

# 1 SNAP–Behaviour: *what?, when? and why?*



## What is SNAP–Behaviour, and how will it help me?

SNAP–Behaviour is not a ‘test’ – that is, it is not primarily a psychometric instrument. Rather, it is a means by which we can draw together – from family, teachers, SENCO, classroom assistant, etc – and organise all that is known about the social, emotional and behavioural factors that may be affecting a child or young person.

You have a pupil in school whose behaviour and manner causes you real concern. He or she may be unhappy, withdrawn, attention-seeking, reactive, aggressive... there are many ways in which the difficulties may manifest themselves. Such difficulties are often grouped together as *Social, Emotional and Behavioural Difficulties* (SEBDs).

You do not know what is going on with this pupil (though you may well have some ideas); and you are not at all certain what might be the best way to help. It is very evident that the problem – whatever it may be – is having a significant adverse effect on that pupil, and often also upon the others in the class. Not least, it may well be having a significant adverse effect upon you, and the other adults in his or her life.

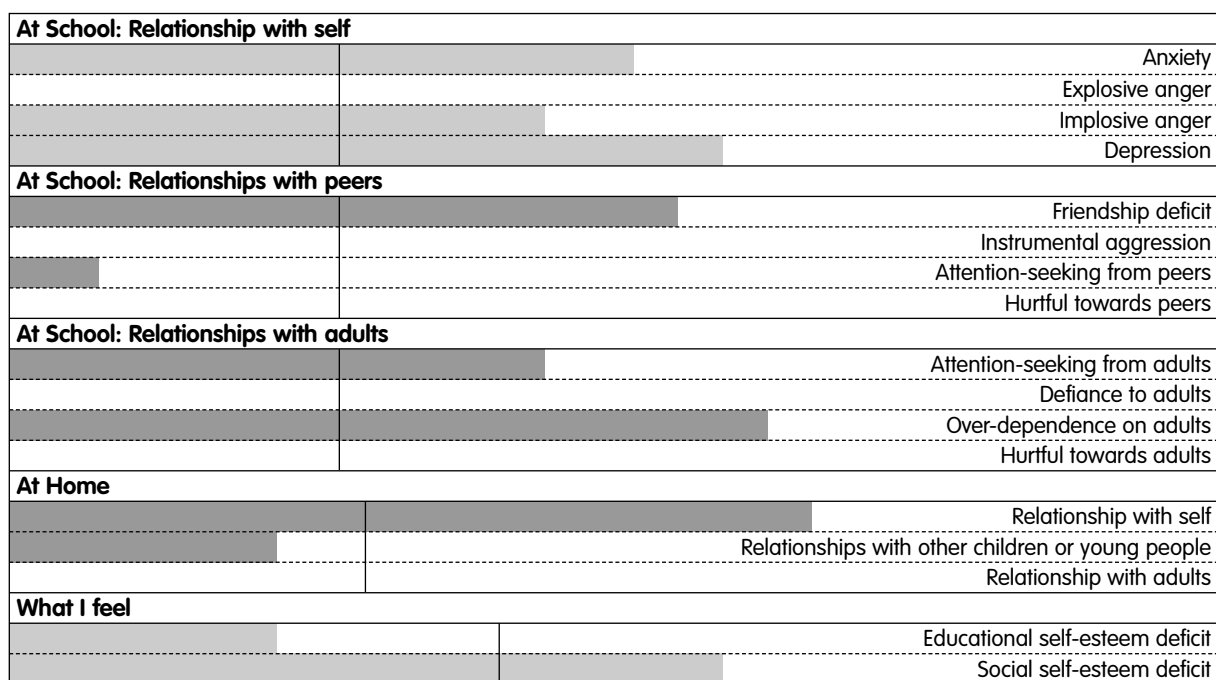
By using SNAP–Behaviour, you should get a much clearer understanding of that pupil’s difficulties. It explores three key domains where difficulties may arise in school – relationship with *self*, relationships with *peers* and relationships with *adults* – and looks at each in terms of four constituent strands (see below). At the same time, it draws on the perceptions of the parents or carers to profile ‘the young person at home’, and allows too for analysis of the pupil’s own perceptions about his or her self-esteem, both educationally and socially.

More important, SNAP–Behaviour will suggest what you can *do* about any difficulties, by giving you focused and specific advice about how to help that particular pupil, depending upon which of the separate strands dominate his/her SNAP–B profile. It will also help you to evaluate the effectiveness of any intervention, and monitor progress over time.

## What do you get from SNAP–Behaviour?

SNAP–Behaviour is a computer-aided package that starts with a straightforward questionnaire for completion by the class teacher(s). Ideally it will also include answers from questionnaires completed by a parent and by the pupil him/herself. Once the questions have been completed and the answers fed into the computer, you get a bar-chart profile something like this:

## Luke



The vertical line shows Luke’s *own* average, which helps to identify those strands where there appears to be a problem: it is *not* a national average or ‘norm’. When you click on the prominent bars of the bar chart – those ‘above’ the line – you get personalised advice about how to help for each of the strands that are important for that child or young person: see Section 3 for examples of the information/helpsheets which are generated for school and for home.

The three main domains of difficulty each break down into four constituent strands of difficulty:

### Relationship with self

Anxiety  
Explosive anger  
Implosive anger  
Depression

### Relationships with peers

Friendship deficit  
Instrumental aggression  
Attention-seeking from peers  
Hurtful towards peers

### Relationships with adults

Attention-seeking from adults  
Defiance towards adults  
Over-dependence upon adults  
Hurtful towards adults

These are discussed in more detail in Section 6.

## When might it be used, and by whom?

SNAP–Behaviour is aimed mainly at the 5–16 age range, and is focused primarily within a school context (though there may be much of value in it for older students). It is expected to be of value to classroom teachers, to Behaviour Support/Management staff, pastoral staff, Special Needs and Learning Support

staff, and others with equivalent responsibility, at school or local authority level. It will also give useful insights to educational psychologists and health service practitioners involved in assessing or responding to social, emotional and behavioural difficulties.

**SNAP–Behaviour** is *not* intended for use with those who are diagnosed as having a medical disorder which is causing the SEBDs. It may be of value, but it should not be considered a substitute for the full and detailed assessment that such young people require.

As well as informing and guiding in-school strategies, **SNAP–Behaviour** will have particular value at the point at which a school is considering seeking external support. In England and Wales, for example, this implies use by a SENCO or Learning Support staff at the ‘School Action’ stage, and informing subsequent support from external agencies if/as ‘School Action Plus’ is implemented.

**SNAP–Behaviour** will help you provide for children whose difficulties are just emerging, as well as for pupils with well established difficulties that are already reflected in their Individual Education Plan (IEP). With **SNAP–Behaviour**, those IEPs will become significantly more focused, directed and effective.

**SNAP–Behaviour** will be especially useful for the many pupils facing SEBDs that are not considered severe enough for an IEP. These pupils are the ones whom school staff know are experiencing difficulties, but who never rise to the top of the referral list to be seen by outside professionals. The profile derived from **SNAP–Behaviour** will enable many more such pupils to benefit from insights and interventions to positively support their SEBDs. It also provides a well-informed, clear and solution-focused framework for communication with parents.

## **What’s new in Version 2?**

**SNAP–Behaviour** offers advice and suggestions that are more precisely focused to target the age and stage of each pupil who is needing help, and Version 2 includes additional advice and more strategies, particularly for older pupils. The information/helpsheets generated by the computer can now be made more *age-appropriate* to the individual pupil (see page 16 for details). Where appropriate, they are also linked to specific SEAL outcomes (see below) and provide a photocopyable *Am I making progress?* checklist against these outcomes

A major new feature in Version 2 is the facility to select and *compare* any two **SNAP–B** profiles, in order to review a pupil’s progress and evaluate the effectiveness of any intervention programme. The heightened awareness provided by the ‘Compare’ facility should also allow a more sensitive understanding of *how* a pupil may have changed between successive assessments. To compare *profiles*, select the two assessments you wish to compare, and the more recent assessment is shown superimposed on the earlier assessment. Using the Matrix, it is also possible to see how responses to *individual questions* have changed over time, enabling you to pinpoint quite specific areas in which the pupil has displayed noticeable improvement or deterioration (see page 13 for further details).

### **SNAP–Behaviour – what? when? and why?**

The Version 2 profile includes a ‘confidence indicator’ designed to alert you to possibly misleading profiles based on incomplete questionnaire responses. Version 2 also offers the facility for older pupils to answer the *What I Feel* questions directly on-screen.

The questionnaires themselves are substantially unchanged, and can be used with either Version 1 or Version 2. Such minor changes as there are serve to minimise differences between phraseology appropriate to primary and secondary pupils and contexts.

Equally as important, Version 2 draws directly upon two emerging and significant national developments in responding to social, emotional and behavioural difficulties:

#### **SNAP–B and SEAL**

Nationally, the SEAL (Social and Emotional Aspects of Learning) approach promotes *‘the social and emotional skills that underpin effective learning, positive behaviour... and the emotional health and well-being of all who work in schools’* (DFES 2003, 2005, 2007). This comprehensive approach is built around explicit learning outcomes across five affective domains:

- self-awareness
- managing my feelings
- motivation
- empathy
- social skills.

The skills are taught directly, through lessons that focus on social and emotional skills; but teachers are encouraged too *‘to review their approaches to learning and teaching to ensure that the approaches implicitly promote social and emotional skills.’*

The aim is that pupils will *‘be motivated to, and equipped to:*

- *be effective and successful learners;*
- *make and sustain friendships;*
- *deal with and resolve conflict effectively and fairly;*
- *solve problems with others or by themselves;*
- *manage strong feelings such as frustration, anger and anxiety;*
- *be able to promote calm and optimistic states that promote the achievement of goals;*
- *recover from setbacks and persist in the face of difficulties;*
- *work and play cooperatively;*
- *compete fairly and win and lose with dignity and respect for competitors;*
- *recognise and stand up for their rights and the rights of others;*
- *understand and value the differences and commonalities between people, respecting the right of others to have beliefs and values different from their own.’*

Scotland’s **A Curriculum for Excellence** (ACE) is another example, where the *affective* development of each learner will permeate the taught curriculum throughout a learner’s school years. It is built around developing four ‘capacities’ aimed at making every pupil:

- a successful learner – who, for example, learns independently, is open to new thinking and ideas, and makes reasoned evaluations;
- a confident individual – who, for example, is ambitious, has secure values and beliefs, is self-aware, and has a sense of physical, mental and emotional well-being;
- a responsible citizen – who, for example, respects others, understands different beliefs and cultures, and is committed to participating responsibly in political, social, economic, and cultural life;
- an effective contributor – who, for example, is resilient, self-reliant and problem solving.

([www.curriculumforexcellencescotland.gov.uk](http://www.curriculumforexcellencescotland.gov.uk))

The philosophy and rationale of SNAP–B fits perfectly within these frameworks, and the SNAP–B helpsheets link directly to them where appropriate. The SEAL guidelines offer a useful framework (Figure 1), showing how the social and emotional needs of learners are reflected across a continuum that reaches from whole school to the individual. The SEAL and ACE developments target the top segment, while SNAP–B targets the individual learner at the base of the triangle.

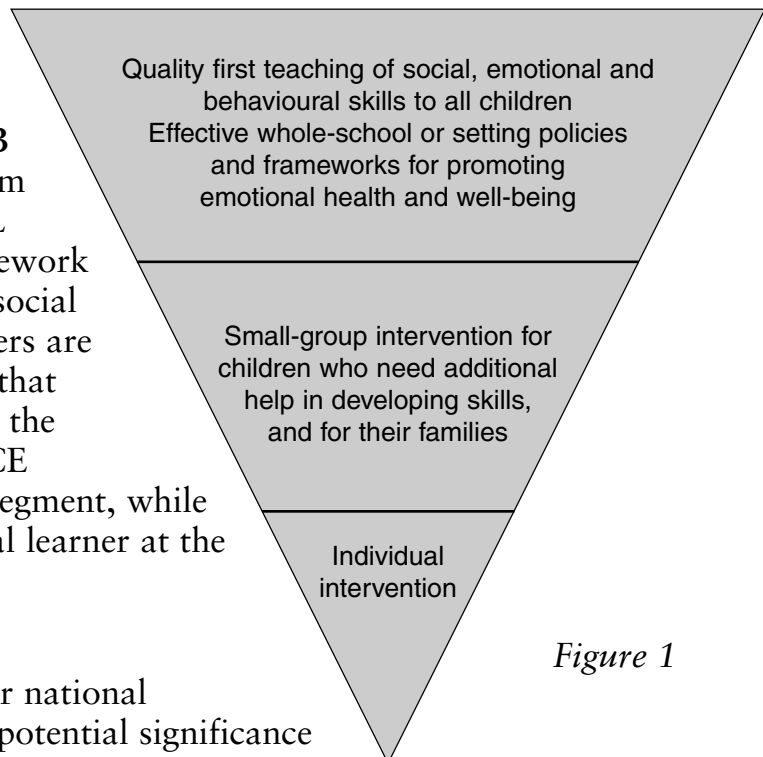


Figure 1

### Restorative practice

Restorative practice is another national development of considerable potential significance (Hopkins 2004). It is one which provides a potential bridge between the *whole-school* and the *individual* segments of the SEAL triangle in that – even more so than the SEAL initiative – it can bring about profound change in the ethos and values of a whole school in a way that means there must be less conflict, less need to ‘manage’ behaviour. Restorative practice is based upon active, empathic, non-judgemental and non-directive listening, and moves away from:

- ‘What happened?’
- Who is to blame?’
- What is the appropriate punishment?’

towards:

- *‘What happened?’*
- *‘Who has been affected and how?’*
- *‘How can we put right the harm?’*
- *‘What have we all learnt to make different choices next time?’*

It can focus simultaneously upon the individual *and* the whole school in that – like SNAP–B but unlike the SEAL approach – it takes as its starting points the actual incident that has disrupted learning, that has caused distress and concern. SNAP–B allows a greater understanding of the within-pupil factors that contributed towards an incident (or, more likely, a sequence of incidents), and helps the family, school and learner to address those factors in a positive and non-judgmental way. A ‘Schoolzone’ evaluator identified the intention at the heart of SNAP–B when he said that *‘it can be most illuminating and has helped to shift my focus from the problem “child” to the problem “behaviour”.*’ ([www.schoolzone.co.uk/resources/evaluations/evaluation.asp?evalID=4946](http://www.schoolzone.co.uk/resources/evaluations/evaluation.asp?evalID=4946))

Restorative approaches – either as a response to an individual incident or as part of a developing whole-school ethos – mean that the school’s response to each such incident should lessen still further the idea and role of ‘blame’ in responding to social, emotional and behavioural difficulties. The *learner* is not a ‘problem’: only the way in which that learner is trying to deal with a situation. Each time restorative approaches are used, it should cause all those involved to add incrementally to a whole-school ethic where there is a genuinely shared responsibility for each other: pupils and staff. The two approaches, SNAP–B and restorative practice, should complement each other, and – as restorative approaches pervade the thinking of a community – the need for focusing upon the individual might be expected to lessen

Where restorative approaches are included among the suggested responses in a SNAP–B advice sheet, it should be remembered that restorative approaches are most effective in the context of a whole-school adoption of the philosophy, rather than as a stand-alone response. Hopkins’ book *Just Schools – A Whole School Approach to Restorative Justice* (Jessica Kingsley 2004) gives a clear framework to support this process.

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Before using SNAP–Behaviour, school staff need to be certain that three key questions can be answered positively:

**Question 1**

*Are the academic skills being taught at a level that is appropriate to the individual learner? Are the majority of other learners achieving an adequate level of attainment?*

If the answer is YES but the identified learner has SEBDs, then ask question 2.

**Question 2**

*Are behavioural expectations taught and managed appropriately? That is, do the majority of the class or group follow rules and spend most of their time on-task?*

If the answer is *YES* but the identified learner continues to show SEBDs, then ask question 3.

**Question 3**

*Do the teachers and support staff respond in a consistent manner to inappropriate behaviours? Are consequences for both appropriate and inappropriate behaviours fully understood by all learners?*

If the answer is *YES* but the identified learner continues to show SEBDs, then **SNAP–Behaviour** will be able to provide an assessment with suggestions as to how support could be given to the learner.

If the answer to any of these questions is *NO*, then obviously there may be factors in the pupil’s school experience that are causing difficulties, rather than ‘in-child’ factors; and you will wish to address these before looking more closely at any individual pupil.

**In summary, SNAP–Behaviour seeks:**

- to organise and analyse what is already known about a child or young person from a broad range of perspectives;
- to provide insight into the extent to which different difficulties are impacting simultaneously upon a learner;
- to indicate which seem the most prominent difficulties;
- to provide practical advice about how best to respond to each of these difficulties;
- to indicate what other difficulties are contributing, and to what extent;
- to provide a school-based overview of a pupil’s difficulties that is not otherwise available;
- to provide information as to the degree in which social contexts are contributing to a pupil’s difficulties;
- to provide a basis for reviewing progress: reassessment with **SNAP–Behaviour** can allow valuable insight about the effectiveness of any interventions.

**This should:**

- allow a much improved understanding of a pupil’s difficulties;
- allow earlier, more focused and much more effective intervention;
- where further assessment is indicated, provide it with baseline information and a context that should enhance and improve it.

**SNAP–Behaviour does *not* seek:**

- to make a definitive statement about the exact aetiology and nature of a pupil’s difficulties,

*or*

- to provide a complete alternative to assessment by other professionals.