

Pupil Action Plan

Pupil Action Plan
Name:
Tutor:
Date:
Time-scale for targets:
Behaviour target
Work target
What do I need to do to achieve my targets?

How can staff help me?

Monitoring targets (discuss and sign weekly)

Date								
Initials								

Staff comments

Future action needed

Coping in Schools Scale (CISS) full version

Coping in Schools Scale (CISS)

(A structured assessment of pupils exhibiting challenging behaviour in mainstream schools)

Jane McSherry

Child's name:

Form completed by:

Date:

Instructions

To use this scale, complete each section. Score every item in every section for each child, using the following scoring system.

- 1. Is never able to fulfil this criterion**
- 2. Rarely fulfils this criterion**
- 3. More often than not fulfils this criterion**
- 4. Almost always fulfils this criterion**

Circle the number that corresponds to your assessment of the pupil on this criterion.

Please remember that this scale is part of a process. To help you with this process, each section asks for action plan suggestions. You may also wish to note other important issues under each heading.

Self Management of Behaviour

	Almost always fulfils this criterion			
	More often than not fulfils this criterion			
	Rarely fulfils this criterion			
	Is never able to fulfil this criterion			
	1	2	3	4
Can accept discipline without argument or sulking	1	2	3	4
Can cope with unstructured time, i.e. lunch and break	1	2	3	4
Can arrive and settle down quietly and appropriately	1	2	3	4
Does not leave the room without permission	1	2	3	4
Can accept changes to plans or disappointment with an even temper	1	2	3	4
Shows some self-discipline when others try to encourage deviation from normal routines at any changeover time.	1	2	3	4
Does not normally use loud exhibitionist language. Is aware of normal sound levels and can be reminded of them and respond without backchat.	1	2	3	4
Can handle trips out of school	1	2	3	4
Does not seek confrontation at break-time	1	2	3	4
Behaves appropriately in the dining hall	1	2	3	4
Score:				/40

Self Management of Behaviour Action Plan

(a) Immediate

(b) Long term

Other issues to note under this heading

Self and Others

	Almost always fulfils this criterion			
	More often than not fulfils this criterion			
	Rarely fulfils this criterion			
	Is never able to fulfil this criterion			
Can behave appropriately in the classroom	1	2	3	4
Can accept that teacher time needs to be shared	1	2	3	4
Can ask a question and <i>wait</i> for the answer and <i>take turns</i> in question and answer situations	1	2	3	4
Has appropriate communication skills: talking, asking questions, listening	1	2	3	4
Is able to work in a team	1	2	3	4
Can speak to people without resorting to rudeness	1	2	3	4
Can work in a group situation	1	2	3	4
Interacts in a positive way with peers in the playground	1	2	3	4
Can play with other children without getting 'wound up' and abusive	1	2	3	4
Can cope with large numbers of people	1	2	3	4
Score:				/40

Self and Others Action Plan

(a) Immediate

(b) Long term

Other issues to note under this heading

Self Awareness

	Is never able to fulfil this criterion	Rarely fulfils this criterion	More often than not fulfils this criterion	Almost always fulfils this criterion
Can ask for help	1	2	3	4
Can accept responsibility for his/her actions without employing denial/optiming-out tactics	1	2	3	4
Can acknowledge own problems	1	2	3	4
Can risk failure	1	2	3	4
Is willing to accept and discuss problem areas	1	2	3	4
Score:				/20

Self Awareness Action Plan

(a) Immediate

(b) Long term

Other issues to note under this heading

Self Confidence

	Almost always fulfils this criterion			
	More often than not fulfils this criterion			
	Rarely fulfils this criterion			
	Is never able to fulfil this criterion			
Is happy with self	1	2	3	4
Has esteem for self	1	2	3	4
Is happy with own appearance	1	2	3	4
Is happy with own hygiene	1	2	3	4
Score:				/16

Self Confidence Action Plan

(a) Immediate

(b) Long term

Other issues to note under this heading

Self Organisation

	Almost always fulfils this criterion			
	More often than not fulfils this criterion			
	Rarely fulfils this criterion			
	Is never able to fulfil this criterion			
	1	2	3	4
Can work alone without constant attention	1	2	3	4
Can listen to explanations and instructions and attempts to act on advice given	1	2	3	4
Gets him/herself to school independently or, in the case of younger pupils, is willing to contemplate this	1	2	3	4
Understands the structure of lesson times within a mainstream school	1	2	3	4
Understands the teacher's role within a mainstream school	1	2	3	4
Understands the structure of places to be for lessons within a mainstream school	1	2	3	4
Understands the structure of discipline within a mainstream school – what happens if he/she is late or does not complete work, homework, etc.	1	2	3	4
Can constructively use unstructured time in the classroom	1	2	3	4
Attends regularly	1	2	3	4
Can cope in a variety of different situations	1	2	3	4
Can organise self and possessions	1	2	3	4
Can organise him/herself if help is not available	1	2	3	4
Good timekeeping, e.g. prompt arrival at lessons	1	2	3	4
Score:				/52

Self Organisation Action Plan

(a) Immediate

(b) Long term

Other issues to note under this heading

Attitude

	Almost always fulfils this criterion			
	More often than not fulfils this criterion			
	Rarely fulfils this criterion			
	Is never able to fulfil this criterion			
Is prepared to work in lessons	1	2	3	4
Uses appropriate language and gestures	1	2	3	4
Wants to remain at this school	1	2	3	4
Has parental support	1	2	3	4
Wants change for themselves	1	2	3	4
Is courteous, and shows positive attitudes towards staff	1	2	3	4
Can show a positive interest in lessons	1	2	3	4
Treats school property with care	1	2	3	4
Shows a sense of humour	1	2	3	4
Goes to and stays in designated playground area	1	2	3	4
Score:				/40

Attitude Action Plan

(a) Immediate

(b) Long term

Other issues to note under this heading

Learning Skills

	Almost always fulfils this criterion			
	More often than not fulfils this criterion			
	Rarely fulfils this criterion			
	Is never able to fulfil this criterion			
	1	2	3	4
Reading and numeracy up to a level that can be coped with in mainstream, given some support.	1	2	3	4
Reasonable literacy and numeracy and a willingness to improve	1	2	3	4
Has developed learning strategies to be able to use reference materials (at own level)	1	2	3	4
Has developed learning strategies to be able to ask teachers or others for advice when experiencing problems (at own level)	1	2	3	4
Does not get up and wander around	1	2	3	4
Needs a mainstream curriculum	1	2	3	4
Does not get impatient if help is not immediately forthcoming	1	2	3	4
Will try to start a task on his/her own	1	2	3	4
Is willing to try on his/her own	1	2	3	4
Generally cares about the work being done	1	2	3	4
Pays attention to class discussions and instructions	1	2	3	4
Score:				/44

Learning Skills Action Plan

(a) Immediate

(b) Long term

Other issues to note under this heading

Literacy Skills

	Is never able to fulfil this criterion	Rarely fulfils this criterion	More often than not fulfils this criterion	Almost always fulfils this criterion
Can read sufficiently well to read the basic instructions needed for the completion of the lessson	1	2	3	4
Is willing to spend time working out the instructions	1	2	3	4
Recognises the importance of developing reading skills even if he/she does not like reading	1	2	3	4
Will accept extra tuition on basic spelling if needed	1	2	3	4
Will recognise the need to practise spelling skills if these are weak	1	2	3	4
Can record in efficient cursive hand and is willing to practise if this is weak	1	2	3	4
Shows some appreciation of the rules of spelling	1	2	3	4
Accepts the importance of efficient dictionary skills and is willing to undertake training	1	2	3	4
Score:				/32

Literacy Skills Action Plan

(a) Immediate

(b) Long term

Other issues to note under this heading

Score Total

Section	Score
Self Management of Behaviour	/40
Self and Others	/40
Self Awareness	/20
Self Confidence	/16
Self Organisation	/52
Attitude	/40
Learning Skills	/44
Literacy Skills	/32
Total	/284

Summary of Action Plans

Prioritise action plan under the following headings:

Immediate

Long term

Other issues raised

Coping in Schools Scale (CISS) (shorter version)

Coping in Schools Scale (CISS) (shorter version)

(A structured assessment of pupils exhibiting challenging behaviour in mainstream schools)

Jane McSherry

Child's name:

Form completed by:

Date:

Instructions

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- 2. Rarely fulfils this criterion**
- 3. More often than not fulfils this criterion**
- 4. Almost always fulfils this criterion**

Circle the number that corresponds to your assessment of the pupil on this criterion.

Please remember that this scale is part of a process. To help you with this process, each section asks for action plan suggestions. You may also wish to note other important issues under each heading.

Self Management of Behaviour

	Almost always fulfils this criterion			
	More often than not fulfils this criterion			
	Rarely fulfils this criterion			
	Is never able to fulfil this criterion			
Can accept discipline without argument or sulking	1	2	3	4
Can arrive and settle down quietly and appropriately	1	2	3	4
Does not leave the room without permission	1	2	3	4
Can accept changes to plans or disappointment with an even temper	1	2	3	4
Does not normally use loud exhibitionist language. Is aware of normal sound levels and can be reminded of them and respond without backchat.	1	2	3	4
Can ask for help	1	2	3	4
Score:				/24

Self and Others

	Almost always fulfils this criterion			
	More often than not fulfils this criterion			
	Rarely fulfils this criterion			
	Is never able to fulfil this criterion			
Can behave appropriately in the classroom	1	2	3	4
Can accept that teacher time needs to be shared	1	2	3	4
Can ask a question and <i>wait</i> for the answer and <i>take turns</i> in question and answer situations	1	2	3	4
Has appropriate communication skills: talking, asking questions, listening	1	2	3	4
Is able to work in a team	1	2	3	4
Can speak to people without resorting to rudeness	1	2	3	4
Can work in a group situation	1	2	3	4
Score:				/28

Self Organisation

	Almost always fulfils this criterion			
	More often than not fulfils this criterion			
	Rarely fulfils this criterion			
	Is never able to fulfil this criterion			
Can work alone without constant attention	1	2	3	4
Can listen to explanations and instructions and attempts to act on advice given	1	2	3	4
Understands the teacher's role within a mainstream school	1	2	3	4
Understands the structure of discipline within a mainstream school – what happens if he/she is late or does not complete work, homework, etc.	1	2	3	4
Can constructively use unstructured time in the classroom	1	2	3	4
Can organise self and possessions	1	2	3	4
Can organise him/herself if help is not available	1	2	3	4
Good timekeeping, e.g. prompt arrival at lessons	1	2	3	4
Score:				/32

Attitude

	Almost always fulfils this criterion			
	More often than not fulfils this criterion			
	Rarely fulfils this criterion			
	Is never able to fulfil this criterion			
Is prepared to work in lessons	1	2	3	4
Uses appropriate language and gestures	1	2	3	4
Is courteous, and shows positive attitudes towards staff	1	2	3	4
Can show a positive interest in lessons	1	2	3	4
Treats school property with care	1	2	3	4
Shows a sense of humour	1	2	3	4
Score:				/24

Learning Skills

	Almost always fulfils this criterion			
	More often than not fulfils this criterion			
	Rarely fulfils this criterion			
	Is never able to fulfil this criterion			
Reading and numeracy up to a level that can be coped with in mainstream, given some support	1	2	3	4
Has developed learning strategies to be able to ask teachers or others for advice when experiencing problems (at own level)	1	2	3	4
Does not get up and wander around	1	2	3	4
Needs a mainstream curriculum	1	2	3	4
Does not get impatient if help is not immediately forthcoming	1	2	3	4
Will try to start a task on his/her own	1	2	3	4
Is willing to try on his/her own	1	2	3	4
Generally cares about the work being done	1	2	3	4
Pays attention to class discussions and instructions	1	2	3	4
Can read sufficiently well to read the basic instructions needed for the completion of the lesson	1	2	3	4
Is willing to spend time working out the instructions	1	2	3	4
Score:				/44

Score Total

Section	Score
Self Management of Behaviour	/24
Self and Others	/28
Self Organisation	/32
Attitude	/24
Learning Skills	/44
Total	/152

Any other comments you wish to make

CISS shorter version summary sheet

Teacher Ratings Summary		Pupil Perceptions	
Name:		Tutor Group:	
Number of teachers completing the scale: 10			
Section and item	Number of teacher ratings at 1 or 2	Pupil self rating	
Self Management of Behaviour			
Can accept discipline without argument or sulking			
Can arrive and settle down quietly and appropriately			
Does not leave the room without permission			
Can accept changes to plans or disappointment with an even temper			
Does not normally use loud exhibitionist language. Is aware of normal sound levels and can be reminded of them and respond without backchat			
Can ask for help			
Self and Others			
Can behave appropriately in the classroom			
Can accept teacher time needs to be shared			
Can ask a question and <i>wait</i> for the answer and <i>take turns</i> in question and answer situations			
Has appropriate communication skills: talking, asking questions, listening			
Is able to work in a team			
Can speak to people without resorting to rudeness			
Can work in a group situation			
Self Organisation			
Can work alone without constant attention			
Can listen to explanations and instructions and attempts to act on advice given			
Understands the teacher's role within a mainstream school			
Understands the structure of discipline within a mainstream school – what happens if s/he is late or does not complete work, homework, etc.			
Can constructively use unstructured time in the classroom			
Can organise self and possessions			
Can organise him/herself if help is not available			
Good timekeeping, e.g. prompt arrival at lessons			

Section and item	Number of teacher ratings at 1 or 2	Pupil self rating
Attitude		
Is prepared to work in lessons		
Uses appropriate language and gestures		
Is courteous and shows a positive towards staff		
Can show a positive interest in lessons		
Treats school property with care		
Shows a sense of humour		
Learning Skills		
Reading and numeracy up to a level that can be coped with in mainstream, given some support		
Has developed learning strategies to be able to ask teachers or others for advice when experiencing problems (at own level)		
Does not get up and wander round		
Needs a mainstream curriculum		
Does not get impatient if help is not immediately forthcoming		
Will try to start a task on his/her own		
Is willing to try on his/her own		
Generally cares about the work being done		
Pays attention to class discussions and instructions		
Can read sufficiently well to read basic instructions needed for the completion of the task		
Is willing to spend time working out the instructions		

Primary/Secondary transfer evaluation

This evaluation framework was used as the basis for discussions around the second phase of the project. It offered schools new to the project an opportunity to understand the objectives of the work and see the evidence base on which we were planning the next phase.

Evaluation of Primary Secondary Project – First Phase

Objectives of work in the first phase (Summer/Autumn 2000)

1. To assist primary schools in identifying pupils who, because of their emotional and behavioural difficulties, are at risk of failing to make a successful primary/secondary transfer
2. To gather information which enables some assessment of the child's needs
3. Preparatory intervention (limited time-scale available) for individuals and in groups
4. Communicating with receiving secondary schools about pupils' needs
5. Raising awareness of the need for relevant information exchange to take place
6. Post-transfer support to pupils and receiving staff
7. Keeping written records of interventions and evaluations

Positive outcomes detailed in the section below demonstrate that the above objectives were achieved.

Problems experienced and strategies used to overcome them

1. *Problem*

In order to maximise money allocated it was decided to target 19 schools based on the following criteria:

- (a) schools in the Education Action Zone around one secondary school
- (b) frequent/regular uses of the Behaviour and Learning Support Service.

A small number of schools either declined or did not respond to the invitation. The number of schools identified was too ambitious for the time available and the position in the academic year.

Strategies

Experience gained in the last phase has enabled more realistic planning for the second phase.

Reducing the amount of group work offered and focusing on ensuring recorded information was useful to secondary schools to enable them to plan for incoming pupils.

2. *Problem*

Team members were engaged in a wide diversity of other elements of their work.

Strategies

A need to set clear boundaries on time allocation and purpose of each piece of work.

Put in place a system for collecting records of work.

3. *Problem*

Schools' abilities to organise the practicalities to enable the intervention to take place.

Strategies

Give clearer information about what will be required for effective work to take place

Group work intervention to take place earlier in the year, allowing a more realistic time-scale for the work to be completed

Positive outcomes

1. A cohort of appropriate pupils (with emotional and behavioural difficulties) were identified for support during transition
2. It raised the profile of these pupils' needs.
3. Some effective group work was completed in preparation for transfer.

4. Useful information was shared with schools.
5. Some secondary schools used this information directly to inform practice.
6. Feedback from pupils was that they felt supported.
7. A number of pupils are demonstrating a positive response to post-transfer support and an ability to assimilate into the secondary school culture.
8. For a small number of pupils the process highlighted significant needs that need to be targeted.
9. Primary schools targeted were very enthusiastic and positive about being involved in the project.
10. Receiving secondary schools responded very positively to the information collected and to participating in group work support.
11. A number of secondary schools committed staff resources to running post-transfer support.
12. It has raised staff awareness of the transfer needs of pupils with emotional and behavioural difficulties and encouraged debate about appropriate responses.
13. It encouraged some joined-up thinking among services in the LEA as to how we identify and respond to this cohort of pupils.

Action plan for further work

Objectives for second phase (2000–2001)

(Objectives 1–7 of Summer/Autumn 2000 input are still appropriate)

1. To redefine the schools to be targeted to set up a manageable piece of work. The criteria used for this second phase were:
 - Feeder schools in the School A Education Action Zone – this includes a number of schools that are regular and frequent users of the primary Behaviour and Learning Support service and offered support to School A in planning for the next year's intake.
 - Feeder schools into School B where inclusive practices are well established and can be further developed and used as exemplars for the LEA. This cohort also targets a number of schools that are regular and frequent users of the primary Behaviour and Learning Support service.
2. Clarify staff deployments in order to balance other priorities and to streamline the support offered to both primary and secondary schools.
3. Discuss and devise a document which outlines a menu of support on offer pre- and post-transfer.
4. Planning for the whole academic year so that support is well timed and links with pupils' secondary school visits can be made.
5. Gather, record and communicate information around identified pupils' needs.
6. Assist secondary schools in planning to meet identified needs.

Intended outcomes

1. Pupils at risk have been identified and schools plan appropriately to meet their needs, this includes:
 - Assisting primary schools in developing their systems for identifying pupils at risk at the transfer from primary to secondary school.
 - Enabling secondary schools to develop their strategies for meeting identified needs.
2. Exclusions are reduced in line with local and national targets.
3. A more inclusive educational culture is promoted across the LEA.
4. More comprehensive and informative records on pupils are exchanged and maintained which should result in more effective educational outcomes.
5. Develop more effective links between feeder primary and receiving secondary schools, resulting in more appropriate planning for pupils.

Primary/Secondary transfer pro-forma

Pupil's name:	DOB:
Parents name:	
CLA: Yes/No	CP Register: Yes/No
Feeder Primary School:	
Secondary School:	LEA:
Code of Practice Stage: 1 2 3 4 5	
Child's needs, e.g. learning, behaviour:	
Registered disabled: Yes/No	Type of disability:
Gender: M/F	Ethnicity:

The aim of this project is to offer some transfer preparation and follow up for **pupils who are identified** by their feeder primary school as being vulnerable at the transfer stage **because of their emotional and behavioural difficulties**.

Aims of the intervention:

- Raise the profile of pupils who may have difficulty with the transfer because of their emotional and behavioural difficulties.
- Data gathering to inform preparation.
- Planning for the needs of these pupils both pre- and post-transfer.
- Linking with key staff in each of the secondary schools.
- Pre-transfer preparation.
- Post-transfer support.

This booklet has been designed to give you some information about the individual pupil named above who has been part of the project. Included are scores from the Coping in Schools Scale (CISS) (McSherry 2001) which was completed by both staff and pupils; targets that has set and a summary of how these have been going; information from the group leader about how participated in the group sessions. **We include a brief summary of the key concerns and areas where you may need to offer support** for this pupil, which were derived from whole-team discussion about this pupil's needs. We hope this will be a useful tool for you in your planning and we welcome any comments or feedback.

Coping In Schools Scale – Summary Table

	SM	S&O	SA	SC	SOr	Att	LS	Lit	Total	%
Pupil										
Class										
Teacher										
Other										

Key: **SM** Self Management of Behaviour **S&O** Self and Others
SA Self Awareness **SC** Self confidence
SOr Self Organisation **Att** Attitude
LS Learning Skills **Lit** Literacy Skills

Pupil's Targets – Summary information

Pupil's Targets

1.

2.

3.

Number of weeks working on these targets:

Progress on targets:

How targets were monitored:

Who monitored the targets:

How pupil responded to the target setting process:

Group work – Summary record

Session One

SessionTwo

Session Three

Action Plan for Secondary Transfer
Key concerns and suggested areas for support

1.

2.

3.

4.

School strategies used:

Parental involvement:

Role of other agencies (past and present)

Educational Welfare:

Educational Psychologist:

Social Services:

Child and Adolescent Mental Health:

Other (please specify):

Pastoral Support Programme – meeting pro-forma

Pastoral Support Programme		
Pupil's name:	DOB:	Year Group:
Date of meeting:		
Those present	Designation	
Areas of concern		
Number and length of fixed-term exclusions		

Reason for exclusions

Long-term behavioural objectives

Pupil input

What in-school behaviour strategies have been used?

What outside agencies have been involved?

Coping In Schools Scale (CISS) scores

	SM	S&O	SA	SConf	SO	A	LS	Lit S	Total	%
YCC										
Tutor										
Subject 1										
2										
3										
4										
5										

Review of progress on current IEP

New or amended targets (Pupil action for monitoring)

1.

2.

Further action required/people involved

Key person monitoring the PSP

Criteria for success (how will we know the targets have been achieved?)

Date of review:

Outcome of review – what is the next step?

Re-integration checklist

(This list will never be definitive because as experience is gained of re-integrating pupils and the problems those individuals have experienced there will continually be additions to the list. A consolation when things go wrong is to remember that an unforeseen hitch in one situation can lead to better planning in the next.)

Has someone from the school, e.g. tutor or learning mentor, phoned the parents/carers?

Has the pupil met with the Head of Year and tutor (secondary) or class teacher (primary) prior to starting?

Has the pupil been given a timetable and diary (secondary)?

Have any responsible peers been identified to look after the pupil during the initial stages of the re-integration?

Who is the key supportive adult for that pupil, e.g. tutor/learning mentor (secondary), class teacher/learning mentor (primary)?

Who has overall responsibility for the pupil, e.g. member of senior management/SENCO?

Where/to whom should the pupil go if they are in trouble or distressed?

Who do they need to inform if they need to leave the site (secondary)?

Where is the information on this pupil kept?

Have class teacher(s) been notified of the pupil's fears and anxieties and are they aware of any particular triggers for behaviour?

Is every member of the Senior Management Team aware of the circumstances of this pupil?

Is it appropriate for the pupil to be withdrawn from any lessons?

Who has responsibility for monitoring the overall progress of the pupil?

Have successful strategies been made explicit and shared?

For pupils who are dual registered

Are all teaching staff aware of when the pupil is expected to be off site?

Who is the contact person at the PRU?

Is there a plan to re-integrate the pupil fully when the period of dual registration comes to an end?

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