



Spencer Park Primary School Behaviour Management Policy (Reviewed 2024)

PRINCIPLES

The principles of the policy are

- Students will be explicitly taught expected behaviours to maintain their own growth and development and which support good order within the school
- Students will be provided with support to maintain positive behaviour
- Students will be recognised for behaving in a positive manner.
- Parents, teachers and students should work together to maintain appropriate behaviour.
- A consistent approach by all involved will assist in managing student behaviour.
- Fairness and equity are evident in managing the student behaviour.
- Multi-tiered systems of support and interventions will be implemented which consider the needs of individual students.

SPENCER PARK PRIMARY SCHOOL CONTEXT

Understanding our student demographic assists in creating safe and inclusive conditions to support positive behaviour. Referring to the information below provides Spencer Park Primary school staff with some additional information when creating and maintaining positive learning environments, including managing student behaviour.

Establishing rapport and building relationships with students and their families is a vital aspect of maintaining positive student behaviour as are clear, consistent whole school approaches and is the aim of this policy.

FACTORS INFLUENCING BEHAVIOUR

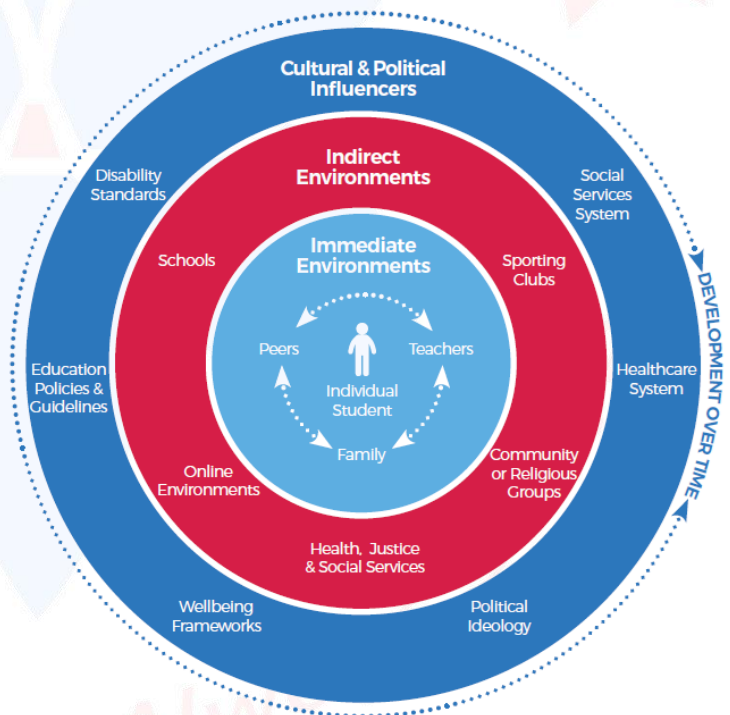
Family, peers, school, and the wider community all impact on student behaviour, and on learning and well-being. The way we behave is also influenced by personal characteristics such as age, gender, personality, temperament, and mental and physical health. Risk factors can increase the probability that a problem will develop and persist such as economic disadvantage or housing security. Protective factors such as housing stability and a supportive community can minimise the impact of risk factors. As school staff we have little direct influence over many indirect and cultural and political influencers; however, acknowledging them can assist in how we manage student behaviour. The areas we have the highest influence over is teachers and school. This can be achieved by establishing and maintaining a positive school culture to support safe and inclusive learning through consistent, whole school practices.

What does this mean for SPSS?

Supporting Students beyond only addressing their individual behaviour, i.e., using an ecological perspective provides a student-centred, culturally responsive, school-family-community approach.

This approach can help staff to understand and identify:

- Underlying causes of student behaviour
- Links between learning, development, behaviour, health and wellbeing
- Opportunities to provide targeted intervention and support to students



Reference: Bronfenbrenner U. Ecological models of human development. *International Encyclopaedia of Education*. 1994; 3:1643-1647.

Acknowledgement: Developed by the NSW Department of Education, Learning and Wellbeing Directorate in partnership with the Telethon Kids Institute.

SPENCER PARK PRIMARY SCHOOL DEMOGRAPHIC

Student Profile as at October 18 2023 (school specific data collection)

- Students with a disability: 8.95%
- Students with an imputed disability: 18.28%
- Students being monitored by Students Services team: 54.47%
- Students being case managed: 15%
- New Enrolments since October 18, 2022 and October 18, 2023: 18.2%
- Suspensions 2.61% for a total of 9 days (taken from SIS)

Percentage Attendance

1 February 2023 to October 18 2023

Year	% Attendance
K	82.68
PP	89.1
1	88.48
2	87.93
4	84.09
5	89.11
6	85.27

The below categories defined by the department outline the level of risk

90-100% Attendance is regarded as **REGULAR**

80-89% Attendance is regarded as **At RISK**

0-59% Attendance is regarded as at **SEVERE RISK**

CODE OF CONDUCT

- **Respect** everyone and their things.
- **Care** for self, others and our world.
- Show people **tolerance** and **include** them.
- Be **honest** and **trustworthy** by taking **responsibility** for your actions.

OUR SCHOOLS VALUES

1. **RESPECT**: Treat others with care and consideration.
2. **CARE & COMPASSION**: Care for yourself and others.
3. **DOING YOUR BEST**: Do your best and challenge yourself
4. **HONESTY & TRUSTWORTHINESS**: Be honest, be yourself and seek the truth.
5. **CARE FOR OUR WORLD**: Being kind to our environment.
6. **RESPONSIBILITY**: Make the right choices because your actions affect others and the environment.
7. **TOLERANCE & INCLUSION**: Smile, join in, get to know others and include them.

ICSEA

released March of the following year

Cohort	ICSEA
2022	910
2021	926
2020	922
2019	922
2018	908

(Index of Community Socio-Educational Advantage, 1000 is the median)

Student Transiency %

Calendar Year	%
2022	22.8
2021	26.1
2020	16.1
2019	27.3
2018	20.6

ADMINISTRATION TEAM ROLES AND RESPONSIBILITIES

- Provide a link between parents and staff.
- Ensure consistency in the implementation and maintenance of behaviour management procedures throughout the school.
- Use consistent language to support positive behaviour; refer to [Appendix 2 Words We Use at Spencer Park](#)
- Facilitate case conferences involving parents, teachers and other professionals to develop behaviour plans for individual students.
- To be open minded, flexible and fair when managing disciplinary issues.
- To investigate fully with all parties involved in any situation that may require disciplinary action.
- Communicate whole school expectations and processes to the school and community
- The Principal and/or Deputy Principals are the only staff members who can suspend students from school
- Support teachers by:
 1. Providing the necessary Professional Development to teachers who have students with challenging behaviour.
 2. Having a team approach to supporting the teacher who has students with challenging behaviours, including working with outside agencies as required.
 3. Assisting with the writing and implementation of IBMP's

TEACHERS' ROLES AND RESPONSIBILITIES

- **Build and maintain relationships** with all students.
- Provide a positive classroom environment; refer to [Appendix 1 Classroom Management Strategies](#), [Appendix 2 Words We Use at Spencer Park](#) and [Appendix 4 Building Positive Relationships](#).
- Use consistent language to support positive behaviour; refer to [Appendix 2 Words We Use at Spencer Park](#).
- Consistently apply the school's behaviour management plan.
- Develop and implement class expectations policy; refer to [Appendix 5 Sample Expectations](#). (This policy should contain class rules, rewards for positive behaviour and consequences for negative behaviour.)
- Display and regularly discuss:
 - The School Code of Behaviour
 - Playground rules
 - Classroom expectations
 - Values and beliefs
- Liaise with Admin staff and parents when ongoing behaviour problems with individual students occur.
- Ensure parents are aware of their classroom expectations policy.
- Utilise the school behaviour management plan.
- Undertake playground duty as per the duty roster. Be punctual for duty and immediately deal with situations as they may arise.
- When necessary, provide an Individual Behaviour Management plan and other significant positives.

STUDENT RESPONSIBILITIES

- Participate in class discussions and activities to set the expectations for specific classes
- Engage with teachers, and other students in a positive, solution focused manner
- Seek teacher assistance as soon as an issue is becoming a problem
- Participate in learning tasks and opt into all opportunities

BEHAVIOUR MANAGEMENT PROCEDURES

Spencer Park Primary School processes are:

1. Teachers create a positive classroom environment to support students to thrive by establishing in-class guidelines for expected behaviours. Wherever possible teachers recognise and encourage appropriate behaviour. Using [Appendix 1 Classroom Management Strategies](#), [Appendix 2 Words We Use at Spencer Park](#) and [Appendix 4 Building Positive Relationships](#).
2. When a student behaves inappropriately all classroom teachers and allied professionals follow these steps as outlined in [Appendix 1: Classroom Management Strategies](#).
 - a. Use **Bump 1** low key responses
 - b. If behaviour persists, use **Bump 2** strategies
 - c. If behaviour persists **Introduce White Slip** - recording interventions. Ideally there will be more ticks highlighting the interventions applied than reasons for parent notification.
 - d. If behaviour persists i.e., the student has 3 ticks under reasons for parent notification, **explain** to the student you are recording the opportunities they have had to regulate their behaviour **AND** use **Bump 3** strategies
 - e. If behaviour persists, use **Bump 4** strategies
 - f. If behaviour persist, student is sent to the **office** with their white slip

Student removed from Good Standing for the period of timeout.

Persistent behaviour concerns should be supported through an Escalation Profile and/or Individual Behaviour Plan (IBP).

3. Specialist teachers to be informed of students' behaviour, using the white slip book from the classroom. White slip book, or suitable alternative, to move with the class using allied professionals or a means determined suitable by staff.
4. Further written warnings that day will incur further 'time out' and parents receiving notification. Following this, where possible teachers, administration, parents, and student will meet to discuss the problem.
5. Students may also receive 'time out' for 'extreme misbehaviour' (for example, bullying, fighting, spitting, stealing, and swearing). Parents are again notified of the student's behaviour in writing and the student is counselled.
6. Further poor behaviour will incur further 'time out' and parent/teacher/student conferences. A school psychologist may be consulted in some situations. In or out of school suspension may result in cases of serious misbehaviour or an ongoing failure to comply with the school rules and 'Code of Behaviour.'

NOTE

- a. Written warnings are not carried over from day to day. **Good Standing** is reinstated from a day-to-day basis, unless negotiated with parents/carers.
- b. The same processes apply for behaviour in the playground. The classroom teacher should be informed by the duty teacher when warnings are issued in the playground. The duplicate warning should be delivered to the class teacher so that this can be posted if the original is not returned by the student.
- c. Time out is the withdrawal of the student from a designated portion of a play break. Only a member of the administration team or delegated member of staff can authorise time out for a student. When a student is placed in time out, their name is placed in the timeout book with the relevant details (includes amount of time, details of misbehaviour etc). **A Time Out note MUST be given to the student to inform parents of this action.** The note is to be returned the next day. Duplicates of notes not returned are to be posted to parents.
- d. The student completes their time out at the next break at the office.
- e. When a teacher requires immediate assistance, a red card should be sent to the School Office. This will initiate an immediate response from admin.

POSITIVE INCENTIVES FOR STUDENT BEHAVIOUR MANAGEMENT

It is imperative that students who behave in a positive manner (i.e., the vast majority of our students) are rewarded often.

FACTION POINTS

Students receive individual faction points for positive behaviour. Faction points are tallied prior to each major assembly and a winning faction for the week is announced. Each year a perpetual trophy is awarded.

GOLDIES

Similar to Ice Cream tickets but issued by Administration staff only. Students can be awarded tickets to go into a fortnight's draw for a free ice cream and a special prize from Administration. These tickets also add to faction points.

GOOD STANDING

All students commence with Good Standing upon enrolment and at the beginning of each school year. Students retain good standing by following the behaviour expectations. Refer to Good Standing Policy for further explanation

HONOUR CERTIFICATES

Awarded to students for positive academic/social performance on a weekly basis at assembly. Parents informed of impending presentation at assembly. Students mentioned in newsletter. Office staff will record these on SIS.

ICE-CREAM TICKETS

Student can be awarded tickets to go into a fortnight's draw for a free ice-cream. These tickets also add to faction points.

PURSUIT OF EXCELLENCE CERTIFICATES

Awarded to students for outstanding effort in academic and/or social performance at assembly on a term basis. Parents informed of impending presentation at assembly, students mentioned in the newsletter. Office staff will record these on SIS. See [Appendix 8 Pursuit of Excellence Criteria](#).

SPENCER PARK SPECKIES

Awarded by classroom or specialist teachers or the Administration team in instances where positive behaviour is ongoing or is achieved by a concerted effort. Recorded and printed through SIS, Speckies should be mailed home on the day of achievement. See [Appendix 6 Spencer Park Specky Sample](#).

VALUES CERTIFICATES

Students displaying the focus value for a particular week will receive a certificate and have their photo taken for the newsletter. Office staff will record these on SIS.

FIGHTING – NO TOLERANCE

It is a breach of school discipline when it is established through an investigation into an incident that a student started a fight, made physical contact with the intention to harm another student or videoed a fight in the grounds of the school or off-site where there is a reasonable nexus between the incident and the school. The student identified is to be suspended for a period of time consistent with *Regulation 43 of the School Education Regulations 2000*.

The Administration team will make a determination of the context in which the fight occurred before applying a consequence. The age, cognitive ability and other factors of the student(s)/situation will be taken into account.

BUS LINE BEHAVIOUR

To ensure the safety and wellbeing of all students catching buses from the school the following strategies will be implemented.

EXPECTATIONS

Students are expected to cooperate with school staff who are supervising bus duty. This means:

- Listening to, and following, instructions.
- Showing respect to all adults and children in the bus lines.
- Behaving in a safe and sensible manner.

POSITIVES

Students who behave appropriately will receive positive reinforcement- ice-cream tickets etc.

PROCESS

The following steps will occur if students do not cooperate:

1. Verbal warning.
2. Written warning slip. (See below.) These are cumulative.
3. After three warning slips, parents will be asked to meet with admin to address the problem.

IN-SCHOOL SUSPENSION

This occurs when a student is withdrawn from their regular classroom and placed in a supervised area (usually admin area) where they are removed from contact with other students. Recess/Lunch periods are provided at an alternative time to the usual breaks.

In-school suspension is used as a consequence for serious and ongoing inappropriate behaviour and is to be authorised by the Principal or Deputy Principals. Before a student is given in-school suspension parents are contacted informing them of the action to be taken and the rationale for this decision. A parent interview may be conducted with Principal (or Deputy Principals), the class teacher, school psychologist and any other relevant person. This meeting would be to discuss appropriate strategies that need putting into place.

Incidents that lead to in-school suspension will be documented and placed in the student's personal file.

Admin will determine the length of 'in-school suspension'.

Students involved with in-school suspension will be provided with an individual work package, which is supplied by the teacher.

OUT OF SCHOOL SUSPENSION

This is a last resort option, and the student is suspended from attending the school for a designated period and is to be authorised by the Principal or Deputy Principals (up to ten days). This action is taken in cases of serious ongoing misbehaviour (for example, cases particularly where staff or other students are at risk of harm).

- Parents will be contacted before a decision is finalised except in extreme circumstances. Following a suspension Department of Education Procedures will be followed.
- Where possible, before the student returns to school a parent interview will be conducted involving an Admin member, the student, class teacher, school psychologist and any other relevant person.

SCHOOL EXPECTATIONS

THE SCHOOL EXPECTATIONS ARE BASED UPON CONSIDERATION FOR OTHERS AND SAFETY FIRST. THEY ARE DIRECTLY RELATED TO THE BEHAVIOUR EXPECTATIONS

1. AREAS FOR EATING AND DRINKING

Food is not to be taken onto oval areas or the quadrangle. It should be eaten sitting down on verandas or in the under covered area.

2. BICYCLES, SCOOTERS, SKATEBOARDS, BLADES

Bicycles, scooters, skateboards, or blades may not be ridden in the school grounds. The bicycle area is out of bounds to all except those parking bicycles or picking them up. Students are advised to chain bicycles or scooters to racks.

3. CAR PARKS

Students are not permitted in any car park area during the school day. Timely reminders will be placed in the newsletter reminding parents of the importance of driving slowly and carefully when dropping off and picking up students.

4. CHEWING OR BUBBLE GUM

This is not permitted at school at any time.

5. CLASSROOMS

Students may enter their classroom after 8.30 am if the teacher is present. At recess, lunch or after school, students may not remain in or enter a classroom unless a teacher is present.

6. CROSS WALKS

Student walking to and from school must use the appropriate cross walks.

7. DANGEROUS GAMES

Dangerous games including 'British Bulldog', play fighting, tackling (unless supervised by a teacher) etc., roller skates and skateboards are not permitted at school during breaks.

8. DUTY TEACHERS

Students needing assistance during lunch and recess periods must see one of the duty teachers. The duty teacher needs to wear a Spencer Park Staff vest and the duty book prior to going out on duty. There is an expectation that the duty teacher will be prompt and give good coverage to their duty area.

The duty teacher needs to be alert to any situation so that they can be defused quickly. Have student/s to walk or sit in a particular spot for a few minutes. If a situation is getting out of hand immediately send a red card to the staff room and/or the admin office.

9. JUNIOR ADVENTURE PLAYGROUND

Junior adventure playground is for student in Years P, 1, 2, 3 only to use.

10. LEAVING SCHOOL GROUNDS

No student shall leave the school grounds at any time unless a member of Admin has given permission. This shall only be done in special cases where a permission note is provided by the parents.

Parents/Carers collecting students during the day require a Green Slip from the office, this includes K and PP parents.

11. **OUT OF SCHOOL HOURS**

Student should keep away from school building 'after hours' particularly on weekends, unless they are under the direction of adults who have permission to use school facilities e.g., netball, hockey, basketball, soccer training.

12. **PERSONAL ITEMS**

Students may bring toys, card collections etc from home with their classroom teachers' permission. Ground rules for how and where the items will be stored and used **MUST** be discussed with the student and their family. Reminders that students are responsible for their personal items should be given often and support to transition to using the playground, library and joining in with their peers is to be encouraged. Please refer to the electronic devices/mobile phones policy for these devices.

13. **SPORTS GEAR.**

Sports monitors will manage borrowing of sports gear at morning recess and lunchtime. Sports gear is not to be borrowed before school or brought from home.

14. **THE LATEST CRAZE SEASON**

A range of games will become popular throughout a child's education, such as Marbles, Pokémon, Card Trading etc. If this is becoming an issue discuss solutions at Collaboration meetings and share with admin.

15. **VERANDAHS**

The verandas, steps and ramps are not play areas and running is not allowed. WALK signs on ramps as a reminder.

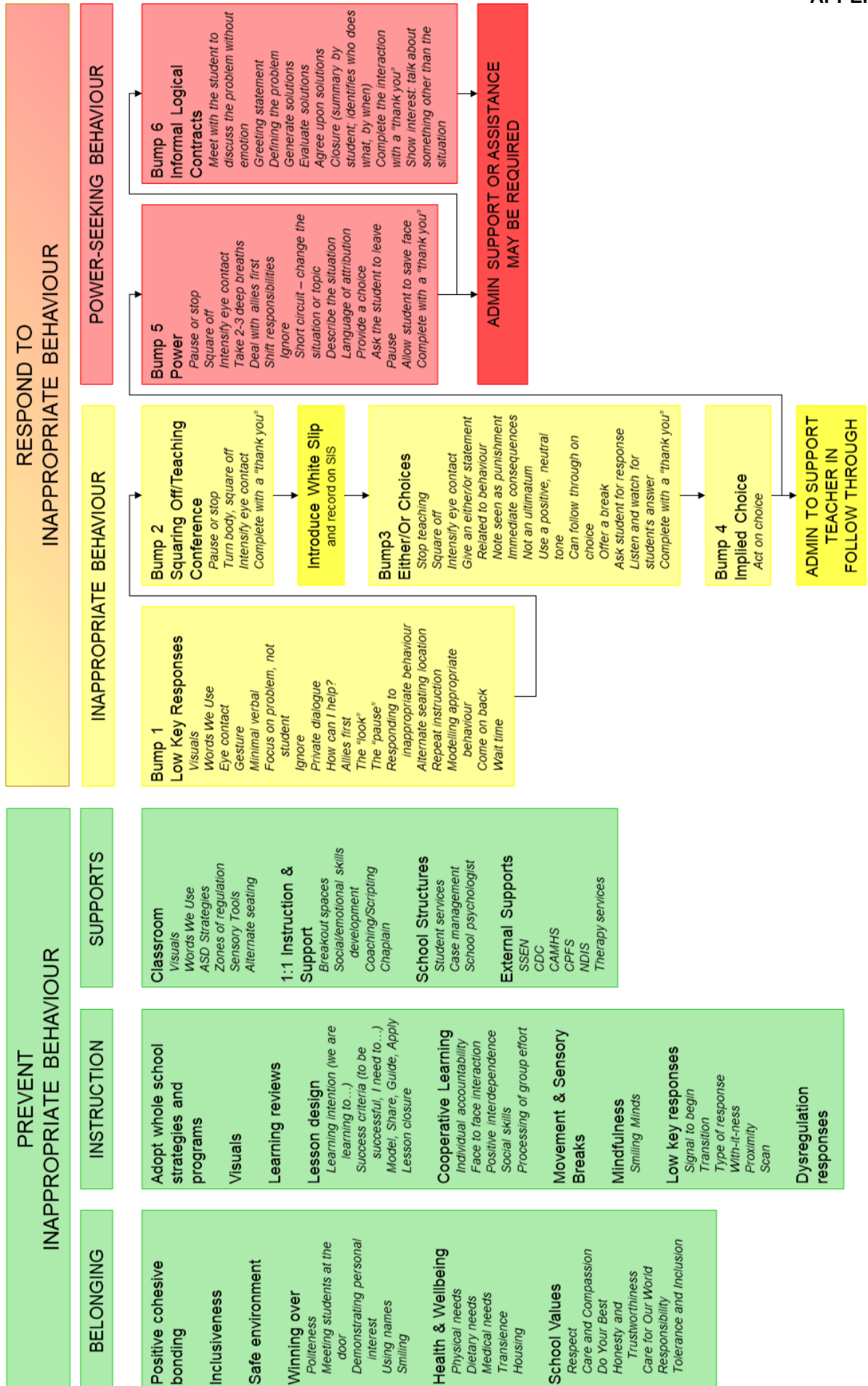
Outdoor games should not be played on the verandas but indoor games such as chess, scrabble, draughts etc are allowed and would be suitable for wet weather. (Teachers should encourage students to be active in the playground, weather permitting).

Teachers supervising lunches should ensure students leave their veranda area clean before dismissing the class. A "Tidy Veranda Award" will be conducted by student leaders (Councillors and Faction Captains) and presented at assembly.

Students must use the ramp designated for their room thus avoiding the disruption of other classes.



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WORDS WE USE AT SPENCER PARK

Instead of...	Say	Follow up
properly	Do it better - sit better - talk better - walk better - hold your pencil better	"I like/love the way you are..."
Be quiet /stop talking	"Show me how you sit quietly."	"Great sitting quietly..."
No/stop hitting No/stop kicking	"Hands are for helping." "Feet are for walking." "Show me how you keep your body safe."	"WOW! Your hands/feet are being safe! I like it!"
Fidgety body	"Show me whole body listening."	"Great whole body listening..."
Stop crying Stop being silly	"I can see your body is in the ... zone." "What might help your ... zone?"	"I like the way you helped your body get..."
Limited focus/language on inappropriate behaviour	Acknowledge appropriate behaviour of student/others. "I love the way you..." "Great whole body listening, what a champion." "I like the way you used your kind words."	
Give it to me /put it down	"That's unsafe, thank you for passing it to me."	"I really like the way you are keeping yourself safe."
You don't need a break; they need a break	"Everybody has different needs and that's ok!"	"I really like the way you are participating/working. What a super star."

Things to keep in mind

- Playground supervision.
 - Please be prompt.
 - Keep moving and engaging students. Don't stand and chat.
 - Check in with students and build relationships with all students
- Please know, sensory breaks are not rewards but something required to regulate.
- Breaks are given by the adults in the room, not dictated by students. It's great when a student initiates the need for a break, but to ensure its genuine and not being applied for work avoidance, instruct the student to continue working, once they have been on task then you direct them to the break. You are the reason they are taking a break they do not get it on request; be the giver of the good.
- Yellow sensory room requires structure and supervision. Should keep to one student per class, and only those that genuinely require the heavy workouts or isolation to regulate, these should be supervised. Endeavour to keep students in class at sensory stations, such as playdough, colouring, a puzzle. Time at these should limited, short and sharp is best. Most students should be able to regulate in class.

- Students may require visual assistance on why they need to regulate. Language and social scripts help with this. Always be mindful that dysregulation might be used as a work avoidance behaviour. Be mindful to include language such as, “I can see your body is ready to learn, let’s finish this (sentence, question, xxx)” or “I can see your body is in xyz zone, let’s finish this (sentence, question, xxx).” (Try to scaffold the task to an easily, completable moment, to the next step, rather than to whole task completion. For example, if writing: Let’s focus on finishing this sentence.) (Don’t offer a break here: NEVER, “Let’s finish xyz and then take a break;” This is reward.)

Once a task is completed, acknowledge the student’s feelings/zone, validate that it’s okay and then offer a structured break, “Let’s try ...” or “What do you need to help your body?”

- Self-regulation – don’t opt into conversations or breaks with students. Breaks should be completed by themselves. If you need to coach, or co-regulate, attend to that task not the social aspects of it. Rapport building can be done elsewhere, such as during learning time or in the playground. Keep general conversations with students to break times not learning time.

Sitting side by side with student while they regulate is not required. If student/s are being safe – sit – timer – structure – remove yourself.

- Alternate the giver of the good to avoid attachment, EA and teacher to rotate.
- Good practice for highly elevated or dysregulation: remove student – regulate – restore damage (relationship, mess) – return to task (scaffold to early exit) – give an extended break (per point 2, above) to bring right back to calm or regulation.
- Behaviour is not the reason for the break, remember to be the giver of the good.

ASD SUPPORTIVE STRATEGIES – USING VISUALS

Visual Support	Description	When to Use	Examples
Timetables	Lists out the schedule for a period	<ul style="list-style-type: none"> To reduce stress Routinely for whole class Individualised for students with ASD 	<ul style="list-style-type: none"> Daily timetable for whole class Weekly timetable
Social narratives: Expected behaviours	A visual story explaining social situations in a clear way	To explain what is expected and prepare student for new situation	<p>Expected behaviours, such as:</p> <ul style="list-style-type: none"> What is expected of students when they go to an assembly How to safely/efficiently transition between classes <p>Use social narrative to prepare student that a relief EA will be in their class</p>
Social narratives: Priming	Using visuals to explain what is required in an upcoming situation	When the student will encounter a new or unfamiliar situation	<ul style="list-style-type: none"> A written rubric A framework with headings for each of the sections
Academic supports	Help students to understand a task or break it down into steps	When the task needs to be broken down to be achievable	<ul style="list-style-type: none"> Breaks, cards, request cards, rules, checklists
Other visuals	A range of visual supports	When sure of appropriateness	



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BUILDING POSITIVE RELATIONSHIPS – The number one skill for effective teaching *Justin Robinson*

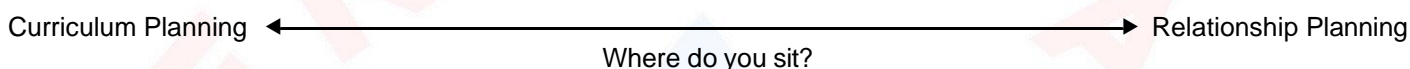
Teacher-student relationships matter for successful learning. Whilst all teachers hope to build positive relationships with their students, the evidence suggests that this is not always the case. The quest is to nurture kind, caring and authentic teacher-student relationships.

Thought provoking idea: Ask the students what they think good relationships are.

CURRICULUM VS RELATIONSHIPS

Building positive relationships with your students will ensure that they feel safe. What do you spend most of your time doing? Curriculum Planning or Relationship planning? What is the balance?

How do you spend your time?



BUILD POSITIVE RELATIONSHIPS

Justin shares **two key ideas** which can assist all teachers to build positive relationships.

1. ATTACHMENT

Attachment influences student wellbeing and school success. This is true of student's attachment to their parents and their teachers. Focus on learning not achieving. Establish goals together. Establish rules together. Develop social norms together.

2. KNOWING AND BEING KNOWN

It is really important for teachers knowing their students and being known by their students for attachments to form.

There are important steps to know and be known.

1. Learning and using student names.
2. Everyone has a good memory for things that is of interest to them. What students know of other students is also very important. Talk as a team and use 'we' not 'you'. Use class games that involve cooperation not competition.
3. Let the students know about YOU. How often do you share this with your students?

Try the activity overleaf.

IDEAS TO FOSTER POSITIVE RELATIONSHIPS WITH STUDENTS

- Use Brain Breaks to pace, chunk and time the lesson. This makes the class fun!
- Set classroom expectations on the very first day with students
- Incorporate Smiling Minds meditations into daily practice
- Make Y charts to reinforce what classroom/school expectations look, sound, feel like
- Use the ground rules and benefits table to reinforce classroom/school expectations
- Encourage positive interactions with families
- Use the resources from Module 5 of the Staff Wellbeing Toolkit to determine your own strengths. Do you ever play to your signature strengths?
- Are there specific strengths you could develop?
- Are you aware of the shadow side of your strengths?
- Ask your class what are your strengths? Ask your class what you could change?
- Share your interests, for example, footy tipping.

ACTIVITY Write 10 student names and fill in the table below.

Student Name	Learning area preference/s and/or strengths	Interest, sport or hobby	Unique piece of information	What year did they start at SPPS?

SAMPLE EXPECTATIONS

Expectation	Benefits	How do we do this?
<ul style="list-style-type: none"> • Respect other people, their rights and their property 	<ul style="list-style-type: none"> • Everyone can learn and will feel safe. • It will make our classroom a GREAT place 	<ul style="list-style-type: none"> • Talk to each other nicely • Be kind • Greet each other • Ask to borrow equipment • Put things back where they belong
<ul style="list-style-type: none"> • Show Care and Compassion 	<ul style="list-style-type: none"> • Everyone feels happy and part of the team 	<ul style="list-style-type: none"> • Include everyone • Get to know each other
<ul style="list-style-type: none"> • Let others learn 	<ul style="list-style-type: none"> • We will feel positive about ourselves and school • Everyone will be able to focus and do their best 	<ul style="list-style-type: none"> •

How do we do this?			
Benefits			
Expectation			

SPENCER PARK SPECKY SAMPLE



Mr and Mrs Rogers
123 Rogers Street
Albany WA 6330

Dear Fred and Ginger



We are pleased to let you know that Dianne has been wonderful today.

Dianne was more responsible for her self-regulation and avoiding classroom distractions throughout the day.

We appreciate the personal efforts and cooperation of students who seek to enhance the positive environment of our school. We would like to acknowledge the contribution Dianne has made to the school's pursuit of excellence.

We acknowledge and thank you for the support you give Dianne and the school in helping her achieve a Spencer Park Specky.

Yours sincerely

Alice Smith
Classroom Teacher

Jeremy Hadlow
Principal

14 November 2022

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MANAGING INAPPROPRIATE COMMENTS

Managing the things that students say can be a complex and challenging area. Setting school structures and procedures to take appropriate action in dealing with student comments is an important element in SPPS behaviour management processes. All staff are responsible for implementing agreed procedures and practices.

Inappropriate comments: (including but not limited to)

- Sexualised comments
- Racial comments
- Comments relating to disability or gender
- Comments about body image
- Other inappropriate comments

The teacher or other staff member needs to make a determination of the context in which the comment was made (malicious intent, repeating something heard, attention seeking, trying to be funny, etc). The age, cognitive ability and other factors of the student(s) involved should also be taken into account.

Based on these factors the teacher/staff member should either undertake an

EDUCATIVE process

(Teacher/EA/Admin)

- Set classroom expectations aligned to school values and refer to them frequently
- Classroom staff explicitly teach expected behaviours
- Support the student/s hearing comments
- Have a conversation with student/s involved regarding affects and consequences of comments
- Discuss/Brainstorm alternative action/comments that could be taken
- Apologizing to the student hearing comments
- Contacting parents (if required)
- Recording on SIS
- Teach protective behaviour lessons
- Facilitate class discussions around topics being discussed
- Use the Talk Soon Talk Often resources (if required)
- Incorporate inclusive education into teaching and learning experiences.

or follow the

BEHAVIOUR management process.

(Teacher/EA/ Admin)

- Support for student hearing comments.
- Investigation to determine frequency, validity & accuracy.
- Conversation regarding inappropriateness of comments.
- Alternative action/comments that could be taken.
- Apologizing to the student hearing comments
- Contacting parents.
- Formal recording in SIS.
- Consequences applied.



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PURSUIT OF EXCELLENCE CRITERIA

Consistency in the following criteria

- Academic outcomes
 - Achievement at or above ability level.
 - Pride in achievements.
 - High work output
- Striving to improve at own level
 - Positive and responsible approach to learning.
 - Willingness to embrace challenges.
 - Positive response to feedback.
 - Goal oriented.
- Effort
 - Pride in all work.
 - 100% effort evident in all areas.
- Citizenship/Respect
 - Active involvement across all areas.
 - Consideration for others.
 - Manners in obvious use.
 - Independent behaviours.
 - Respect for themselves, their bodies, attitudes and own learning.
- Leadership/Role Model
 - School rules followed.
 - Works independently and in group situations
 - Makes sensible social decisions.
 - Demonstrates initiative.

PURSUIT OF EXCELLENCE AWARDS

- Due to Carl by Wednesday before the assembly. Digital format is preferred.
- Include: TEACHER:
AWARD WINNER:
REASON: Please try to keep to a 60 word limit. This allows the text to fit neatly on the certificate without adjusting the template.




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WHITE SLIPS

White slips are a form of communication about behaviour. They are used by teachers to communicate behaviour to parents or to the administration team if further action is required.

White slips have been aligned to [Appendix 1 Classroom Management Strategies](#).



Spencer Park Primary School
 26 Hardie Road, Spencer Park (Albany) WA 6333
 Tel 08 6821 3000
 www.spencerparkps.wa.edu.au

White: Student copy
 Pink: Parent copy
 (posted if no parent receipt)
 Yellow: Buff file

PARENT NOTIFICATION – STUDENT BEHAVIOUR

Name _____ Room _____ Date _____

Interventions offered	<small>Frequency</small>	Reason(s) for parent notification	<small>Frequency</small>
Low key responses ^P	□ □ □	Being disrespectful (detail below)	□ □ □
Alternate seating arrangements ^P	□ □ □	Swearing	□
Visual prompting ^P	□ □ □	Bullying (sustained)	□
Coaching/scripting ^P	□ □ □	Inappropriate physical contact	□
Sensory/movement breaks ^P	□ □ □	Other/Additional details (if required) _____	
Zones of regulation ^P	□ □ □	_____	
Repetition of instructions ^{B1}	□ □ □	_____	
Wait time ^{B1}	□ □ □	_____	
Private dialogue ^{B1}	□ □ □	_____	
Alternate seating location ^{B1}	□ □ □	_____	
Warning ^{B2}	□ □ □	_____	
Teacher conference ^{B2}	□ □ □	_____	
Additional work time at breaks ^{B3}	□ □ □	_____	
Time out of class/visit buddy class ^{B3}	□ □ □	_____	

Classroom Management Strategies: ^PPrevention ^BBumps

It is felt that a parent/caregiver interview is warranted at this time.

Teacher Signature _____ Student Signature _____

TEAR OFF SLIP

Please complete and return this slip to your child's teacher.

I have discussed with my child his/her inappropriate behaviour and the consequences of these actions.

Child's name _____ Signed _____ Date _____

I would like the opportunity to discuss this further with the teacher.

Please note:
 1. Your child should return the tear off slip to the school within two (2) days of receipt.
 2. We welcome your contact to discuss any concerns you may have about your child's learning.

White slip sample (version 2023).



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TEAM TEACH GUIDELINES

The term “Team Teach” describes a broad spectrum of risk reduction strategies. Team Teach is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. Restraint is only a small part of the framework.

Sometimes carers manage to calm a difficult situation by saying the right thing at the right time. Sometimes it involves keeping quiet when they cannot think of anything helpful to say, rather than inflaming the situation with an ill-judged comment. Holding may form part of a positive response but it is not an alternative to other strategies. The expectation is that people continue to communicate, assess the situation look and list for opportunities to divert or de-escalate, even if they have to hold someone to keep them safe.

Allen, Burnett, Matthews
Team-Teach Asia Pacific Pty Ltd
2022

APPLYING TEAM TEACH AT SPSS

Staff should engaged their Team Teach training and ensure their practice is aimed at **reducing risk, restraint and restriction**.

- Best interests of the young person/individual
Is your planned action necessary? Have you applied positive behavioural supports to limit the level of crisis?
- Minimum force for the shortest time
Do you have a plan? Is everyone on the team aware of the plan?
- Prevent injury, pain or distress
Apply your training in communication with your teammates. Minimise elements that will prolong distress.
- Maintain dignity
Clear the area and minimise witnesses to the crisis. Maintain clear communication, using low tone, volume and pace.
- Reasonable and proportionate
Conduct a risk assessment. Is your proposed action proportionate to the circumstances? What would happen if you do something else? What would happen if you do nothing at all?
- Action should be necessary
Is your proposed action necessary to maintain a safe environment?
- Plans should be to reduce the use of restraint and restriction
Have you applied positive behavioural supports to limit the level of crisis?

The guidelines overleaf should form part of staff’s practice.

REPORTING

Any incident involving medium or significant escalations should be reported to parents as a matter of course, particularly if Team Teach holds or movement support have been applied. The team lead should take responsibility for reporting.

Reporting should include

- antecedent (if known)
- presentation and progression of dysregulation
- supports offered

Reporting should be recorded using [Appendix 11 Team Teach Positive Handling Record](#).

The document should be stored in the student’s classroom buff file. The incident should also be recorded in Integris (SIS), referring readers to the document in the student’s file.

RISK MANAGEMENT

Following an incident involving medium or significant escalations, [Appendix 12 Risk Management Assessment](#) will need to be completed, as well as an Escalation Profile and an Individual Behaviour Plan (IBP), with support given by the Student Services team.

See [Appendix 13 Escalation Profile Sample](#) and [Appendix 14 Individual Behaviour Plan \(IBP\) Sample](#) for examples.

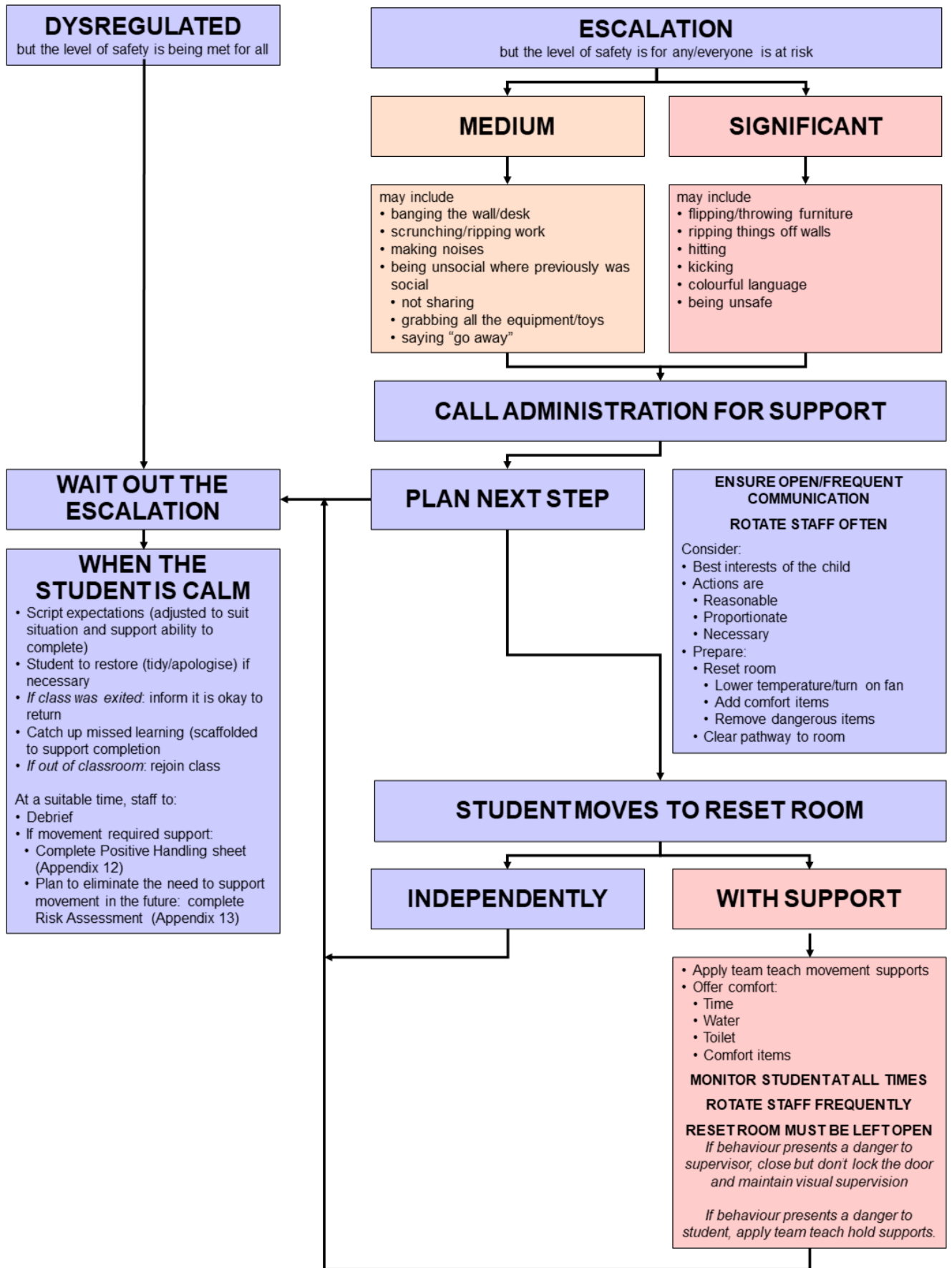


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Spencer Park Primary School

BEHAVIOURAL SUPPORTS IN PLACE





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SCRIPTS FOR SUPPORT

Some helpful language for supporting de-escalation.

STUDENT

"Name"

(PAUSE)

"I can see something has happened..."

"I want to/I'm here to/How can I help..."

"Let's go and ..."

You talk, I'll listen..."

"I can see your body is in the Zone. What does your body need to feel calm/better?"

PEER/COLLEAGUE

Remember to be part of the solution, not the problem.

"I'm here to help..."

"Can I help by..."

"More help is available..." (Encouraging staff to remove themselves from the situation and take a break.)

"Why don't you ..." (...go and have a cuppa. ...take a walk. ... talk to a colleague.)

"I'll check in with you later."





TEAM TEACH POSITIVE HANDLING RECORD

<i>DATE OF INCIDENT</i>	<i>TIME OF INCIDENT</i>	<i>LOCATION OF INCIDENT</i>
<i>STUDENT NAME</i>	<i>CLASS</i>	<i>DURATION OF INCIDENT</i>
<i>STAFF INVOLVED</i>		<i>WITNESSES</i>

BEHAVIOUR

Intentional harming of other students	Undressing self
Intentional harming of adults	Sexualized behaviour to self
Intentional harming of self	Undressing others
Potential damage to property leading to injury to self	Sexualized behaviour to others
Potential damage to property leading to injury to others	Possession and likely use of weapon
Absconding with risk of harm	Unintentional harm to self, others or property
Verbal abuse with potential to lead to harm	Climbing with risk of harm

DE-ESCALATION TECHNIQUES USED PRIOR TO PHYSICAL INTERVENTION

Verbal prompting	Reminders of success	Voluntary move to a safer place
Visuals provided	Distraction	Reassurance
Planned ignore	Contingent touch	CALM script
CALM body language	Processing time	Withdrawal offered
Withdrawal directed	Repeated instructions	Involve a new person
Redirection	Expected behaviours	Humour
Choices offered	Change of adult(s)	Flexible negotiation
Script expectation	Break task down	Scaffold task to reduce demand
Breaks	Reduced environmental factors	Water
Something to eat	Toilet break	Change of staff member
Peg system	Timers	

If none used, why not?

Immediate danger of personal injury to student	
Immediate danger of injury to another student or adult	
Occurrence in a high-risk environment that will immediately jeopardise safety	

REASON THAT PHYSICAL INTERVENTION IS IN BEST INTERESTS OF THE STUDENT

To avert an immediate danger of personal injury to the student	
To avert an immediate danger of injury to another student or adult	
To avoid serious damage that will immediately impact on the safety of others	
To prevent a criminal act that impacts on the safety of self or others	

POSITIVE HANDLING TECHNIQUES USED IN THE PHYSICAL INTERVENTION

ONE PERSON				TWO/THREE PERSONS			
Single elbow hold		Single elbow escort		Single elbow hold		Single elbow escort	
Double elbow hold		Double elbow escort		Double elbow hold		Double Elbow escort	
Half shield hold		Half shield escort		Figure of four hold		Figure of Four escort	
Full shield hold		Full shield escort		Backwards hold		Backwards escort	
Seated to beanbag		Seated to chair/bench		Support the legs		Change of staff	
Standing	yes / no	Kneeling	yes / no	Seated	yes / no	Sitting on ground	yes / no

STUDENT RESPONSES (TO THE POSITIVE HANDLING INTERVENTION)

De-escalated quickly	De-escalated gradually	Calm then re-escalated
Escalated	Refocused on another adult	Focused on specific adult
Fatigued	Refocused on another peer	Focused on specific student

...continued over

AFTER POSITIVE HANDLING INTERVENTION CEASES

De-escalated quickly		De-escalated gradually		Calmed then re-escalated	
Escalated		Escalated repeatedly		Slept	
Staff member(s) involved trained in Team Teach physical interventions in the past 12 – 36 months?					yes / no

DETAILS OF ANY INJURIES

Injury to student? yes / no
Medical treatment needed for student? yes / no

Details:

Injury to staff? yes / no
Medical treatment needed for staff? yes / no

Details:

POST INCIDENT DISCUSSIONS AND DEBRIEF

Staff were involved in debrief? yes / no
IBMP/RMP reviewed? yes / no
IBMP/RMP updated? yes / no

Immediate actions arising from this incident:

NOTIFICATION PROCEDURES

Administration informed? yes / no
Incident entered on INTEGRIS? yes / no
Parent/Guardian notified? yes / no

Comments:

THIS IS A FULL AND ACCURATE RECORD OF EVENTS:

Staff member: **Signature:** **Date:**

Administration: **Signature:** **Date:**



RISK ASSESSMENT FOR AGGRESSIVE, VIOLENT AND DANGEROUS BEHAVIOUR (intentional or not intentional)

School name:	Student name:	Emergency contacts:
Date of risk assessment:	Review date/s:	Date of risk assessment:
Completed by:	Position/s:	Completed by:

This risk management plan is a guide only and needs to be adapted to assess the individual risks at your workplace/school and can be adapted for a particular student, reference can also be made to *Keeping Our Workplace Safe Guidelines*

Incident/ injury records	Answer		Risk rating	Comments	Suggested controls/ actions Consider & add strategies in place at your workplace and remove those that are not applicable.
	Yes	No			
1. Have there been incidents of aggression/violence or dangerous behaviour in the workplace/school in the last 12 months directed at staff?				Refer to intranet – Support for schools: Positive behaviour – requirements related to the Student Behaviour Policy	<ul style="list-style-type: none"> - Staff have received KOWS training and Incident Management training - Online incident notifications (OINS) completed - Records of incidents and investigations have been undertaken and associated management plans reviewed - Whole school plan for positive student behaviour is in place - The needs & rights of the students and staff (including those prescribed in WHS legislation) are understood. - Worksite/school inspections are completed to identify and modify environmental controls. (remove loose objects that could be thrown or used as a weapon) - School engages security personnel when the threat of violence is high - CCTV has been installed - Protective isolation strategies for students and staff are in place



<p>2. Violence, aggressive or dangerous behaviours occur frequently in the school or demonstrated by a student (daily/ weekly/ monthly) comment on severity and risk management levels?</p>				<p>Approval for protective isolation</p> <p>A response team is available when an incident is in progress. The team is made up of staff trained in risk management, de-escalation, Team Teach and have authority to place school in lock down and contact police or parents.</p>	<ul style="list-style-type: none">- A response team is available to assist when early indicators show an incident is going to occur- Risk management training for staff implemented- Independent behaviour plans for students include functional behaviour analysis and training for staff- Behaviour management plans have been developed and are reviewed after incidents- Interagency and multidisciplinary approach for health and behaviour management strategies and actions to support positive behaviour change- Suspension of students occurs for severe behaviour- Personal duress systems installed (e.g. mobile phone duress app)- Lock down & evacuation process in place & practiced- Quiet spaces available for students and staff to de-escalate, recover and reflect- Protective isolation has been approved: strategies and areas are available for students and staff and protocols followed- Personal protective equipment has been considered for staff and or student (e.g. arm guards to prevent being bitten)- Operational debriefs are undertaken
<p>3. Are consequences/ outcomes for breaches of discipline or demonstration of unsafe behaviour consistently applied?</p>				<p>Consequence plan is developed & signed by student & parents. Specifies when suspension & exclusion processes will occur and parent/carer or police contact will be made</p>	<ul style="list-style-type: none">- Staff, students, community elders, parents and carers have informed knowledge of the student behaviour policy & code of conduct and are provided opportunities to partner in localised protocols- A behaviour consequence plan based on positive behaviour support has been developed- Withdrawal from participating in activities- Re-entry meetings occur with students and parents/carers following a severe incident or suspension.



<p>4. Information about students with challenging behaviours has been provided to all staff including new or relief staff that may come into contact with the student</p>			<p>Student management card/ communication card completed by deputy principal, teachers/EAs, include duty staff. Card used to communicate previous behaviour in the day and highlight potential risk of escalated behaviour</p> <p>Involvement in offsite activities for some students may require additional resources and trained staff where student may possibly engage in behaviour unsafe to themselves or others</p>	<ul style="list-style-type: none">- Behaviour management plan is reviewed after all incidents- Staff use a functional behaviour analysis (FBA) system to determine triggers for individual students, indicators of early warning signs and how to react if a student's behaviour escalates- Student management card used- Withdrawal from classes or activities occurs if student behaviour poses a risk to others- A risk assessment is carried out for the student prior to engaging in offsite activities- Management plans are in place for a student that arrives on site in an agitated or aggressive state (e.g. parents are asked to collect student, student to proceed to student services or quiet area)- Staff have opportunities to reflect on own practice impacting on behavioural states and responsiveness to techniques
<p>5. Are the parents, guardians or carers engaged with the school and supportive?</p>			<p>Every incident is reported to parents/carers</p>	<ul style="list-style-type: none">- Regular meetings are held with principal, school psych, student services staff, case managers, parents/carers and student, (other stakeholders)- Parents/carers and student have signed and agreed with the behaviour consequence plan and behaviour management plan- Parents communicate to school any changes in medications and support services- Parents have agreed to student's bag being searched for possible weapons- Parents communicate to staff at start of school if student escalated at home or is in a heightened mood



6. Have staff received training to assist them to manage violence, aggression or dangerous behaviours?			Training/workshops available through PLIS and external providers	<ul style="list-style-type: none">- KOWS training has been completed by all staff.- Team Teach and regular refresher training (contact Statewide Services)- De-escalation & negotiation training- Self-care & resilience workshops- Awareness/education of potential psychological injuries e.g. “burn out, PTSD”- Classroom Management Strategies (CMS)- Positive Behaviour Support (PBS)- Positive Partnerships- CAMHS behavioural team- Training specific to the support of the special needs of the students
7. Are resources available to support staff following an incident or when working with a student who is of high risk of displaying unwanted aggressive or dangerous behaviours?			Ensure all staff are aware of the Employee Assistance Program and how to contact them.	<ul style="list-style-type: none">- Administration staff are available to mentor or support person following a serious incident- A quiet space is available for staff to have time to reflect and recover following an incident- Staff working with a student with challenging and threatening behaviours is relieved and rotated- Staff awareness of the Employee Assistance Program- Working alone procedures used to reduce risk to staff.- Healthy lifestyle program in place for staff- Operational debrief is conducted to consider lessons learned and new strategies.
8. Does the student have a behaviour and/ or risk management plan (BMP)?				<ul style="list-style-type: none">- Early intervention with multidisciplinary team- Strategies to engage student in classroom activities- Self-regulation techniques taught to student and staff members to support student to use these- Self-awareness of triggers- Trauma informed practice and cultural responsiveness- Anger management support resources available- Student is aware of mental health support resources: Beyond Blue, Life Line, Head Space, Aboriginal Psych Service, Healthy WA, ALERT program- Restorative practices undertaken with staff & students



<p>9. Does the behaviour management plan include protective measures for staff?</p>				<p>Student to meet with a nominated deputy immediately on entry to school site. Review of previous day communication card & provide the deputy with the opportunity to assess student before interacting with others</p>	<ul style="list-style-type: none"> - Daily meeting with deputy principal prior to start of school - Staff only to approach student in escalated state if Team Teach trained and where student is at high risk of harm to themselves or others - Highlights levels of escalation/ behaviour likely to occur - BMP includes de-escalation techniques that work for the individual. Redirection and distraction techniques, cognitive reframing - Lists triggers: change in routine or staff, lack of sleep, poor health, sensory issues, substance use. Conflict with family or other students
<p>10. Violent, aggressive or dangerous behaviour incidents have resulted in serious physical injury or harm to mental health</p>				<p>Require a first medical certificate to submit a Workers Compensation claim</p>	<ul style="list-style-type: none"> - Investigate the incident and review all procedures & plans and risk assessments - Accident Incident Investigation Report (AIIR) form completed - Engage with Worker's Compensation officer, injury management team or OSH consultant - Provide support to injured staff via regular contact - EAP available to staff & family - Engage EAP to meet with all staff - Staff trained in first aid
<p>11. An incident management plan is in place and is practiced</p>					<ul style="list-style-type: none"> - Lock down procedure - All doors can be closed & locked from inside - Duress alarms carried by staff on yard duty - Duress alarm app downloaded on staff mobile devices - Behaviour response team developed & ready to assist - Parents/carers are contacted - Contact is made with police for assistance and other emergency personnel if required - Refer to Incident Management Manual
<p>12. Staff members are required to record and report all incidents of violence, aggression or dangerous behaviour to line managers and the principal</p>				<p>A hazard, risk register is available on IKON</p>	<ul style="list-style-type: none"> - Staff trained in the reporting process for minor and major incidents - AIIR forms are completed if a staff member is injured - Incidents are recorded on student communication card - Incidents are recorded on hazard register - Incidents are reviewed as part of the BMP process



<p>13. Teaching facilities provide a safe environment when working with students who can be violent or aggressive</p>					<ul style="list-style-type: none"> - Classroom has 2 exits in which students at high risk of escalation are taught - Furniture is minimal and some items are fixed - Toughened glass is installed in windows and doors - Sufficient facilities to minimise class sizes when a student needs to work alone or in a small group - Quiet room/sensory rooms available - Enclosed outdoor play space available - A process exists if a student leaves school grounds
<p>14. A safe room for interviews with students, parents and carers is available</p>					<ul style="list-style-type: none"> - Room has 2 exits - Furniture is minimal and some items are fixed - Glass has been treated or replaced so as it cannot be broken & used as a weapon - Duress alarm has been installed - Students are not permitted to bring bags into the room - Other staff in close proximity if support required.
<p>15. The police will attend the school in response to a violent or aggressive act</p>					<ul style="list-style-type: none"> - Staff encouraged to report a violent & threatening behaviour to the police - Incident response plan includes contacting police - Local police are affiliated with the school and respond quickly
<p>16. Are other Department branches supporting the school and student?</p>				<p>Contact School of Special Educational Needs (SSEN)</p>	<ul style="list-style-type: none"> - SSEN Behaviour & Engagement or Disability - Complex care and wellbeing - School & lead psychologists - Executive Director - Incident support unit - OSH consultants
<p>17. Are there other agencies/service providers involved with the student? If yes, is there regular engagement between the agencies and school administration?</p>					<ul style="list-style-type: none"> - Community police - Child protection & family support - Child & adolescent mental health services (CAMHS) - Disability service providers - Autism Association of WA - Multisystemic therapy - ASSETTS and refugee resettlement coordinator - NDIA and NDIS plan coordinators
<p>18. Does the school engage with local community groups?</p>					<ul style="list-style-type: none"> - Police - Community youth centre - Sports clubs - Community elders or mentors



Risk Assessment **Use the risk rating table to assess the level of risk for each job step.

Table 1 - Consequence

Descriptor	Level	Definition
Insignificant	1	No injury
Minor	2	Injury/ ill health requiring first aid
Moderate	3	Injury/ill health treated by GP
Major	4	Injury/ill health treated by hospital admission
Severe	5	Fatality

Table 2 - Likelihood

Descriptor	Level	Definition
Rare	1	May occur once in a life time / once in a hundred years
Unlikely	2	Once in ten years
Possible	3	Once in 5 years
Likely	4	Once per year
Almost Certain	5	Multiple times per year

Table 3. Risk level - Calculate the level of risk by finding the intersection between the likelihood and the consequences

Likelihood	Consequence				
	Insignificant	Minor	Moderate	Major	Severe
Almost Certain	Medium	High	Extreme	Extreme	Extreme
Likely	Medium	Medium	High	Extreme	Extreme
Possible	Low	Medium	Medium	High	Extreme
Unlikely	Low	Low	Medium	Medium	High
Rare	Low	Low	Low	Medium	Medium

Table 4. Risk Level/Rating and Recommended Actions

Rating	Required Action
Extreme:	Cease activity until corrective action is taken
High:	Corrective actions to be taken within 48 hours.
Medium:	Corrective action to be taken within 7 days.
Low	Corrective action to be taken whenever reasonably practicable

per Tenta - Always



Government of **Western Australia**
Department of **Education**

SPENCER PARK



Semper Tenta - Always Strive



DOCUMENTED PLAN

Student	Jennifer SMITH (DOB 21 August 2016)
Year Level	Pre Primary
Classroom Teacher	Pamela Jones
Principal	Jeremy Hadlow
Plan Date	13 June 2022

Jennifer has a bubbly, cheerful personality. She enjoys craft, drawing, and playing with playdough or kinetic sand. She especially likes Lego and trains.

Jennifer came to Spencer Park Primary School from ABC Primary School, commencing week 2 of Term 1 of the 2022 school year. Initially her attendance was only for an hour, but she quickly progressed to half days and by the beginning of week 4, she was attending full time. Historically, whilst at ABC Primary School, Jennifer's behaviour was explosive and aggressive and it was necessary to place her on a partial attendance plan with 1:1 assistance whilst at school.

- Jennifer has experienced trauma in her life.
- Jennifer has difficulties in recognising and understanding her own and other's emotions.
- Jennifer's inappropriate behaviours can escalate very quickly when she is agitated.
- Jennifer reacts explosively if she does something wrong or is accused of doing the wrong thing.
- Jennifer reacts explosively to being hurt, even when the hurt is accidental or minor, such as being bumped by a peer as they walk by him.

Jennifer is under the care of her mother, Lucy Walden, and her father, Peter Smith. Both parents have partners and other children residing in each home. Officially, Jennifer's care arrangements are week-about but exchanges occur at different times throughout the week and sometimes last only a day. This represents a somewhat irregular routine for Jennifer, which she does demonstrate as being unsettling. Both of Jennifer's parents are very supportive of the school.

Jennifer enjoys being in the Pre Primary centre and has formed a bond with the staff there. She is learning to generalise her trust in adults and has begun to request help from non-preferred adults.

It is not yet possible to truly ascertain Jennifer's academic level. While we can observe that she is making learning gain, Jennifer misses large chunks of learning time due to distractibility, inattention, work-avoidance, regulation management and reward activities or dysregulation episodes, which can occur over large spans of time. Learning tasks require 1:1 prompting and multiple breaks. Avoidance of tasks is the dominant behaviour (refusal, scrunching up paper, leaving the learning, scribbling, yelling or, sometimes, throwing objects, chair shuffling, hiding under/behind furniture/outdoor equipment/bushes). 1:1 prompting is required to attend mat sessions and to follow group instructions. Visual, verbal and hand-over-hand prompts are required for all transitions, particularly to/from sensory breaks, play and toileting. Currently, Jennifer engages in a break/work schedule at a ratio of 3minutes work to 5minutes break. When engaged at learning centres, Jennifer can function in a 1:5 group; however, most of the adult attention is directed at maintaining Jennifer's engagement with high frequency reward (10-star chart, 1 star per minute then reward) and ensuring her regulation ratio of 3min work to 5min break is attended to, whilst also monitoring for dysregulation and prompting breaks (outside of those in her schedule) as they are needed.

p1/4



In 1:1 situations, Jennifer is very amiable. However, she can be wilful, defiant and verbally aggressive towards the teacher, education assistant and fellow students when things go awry. She requires strong routines and consistent focussed attention. Her behaviour will quickly deteriorate during transitions, or when there are different adults or when the school routine changes.

In the playground, Jennifer mostly plays on her own. Her peers do like her and will try to engage her in play which will usually result in parallel play. Jennifer can become particularly agitated and physical, especially if peers try to direct her in rule-following or when they accidentally bump her. She can be rough and, when agitated, she has punched and verbally abused other students.

Jennifer has very poor core muscle strength and finds manipulating her body difficult. She can become agitated if sitting on the mat or at a desk for extended periods and will, generally, flop in her chair or uncross her legs on the mat. Jennifer can be explosive when she trips over, stubs her toe or bangs her body on objects.

When dysregulated, Jennifer is usually able to be redirected through a sensory break, social script followed by a return to triggering activity. Her behaviour at this time may appear to be bubbly or silly. She may refuse to join/complete an activity, throw items, scrunch or rip the activity equipment (paper, cardboard, etc). However, when highly dysregulated, Jennifer will throw items (chairs, books, scissors, rulers, toys, blocks), flipping/overturning furniture. Jennifer can be quite physically violent, scratching, hitting, punching or kicking out at staff. She can also head-butt and grab at their clothing. Jennifer will also head-butt and punch at furniture and walls. Accompanying behaviours include swearing (excessive strings of verbal abuse that is racist, sexist or body-shaming in nature) and spitting. Jennifer's support team have undertaken Team Teach training.

Jennifer has a preference to be at home; the process of withdrawal or suspension has not been a behaviour management process the school can engage in as it is a strong reinforcer for Jennifer and highly rewarding. Jennifer is motivated to spend time with mum, 1:1, when her siblings are at school.

Jennifer's mother is pursuing a paediatric appointment, with supporting documentation provided to the paediatrician by Maree Dawes, School Psychologist, and her classroom teacher, Pamela Jones. Indications are that the paediatrician will investigate ADHD further, with Conners checklists to be completed by home and school. In-home support from CAMHS is provided to Jennifer's mother.

Interagency Support

The following agencies are working together to support the success of Jennifer's learning program:

- Spencer Park Primary School
- CAMHS (attachment, parenting)
- Population Health (paediatrician, dietician, speech therapy)

Learning Engagement Adjustments

The following adjustments are CURRENTLY in place to support the success of Jennifer's learning program:

- 1:1 prompting
- High frequency reward chart (10-star, 1 star per minute then reward)
- Work/break ratio of 3minutes:5minutes
- Visual supports
 - Daily routine
 - Task strip (block organisation: mat session, work station, toilet time, fruit time, play time, mat session)
 - Reward chart
 - Break chart
 - Social scripting on the spot
 - first this, then that when negotiating tasks
 - plan to complete a task
 - plan to comply (for example, come inside from play)
 - what went wrong
 - plan to regulate
 - plan to transition, including from car/car park or parent handovers

Desired Outcomes (Target Behaviours)

- Jennifer will follow prompts to regulate, learn and play.
- Jennifer will use language that is appropriate for school.
- Jennifer will ask for help when it is needed.



TARGET BEHAVIOUR	WARNING/TRIGGER SIGNS	PREVENTATIVE STRATEGIES	PROACTIVE CLASSROOM ADJUSTMENTS
<p>Jennifer will follow prompts to regulate, learn and play.</p>	<p>Warnings:</p> <ul style="list-style-type: none"> Task avoidance Eye rolls Restless, compulsive, overactive Increased movement (walking, running, rolling) Making loud noises, using raised voice Frustrated: looks hot, starts scratching at head, feels itchy. Hiding Playing far away from others (usually a sign of soiling) Throwing objects Tired – especially in the afternoon Hunger or thirst Odour that indicates possible soiling incident <p>Triggers:</p> <ul style="list-style-type: none"> Making mistakes Poorly scaffolded tasks, including too much on page Low confidence in the current task/activity Change of routine Transitions Hot weather Hungry or thirsty Soiling incident Restrictive clothing, long pants Approach to home time, home readiness activities (putting shoes on, etc) 	<p>Instruction:</p> <ul style="list-style-type: none"> Maintain calm, even tones Maintain calm body language Be assertive but kind when instructing or redirecting 1:1 communication at Jennifer's level Apply visual cues Apply social scripting Allow time to comply Apply a work to break ratio of 3min:5min escalating behaviours Offer time warnings and count downs (eg. 5min then 1min warnings) <p>Social/Emotional/Sensory:</p> <ul style="list-style-type: none"> Allow time to calm Offer sensory breaks Regulation coaching: I can see you're feeling frustrated, how can we help your yellow zone? <p>Personal:</p> <ul style="list-style-type: none"> Offer toilet breaks Prompt for drink breaks Fans on if hot 	<p>Instruction:</p> <ul style="list-style-type: none"> Scaffold tasks appropriately Apply visuals Apply social scripting Apply affirming statements: you're following instructions, good job Apply high frequency reward: 10-star chart, 1 star p/min then reward (maximum 2min) Plan for all transitions Build in success for each task Provide warnings, 5min then 1min Plan for success at transitions, guiding and coaching High frequency reward to positive learning and regulation behaviours <p>Social/Emotional/Sensory:</p> <ul style="list-style-type: none"> Validate feelings, coach to support regulation Check in frequently: how is your body feeling? Regulation coaching: I can see you're feeling frustrated, how can we help your yellow zone? <p>Personal:</p> <ul style="list-style-type: none"> Develop rapport
<p>Jennifer will use language that is appropriate for school.</p>	<p>Warnings:</p> <ul style="list-style-type: none"> Eye rolls Restless, compulsive, overactive Increased movement (walking, running, rolling) Making loud noises, using raised voice Frustrated: looks hot, starts scratching at head, feels itchy. Hiding Playing far away from others (usually a sign of soiling) Throwing objects Tired – especially in the afternoon Hunger or thirst Odour that indicates possible soiling incident <p>Triggers:</p> <ul style="list-style-type: none"> Making mistakes Poorly scaffolded tasks, including too much on page Change of routine Transitions Hot weather Hungry or thirsty Soiling incident Restrictive clothing, long pants Approach to home time, home readiness activities (putting shoes on, etc) External factors, such as change in caregiver 	<p>Instruction:</p> <ul style="list-style-type: none"> Maintain calm, even tones Maintain calm body language Be assertive but kind when instructing or redirecting 1:1 communication at Jennifer's level Apply visual cues Apply social scripting Allow time to comply Apply a work to break ratio of 3min:5min escalating behaviours Offer time warnings and count downs (eg. 5min then 1min warnings) <p>Social/Emotional/Sensory:</p> <ul style="list-style-type: none"> Allow time to calm Offer sensory breaks Regulation coaching: I can see you're feeling frustrated, how can we help your yellow zone? <p>Personal:</p> <ul style="list-style-type: none"> Offer toilet breaks Prompt for drink breaks Fans on if hot 	<p>Instruction:</p> <ul style="list-style-type: none"> Scaffold tasks appropriately Apply visuals Apply social scripting Apply affirming statements: you're using a calm voice, good job Plan for all transitions Build in success for each task Provide warnings, 5min then 1min Plan for success at transitions, guiding and coaching High frequency reward to positive learning and regulation behaviours <p>Social/Emotional/Sensory:</p> <ul style="list-style-type: none"> Validate feelings, coach to support regulation Check in frequently: how is your body feeling? Regulation coaching: I can see you're feeling frustrated, how can we help your yellow zone? <p>Personal:</p> <ul style="list-style-type: none"> Develop rapport



BEHAVIOUR PROGRAM

CLASSROOM PROCEDURES	ADMINISTRATION PROCEDURES
<p>Whole Class Management System</p> <p><u>Class Rules</u></p> <ol style="list-style-type: none"> 1. Listen and follow instructions the first time 2. Keep your hands, feet and objects to yourself 3. No calling out. Put up your hand 4. Show respect to staff, students and property 5. Work and move quietly. Do not disturb others. 6. Keep everyone safe and happy <p><u>Positive Reinforcements</u></p> <p>A number of incentives are used within the classroom to reward and reinforce positive behaviour, including:</p> <ul style="list-style-type: none"> • Verbal praise • Stickers • Certificates • Tokens for good behaviours • Visit to Deputy or Principal to show good work and achieve a special sticker <p>Visual and verbal cues and timetables are utilised to support all students.</p> <p><u>Consequences</u></p> <p>A visual behaviour management ladder is used in class. Students begin on <i>Ready to Learn</i></p> <ol style="list-style-type: none"> 1. Verbal reminder that the behaviour is inappropriate 2. Move name down to <i>Warning</i> 3. Move name down to <i>Danger Zone</i> and student may be moved to separate desk in class 4. Move name to <i>Office</i> and written warning <p>Students are provided sensory breaks to pre-empt movement on the ladder and again, with higher frequency, once they move on the ladder.</p> <p>At any time through the consequences, the student may be sent to work in another class. If there is serious misbehaviour or breaking of school rules, the student is referred immediately to Administration.</p> <p>Adaptations for Jennifer</p> <ol style="list-style-type: none"> 1. Sensory breaks with EA 2. Heavy work for when Jennifer is experiencing overload 3. Reduce work demands: modify difficulty, time, assistance given 4. Provide additional personal space – own table for drawing inside classroom and own space for break times outside classroom 5. Build positive relationship between Jennifer and adults 6. Playground Behaviour: observe and intervene where necessary. 7. After Lunch and/or outside play: 5-10min sensory break. 	<p>Non-compliance Removal from classroom.</p> <p>Compliance Stickers on work, verbal praise</p> <p>When Jennifer becomes aggressive or intimidates other students, Remove her from the situation OR Remove other children from the situation THEN Deal one-on-one with Jennifer as per escalation profile.</p> <p>Case Conferences Ongoing case conferences to monitor progress and revise behaviour management strategies.</p>

ESCALATION PROFILE

Spencer Park Primary School
Documented Plan
Jennifer SMITH, DOB 21 August 2016



ESCALATION PROFILE AIM OF ESCALATION PROGRAM

- Keep Jennifer and her peers safe.
- Identify dysregulation and triage appropriately.
- Support positive actions when Jennifer is dysregulated.
- Coach for regulation.

JENNIFER'S STRENGTHS, PREFERENCES, INTERESTS

- Enjoys drawing and writing
- Loves craft and construction activities, including Lego and play dough
- Enjoys riding the tricycle on the bike track
- Loves playing in the bush garden
- Enjoys being with support team
- Enjoys watching videos
- Loves helping in the classroom
- Loves receiving personal praise

JENNIFER'S DISLIKES

- Loud environments
- Accidents
- Being hurt
- Making mistakes
- Confrontation
- Accusations
- Soiling
- Tight clothing and long pants
- Being hot
- Transitions
- Putting shoes on
- Tasks that feels unachievable
- Change (teacher, routine, care providers)

JENNIFER'S TRIGGERS

- Making mistakes
- Poorly scaffolded tasks
- Change of routine
- Transitions
- Missing out on something (as a consequence of her behaviour, eg. her preferred choice of fruit at fruit time as a result of arriving late)
- Hurting himself accidentally, eg. stubbing her toe
- Being bumped into (accidentally), hit by a ball, etc. by another child
- Hot weather
- Hungry
- Thirsty
- Soiling incident
- Restrictive clothing, long pants
- Approach to home time, home readiness activities (putting shoes on, etc)
- External factors, change of caregiver

	DESCRIPTION	BEHAVIOUR (JENNIFER)	AVOID (ADULTS)	STRATEGIES
CALM	<p>When calm, Jennifer is happy to be at school and can join in the learning program.</p> <p>Jennifer can dip in and out of this phase often, but responds well to sensory breaks and high frequency reward.</p> <p>Jennifer can</p> <ul style="list-style-type: none"> • Contribute to Q&A sessions • Play alongside others • Make conversation, though this is more with adults than peers. • Smile and laugh • Verbalise her needs • Ask for help 	<ul style="list-style-type: none"> • Engages and focusses • Speaks with others calmly • Sits closely or alongside others in the group (mat, desk, playground) • Transitions easily • Is compliant with assistance (work) or prompts (play) • Earns/receives reward tokens 	<ul style="list-style-type: none"> • Not using visuals • Not allowing enough time. • Not giving warnings for transitions • Using wordy instructions • Using negative tone or body language • Poor scaffolding: make sure the tasks is achievable either through can-do-ness (independent) or with support • Heightening Jennifer's vulnerability (they're looking at me) • Thirst, hunger, soiling, being hot • Restrictive clothing 	<p>Routine. Structure. Environment:</p> <ul style="list-style-type: none"> • Provide strong scaffolding: <ul style="list-style-type: none"> o Visuals o Social stories o Warnings for transitions (to stop, change, new teacher) o Time o Engagement support • High frequency reward • Work/sensory break ratio of 3min:5min • Monitor closely for signs of agitation and offer additional breaks as required • Prompt for drink/toilet breaks often • Monitor temperature of room and Jennifer • Safe location to regulate <p>Instructions. Communication:</p> <ul style="list-style-type: none"> • Provide strong scaffolding: <ul style="list-style-type: none"> o Visuals o Social stories o Warnings for transitions (to stop, change, new teacher) o Time o Engagement support • Provide short, clear and direct instructions; support with visuals • Use calm, even tone • Structure with first/then language • 1:1 communication at eye level, arms distance <p>.../continued over</p>

DESCRIPTION	BEHAVIOUR (JENNIFER)	AVOID (ADULTS)	STRATEGIES
<p>CALM (continued)</p> <p>Jennifer can dip in and out of this phase often, but responds well to sensory breaks and high frequency reward.</p> <p>Jennifer can begin to avoid tasks and redirection. She may seek out more social interaction from others (looking for allies) or become non-compliant. She may drift to more preferred activities or move around the environment quickly.</p>	<p>Resists work tasks or only engages in them briefly</p> <ul style="list-style-type: none"> Walks aimlessly about the classroom Won't sit on the mat Appears hyperactive; moves around class quickly Is "silly" Uses a loud voice or makes noises Says "no" Twirls hair curls with finger Turns body away from task or speaker Scrumches paper/task equipment Scribbles Changes learning centres frequently or moves to a preferred activity and won't move on Flops at desk Scoots/shuffles around on chair Uncrosses legs or lies on mat 	<p>Wordy instructions, verbal overload</p> <ul style="list-style-type: none"> Asking too many questions Poor scaffolding; make sure the tasks is achievable either through can-do-ness (independent) or with support Insisting: provide a break then social script and return to original instructions Not giving adequate time to comply or settle The behaviour becoming an exit strategy; always manage the behaviour then return to the antecedent task and following missed tasks Reinforcing negative attention seeking behaviours; only provide positive attention when behaving appropriately Planning extended desk or mat sessions 	<p>Compliance, Rewards:</p> <ul style="list-style-type: none"> Use first/then instruction for tasks Provide frequent breaks (ratio of 3min work:5min break) Reinforce behaviours using high frequency reward chart (10-star chart, 1 star p/min, 2min – maximum – reward time) Apply planned ignores where possible but monitor closely for escalation <p>Positive Reinforcement:</p> <ul style="list-style-type: none"> Use positive language to support engagement Praise/encourage appropriately; you followed the instructions OR you spoke in a calm voice OR asking politely for the pencil showed good manners Reinforce behaviours using high frequency reward chart (10-star chart, 1 star p/min, 2min – maximum – reward time)
<p>AGITATION</p>	<p>Always:</p> <ul style="list-style-type: none"> Be compassionate; maintain rapport and show you care Increase visuals to reduce language and cognitive load Remain in charge, "I can see ..." or "I will give you ..." Offer sensory breaks often <p>Appearing Agitated:</p> <ol style="list-style-type: none"> When engaging Jennifer, come down to eye level and use calm, quiet voice to gain her attention Check in. Address Jennifer's sensory needs <ul style="list-style-type: none"> How is her body feeling? Does she need a break? Does she need more time? Script the return to task. Rescaffold the task to reduce cognitive load then provide 1:1 support Reinforce engagement/calm behaviours using high frequency reward chart (10-star chart, 1 star p/min, 2min – maximum – reward time) No engagement? Repeat Step 2 (above) <p>Additional Strategies for Refusal:</p> <ul style="list-style-type: none"> Offer more breaks Reduce cognitive load of task Scaffold what is remaining of tasks using first/then frequency reward chart <ul style="list-style-type: none"> 10-star chart 1 star p/min 2min (maximum) reward time 	<p>Always:</p> <ul style="list-style-type: none"> Be compassionate; maintain rapport and show you care Increase visuals to reduce language and cognitive load Remain in charge, "I can see ..." or "I will give you ..." Offer sensory breaks often <p>Appearing Agitated:</p> <ol style="list-style-type: none"> When engaging Jennifer, come down to eye level and use calm, quiet voice to gain her attention Check in. Address Jennifer's sensory needs <ul style="list-style-type: none"> How is her body feeling? Does she need a break? Does she need more time? Script the return to task. Rescaffold the task to reduce cognitive load then provide 1:1 support Reinforce engagement/calm behaviours using high frequency reward chart (10-star chart, 1 star p/min, 2min – maximum – reward time) No engagement? Repeat Step 2 (above) <p>Additional Strategies for Refusal:</p> <ul style="list-style-type: none"> Offer more breaks Reduce cognitive load of task Scaffold what is remaining of tasks using first/then frequency reward chart <ul style="list-style-type: none"> 10-star chart 1 star p/min 2min (maximum) reward time 	<p>Always:</p> <ul style="list-style-type: none"> Be compassionate; maintain rapport and show you care Increase visuals to reduce language and cognitive load Remain in charge, "I can see ..." or "I will give you ..." Offer sensory breaks often <p>Appearing Agitated:</p> <ol style="list-style-type: none"> When engaging Jennifer, come down to eye level and use calm, quiet voice to gain her attention Check in. Address Jennifer's sensory needs <ul style="list-style-type: none"> How is her body feeling? Does she need a break? Does she need more time? Script the return to task. Rescaffold the task to reduce cognitive load then provide 1:1 support Reinforce engagement/calm behaviours using high frequency reward chart (10-star chart, 1 star p/min, 2min – maximum – reward time) No engagement? Repeat Step 2 (above) <p>Additional Strategies for Refusal:</p> <ul style="list-style-type: none"> Offer more breaks Reduce cognitive load of task Scaffold what is remaining of tasks using first/then frequency reward chart <ul style="list-style-type: none"> 10-star chart 1 star p/min 2min (maximum) reward time

ACCELERATION	DESCRIPTION	BEHAVIOUR (JENNIFER)	AVOID (ADULTS)	STRATEGIES
	<p>Jennifer can move to this phase very quickly.</p> <p>In this phase, Jennifer refuses to engage tasks and redirections.</p> <p>In this phase, Jennifer is volatile and can move swiftly to PEAK, becoming explosive, often swearing and physical.</p>	<ul style="list-style-type: none"> Resists work tasks or only engages in them briefly Walks aimlessly about the classroom Won't sit on the mat Appears hyperactive Uses a loud voice or makes noises Is "silly" Says "no" Twirls hair outis with finger Turns body away from task or speaker Scrumches paper/task equipment Scribbles Changes learning centres frequently or moves to a preferred activity and won't move on Throws small objects, usually task equipment to hand, such as crayons Hides under/behind school furniture/outdoor equipment or bushes May not return to classroom from outside Flops at desk or slips out of chair onto floor Lies/rolls on floor Uncrosses legs on mat Clings to parent in the morning 	<ul style="list-style-type: none"> Giving instructions other than those regarding safety behaviour then return to the antecedent task and following missed tasks Appearing dismissed or overly concerned Close proximity when there is risk Dignity loss for Jennifer <ul style="list-style-type: none"> Remove peers Do not use shame or disappointment statements Not giving enough time Bringing up past behaviours or consequences to Jennifer or others 	<p>DO NOT RETURN ANY DISARRAYED ITEMS</p> <p>Always:</p> <ul style="list-style-type: none"> Be compassionate; maintain rapport and show you care Increase visuals to reduce language and cognitive load Remain in charge. "I can see ..." or "I will give you ..." needs to know how acceleration will be swiftly managed Follow through on the antecedent instruction and every task after <p>Appearing highly agitated:</p> <ol style="list-style-type: none"> (if needed) Evacuate class Coach Jennifer to safe location, use calm, quiet voice Address Jennifer's sensory needs, for example <ul style="list-style-type: none"> I can see your body is hot I'm going to give you some time to relax your body You seem upset, I'm going to give you some time to get your body calm I'm going to give you some more time to relax your body Give time (if necessary) Once begins to regulate, use the <i>Something's Wrong</i> chart to prompt communication from Jennifer as to the problem <ul style="list-style-type: none"> Script the return to task, to include: <ul style="list-style-type: none"> (if required) Sensory break (minimum 5min) Return to class Restore (if needed) – coach for apology Complete task <ul style="list-style-type: none"> Rescaffold the task to reduce cognitive load then provide 1:1 support Reinforce engagement/calm behaviours using high frequency reward chart <ul style="list-style-type: none"> 10-star chart 2 star p/min for 1st round, 1 p/min thereafter 2min (maximum) reward time No engagement? Repeat Step 2 (above) <p>Restore:</p> <ul style="list-style-type: none"> Reconnect and re-establish relationship (if required) Clean up (thrown items put away, wipe down desks or floors as may be needed, return charts to wall, etc) (if required) Say sorry: this will need to be coached at step 5 (above)

DESCRIPTION	BEHAVIOUR (JENNIFER)	AVOID (ADULTS)	STRATEGIES
<p>Jennifer can move from AGITATION to ACCELERATION to PEAK swiftly.</p> <p>Initially, Jennifer will make loud noises or outburst, bang objects noisily. Behaviour very quickly escalates to destructive, violent and unsafe of her environment or towards others.</p>	<p>BEHAVIOUR (JENNIFER)</p> <ul style="list-style-type: none"> Sweeps objects off shelves or tables Pulls items off walls If outside, throws sand, toys Bangs and/or punches walls, doors Swears using racist, sexist or body-shaming language Punches, kicks, hits, scratches, head-butts others Spits Throws objects (toys, books, puzzles, blocks, table activities) at others Flops/throws furniture (desks, chairs, mobile shelving) Evades coaching to safe location, particularly when outside (may hide) 	<p>AVOID (ADULTS)</p> <ul style="list-style-type: none"> Harm to others Giving instructions other than those regarding safety Reinforcing behaviour or allowing the behaviour becoming an exit strategy; always manage the behaviour then return to the antecedent task and following missed tasks Appearing disarmed or overly concerned Close proximity when there is risk Dignity loss for Jennifer <ul style="list-style-type: none"> Remove peers Do not use shame or disappointment statements Not giving enough time Bringing up past behaviours or consequences to Jennifer or others Talking it personally 	<p>DO NOT RETURN ANY DISARRAYED ITEMS</p> <p>Always:</p> <ul style="list-style-type: none"> Be compassionate; maintain rapport and show you care Increase visuals to reduce language and cognitive load Remain in charge. "I can see ..." or "I will give you ..." needs to know how acceleration will be swiftly managed Follow through on the antecedent instruction and every task after <p>Appearing highly agitated:</p> <ol style="list-style-type: none"> (if needed) Evacuate class Coach Jennifer to safe location, use calm, quiet voice (if needed) Apply Team Teach to safe location Address Jennifer's sensory needs, for example <ul style="list-style-type: none"> I can see your body is hot I'm going to give you some time to relax your body to get your body calm I'm going to give you some more time to relax your body Give time Give more time (if still heightened) Give sensory break (if necessary) Once begins to regulate, use the <i>Something's Wrong</i> chart to prompt communication from Jennifer as to the problem Script the return to task, to include: <ul style="list-style-type: none"> (if required) Sensory break (minimum 5min) Return to class Restore (if needed) – coach for apology <ul style="list-style-type: none"> Complete task Rescaffold the task to reduce cognitive load then provide 1:1 support Reinforce engagement/calm behaviours using high frequency reward chart <ul style="list-style-type: none"> 10-star chart 2 star p/min for 1st round, 1 p/min thereafter 2min (maximum) reward time No engagement? Repeat Step 2 (above) <p>Restore:</p> <ul style="list-style-type: none"> Reconnect and re-establish relationship (if required) Clean up (thrown items put away, wipe down desks or floors as may be needed, return charts to wall, etc) (if required) Say sorry; this will need to be coached at step 5 (above)

PEAK

DESCRIPTION	BEHAVIOUR (JENNIFER)	AVOID (ADULTS)	STRATEGIES
<p>After PEAK, Jennifer is emotionally and physically exhausted. She may present as tired, lethargic, hungry, thirsty, hot or embarrassed.</p> <p>Time and 1:1 support is needed to engage in the learning programs and missed tasks.</p>	<ul style="list-style-type: none"> Subdued in nature, more calm Timid Head in hands Compliant with coaching Often can't make choices, says / don't know More likely to communicate her needs Twirls hair curls with finger Flops at desk Sits with legs uncrossed on mat, may lie on floor Appears hot, flushed 	<ul style="list-style-type: none"> Not giving enough time Inappropriate body language and tone Distancing; maintain rapport Heightening vulnerability Asking too many questions Wordy instructions Poor scaffolding; make sure the tasks is achievable either through can-do-ness (independent) or with support Expecting 100% engagement Expecting quick responses Not following through with antecedent or missed tasks Thirst, hunger, soiling, heat Restrictive clothing 	<p>Always:</p> <ul style="list-style-type: none"> Be compassionate; maintain rapport and show you care Maintain use of visuals as they are required Remain in charge, "I can see ..." or "I will give you ..." Follow through on the antecedent instruction and every task after <p>Routine, Structure, Environment:</p> <ul style="list-style-type: none"> Provide strong scaffolding: <ul style="list-style-type: none"> Visuals Social stories Warnings for transitions (to stop, change, new teacher) Time <ul style="list-style-type: none"> Engagement support High frequency reward Work/sensory break ratio of 3min:5min Monitor closely for signs of agitation and offer additional breaks as required Prompt for drink/toilet breaks often Monitor temperature of room and Jennifer Safe location to regulate <p>Instructions, Communication:</p> <ul style="list-style-type: none"> Provide strong scaffolding: <ul style="list-style-type: none"> Visuals Social stories Warnings for transitions (to stop, change, new teacher) Time <ul style="list-style-type: none"> Engagement support Provide short, clear and direct instructions; support with visuals Use calm, even tone Structure with first/then language 1:1 communication at eye level, arms distance <p>Compliance, Rewards:</p> <ul style="list-style-type: none"> Use first/then instruction for tasks Provide frequent breaks (ratio of 3min work:5min break) Reinforce behaviours using high frequency reward chart (10-star chart, 1 star p/min, 2min – maximum – reward time) Apply planned ignores where possible but monitor closely for escalation <p>Positive Reinforcement:</p> <ul style="list-style-type: none"> Use positive language to support engagement Praise/encourage appropriately; you followed the instructions OR you spoke in a calm voice OR asking politely for the pencil showed good manners Reinforce behaviours using high frequency reward chart (10-star chart, 1 star p/min, 2min – maximum – reward time)
DE-ESCALATION			

DESCRIPTION	BEHAVIOUR (JENNIFER)	AVOID (ADULTS)	STRATEGIES
<p>When regulated, Jennifer can join the learning program. She may need more scaffolding and/or processing time to complete tasks.</p>	<ul style="list-style-type: none"> • Timid and subdued • Speaks with others calmly • Sits near the group • Low level interaction with group • Compliant with assistance • Focused but not engaged 	<ul style="list-style-type: none"> • Not giving enough time • Inappropriate body language and tone • Distancing; maintain rapport • Asking too many questions • Wordy instructions • Poor scaffolding; make sure the tasks is achievable either through car-do-ness (independent) or with support • Heightening Jennifer's vulnerability (they're looking at me) • Thirst, hunger, soiling, being hot • Restrictive clothing 	<p>Always:</p> <ul style="list-style-type: none"> • Be compassionate; maintain rapport and show you care • Maintain use of visuals as they are required • Remain in charge, "I can see ..." or "I will give you ..." every task after <p>Routine, Structure, Environment:</p> <ul style="list-style-type: none"> • Provide strong scaffolding: <ul style="list-style-type: none"> o Visuals o Social stories o Warnings for transitions (to stop, change, new teacher) o Time o Engagement support • High frequency reward • Work/sensory break ratio of 3min:5min • Monitor closely for signs of agitation and offer additional breaks as required • Prompt for drink/toilet breaks often • Monitor temperature of room and Jennifer • Safe location to regulate <p>Instructions, Communication:</p> <ul style="list-style-type: none"> • Provide strong scaffolding: <ul style="list-style-type: none"> o Visuals o Social stories o Warnings for transitions (to stop, change, new teacher) o Time o Engagement support • Provide short, clear and direct instructions; support with visuals • Use calm, even tone • Structure with first/then language • 1:1 communication at eye level, arms distance <p>Compliance, Rewards:</p> <ul style="list-style-type: none"> • Use first/then instruction for tasks • Provide frequent breaks (ratio of 3min work:5min break) • Reinforce behaviours using high frequency reward chart (10-star chart, 1 star p/min, 2min – maximum – reward time) • Apply planned ignores where possible but monitor closely for escalation <p>Positive Reinforcement:</p> <ul style="list-style-type: none"> • Use positive language to support engagement • Praise/encourage appropriately; you followed the instructions OR you spoke in a calm voice OR asking politely for the pencil showed good manners • Reinforce behaviours using high frequency reward chart (10-star chart, 1 star p/min, 2min – maximum – reward time)
RECOVERY			