

In addition, there is the **Child at Home** questionnaire, with 36 questions for completion by the parents or carers; and an optional 20-question self-esteem questionnaire, **What I Feel**, which can be completed by the pupil, if desired. Both of these questionnaires use the same format as the **Child in School** questionnaire, and all responses on the questionnaires need to be transferred on-screen in order to derive a full profile for the child.

How do I use SNAP–Behaviour?

Having decided that SNAP–Behaviour might be helpful for a pupil:

- For the **Child in School** questionnaire, decide which colleague best knows the child in the classroom. It may be the class teacher or a subject teacher who spends a lot of time with the child. But it may equally well be any other member of the school community whose judgement and perceptions are trusted – for example, a classroom assistant, a Learning Support assistant, a parent helper or a classroom volunteer. The core of SNAP–Behaviour is focused on a child’s classroom ‘persona’ – an analysis of how each child presents in the classroom, and consequent suggestions about how to help that child in light of the analysis.
- The **Child at Home** questionnaire complements the analysis of a child’s classroom persona, using a separate questionnaire that allows parents or carers to contribute directly to a similarly structured analysis in order to identify the most significant strands of a child’s needs in the home.
- The optional **What I Feel** questionnaire is provided to access the two self-esteem strands: *Social self-esteem* and *Educational self-esteem*. (This same instrument is also available to users of SNAP-SpLD Version 2.) Insight into a pupil’s self-image – both socially and as a learner – provides potentially valuable further understanding of how that child functions in the classroom. Self-esteem can arguably only be reported upon by the individual himself or herself, and the questions in this booklet are phrased in the first person, for completion by the pupil concerned. A pupil may be too young to undertake this validly, so it may be decided that the questions should be answered by an adult or adults who know the child well. Alternatively, it may be completed by the child, but with the help and support of a suitable adult.
- If booklets are used, the answers then need to be entered on-screen to allow analysis and for the pupil’s profile to be generated.

The SNAP–Behaviour Profile is in the form of a bar chart, for example:

The Child in School: Relationship with self	
	Anxiety
	Explosive anger
	Impulsive anger
	Depression
The Child in School: Relationships with peers	
	Friendship deficit
	Instrumental aggression
	Attention-seeking from peers
	Hurtful towards peers
The Child in School: Relationships with adults	
	Attention-seeking from adults
	Defiance to adults
	Over-dependence on adults
	Hurtful towards adults
Child at home	
	Relationship with self
	Relationships with other children or young people
	Relationship with adults
What I feel	
	Educational self-esteem deficit
	Social self-esteem deficit

By clicking on the bars in the **Child in School** part that seem most relevant for that pupil, you can access and then print out information/helpsheets about specific problem areas for use in the school. These sheets are automatically ‘personalised’ for the individual pupil, and contain information, strategies and practical advice on how to respond to these problem areas within the school context. The sheets are generated in Microsoft *Word* and may be combined, adapted and added to if you wish – but usually they will be of direct value to class teachers as they stand.

Similarly, clicking on the **Child at Home** and **What I Feel** parts of the profile generates a range of suggestions to share with parents by which the child may best be helped at home, and/or to build self-esteem, depending on his or her particular and individual needs.

Interpreting and using the profiles is discussed in Section 4, below.

- Lastly, a photocopiable ‘questionnaire’ – see **Engaging the Learner in the Process** (page 29) – enables you to further involve the pupil. This should be used at the discretion of the SENCO or teacher, if and when it seems likely to be helpful. It comprises a set of prompts for the pupil, designed to encourage reflection upon where he/she has reached in the process of understanding his/her relationships with self, peers and adults. For younger pupils, it can provide the basis for a structured discussion.

It offers no answers or advice: its purpose is simply to provide a means for focusing upon the process of the pupil’s emerging understanding of his or her own development.

Using SNAP–Behaviour: a step-by-step guide

When using SNAP–Behaviour, the following administrative sequence is probable:

1. Decide whether SNAP–B is an appropriate instrument for the child.
2. If using the **Child at Home** and **What I feel** questionnaires, engage the child’s family in the process.
3. Open a SNAP–B file, and enter the child’s name, date of birth and other pupil data.
4. Gather data from the family, using the **Child at Home** questionnaire, and record the answers to the questions on-screen.
5. Use the **Child in School** questionnaire to gather data from the class/subject teachers, classroom assistants, or any other person who is familiar with the child’s work and behaviour in school, answering the questions directly on-screen if appropriate.
6. Use the **What I feel** questionnaire if you wish to include insights into the child’s social and educational self-esteem – this can be completed by the child alone, at home or at school, or it may be completed by the child with the help of a teacher, or a parent/carer.
7. Check that all of the questions have been answered on-screen, then call up and review the child’s Profile.
8. Provide parental feedback and the appropriate information/helpsheet(s).
9. Provide *and act upon* the teacher information/helpsheet(s).

1. Is SNAP–Behaviour the right instrument for this child?

SNAP–Behaviour may be used with a child who is already well known to the support services, but it is equally very suitable for gaining a comprehensive overview when the first evidence of a difficulty is noticed.

2. Engaging the family in the process

A sample letter is included on page 16 – this can be generated, fully personalised to the pupil, by the CD-ROM as a Microsoft *Word* document, which you can adapt as you wish.

3. Opening a SNAP–Behaviour file

Click on the SNAP–B icon, and follow the on-screen instructions for **New Pupil**. You do not need to enter data into *every* space on the ‘Pupil Data’ dialogue box, but the pupil’s name, gender and date of birth are essential, and the use of an ID/Unique Pupil Number is strongly recommended. You can record pupil notes in the panel at the foot of the box. Peripatetic users can enter and access multiple school names via a drop-down list.

Sample letter to parents

Dear

Special Needs Assessment Profile-Behaviour (SNAP-B)

To help us better understand the nature and extent of any social, emotional or behavioural factors which may be affecting’s learning, we would like to enlist your help in assessing whether or not any such factors appear to be present, and if so, to what extent.

SNAP-B is a computer-aided diagnostic assessment. It simply involves entering into the computer answers to questions about different aspects of’s behaviour both at home and at school. If wished, it can also include questions about how feels about him/herself, both socially and as a learner in the classroom.

We should like to send home to you a short ‘*Child at Home*’ questionnaire, for you to complete and return to school. It is about different aspects of the child you see at home. We can also send the ‘*How I feel*’ questionnaire for to complete, with or without your help, as you wish (or this can be completed at school, just as easily).

At the same time, we shall complete a questionnaire about the child we see at school. The computer program analyses the responses, and then suggests practical ways of helping at home and at school that are tailored to your child’s needs.

Please could you complete the form at the bottom of the page and return it to me by [date]?

Yours sincerely,

—————oOo—————

Please complete and return to:

Child’s name:

I am happy for the **SNAP-B** assessment to take place.

Please send the ‘*Child at Home*’ questionnaire to me, to complete and return.

Please send the ‘*How I Feel*’ questionnaire for to complete and return.

Signature of parent/guardian:

Date:

Once the pupil's name and details have been entered, you can click on the *Save and Close* button: the questionnaire responses from home, school and/or the pupil (see 4–6 below) can all be entered later, as they become available.

If you wish to proceed immediately to answer some or all of the questions, first click on *New Assessment* in the Assessments box and complete the entries in the 'New Assessment' dialogue box which appears (date; pupil's class/year; and your name – the pupil's age will be displayed automatically). Clicking on *Save and Go to Questions* will then take you to the instructions for completing the questionnaire, and thence to the Questionnaire menu. Click on the **Child in School** and then on the *Emotional Reactions with Others* button (or other button, if you prefer to begin elsewhere), and simply follow the on-screen instructions.

4. Using the 'Child at Home' questionnaire

The **Child at Home** questionnaire will normally be passed to the child's parent/s, and the answers then entered on-screen by the school. Parents should be encouraged to answer all of the questions if they can.

There is provision in the 'Pupil Data' dialogue box to record who has completed the Home questionnaire, and when.

5. Gathering information from school staff who know the child: the 'Child in School' questionnaire

The **Child in School** questionnaire should normally be completed by whoever in school knows the child's classroom behaviour best – usually this will be the child's current teacher, but sometimes it may be a previous teacher or a classroom or special needs assistant. It will save time if the questions can be answered directly on-screen rather than onto the questionnaire booklet for subsequent inputting, but this may not always be practicable. Or you may want to involve more than one respondent within the school. At secondary level, pastoral or EBD staff are likely to be able to complete most questions, but may wish to draw upon other colleagues as appropriate.

When presented on-screen, the questions are personalised to the child concerned.

6. The self-esteem analysis: the 'What I Feel' questionnaire

If you are including the self-esteem analysis, arrange for the pupil to complete the **What I feel** questionnaire either at home or at school, with or without adult assistance. Alternatively, you can arrange for a suitable adult to complete it.

Clearly, self-esteem is best accessed by self-report, and the questions here are phrased for direct response by the pupil. Where it is thought that a child is not sufficiently mature for this, the questions may be completed by an adult who knows the child well, in collaboration with the child or not, as seems best.

7. Profiling the child's difficulties

Once the questions have been answered on-screen, either directly or by transfer from the questionnaires, clicking on the *Profile* button will bring up a bar chart showing the apparent prominence of each of the twelve strands of difficulty that can impact upon the classroom. It will also show the three domains that may be relevant to the child at home, and the two self-esteem dimensions. To print, use the on-screen button. Advice on *interpreting* the results is given in Section 4.

For steps 8 and 9 – providing feedback and the information/helpsheets to parents and class teachers – see Section 4: *Interpreting and using the results*.

Getting started

We strongly recommend you read these instructions *before* you access the main program.

Installing the program

The CD-ROM contains the full **SNAP–Behaviour** program, which is licensed for two years from the date you install it on your computer (see below for more information about the licence).

Insert the **SNAP–Behaviour** CD into the CD-ROM drive. The program should then run automatically: if not, browse the CD (in My Computer or Windows® Explorer) and select (double or single click) *loader.exe*.

First, you will be asked to read and accept the licence terms (see below). You can then select *Install SNAPB* and follow the on-screen instructions. (If your PC is configured for network use, you may need to consult your network administrator in order to install **SNAP–Behaviour**.)

The **SNAP–Behaviour** program is a 32-bit Windows® program. It requires a PC running Windows® 98 or above with a Pentium or faster processor with at least 32Mb of memory (64Mb recommended) and approximately 10Mb of disk space, mouse and SVGA monitor, set to a screen resolution of 800x600 or higher.

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Note: as the number of data stored increases, the required disk space will also grow.

The installation will automatically put an icon (the **SNAP–B** logo) on your desktop. Clicking this icon will run the main **SNAP–Behaviour** program. *Note that the SNAP CD must be in the CD-ROM drive in order to run.*

The installation process allows you to choose the drive on which you wish to install the program.

Password protection

When you first open the program, you will be presented with an on-screen ‘login’ box asking for a password: enter SNAP (in capital letters) and click the OK button to proceed.

You are strongly advised to set your own password to protect both client confidentiality and your own data. To do this, click on the *Password* button in the ‘login’ box: enter the ‘old’ password (‘SNAP’, in capitals), then enter your new password, re-enter it to verify the new password, then click OK. To access the program again, you will need to use your *new* password, so be sure to keep a note of it somewhere safe (and remember to tell any other authorised users).

Follow the same procedure if you subsequently wish to change your password.

Options on the Main Menu screen

There are several option buttons on the Main Menu screen that you need to know about:

Change Pupil is self-explanatory – when you click on it, it offers you a choice of **New Pupil** or **Existing Pupil**.

- Selecting **New Pupil** allows you to start a new assessment, entering pupil data as before.
- **Existing Pupil** takes you to data files of completed assessments, and allows you to review or update a child’s assessment.

Matrix allows you to take an overview of the answers for a child. By scrolling down, you can see all the questions, and to the right are ticks showing the responses that have been entered. If you require a hard copy of the answers recorded for all of the **SNAP–Behaviour** questions, the on-screen *Print* button on the Matrix gives you this facility.

Once you have installed the program, printer settings are available via the **Utilities** facility. There are also import/export facilities for use with **SNAP-SpLD** (see below).

The generated output is, by default, stored in your My Documents/SNAP_B folder, but if you want to save your **SNAP–B** files in a different folder or on a different drive, you can specify where you want the information stored: go to Utilities, Preferences, then click the Change button under the report folder box – then browse and select where you want to save your files.

IMPORTANT: You can update a Profile at any time simply by returning to the questions, and adding to/adapting your answers: *this will over-write your existing data files.*

If you want to keep the original Profile but make a new assessment some time later (perhaps after referral and intervention), click on *New Assessment* in the ‘Pupil Data’ dialogue box and assign the new assessment date, etc. This procedure (which can be repeated as often as may be appropriate) ensures that all previous assessments (and the Profiles) are still available to you, unchanged, in the database. Note that all such (re)assessments will reference the original **Child at Home** data.

If you wish to retain your existing assessments of a pupil, but want to make a complete re-assessment which includes updated **Child at Home** data, you will need to create a new **SNAP–B** file for that pupil, using a numeric suffix to the surname (e.g. *JSmith2*) to signify that it is a re-assessment. The original Profile(s) will then still be available, unchanged (e.g. as *JSmith*), and stored by assessment date in the database.

Licensing

The licence terms are given in full on the **SNAP–Behaviour** CD-ROM and can be printed out as required.

The **SNAP–Behaviour** program is provided ‘as is’ for **single-PC single-user** use only. This includes use by peripatetic staff who may use the **SNAP–Behaviour** program on different sites, provided that the program is installed only on a single laptop. The licence also allows more than one user within a school to access the **SNAP–Behaviour** program, provided that it is installed only on a single PC. Under no circumstances should the CD-ROM be copied (except to provide a single copy for back-up purposes) or installed in such a way as to allow access over a network.

The software is licensed for use for two years from the date on which you first install it on your computer. This form of licence provides a mechanism whereby, as **SNAP–Behaviour** is refined and the program revised and updated over time, all users will remain broadly in step. This means that **SNAP–Behaviour** will continue to provide a ‘common currency’, and that the ongoing research which underpins the package will benefit all users.

The program will automatically start to display an on-screen notice from the point at which your licence has less than three months remaining, in order to remind you. You will then need to renew the program by purchasing a new copy of the latest version: all of your existing data will continue to be fully available to you. If you choose not to renew, your existing data will continue to be accessible, but you will not be able to amend existing **SNAP–Behaviour** files or to create new ones.

If you also use SNAP–SpLD...

If you have previously used **SNAP–SpLD** to record assessments of specific learning difficulties on the same computer, **SNAP–Behaviour** will not alter your existing pupil or assessment data files in any way: **SNAP–Behaviour** uses an entirely separate database. For current users of both programs, there is a Utilities facility to copy pupil details and **What I Feel** data from one database to the other. This enables you to include the self-esteem strands in *both* profiles.

If you are using both **SNAP–Behaviour** and **SNAP–SpLD**, the passwords are set independently, and different passwords can be used for each, but to minimise possible confusion it is recommended that you adopt the same password for both.