

How do I use SNAP–Behaviour?

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

- For the **School** questionnaire, decide which colleague best knows the pupil in the classroom. It may be the class teacher or a subject teacher who spends a lot of time with the pupil. 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 pupil’s classroom ‘persona’ – an analysis of how that individual presents in the classroom, and consequent suggestions about how to help that pupil in light of the analysis.
- The **Home** questionnaire complements the analysis of a pupil’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 or young person’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.) Insight into a pupil’s self-image – both socially and as a learner – provides potentially valuable further understanding of how that pupil functions in the classroom. Self-esteem can arguably only be reported upon by the individual him/herself, and these questions 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:

At School: Relationship with self	
	Anxiety
	Explosive anger
	Impulsive anger
	Depression
At School: Relationships with peers	
	Friendship deficit
	Instrumental aggression
	Attention-seeking from peers
	Hurtful towards peers
At School: Relationships with adults	
	Attention-seeking from adults
	Defiance to adults
	Over-dependence on adults
	Hurtful towards adults
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 **At 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 **At Home** and **What I Feel** parts of the profile generates a range of suggestions to share with parents by which the pupil 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 profile is discussed in Section 3.

- Lastly, the photocopiable *Am I making progress* checklists (included in the helpsheets) and *My Profile* ‘questionnaires’ on pages 26–8 enable you to further involve the pupil. These should be used at the discretion of the SENCO or teacher, if and when they seem likely to be helpful. *My Profile* 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 this pupil.
2. If using the Home and *What I feel* questionnaires, engage the pupil’s family in the process.
3. Open a SNAP–B file, and enter the pupil’s name, date of birth and other pupil data.
4. Gather data from the family, using the Home questionnaire, and record the answers to the questions on-screen.
5. Use the School questionnaire to gather data from the class/subject teachers, classroom assistants, or any other person who is familiar with the pupil’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 young person’s social and educational self-esteem – this can be completed by the pupil alone, at home or at school, or it may be completed by the pupil 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 pupil’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 pupil?

SNAP–Behaviour may be used with a child or young person 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 14 – 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. (If you have previously used SNAP–Behaviour Version 1 and have assessments saved on the same computer, you can access your existing pupil data by clicking on *Existing Pupil*.)

Once the pupil's name and details have been entered, clicking on the *Close* button will automatically save your data: 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 *Add 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 *Go to Questionnaire* will then take you to the instructions for completing the questionnaire, and thence to the Questionnaire menu. Click 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 Home questionnaire

The Home questionnaire will normally be passed to the pupil's parent/s or carer/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 pupil well: the School questionnaire

The School questionnaire should normally be completed by whoever in school knows the pupil's classroom behaviour best – usually this will be the 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 pupil 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, 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. Older pupils can be invited to answer the *What I Feel* questionnaire directly on-screen.

7. Profiling the pupil's difficulties

Once the questions have been answered on-screen, either directly or by transfer from the questionnaires, clicking on the *View 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 young person at home, and the two self-esteem dimensions. To print or email a copy of the profile, use the appropriate on-screen button. Advice on *interpreting* the results is given in Section 3.

SNAP–B Version 2 includes a ‘confidence indicator’ at the top of each profile, giving the overall percentage of questions that have been answered (see page 21).

For steps 8 and 9 – providing feedback and the information/helpsheets to parents and class teachers – see Section 3.

IMPORTANT: You can update a Profile at any time simply by returning to the questions, and adding/changing your answers to the questions: *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 *Add New Assessment* in the ‘Pupil Data’ screen 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 can be compared using the *Compare* facility (see below).

When you click to *Add New Assessment*, you will be asked if you also wish to revisit the *Home* and *What I Feel* questionnaires. If you choose not to record reassessments of these, the latest available *Home* and *What I Feel* data will be used to populate those parts of the updated pupil profile.

10. Reviewing progress

SNAP–Behaviour Version 2 allows you to select any two previous assessments and to compare them, at both ‘macro’ (profile) and ‘micro’ (individual question) levels. From the Pupil Data screen, click to *Compare Assessments*: all the assessments available for that pupil are listed, with their dates. Select the two you wish to compare, and then click to view either the Profile or the Matrix. A Key (provided as a button at top right) enables you to identify the two assessments you are comparing.

The Matrix

View Matrix allows you to take an overview of the answers for a pupil. By scrolling down, you can see all the questions, and can review the answers that have been entered. If you require a hard copy of the answers recorded for all of the SNAP–B questions, the on-screen *Print* button on the Matrix gives you this facility.

The response to each question is shown as a tick in the appropriate box (corresponding to the boxes on the printed and on-screen questionnaires). A graduated background tint indicates the ‘directionality’ of the response scale, from ‘problem’ (darker tint) to ‘no problem/not noticed’ (no tint). This is reinforced by the ‘smiley’ shown to the right: ☺ = no problem/positive response, while ☹ = problem/negative response.

Administering SNAP-Behaviour

The smileys are particularly useful when you are *comparing* separate assessments via the Matrix, and the response to an individual question has changed: a *green* smiley indicates at a glance that there has been some improvement; a *red* smiley, on the other hand, suggests some worsening in the more recent assessment.

Questions which have been omitted altogether are shown with a cross in place of the smiley.

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 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 ‘*What 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 pupil 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:

.....

Pupil’s name:

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

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

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

Signature of parent/guardian:

Date:

Getting started

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

Installing the program

The CD-ROM contains the full SNAP-Behaviour Version 2 program, which is licensed for two years from the date you install it on your computer (see below for more information about the licence). It can be installed on a desktop PC or on a laptop.

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 SNAP-B* 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-B.)

The SNAP-Behaviour Version 2 program is a 32-bit Windows® application that requires the .Net framework 1.1 to be installed on your PC in order to run: this will be checked during the installation of SNAP-B and you will be prompted to install it if necessary. To run the framework and application, you require a PC running Windows® 2000, XP or Vista™ with a Pentium or faster processor, with at least 256 Mb of memory (512 Mb recommended) and approximately 200 Mb of disk space to install the program (and an extra 150Mb if you need to install the .Net framework) and 100 Mb to run it. You will also need a mouse and SVGA monitor, set to a screen resolution of 1024 x 768 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-B program. *Note that the SNAP-B CD must be in the CD-ROM drive in order to run.*

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 *Change 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.

If you have previously used SNAP–Behaviour Version 1 ...

If you have used SNAP–Behaviour Version 1 to record assessments on the same computer, Version 2 will not alter your existing pupil or assessment data files in any way. On first loading, it will detect these data files and they will remain accessible through the *Existing Pupils* list.

Your existing SNAP password will also be carried over unchanged.

Utilities and preferences

Among other enhancements to the working of the program, SNAP–B Version 2 offers a number of utilities that streamline use of the application and allow you to customise it to match your own preferences. Thus, for example, via the **Utilities** facility you have the option to automatically advance to the next question as you select each answer, without having to click on ‘Next’ each time. Regular users can choose to remove the message boxes that provide information as to the application’s progress. Similarly the standard functions to change passwords and printer settings are also available. 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 – including a network drive, if you wish to make your SNAP–B data available to others, or to benefit from automatic back-up – you can specify where you want the information stored.

A useful new facility allows you to make the content of the personalised helpsheets more *age-appropriate* to the individual pupil. Thus, students of secondary-school age will not be provided with information about strategies, etc, which are clearly more relevant to primary-age pupils, and vice-versa. This is the default: if you wish to include *all* available information, you should tick the *Show all output* box in the Preferences window. (Pupils aged between 11 and 12 will always receive all available information, which you can then edit as appropriate.)

Licensing

The licence terms are given in full and have to be accepted before you can install the program. If required, at first installation you can print a copy by selecting, copying (Ctrl+C) and pasting the text.

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–B 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–B 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 to the SNAP–B program (as distinct from your own SNAP–B data) over a network.

The software is licensed for use for two years from the date 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–B** 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, 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–B** 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.

User support

If you experience any problems in using **SNAP–B**, and the issue is not covered in this **User’s Handbook**, please email e-support@hodder.co.uk or telephone 020 7873 6448. Use the *Register for Updates* facility (accessible from the Main screen) to receive emailed notification of future program updates.