**Table 2**

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| **Strategies and/or expectations on behaviours** | **Positive outcomes** | **Negative outcomes** |
| Compliance – expecting children to be passive and do what the adult tells them to do | No need to negotiate with others in order to complete a task; learn expected norms of behaviour | Do not develop interpersonal skills relating to negotiation; no engagement with others’ viewpoints |
| Overprotection |  | Shyness and a lack of social competence can be made worse if not exposed to social situations |
| Withdrawal from the classroom for additional support sessions |  |  |
| One-to-one support within the classroom | No need to actively seek help, which can alert peers to a child’s inabilities |  |
| Differing expectations on behaviour for child with SEND and other children in the class |  |  |
| *Any other strategy/expectation used in your setting* |  |  |