Child Behaviour Observations

**Introduction**:

* This document follows the behaviour problems of a child in my Year 2 class. The child, known as child A, suffers from major anger issues that prevent learning and progress most days and often involves interactions with other pupils. This will aim to illustrate the problems, actions and triggers related to their issues and discussing the countermeasures and management solutions put in place to help the child control their feelings and manage their anger.

**Behaviour Problems:**

* Child A has different triggers when it comes to anger. Playtime is usually a large source of his anger as he is left to interact with other children without constant and direct supervision which often leads to situations getting out of hand quickly. The other children are aware that child A has these issues and are often told to stay away if he is looking angry. However, many children do not leave him alone which leads child A to lash out verbally or physically against other children. When this happens, it is difficult to calm him back down easily and he often needs time alone. When child A is in the classroom, working is another strong trigger. I have observed that he seems to have some confidence issues which means he doesn’t think he can do the work. Consequently, he refuses to do the work unless constantly supervised by an adult.

**Signs of Anger:**

* Heavy breathing
* Growling
* Running away from staff
* Shouting
* Angry expressions

**Aggressive Behaviours:**

* Shouting at children/staff
* Threatening children/staff
* Raising his hands
* Hitting children/staff
* Throwing equipment

**Management Strategies:**

* Since the beginning of the school year, child A has been given strategies that have been discussed with the class teacher, SENCO and the child. These included time out cards that allowed the child to take 5 minutes in the ‘calm-down-corner’ to allow a no questions approach to calming himself before his anger escalated. We have also introduced and referred back to their Zones of Regulation (Blue – Sad, Yellow – anxious, Green – Happy, Red – Angry) so child A can visualise what zone they are in and do something to get themselves back into the green zone. The SENCO and I have recently discussed new management strategies to introduce to help child A manage his feelings and his anger in a way that benefits himself and those around him. We reintroduced the zones of regulation by giving him a image of the zones on his table so he can place a toy on where he is so we are aware if we are not near him. This allows us to intervene if necessary. We have also made him his own set of cards on a keyring to hold up to other children if they are bothering him and he does not want interaction. This gives him a way to non-verbally communicate with other children which is an issue he struggles with. So far, these strategies have been more effective at allowing the child to manage and regulate his anger quickly and effectively and he is showing progress in emotional control.

**Conclusions**:

* Child A is a good child who is not very different to his peers, but his behavioural and anger issues make it difficult for him to make permanent friends or engage effectively in lessons. He enjoys telling me about what he likes and when he does we have good conversations to develop the teacher/student relationship. I am working hard with the child’s family, the SENCO and my support staff to build a better environment for all the children in which they can work and play cohesively with each other with little disruption due to anger and misbehaviour.