciple to be induced to suffer for a particular behaviour. Often, punishments are intertwined and partly overlap with other methods of behavioural therapy, such as deprivation of privileges and unpleasant consequences. Penalties must exclude any form of physical application of force such as striking or injuring the student. They can by no means involve the disenfranchisement of the student from food, use of a toilet or sleep. Penalties should be well-chosen and considered and fairly enforced. It is important for the student to understand the punishment as a consequence of their own inappropriate behaviour and to link the demonstration of such conduct with the imposition of a penalty in the future.

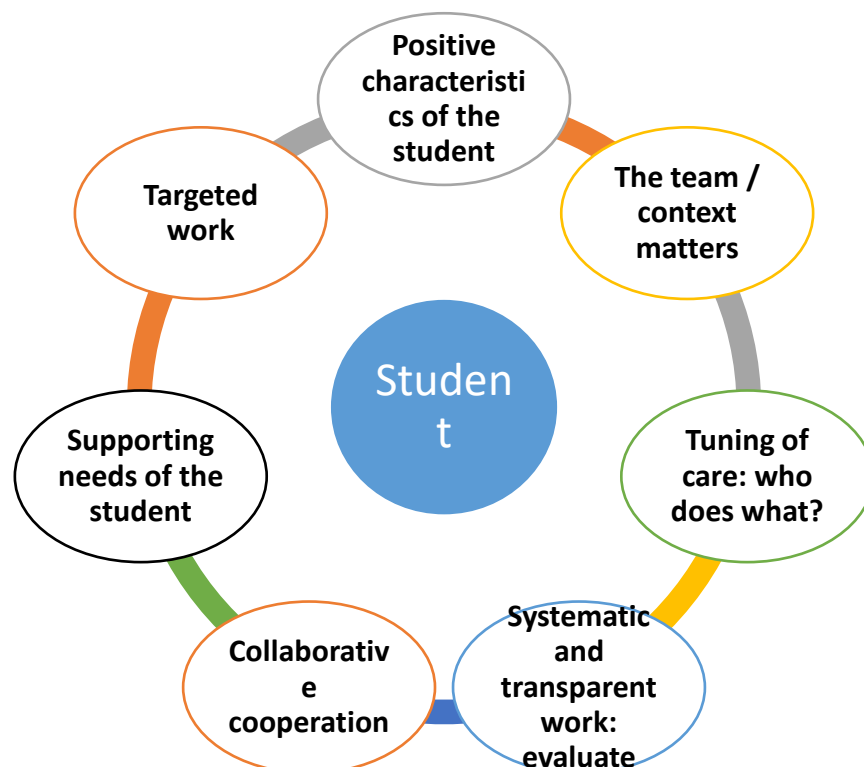
Specific Belgian experience:

THE ROUTE FROM DETERMINING THE DIAGNOSE TO THE START OF THE TRAINING PROCESS.

4.1.7. HGW

Action-oriented work (HGW) aims to improve the quality of education and guidance of all students. It is a systematic way of working, where the offer is tailored to the educational needs and basic needs of the students. Based on the child's characteristics, the educational needs of the child are examined. Education is adjusted accordingly.

Formation and care questions

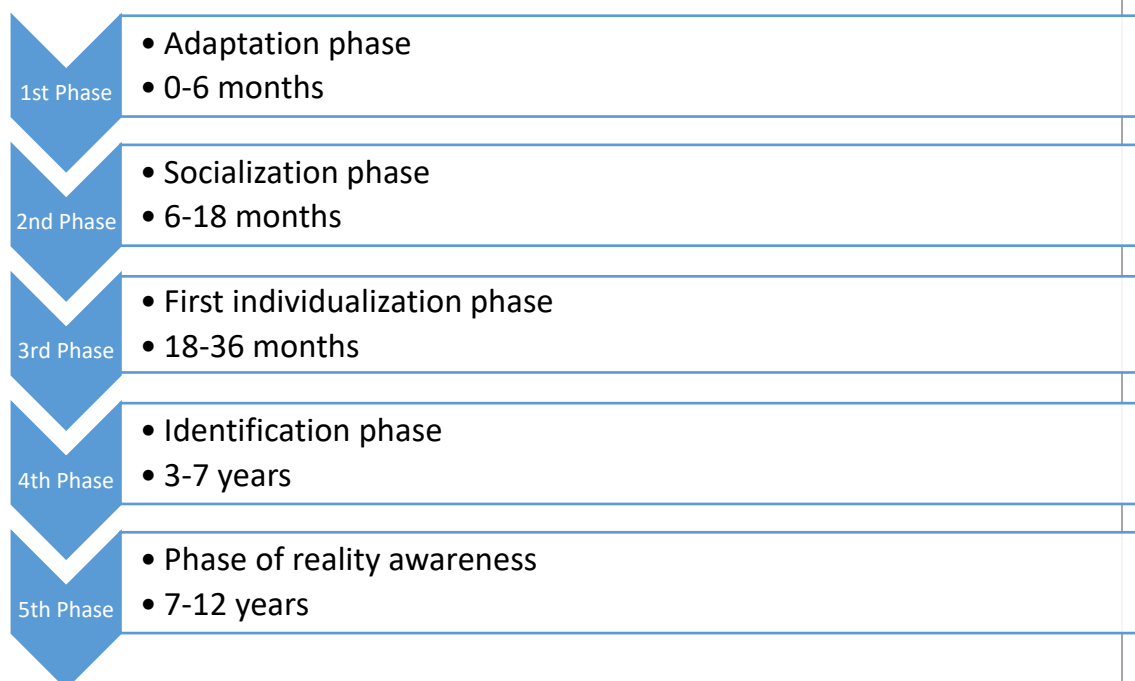


4.1.8. Došen

Anton Došen is best known for his theory of emotional development for people with intellectual disabilities.

Generally, the model seeks to map the emotional development. There is talk of emotional development and not socio-emotional development, because one wants to focus on the intra-psychic life of persons with intellectual disabilities. In this way, one focuses less on its impact of social relationships and problematic behaviour in social interactions.

Došen distinguishes 5 phases in his model:



This model states that a child with mental disabilities goes through the same stages as a normally gifted child. However, these developmental stages will last longer and will stop their development sooner (Van Gennep, 2000).

By using this model, we have a better vision on the emotional phase the child functions, regardless of his biological age.

What does each phase mean and what is typical for that learner in this developmental phase? Which guidance style approach is needed in each development phase?

Phase 1: During this phase, the student discovers the body, processed stimuli, responds to stimuli and has also developed a conscience. The regulation of emotions is done by the autonomic nervous system.

Accompaniment style:

- The supervisor provides basic safety through structure in time and space: scalability and recognisability
- Physical proximity
- Flexible balance between rest and relaxation
- Non-verbal signals

In case of problem behaviour: limit, provide safety, possibly medication.

Phase 2: During this phase, the student discovers the environment through the body, makes contact with the environment, from the security of the significant other. Shows initial interest in 'equals', is uncontrollably aggressive / destructive towards the environment. Regulation takes place in interaction with 'the important other'.

Accompaniment style:

- The supervisor ensures remote proximity and is consistent and predictable
- Repeat clarity and boundaries, preventive work and transition support, help bridge.
- Simple, recurring activities with an emphasis on the relationship
- Confirm the relationship but beware of overshooting verbal signals

In case of problem behaviour: student breaks down, "Are you trustworthy?" Carefully and firmly act, limit, secure, deal with splitting and possibly therapeutic support for student and possibly medication.

Phase 3: During this phase, the student is focused on the environment through his own body. Develops his own sake, is fighting for autonomy, becomes an "I" and is fearful of losing autonomy. Starts interaction with 'equals'. Communicates to tell something, shows emotions and explores boundaries.

Accompaniment style:

- Remote proximity for emotional refuelling
- Diplomacy and negotiation, space for success and failure
- Hold by clear rules and consequences, negotiate, opportunity for recovery
- Flexible take over when it fails and return it to the student again
- Talking about beginning 'I', clear, simple humour works

In case of problem behaviour: Children will fight through drive for autonomy and sense. Provides space and boundaries. Consciously handle 'attention questions', with conflicts. Confirm the relationship, calm and firmly limit, therapeutic support and possibly medication.

Phase 4: The student sees the body as the centre of the world. Connects through verbal and creativity (play, fantasy). Can feel safe in a familiar environment without a trusted person / activity. Fears not to be accepted by the "important other". Has anxiety. Shows emotions in relationships with others, is aggressive in a controller manner against the person who causes frustration. Starts developing norms and empathy.

Accompaniment style:

- Guide as an example function, role model. Give positive feedback
- Clarify why boundaries, indications and negotiation
- Provide positive confirmation, looking for things in which the student can "excel"

- Beginning reflection on conflicts, rest and secure in fear of confusion of reality / fantasy

In case of problem behaviour: students go into conflict with authority, dispute rules for content. Offer clearly reliable boundaries, specific therapies and possibly medication.

Phase 5: The supervisor remains remote on a fall back basis. Supportive and insightful.

Accompaniment style:

- Remote-based, supportive and insightful, leave room for friends
- Provide space for negotiation, equal partner
- Discuss 'why'. Provide opportunities for learning in a group. Greater responsibilities.
- Analyse and reflect, focus on reinterpreting negatively experienced situations

In case of problem behaviour: Clear boundaries, specific therapeutic interventions and possibly medication.

4.1.9. Contextual vision

The word 'context' reflects the relationship within relationships that every person has with important people around him. This connection works from generation to generation. Within the network of family or other important people, motivational forces are at work: one of them is the dynamic balance of giving and taking; another one is loyalty.

Contextual help and supervision looks at the facts, the psychology of every human being and the system in which it lives. In addition, they take into account the **ethical side** that plays within a relationship.

4.1.10. NVR

NVR is the abbreviation for Non-Violent Resistance. We will resist against violent behaviour raised by the young people, but it is socially unacceptable.

NVR initially focuses on how we stand as auxiliaries. It is a basic attitude; the way we deal with the youngsters.

What does this mean to us?

Keep control of yourself (you cannot check the behaviour of the younger ones, but that of yourself)

3 tips to increase this self-control:

1. You must not win, just hold on (it's not about being 'right' but show that something is not ok)
 2. Forge the iron while it is cold: do not go into escalation, post your reaction. Say you do not respond now, but you will do it later. Just say it all the time, with a clear calm tone. Request a colleague to take over.
 3. Errors are inevitable but can be restored (also by us)
- Use open dialogue: know what the youngster is up to, what his life is. This way you can retreat to the interests of the youngster in difficult moments and thus distract

attention. For example, tell me how it was yesterday during football, did you score?

- Show your concern: e.g. I see that you are having trouble, e.g. you look very tired
- Offer opposition to a particular behaviour, not against a person: e.g., I do not think that's your call, or kicking that trash can is not okay
- Use humour whenever possible
- Provide a recovery moment, every mistake can be restored and the goal is that the youngster will get his place back in the group. This can be done in different ways. Make a drawing for the person you hurt, e.g. do something for that person, or say sorry, ... This will only happen when the youngster is ready
- You can also speak in the 'we person', you show to the youngster that you are not alone, but that there is a whole team behind you. For example, cursing in class is not done

NOTE: priority number 1 is safety: first for yourself, if you do not feel safe you cannot 'care' for the younger ones. If you do not feel safe, it's more interesting to get a colleague first or go away.

4.1.11. PTV

PTV is the abbreviation of Personal and Team-based Security Techniques.

These are techniques that we apply only when the safety of the child, ourselves or other children is compromised. These techniques can only be performed by people who adequately control these techniques.

It consists out of three parts:

- Safety techniques:
How can we ensure that all parties involved (care workers, children and the environment) are affected as little as possible.
- Personal safety techniques:
We start from the principle: how can we ensure that the aggressor gets the feeling that he has you under control in order to prevent worse. These techniques are mainly aimed at learning to stay calm in a situation where you as a caregiver are grasped.
- Team-oriented safety techniques:
The Team-technique includes a clear and concrete procedure that allows an attacker to be controlled and, if necessary, transfer to a safe area (time out zone).

These techniques allow to do this in the most peaceful way possible so the caretaker's relationship with them is damaged as little as possible.

4.2. Stimulating socially acceptable alternatives of problematic behaviour:

In order to improve the behaviour of a student, the following basic methods can be applied:

4.2.1. Positive encouragement

Positive encouragement can be material, social and personal:

- **social encouragement** – praise, approval, hair stroking, shoulder tapping;
- **material encouragement** (also called real or psychological encouragement) - food, candy, material reward, etc. This includes psychological incentives such as placing a special sign (stamp) in the notebook or worksheet as an expression of approval, marking a red dot
- **personal encouragement** - it is the inner sense of satisfaction of a completed task or a well done job. This type of encouragement is often associated with a feeling of pride.

4.2.2. Formation

The method of formation resembles the work of a sculptor shaping his work. In the case of behavioural therapy, this means that the teacher shapes the desired, appropriate and socially acceptable behaviour of the student. For this purpose, the teacher requires the pupil to demonstrate the desired behaviour (often accidentally on the part of the student) and, when it is demonstrated applies positive encouragement. Positive encouragement is needed systematically and consistently as soon as behaviour is demonstrated.

4.2.3. Negotiation

The negotiation method is extremely popular and often teachers and parents apply it to their pupils and children without even realizing it. Negotiation is any verbal or written agreement between two or more people or groups who agree to take on certain obligations against which they receive certain benefits. Here are some examples of daily bargaining: "Finish this task and then you can listen to music," "Eat your food and then go out," "If you are obedient for the next 15 minutes, then you will get a cookie." Negotiation, when used as a method of behavioural therapy, should follow certain rules, namely:

- it must be systematic and accurate.
- it must provide for benefits that are appropriate for the student - for example, if the student is overweight, negotiating is not appropriate to often include food as an incentive.
- once the negotiation has been completed and both parties have to fulfil their commitments - for example, if the student performs the required task, the teacher must provide him with the promised subject or activity.

4.2.4. Reward

Awarding a well-executed work or demonstrated good behaviour is a common method in school practice. A reward is any encouragement to desired behaviour, which is significant and important to the student. Sometimes the teacher offers as a reward activities or items that are of no value to the pupil and thus cannot encourage him / her to perform the required activity or follow a certain behaviour. Therefore awards should be evaluated and selected carefully. The

table below shows examples of appropriate prizes to be used as an incentive to show good behaviour as well as their duration.

Table** - Examples of rewards as a method to improve behaviour:

REWARD CONTINUANCE

REWARD	CONTINUANCE
Watching TV	15 – 30 minutes
Examination of books, comics etc.	10 – 15 minutes
Listen to music	5 – 10 minutes
Play with favourite toys	10 minutes
Drawing, moulding	10 minutes
Getting glass of juice or biscuit	5 – 10 minutes

4.2.5. Modelling

Human behaviour is best learned through observation and imitation. As a method in behavioural therapy, modelling means that certain behaviours should be imitated (if appropriate) or not imitated (if unacceptable) by the student. This is one of the oldest and most commonly used methods of behavioural therapy.

Often teachers and parents apply it unconsciously, saying for example, "Be good and obedient like your sister," "Can you write so beautifully and legibly as Annie?" Or "Why don't you behave as well as any other boys and girls of your age?". In order for this method to be successful, it is desirable to select as an example an imitation personality that is important to the student and which he loves and likes - a favourite classmate, a beloved teacher or a staff member, a favourite artist, a singer, etc. we choose only a certain kind of behaviour in this personality to use, not to make the student follow the overall line of behaviour of the person in question - something that for a disciple with multiple disabilities would be a difficult task. For example, we can use a favourite classmate as a role model for implied mealtimes at noon, or use a favourite teacher as a model for a neatly dressed man, and so on.

4.3. Aggressive behaviour analyses dealing with and prevention.

Specific Belgian experience:

4.3.1. Advise on aggression and prevention pyramid

1. What kind of aggression?

Frustration aggression

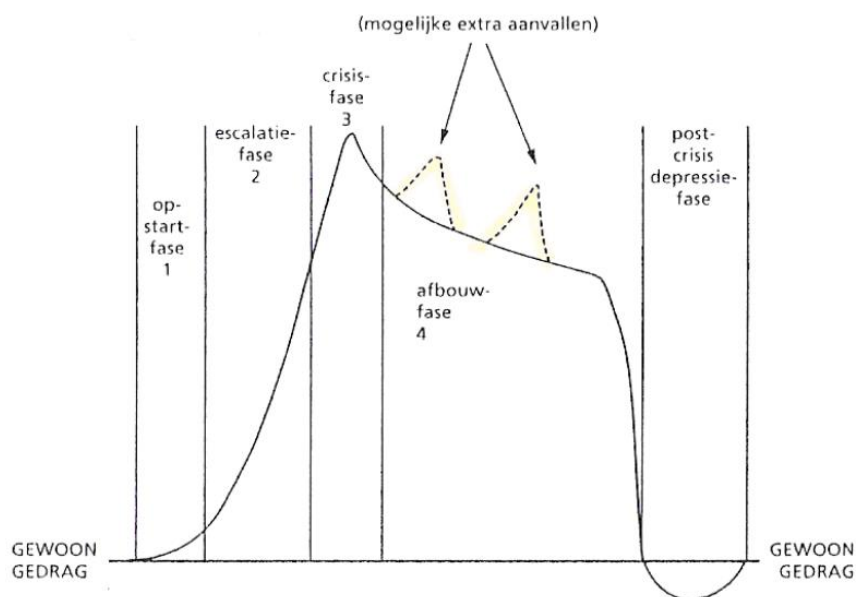
- ASS, trauma, failure, etc.
- The cause is due to sorrow, impotence, fear, incomprehension. Lose control over commonly used values and norms
- Do not focus on what the child does but WHY the child does this
- By use of language
 - blame, bad words towards you, the organization, everyone
- By look at the body language

- focused on oneself (scratches, etc.)
- important to recognize the emotion (laying off the child's behaviour)
- directed to another (screaming, pushing, shouting ...)
- (partial) loss of self-control, posterior (sometimes) regret
- This inflicts fleeing or fighting

Instrumental aggression

- Crossing boundaries to achieve your own goal. The goal is to solve a situation that is not as I wish them: purposeful, well-considered.
- No real emotion, controlled behaviour. (adrenaline curve is under control)
- Threats and manipulations
- Danger to put something outside of the child. The debt is not always outside the child. Learning behaviour is very difficult
- Testing and very thoughtful action. It's usually taught behaviour (the behavioural experience makes me repeat the behaviour - eg if I notice that ... I will do this again just to obtain, etc.)
- Behaviour tried outside of a frame that they do not use for themselves or the other

Aggression curve frustration-aggression



1. start-up phase
2. escalation phase: eg. Sit down, no touching allowed even with good intentions; stress balls, etc.; boundary required
3. crisis phase: here you can do the least; get help, assess what is needed to put him into safety
4. degradation phase: Depends on the amount of adrenaline created (up to 90min)
5. reversal phase / depression phase: 'dip' under normal level.

2. Approach

Roadmap to frustration-aggression

SHORT-TERM

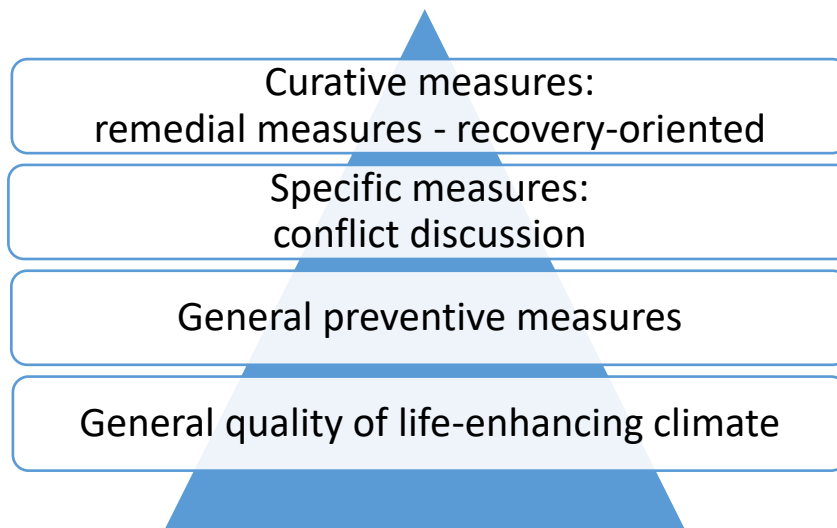
1. Ensure that students can regain control of their own emotions.
2. Acknowledge, confirm the behaviour and name the emotion.
3. Substantive conversation until the storm has subsided. (after depression phase)
 - What could help you now?
 - What can I do for you?
4. Only respond to aggressive behaviour you do not approve

Penalties are meaningless, make clear that behaviour is not approved and the child must be responsible for the consequences of his behaviour (= restore).

LONG-TERM

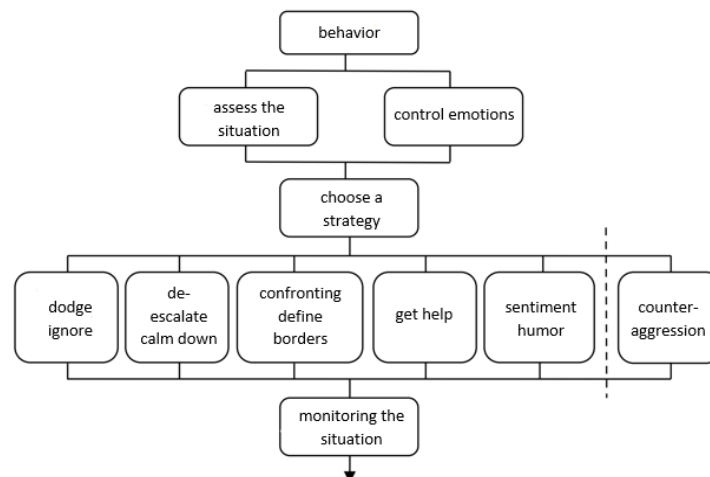
- Which patterns can I as a teacher, paramedic discover which unbalances the child?
What response was given and what was the effect of this reaction?
- Which patterns can I discover in myself so that the child easier becomes unbalanced?
Which strategy did I choose as a teacher (unconsciously)?

PREVENTION! The prevention pyramid for problem behaviour



ROADMAP TO INSTRUMENTAL AGGRESSION

SHORT-TERM



LONG-TERM

- Which patterns can I as a teacher, paramedic discover which unbalances the child?
 - What response was given and what was the effect of this reaction?
- Which patterns can I discover in myself so that the child easier becomes unbalanced?
 - Which strategy did I choose as a teacher (unconsciously)?
- Think about "punishment and reward"

5. Teaching methods and materials

Teaching methods and materials for pupils and teachers

5.1. Behavioural adjustment strategies

1. Positive encouragement of behaviour

Positive encouragement of behaviour is in fact any incentive that increases the likelihood of demonstrating a certain desired and appropriate behaviour - for example, a reward, a praise.

2. Negative behavioural encouragement is any incentive that reduces the likelihood of behaviour - for example, punishment. In this case, the probability of the response or behaviour is minimized by removing the stimulus or temporarily removing it, for example if the student is annoyed by certain music, we turn off the radio, that is, we apply negative encouragement.

Specific Belgian experience:

5.2. Preventive

How does our school work specifically to carry these behaviourally impaired children?

First and foremost, we are going to work preventively:

It starts with forming the correct group / activity. Our school has two pillars: a functional and a structural pillar. Each pillar consists of different classes. (See Appendix Organigram Primary School 2017-2018).

Within the classroom, a child gets a place that is the most appropriate for him. (For example, a screened corner, close to the teacher, away from the window, etc.) A place where the child can find peace.

The organization within the classroom must be structured and clear. Sometimes daily schedules can help.

Both within the school and classroom, clear agreements are made that may or may not be visualized with pictograms. An example of this is the schooling agreement. (See below).

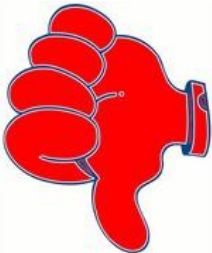
The offer within the class can vary from child to child. We ensure that the child is not overwhelmed. The child can be offered an alternative course where specific care can be offered outside of class attendance.

A few more examples:

- Reward systems with the caterpillars
- talent tree,
- own work table,
- waiting baskets,
- relaxation music,
- timer,
- green chair,

- relaxation in the hallway,
- surprise box,
- smileys in their agenda,
- small shop with rewards,
- conversations,
- provide social skills in the lessons through themes,
- feeling leaves,
- provide proximity,
- be extra present for this child,
- signal to indicate that it will become difficult,
- Lokaal 5 Card
- Morning story: Children who often find it hard to find peace during the morning playtime.
- Responsibility: Some children find it difficult to have a quiet time in the afternoon. They may for instance have the responsibility to help fussy eaters.

School arrangements for students

	
 To be friends	 To argue
 Listen to what the teacher has to say	 Being rude to the teacher

 Stay with the group	 Walk away
 Be kind to each other	 Hurt each other

5.3.What during an incident

We make a distinction between small and large incidents:

Small incident

Under a minor incident, we mean children who blame others, use dirty gestures, do not explicitly do what is being asked, etc. (meaning behaviour that 90% of our students show)

1. Notice
2. Red wall (playground) or green chair (class)
3. Lokaal 5
Either the student himself goes himself, or they call (also Lokaal 5 letters / bells to know what is going on) so they can pick him up. Try not to remove the student yourself because there will be one less supervisor.
4. Lokaal 5 provides a 'make up' moment with the relevant teacher / student (hence important to know who was involved in the conflict) and brings the student to class. There is no further coming back on this issue.

The teacher in question determines the penalty (e.g. next time no ball, next play time to the chapel, etc.). The teacher pronounces the penalty himself against the student.

Large incident

(verbally threatening, physical aggression to teacher, student, materials)

Lokaal 5

Either the student himself goes himself, or they call (also Lokaal 5 letters / bells to know what is going on) so they can pick him up. Try not to remove the student yourself because there will be one less supervisor.

The management expresses the classroom ban.

- Where and when is the class ban?
The classroom ban must not take effect immediately (e.g. classroom ban takes effect when the attendant is back in class, e.g. the student is temporarily not welcome in the classroom when that particular supervisor is present).
The classroom ban takes place in Lokaal 5 or in the offices.
- Where and when does it take place?
During the course of the classroom ban, in Lokaal 5 or if Lokaal 5 is unavailable in the offices.
If the student does not want to make up, he will stay in Lokaal 5 or the offices for as long as he / she has made up, after which the student can re-join the classroom.
- What about the 'make up' moment after a conflict during the last playtime / when waiting in line to take the bus?
Often time is too short for a student or teacher or therapist concerned with the cool down period and to make time for a 'make up' moment. In that case, the student goes to Lokaal 5 the next morning to get this done before going to class.
This conflict must be communicated to Lokaal 5 by the teacher / therapist so that if necessary, Lokaal 5 can wait for the student at the front door.
No sanctions will be issued until the following morning unless management decides otherwise.

What about a teacher who, after a physical conflict of a student, cannot be in class (after repeated conflicts)?

Not the student but the teacher is removed from the group. The teacher who has permanence or someone from Lokaal 5 then replaces them. We carry these students as a team with care for our colleagues.

This decision lies with the management.

6. Parents

During a school year we try to involve the parents in school events: This is necessary in order that together the parents and the school can take care of the special needs of each student. Nevertheless, it remains very difficult to involve all parents. We notice in practice that there is still a part of the parents that we hardly or not reach. It is necessary to stay committed to low-threshold activities to reach as many parents as possible.

Formal events:

Parents Evening at the start of a school year: General explanation about how the school and classes are organised.

IHP (Individual work plan): Parents are given the opportunity to discuss their child's needs with the team of the class. Together with the parents we select all the individual goals for a student.

Letters to parents: these are uniform documents that are used to inform parents about certain event through the school year.

Informal moments:

Media to inform parents:

- Heen-en weerschriftje: a notebook where teacher and parents can write down short messages. At the end of the week, the teacher will write down a week rapport about the themes, activities of the week.
- Klasbord: Blog of the class.
- Facebook

Activities

- Winterspel: The schools theatre performed by the students
- Schoolafsluiter: activity at the close of the school year. Parents students and teacher have a short party with a drink, little snacks and some activities.
- Parents activity: a school activity with the parents and students of one class
- Praatcafé: parents are once in a school year invited in the evening to have a drink and a bite to stimulate the contact between the parents and the school team
- Ijsbrekersmoment: At the end of the vacation, the student and its parents are invited to get acquainted with his/her new class.

During the school year, parents are scheduled to discuss the behaviour and achievement of students as well as the intended tasks and events with them.

Parents are involved by participating in study trips, celebrations, visiting open lessons, participating in the provision of basic learning materials for the learning process. Individual and/or group sessions with a psychologist take place to solve different problems.

The family is informed of all adverse events, facts and circumstances relating to the child and take making of shared decisions. Informal meetings are being held in everyday situations. A school for parents is being implemented.

A school website that reflects all significant events with children as well as their achievements, their participation in social life and the dynamics in their development.

7. Training of the pedagogical staff

Are there internal and external trainings?

All pedagogical specialists undergo training related to the education of children with severe behavioural disorders.

Trainings of pedagogical specialists from CSES – Plovdiv, Bulgaria	Trainings of pedagogical specialists from school Sint-Franciscus, Belgium
The trainings and practical seminars carried out so far with Centre for Special Education Support pedagogues that correspond to the topic "Education of children with severe behavioural disorders" are: 1. Planning, organizing and managing the pedagogical process for children with SEN. 2. Coping with Aggressive Behaviour in Children with Autism. 3. Training of pedagogical specialists for formation of knowledge and competencies for work in intercultural environment. 4. Recognition and prevention of school anger and aggression. Forms and Methods of Counteraction. 5. Leading social skills groups in children with disadaptive behaviour. 6. Forming communication skills using game methods and techniques. 7. Organization of the additional support for personal development of the students in the Centre for Research and Development. Any special educator who has taken part in external training will pass on the lessons learned to the other colleagues from the pedagogical team.	At our school every employee is obliged to follow a number of training courses. This is necessary so the teacher / therapist have the knowledge for starting in the different classes (for example: TEACH, SMOG, NVR,...) Based on personal interests or needs linked to the target group, a specific training / education can be requested. This must be approved by the management. After a training / education: the teacher / therapist is asked to share his / her knowledge / experiences with the school. For example, saving a course book at Smartschool, giving explanations to colleagues at a staff meeting or a team meeting ...

8. Implementation at school:

CSES – Plovdiv, Bulgaria	School Sint-Franciscus, Belgium
In the Centre for Special Education Support we have an additional mechanism in place to deal with children's behavioural disorders and their prevention. The Centre has three teams (committees) directly involved in pupil behaviour - the Committee on Aggression Prevention, the Committee on the Prevention of Risk Factors for Students Victims of Violence or at Risk of Violence and the Anti-Bullying Committee. The presidents and members of these committees are elected to a legitimate Pedagogical Council (PS). Each of them has its own action plan as well as objectives, tasks, and actions related to preventing cases involving a child in a particular risky situation. The Psychologist of the Centre leads a diary, in which he describes the cases of behavioural deviations, the reasons, the measures taken and the traceability and / or repeatability. Each class supervisor is required to complete check-lists if there is a suspicion that the child is a victim of violence. When establishing a positive screening result, the teacher is required to report to begin a full screening and assessment. In this way, a database is maintained for reference, guidance and eventual training of new colleagues.	Our school works with a cloud platform: Smartschool: In this system you find all available information of the school, class and students. When a urgent or significant problem with the student occurs, the class team can appeal to the orthopedagogue, director and social worker . A meeting (cel leerlingbegeleiding) with the orthopedagogue, director, CLB, eventually some staff members of the MPC and the class teacher will be organised. They will discuss this problem and try to solve this.

9. Assessment instruments

Evaluation of the manual: Is the manual useful for upgrading your skills to give specific education about this theme for the target group of pupils?

CSES – Plovdiv, Bulgaria	School Sint-Franciscus, Belgium
Teachers from each stage of the pupils' education (elementary and lower secondary) participate in the so-called MA (Methodological Associations), in which it is the practice of discussing any pedagogical case, seeking solutions and sharing good practices. At the meetings of the Methodological Associations according to a pre-established schedule there are also discussed topics directly related to the work with the students, as well as the methodological support of new colleagues. These meetings are an additional in-house learning from which anyone can learn something new and get support. Any member of the MA can initiate even an unplanned such meeting when it considers that there is a need for discussion of a problem and to seek didactic and professional help or opinion from colleagues. The best assessment of our pedagogical competencies and efforts is if we have managed to prevent recurrence or have successfully coped with a critical situation and have preserved the health, life and well-being of our children.	Evaluation tools for the teacher After an incident, the teacher and remedial teacher make an evaluation based on the following four questions: What went well? What went less well? What can we improve/change? How can we improve/change? Evaluation of the manual We allow the manual to be read by a starting teacher who has no experience and ask for feedback based on four questions: What is useful? What is less useful? What can we improve/change? How can we improve/change? Each time the manual is used (by a starter or colleague), we ask for feedback based on these four questions.

10. Keypersons

The descriptions in order of importance of the people whom you can ask for information. This can be one person or for example a workgroup of this theme.

Each member of the pedagogical team has the theoretical and practical training and opportunities to provide guidance and assistance in the event of a possible conflict situation. Anyone who has sought competent professional information may also address specifically to the following key persons:

- Head of group or Teacher with a group (guiding the afternoon activities and self-training of children at the Centre).
- Psychologist
- Presidents (or members) of the Committees of Chapter VIII.
- Speech therapist
- Therapists

Descriptions in order of importance of the people whom you can ask for information. This can be one person or for example a workgroup of this theme.

Specific for Belgium:

- Core team
- lokaal 5
- clb
- ortho
- zorgco
- directie
- cel leerlingenbegeleiding
- @team

11. Documents

Which documents are used. For example: letters for parents, request documents, application forms,...

CSES – Plovdiv, Bulgaria	School Sint-Franciscus, Belgium
1. Official documentation according to statutory requirements. 2. Letters for cooperation with the Institutions for work with children on the territory of Plovdiv 3. Documents and Protocols describing specific cases of deviant behaviour 4. Accounting documentation at the end of each study period (reports)	Official school documentation, letters to parents, application forms, etc.

12. Explanation of terms and abbreviations

We have to use a common 'theme' language. Give the explanation of the abbreviations and/or specific terms about this theme.

CSES – Plovdiv, Bulgaria	School Sint-Franciscus, Belgium
CSES – Centre for Special Education Support SEN – Special Educational Needs CPR – Children Pedagogical Room - the focus of this type of institution is oriented towards the protection of the rights, health and life of children from different encroachments PC – Pedagogical Council - a specialized body that examines and solves basic pedagogical issues related to the planning, organization and implementation of the main functions of the educational institution SCPJD – School Commission for Prevention of Juvenile Delinquency LCPJD – Local Commission for Prevention of Juvenile Delinquency MA – Methodological Association - a team of educators who support the solving of basic pedagogical and methodological tasks in order to improve the quality of the educational process and provide a positive atmosphere of cooperation and tolerance BYRC – Bulgarian Youth Red Cross SACP – State Agency for Child Protection UN – United Nations Organization Check-list – a detailed list of tasks that must necessarily be met in a chronological order and marked as written Screening - a systematic, research method, the purpose of which is to carry out a pre-screening study Suicidal attitudes - include desires, thoughts, attempts to self-immolation, suicide or other self-harm. NGO – Non-governmental organization NAVA – National Alliance for Volunteer Action	@team: this team comes together when all attempts to find solutions to the severe behavioural problems of a student within a class / alternative pathways fail. This team consists of a number of members from both the different schools and the MPC (orthopedagogue, family counsellor, psychologist, teachers, management, educators, ...) They will look for the best alternative offer for the needs and the care of the child. Tateljee: It is a service for additional support and alternative care) Lokaal 5: intervention classroom Time out: seclusion space PECS: picture exchange communication system - Picture sharing communication system @ alternatief: class operation with an alternative school courses De Hoeve: possible individual program on the farm Smartschool (SS): online communication system, students information maps and intradesk/schoolworkplan for the teachers Intradesk: part of Smartschool in which all school-related documents are collected online LVS Leerling Volg Systeem - individual student mentoring card IHP Individueel Handelings Plan - Individual work plan (the objectives for the child + evaluation) GWP Groepswerkplan - group work plan

13. Sources

Where do you get your information from?

www.ICOBA.be

www.scholensf.smartschool.be

www.korrelatie.nl

Boek: geweldloos verzet

Afstand vs. nabijheid in de hulpverlening(bron)**Model van Došen**

CSES Training Archive (MA Documentation, Anti-Bullying Commission, Anti-Social Action Commission, Child Violence Commission)

Associate Professor Vanya Matanova. Psychology of Abnormal Development, Publisher Nemezida 2003

Oltmans, Th. F., Emery R.E. Abnormal Psychology, 1989

Cvetkova-Arsova, M. (2015). Pedagogy of children and students with multiple disabilities, "Phenomen", Sofia.

<http://www.pu-sk.com> – CSES website

Challenging behaviour and learning disabilities: prevention and interventions for people with learning disabilities whose behaviour challenges,

<https://www.nice.org.uk/guidance/ng11/resources/challenging-behaviour-and-learning-disabilities-prevention-and-interventions-for-people-with-learning-disabilities-whose-behaviour-challenges-1837266392005>

CHALLENGING BEHAVIOUR AND INTELLECTUAL DISABILITY, <https://www.irishpsychiatry.ie/wp-content/uploads/2017/04/CPsychI-Challenging-Behaviour-adn-Intellectual-Disability-final-Sept-2016.pdf>

[2015 Sexual Abuse involving Children with intellectual Disabilities.pdf](#)

[2012 Prevalence & Risk Factors of Violence against Children with Disabilities \(Sys. Rev. & Meta-analysis\).pdf](#)

Program for working with children and young people with challenging behaviour

http://bulgaria.wearelumos.org/sites/default/files/Lumos%20doklad_final.pdf

Boncheva I. Recognizing child aggression. Strategies for mastering and transformation,

http://www.prevenicii.com/PDF_OKBPPMN/V_razbirane_na_detskata_agresia.pdf

Boncheva I. Aggression in primary school age. Strategies for mastering and transformation,

http://www.prevenicii.com/PDF_OKBPPMN/Publikacii/Narychnik_kapka.pdf

Stronger children, less violence. Handbook for children with games and exercises,

<http://wp.stronger-children.eu/Handbook%20for%20Children-BG-final.pdf>

Alternate and positive strategies in solving conflicts and overcoming aggression in school environment <https://www.sofrony.net/confer/4/agresia.pdf>



Erasmus+

