

Mc Sherry Doyle Readiness for Reintegration Scale Leicestershire Secondary Education and Inclusion Partnerships



This readiness scale is based on materials devised by Rebecca Doyle (2001) and Jane McSherry (1999) for reintegration of pupils with social, emotional and behavioural difficulties into mainstream classrooms. (Rebecca Doyle, Norfolk CC - BJSE vol 28, No3 (September 2001)).

The scale has been adapted for use with Secondary aged pupils at risk of exclusion in Leicestershire by the team of Co-ordinators in the Leicestershire Secondary Education and Inclusion Partnerships

This assessment is designed to give a picture of a pupil's capacity to thrive in a mainstream setting. Used over time it gives a clear measurement of a pupil's skill development in each area.

It is a specific, quantitative assessment tool to help analyse behaviour. We use it to provide evidence of:

- the need for a period away from school
- Progress in developing skill and capacity
- Readiness for re-integration back into mainstream school
- And as a means of evaluating the impact of the steps we take to support the pupil.

The use of the profile helps ensure that, as we work together between schools, partnerships and across agencies, we share the same language. This enables us to describe the challenges we need to overcome for the children and young people in our care.

The profile considers seven main areas:

- Self-control
- management of behaviour
- Social skills
- Self-awareness
- Confidence

- Skills for learning
- Approach to learning

Allocate a score of between 1 and 4 to each of the statements as follows:

1 = rarely fulfils this criterion

2 = sometimes fulfils this criterion

3 = frequently fulfils this criterion

4 = almost always fulfils this criterion

The numerical score at the end of each main area is totalled and plotted on a grid with a maximum score of 312. Using the child's score, it is possible to track progress over time and to measure response to interventions.

In the original scale, devised by Doyle and McSherry above, an overall score of 218 (70%) or above was considered to be an indication that the pupil was probably ready for transition back to a mainstream classroom.

The profile obtained will indicate areas of relative strength as well as areas for further development. The profile can therefore be used to inform targets, track progress and inform planning for transition.

1. Self Control				
Can accept discipline without argument or sulking	1	2	3	4
Can arrive in classroom 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 disappointments with an even temper	1	2	3	4
Shows some self-discipline when others try to encourage deviation	1	2	3	4
Is aware of normal sound levels and can be reminded of them and respond appropriately	1	2	3	4
Does not seek confrontation during unrestricted times e.g. break	1	2	3	4
TOTAL	/28			

2. Management of behaviour				
Behaves in socially acceptable manner in public e.g. outings	1	2	3	4
Can maintain appropriate levels of behaviour when the classroom routine is disrupted	1	2	3	4
Will abide by accepted rules of an organised game	1	2	3	4
Goes to and stays in designated areas when requested e.g. playground, hall, etc	1	2	3	4
Controls emotions appropriately when faced with difficulties e.g. does not fight, strike out immediately, run away and hide or become excessively withdrawn	1	2	3	4
Behaves appropriately in all areas of the school building	1	2	3	4
TOTAL	/24			

3. Social Skills				
Can cope with large numbers of people	1	2	3	4
Can accept that teacher time needs to be shared	1	2	3	4
Can ask a question and wait for the answer	1	2	3	4
Has appropriate communication skills e.g. asking questions and listening	1	2	3	4
Can work alongside others in a group situation without disruption	1	2	3	4
Interacts and plays in positive ways with peers	1	2	3	4
Apologises without reminder	1	2	3	4
Asks permission to use objects belonging to another person	1	2	3	4
Shows empathy for and comforts playmates in distress	1	2	3	4
Chooses own friends and maintains reciprocal friendships	1	2	3	4
Makes and accepts normal physical contact with others	1	2	3	4
Accommodates other children who ask to join in an activity	1	2	3	4
Is self reliant in managing own hygiene and basic needs	1	2	3	4
Shows genuine interest in the news and activities of another child	1	2	3	4
Contributes actively to play with two or more children	1	2	3	4
Shows variation in the roles undertaken during co-operative play e.g. is not always in the role of dominant character, etc	1	2	3	4
Engages in appropriate conversation with another child, exchanging information and using appropriate dialogue	1	2	3	4
Addresses adults and children appropriately by name and with eye contact	1	2	3	4
Shares legitimately required equipment with another pupil	1	2	3	4
Can take turns in question and answer sessions	1	2	3	4
TOTAL	/80			

4. Self-awareness				
Willing to ask for help	1	2	3	4
Can accept responsibility for actions without denial	1	2	3	4
Can acknowledge own problems and is willing to discuss them	1	2	3	4
Can risk failure	1	2	3	4
States feelings about self, e.g. happy angry, sad, etc	1	2	3	4
Maintains appropriate eye contact	1	2	3	4
TOTAL	/24			

5. Confidence				
Contributes to class discussions	1	2	3	4
Participates in group work, making constructive suggestions and adapting ideas	1	2	3	4
Responds appropriately to stories, identifying the characters e.g. funny, kind, scary, bad, etc	1	2	3	4
Participates in large class activities e.g. dance, role plays, performances, etc	1	2	3	4
Accepts public praise and congratulation appropriately e.g. when good work is shown to peers, etc	1	2	3	4
Shows pride in achievements and presentation of work	1	2	3	4
Has self-esteem for self	1	2	3	4
TOTAL	/28			

6. Skills for Learning				
Can work alone without constant attention for brief periods	1	2	3	4
Can attempt to listen to explanations and instructions and attempt to act on them	1	2	3	4
Understands the structure of the day	1	2	3	4
Understands the role of the teacher and other adults in the room	1	2	3	4
Understands the structure of discipline – what happens if he/she does not complete work, does not conform to playground rules etc	1	2	3	4
Understands that there are different places for lessons other than the classroom e.g. library, hall, etc and behaves appropriately	1	2	3	4
Can constructively use unstructured time in the classroom	1	2	3	4
Can organise him/herself if help is not immediately available	1	2	3	4
Responds appropriately to personal request from teacher	1	2	3	4
Will work alongside another pupil without attempting any distractions	1	2	3	4
Can organise the materials needed for a task and clear them away appropriately	1	2	3	4
Shows appropriate levels of curiosity when changes to the room routines are observed	1	2	3	4
Reading and numeracy up to level that can be coped with in a mainstream classroom given reasonable support	1	2	3	4
Shows a willingness to improve own literacy and numeracy	1	2	3	4
Can read sufficiently well to understand basic instructions needed for completion of tasks	1	2	3	4
Has developed some self-help strategies (at own level) e.g. using reference materials as word banks	1	2	3	4
Does not get up and wander around the classroom without a purpose	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
Is willing to try complete a task independently	1	2	3	4
Pays attentions to class discussion and instructions	1	2	3	4
TOTAL	/84			

7. Approach to Learning				
Is prepared to work in lessons	1	2	3	4
Uses appropriate language and gestures	1	2	3	4
Wants to be reintegrated	1	2	3	4
Has parental support	1	2	3	4
Is courteous, and shows positive attitude towards staff	1	2	3	4
Can show an interest in lessons	1	2	3	4
Treats school property with care	1	2	3	4
Listens with interest to class explanations	1	2	3	4
Can accept disappointments e.g. when not chosen to participate in an activity	1	2	3	4
Will sit appropriately without causing a disturbance in both class and general school areas on request	1	2	3	4
Shows a sense of humour	1	2	3	4
TOTAL	/44			

Overall Total	/312
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An overall total of 218 or above suggest the pupil is able to sustain a mainstream place or is ready for reintegration

A completed assessment should be submitted with the SEIP Referral and Commissioning Form. This version is for Training purposes. Please use the grid available at

<https://www.leicsseips.org/making-a-referral>

and submit with your Referral

Using the Mc Sherry Doyle Readiness for Reintegration Scale in the Partnership

1. Tracking Progress

The Partnerships plan to use the scale at the start of any placement and then at the mid point and end of the planned period of the placement. This tracking information will allow teams to:

- Gauge any improvement in those behaviours that led to the initial referral
- Highlight areas of concern that should be addressed in the Programme offered to the pupil
- Set a benchmark for the end of the placement
- Provide evidence to the referring school that the pupil should be considered for reintegration.

2. Setting Targets

Allow us to identify and address those traits that lead to the challenging behaviours of some pupils so that we can more easily

- Identify and set individual behaviour targets for pupils
- Share these using common language with schools, other agencies and alternative providers
- Develop graphical profiles of pupil's individual strengths and weaknesses that can inform target setting and progress
- Share these with the pupils and their parents and the strategies we all can use to address them.

3. Accountability of the SEIPS, effectiveness of the system

The Partnerships should in the longer term be able to use the data generated by McSherry Doyle as one means of evaluating the impact of their work. It will allow us:

- To compare one Partnership with another
- Allow schools to judge the quality of the offer the Partnership is making
- Give schools an additional approach that they might use in evaluating their own effectiveness in addressing SEMH and managing behaviour

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