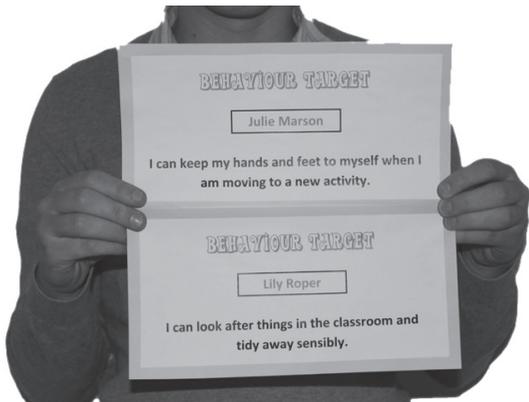


<b>Resource:</b> 'Behaviour Targets'	
<b>Explanation</b> Sometimes children require specific targets to guide them. For individual children, there will be different triggers for undesirable behaviour and so by creating specific targets for each child you can focus on their individual needs. The following are potential poor behaviours and may be areas you want to focus on when setting a child a target: behaviour in your setting, approaches to work/activities, controlling aggression, organizational skills and personal/social skills. If the children are aware of their area of focus, they are more inclined to take responsibility in managing their behaviour and to be more motivated to do so. Children do not like to be 'kept in the dark' and will appreciate you keeping them informed.	
<b>Handy Hints</b> <ul style="list-style-type: none"> <li>• Make sure the targets are positive, e.g. write them starting with 'I can' – this demonstrates to the child that you believe that they are capable of making the right choices.</li> <li>• Make sure the child has access to their target and that it is always visible so other adults in the setting can support the child in achieving the target.</li> <li>• Make stickers with the target on or stick the target onto the child's desk so that they are reminded of their target.</li> <li>• Report a child's target to their parents/carers so that they can support you by asking their child about the target each day.</li> <li>• Tick on the target card when the child achieves their target, and when they have received a pre-agreed number of ticks give the child a reward in the form of a letter, certificate or text message to a parent.</li> <li>• Ask the other children in the setting to be involved in encouraging the children to achieve their targets: 'Mrs Nocita, I saw Peter making the right choice; he was sharing in the role play corner.'</li> </ul>	
<b>Advantages</b> <ul style="list-style-type: none"> <li>• The children have a constant reminder of what is expected of them.</li> <li>• The target is very personal to the child.</li> <li>• Parents are involved and can support their child by discussing progress made in class. The child can also take home the target when they have achieved an agreed number of ticks.</li> <li>• The children see progress themselves by the number of ticks they have on their personal target.</li> <li>• All adults in the setting are aware of the target and can be involved in managing the child.</li> </ul>	<b>Adaptations</b> For older children, they could assess their own targets at the end of a session or day.  If the children revert to behaviours after a target has been removed, don't be afraid to re-introduce it but the next time, involve the child in re-writing the target so that it does not lose its effect in motivating them.  Involve an older child in managing the child by asking them to mentor them but make sure you are the one who sends feedback to parents on their achievements in relation to their targets.
<b>Questions for Consideration</b>  How would you feed back to parents on how their child is progressing with their targets?  What reward would be the most effective to use in your setting? Flick through the strategies in the book to give you some ideas.	
<b>Linked Resources</b>  <b>Learning Targets</b> – See page 57 <b>Behaviour Diaries</b> – See page 54	