***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/N  Comment  Illness/bereavement Y/N  Comment  Family breakdown Y/N  Comment  Domestic violence Y/N  Comment  Asylum seeker Y/N  Comment  Parental difficulty Y/N  Comment  Parental mental illness Y/N  Comment  Physical abuse Y/N  Comment  Sexual abuse Y/N  Comment  Emotional abuse Y/N  Comment  Physical neglect Y/N  Comment  Emotional neglect Y/N  Comment  Substance misuse within household Y/N  Comment  Household mental illness Y/N  Comment  Household member in prison Y/N  Comment  **What protective factors does the child experience?**  Good school experience? Y/N  Comment  One supportive adult? Y/N  Comment  Special help with behavioural difficulty? Y/N  Comment  Community networks? Y/N  Comment  Leisure activities? Y/N  Comment  Talents and interests? Y/N  Comment |

**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/N  Comment  Sensory difficulties Y/N  Comment  Depression Y/N  Comment  Anxiety Y/N  Comment  Trauma Y/N  Comment  Attachment difficulties Y/N  Comment  Self-Harm Y/N  Comment  Psychotic Symptoms  Comment  If you suspect any of the above, referral to GP? Y/N  Comment |