***ABC (Antecedents, Behaviour and Consequences)***

Describe behaviours that cause concern: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  **Antecedent analysis:** |
| **High risk situations:** Under what circumstances is it *most* likely that the child will have problems? * What places?
* What activities
* With what people (adults, children)
* At what time of day?
* What day(s) of the week?
* Etc etc

If you wanted to guarantee a problem occurring, what would you do? |  |
| **Low risk situations:** Under what circumstances is it *least* likely that the child will have problems?* What places?
* What activities
* With what people (adults, children)
* At what time of day?
* What day(s) of the week?
* Etc etc

If you wanted to guarantee a period without problems occurring, what would you do? |  |
| **Triggers:** What usually happens just before an incident? * Something being said?
* Noises?
* Criticism?
* Work being given
* Physical contact/proximity
* Etc. etc.
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| **Consequence Analysis** |
| What do adults usually do when the behaviour occurs? |  |
| What do peers usually do when the behaviour occurs? |  |
| What do family member usually do when the behaviour occurs? |  |
| What methods have been used in the past to manage the behaviour and how effective have they proved to be? |  |
| What effect does the behaviour have on everyone involved? |  |

You might also make reference to a unique portfolio of assessments called Measures of Children’s Mental Health and Psychological Well-Being. The portfolio provides a range of simple, questionnaire based assessments that can be used to assess a range of children’s social and emotional skills, individually or in groups.

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| **ADVERSE LIFE EXPERIENCES** |
| **Has the child experienced any of the following risk factors (interview with parent/evidence from reports on school file):**Life events/crisis e.g. homelessness Y/NComment Illness/bereavement Y/NComment Family breakdown Y/NComment Domestic violence Y/NComment Asylum seeker Y/NComment Parental difficulty Y/NComment Parental mental illness Y/NComment Physical abuse Y/NComment Sexual abuse Y/NComment Emotional abuse Y/NComment Physical neglect Y/NComment Emotional neglect Y/NComment Substance misuse within household Y/NComment Household mental illness Y/NComment Household member in prison Y/NComment **What protective factors does the child experience?**Good school experience? Y/NComment One supportive adult? Y/NComment Special help with behavioural difficulty? Y/NComment Community networks? Y/NComment Leisure activities? Y/NComment Talents and interests? Y/NComment  |

**3B SOCIAL EMOTIONAL MENTAL HEALTH – MENTAL HEALTH**

This tool helps you establish if there is a need around mental health. Please note that if there are diagnosed mental health needs CAMHS will be involved and you should seek their views to inform your understanding in this area.

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| **Mental Health** |
| Does the child have a diagnosis of any of the following (discussion with parent and permission to contact GP):Eating disorder Y/NComment Sensory difficulties Y/NComment Depression Y/NComment Anxiety Y/NComment Trauma Y/NComment Attachment difficulties Y/N Comment Self-Harm Y/NComment Psychotic SymptomsComment If you suspect any of the above, referral to GP? Y/N Comment  |