Tier 2 & 3 Teaching and Learning Handbook
Prior to using any of the strategies, interventions or resources provided in this handbook, The Teaching and Learning Tier 1 Handbook should be referred to first to ensure that effective Tier 1 universal strategies are in place to support all learners in the classroom across all settings.

The strategies, interventions and the resources provided in this handbook should only be implemented following consultation with the Sub-School Leader and following discussions at the Student Support Team meeting.

Contents

Mission Statement .......................................................... 3
Teaching and Learning Protocols ........................................ 4
Student Engagement and Wellbeing Framework .................. 6
Classroom Teacher .......................................................... 7
Sub-School Leader Support ................................................ 8
Student Support Team ....................................................... 9
Social Worker ..................................................................... 10
Teaching and Learning Coach ............................................ 10
Welfare Team Support ....................................................... 11
MTSS Framework Documents ........................................... 12
Moderate and Complex Distress/Disengagement .................. 144
Positive Behaviour Support Pyramid .................................. 145
Continuum of Supports .................................................... 16
Targeted Supports ........................................................... 18
Prevent, Teach, Reinforce .................................................. 244
PTR Model .......................................................................... 25
Intensive Supports ........................................................... 26
Tap In, Tap Out & Wave off ............................................... 30
General Guidelines for Behaviour Support .......................... 31
Restraint & Seclusion ......................................................... 31
Appendix ............................................................................ 33
Links to Additional Resources .......................................... 63
Bibliography ....................................................................... 64

A note about using this handbook

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Welfare Team Support ....................................................... 11
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Restraint & Seclusion ......................................................... 31
Appendix ............................................................................ 33
Links to Additional Resources .......................................... 63
Bibliography ....................................................................... 64

2
Mission Statement

SCHOOL VISION

Jacana School for Autism fosters resilience and lifelong learning, enabling students to be active participants in family and community life.

MISSION STATEMENT

Students are supported by a committed professional multi-disciplinary team, working towards developing their personal and educational potential.

The school strives to continually develop highly customised teaching and learning programs in line with evidence based practice in a safe and supportive environment.

SCHOOL VALUES

Empathy   Respect   Inclusion

PEDAGOGICAL PHILOSOPHY

Jacana School for Autism believes that to succeed in the world, students need to develop the capacity:

● Manage themselves as individuals and in their relations to others.
● Understand the world in which they live and act effectively in their wider community

Jacana School for Autism provides:

● A curriculum that supports the individual needs of students, using specific teaching strategies that cater to students with an Autism Spectrum Disorder.
● Individual Learning Plans to cater for specific learning needs and styles, focusing on communication, social /interpersonal skills, personal learning and academic skills.
● A safe and secure environment that enhances students’ self-esteem and respects students’ dignity.
● School wide implementation of the Positive Behaviour Support program.
● Regular participation in the wider community.

Jacana School for Autism includes:

● Individual and small group instruction.
● Speech therapy consultation.
● Occupational therapy consultation.
● Psychology consultation.
● Ongoing professional development for staff.
● Programs that are informed by current research and evidence based practice.

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● Ongoing professional development for staff.
● Programs that are informed by current research and evidence based practice.
JSA strives to be a centre of excellence. Students are supported towards developing their personal and educational potential so as to be valued contributors to family and community life. In line with our pedagogy, the following protocols have been developed to promote a consistent approach across JSA.

Teachers are required to embed these protocols into their classroom program. Collaboration with the SSL, Teaching and Learning Coach and Therapists will support these expectations to be put in place successfully.

As a student at Jacana School for Autism I have an expectation that you my teacher will:

**Develop** a positive relationship with me:
- Talking to me in a respectful and calm manner
- When I’m having a problem, helping me find a solution
- Knowing my learning style and how I learn best
- Knowing what my interests are and what motivates me and build these into my program.
- Teaching me how to work and play with other students in a friendly way
- Not speaking about me to others in front of me or my peers
- Helping me to understand what I need to do

**Provide** me with a classroom that is structured and organised:
- With clear expectations for me to follow
- That has a defined start and finish to activities that I can understand.
- So that my toys, activities and materials are presented in a way I am able to organise and manage them
- With clearly defined working areas
- With limited distractions including, visual, auditory and movement
- Teach me how to transition safely

**Provide** me with an educational program that:
- Ensures my voice is heard and my communication system is always available to me
- Teaches me how to use my communication system across the day in different environments
- Teaches me new words and how I can use them
- Uses language at a level that I understand
- Gives me time to process
- Pairs verbal instructions with visuals
- Ensures my learning goals are at my Zone of Proximal Development
- Ensures that learning tasks are at my level
- Teaches me how to ‘Look after others’, ‘Look after self’ and ‘Look after property’
- Teaches me what my body needs to be calm
- Teaches me how to access sensory activities/equipment throughout the school day (e.g. movement breaks, headphones, chewy tube, etc.)
- Teaches me to use different self-regulation strategies (cognitive, behavioural or sensory), that are appropriate for my level of learning.
- Teaches me how to understand my feelings. I have the right to feel the way I feel.

---

**TEACHING AND LEARNING PROTOCOLS**
Teaches me how to engage with others
Extends into my time in the playground. This means the teaching team will:
- Teach me to use playground equipment
- Support me to communicate and interact with adults and peers
- Build my social skills in games and play activities

Builds my independence in tasks, activities and routines that I do across the school day (e.g. toileting, eating, dressing, transitioning).

If at any time these expectations are challenging to put in place, teachers are required to seek support from the SSL, Teaching and Learning Coach and/or Therapists.
The MTSS Framework utilises evidence informed practices (SAFEminds, Kids Matter etc) to establish efficient and effective systems to support student engagement and wellbeing that is responsive to the needs of students with Autism. The MTSS Framework is an equitable and inclusive framework that outlines consistent, transparent and streamlined processes for supporting students exhibiting distress and disengagement that is responsive to all students’ engagement, wellbeing and learning needs.

The MTSS Framework interlinks with JSA’s SW-PBS Framework.

The MTSS Framework supports staff to identify students who are at risk of becoming disengaged or distressed. Through collaborative team meetings with Sub-School Leaders and therapists, classroom staff are supported to review Tier 1 practices using the JSA Tier 1 Self-Assessment Checklist. Following a two-week data collection period, the classroom team is supported to complete the JSA Safety Map to identify the level of distress and disengagement for the identified student/s. The Safety Map Response Guidelines are then used to determine the appropriate supports for the student and/or classroom.

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Classroom Teacher

The classroom team play a key role in the prevention, early identification and reduction of student distress and disengagement. The classroom teacher and team role is outlined below as they relate to the MTSS Framework.

Parent communication:
- Note in student communication book informing parents of LOW level distress & disengagement
- Phone call to parents to notify and gather more information that may impact repeated presentations of low level distress and disengagement
- Liaise with SSL to organise SSG for students displaying moderate level of distress & disengagement

Classroom requirements:
- Collect data
- Agenda for classroom team meeting discussion
- Lead classroom discussions & seek SSL support as required
- Review work program
- Refer to MTSS Framework for additional strategies
- Consistent Implementation of Tier 1 strategies
- Discussion and planning for implementation of Tier 1 strategies with all classroom staff

Reporting
- Complete reports
  o Cases 21
  o Incident reports
  o Inform leaders of incidences
  o Mandatory reporting with support from member of PCT/SWEL/SSL in line with DET guidelines
- Support ES to complete incident reports
- Inform SSL of recorded incidences verbally or via email

Reflective practice & debriefing
- Organise regular debrief with classroom team
- Seek support from leadership for debriefing if required

Documentation Management
- Student Transition Profile
- Upload completed safety map to student file on SharePoint
- BSP & BRP uploaded completed to student file on SharePoint

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Sub-School Leader Support

Sub-School Leaders (SSL) work with classrooms in their sub-school to provide support in the following areas:

**Parent Communication**
- SSL may liaise with parents following incidents however, the classroom teacher will be the main contacts for parents on a daily basis.
- Support teachers during SSG meetings

**Classroom Support:**
- Supporting classrooms with managing low level distress and disengagement during playground and transition time
- Attend fortnightly classroom team meetings
- To be the teacher’s point of call to assist with the navigation of the school system & methods of accessing support
- Daily organisation (incl. staff reallocation if required)
- Support teams to identify the best consultant provide direct support in the classroom
- Facilitate the review of Tier 1 interventions within a classroom and their success using the Tier 1 Self-Assessment Survey
- Identify the need for care team meetings and support the teacher to discuss students at a moderate level
- Identify the need and develop a BSP &/or BRP after completing a safety map and support teacher developing these documents
- Debrief with staff and students post-incident.

**Documentation:**
- Support teachers with accountability for work programs, PLSP documents, Student Profiles, Reports etc.
- Review incident reports and ensure follow up notes and evidence are up to date
- Ensure student case management notes are up to date

**Reporting:**
- Support classroom teams to complete incident reports, eduSafe and CASES21 reports
- Identify students who are flagged at risk or presenting with complex distressed and disengaged behaviour during the Student Support Team Meetings.
- Provide guidance for teacher reporting requirements
Student Support Team

The aim of the Student Support Team is to reduce the frequency and intensity of incidents of student disengagement and/or distress for those who are not responsive to Tier 1 intervention practices. This team provides an opportunity for the student to be discussed as part of a multi-disciplinary team providing a more focused and intensive discussion on responses to situations where disengagement and/or distress is likely.

This is achieved by:
- Reviewing school based data (i.e. EduSafe, Cases21, incident reports, individual student data, WorkCover reports etc.) to determine students requiring intensive supports.
- Defining criteria for escalating/de-escalating students between tiers of support for those exhibiting distress and disengagement.
- Defining reasoning for the priority setting and resource allocation and distribution (e.g. Consultancy) throughout the school to meet student wellbeing and engagement needs.
- Identifying, prioritising and coordinating supports/consultancy to classrooms teams for students requiring Tier 2 interventions.
- Discussing & monitoring students receiving Tier 2 interventions and review the effectiveness of these interventions.
Social Worker Support

Social worker supports and works closely with the Student Engagement and Wellbeing Leader to support students across the school. The Social worker will support the student support team for students at a Tier 2 level by:

- Providing high level social work support to students to improve student engagement and reduce distress and disengagement.
- Assist the coordination of student support services within a multi-disciplinary team and the effective use of case management approaches with high-need students.

Teaching and Learning Coach

Teaching and Learning Coach will support the classroom teacher at a Tier 3 level. Teaching and Learning Coach supports will include:

- Building staff capacity through coaching and mentoring to deliver effective teaching using SWPBS and Autism Teaching and Learning Strategies.
- Actively participating in Professional Learning Teams aimed at developing a key focus on improved student outcomes.
- Building effective communication and support with individuals and teams.
- Promote consistency in Autism practices for classrooms that have a referral for support in implementation of Autism practices.
- Ensure basic implementation requirements are met for student Behaviour Support Plans and Behaviour Response Plans.
- Support teachers to create and implement Behaviour Support Plans in their classroom.

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- Support teachers to create and implement Behaviour Support Plans in their classroom.
### Welfare Team Support

The Welfare Team consists of a multi-disciplinary/cross-department membership that includes a principal class representative, Student Engagement and Wellbeing Leader, and Student Support Services Officer (SSSO) who can provide:

- applied behavioural expertise
- administrative authority
- multi-agency supports (e.g. person centred planning, wraparound) and expertise,
- knowledge of students
- knowledge about the operations of the school.

The welfare team is required to achieve 2 objectives to student welfare:

- a) a system based approach
- b) an individual student approach.

**A System Approach** is achieved by:

- Ensuring policy and system alignment to improving student engagement by allocating resources (e.g. time and staff) necessary for successful implementation of intervention plans and aligns intervention implementation to school and district policy and systems.
- Acting as a multidisciplinary team, possessing the critical skill sets for team functioning including 1) collaboration, 2) problem-solving, 3) data analysis, 4) coaching, 5) systems change, 6) professional development, and 7) behavioural content and application.
- Support implementation of a multi-level Tier 3 approach that is aligned with interventions at Tier 1 and Tier 2 including the allocate the necessary resources for effective and sustained implementation of evidence based interventions within the scope of the school setting.
- Determining access to expert level supports to assist with behavioural problem solving and planning.
- Determine interventions requiring complex responses aimed to provide effective treatment and support to students in crisis, many of whom are experiencing multiple barriers to learning that are affecting their health, wellbeing and educational outcomes.

**An Individual Student Response Approach**

- Focusing on defining, organizing and providing the most individualised behaviour support possible through a flexible, focused, personalised approach using Tier 3 interventions that are specific to the characteristics of the individual students.
- Problem solving to determine adequate resources, effective and evidence based Tier 3 interventions including referrals to external service providers, and continuous monitoring and review of effectiveness.
- Include the student’s family, educators, and/or other direct service provider during assessment and intervention and coordinate high level communication across relevant external stakeholders.
- Provide an additional perspective & expertise when reviewing data and intervention effectiveness Using systematic, coordinated, data-driven Tier 3 problem-solving process
- Coordinate systems of care to ensure consistency of practice across Tier I, Tier II and Tier III interventions including Coordinate, facilitate and engage in high level communication between caregivers and external stakeholders.
- Maintain student case management running record for all actions/discussions for individual students requiring Tier III supports.
- Allocating the necessary resources for effective and sustained implementation of effective evidence based interventions.
- Monitoring progress and re-assess levels of support/intervention including plans to fade supports following successful student engagement in conjunction with the SSO & teacher.

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MTSS Framework Documents

Student Distress & Disengagement Notice Tip Sheet

This document is designed to support classroom staff and SSL to identify students presenting with distress and/or disengagement. It merges from a PBS, mental health and wellbeing perspective to raise awareness and highlight the various ways students may present as distressed or disengaged.

JSA Safety Map

The JSA Student Engagement Safety Map guides SSL to facilitate classroom team discussions to:

a. Ensure data is informing identification and decision making
b. Determine the level of distress/disengagement a student is presenting
c. Determine the response to intervention for the appropriate level of distress and/or disengagement (i.e. Tier 1, Tier 2, Tier 3).
d. The requirements to de-escalate/escalate intervention based on data systems (e.g. classroom based data, incident reports, eduSafe, Cases 21 etc.)
JSA Safety Map Response Guidelines

The document is designed to assist the SSL to work with the classroom team to:

a. Have a clear understanding of the level of distress and/or disengagement
b. Identify relevant stakeholders (e.g. ES, teachers, therapists, parents, etc.) to engage in discussions to develop support plans
c. Utilise supporting documents to guide identification of appropriate, evidence based interventions to improve student engagement
d. Provide guiding principles of effective intervention

Response Guidelines Flowchart

The document is designed to provide a visual representation of the Safety Map Guidelines and supports staff to identify appropriate actions based on the level of distress and disengagement identified.

All MTSS Framework documents are located on Sharepoint => School Documents => Teaching and Learning Documentation

13
Moderate and Complex Distress/Disengagement

Always define, teach and acknowledge what you want before you focus on negative consequences. Clearly defining inappropriate behaviours enables JSA staff to develop clear and consistent guidelines for how staff support students to:

- intervene early before inappropriate behaviours escalate
- teach discrimination about what is the expected behaviour (e.g. ‘Is that Looking after others?’)
- minimize the likelihood that inappropriate behaviours will be rewarded or reinforced
- minimise disruptions to the learning of others

Moderate Level Distress/Disengagement
Managed by the Classroom team - Complete JSA Safety Map with SSL.

Classroom team lead
Students who display moderate levels of distress/disengagement may initially be managed by the classroom team, however additional support is required to minimise the frequency of behaviours and the impact on other students’ learning. Displays of moderate level distress/disengagement can be reduced by increasing Tier 1 supports, as well as the implementation of more intensive interventions that are designed to explicitly teach specific replacement behaviours as outlined in the Student Learning Support Tier of the Positive Behaviour Support Pyramid.

As part of Jacana School for Autism’s secondary prevention strategies, students who display moderate level distress/disengagement will be referred to the development and implementation of a Behaviour Support Plan (BSP). When the need for a BSP to be developed has been identified, the SSL and classroom team will work collaboratively together using the Prevent, Teach, Reinforce framework to develop the BSP. Additional support for the implementation of the BSP will be co-ordinated through the Student Learning Support Team.

Complex Distress/Disengagement
Managed by Leadership and Classroom Teacher

Complex distress and disengagement may manifest as behaviours which require immediate support from members of the leadership team to assist the classroom team to minimise the potential harm to the student displaying the behaviour and to others. Displays of complex behaviours can be minimised through ensuring Tier 1 and Tier 2 supports are well established as well as the implementation of individualised supports. In line with JSA’s tertiary prevention strategies, students who display complex behaviours will be referred to the Student Welfare Team to assist with the development and implementation of supports tailored to the student’s specific needs and circumstances which may include the development of a Behaviour Response Plan (BRP) and/or the completion of a Simplified Functional Behaviour Analysis (S-FBA). At this level, additional wraparound support may be sought from external agencies including the Student Support Services Office (SSSO) and other external agencies. Support at this level will be co-ordinated.

N.B. All Moderate to Complex displays of distress and disengagement should be documented as an incident report on Accelerus. Appendix 1.1 provides a guide for how to lodge an incident on Accelerus.

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Positive Behaviour Support Pyramid

**Student Welfare (Tier 3)**
- Intensive Targeted Response
- Behaviour Response Plan (BRP)
- Referral to Student Welfare Team

**Student Engagement & Wellbeing (Tier 1)**
- Universal Behaviour Strategies

**Student Learning Support (Tier 2)**
- Selected Students
- Some strategies, some settings
- Behaviour Support Plan (BSP)

**Student Engagement Support (Tier 3)**
- Selected Students
- Some strategies, some settings
- Behaviour Support Plan (BSP)

**Positive Behaviour Support Pyramid**

- Collaborative, multidisciplinary approach
- Care Team Meetings
- Individualised program
- Re-engagement plan
- External Agencies
- More time spent on student’s preferred activities

- Westmeads Feeling Program
  - PPR
  - Behaviour Scripts / Social Stories
  - Replacement Skills (explicit and specific teaching)
  - Video Self Modelling / Video Peer Modelling
  - Tactical Ignoring
  - Teaching individualised regulation skills strategies, e.g. taking a break
  - Social Skills programs
  - Targeted Social and Emotional Learning – Westmead’s Feeling Program
  - Bullying interventions – Bullying No Way!
  - Check In/Check Out
  - Increased positive feedback and reinforcemnet
  - Forced choice strategy

- Expected behaviours explicitly taught and reinforced throughout the day
- Consistent approach for addressing inappropriate behaviour
- Movement breaks
- Environmental structures
- Clear expectations
- Structure and predictable routines
- Individual communication systems accessible
- Reinforcement of appropriate behaviours
- Redirection & prompting
- Modelling of appropriate behaviour

- Regulation strategies embedded in programs
- Motivating and engaging programs that incorporate student interests
- Challenging learning tasks at the student’s developmental level
- Autism strategies implemented (visuals, scheduling, processing time, first/then, timers, one more minute, finish box, choices built in)
- Whole class reward systems
- Labelled praise
- Jacana School for Autism Teaching and Learning Pedagogy
- Mindfulness and relaxation activities embedded in programs

- Positive Behaviour Support Pyramid

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- Mindfulness and relaxation activities embedded in programs
Continuum of Supports

SW-PBS involves the establishment of a continuum of strategies that support students across their day and all environments and is built on preventative strategies based on their behavioural responsiveness to intervention. The continuum includes proactive strategies for teaching and supporting appropriate student behaviours to create a positive school environment.

Student Engagement & Wellbeing: Universal strategies

The Student Engagement and Wellbeing level operates across the entire school and supports ALL staff and students. The aim at this level is to create a positive school climate in which the school wide expected behaviours of ‘Look after myself’, ‘Look after others’ and ‘Look after property’ are actively taught and reinforced. At this level, it is critical that all the staff at JSA use 1) common language, 2) common practices, 3) consistent application of positive reinforcement, 4) consistent responses to inappropriate behaviour, and 5) Autism appropriate strategies.

The Student Engagement and Wellbeing Tier of the PBS Pyramid outlines the strategies and interventions used at JSA. These include:

- Building positive and authentic relationships with students
- Explicitly teaching and reinforcing JSA expected behaviours throughout the day and across all learning environments
- Organising and modifying the environment to support positive behaviour
- Implementing Autism specific strategies
- Providing students with motivating and engaging activities that incorporate student interests
- Establishing and teaching predictable routines
- Embedding movement breaks and regulation strategies into daily program

Within all learning areas of the school, we expect our staff to have a range of supports in place to support students to demonstrate JSA expected behaviours. Staff are encouraged to reflect on the effectiveness of the Teaching and Learning strategies that they have in place by completing the Teaching and Learning Tier I Self-Assessment Tool.

Practices at the Student Engagement and Wellbeing level are effective at supporting approximately 80% of students.
Student Learning Support: Targeted Supports

Student Learning Support or Secondary Prevention is designed to provide focused interventions to support those students who are not responding to Student Engagement and Wellbeing strategies.

Interventions within this level are more intensive and aim to teach replacement behaviours specifically and explicitly. Student Learning Support strategies used at Jacana School for Autism include:

- Social stories
- Video self modelling/video peer modelling
- Explicit teaching of regulation strategies
- Targeted and explicit teaching of social skills
- Explicit teaching of emotional regulation through structured programs (e.g. Westmead Feelings Program)
- Engagement in anti-bullying programs (e.g. Bullying No Way)
- Check In/Check Out
- Increased staff support
- Increased positive feedback and reinforcement
- Forced choice strategy

Strategies and interventions at the Student Learning Support level are documented and monitored through the implementation of a Behaviour Support Plan (BSP). When the need for a BSP to be developed has been identified, the SEL and Classroom Team will generate a consultancy referral. The BSP will be developed collaboratively using the Prevent, Teach, Reinforce framework.

Students who access the Student Learning Support/Secondary Prevention level equate to approximately 15% of students.

Student Welfare: Intensive Supports

Student Welfare/Tertiary Prevention is designed to support the needs of students who do not respond to strategies and interventions at the Student Engagement and Wellbeing and Student Learning Support levels. This accounts for approximately 5% of students in any given school. Support at the Student Welfare level is intensive and individualised to support the complex needs of students. Support is tailored to student’s specific needs and circumstances. It involves a comprehensive approach to understanding and intervening with the behaviour, and uses multi-element interventions. A multi-disciplinary team work together to develop strategies, programs and systems to provide a higher level of support to individual students.

At Jacana School for Autism, the strategies and interventions used to support students at this level may include:

- Care Team Meetings
- Development of a Behaviour Response Plan (BRP)
- Development of a highly individualised program
- Additional staff support
- Development of a re-engagement plan which may include reduction in hours
- Referral to Student Support Services (SSS)
- Referral to other external services

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Students who access the Student Learning Support/Secondary Prevention level equate to approximately 15% of students.
Targeted Supports

Tier 2 Interventions

Interventions within this level are designed to provide intensive or targeted interventions to support students who are not responding to universal strategies. Interventions are more intensive and aim to teach replacement behaviours specifically and explicitly. Strategies and interventions at the Student Learning Support level are documented and monitored through the implementation of a Behaviour Support Plan (BSP) which is developed collaboratively using the Prevent, Teach, Reinforce framework.

The Student Learning and Support Team, use the following criteria to guide decision making in relation to students accessing interventions:

- Age of student
- Learning Level (ABLES/VIC Curriculum)
- Learning Style/preference
- Language level – Receptive and Expressive
- Interests/Motivators
- Social skills (Assessment to be conducted)
- Regulation needs
- Previous and/or current interventions/support
- Known triggers
- School history

General Classroom Management

- Consider seating arrangements
- Post, teach, review, monitor and reinforce JSA Expected Behaviours
- Identify student’s interests and incorporate these more frequently into their work program
- Provide frequent labelled praise and rewards to acknowledge appropriate behaviour (Ratio of 5 positives to 1 correction)
- Foster positive connections amongst peers
- Develop authentic relationships with students

Visual Supports/Tools

- Increase in visual supports to enhance student’s understanding of the classroom environment and communicate more clearly
- Modify Autism Educational Supports to support individual student’s learning and sensory needs

Curricular Modifications

- Refer to Teaching and Learning Tier 1 Handbook for a more detailed outline of curriculum modifications
- ‘Chunk’ work tasks into smaller, more manageable pieces
- Incorporate student interests into work tasks
- Provide choices
- Modify the task difficulty - adjust level of difficulty; provide errorless learning opportunities; teach replacement skills; shorten task, then gradually increase
- Ensure that work tasks are relevant and meaningful to students
Evidence Based Interventions
The following list provides an overview of several of the Tier 2 interventions utilised at JSA, it is not an exhaustive list.

Social Stories
Developed by Carol Gray in 1991, Social Stories are visual stories that are used to support students with Autism Spectrum Disorder by explaining social situations and helping students to learn socially appropriate behaviour responses. Social Stories in the purist form, following 10 defining criteria as set out by Carol Gray. These criteria help guide the content of the story.

Following are several links to websites that will provide you with additional information on Social Stories.
https://carolgraysocialstories.com/
https://www.autismspectrum.org.au/content/social-stories

To develop a social story for an individual student in your class, discuss with a member of the therapy team.

Comic Strip Conversations
Also developed by Carol Gray, Comic Strip Conversations, helps people with autism develop greater social understanding and supports students Theory of Mind by providing opportunities for students to explore social situations from differing perspectives. Comic strip conversations use stick figures, symbols and colour to represent what has been said in a conversation, emotions/feelings and what people’s intentions or motivations might be.

Following are several links that will provide you with additional information on Comic Strip Conversations:
http://www.autismtoolbox.co.uk/resources/interventions-and-approaches/comic-strip-conversations/

To use Comic Strip Conversations with an individual student in your class, discuss with a member of the therapy team.

Talking Mats
Talking Mats is an evidence based practice developed by Speech and Language Therapists using visual tools to think about a topic or issue, and communicate their opinions, ideas and preferences more effectively.

For more information, see:
https://www.communicationmatters.org.uk/page/talking-mats

To use Talking Mats with an individual student or with your class, discuss with a member of the therapy team.

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Video Self Modelling

Video Self Modelling is an emerging evidence based intervention. Video Self Modelling entails creating a short video showing the student performing a skill that they are capable of demonstrating, however are not demonstrating currently. By watching the video over a set period of time for a minimum of 12 minutes, students have been able to acquire the skills shown in the video.

Following are several links that will provided you with additional information on Video Self Modelling:

https://www.iidc.indiana.edu/pages/video-self-modeling-how-to-and-examples

To use Video Self Modelling with an individual in your class, discuss with a member of the therapy team.

Emotional Regulation – Westmead Feelings Program

The Westmead Feelings Programs is an emotion-based learning program for students with autism and mild intellectual disability. The Westmead Feelings Program supports students to develop skills to understand and manage emotions such as anxiety and anger.

Whilst students at JSA have access to a Social Emotional Learning (SEL) curriculum, it is recognised that some students will require more targeted, intensive support to develop their Emotional Regulation skills. Data including: incident reports, JSA Safety Map, ABC logs, frequency logs, may have shown that they are having specific difficulties with self-awareness, regulation and/or interacting appropriately with others in the classroom and/or playground. Therefore, middle leaders and therapy team may identify that these specific students may benefit from an intensive social-emotional learning program.

For additional information on the Westmead Feelings Program, refer to the link below:
https://www.acer.org/westmead-feelings-program

Anti-bullying Programs

Students may engage in bullying type behaviour for a number of reasons including limited social skills. Students engaging in bullying type behaviour will be supported to modify their behaviour through participation in structured and explicit teaching related to the JSA Expected Behaviours and in conjunction with explicit social skills training. Resources from Bullying, No Way! and Bullying Prevention will be used to support staff and students.

For Bullying resources, refer to the below links:
http://www.autismsafety.org/resources.php

Student participation in Anti-Bullying programs will be determined in consultation with the SSL, therapy staff and the student’s parents/carers.
Talk About Social Skills (Alex Kelly)
Talk About Social Skills is a social skills program that utilises a systematic structure to address social skills deficits. It uses a simple assessment tool to identify the social skills level of students across 4 areas: 1) Body Language; 2) The Way We Talk; 3) Conversation; 4) Assertiveness. The Assessment Tool identifies key aspects of each area that should be taught first before moving onto the next skill.

Example Talk About Assessment:

To use the Talk About Social Skills program/assessment with an individual in your class, discuss with a member of the therapy team.

Model Me Kids
Using the principals of video peer modelling, Model Me Kids uses videos to model a range of social skills.

For additional information, see http://www.modelmekids.com/

SoSAFE
Students at JSA have access to a comprehensive Health & PE Curriculum that supports students to develop and understanding of how they can be healthy, safe and active. However, some students may require more individualised support to develop an understanding of social safety. Whilst SoSAFE can be used as a prevention strategy, SoSAFE at JSA is currently being implemented as a Tier 2 intervention.

SoSAFE is a social safety program written for students with an intellectual disability or Autism Spectrum Disorder. The program is rule based and supports students to respond to social situations without having to make decisions about social interactions in response to their feelings.

The program uses a set of visual and conceptual tools to teach social safety in a sequential manner. SoSAFE is designed to:

- Teach students a rule based process for relationship safety
- Teach students about different categories of people
For additional information, refer to:
https://itasafeprogram.com/

The following websites provide additional information in relation to sexualised behaviours and may support teachers to develop a more comprehensive understanding of the behaviour of concern.

Following consultation with your SSL and using the JSA Safety Map to guide decision making, a referral should be made for students exhibiting ‘at risk’ behaviour that may be deemed to be of a sexualised nature.

**Check In/Check Out (CICO)**

CICO is an evidence-based intervention designed to address the needs of students who demonstrate consistent patterns of problem behaviour across multiple settings (e.g. classroom, playground, specialist classes etc). CICO is generally most effective for students who enjoy positive adult attention. Participation in the CICO program may be recommended for students using the following criteria:

- Function of behaviour identified to be ‘access attention’ using a Functional Behaviour Checklist
- Find adult attention reinforcing as identified using a Functional Behaviour Checklist - Pattern of problem behaviour across multiple settings

CICO critical features include:

1) Increased positive adult contact; 2) Embedded social skills training; 3) Direct link to JSA Expected Behaviours; 5) Frequent teacher feedback; 6) Daily home-school communication; 7) Frequent positive reinforcement contingent on meeting the behavioural goals.

Students who are participating in the CICO program, will be supported to demonstrate the agreed upon behavioural expectations using a CICO Card (Appendix 1.2).

For additional information on CICO, refer to the following links:
https://www.pbis.org/evaluation/evaluation-briefs/patternspredictors-of-cico/

**Providing Choices**

Providing choices to students can be an effective intervention to minimise presentations of distress and disengagement where the function of the behaviour is escape or avoidance associated with demands being made (e.g. being asked to do work, comply with a request etc). Using student data to determine the situations or events in which the student is most likely to present as distressed or disengaged, staff can determine the specific situations and times that choices will be provided. The choices presented to the student are pre-determined and provided at scheduled times throughout the day as identified through data.

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Within the Prevent, Teach, Reinforce model, there are 7 Categories of Choice-Making

1. **“within – activities”** – student chooses materials to be used to complete an activity (e.g. student able to choose what pencil to use or what colour paper to use for a writing task)
2. **“between activities”** – student selects among different activities (e.g. student can choose to do a literacy task or a numeracy task)
3. **“refusal”** – student can elect not to participate in an activity (e.g. student can choose not to dance during music, choosing instead to watch)
4. **“who”** – student can choose who they complete an activity/task with from a set list (e.g. can choose to work with a peer or a particular staff member)
5. **“where”** – student chooses location for activity (e.g. student can choose to sit at their table to complete their work or on the floor)
6. **“when”** – student can determine what time the activity should occur (e.g. student can choose to start math worksheet in the morning and then complete the rest in the afternoon)
7. **“terminate”** – student decides when to end an activity (best used for activities that do not have a discrete or definite ending point e.g. work on a large puzzle or project). Student can set the length of time that they complete the activity for e.g. 5 minutes or 10 minutes.

Using a choice matrix (Appendix 1.3) to plan and list when and what type of choices will be provided to a student will ensure that the choices offered to the student are valid and manageable.

**Individualised Sensory Diet**

Whilst all students are supported at JSA with regulation strategies developed through the School Wide Self-Regulation Package, there will be some students who require more intensive supports to regulate. A ‘sensory diet’ should be developed in consultation with an OT in order to develop a carefully designed, personalised activity plan that accounts for the sensory input a student needs to stay focused and organised throughout the day. This plan will take into account both the alerting and calming activities that a student may need to stay regulated across the day.

For additional information, refer to:
https://www.sensorysmarts.com/sensory_diet_activities.html

To develop a sensory diet for a student in your class, refer to your SSL and/or OT.
Prevent, Teach, Reinforce

Why Prevent, Teach, Reinforce?
The Prevent, Teach, Reinforce (PTR) model is an evidence-based approach to supporting students who exhibit behaviours of concern that is based on a functional assessment process. The PTR model supports staff to collaboratively develop a Behaviour Support Plan for students for whom other interventions have not worked. The structured process supports staff to identify clearly the functions of behaviour, set clear goals, implement and monitor a BSP and analyse data to inform decision making. The PTR model is a structured process easily implemented by school based teams (Iovannone, et al., 2009).

What is PTR?
PTR is a 4 step process Functional Behaviour Assessment that enables school staff to develop, implement and monitor a Behaviour Support Plan for individual students. PTR is used at JSA to support students who have been identified as presenting at the Moderate to Complex level of distress and disengagement and falls within JSA’s Tier 2 Supports.

How is PTR used?
Collaborating with your Sub-School Leader after completing a safety map and identifying a need for a BSP, you will then:

Step 1:
- Identify, define and prioritise behaviours to be addressed
- Develop and use an Individual Behaviour Rating Scale to gather baseline data if no data exists

Step 2:
- Analyse the behaviour using a Functional Assessment Checklist on each target behaviour.
- Develop a hypothesis based on the assessment checklist

Step 3:
- Select interventions to be implemented for each component: Prevent, Teach, Reinforce based on the hypothesis
- Coach and Classroom Team to implement the plan and measure fidelity

Step 4:
- Within a 3-4 week period, review student data and implementation fidelity data
- Make data based decisions relating to ‘Where to next?’
Appendix 1.4 contains all the components of the PTR model used at JSA to develop an individual student’s Behaviour Support Plan.
Intensive Supports

Tier 3 Supports

Interventions implemented at this level are highly intensive and individualised to support the complex needs of students. Support at the tertiary level involves a comprehensive approach to understanding and intervening with the behaviour, and uses multi-element interventions. A multi-disciplinary team work together to develop strategies, programs and systems to provide a higher level of support to individual students.

Interventions at a tertiary level are monitored by the Student Welfare Team which includes: Principal Class Representative, Student Engagement & Wellbeing Leader and a Student Services Support Officer (SSSO). The Welfare Team meets on regularly (at least fortnightly) to discuss students displaying complex distress and disengagement. The team reviews student’s progress using student data, reviews interventions currently being implemented and identifies additional strategies that the student and families may need at this level.

Specific Interventions

The following list provides an overview of the main Tier 3 interventions utilised at JSA, it is not an exhaustive list as supports at this level are highly individualised and intensive.

Care Team Meetings

A Care Team Meeting involves all key stakeholders involved in supporting the student and family. Members of a student’s care team may include: parents/carers, classroom teacher, Student Engagement & Wellbeing Leader, Teaching and Learning Coach, external service providers (e.g private psychologist, paediatrician, speech pathologist etc). Care Team Meetings occur termly, however may occur more frequently depending on the needs of the student. During the Care Team Meetings, members share updates on the student’s progress at school, relevant changes or updates from home, medical updates, review of current interventions and any future planning as well as support strategies to increase engagement and wellbeing.

Behaviour Response Plan (BRP)

A Behaviour Response Plan may be required to be developed when a student’s behaviour places themselves or others at risk of harm or injury. The development of a BRP will be determined using the JSA Safety Map Risk Assessment once a student has been identified using the JSA Safety Map as falling within the ‘Complex’ level of distress and disengagement.
A Behaviour Response Plan is reviewed regularly and charts the phases of the behaviour cycle for a student and notes the planned responses from staff at each phase of the cycle.

**Stages of the Behaviour Cycle**

1. **Calm**: According to Colvin & Scott (2015), “no matter the student and the behaviours that they exhibit, there will be times when the student is in a calm state.” The first step to developing a behaviour response plan is to identify what the student looks and sounds like when they are calm. It is also important to note the positive and proactive strategies/interventions that will be used to support the student to remain calm.

2. **Trigger**: Collecting and analysing data to identify triggers and looking for patterns in the data is essential as it supports the development of strategies to reduce the behaviour from occurring.

   **Triggers fall into two broad categories: Slow Triggers & Fast Triggers**

   **Slow Triggers (Setting Events)**: Slow triggers may be physiological, environmental or social and occur prior to the behaviour. A slow trigger may be something that happens on the way to school but may not impact on the student until much later in the day (e.g. fight with parent on the way to school).

   **Fast Triggers (antecedents)**: Fast triggers occur directly before a behaviour occurs (e.g. being asked to do a work task).

   The strategies outlined on the BRP to minimise the impact of triggers, should take into consideration the function of the student’s behaviour and be aligned with strategies outlined in the student’s BSP.

3. **Agitation**: Once a trigger has occurred, the student may exhibit agitated behaviour. As this looks different for each student, it is important to clearly define what agitation looks like in an objective and observable way. Agitation behaviours tend to be more internalised and unfocused.
Strategies may be useful to support students to de-escalate at this stage of the escalation cycle include:

- Expressing Empathy by recognising that there is a problem and providing the student with an option/solution
- Assisting the student to refocus by offering to help the student
- Providing a quiet space for the student to take a break
- Providing additional time
- Distract the student by providing access to a known calming activity
- Scheduling in independent work tasks to allow for time away from peers
- Providing opportunities for the student to engage in calming activities such as mindfulness, read a book or listen to music
- Embed purposeful movement breaks

4. **Acceleration:** It can be difficult to differentiate between agitation and acceleration and as such, the two are combined on the BRP. In the agitation phase, students are more likely to attempt to engage those around them. The acceleration phase is the last opportunity to intervene and attempt to de-escalate the student before the student progresses to 'peak'/problem behaviour.

5. **Peak:** Highly intense behaviours that may have a direct impact on teaching and learning. Student and staff safety is of paramount concern in this phase. Strategies outlined in the BRP for this phase will include the 3 C’s: Call the Office, Create Space, Clear the Environment and may also identify key staff members that can provide support.

6. **De-Escalation:** Following the peak phase, the student will move into the de-escalation phase. It is important to note that during this phase, the student may re-escalate depending on the strategies used at this time. De-escalation behaviours will vary from student to student. Strategies to consider for this phase include:

- Providing time and space for the student to de-escalate
- Supporting the student to restore the classroom if furniture/items were overturned
- Providing a movement break outside
- Listening to music or a quiet, non-academic activity

7. **Recovery:** During the recovery phase, the student starts to exhibit behaviours that are similar to those displayed when calm. It is important to note that the student may be likely to escalate depending on the approach that is taken.

**Debriefing**
Debriefing is an important part in the recovery phase however it is important to ensure that the debriefing occurs at a time when you know that the student is able to focus and discuss the incident without re-escalating. Student Debrief Template (Appendix 1.8)

Key factors to consider when debriefing:
- Is the student calm
- Is there sufficient time? Is the debrief timely?
- Keep the debrief short
- Consider how the debrief will occur: verbally, written, visually
As part of the debriefing process, students may be supported to make amends and identify appropriate consequences.

Students who require the support of a BRP are monitored at the Student Welfare Team Level. Sub-School Leaders oversee the daily implementation of supports and provide regular feedback to the Student Welfare Team. The team monitors the student’s progress closely and ensures that the student and families are connected with relevant support services. Students with a BRP are at a complex level, however if supports are effective students might then move to a moderate level of distress and disengagement (Tier II) and the BRP will become inactive. This decision will be informed by data and a completion of the safety map.

Re-engagement plan (which may include reduction in hours)
Re-engagement plans are developed for students who:
1) School refuse
2) Do not attend full time but are not enrolled in another educational setting

Re-engagement plans outline the strategies, interventions and supports that will be provided to increase school attendance. Plans are designed collaboratively with parents, external services and teachers to successfully re-engage a student into school full time through set short term and long term goals for the student to achieve. Re-engagement plans are monitored by the Welfare Team in collaboration with the Sub-School Leader and classroom teacher. Re-engagement meetings occur every fortnight where the plan is reviewed, new short term goals are updated (if student has achieved them) and a possible time increment will be granted encouraging increased student engagement.

Referral to Student Support Services Officer (SSSO)
JSA work closely with the SSSO to provide wraparound support to students. The SSSO Psychologist is a member of the Welfare Team and provides individualised support for students and families and/or secondary consultation to school staff to further develop effective school based supports for students presenting with complex distress and disengagement.

SSSO are part of the welfare team and they offer individualised support for students and families or secondary consultation to school staff members.

To access individualised supports, consent from parents is required along with a SSSO referral. At Individualised supports entails the SSSO working closely with the student and family to link them back to education. A referral to SSSO will only be made following review of the case at a Welfare Team meeting.

Secondary consultation is provided to the school and may entail reviewing support documents (e.g. BRP/BSP) and identifying alternative strategies to trial.

Referral to external services
Students and families may be supported to access external services as a preventative measure before being identified as presenting with complex distress and disengagement. Members of the Welfare Team work in collaboration with external services and ensure that appropriate support is provided to the student and families. External services may include: mental health services, family support workers, social workers and therapists.
Tap In, Tap Out & Wave off

Whilst supporting a student who may be distressed, additional support may be requested through the JSA Emergency Line. Member/s of Leadership that are available will attend the incident. Support during this time may involve the supervision or removal of the rest of the class and/or assistance to deescalate the challenging interaction.

During this time, staff are encouraged to use the following verbal/gestural codes:

“Tapping In”: Take over the incident – this should be done in consultation with the classroom team and in recognition that the current staff are not able to continue managing the situation.

“Tapping Out”: Classroom staff hand over the incident leader role to a member of Leadership and if they are able to, take up the role of communication controller or nominate another* member of staff to do so.

“Wave off”: The situation is being managed well. There are too many people present. Please leave the area.

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General Guidelines for Behaviour Support

- Remain calm.
- Call for assistance if required.
- See the student, not the behaviour.
- Use a planned response rather than a reaction.
- Remember it is OK not to get it right the first time.
- No one person has all the answers.
- Give instructions once; allow the student time to respond. (Count slowly to 10). Repeat once if necessary. Pair instructions with visuals to support student understanding.
- Maintain student dignity.
- Be consistent.
- Follow through and finish on a successful note.
- Examine behaviour in context by collecting appropriate data for individual behaviours and analysing it.
- If the behaviour occurs frequently, use data to identify possible maintaining factors. Some students find negative reactions very motivating or engaging.
- Ensure all staff working with students have a copy and understand the Behaviour Support Plan.
- Review & reflect (debrief) at the end of each day – seek assistance if needed.

Restraint & Seclusion


What is Restraint?

Restraint is defined as:
The use of physical force to prevent, restrict or subdue the movement of a person’s body or part of their body. Students are not free to move away when they are being physically restrained.

(Department of Education and Training, 2018)

What is Seclusion?

Seclusion is defined as:
The solitary confinement of a person in a room or area (e.g. a garden) from which their exit is prevented by a barrier or another person. When used by a staff member in immediate response to behaviours of concern, seclusion may also include situations where a student is left alone in a room or area and reasonably believes they cannot leave that room or area even if they would physically be able to, (it is not locked).

(Department of Education and Training, 2018)

Restraint and seclusion should only be used in an emergency where there is an imminent threat of physical injury/harm to the student or others.
Every instance of restraint or seclusion must be reported to a member of the leadership team so that a notification to the Security Services Unit can be made.

Restraint and seclusion must not be included in a Behaviour Support Plan or be used as a routine behaviour management technique, to punish or discipline a student or to respond to:

- a student’s refusal to comply with a direction, unless that refusal to comply creates an imminent risk to the safety of the student or another person
- a student leaving the classroom/school without permission, unless that conduct causes an imminent risk to the safety of the student or another person
- verbal threats of harm from a student, except where there is a reasonable belief that the threat will be immediately enacted
- property destruction caused by the student unless that destruction is placing any person at immediate risk of harm.

For additional information on Restraint and Seclusion, see

Appendix
Appendix 1.1

Adding an Incident to Accelerus

It is expected that when students present with moderate to complex levels of distress and disengagement as outlined in the JSA Safety Map Notice Tip Sheet, that an incident report be completed. For frequent distress and disengagement, discussions with the SEL may have identified that a frequency sheet or similar data collection tool may be a more appropriate form of data collection. This data sheet can then be uploaded to Accelerus as evidence for one incident report.

**Adding an incident to Accelerus**

When adding an incident to Accelerus ensure that you click on the ‘Add incident from incident bank’ option.

That will then prompt you to click on the below link before you have the option of clicking ‘Next’.

The following screen will appear. Please note that the top box does not allow you to add any text in; it will prefill from the data that you enter relating to the Date and Time of the incident.

---

Appendix 1.1

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That will then prompt you to click on the below link before you have the option of clicking ‘Next’.

The following screen will appear. Please note that the top box does not allow you to add any text in; it will prefill from the data that you enter relating to the Date and Time of the incident.
Adding the incident on Accelerus in this manner allows for easy analysis of incidents as at a glance, a student’s list of incidents appears as follows:

- Incident happened on Monday 05 March 2018 at 9:15am
- Incident happened on Monday 23 April 2018 at 10:30am
- Incident happened on Thursday 26 April 2018 at 11:30am
- Incident happened on Monday 30 April 2018 at 9:15am
- Incident happened on Tuesday 01 May 2018 at 9:00am
- Incident happened on Wednesday 02 May 2018 at 11:15am
- Incident happened on Tuesday 08 May 2018 at 11:00am

**Frequent presentations of distress and disengagement**

For moderate to complex presentations of distress and disengagement that occur frequently, the team, following recommendations from the SEL, may be collecting frequency data. This data collection sheet can be scanned and saved as a JPEG before being added to Accelerus as evidence for one incident report.

To add evidence to Accelerus an incident report will need to be completed first. Once the incident has been completed, click on the New Journal Entry icon and the following drop down menu will appear. Click on Evidence.

Once you have clicked on ‘Evidence’, the following screen will appear.

**Frequent presentations of distress and disengagement**

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Once you have clicked on ‘Evidence’, the following screen will appear.
Click on Browse or drag the image across from the location that you have saved it in. As is the case with adding Evidence for PLSP Progress Notes, the file will need to be a JPEG.

Don't forget to click 'Save'.

Click on Browse or drag the image across from the location that you have saved it in. As is the case with adding Evidence for PLSP Progress Notes, the file will need to be a JPEG.

Don't forget to click 'Save'.
# Appendix 1.2

## Check In/Check Out Card

<table>
<thead>
<tr>
<th>Student Name: XXXXX</th>
<th>Key:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date/Week:</td>
<td>0 = Nil expected behaviours demonstrated</td>
</tr>
<tr>
<td>Goals:</td>
<td>1 = 1 expected behaviour demonstrated</td>
</tr>
<tr>
<td></td>
<td>2 = 2 expected behaviours demonstrated</td>
</tr>
<tr>
<td></td>
<td>3 = 3 expected behaviours demonstrated</td>
</tr>
</tbody>
</table>

### Goal 1:
Over the course of Week 10 of Term 3, 2018, XXXXX will demonstrate JSA Expected Behaviour of 'Look after self', 'Look after Others' and 'Look after property' whilst in the classroom.

### Success Criteria:
- XXXXX will be successful when he can:
  - Keep my hands and feet to myself
  - Interact appropriately with others i.e. speaking/gesturing appropriately
  - Use equipment safely

### Time/Activity | Student’s Self Assessment | Classroom Teacher | SSL |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning Check In</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00 – 10:30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30 – 11:00 (Goal 2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00 – 12:00 (incl. Morning Tea)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check Out</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For XXXXX to be successful at JSA during Week 10, Term 3 He needs 21/27

### Total Points:

#### 37

---

### Appendix 1.2

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</thead>
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<td></td>
</tr>
<tr>
<td>Check Out</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For XXXXX to be successful at JSA during Week 10, Term 3 He needs 21/27

### Total Points:

#### 37
Appendix 1.3

Choice Matrix

Instructions: Indicate the form(s) of choice that could occur in each box. Leave the box blank if choice is not relevant.

<table>
<thead>
<tr>
<th>Schedule Activity</th>
<th>Within</th>
<th>Between</th>
<th>Who</th>
<th>Where</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>Materials (Chooses colour of pencil from 2 options)</td>
<td>Order of activities if more than 1 activity</td>
<td>At own desk or with peers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>Materials (Chooses colour of pencil from 2 options)</td>
<td>Order of activities if more than 1 activity</td>
<td>At own desk or with peers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>Choice of worksheet</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Order of activities if more than 1 activity</td>
<td>At own desk or with peers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Games</td>
<td></td>
<td>With a staff member or with peers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morning Tea/Lunch inside</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quiet activities</td>
<td>Choice of activity from field of 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 1.4

**Prevent-Teach-Reinforce**

Functional Behaviour Assessment

Student Name: _______________________

Positive Behaviour Support
Functions of Behaviour

- Student reaction to challenging situation.
- Student gets access to something.
- Proximity or attention to others.
- Stimulation or something sensory.
- Student avoids or gets away from something.
- Tangible item, activity or event.
- Adult – teacher, parent or other.
- Student — classmates, other students/peers.

(Adapted from Scott, Alter & McQuillan, 2010:91)
**Step 1: Structured Goal Setting**

Directions: In the left column, list between **ONE to THREE** behaviours you wish to see less of (behaviours to decrease) and behaviours you want to see more of (behaviours to increase) from the student.

<table>
<thead>
<tr>
<th>Behaviours to DECREASE (see less)</th>
<th>Definition (clear and observable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Behaviour</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behaviours to INCREASE (see more)</th>
<th>Definition (clear and observable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Behaviour</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>
### Step 1: Individualized Behaviour Rating Scale Tool (IBRST)

#### Target Behaviour

<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
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<tbody>
<tr>
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</tr>
<tr>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

#### KEY:

**Problem Behaviour**

<table>
<thead>
<tr>
<th>Time/Routine</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>All day</td>
<td></td>
</tr>
<tr>
<td>Specific Time/Routine</td>
<td></td>
</tr>
</tbody>
</table>

**Definition**

**Key:**

- F = Frequency
- I = Intensity

**Replacement/Alternate Desired Behaviour**

<table>
<thead>
<tr>
<th>Time/Routine</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>All day</td>
<td></td>
</tr>
<tr>
<td>Specific Time/Routine</td>
<td></td>
</tr>
</tbody>
</table>

**Definition**

**Key:**

- F = Frequency
- I = Intensity
Step 1: Guiding Questions to Set Up the Individualized Rating Scale

After your team reaches consensus on the top 2-5 goals of intervention, you are ready to set up the behaviour rating scale for them to use each day. The following questions will help you in guiding the team to determine the anchors for each behaviour.

Prior to setting up the IBRST, ensure that you have done the following two activities:
1. Clearly defined a minimum of one problem behaviour to be decreased and one appropriate behaviour to be increased. If your team identified more than 5 behaviours to be targeted, guide them to prioritize one or two behaviours to be targeted for the interventions.
2. Attempt to find out whether the team will be interested in tracking behaviour occurrence throughout the entire school day, by problematic routine, by period/subject, etc. Some teachers and paraprofessionals will be overwhelmed and may just want to concentrate on a routine in which the behaviour occurs (or does not occur) on a consistent basis.

Guiding Questions for EACH behaviour that will be targeted:

If the behaviour is one that the child may not have the same number of opportunities to perform each day (e.g., initiate social interactions appropriately, communicate the need to chill out), consider using percentage of time.

1. Starting with the top ranked problem behaviour, determine the appropriate metric (frequency, duration, intensity, latency) by asking the following questions:
   a. What concerns you the most about the problem behaviour (e.g., hitting, kicking, screaming, yelling out, throwing pencil down, etc.)? Is it (how often, how many times, the number of behavioural episodes), etc.? Or is it how long the behaviour or behavioural episode lasts? Or is it how strong or intense the behaviour or behavioural episode is?
      i. (Only ask the following question if the behaviour of concern is related to following instructions or starting work when requested) Or is it how long it takes before the student engages in the requested behaviour?
   2. Once you have established the metric, you can now ask them questions to help set up the 5-point Likert scale. For problem behaviours, ask the following questions related to the time period over which the team stated they would track the behaviour (e.g., whole day, routine specific, time specific, activity specific, etc.):

   Frequency metric questions
   a. Think back over the last month. What would you consider to be a typical bad day? How many times would you estimate that (the student) (specific behaviour) during the (day or specific routine)?
      i. The response provided can be set at Rating 4.
   b. Then a terrible day would be more than X times (put in the top number team suggested in “a.”) i.e. The response can be set at Anchor 5.
   c. What would be a fantastic day for (the student)? How many times would you like to see the behaviour occur to consider it a fantastic day?
      i. The response can be set at Anchor 1
   d. What would be a good day?
      i. The response would be set at Anchor 2
   e. What would be a so-so day (not good but not really bad)?
      i. The response would be set at Anchor 3.

Duration, intensity, latency metrics
To set the anchors for other metrics, you repeat the same procedures above and substitute the appropriate metric word (e.g., duration—how long the behaviour lasts, the amount of time the child does the behaviour in one episode; intensity—how hard, loud, far, etc. does the child do the behaviour).

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The easiest and best way to train the teacher to use the IBRST is to ask them to use it immediately after training the teacher. Repeat the practice for all other behaviours on the IBRST. The teacher is comfortable with how to rate the behaviour and they seem to understand how to use the tool.

Think about the student’s behaviour yesterday. What would you rate (problem behaviour #1) for yesterday?” After the teacher gives the response, ask them “why did you select that rating?” If it appears that the teacher is comfortable with how to rate the behaviour and they seem to understand how to use the tool, repeat the practice for all other behaviours on the IBRST.

Appropriate behaviour
Your team has a choice. Because the behaviour rating scale allows a team to graph the data points, it makes the most sense for problem behaviours to decrease (line trend goes down) and appropriate behaviours to increase (line goes up). If your team prefers this traditional method of graphing behaviour, you would use the same guiding questions for appropriate behaviour anchors and “flip” the order of the anchors. That is, the typical bad day for an appropriate behaviour would be set at anchor ‘2’ rather than 4, the terrible day would be ‘1’ rather than ‘5’, the fantastic day would be ‘5’ rather than ‘1’, and the good day would be a ‘4’ rather than a ‘2’. The constant would be the ‘3’ (a so-so day).

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Training the teacher
The easiest and best way to train the teacher to use the IBRST is to ask them to use it immediately after development. If your meeting is at the beginning of the school day, once the IBRST is developed, say, “Let’s test this out. Think about the student’s behaviour yesterday. What would you rate (problem behaviour #1) for yesterday?” After the teacher gives the response, ask them “why did you select that rating?” If it appears that the teacher is comfortable with how to rate the behaviour and they seem to understand how to use the tool, repeat the practice for all other behaviours on the IBRST.

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Other tips:
1. The anchors do not have to be even (same # of data points within each anchor). For example, you can have a team say that on a typical or average day, the behaviour occurs about 8 or 9 times (anchor 4), a really bad day is more than 10 times (anchor 5), a really good day (goal-anchor 1) is 0-1 times, an okay day (anchor 3) is 5-6 times, and an almost good day (anchor 2) is about 3 or 4 times. Your goal here is to set up the scale in a format that will allow the teacher to use the entire scale in recording the occurrence and non-occurrence of behaviour. If you prefer to have every possible number included, you can use ranges (e.g., in the above example, 2 times is not represented. You can increase the range for anchor 1 to 0-2 times or you could increase the range for anchor 2 to 2-4 times. If you will be doing this, always ask the team what would be most accurate for them when recording the behaviours.

2. Each behaviour can have a different metric. That is, your team may have 2 or 3 behaviours they are targeting. One could be frequency, one could be duration, and another could be percentage of time or some other metric. This is determined by the behaviour and the responses to the guiding questions. Occasionally, you may have a team who is concerned about 2 different metrics for the same behaviour. For example, a team may be concerned by both how often a child hits and its intensity. If the team would like to track both metrics, you would have one row of the Behaviour Rating Scale be Hitting-frequency and one row Hitting-duration.

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PREVENT-TEACH-REINFORCE
Assessment Checklist

Student: _____________________________________________________________
Responder: ___________________________________________________________
Behaviour: ___________________________________________________________

Prevent

1a) Are there times of the school day when the problem behaviour is most likely to occur? If yes, what are they?

☐ Morning ☐ Before recess ☐ During recess ☐ After recess ☐ Arrival
☐ Afternoon ☐ Before lunch ☐ During lunch ☐ After lunch ☐ Dismissal
Other: ______________________________________________________________

1b) Are there times of the school day when the problem behaviour is very unlikely to occur? If yes, what are they?

☐ Morning ☐ Before recess ☐ During recess ☐ After recess ☐ Arrival
☐ Afternoon ☐ Before lunch ☐ During lunch ☐ After lunch ☐ Dismissal
Other: ______________________________________________________________

2a) Are there specific activities when the problem behaviour is very likely to occur? If yes, what are they?

☐ Reading ☐ Writing ☐ Large group work ☐ Excursions
☐ Independent work ☐ Small group work ☐ Floor time ☐ Discussions
☐ One-on-one ☐ Technology ☐ Integrated studies ☐ Transitions (specify)
☐ Peer/cooperative ☐ Specialist class
☐ Free time ______________ work (specify)
☐ Work in seat ☐ Maths ______________________

Other: ______________________________________________________________

2b) Are there specific activities in which the problem behaviour is very unlikely to occur? What are they?

☐ Reading ☐ Writing ☐ Large group work ☐ Excursions
☐ Independent work ☐ Small group work ☐ Floor time ☐ Discussions
☐ One-on-one ☐ Technology ☐ Integrated studies ☐ Transitions (specify)
☐ Peer/cooperative ☐ Specialist class
☐ Free time ______________ work (specify)
☐ Work in seat ☐ Maths ______________________

Other: ______________________________________________________________
3a) Are there specific classmates or adults whose proximity is associated with a high likelihood of the problem behaviour occurring? If so, who are they?
- Peers (specify)
- Teachers (specify)
- Other family member
- Education support staff
- Other school staff
- Bus driver

3b) Are there specific classmates or adults whose proximity is associated with a high likelihood of the problem behaviour not being exhibited? If so, who are they?
- Peers (specify)
- Teachers (specify)
- Other family member
- Education support staff
- Other school staff
- Bus driver

4) Are there specific circumstances in which the problem behaviour is very likely to occur? Please indicate the top 3-5 circumstances that are the most likely to trigger the problem behaviour.
- Request to start task
- Seated near specific
- Removal of preferred
- Being told work is too difficult
- Peer item wrong
- Task too long
- Peer teasing or
- Start of non-preferred
- Reprimand or
- Task is boring comments activity
- correction
- Task is repetitive
- Student is alone
- End of preferred
- Told “No” (same task daily)
- Teacher is attending to activity
- Change in schedule
- New task
- Other students
- ‘Down’ time (no task
- Transition
- Unstructured time
- specified)

If the problem behaviour happens most often during academic time/work, does the student have the skills to do the work being requested?  

5) Are there specific circumstances in which the problem behaviour is very unlikely to occur?

6) Are there conditions in the physical environment that are associated with a high likelihood of the problem behaviour occurring? E.g. too warm, too cold, too crowded, too noisy, too chaotic, weather conditions etc.
7) Are there circumstances unrelated to the school setting that occur on some days but not on other days that may make problem behaviour more likely to occur?

- Illness
- Change in
- Allergies
- Drug/alcohol abuse
- Home conflict
- Medication
- Physical condition
- Bus conflict
- Sleep deprivation
- Hunger
- Hormones or
- Fatigue
- Pain
- Parties or social
  menstrual cycle
  event
- Change in routine
- Stayed with non-
  event
- No medication
- Parent not home
  custodial parent
- Change in diet

Other:

Additional comments not addressed above in the prevent component

---

Teach

8) Does the problem behaviour seem to be exhibited in order to access attention from peers? If so, are there particular peers whose attention is solicited?

- Yes (list specific peers)
- No

9) Does the problem behaviour seem to be exhibited in order to access attention from adults? If so, are there particular adults whose attention is solicited?

- Yes (list specific adults)
- No

10) Does the problem behaviour seem to be exhibited in order to access / obtain items or preferred activities (games, electronics, materials, food) from peers or adults?

- Yes (list specific objects)
- No

---

Teach

8) Does the problem behaviour seem to be exhibited in order to access attention from peers? If so, are there particular peers whose attention is solicited?

- Yes (list specific peers)
- No

9) Does the problem behaviour seem to be exhibited in order to access attention from adults? If so, are there particular adults whose attention is solicited?

- Yes (list specific adults)
- No

10) Does the problem behaviour seem to be exhibited in order to access / obtain items or preferred activities (games, electronics, materials, food) from peers or adults?

- Yes (list specific objects)
- No
11) Does the problem behaviour seem to be exhibited in order to **avoid or delay a transition** from a preferred activity to a non-preferred activity?

- Yes (list specific transitions)
- No

12) Does the problem behaviour seem to be exhibited in order to **avoid or delay** a non-preferred (difficult, boring, repetitive) task or activity?

- Yes (list specific non-preferred tasks/activities)
- No

13) Does the problem behaviour seem to be exhibited in order to **avoid/escape** from a non-preferred peer or adult?

- Yes (list specific peers/adults)
- No

14) What behaviours could the student be taught to do that would help meet academic goals? Select 3-5 behaviours that would enable the student to participate and meet academic goals.

- Commence work tasks
- Complete work tasks
- Homework completion
- Socially engage (e.g., working cooperatively with peers)
- Organisational strategies of self-regulation
- Attend class cooperatively
- Arrive to class on time
- Ask for help
- Stay on task
- Stay in seat

Additional comments not addressed above in the teach component

15) What responses (**consequences**) typically occur after the student exhibits the **problem behaviour**?

Identify the top 3-5 responses that adults or peers almost always do immediately after the problem behaviour is exhibited.
16) Does the student **enjoy positive acknowledgements** from teachers and other school staff? Does the student enjoy positive acknowledgements from some teachers more than others?
- Yes (list specific people)
- No

17) What is the likelihood of the student’s **appropriate behaviour** (e.g. on-task behaviour, cooperation, successful performance) resulting in acknowledgment or praise from teachers or other school staff?
- Very likely
- Sometimes
- Seldom
- Never

18) What is the likelihood of the student’s **problem behaviour** resulting in acknowledgment (e.g. reprimands, corrections) from teachers or other school staff?
- Very likely
- Sometimes
- Seldom
- Never

19) What school-related items and activities are **most enjoyable** to the student? What items or activities could serve as special rewards?

- Social interaction with adults
- Music
- Art activity
- Social interaction with peers
- Puzzles
- Computer/iPad
- Playing a game
- Going outside
- Video games
- Helping teacher
- Going for a walk
- Watching TV/video
- Going to media centre
- Reading
- Objects (specify)
- Sensory activity (specify)
- Extra P.E. time
- Extra free time

**Other:**

Additional comments not addressed above in the **reinforce component**

---

16) Does the student **enjoy positive acknowledgements** from teachers and other school staff? Does the student enjoy positive acknowledgements from some teachers more than others?
- Yes (list specific people)
- No

17) What is the likelihood of the student’s **appropriate behaviour** (e.g. on-task behaviour, cooperation, successful performance) resulting in acknowledgment or praise from teachers or other school staff?
- Very likely
- Sometimes
- Seldom
- Never

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- Going to media centre
- Reading
- Objects (specify)
- Sensory activity (specify)
- Extra P.E. time
- Extra free time

**Other:**

Additional comments not addressed above in the **reinforce component**
### Step 2: Prevent Teach Reinforce Functional Behaviour Assessment Summary Table and Hypothesis Statement

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Prevent Data</th>
<th>Teach Data</th>
<th>Reinforce Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Behaviour</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pro-Social Behaviour</td>
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</table>

#### Possible Hypothesis

<table>
<thead>
<tr>
<th>When...</th>
<th>S/he will...</th>
<th>As a result s/he...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Behaviour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replacement Behaviour</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Behaviour Support

#### Before the Behaviour:
- Setting Conditions (most likely):

#### Target Behaviour:
- Description:

#### After the Behaviour:
- Your Response:
- Their Response:

#### Understand the Behaviour

- Antecedent:

#### Identify the Function

- The Function of the behaviour:
  - Access
  - Attention
  - Tangible
  - Sensory
  - Avoid

#### Hypothesis:

<table>
<thead>
<tr>
<th>Proactive Plan for Intervention</th>
<th>Goals/New Behaviour/Skill matched to function</th>
<th>Preventative/Proactive Strategies</th>
<th>Teaching Strategies</th>
<th>Reinforce Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long Term Goal/Vision:</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short Term Goals: Increase</td>
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<td></td>
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<tr>
<td>Decrease:</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Data Collection:
- **What:**
- **When:**
- **How:**

Parent Signature: _____________________________
Classroom Teacher Signature: _____________________________
SSL Signature: ___________________________________________
Step 3: Coaching/Training Checklist

Directions for developing the form:
1. Select an intervention and write its name under the appropriate category (e.g. Prevent, Teach, Reinforce).
2. As a team, use the specific, step-by-step behaviour intervention plan to identify the core adult behaviours that would be observed during implementation of the intervention. Write one step in each line under the correct category (e.g. Prevent, Teach, Reinforce)
3. Repeat steps 1 & 2 for the remaining interventions.

Directions for completing the form:
1. Conduct training during a time when students are not present
2. As a team, discuss the steps of implementation
3. Next, select methods that will be used to have teachers practice each step (e.g. discussion, Q & A, role play)
4. Circle the Y if the teacher/person implementing the plan correctly implements step(s) 5. Circle N if the teacher/person implementing the plan does not correctly implement step(s)
5. Calculate the percent score.
6. If the percent score is less than 100%, the team should consider further training is needed or develop a plan to ensure the weak steps are addressed during technical assistance.
## Step 3: Coaching/Intervention Training Checklist

**Student:**
Name of person(s) implementing intervention:
Date of Training:

<table>
<thead>
<tr>
<th>Core Adult Behavior Components of Intervention</th>
<th>Did the implementer complete the step?</th>
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<tbody>
<tr>
<td><strong>PREVENT Component</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Yes/No</td>
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<tr>
<td>2.</td>
<td>Yes/No</td>
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<tr>
<td>3.</td>
<td>Yes/No</td>
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<tr>
<td>4.</td>
<td>Yes/No</td>
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<tr>
<td>5.</td>
<td>Yes/No</td>
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<tr>
<td>6.</td>
<td>Yes/No</td>
</tr>
<tr>
<td><strong>TEACH Component</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<tr>
<td>6.</td>
<td>Yes/No</td>
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<tr>
<td><strong>REINFORCE Component</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<tr>
<td>6.</td>
<td>Yes/No</td>
</tr>
</tbody>
</table>

**TOTAL (# Yes / # Total):**

Percent Score

---

## Step 3: PTR Plan Assessment (Fidelity)

**Teacher:**
**Student:**
**Date:**
Observation Self-Assessment

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Implemented</th>
<th>Did it have the desired impact on behavior?</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(No impact; 2 = one small impact; 3 = great impact)</td>
<td></td>
</tr>
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</table>

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**Teacher:**
**Student:**
**Date:**
Observation Self-Assessment

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<tr>
<td></td>
<td></td>
<td>(No impact; 2 = one small impact; 3 = great impact)</td>
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</tr>
<tr>
<td>PREVENT</td>
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<td>------------------</td>
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<td>--------------</td>
<td></td>
</tr>
<tr>
<td>Prevention Intervention (Name)</td>
<td>Y / N / NA</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>1</td>
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<tr>
<td>2</td>
<td>Y / N / NA</td>
<td>1 2 3</td>
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<tr>
<th>TEACH</th>
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<tbody>
<tr>
<td>Replacement behavior</td>
<td>Y / N / NA</td>
<td>1 2 3</td>
</tr>
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<table>
<thead>
<tr>
<th>REINFORCE</th>
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<tr>
<td>Reinforce replacement behavior</td>
<td>Y / N / NA</td>
<td>1 2 3</td>
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<table>
<thead>
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<th>PREVENT</th>
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<td>Prevention Intervention (Name)</td>
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<td>Y / N / NA</td>
<td>1 2 3</td>
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</table>

Behavior Plan Assessment: Y/Y + N total
## Monitoring/Follow up

Set a date for a follow up meeting (within 3 weeks) to evaluate effectiveness of behaviour intervention plan

<table>
<thead>
<tr>
<th>Date and Time</th>
<th>Staff in attendance</th>
</tr>
</thead>
</table>

### Data-Based Decision Making Points

1. **Was the intervention successful – did behaviour meet criterion levels?**
   - If **YES**, go to question 5 below
   - **Yes** | **No**

2. **NO, intervention not successful. Was the plan implemented as intended?**
   - What were the fidelity scores? __________
   - **Yes** | **No**

3. **NO, intervention not successful; YES, plan was implemented as intended.**
   - Determine next step:
     - **a)** Give the plan more time
       - Date of next follow up meeting (no more than 3 weeks) __________
     - **b)** Modify the plan
       - Date of meeting to develop modified plan __________
       - Date to train the teacher in the modified plan __________
     - **c)** Conduct a more comprehensive FBA
       - Team/Facilitator conducting FBA __________
       - Date by when FBA will be completed __________
       - Date of meeting to develop hypothesis and plan (no more than 3 weeks) __________

4. **NO, intervention not successful: NO, plan was NOT implemented as intended.**
   - **a)** Retrain the teacher
   - **b)** Modify the plan to make more feasible
     - a. Date of meeting to develop modified plan __________
     - b. Date of next follow up meeting (no more than 3 weeks) __________
   - **c)** Select more interventions that are more acceptable and match the hypothesis
     - a. Date of meeting to develop new plan __________
     - b. Date of next follow up meeting (no more than 3 weeks) __________

5. **YES, intervention effective and YES plan implemented as intended.**
   - **a)** Extended the plan by implementing in another problematic routine or with other people
   - **b)** Establish new goal/increase criterion
   - **c)** Teach a new skill
   - **d)** Fade out parts of the plan
   - **e)** Other (specify) __________
<table>
<thead>
<tr>
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<th>Planned Responses</th>
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<tbody>
<tr>
<td>1. Calm</td>
<td>Focus: Prevention and building positive engagement</td>
</tr>
<tr>
<td>2. Triggers</td>
<td>Focus: Prevention &amp; Redirection</td>
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<tr>
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<td>Focus: Reduce anxiety and ensure safety Use the above preventative strategies, along with:</td>
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<td>Focus: Safety Use the above escalation response strategies, along with:</td>
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<td>5. De-escalation behaviours</td>
<td>Focus: Monitor for re-escalation behaviour</td>
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<td>6. Recovery</td>
<td>Focus: Returning to normal activities</td>
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<th>SIGNATURE</th>
<th>DATE</th>
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<tbody>
<tr>
<td>PARENT/ CARER</td>
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<tr>
<td>CLASSROOM TEACHER</td>
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<td>SPECIALIST PE</td>
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<td>SPEECH PATHOLOGIST</td>
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### Appendix 1.6

**Re-engagement Plan**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Date of Birth:</th>
<th>Room No:</th>
<th>Parent/Carer:</th>
<th>Contact Details:</th>
<th>Date of re-engagement meeting:</th>
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#### Aim of Meeting:

#### Current Pattern of behaviour:
- E.g.: school refusal, extreme behaviour, anxiety

#### History of behaviour:
- E.g.: attendance (show attendance data), extreme behaviour (ABC data sheet, frequency and intensity sheet)

#### Strengths and Interests of student:
- 
- 

#### Barriers to the return to school:
- 
- 

#### Return to School Plan

**Short Term Plan:**
- E.g. week 1 - attend school 2 days a week, half days, week 2 – 3 days a week, half days

**Long Term Plan:**
- E.g. full time attendance, less incidents, increased engagement

#### Student attendance goal for 2 weeks:
- 

#### Student expectations and support strategies:
- E.g. pack bad the night before, have a morning schedule ready
- 

#### School Staff expectations and support strategies:
- E.g. have daily schedule ready, visuals available, focus on relationship building
- 

#### Parent/Carer expectation and support strategies:
- E.g. have a bedtime routine, home based rewards, help prepare for school the night before
- 

#### Plan implementation date: | Review meeting date: | 
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### Appendix 1.7

**STUDENT POST-INCIDENT DEBRIEFING FORM FOLLOWING A PHYSICAL OR SEXUAL ASSAULT (OR ANY OTHER INCIDENT)**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Date:</th>
<th>Time:</th>
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<table>
<thead>
<tr>
<th>Staff in Attendance:</th>
<th>Date/Time of incident:</th>
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**What happened?**

What was your behavior? What happened?

### Feelings

**How do you think peer/adult/class felt? Why do you think they were.....?**

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<tbody>
<tr>
<td>angry</td>
<td>sad</td>
<td>happy</td>
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**What were you feeling before the (label behavior)?**

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<td>sad</td>
<td>happy</td>
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</table>
What were you feeling **during** the (label behavior)?

What were you feeling **after** the (label behavior)?

How can staff or peers help you next time? What can you do next time to stay calm?

---

Student (Print Name): ___________________________
Sign: ____________________________________________ Date: ________________
Staff member (Print Name): _______________________
Sign: ____________________________________________ Date: ________________
Links to Additional Resources

**Autism Resources**
- Raising Children: [https://raisingchildren.net.au/autism](https://raisingchildren.net.au/autism)
- Aspect: [https://www.autismspectrum.org.au/](https://www.autismspectrum.org.au/)

**Communication Resources**
- Augmentative & Alternative Communication (AAC) What is AAC? [https://www.youtube.com/watch?v=ykVoYutgrZs&list=PLw3zYYcsE](https://www.youtube.com/watch?v=ykVoYutgrZs&list=PLw3zYYcsE)
- Expanding language: [https://www.youtube.com/watch?v=in7BVWJ1esI](https://www.youtube.com/watch?v=in7BVWJ1esI)

**SW-PBS Resources**
- PBIS OSEP Technical Assistance Center: Overview of and resources to support schools to implement SW-PBS with fidelity: [https://www.pbis.org/](https://www.pbis.org/)
- Missouri School Wide Positive Behaviour Support: Resources to support understanding and implementation of SW-PBS: [http://pbismissouri.org](http://pbismissouri.org)

**SW-PBIS World**
- Links to suggestions for possible interventions based on behavioural presentations: [http://www.pbisworld.com/](http://www.pbisworld.com/)

**DET Online Training Modules**
- Online modules on the following topics:
  - Prevent, Teach, Reinforce
  - Behaviour Response Planning
  - Managing Challenging Behaviours
Bibliography


Web Addresses

http://www.autismtoolbox.co.uk/resources/interventions-and-approaches/comic-strip-conversations/

https://www.iidc.indiana.edu/pages/video-self-modeling-how-to-and-examples

https://www.acer.org/westmead-feelings-program

http://www.autismsafety.org/resources.php

https://sosafeprogram.com/

https://www.pbis.org/evaluation/evaluation-briefs/patternspredictors-of-cico

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