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 to:

● 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.
TEACHING AND LEARNING PROTOCOLS

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 SSL, coaches 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:
- Talk to me in a respectful and calm manner
- When I’m having a problem, please help me find a solution
- Know my learning style and how I learn best
- Know what my interests are and motivates me and build these into my program.
- Teach me how to work and play with other students in a friendly way
- Do not speak about me to others in front of me or my peers
- Help 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 that my voice is heard and that 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)

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● 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.
● Teach me how to engage with others
● Extends into my time in the playground. This means the teaching team will:
  o Teach me to use playground equipment
  o Support me to communicate and interact with adults and peers
  o 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, coaches and/or therapists.
Multi-Tiered Support System Framework

The Multi-Tiered Support System (MTSS) Framework utilises evidence informed practices (Safe MINDS, Mind Matters etc.) to establish efficient and effective systems to support student engagement and wellbeing that is responsive to the needs of students with Autism.

The Student Engagement and Wellbeing 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. It supports staff to identify students who are at risk of becoming disengaged or distressed. Through collaborative Classroom Team Meetings with their Sub-School Leader (SSL), classroom staff are supported to review Tier 1 practices using the JSA Tier I Self-Assessment Checklist (Appendix 1.1).

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 class.

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### Classroom Teacher

**Parent communication:**
- Note in student communication book informing parents of **LOW** level distress & disengagement
- Phone call to parent 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 and Therapy Staff 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 ES

**Reporting**
- Complete reports
  - Cases 21
  - Incident reports
  - Inform leaders of incidences
  - 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 by 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
Sub School Leader Support

Parent Communication:
- SSL to attend and support teachers with facilitating a care conference for students presenting at a moderate level of distress & disengagement.
- Support teachers during SSG meetings
- Classroom Teacher and SSL to be the main contact point for parents

Classroom Support:
- Weekly check in with staff
- Communication regarding scheduled Sub School Events and weekly reminders
- Managing low level distress and disengagement during playground and transition time
- Conferencing with students
- Support to implement Sub School Programs
- Support teachers to identify students for specific programs (e.g. Hands On Learning, ADVANCE etc)
- Support classroom teams to implement Tier 1 strategies and interventions in collaboration with Therapy Staff

Documentation:
- Support teachers with accountability for work programs, PLSP documents, Student Transition Profiles etc

Reporting:
- To notify the SSL of regular incidences
- Support classroom teams to complete incident reports/eduSafe reports
- Communicate with members of the Student Learning and Support Team for students who are flagged at risk or presenting with complex distress and disengagement
MTSS Framework Documents:

Student Distress & Disengagement Notice Tip Sheet

This document is designed to support staff and Sub-School Leader (SSL) to identify students presenting with distress and/or disengagement. It merges both Autism, SW-PBS, mental health and wellbeing perspective to raise awareness and highlight the various ways students may present when distressed or disengaged.

JSA Safety Map

The JSA Student Engagement Safety Map guides the Sub-School Leader (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 a data systems (e.g. classroom based data, incident reports, eduSafe, Cases 21 etc.)
The document is designed to assist the Student Engagement Leader 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.
Complex Distress and Disengagement Risk Assessment

The Risk Assessment is to be completed to identify whether a student requires a Behaviour Response Plan (BRP) as well as a Behaviour Support Plan (BSP). It is to be completed for students who have been identified through the JSA Safety Map as presenting with complex distress and disengagement.

The Risk Assessment is to be completed in collaboration with your Sub School Leader (SSL).

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Low, 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 during a

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

The three levels of challenging interactions at JSA have been categorised as Low, Moderate and Complex.

Managed by the Classroom Team- Review Tier I with SSL & Therapy Team: Low Level Distress/Disengagement

Low level distress/disengagement may manifest in a range of different ways however, the behaviours that are observed at this level are those behaviours which are managed within the learning environment by classroom staff. Displays of low level distress/disengagement can be minimised through the implementation of primary preventative strategies as outlined in Tier I of the Positive Behaviour Support Pyramid. The Student Engagement & Wellbeing Tier I Self-Assessment Tool may be used as a guide for classroom teams to reflect on the use of Tier I strategies/interventions to identify focus areas for support from the Therapists and Sub School Leader. Signs of low level distress or disengagement should be documented using JSA Classroom Behaviour Logs.

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

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 I 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 supported through 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 generate a consultancy referral. The BSP will be developed collaboratively using the Prevent, Teach, Reinforce framework.

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

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 I 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.

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A referral to the Coaches may be put in place to provide support for staff to develop the BSP. Additional support for the implementation of the BSP will be co-ordinated through the Student Learning Support Team.

Managed by Leadership and Classroom Teacher - Complex Distress/Disengagement

Complex distress and disengagement may manifest as behaviours which require immediate support from members of the leadership team to assist the classroom staff to minimise the potential harm to the student displaying the behaviour and to others. Displays of complex behaviours can be minimised through ensuring Tier I and Tier II 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 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). Support at this level will be co-ordinated.

NB: All Moderate to Complex displays of distress and disengagement should be documented as an incident report on Accelerus. Appendix 1.9 provides a guide for how to lodge an incident on Accelerus.
What is Autism?

(a) Persistent deficits in social communication and social interaction across multiple contexts, as manifested by the following, currently or by history:

1. Deficits in social-emotional reciprocity, ranging, for example, from abnormal social approach and failure of normal back-and-forth conversation; to reduced sharing of interests, emotions, or affect; to failure to initiate or respond to social interactions.

2. Deficits in nonverbal communicative behaviour used for social interaction, ranging, for example, from poorly integrated verbal and nonverbal communication; to abnormalities in eye contact and body language; or deficits in understanding and use of gestures; to a total lack of facial expressions and nonverbal communication.

3. Deficits in developing, maintaining, and understanding relationships, ranging, for example, from difficulties adjusting behaviour to suit various social contexts; to difficulties in sharing imaginative play; or in making friends; to absence of interest in peers.

(b) Restricted, repetitive patterns of behaviour, interests, or activities, as manifested by at least two of the following, currently or by history:

1. Stereotyped or repetitive motor movements, use of objects, or speech (e.g., simple motor stereotypes, lining up toys or flapping objects, echolalia, idiosyncratic phrases).

2. Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behaviour (e.g., extreme distress at small changes, difficulties with transitions, rigid thinking patterns, greeting rituals, need to take same route or eat same food every day).

3. Highly restricted, fixed interests that are abnormal in intensity or focus (e.g., strong attachment to or preoccupation with unusual objects, excessively circumscribed or perseverative interests).

4. Hyper- or hypo reactivity to sensory input or unusual interest in sensory aspects of the environment (e.g., apparent indifference to pain/temperature, adverse response to specific sounds or textures, excessive smelling or touching of objects, visual fascination with lights or movement).

(Diagnostic and Statistical Manual of Mental Disorders 5th Edition, 2013)
Nearly three-quarters of children with autism spectrum disorder (ASD) also have another medical or psychiatric condition. This is called ‘comorbidity’, and the conditions are often called ‘comorbid’ conditions.

Comorbid conditions can appear at any time during a child’s development. Some might not appear until later in adolescence or adulthood. Sometimes these comorbid conditions have symptoms that affect how well ASD therapies and interventions work.

Here are some of the common comorbid conditions that might be diagnosed in children with Autism:

- Anxiety
- Attention Deficit Hyperactivity Disorder (ADHD)
- Bipolar Disorder
- Clinical Depression
- Intellectual Disability and Developmental Delays
- Motor Difficulties
- Obsessive Compulsive Disorder (OCD)
- Seizures and Epilepsy
- Sleep Problems
- Gastrointestinal Symptoms

(Raisingchildren, 2018)
There are also psychological constructs which have been identified to help explain the social difficulties, learning styles and any explanation of behaviour. These constructs have been helpful in generating powerful intervention strategies.

**Theory of Mind (ToM)**

Theory of Mind (ToM) is a psychological theory of autism which is about a person’s ability to understand that others have their own thoughts, feelings, beliefs and experiences that are different to their own (Baron-Cohen, Leslie & Frith, 1985).

**Ways to support impairments in ToM:**

- Specifically teach the social skills of listening, not interrupting, waiting and taking turns etc.
- Assist students to recognise the effects of their actions
- Be aware of the child’s language level
- Be explicit when giving instructions and use visuals as much as possible
- Explicitly teach the student to recognise emotions
- Cue the student to attend and focus on the topic. Use visuals to show the student the expected behaviours
- Make the student aware of themselves as a problem solver (Bortoli, 2014).

**Central Coherence**

Central Coherence is a tendency to draw together diverse information to construct higher level meaning in context. Interactions with the environment will be gathered to form overall impressions or the ‘gist’ of something. It is a different way of thinking which is why we refer to it as ‘weak central coherence’ rather than a deficit. In fact, it is a strength in seeing the details.

**Ways to support impairments in weak central coherence:**

- Make beginning and end points of a task very clear.
- Avoid ambiguity, use visual clues to highlight meaning.
- Teach how to make choices.
- Build in opportunities for generalisation.
- Make connections between previous skills explicit. Make use of photos and generate a memory skill book.
- Teach events of cause and effect, for example, “when Sally did this, this is what happened!” (Bortoli, 2014)
Executive Functioning System

Executive Functioning System (EFS) involves the frontal lobe of the brain. The frontal lobe is the first part of the brain to receive information from the environment and communicating it to other areas of the cortex. It is specifically related to:

- Planning
- Self-monitoring
- Giving correct responses
- Behavioural flexibility
- Organised search
- Set maintenance and change

Ways to address impairments in EF:

- Clarify expectation of the environment
- Provide clear beginning and end to activities and tasks
- Provide visual schedules which prepare students for change, planning and organisation
- Break tasks down into clearly identifiable steps and ink it with visuals where possible
- Communicate ideas and experiences

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Social communication and interaction is a two way process between 2 or more people. When the receiver doesn’t understand the sender’s message, or the receiver cannot feedback this is a communication breakdown. This occurs for children who have not developed the language skills to both understand and produce messages effectively and is known as a language disorder.

All students at JSA have a severe language disorder as well as Autism. This means JSA students have significant difficulties with both:

a) **Receptive Language**: the ability to understand words and,

b) **Expressive Language**: the ability to use words

Therefore, our students not only experience difficulties with social communication and interactions associated with Autism, they also experience significant difficulties understanding and using language.

A common trait among people with Autism and significant language disorders is echolalia. Echolalia is defined as the unsolicited repetition of vocalizations made by another person without any understanding of what they have said. Students exhibiting echolalia may present to understand and use lots of language, masking their language disorder. It is essential for educators to understand the language skills of a student to ensure strategies are used to support their understanding and expressive communication across their school day.
"Just because you know me doesn’t mean you can always read my mind or express my words for me."
(Melinda Smith, 2011)

"Communication is not an end goal in and of itself, rather it is a tool to allow individuals to participate effectively and attain their goals at home, at school, at work, and in the community.” (Light & McNaughton, 2015).
Common misconceptions about the usage of AAC include:

While we can certainly understand these concerns, they are inaccurate. Numerous research studies have shown that using AAC will not inhibit speech development. Instead, studies have found that AAC can have positive effects on speech and language development, and does not prevent the user from learning to speak.

Research findings have shown that:

- Usage of AAC systems does not inhibit the user's speech development. Instead, AAC can support speech production because AAC helps to build successful communication (Millar et al., 2006).
- AAC users have been found to make gains in communication skills as the AAC system helps build successful communication, which in turn promotes further use and practise in using the system to successfully support communication needs (Barker et al., 2013).
- AAC provides individuals who have difficulty communicating with others, with a way to communicate more clearly. This in turn helps to reduce frustration and behaviour.

At Jacana School for Autism (JSA), we recognise and acknowledge that:

- Communication is a basic human right (Brady et al., 2016);
- Implementing effective communication systems enables every student their right to communicate;
- Supporting and promoting the use of students' Augmentative and Alternative Communication (AAC) systems are essential in supporting their individual rights to communicate.

What is communication?
Communication is a basic human right. Essentially, it means being able to say, 'what I want to say, when I want to say it, and to whomever I want' (Porter & Burkhart, 2015). Successful communication occurs when people understand each other's messages. There are many different ways in which people communicate such as using speech, gestures, pictures, body language, AAC systems as well as via reading and writing. It is important to remember that communication is not only about choice making or providing a yes/no response!

At JSA, we adopt a multi-modal communication approach to support students' ability to communicate with others. This involves using one or more of the students' communication systems to support their ability to communicate. Usage of AAC systems is vital at JSA, as our students typically have significantly disordered speech and language skills. Consistent usage of AAC systems acts as a 'scaffold' to augment the development of normal mastery of speech skills for some students, whilst functioning as an alternative communication system for students with little or no speech.

Myths vs Facts
Common misconceptions about the usage of AAC include:

- "Using AAC will prevent him/her from talking"
- "Introducing AAC means that we have given up on speech"
- "AAC will become a crutch and he/she will no longer try to speak"
- "He/She will take the easy way out and only use AAC"
- "He/she is too young for AAC. We need to give him/her more time to learn speech before starting AAC".

While we can certainly understand these concerns, they are inaccurate. Numerous research studies have shown that using AAC will not inhibit speech development. Instead, studies have found that AAC can have positive effects on speech and language development, and does not prevent the user from learning to speak.

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- AAC provides individuals who have difficulty communicating with others, with a way to communicate more clearly. This in turn helps to reduce frustration and behaviour.
Some general strategies to support development of communication skills include:

- A review of published studies describing the “effects of AAC on speech production in children with autism or developmental disorder—not otherwise specified” found that there was “no reported decline” in speech skills with the usage of AAC. Instead, most showed increases in speech production (94%) whilst some maintained their current speech skills (6%) but had more autonomy in communicating effectively and successfully (Schlosser & Wendt, 2008).

**Modes of communication**

Students at JSA typically communicate in a range of manners such as:

- Body language (e.g. orienting towards the item, walking away, looking away, nodding head etc.)
- Facial expressions
- Gestures
- Vocalisations
- Verbalisations (e.g. single words/short phrases/sentences)
- Common Key Word Signs (e.g. finish, toilet, more)
- Objects, visuals and written words (these may be organised into communication boards/books)
- Speech generating devices (e.g. iPad with an AAC app or a dedicated speech generating device).

Using a multi-modal approach to communication does not mean picking only one way to communicate. In fact, we all use multiple forms of communication on a daily basis. We talk, point, wave, and use facial expressions and body language. We make decisions about what method of communication to use based on our environment, communication partner and the message we want to convey.

The student as a communicator is no different. Their manner of communication (e.g. AAC system, speech, pointing, gestures, facial expression and body language) co-exists as part of their ‘multimodal’ communication system. Just as we do, they too make decisions about which mode of communication to use based on their environment, communication partner and message. Our roles as educators are to support them in developing their skills to communicate in a manner that is optimal for successful communication with others.

**How do we promote and support development of communication skills?**

Some general strategies to support development of communication skills include:

- **Always ensure** that students with AAC systems have ongoing access to their communication systems across the day. This also means ensuring that their AAC systems are clearly within view and easily accessible at all times.
- **Use and maximise opportunities** for students to use their AAC systems throughout the day. Providing multiple opportunities will ensure that students can consistently practise and develop skills in communicating effectively and successfully.
- **Model** a range of communicative functions such as making requests, commenting, asking questions, and giving direction within a range of familiar and unfamiliar activities. Communication is not just about making requests or answering yes/no questions!

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- Speech generating devices (e.g. iPad with an AAC app or a dedicated speech generating device).

Using a multi-modal approach to communication does not mean picking only one way to communicate. In fact, we all use multiple forms of communication on a daily basis. We talk, point, wave, and use facial expressions and body language. We make decisions about what method of communication to use based on our environment, communication partner and the message we want to convey.

The student as a communicator is no different. Their manner of communication (e.g. AAC system, speech, pointing, gestures, facial expression and body language) co-exists as part of their ‘multimodal’ communication system. Just as we do, they too make decisions about which mode of communication to use based on their environment, communication partner and message. Our roles as educators are to support them in developing their skills to communicate in a manner that is optimal for successful communication with others.

**How do we promote and support development of communication skills?**

Some general strategies to support development of communication skills include:

- **Always ensure** that students with AAC systems have ongoing access to their communication systems across the day. This also means ensuring that their AAC systems are clearly within view and easily accessible at all times.
- **Use and maximise opportunities** for students to use their AAC systems throughout the day. Providing multiple opportunities will ensure that students can consistently practise and develop skills in communicating effectively and successfully.
- **Model** a range of communicative functions such as making requests, commenting, asking questions, and giving direction within a range of familiar and unfamiliar activities. Communication is not just about making requests or answering yes/no questions!
Use interesting and motivating activities to encourage communication and participation from the students.

Provide sufficient processing time for students to process directions/questions provided to them.

Respond and honour communication attempts from students, where possible. This will help them to develop positive associations with communication.

Strategically utilise opportunities to model extensions of the student’s communication attempts. For example, when a student requests “bubbles”, acknowledge and expand on the student’s request (e.g. model “want bubbles!”) prior to providing the student with the requested item. This will help the student to learn new words and expand on his/her communication skills.

At JSA, Speech Pathologists work alongside the classroom team to support the development of students’ communication skills. Please seek any of the Speech Pathologist at JSA for further information/support.
What is School Wide Positive Behaviour Support?

School Wide Positive Behaviour Support (SW-PBS) is a framework that helps schools to plan and implement practices across the whole school in order to improve educational and behavioural outcomes for all students.

The goal of SW-PBS at JSA is to create and maintain a positive and safe learning environment for all members of the school community that fosters a positive school culture where we maximise individual academic and social growth.

Founding Principles of SW-PBS

- SW-PBS is a preventative and proactive approach
- SW-PBS establishes procedures for teaching students how to behave appropriately across different learning environments through the establishment of an agreed set of behavioural expectations (JSA Expected Behaviour Matrix)
- SW-PBS establishes a continuum of supports across three tiers: Student Engagement & Wellbeing (Tier I – Universal/Primary Prevention Tier); Student Learning Support (Tier II – Secondary Prevention); Student Welfare (Tier III – Tertiary Prevention)
- SW-PBS is a team based approach which requires commitment from school leaders and all members of the school community
- Data is collected and used to support decision making, ongoing monitoring and evaluation
- SW-PBS takes to implement and requires ongoing monitoring to ensure implementation fidelity
- Partnership with families is vital for the success of SW-PBS

What does SW-PBS look like at JSA

Jacana School for Autism believes that teaching and modelling expected behaviours is an integral element to the successful implementation SW-PBS. The Jacana School for Autism school community has established three positive expected behaviours, which are: ‘Look after myself’, ‘Look after others’ and ‘Look after property’. We believe that these expected behaviours will only become relevant when they are actively taught in practical contexts and are tied to very concrete behaviours. Teaching behavioural expectations is supported through the use of our school matrix.
Positive Behaviour Support Pyramid

**Tier I - Student Engagement Team**
- Positive Behaviour Support Pyramid
- Tier II - Student Support Team
- Tier III - Student Welfare Team

**Positive Behaviour Support**

**Expected behaviours explicitly taught and reinforced**
- Environmental supports
- Clear expectations
- Reinforcement of appropriate behaviour

**Support**

**Communication systems accessible**
- Reinforcement of appropriate behaviour
- Redirection & prompting
- Modelling of appropriate behaviour

**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 reinforcement
- Forcible choice strategy

**Forcible choice strategy**
- 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
- 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
Tier I Inclusive Practice
Alongside DEECD Curriculum guidance (Victorian Curriculum) we need to consider the need for purposeful differentiation of the curriculum for students with autism.

We can start by identifying the student’s ‘Zones of Proximal Development’ (ZPD). ZPD is to look at the student’s emerging skills and the work to nurture those skills and abilities.

In other words, teachers will need to identify what students can do rather than list all the things they can’t do yet. This terminology is based around the abilities-based model of teaching and learning.

How do we do this?

We use a range of informal and formal assessments to identify student’s learning levels. We then teach students within their ZPD to meet them at the point at which they are most ready to learn and then we think about things they might be able to do next.

Firstly look at the ABLES assessments and strategies as your first point of call to determine where your student’s are currently able to do and what their next level of learning will be. The strategies will guide you to plan accordingly to those targeted levels.

Skills and Knowledge

Skill student is demonstrating
Skill student is not demonstrating on their own but can demonstrate with support from staff
Skill student is not yet ready to demonstrate

Skill student is demonstrating
Skill student is not demonstrating on their own but can demonstrate with support from staff
Skill student is not yet ready to demonstrate
Adapting the Curriculum Model (DEECD, 2017)

This model may assist teachers to identify how the curriculum can be adapted to meet the student’s learning needs. Using this model will ensure that your teaching practice is using a Universal Design for Learning (UDL) model, whereby teachers are planning for all learners in the classrooms.
Adapting the Curriculum - UDL

Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all students (CAST, 2009). It provides a set of guidelines for creating instructional goals, methods, materials, and assessments that meet the needs of all our students. It enables us as teachers to provide flexible approaches that can be customised and adjusted to target individual needs.

Consider how you can provide multiple means of 'Representation', 'Action & Expression' and 'Engagement' when planning and teaching.

I. Provide Multiple Ways of Representation

II. Provide Multiple Ways of Action and Expression

III. Provide Multiple Ways of Engagement

Adapting the Curriculum - UDL

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Consider how you can provide multiple means of 'Representation', 'Action & Expression' and 'Engagement' when planning and teaching.
## 1. Provide options for perception

### 1.1 Vary ways to display information
- Size of texts, contrast, colour, layout, spacing etc.
- Auditory information: amplitude, speed, timing/waiting, cueing, etc.
- Use the hierarchy of prompts that support information processing

### 1.2 Alternatives for auditory information
- JSA visuals and symbols
- AAC devices
- Use of specific and consistent language

## 2. Provide options for language and symbols

### 2.1 Alternative access to key vocabulary & language
- Pre-teach vocabulary & symbols, core and fringe vocabulary on AAC devices
- Use memory aids (e.g., objects, photographs, picture symbols) to assist the student to anticipate events in his/her daily schedule

### 2.2 Use non-language alternatives
- PECS
- Core Board
- Communication Book
- Key Word Sign
- Object Symbols
- Speech Generating Devices

## 3. Provide options for comprehension

### 3.1 Access background knowledge
- Activate prior knowledge with videos and photos from previous lessons, imagery, concepts etc.
- Use graphic organisers
- Pre-teach concepts, “bridge” ideas
- Explicitly connect to previous lessons or experience
- Connect lessons to previous lessons or experience

### 3.2 Highlight essential information & “big ideas”
- Learning Intentions and Success Criteria and explicit and referred to throughout the lesson
- Emphasise key concepts
- Use graphic organisers
- Use multiple examples and non-examples, mask or reduce extraneous elements, etc.

### 3.3 Guide information selection & processing
- Develop multiple points-of-entry & pathways for content,
- Chunk information into small achievable steps
- Release information progressively
- Identify student’s short and long term goals based on the Victorian Curriculum’s Scope and Sequence

### 3.4 Support memory & knowledge transfer
- Checklists
- sticky notes
- electronic reminders
- mnemonic devices
- use of diaries
- Connect new information & prior knowledge, give processing time, etc.
4. Provide options for physical actions

| 4.1 Varied & alternative physical responses | • Alternatives in rate, timing, amplitude, range-of-motion, materials, manipulatives, & technologies, allow response alternatives from standard means (e.g. computer response vs paper & pencil), etc. |
| 4.2 Varied ways to interact with materials | • Use multiple means of navigating materials (e.g. by hand, by voice, by switch, by keyboard, etc.) |
| 4.3 Use assistive technologies for access to learning | • Determine appropriate technologies (physical, sensory, cognitive, communication) needed to access instruction, integrate training to support & enhance learning and goal achievement, etc. |

5. Provide options for expressive skills and fluency

| 5.1 Vary choices for expression of knowledge | • Choices may include text, speech, illustration, physical models, film, video, pictures, music, art, etc. |
| 5.2 Vary tools for composition & problem solving | • Choices may include spell checks, grammar checks, word prediction, speech-to-text software, dictation, recording, sentence starters, story webs, concept webs, outlining tools, calculators, graphing calculators, software for problem solving skills, Computer-Aided Design (CAD), etc. |
| 5.3 Vary ways to support practice and performance | • Differentiated approaches, strategies, skills to achieve same outcomes, use diverse mentors to guide differentiation processes, gradual release of supports to increase independence, etc. |

6. Provide options for executive functions

<p>| 6.1 Guide &amp; support effective goal setting | • Use a variety of tools (e.g. prompts, scaffolds, models, guides, checklists) to support process of individualized and appropriate goal-setting, etc. |
| 6.2 Support goal-related planning and strategy development | • Use “stop &amp; think” prompts, use checklists and templates to prioritize &amp; sequence, model “think-aloud” process, guide transition from long-term goals to short-term objectives, etc. |
| 6.3 Use tools to manage information &amp; resources | • Keep information organized and accessible with graphic organizers, templates, embedded prompts, checklists, note-taking guides, software tools, etc. |</p>
<table>
<thead>
<tr>
<th>6.4 Enhance capacity for formative progress self-monitoring</th>
<th>- Develop self-monitoring through guided questions, frequent representations of progress, self-reflection templates, differentiated self-assessment strategies, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Provide options for recruiting interest</td>
<td>- Challenge levels, types of recognition used, vary content or context for learning, choice of information tools, design of products, timing &amp; sequence of tasks, empowerment, etc.</td>
</tr>
<tr>
<td>7.1 Support individual choice &amp; autonomy</td>
<td>- Activities using students' interests &amp; ILPs socially relevant, age &amp; ability appropriate, culturally &amp; racially appropriate active participation, authentic &amp; purposeful outcomes, use of self-reflection, etc.</td>
</tr>
<tr>
<td>7.2 Make learning personally relevant &amp; valuable</td>
<td>- Activities using students' interests &amp; ILPs socially relevant, age &amp; ability appropriate, culturally &amp; racially appropriate active participation, authentic &amp; purposeful outcomes, use of self-reflection, etc.</td>
</tr>
<tr>
<td>8. Provide options for sustaining effort and persistence</td>
<td>- Develop explicit goals restate goals for clarity clearly display goals develop short-term objectives for long-term goals use prompts to visualize &amp; clarify outcomes, etc.</td>
</tr>
<tr>
<td>8.1 Strengthen connection to goals and objectives</td>
<td>- Vary difficulty in core activities use tools &amp; scaffolds to provide alternatives use collaboration vary ranges for acceptable work, emphasize process, effort &amp; improvement, etc.</td>
</tr>
<tr>
<td>8.2 Vary levels of challenge &amp; support</td>
<td>- Cooperative learning groups clarify roles &amp; responsibilities positive behavioural supports, differentiated supports peer tutoring &amp; support systems classroom teamwork (ES &amp; teachers), etc.</td>
</tr>
<tr>
<td>8.3 Support collaboration &amp; communication with peers</td>
<td>- Encourage perseverance self-awareness &amp; self-efficacy emphasize effort &amp; improvement give frequent, on-going, &amp; substantive feedback (PBS), etc.</td>
</tr>
<tr>
<td>8.4 Focus feedback on effort, practice, and mastery</td>
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</tr>
</tbody>
</table>
9. Provide options for self-regulation

<table>
<thead>
<tr>
<th>9.1 Support and guide personal goal-setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Model goal-setting process</td>
</tr>
<tr>
<td>● coach or mentor students in goal-setting,</td>
</tr>
<tr>
<td>● use prompts, rubrics, checklists, etc. to support self-regulatory goals,</td>
</tr>
<tr>
<td>on-task behaviours, and self-reinforcements, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9.2 Develop individualized coping skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Use differentiated models &amp; feedback to develop skills e.g. managing frustration, seeking emotional support, and developing internal controls</td>
</tr>
<tr>
<td>● SW-SP package including the See-Saw of Regulation</td>
</tr>
<tr>
<td>● Zones of Regulation, toolbox, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9.3 Support self-monitoring and self-assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Use tools &amp; models to collect &amp; determine own behaviours (e.g. charts, recording devices, peers, etc.)</td>
</tr>
<tr>
<td>● Build student self-awareness (and reduce scaffolds) over time, etc.</td>
</tr>
</tbody>
</table>
Creating Visually Clear Areas within the Classroom

Students on the autism spectrum would significantly benefit from working in an environment which would support their sensory processing and modulation needs.

Ensure that:
✓ The classroom has clearly defined work areas and boundaries for specific areas.
✓ Classroom furniture and equipment is used to separate areas which can be clearly labelled.

Example: Student Tubs with clear label of student’s name and photo

Example: Book tubs with clearly written labels

Example: Work books parented neatly on shelves with accompanied visuals
Creating an Organised Environment

An organised environment will support students to facilitate independence and to participate in and manage their own classroom. If all materials are kept in an organised storage compartments with clear labels, students will be able to manage their materials, encourage use of AAC, put away and clean up independently and/or with minimal support.

Reducing Visual Clutter

Autism Spectrum Australia (2017) have noted that a classroom decorated with art works, posters, visual supports and varied equipment can be visually distracting for students on the Autism Spectrum.

Ensure that the classroom maintains:

✓ Clear areas especially near the seating areas
✓ Minimal visual supports on each wall
✓ Tidy and organised designated areas

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**Lighting**

Students on the autism spectrum may be hypersensitive to bright lights or fluorescent lights. This may greatly impact their reading ability, concentration and behaviour.

Ways to support students with lighting:
- Use as much natural sunlight as possible or use lower levels of light
- Look out for reflection of light on a wall or other surface that may be bothering your students.
- Sunglasses or tinted glass may be trailed depending on the severity of the sensitivity.

**Sound**

Students on the Autism Spectrum can often be highly sensitive to and distracted by sounds. These sounds may be far away or high in pitch and can cause distress particularly if it is unexpected. When students experience distress caused by a loud and/or unexpected sounds that may cup their ears to try and filter out the sound.

Ways to support students with sound:
- Encourage the student to wear noise cancellation headphones/earplugs that will them to hear what teachers may be saying
- Explicitly teach the student to communicate that a sound is too loud, distracting and/or painful
- Where possible, warn the student of the noise such as when a fire drill siren may be about to ring.

**Temperature**

Students with an ASD may react differently to temperatures. They may also have tactile sensitivities which may make it uncomfortable to wear parts of the school uniform such as a jumper etc.

- As it is not always possible to adjust classroom temperatures, encourage students to bring in a range of items of clothing so as to make themselves comfortable throughout the school day.
- If a student is usually hot, provide a bottle of cold water and perhaps even a portable fan on their desk. Place the student in a cooler section of the room such as near a window.
- Try and circulate air in the classroom as much as possible.
**Structure**

- A high level of structure is required in all sessions across the day to support students, this handbook will document specifically what that means and what it looks like in your classroom.
- Keep in mind this simple mantra: engagement reduces behaviour.
- This includes not just structured class/work sessions, but also structured meal times, play times and reward times.
- There is no such thing as ‘down time’ at JSA – even reward and play time are highly structured to support the development and understanding of social skills and interactions.

**Important to note:**
- You can continue regular programming through the first half of the allocated time period for morning tea or lunch breaks – when a staff member is on break, the class can continue in structured work activities.
- Not all students need 30 minutes to eat morning tea or lunch, most only take 10, so you must plan structured activities for the remaining minutes.
- After eating, students can participate in structured individual or small group activities, such as reading, puzzles, constructions or games – plan how these are going to be set up and implemented, and schedule them clearly for the students.

**The Playground:**

For many of our students the open space of the playground, lack of structured tasks and social interactions can present many challenges for playground time – it can be overwhelming and students may feel anxious or stressed. Playground time must be structured to support teaching specific play skills and appropriate social interaction.

- Give the students concrete choices about playground time activities, such as a ball game, climbing equipment, or bike riding before you go outside – use their personal communication system or visuals to support this.
- Create lunch time schedules.
- You can allocate an area of the yard for quiet time if some students prefer to take a book or activity out to the playground.
- Explicitly teach and facilitate playground games and appropriate use of equipment.
- Teach the students strategies to respond to unwanted attention appropriately, such as walking away, going to the teacher, or a designated ‘safe spot’.
- Use social scripts to teach appropriate playground behaviours.

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What is a schedule?

- A schedule is a sequence of tasks/events
- A schedule is represented vertically because vertical discrimination is acquired before left to right sequencing
- Schedules should be presented in a clear space free from additional visual distractions
- Students use whole class, group/activity, and individual work schedules to support their learning and engagement throughout the day
- Schedules provide a clear outline of what is expected of the student, and therefore supports the executive functioning of students, assisting them to follow directions, predict what happens next, develop a general concept of time and reduce anxiety
- Schedules should always be completed
- If a change in schedule is required, staff must ensure that this is clearly communicated to students

The following pages will outline the use of a variety of schedules used throughout the day.
A Class Schedule
(For Prep and Lower Primary Students)

- A class schedule is a sequence of visuals displayed vertically on the main schedule board in the classroom.
- Visuals should run down the left side of the board and be as specific as possible to represent the listed activities of the session.
- A ‘Finish Pouch’ should be located on the right of the schedule board.
- The space around the schedule should be clear from other visuals and distractions.
- We refer to the act of reading the schedule as ‘schedule’, and it is represented by the following visual:

- It is literally the process of reading the listed activities, and takes approximately 1 minute.
- It does not include other tasks that may be associated with morning circle activities.
- If additional activities take place immediately after running through the schedule in the same location (such as greetings, days of the week, weather, morning circle, stories or songs) these items should also be listed as activities on the schedule, alternatively they could be grouped as ‘morning circle’ or ‘talk time’ and then presented on an additional carpet board that is used and then removed when completed.
- When students are called to the schedule by the teacher, the teacher should be present at the schedule location and ES’s will support the transition of students to the schedule (at this time the teacher could use a motivating item such as fidget toys or bubbles to assist the transition to the schedule).
- The task of ‘schedule’ is then completed and the visual is placed in the finish pouch and the next activity commences.
- As items are completed, they should be placed in the finish pouch at each transition.
- All students should be able to clearly see the schedule board from where they are sitting (check for glare).
- When initially teaching the process of following a class schedule, sessions are usually conducted at the beginning of each session (morning upon arrival, after morning circle activities).
tea/playground, after lunch/playground) as well as 1 – 2 times throughout the session, pending the activities, as well as at the end of the day.

- In initially teaching a class schedule, this is where students are learning to transition to and from the schedule, as well as the skills to participate/attend in the schedule session – this is why we regroup at the schedule multiple times during the session (as required based on the activities, especially when transitioning in/out of the room).
- When teaching the concepts around schedule, set up a sessional schedule (not daily).
- As students become familiar with the schedule, you can reduce the number of times students are called to the schedule during a session.
- Schedules should be set up at eye height (so the carpet board rests on the floor for primary students). If you have any concerns around behaviour in relation to the location of the schedule, please see your Sub School Leader.
- Visuals are available from the resource room, please see page 9 of this handbook for more information.
- Always allow time to finish the listed schedule, however if changes need to be made, ensure that you revisit the schedule and ensure students are aware of the changes.

Other helpful hints!

- Refer to the individual schedule items throughout the sessions to assist in supporting students to follow directions, predicting what needs to happen next, having a general concept of time and reducing anxiety.
- Use the ‘One More Minute’ strategy to assist in transitioning between scheduled activities.
- The ‘wait’ and ‘quiet’ visual are handy to have with easy access at the schedule.
- A fiddle box or motivators within reach of the schedule may also assist in engagement.
- Set the learning intentions for the schedule session, for example:
  - At schedule we are learning to listen to the teacher.
  - At schedule we are learning to read the visuals.
  - At schedule we are learning to wait.

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A Class Schedule
(For students who have learnt and are familiar with ‘schedule’
sessions)

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- The space around the schedule should be clear from other visuals and distractions

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- As items are completed, they should be placed in the finish pouch at each transition
- All students should be able to clearly see the schedule board from where they are sitting
- Class Schedule sessions are usually conducted at the beginning of each session (morning
  upon arrival, after morning tea/playground, after lunch/playground) and at the end of the
day
- Schedules should be set up at eye height (so the carpet board rests on the floor for primary
  students and on the whiteboard ledge for secondary students)
- Pending on you class and their needs, you may set up a sessional schedule or a daily schedule
  (please see Autism Coach or your Sub School Leader if you are unsure which to use)
- Visuals are available from the resource room, please see page 9 of this handbook for more
  information
- Always allow time to finish the listed schedule, however if changes need to be made, ensure that you revisit the schedule and ensure students are aware of the changes.

Other helpful hints!
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Stages of scheduling

- The amount and complexity of schedules are built over time.
- Generally students commence at ‘stage 1’ however a few students across the school will be working on a preliminary scheduling stage, which we will refer to as Object Symbol Scheduling – if this is relevant to your student, a Speech Therapist will assist you further - please refer to ‘How to use an Object Symbol Schedule’ included in the handbook for further information.

Stage 1:
- Start with the Black Work Mini Schedule with two short items on it, the task and the motivator.
- When each task is complete, physically model moving the visual from the front to the back of the schedule.
- For tasks that do not have a clear finish/end, create one within the activity or use a timer.

Stage 2:
- Over time, build the schedule by adding one item at a time until your student is able to complete a 5 part schedule, keeping all tasks short and achievable, taking approximately 30 seconds to 2 minutes per task.
- At this stage the focus is around teaching scheduling, more so than the task content.

Stage 3:
- Once a student can follow a schedule, the focus moves to the tasks and educational intent.
- Build the complexity and length of the tasks, such as increasing a 4 piece puzzle to an 8 piece puzzle, sticking 3 dot stickers to 6 dot stickers on a piece of paper, tracing 1 shape to tracing 2, rolling 1 play dough snake to 3, looking at a book for 1 minute to 2 minutes etc. There are numerous ways to build upon and extend each task.
- Continue to keep in mind that tasks that do not have a natural finish should be presented in conjunction with some type of timer/clear finish to the task.

Stage 4:
- Build the complexity and length of the tasks in total to a point where the student can complete a schedule for 20-30 minutes.
- Note that throughout all of the stages above, continue to focus and build on independence in each of the tasks.

Stage 5:
- In the extension of tasks, it may be necessary to increase the number of schedules being presented to the student.
- At these times we teach the student to follow a ‘main’ Black Work Mini Schedule that may direct them to different schedules presented throughout their work systems (for further information please see ‘How to extend Mini Schedules’ document in this handbook).

Stage 6:
- Once students can move through and complete the tasks completely independently these particular tasks can be moved to an Independent Purple Mini Schedule.
Note: schedules should be presented at the relevant comprehension level of the student, so some may use a picture based schedule, where others will use a word based schedule with the same presentation structures, and some will progress to a hand written schedule.

**Object Symbol Schedule**

Sometimes, if students are not able to attend to or understand picture symbols, a speech pathologist may recommend the use of object symbols with that student. When this takes place, the speech therapist will take the teacher and team through the relevant information to be able to implement an object symbol schedule specifically for an individual student.

- Object symbols have a concrete relationship to the visual or tactile properties of the item or activity they represent – they will look or feel like those entities
- The object or object pieces are attached to a backing board to help distinguish it as an object symbol
- They are used in the same way as a class or individual schedule
- Sometimes, students are taught to take that object symbol with them to the next activity, (eg. shaving cream play, play dough, lunch, brush teeth – as seen in the example) so they can more easily make the connection between the object symbol and that place or event
- When the activity is finished, return to the schedule and the object symbol is placed into a ‘finish’ box
- A speech pathologist will support a classroom team in the event that a student requires an object symbol schedule.
Black Work Mini Schedules

- Black coloured mini schedules indicate an individualised work session
- Students name or picture (or both) should be on the top of the schedule
- Schedules have between 2 to 5 items on them
- Items should be evenly spaced down the length of the schedule
- Visuals (presented as a picture or text) should be consistent across the school, please refer to page 9 for more information
- Visuals may be photos if an appropriate Boardmaker symbol is not available. The photo must be clear and clutter free, preferably on a white background. If it is a light coloured item and this is unclear on a white background, then a black background may be used
- There needs to be a clear correlation between the visual and the activity
- The last item is a highly preferred activity for the individual student - their ‘motivator’
- As students work through the activities, they place them on the black and white checker segment on the back of the card
- The back of the schedule must be clear of all visuals when the schedule is initially presented to the student
- The back of the schedule may be used to support recall tasks/questions during and after the scheduled work
- Open ended tasks should be supported with the use of a timer to provide a finish to the activity
- Always allow time to finish the mini schedule
Written Black Work Mini Schedule

- When students are able to read words without pictures, they can transition to a written schedule.
- This process may involve a schedule with a mixture of words and pictures as the student acquires new language and comprehension skills at different times.
- Use work tasks to specifically teach words that will be found on their schedule.
- When new words are learnt, replace them on the schedule with written text.
- For consistency across the school and ease of reading letters, use the font *century gothic*, size 24.
Purple Independent Mini Schedules

- Purple coloured mini schedules indicate an individualised work session that students can complete \emph{independently}.
- Follow the same structures and presentation of material as shown in the ‘Black Work Mini Schedules’ document.
Work Mini Schedules

Sometimes students can complete more extensive work sessions. Presenting multiple items within a single schedule can be challenging when we set a limit of 5 items and students require additional tasks rather than an extension of the 5 tasks presented. When this takes place, you may set up extended work schedules (both black work ones and purple independent ones) within the following guidelines:

- Use a black coloured mini schedule to indicate an individualised work session and present as set out in the ‘Black Work Mini Schedules’ document
- Schedule items indicate movement to an additional schedule - such as a separate English schedule, an exercise schedule, and a maths schedule
- Each separate schedule can have up to 5 items on it
- The motivator remains at the end of the main schedule
- Always allow time to finish the mini schedule

Example:
Student Structured Schedules

- Student structured schedules indicate an individualised work session for students who are academically able to work at this level
- Students work with the teacher to determine their own schedule and write it in the space provided
- Schedules have between 2 to 5 items on them
- There needs to be a clear correlation between the written items and the activity
- The last item is a highly preferred activity for the individual student - their 'motivator'
- As students work through the activities, they award themselves a tick when a task is completed
- After they have completed the tasks, students are visually promoted to: check their work, show their work to a staff member and then choose their 'motivator'.
- Open ended tasks should be supported with the use of a timer to provide a finish to the activity
- Always allow time to finish the schedule

Examples:

- Example of a Task Sheet with three items.
- Example of a Task Sheet with five items.
- Example of a Task Sheet with three items.
- Example of a Task Sheet with five items.
Incorporate ‘Work with Teacher’ into Work Sessions

- Finding individual teaching time for students in work sessions can be very challenging.
- One way to manage this is to incorporate ‘work with teacher’ into mini schedules so to enable the teacher to work with one student at a time with focused purposeful work when teaching a new skill or knowledge.
- This can move through different locations in student schedules in the classroom throughout the session.
- When this technique is used, it is not necessary to state what work is being completed; only that at that particular time the student is completing ‘work with teacher’.
- Different students can work with the teacher at different times during work sessions spaced out across the week, so all students get an even allotment of focused 1 to 1 teaching time.

To work with multiple students (for example two students at once) simply schedule to ‘work with teacher’ time simultaneously.

Keep in mind that when the teacher is occupied in this strategy, that the tasks completed by the other students at the same time are able to be supported by the ES in the room.

Remember that when students become independent in activities, they move to a purple independent work schedule to represent this.

Note: these 4 students have ‘work with teacher’ planned at different times in the session. Other students in the class will work with the teacher in the next work session or on a different day.
**Movement Breaks**

A majority of individuals with autism also have a sensory processing issue

- “Studies by the SPD Foundation suggest that more than three-quarters of children with autistic spectrum disorders have significant symptoms of Sensory Processing Disorder”
- Movement breaks assist in supporting sensory input into the central nervous system and can help calm and regulate students, allowing increased learning or readiness to learn to take place after movement
- Movement also generally assists in relieving anxiety, which is prevalent in autism
- Daily programming must include regular movement breaks such as exercise sessions, playground sessions, and specific movement based activities as recommended by occupational therapists for individual students
- Movement breaks are to be built into scheduled work sessions depending on the students individual sensory needs
- Tasks can be built around physical input to further support students

**Example: Daily Schedule**

- Here a movement break is built into the individual work schedule
- Here the task itself (jumbling puzzle pieces on the counter) has to be able to complete the puzzle builds in movement
- This daily schedule builds in class based movement sessions throughout the day in addition to what will appear in individual scheduled work sessions.
Work Tubs and Mini Schedules

- Materials in work tubs (whether they are in a tub, box file, magazine file, folder etc.) should be neat and well organised, with explicit links to the associated mini schedule.
- As students with autism have significant difficulties in Executive Functioning, work and materials must be prepared to support students to manage and organise their own materials and build independence in this skill.
- Only the materials required for that work session should be present in the tub.
- Materials and activities must be clearly linked – this means if the link between the scheduled item and the materials for that item are not explicit and visually easily identifiable, then the materials should be labelled with a corresponding visual.
- If you are teaching students to initiate, request or manage additional generic materials for work such as pens, pencils, glue, scissors etc., then these materials can be stored elsewhere in the room and the student must be explicitly taught to ask for these items, otherwise they can be provided in a pencil case in the tub with other work materials.
- All work tasks should have a high level of structure including a clear beginning, middle and end.
- When a clear end is not evident, use a timer or a finish / stop symbol can be located at the end of the work to be completed – this is a good strategy to employ when students are working in workbooks with multiple pages.
- Materials should be presented with instructions within the task if the task itself is not explicit in nature (such as a puzzle) so that the students and the staff working with them have a clear idea of what to do with each task and the materials.

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Example: How to add structure in a counting book task

Each page is then simply a duplicate except for the number – which changes for every page. The task then has clear and simple structures telling students what to do with a clear finish to the task.

In this example the student is instructed what to do and is finished when there are 6 trains at the station.

Note: please see Autism Coach at any time if you would like support adapting tasks to include this high level of structure.

- Where tasks are open ended – a timer must be provided to support the finish of the task and transitioning to the next task on the schedule if there is one (eg a toy on the schedule may be paired with a timer – 3 to 5 minutes recommended)
- If it is the last item on the schedule you can omit the timer and use the whole class ‘one more minute’ strategy to create a finish to the task

Count out 6 trains and move them to the station below

Train Station

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Engagement & Motivation

Autism Spectrum Australia states that due to central coherence deficits, students with Autism may have an idiosyncratic focus of attention and may have difficulty focusing on work tasks for an extended period of time. They may also have difficulty in understanding the purpose of completing tasks and may lack a sense of shame if tasks are poorly completed. The following strategies can be used to increase engagement, motivation, and on-task behavior:

1) Use Special Interests to increase motivation:
   ● It can be very motivating e.g. if a student has an interest in trains, the teacher may teach addition by adding on carriages to a train set. For an older student interested in trains, this may mean referring to the velocity of a train whilst covering the topic of velocity in Science. In addition, themes such as appropriate video games, technology, art, and math can be used as themes for work tasks.
   ● Keep in mind the appropriateness of the activities in relation to the age, the general student’s capacity, and the broader social context.
   ● Some students, however, incorporating special interest in such a way can be very distracting and it is best if they were rather used in the reward chart. The teacher should therefore make their own judgment in deciding on the most effective way to keep each individual student focused and motivated when using special interests.
   ● Special interests can also be successfully incorporated into learning experiences when the focus is on the procedure rather than the content. For example, when teaching various text-types, a teacher may allow some flexibility as to the actual topic a student chooses to write about (Aspect Australia, 2017).
   ● Ensure that you use a token reward system for on-task behavior to motivate the student to complete a series of activities. As students’ interests change over time, rewards will need to be reviewed from time to time.
2) Offer a Choice Board
A visual choice board (which may include object symbols, visuals or written text) can be used to encourage communication to request a particular item or order of a mini schedule. This will provide the students with control over certain situations. It can be challenging for students to make meaningful choices, and so this needs to be explicitly taught, and students need to be provided opportunities to make and express choices in their daily lives.

Choice boards facilitate comprehension of the auditory message and choice situations by providing additional visual information that will still be available after the spoken message is finished. It implements structure, routine and familiarity which could help to reduce anxiety and can support students to choose motivators in structured work sessions.

Helpful Hints!

- Determine what and how many choices will be placed on the board (if introducing for the first time limit the number of choices and then gradually add choices once the student has had success). Below are examples of choices that can be gradually increased.
- Use a ‘Choice Board’ template when using visuals or written text.
- Choices provided can be manipulated by teachers to ensure choices are meaningful, such as providing a highly motivating choice versus a known disliked choice.

Examples:

Here a teacher has set up a choice board for quiet time activities. Choices are provided and students take their photo and put it under the chosen activity, before commencing the activity.
3) Explicitly teach students how to ask for help
As the concept of ‘help’ is hard to picture, we use a specific visual

To initially teach help, we must control the situations in which a student will need/want to ask for help:

- Set up a situation involving a preferred item which the student will require help (for example give the student a motivating item visible in a container they cannot open)
- When the student appears to have difficulty with the item, or he tries to give it back, a silent physical prompter working from behind assists the student to give the ‘help’ icon to the communicative partner
- As soon as the communicative partner receives the symbol, say “oh, I’ll help you with that” – or something to that effect, and the help the student
- Repeat the scenario using a variety of ways to enable a request for help
- Teach this ‘lesson’ in a variety of environments with a variety of people and troublesome items requiring ‘help’
- Fade the physical prompt over time

When teaching students with a higher cognitive capacity, still use the help hand as a visual support, but you may explain to them appropriate to their understanding, when, where and how to ask for help. A further social story can support this concept.
Split Group Activities and Rotations

- Sometimes you may want to run split group activities in the classroom. It gives you the flexibility to run simultaneous group activities and present focused learning and teaching to a targeted group of students while others are engaged in different educational activities.

- There are a number of ways to present this visually, but either way the activity, who is supporting that activity, and the students involved in each activity must be presented clearly.

Example:

![Diagram of split group activities](image-url)
Transition Supports

There are numerous various transitions supports that will assist students to target low level behaviour and to provide clear, structured and minimal information to assist in these transitions with a focus on the reinforcer. There are particular transition support that will support certain needs. There are as follows:

1) Yellow Transition Schedules

- A transition schedule is yellow and tells us where to go as opposed to the different work schedules that tell us what to do.
- Few students across the school need a separate transition schedule, but if you believe your student will benefit from one, you must consult the Autism Coach before introducing one, as there may be other options that can be explored before using this strategy.
- A transition schedule depicts a sequence of locations and supports/activities to enable a student to transition from one location to another.
- Schedules should always be completed.
- If a change in schedule is required, staff must ensure that this is clearly communicated to students.
- The students name or picture (or both) should be on the top of the schedule.
- Transition schedules can hold up to 5 individual visuals.
- Visuals should be evenly spaced down the length of the schedule.
- Visuals should be consistent across the school, please refer to page 9 for more information.
- It is important to link transition schedules into locations and not specific work tasks. For example, students transition to the classroom and then the schedule is complete. A work schedule can then be presented in the new location if/when needed.

Examples:
2) ‘One More Minute’

- The ‘One More Minute’ strategy is used to support transitions from one activity to another.
- Begin by stating ‘One more minute, then it’s time for…..’ with the use of the visual.

- Progressively work through the different stages listed.
- Use the exact language provided and vary your timing pending the needs of the students processing time and allowing for tasks to be completed within the given time so that students can progress smoothly to the next task.
- At each stage add a token to support the progression.

- As students become familiar with the “One More Minute” strategy, a verbal schedule may suffice, and this needs to be addressed on individual needs.
- If one or more students in the class still require the visual support, then it is suggested to maintain using the visuals when addressing the whole class.

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- If one or more students in the class still require the visual support, then it is suggested to maintain using the visuals when addressing the whole class.
3) ‘First and Then’

- The ‘1st and Then’ strategy is used to support transitions and low level behaviour and is also used to provide clear, structured and minimal information to assist in these transitions with a focus on the reinforcer.

Example:

- The key to successful transitions is around providing a high level of structure and simplicity with the expectation which is provided through the ‘1st’ and ‘Then’ visual, with a focus on the reinforcer (the ‘then’).
- Approach the student to get their attention.
- Show them the next available reinforcer (such as bubbles in the example above).
- Engage the student with labelling the reinforcer and focusing on this for a moment.
- When they show interest, signal to the ‘1st’ visual and read the visual “1st classroom, then reinforcer”.
- Allow time to process, gauge this on individual student needs before repeating if required.

A reinforcer/motivator

The desired action, activity or transition goal

4) ‘First and Then’

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- Allow time to process, gauge this on individual student needs before repeating if required.

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The desired action, activity or transition goal
Use of the ‘Finish Box’ in work sessions

- Teaching use of the ‘Finish Box’ especially in the initial early years, supports the Executive Function of students when learning to manage their own work tubs and materials.
- Having a Finish Box on the table in front of the student can help remove the task completely from their work tub once finished, making it easier to manage their materials for the next work item on their schedule.
- Using the Finish Box also gives a sense of achievement and success to the students and in different situations may also assist in relieving anxiety about a particular task they may be completing.
- Once we have initially taught the use of the Finish Box and the student develops an understanding of the concept, and this can also assist in supporting its use across different situations in the day to assist in completing activities and transitioning successfully.
- Finish boxes (or pouches are used in different situations) can be presented differently, but they all use the black and white race car checker flag pattern.

- Initially place a Finish Box on the table where the student can see it.
- As the student finishes a task, support the student to place the item in the finished box. The level of support required to do so can be referenced to the “How to use: Prompting Hierarchies” document.
- Once an item is in the finish box, it cannot be removed/reused in that session.
- Concurrently, while teaching the use of the Finish Box, the same ‘finish’ system will be used in individual mini schedules as well as the class group schedule, assisting in a range of contexts to develop understanding of the concept.
Tier I Explicit Teaching
JSA Expected Behaviours

Look after myself

Look after others

Look after property
### JSA Expected Positive Behaviour Matrix

**Learning Areas**

- Look after myself
- Look after others
- Look after property

**Always**

- Listen
- Talk
- Include others
- Make good choices
- Hands and feet to self

<table>
<thead>
<tr>
<th>Classroom (incl. specialist classes)</th>
<th>Classroom (incl. specialist classes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>Walk</td>
</tr>
<tr>
<td>Follow schedule</td>
<td>Follow schedule</td>
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<tr>
<td>Wait</td>
<td>Wait</td>
</tr>
<tr>
<td>Ask for help</td>
<td>Ask for help</td>
</tr>
<tr>
<td>Feet on floor</td>
<td>Feet on floor</td>
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<tr>
<td>Finish work</td>
<td>Finish work</td>
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<td>Personal space</td>
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<tr>
<td>Turn taking</td>
<td>Turn taking</td>
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<tr>
<td>Help others</td>
<td>Help others</td>
</tr>
<tr>
<td>Share</td>
<td>Share</td>
</tr>
<tr>
<td>Speak nicely</td>
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<tr>
<td>Put away equipment</td>
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<tr>
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<td>Keep school building safe</td>
</tr>
<tr>
<td>Put rubbish in bin</td>
<td>Put rubbish in bin</td>
</tr>
<tr>
<td>Walk on paths</td>
<td>Walk on paths</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Playground</th>
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<table>
<thead>
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<th>Transitions</th>
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<td>Stay with group</td>
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<td>Hands and feet to self</td>
<td>Hands and feet to self</td>
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<tr>
<td>Line up safely</td>
<td>Line up safely</td>
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<tr>
<td>Walk in corridors</td>
<td>Walk in corridors</td>
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<tr>
<td>Speak nicely to others</td>
<td>Speak nicely to others</td>
</tr>
<tr>
<td>Hands and feet to self</td>
<td>Hands and feet to self</td>
</tr>
<tr>
<td>Look after school buildings &amp; gardens</td>
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</tr>
</tbody>
</table>

- Use equipment safely
- Put away equipment
- Keep school building safe
- Put rubbish in bin
- Walk on paths

- Walk on paths
- Hands and feet to self
- Look after school buildings & gardens
JSA Classroom Expected Positive Behaviour Visual Matrix

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<th>Look after others</th>
<th>Look after property</th>
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<tbody>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td>personal space</td>
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<td></td>
<td></td>
<td>turn</td>
</tr>
<tr>
<td></td>
<td>ask for help</td>
<td>wait</td>
<td>keep feet on floor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>help others</td>
<td>speak nicely</td>
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Always

JSA Playground Expected Positive Behaviour Visual Matrix

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<th>Learning Area</th>
<th>Look after myself</th>
<th>Look after others</th>
<th>Look after property</th>
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Always
SAFE USE OF TECHNOLOGY, E-SMART AND THE INTERNET
JSA Cyber Safe Expected Behaviours

When I use digital technologies I:

Look after myself by:
- Using nicknames instead of real names
- Keeping my address and date of birth private
- Keeping my password private
- Asking permission to use technology
- Using the internet for learning related purposes
- Accessing educational games, apps, websites and online materials that are right for my age and for school
- Speaking to a teacher (or parent) if I see something that makes me feel upset or if I need help
- Speaking to a teacher (or parent) if someone is mean to me online

Look after others by:
- Asking permission before taking someone’s photo
- Stopping to think about what I post or share online about others
- Being respectful and using friendly language
- Speaking to a teacher (or parent) if I know that someone has been mean to others online
- Speaking to a teacher if I know someone else is upset or scared

Look after property by:
- Using equipment safely
- Using coding for learning purposes
- Accepting that unsafe sites or sites not appropriate for school may be blocked
- Packing away when finished

Printable copy located on T:\Committees and Working Parties\Positive Behaviour Support (PBS)\Documents
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 schoolwide 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 Student Engagement and Wellbeing strategies that they have in place by completing the Student Engagement and Wellbeing 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
- Development of engagement plan – providing access to motivating activities more often

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:

- 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 SSSO Psychologist
- Referral to external services

66

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Teaching and Learning Cycle

One of the founding principles of SW-PBS is that there are procedures in place for explicitly teaching students how to behave appropriately across the different learning environments. By establishing clearly defined behavioural expectations and routines, along with explicit teaching of these, staff are able to prevent initial occurrences of inappropriate behaviour. JSA's SW-PBS approach aligns academic and behavioural approaches so that there is an emphasis on explicitly teaching, monitoring and rewarding appropriate behaviour.

The following cycle illustrates the steps involved in teaching expected behaviours, beginning with 'define'.

Just as with academic skills, pro-social skills must be practised regularly and acknowledged/reinforced frequently for mastery and continued use as well as supporting students to generalise skills from one learning area to the next.
Practical Ideas for Teaching Expected Behaviours

Look after myself

Across all learning areas of the school, we can teach the concept of ‘Look after myself’. Here are some ideas you can use to teach ‘Look after myself’ in the classroom.

### Listen and follow instructions

- Play games such as ‘Follow the Leader’, ‘Simon Says’, Musical statues
- Follow a circuit
- Sound bingo
- Scavenger hunt
- Allow processing time
- Pair verbal instructions with visuals if necessary

### Ask for help

- Place highly motivating items just out of student’s reach
- Tighten lids of drink bottles
- Use passcode on iPads
- Place help visual or core vocab board in easily accessible areas
- Lock cupboards
- Set challenging learning tasks that are still within student’s ZPD
- Use labelled praise as often as possible
- Target and reinforce ‘Ask for help’ through reward chart

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- Use labelled praise as often as possible
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Turn taking is a social skill that needs to be explicitly taught. There are a range of visuals and strategies to support teaching turn taking. These include:

- Using a turn taking game/activity, the turn card is moved between parties - the person who holds the card is having their turn.
- Initially teach this concept with one student and adult
- Remove the adult support and support two students to take turns using the card as previously modelled
- Increase the number of students in the group, supporting them to rotate the use of the turn card in a systematic circular manner throughout the group
- Cards can be removed once students no longer require support

- Arrange a lesson during which the student requests a desired item
- Show them the ‘wait’ symbol and ask them to ‘wait’
- Wait 2-3 seconds and say ‘great waiting’ and give them the desired object
- Continue this type of training across the day in a range of settings, including waiting for environmental events, such as for the door to open or to access a different location, building the time waiting up to 20-30 seconds over time
- Once the student can wait for 20-30 seconds, you can start to give them an item or redirect them to extend the wait period
- This item should not be the item requested, or a highly desired item, just something to keep them busy over the waiting period

- Use a quiet voice
- Use a visual voice indicator
- Staff to model using a quiet voice
- Prompt student to repeat what was said in a quiet voice
- When using this, staff will need to model what each sound increment sounds like, as well as labelling the student’s voice as ‘quiet’, ‘whisper’, ‘talking’, ‘yelling’ and ‘shouting’ what the differences are.
- Social stories
- VSM/VPM

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- Social stories
- VSM/VPM
• When students are required to wait and take turns as part of a small or large group session, arrange a lesson where students will need to wait for their turn.
• Place student's names and/or photos in the 'wait' column and refer to the student whose turn it is and who will be next. Move the student's name/or photo to the 'turn' column. Once the student has finished their turn, place the student's name/or photo in the 'finish' column and tell the student their turn has finished.
• If the activity requires for the student to wait again, place the student's name/or photo back to the end of the 'wait' column.
Practical Ideas for Teaching Expected Behaviours

**Look after others**

Across all learning areas of the school, we can teach the concept of ‘Look after others’. Here are some ideas you can use to teach ‘Look after others’.

- **Staff to always model speaking nicely to others**
- **Role play speaking nicely to others**
- **Use puppets and other imaginative play activity to practice ‘speak nicely to others’**
- **Video Peer Modelling**
- **Thought bubbles/Comic Strip Conversations to encourage students to identify how someone might feel if someone speaks nicely/disrespectfully to them**

**Include others**

- **Role play asking others to play**
- **Video modelling**
- **Teaching group games**

**Help Others**

- **Identify different ways that students can help others – e.g. holding the door open, giving out equipment, helping put on a helmet, helping pack away etc.**
- **Role play different ways to help others**
- **Use labelled praise and reward helping others**

**Personal Space**

- **Explicitly teach what is personal space – arm’s length away**
- **For students who find the concept of ‘personal space’ difficult, use a hoola-hoop to help identify what is personal space**

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Practical Ideas for Teaching Expected Behaviours

Look after property

Across all learning areas of the school, we can teach the concept of ‘Look after property’. Here are some ideas you can use to teach ‘Look after property’.

Pack away equipment

- Model packing away equipment at the end of choice/playground time
- Use finish boxes to support students to finish and put equipment away at the end of a session/activity
- Label shelves/cupboards etc. so that students can identify where items go
- Make game out of packing away, e.g. who can put the most blocks away?
- Use labelled praise and reward for packing away and looking after property

Walk on paths

- Staff to model walking on the paths and in corridors
- Video self-model/video peer model
- Stagger transitions so that one group of students can watch as the other group walks to the location
- Use transition schedules which include ‘walk’ visual

Put rubbish in the bin

- Build putting rubbish in the bin into morning tea/lunch eating routines
- Video self/peer model
- Social stories
- Role play putting rubbish in the bin
- Participate in Clean Up Australia Day activities and pick up rubbish from around the school to put in the bin
- Staff to model putting rubbish in the bin

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Additional supports to use to teach JSA Expected Behaviours

- Set up a break area such as a chair, beanbag or mat and provide a timer in the space
- Place a yellow ‘break’ card symbol in the area
- Taking a break involves spending time in a demand free environment
- Designate a specific break area and furnish it with a clearly defined space to sit such as a chair, beanbag or mat and provide a timer in the space
- Place a yellow ‘break’ card symbol in the area
- When teaching to request a break, set the timer for 2 minutes to teach the student to respond to the timer when the break is over, rather than responding to the adult instruction to return

- When a student requests or seeks out an item that you do not wish to, or are unable to provide at the time, simply indicate to the students that the item (including physical item, location, person, etc.) is “not available”
- If appropriate in the situation, indicate when the item will be made available, such as “it’s not available now, but if you complete your schedule you can have it then” or “If it’s not available now, we can come back at 2:30pm when it is available”
- Redirect the student back to their mini schedule and their token system. Ask the student if they would like to work towards that item and imbed it in their reward chart.
Turn Taking

Method 1: one to one turn taking (adult and student)

- Using a turn taking game/activity, the turn card is moved between parties - the person who holds the card is having their turn
- Initially teach this concept with one student and adult
- Once this is established, increase the people in the activity, and rotate the turn card in a systematic circular motion throughout the group

Method 2: one to one turn taking (student to student)

- Use the method listed in step 1, remove the adult support and support two students to take turns using the card as previously modelled
- At this stage you would only be providing gestural or verbal support, working towards students being able to turn take with the use of these card independently, exchanging it with each other at the end of their turn
- Increase the number of students in the group, supporting them to rotate the use of the turn card in a systematic circular manner throughout the group
- Cards can be removed once students no longer require support

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- Increase the number of students in the group, supporting them to rotate the use of the turn card in a systematic circular manner throughout the group
- Cards can be removed once students no longer require support
Method 3: small group presentation of turn taking

- Use the ‘turn’ card to create a group visual (such as that seen in the example below).
- During the activity, continue to refer to the turn visual, labelling who’s turn it is, and referring to whose turn it is next.
- For example: “it’s Emma’s turn. After Emma is Greg, then Dorothy and Jeff” – pointing to the photos as you proceed.
- To proceed to student led use of the card, slowly removed adult verbal and gestural support while supporting students to learn how to refer to and use the chart.
- A finish strip may be placed on the back of the card (like on mini schedules) to indicate when turns are finished if no more turns are to follow.

Next:

- Greg
- Dorothy
- Jeff
Method 4: large group presentation of turn taking

- Use the ‘turn’ cards to create a group visual (such as that seen in the example below)
- During the activity, continue to refer to the turn visual, labelling who’s turn it is, and referring to whose turn it is next
- For example: “It’s Dorothy’s turn. After Dorothy is Greg, then Lachlan, then Emma….” (and so forth) – pointing to the photos as you proceed
- To proceed to student led use of the card, slowly removed adult verbal and gestural support while supporting students to learn how to refer to and use the chart
- A finish strip may be placed on the back of the card (like on mini schedules) to indicate when turns are finished if no more turns are to follow
Method 5: Board game and circular presentation of turn taking

- This is another extension of the base practice outlined in methods 1 – 4, students should have well established prerequisite skills in turn taking, including the ability to turn take and then you may move onto method 5.
- This method focuses on social engagement, exchange and connectedness
- Teachers can design a circle template, such as the example above, and place the student’s photos around the visual as needed.
- Initially the teacher will need to explicitly teach turn taking in a circular motion, as would naturally happen with a board game
- The next student accepts the card placing it on the table with the ‘my turn’ side up and the process is repeated.
Responding to ‘Wait’

- All students occasionally have difficulty waiting
- As the concept of ‘wait’ is hard to picture, we use a specific visual

To initially teach wait, we must control access to the reinforcer and the time the student must wait

Step 1:
- Arrange a lesson during which the student requests a desired item
- Show them the ‘wait’ symbol and ask them to ‘wait’
- Wait 2-3 seconds and say ‘great waiting’ and give them the desired object
- Continue this type of training across the day in a range of settings, including waiting for environmental events, such as for the door to open or to access a different location, building the time waiting up to 20-30 seconds over time

Step 2:
- As adults if we have to wait an extended time, we often occupy ourselves in other ways and so it is reasonable to expect that our students would want this too
- Once the student can wait for 20-30 seconds, you can start to give them an item or redirect them to extend the wait period
- This item should not be the item requested, or a highly desired item, just something to keep them busy over the waiting period
- Over several weeks increase the wait time to a minute, then to 2, 3, 4 minutes etc., gradually increasing the wait time – keep in mind the students age in determining the length of the wait time
- Once the wait time is over a minute, add a visual cue (a timer counting down) to assist the student in knowing how long the wait time is
- Always follow through with providing the item/action related to what they were waiting for

Important to note:
- If the student is not successful in the ‘wait’ lesson, do not reinforce this by providing what they were waiting for, instead change the activity and try again later
- A ‘Wait Box’ with a range of fidgets/toys/activities can be prepared and on hand for Stage 2, once we have told the student to wait we can offer an activity from the ‘Wait Box’
Requesting a Break

- A student needing a break will display inappropriate behaviours to escape an activity, the activity may be too difficult, have low reinforcers/rewards, high demands or be boring
- In these cases, we can teach a student to 'request a break' rather than respond to a prompt provided by us to request a break
- A student requesting a break will return to the same activity, even if the activity is then modified
- It is a break from the activity, not an avenue to escape or avoid the activity
- The aim is to teach students to request a break before inappropriate behaviour takes place rather than in response to behaviour
- Use the yellow 'break' card symbol

Taking a break involves spending time in a demand free environment

Designate a specific break area and furnish it with a clearly defined space to sit such as a chair, beanbag or mat and provide a timer in the space

Place a yellow 'break' card symbol in the area

When teaching to request a break, set the timer for 2 minutes to teach the student to respond to the timer when the break is over, rather than responding to the adults instruction to return

Step 1 – initiating a request for a break:

- Create a controlled situation from which the student will want a break
- The moment the student begins to behave inappropriately, and before the behaviour escalates, a physical prompter will work from behind to silently physically prompt the student to pick up the 'break' icon and exchange it with the communicative partner
- The communicative partner responds with "yes, you can take a break" and escorts the student to the break area
- Physically prompt the student to set the timer to 2 minutes
- Once the timer goes off, approach the student and signal the next reinforcer – "you working for the 'X' on your schedule/deal card, so we will finish the work and then you can have the 'X'" – Do not indicate that they must go back to work before signalling the reinforcer
- If the student leaves the break area before the timer, take this as an indication the break is finished
- Once returning to the task, they can ask for another break if needed
- The physical prompter fades support quickly over time
- Teach the student to start/stop the timer on their own
- Students can learn the entire break sequence independently!
If the student engages in inappropriate behaviour before asking for a break, then do not prompt them to take a break — as this will then teach they can escape a task by acting inappropriately.

Make sure the student can ask for breaks in a range of environments to transfer the skill.

**Step 2: Limiting breaks**

- Once the student is independently initiating a request for breaks, and taking them appropriately, consider placing limitations on breaks.

- Options for limiting include:
  - Allowing a specific number of breaks per activity
  - Allowing a specific number of breaks per day
  - Visually signal how many breaks can be taken by providing them with access to that number of break cards.

- To determine how many breaks to provide, collect data over a number of 5-10 days.

- Once you have assessed how many breaks the student takes, then provide them with that number of break cards plus one.

- Over time gradually reduce the number of break cards available by reducing the number one at a time.

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Prompting Hierarchies

- Prompting is a strategy used to assist the students in becoming as independent as possible.
- There is a systematic way to fade prompts.
- The concern with providing a high level of prompts is that students can become “prompt dependent”, which will reduce their ability and capacity to build independence.
- The more prompts you put in, the more difficult it becomes to fade these out.
- Always use the least amount of prompts required and be thinking about fading prompts and moving towards independence.
- At JSA we refer to the following prompting hierarchy:

**Independent:** This is the ultimate goal – when the student can perform the task on their own.

**Indirect Verbal:** Ask a question that makes the student think about the next step, such as “what’s next?” or “where does it go?”

**Direct Verbal:** The student can do the task after being told exactly what to do, e.g. “You need to…”

**Gesture:** Indicate with a motion what the student needs to do, e.g. pointing, facial expression or a physical movement.

**Modelling:** Provide a model (what you want the student to do or say) for the student to copy.

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**Direct Verbal:** The student can do the task after being told exactly what to do, e.g. “You need to…”

**Gesture:** Indicate with a motion what the student needs to do, e.g. pointing, facial expression or a physical movement.

**Modelling:** Provide a model (what you want the student to do or say) for the student to copy.
Partial Physical Assistance*: A less intrusive physical prompt which provides minimal physical assistance, such as a tap on the elbow to pick up an object

Full Physical Assistance*: ‘Hand over Hand’ (also known as ‘coactive’) assistance to complete a task

* Note: When providing partial or full physical assistance the support should be silent, as if acting as ‘shadow’. If the student attends to the physical prompter, they should not respond and look away. If working with a communicative partner they should regain the student attention, otherwise use the task at hand to regain attention/focus

When considering prompt supports for your student please take into account that new information is being explored in relation to the traditional hierarchy of prompts being inconsistent for people with autism and the application of indirect and direct verbal prompts being more intrusive and less supportive than physical assistance. This throws the hierarchy on its head, and so it may look like this:
Reinforcement & Reward Systems

Whole School Reward System: JSA Tickets

JSA has implemented a whole school reward system where each student can earn JSA tickets for demonstrating one of the three school wide expected behaviours: ‘Look after Myself’, ‘Look after others’, ‘Look after Property’. The tickets are collected each day and at the end of each week, 2 tickets from each Sub School are drawn by a student representative or the PBS Coach. Appendix 1.7 outlines the procedure in detail.

Individual student reward systems (class based)

Students may also have an individual reward system in their classrooms in which they earn tokens towards time on a highly motivating activity.

There are some basic rules to follow when implementing a reward system. These include:

- Students should be rewarded for explicit positive behaviours linked to the JSA Expected Behaviours Matrix
- Awarding tokens should be immediate and specific e.g. “Josh, I like how you are sitting still, listening and ready for work, well done Josh, you can have a star”
- Tokens must never be removed or threatened to be removed or a reward threatened to be withheld
- Rewards can also be built into work sessions, such as “when you finish your schedule, you can have a star” - in this case a star may be placed at the end of the schedule as a visual reminder.
- There must always be some tokens awarded unpredictably/spontaneously – this will assist students in managing their own behaviour more consistently
- Reward chats can be designed to support general behaviour, or targeted to focus on one specific behaviour
- A referral can be made to the Student Engagement Coaches for support with developing a reward system
What is a JSA Ticket?
A JSA Ticket is an incentive for students to follow JSA Expected Behaviours. The purpose of the tickets is to promote positive interactions with students by every staff member.

How do students earn a JSA Ticket?
Staff members should give out at least 2 JSA Tickets per yard duty, per day to the students who they observe displaying JSA Expected Behaviours.

What do students do with their JSA Tickets?
Students place the tickets that they receive in a plastic sleeve/envelope in their classrooms. Classes are expected to keep track of how many tickets each student receives across the week using either a weekly graph or tally sheet (attached). Before 2pm each day, a student from each class is to bring their classes tickets to the office and place in either the Primary or Secondary box.

What do student get for receiving a JSA Ticket?
Students receive recognition from a staff member and praise for displaying the expected behaviours. Students also go into the weekly raffle draw where three winners will be drawn. Winners can choose their choice of prize from the prize box. Winners of the weekly raffle also receive a PBS Certificate from the Principal along with their photo in the fortnightly bulletin. The class that has earned the most JSA Tickets will also receive a special morning tea at the end of each term. Students will also be earning tickets towards a special Sub School event to be held once students have reached the set target.

Why are we doing this?
We are doing this to teach and reinforce JSA Expected Behaviours across all learning areas of the school.
What do CRTs need to know?
The expectation is that all staff and CRTs will use JSA Tickets to recognise all students for displaying JSA Expected Behaviours. All CRTs are required to do is carry and distribute JSA Tickets.
Praise those students that earn a JSA Ticket.

Giving out a JSA Ticket
- Be sure to complete all sections
- Tick the appropriate expected behaviour
- OPTIONAL: write on the back of the ticket specifically how the student demonstrated JSA Expected Behaviours.
- Label the reason that you are giving the student the ticket. For example, “Johnny, that’s great looking after others by helping your friend. Here’s a JSA ticket.”

Example of a JSA Ticket

Where do I get my JSA Tickets from?
JSA Tickets will be delivered to classrooms at the start of each week. Staff can also request additional tickets from the PBS Coach and/or collect from reception.
### JSA Reward System

JSA strives to continually develop highly customised teaching and learning programs in line with evidence based practice in a safe and supportive environment. To achieve this, reward systems are used to create a learning environment where students are engaged and successful.

Rewards are effective when used:

- to build new skills or sustain desired skills
- contingent delivery of rewards for specific behaviour
- gradually faded over time (Akin-Little, Eckert, Lovett, Little) 2004

A universal reward system will be used to positively reinforce the JSA Expected Behaviours and to build a positive school culture and climate. Teachers will need to consider when students will be rewarded and how. Ensure that the positive feedback to students is:

- Specific
- Timely
- Achievable
- Consistent

* This means that most students should receive their tokens and their motivator sessionally (every structured work session).

To differentiate the Reward System to target specific behaviours you can do the following:

1. The classroom team will select an expected behaviour for ‘Look after Myself’, ‘Look after Others’ and ‘Look after Property’ using the JSA Expected Positive Behaviour Matrix.
2. The expected behaviours can be selected based on whole-class or individual needs.
3. The visuals will be placed in each box.
4. The motivator will be placed in the box next to the tokens.
5. Students will receive a token every time they display one or more of the three selected expected behaviours.
6. Tokens can be personalised to increase student engagement.
7. Students should be receiving their tokens and their motivator sessionally.
Example of a JSA Reward Template

JSA Expected Behaviours are explicitly taught.

Three token system.
* Please Note: The number and frequency of tokens provided will depend on the student’s need to remain engaged. Please speak to your SSL & Teaching and Learning Coach for more information.

Personalised tokens

Motivator

Example of a JSA Reward Template

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* Please Note: The number and frequency of tokens provided will depend on the student’s need to remain engaged. Please speak to your SSL & Teaching and Learning Coach for more information.

Personalised tokens

Motivator
**Behaviour Specific Praise/Labelled Praise**

Research indicates that the use of behaviour specific praise (i.e. labelled praise) statements or statements that point to the exact appropriate behaviour exhibited by students is an effective strategy for decreasing disruptive behaviour and increasing appropriate behaviour. When giving feedback to students in relation to their behaviour, staff should be using behaviour specific praise such as ‘I like the way you’re sitting’ as opposed to more generalised praise such as ‘Good job!’

Research also indicates that students should experience predominately positive interactions however recognises the need for corrections for inappropriate behaviour. The recommended ratio for positive feedback to corrections is 5 positives for every correction (i.e. 5:1).

Rather than waiting until the end of a session to award tokens or give praise, it is best practice to 'catch' students displaying the expected behaviour.

**Self-assessment: How well do you use labelled praise?**

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<td>To support student engagement in learning, teachers use labelled praise intermittently throughout a session.</td>
<td>Teachers support student engagement in learning by identifying a specific expected behaviour to focus on, link labelled praise to individual student reward systems and provide timely praise to students.</td>
<td>Teachers strategically use labelled praise to support student engagement by identifying challenging times throughout the day, identifying the expected behaviour to focus on during those times and use parallel praise and individual praise linked to individual student rewards systems and aligned with JSA’s expected behaviours to reinforce the focus expected behaviour.</td>
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Pre-corrections

The use of pre-corrections is an effective preventative strategy as it provides a reminder to students of what is expected before they are expected to demonstrate the behaviour. The term pre-correction refers to a systematic approach to anticipating and addressing inappropriate behaviour. Pre-correction involves the use of prompts to support students to display the expected behaviours.

Critical Features

- **Anticipate and plan ahead**… chronic problem behaviours should provide predictable times to plan for and anticipate problem behaviour
- Pre Corrective statements should be delivered at the beginning of an activity or transition before problem behaviour has a chance to occur… it’s crucial to know the cues that most commonly trigger the problem behaviour.
- Pre Correct for what to do – prompt for the expected appropriate behaviour… do not focus on inappropriate student behaviour

(Borgmeier, 2012)

How to use prompting and pre-corrections:

1. Identify when inappropriate behaviour occurs
2. Specify what you want your student to do instead, i.e. what is the expected behaviour
3. Modify the environment or context to reduce the likelihood of the problem behaviour occurring
4. Practice the expected behaviour
5. Reinforce the expected behaviour through praise, reward systems etc.
6. Pre-correct, that is, provide a prompt for the expected behaviour before there is an opportunity for your student to display the inappropriate behaviour.

Examples of pre-corrections

- At the start of a work session, teacher reminds students – “If you need help, raise your hand”
- Before transitioning to another location in the school, “When we walk to……, remember to stay with your group and walk together”
- “When you finish your work, chose a quiet activity”
- Students return to the classroom from playground, teacher/staff meet students at the door, “When you go inside, sit at schedule”

Support to implement pre-corrections effectively can be provided by your Sub School Leader or Teaching and Learning Coaches. Refer to Appendix 1.4 to assist with developing your practice and use of pre-corrections.
Error-Corrections

Responding to inappropriate behaviour consistently is essential for effective SW-PBS. Responses to inappropriate behaviour should be brief, specific to the behaviour and delivered with a calm and neutral tone.

Error Correction strategy refers to the use of an informative statement that is given when an inappropriate behaviour is displayed which states the observed behaviour and tells the student exactly what they should do in the future.

Error corrections should:
- Occur immediately after inappropriate behaviour is observed
- Be specific: State what the student is doing incorrectly – directly related to the JSA Expected Behaviour Matrix. Then state what the expected behaviour is that the student should be doing.
- Provide opportunity for the student to practice the behaviour correctly and receive reinforcement
- Be brief: after redirecting back to the expected behaviour, move on
- Typically be delivered in private

Examples of error corrections
- Students are running in the bus bay. Teacher approaches students and reminds them “Walking in the bus bay”. Once students are walking in the bus bay, “Thanks for walking.”
- Student yells out for help during work session, teacher models by raising their hand and states “Please raise your hand if you need help.”
- Student has not started work upon collecting their work tub and following a teacher prompt to start work, “It’s time to start work.” Once the student has started work, the student receives positive feedback in a neutral tone. E.g. “Nice job starting your work.”

While it is important to address inappropriate behaviour, research indicates that students should receive more positive feedback than corrections. The recommended ratio for positive feedback to corrections is 5 positives for every correction (i.e. 5:1).
Positive vs Negative Reinforcement

Reinforcement is used to help increase the probability that a specific behaviour will occur in the future by adding or removing a stimulus immediately after a behaviour.

Another way to put it is that reinforcement, if done correctly, results in a behaviour occurring more frequently in the future.

Positive reinforcement

Positive reinforcement refers to the addition of a motivator following a behaviour. It is important to note that while we endeavour to positively reinforce appropriate behaviour, we may inadvertently positively reinforce inappropriate behaviour if we do not take the time to consider the function of a student's behaviour.

Examples of positive reinforcement

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<td>Sarah praised for sitting in her seat</td>
<td>Access attention</td>
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<td>Johnny given worksheets</td>
<td>Johnny completed worksheet</td>
<td>Johnny given 'high-5'</td>
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Negative reinforcement

Negative reinforcement refers to the removal of an adverse stimulus which in turns increases the likelihood of a behaviour occurring.

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### Data Collection

**Why collect and analyse data?**
- to monitor specific behaviour and/or the impact that strategies or interventions are having on the behaviour

**What data should we collect?**

There are three basic types of behavioural data collection that are found in the classroom: frequency recording, duration recording, and interval recording (although many other variations are sometimes used for certain purposes). The recording procedure that you choose will depend on the kind of behaviour that is demonstrated and the type of information that would be most beneficial to you.

<table>
<thead>
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<th>Frequency: refers to the number of times a behaviour occurs during a particular time period.</th>
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<td><strong>How to Collect the Data:</strong>  ● Tally marks on a data sheet ● Tally marks on a dry erase board ● Wrist of golf counters ● Moving items from one pocket to a different &quot;target&quot; pocket as each behaviour occurs (e.g., paperclips, pennies, buttons) ● Place a removable sticker on your shirt or pants</td>
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<th>Duration: refers to how long a particular behaviour lasts.</th>
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<td><strong>How to Collect the Data:</strong>  ● Record the start and stop time on the data sheet ● Use a stopwatch ● Write the times on a dry erase board until time is available to document it on the data sheet</td>
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<th>Latency: refers to how much time passes between a prompt of some kind and the occurrence of the behaviour.</th>
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<td><strong>How to Collect the Data:</strong> To record latency data, note when the opportunity is presented (e.g., request given) and when the student begins the response (e.g., compliance with requests). This can be done using a stopwatch and recording the start and stop times on a data sheet or dry erase board.</td>
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<th>Intensity: refers to the force with which a behaviour occurs.</th>
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<td><strong>How to Collect the Data:</strong> Establish a scale such as:  1. Yelling and/or swearing; 2. Running around the room; 3. Swiping items off tables and benches; 4. Tipping tables and chairs over; 5. Throwing furniture.</td>
</tr>
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How to collect Behavioural Data

1. Define the behaviour that you wish to observe. Be very specific. Be sure that your definition is so narrow in scope that others would observe only what you had in mind.

2. Decide which type of behavioural recording is best suited to monitor the behaviour.

3. Decide when you will observe the behaviour. Do you want to observe the behaviour in a number of situations or just one (e.g., class time; playground)?

4. Decide how long each of your observations will last. Ten to twenty minutes is usually adequate, but the more time you spend observing, the more accurate will be your results. Repeat your observations at least three more times to give a more representative picture.

5. Observe and record the student's behaviour.

6. If you used frequency recording, calculate the average number of occurrences per minute, hour, period, or day (whichever makes the most sense in talking about it with others). If you used duration recording, calculate the percentage of the total observation time that the behaviour occurred for.

7. Repeat steps 5 and 6.

How to Analyse the Data

When analysing your data consider the following questions:

- Are there patterns?
- Are there specific locations, times, subjects or people? (Triggers)
- How often do the behaviours occur? (Frequency)
- How long do behaviours last? (Duration)
- How severe are the behaviours? (Intensity)
ABC Analysis

"A" refers to the antecedent, or the event or activity that immediately precedes a problem behaviour. The "B" refers to observed behaviour, and "C" refers to the consequence, that is, the event that immediately follows the behaviour.

Description:
This method involves recording the environmental variables related to the problem behaviour. When the behaviour of interest occurs, the observer records the target behaviour, the antecedent (event that immediately preceded the behaviour), and the consequence (event that immediately followed the behaviour). Use this method only with behaviours that are not high in frequency and are easy to observe and count. Do not use this method with high frequency behaviours.

Examples:
- Throwing items
- Inappropriate comments to peers
- Leaving one's seat
- Hitting or other forms of aggression
- Walking out of class without permission
- Refusal to follow instructions

How to Collect the Data:
- Record contextual information (e.g., date, time, activity taking place, people present, and location).
- When a problem behaviour occurs, immediately record the event that happened right before the behaviour (antecedent) and the event that happened right after the behaviour (consequence).

Summarizing the Data:
If the team is using the information as part of the functional assessment, the team should look at the patterns across behaviour, such as a certain time of day, activity occurring, or antecedent observed. If the team is using the information to monitor the progress of an intervention, the data should be summarized as a frequency count. At the end of each observation period, total the number of occurrences of behaviour. For example, Joseph walked out of class 3 times.
Links to Additional Resources

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

**Learning Links**
[https://www.learninglinks.org.au](https://www.learninglinks.org.au)

**Positive Partnerships**

**Star Institute for Sensory Processing Disorder**
[https://www.spdstar.org/basic/about-spd](https://www.spdstar.org/basic/about-spd)

**Autism Spectrum Australia**
[https://www.autismspectrum.org.au/content/what-autism](https://www.autismspectrum.org.au/content/what-autism)

**SW-PBS Resources**
- Department of Education and Training: School Wide Positive Behaviour Support

**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
Communication Resources

Top Tips for Communicating with Students on the Autism Spectrum
https://www.youtube.com/watch?v=94aW1AfDug8

American Speech and Hearing Association - Autism

Augmentative & Alternative Communication (AAC)

What is AAC?
https://www.youtube.com/watch?v=ykVoYutgrZs&t=23s

Expanding language
https://www.youtube.com/watch?v=iu7BVWJJysE

Supporting Students Communication Skills at JSA References


Appendix
Appendix 1

Behaviour Policy

Rationale:

Students with Autism often have difficulty acquiring the social understanding and communication skills necessary to establish and maintain appropriate social behaviours and interactions.

Jacana School for Autism (JSA) believes that all behaviours exhibited by its students have a function and communicative intent and the behaviour should not be viewed in isolation.

Jacana School for Autism has adapted a school wide approach to supporting behaviour based on the principles of Positive Behaviour Support (PBS) and in line with JSA Teaching and Learning Protocols.

Purpose:

For the student to learn behaviours that maximise their learning and participation in the family, school and wider community.

For the behaviour support programs to foster the students' self-esteem and independence.

To provide educational programs designed to foster and develop appropriate communication, social and regulation skills.

To provide a positive and consistent approach to support challenging behaviour(s) following the least restrictive practice across all areas of the school community.

To provide all students with a behaviour support plan that will focus on understanding the function of the behaviour and specifically teach replacement behaviour using positive and proactive strategies.

Principles:

● Strategies outlined in Tier 1 of the PBS Pyramid are to be implemented across the school in all environments. Assistance to implement Tier 1 supports can be explored with sub-school leaders, the Autism Coach and therapists.

● For support of Tier 2 behaviour, referrals to the PBS (Positive Behaviour Support) Coach may be required.

● For support of Tier 3 behaviour that present a risk of harm to the student or others, a Behaviour Response Plan (BRP) is developed. The response plan will guide the actions of staff to respond consistently, to reduce the distress of the individual and to keep everybody safe.
Implementation:

- Individual Behaviour Support Plans (BSP) will be designed to help students learn to cope with difficulties, demands and frustrations that they may encounter at school, in the community and their personal lives.
- A Positive Behaviour Support (PBS) plan is used to understand why a student is doing what they are doing, and what replacement behaviours may need to be taught or encouraged.
- Evaluation of the strategies used in Behaviour Support Plans is a mandatory requirement throughout the school year, as is data collection.
- Behaviour Support Plans are working documents and are to be reviewed and modified as regularly as needed for each individual student.
- Opportunity for students to practice appropriate behaviour may occur through
  - Imitating class models.
  - Participating in the wider community (e.g., shopping, excursions, school camps).
  - Part-time integration in mainstream schooling (e.g., primary/secondary classes, TAFE).
  - Visiting mainstream settings for sessional integration.
- Withdrawal/evacuation of a class from their classroom may be necessary:
  - To ensure the safety of the students and staff
  - To give the distressed student access to some “quiet” time with reduced stimulation, so that they can have an opportunity to self-regulate their own behaviour.
- Through Student Support Group (SSG) meetings parents have the opportunity to review and discuss behaviour support plans that address the management of their child’s behaviour/s. Parents will receive a copy of their child’s behaviour support plan as each SSG.
- Staff are expected to maintain regular communication with families through student communication diaries, emails, phone calls or face-to-face conversations.
- Staff will acknowledge that inappropriate behaviour maybe the student’s only means of communication. Staff will work towards developing more appropriate communication for the student, seeking support from the sub-school leader, Autism Coach and speech pathologists if required.
- Staff will aim to minimise distress and confusion for students by having realistic expectations and consistent standard practices and procedures.
- Staff will be encouraged and given the opportunity to participate in Professional Learning that will increase their knowledge and understanding of autism and its effect on learning, social understanding and behaviour.
- Staff will share student BSPs by providing copies to classroom team members, specialist teachers and therapy staff in order to establish consistent behaviour support amongst all staff working with individual students.
- Staff will have access to the JSA’s allied health team to discuss specific student behaviours and management programs.
- The use of medication is sought by parent/guardian and directed by a physician. It is not to be recommended by staff.

Implementation:

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- Staff will acknowledge that inappropriate behaviour maybe the student’s only means of communication. Staff will work towards developing more appropriate communication for the student, seeking support from the sub-school leader, Autism Coach and speech pathologists if required.
- Staff will aim to minimise distress and confusion for students by having realistic expectations and consistent standard practices and procedures.
- Staff will be encouraged and given the opportunity to participate in Professional Learning that will increase their knowledge and understanding of autism and its effect on learning, social understanding and behaviour.
- Staff will share student BSPs by providing copies to classroom team members, specialist teachers and therapy staff in order to establish consistent behaviour support amongst all staff working with individual students.
- Staff will have access to the JSA’s allied health team to discuss specific student behaviours and management programs.
- The use of medication is sought by parent/guardian and directed by a physician. It is not to be recommended by staff.
Child Safe Standards:

Victorian government schools are child safe environments. Our schools actively promote the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment, in accordance with their legal obligations including child safe standards. All schools have a Child Safety Code of Conduct consistent with the Department's exemplar available at: http://www.education.vic.gov.au/about/programs/health/protect/Pages/childsafestandards.aspx

Resources:

Professional Development
- Preventing and Responding to Extreme Behaviour (online modules)
- Managing Challenging Behaviours (DET)
- PBS Self-Assessment Tool

Websites
- Positive Behaviour Interventions & Supports (PBIS)
  http://www.pbis.org/default.aspx
- Autism Spectrum Australia PBS
  https://www.autismspectrum.org.aupbs

References:
- Engagement and Student Wellbeing (DET)
- Disability Standards for Education

Evaluation
This Policy is to be reviewed every 3 years or to accommodate DET changes of policy.

Ratified By JSA School Council
October 2016
### Appendix 2

**Tier I Classroom Team Self-Assessment Tool**

The Self-Assessment Tool encourages the classroom team (classroom teachers and ES staff) to engage in reflective practice in order to increase student learning. The tool supports staff to reflect on how frequently you and your team are implementing Tier I strategies/interventions. The tool can be completed during the classroom team meetings and with their allocated Student Engagement Leader (SEL).

<table>
<thead>
<tr>
<th>Question</th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Environmental Structures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide clearly organised work areas?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjust the amount of distractions present in the room based on what you know your students will cope with?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide a clutter free environment? <em>(Clutter does not refer to displays of student work. It refers to unnecessary items/objects being left out on benches such as drink bottles, textas, paper etc. that could be stored out of view)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide a quiet area for students to self-regulate/work in?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Routines and Structure</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish predictable routines and structure?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present materials and equipment in an organised and accessible manner? <em>(Take into consideration ‘sabotage’ strategies and opportunities to request)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Environmental Structures**

- **Provide clearly organised work areas?**
- **Adjust the amount of distractions present in the room based on what you know your students will cope with?**
- **Provide a clutter free environment?** *(Clutter does not refer to displays of student work. It refers to unnecessary items/objects being left out on benches such as drink bottles, textas, paper etc. that could be stored out of view)*
- **Provide a quiet area for students to self-regulate/work in?**

**Routines and Structure**

- **Establish predictable routines and structure?**
- **Present materials and equipment in an organised and accessible manner?** *(Take into consideration ‘sabotage’ strategies and opportunities to request)*
Use schedules for a variety of purposes to support student independence?

**Please circle what schedules you use:**
- Whole class daily schedule
- Individual schedules
  - In work sessions
  - Across the day
  - Movement activities
  - Transition schedules for individual students

Refer to and update schedules throughout a session?

**Work Program**
- Students completing work tasks that are directly linked to their PLP goals?
- Students completing work tasks that are built around their interests?
- Students completing work tasks that are meeting their learning style? e.g., use of AAC device, iPad apps, speech to text apps, dictation apps, listening posts, drawing, chunking work into small achievable steps etc.
- Students completing work tasks that are structured to support independence?
- Students explicitly taught how to self-regulate and socialise with others?

**Classroom Expectations**
- Display and refer to the JSA Expected behaviours poster?
| Display and refer to classroom based expected behaviours? |  |
| Display the classroom based expected behaviours in a format that is accessible to all students in your class? |  |
| Link classroom expected behaviours with JSA Expected behaviours? |  |
| Explicitly teach expected behaviours? |  |
| Embed explicit teaching of expected behaviours into your work program? |  |

**Reinforcement & Reward Systems**

| Reward students through the use of a reward system? |  |
| Adjust the frequency of reinforcement based on individual student needs? |  |
| Link rewards to the expected behaviours? |  |
| Link reinforcers to highly motivating items for students? |  |
| Use labelled praise (i.e. specific praise such as 'Great listening', 'I like the way you took turns' etc.) |  |

**Corrections/Redirections**

| Use a range of pre-correction strategies (e.g. prompting, reminding students of expectations before activities/sessions, modelling the expected behaviour) |  |
Give corrections/rule reminders that are positively stated?
E.g. hands and feet to self

Follow a correction/rule reminder with positive reinforcement for displaying the associated behaviour? (4:1 ratio)

Use parallel praise as a strategy to correct a student's behaviour (i.e. praising students near the target student for displaying the expected behaviour) *May not be applicable to some students in your class.*

**Building Rapport**

Provide opportunities for student interaction (e.g. opportunities to engage with materials, ask questions, interact with peers etc.)

Engage in positive interactions with students

Engage in relationship building interactions e.g. identifying student preferences; asking non-academic questions such as ‘what did you do last night?’ ‘What are you going to do after school today?’

Use an appropriate tone of voice when giving students instructions/feedback

**General Classroom Management strategies**

Actively supervise/engage students? E.g. moving around the room to check on individual students if appropriate, monitoring student progress on tasks, prompting re-engagement etc.

Provide engaging activities?
Consider staff allocation to meet classroom needs (e.g. plan for staff to work 1:1, small group etc.)
Ensure staff are aware of who they are working with?
Run split groups?
Differentiate learning tasks according to student learning levels?
Ensure tasks are challenging/motivating for students?
Link tasks to students’ interests?

**Autism Specific Strategies**

- Visuals (please specify….)
- Schedules – whole class, individual/mini schedules
- Transition schedules
- First/Then
- One more minute
- Finish boxes
- Timers
- Processing Time

**Sensory Processing**

Address students’ sensory needs by embedding sensory activities into their daily program?

- Movement Breaks
- Access to headphones
- Pressure Vests/Body Sock
- Hokki Stools
- Chewy tubes
- Fidget toys
- Access to toolbox strategy
- Other

**Communication**

---

105
<table>
<thead>
<tr>
<th>Model and use communication systems?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support students to use their communication system?</td>
</tr>
<tr>
<td>Ensure student’s communication systems are available during classroom activities?</td>
</tr>
<tr>
<td>Model language with student communication system when engaging with student?</td>
</tr>
<tr>
<td>Creating opportunities for student to communicate?</td>
</tr>
<tr>
<td>Explicitly teach communication skills?</td>
</tr>
</tbody>
</table>
Appendix 3

Pre-Correction Strategy

Step 1: Identify a recurring time or situation during your school day that is challenging/problematic and you would like to improve.

Describe the situation (time, context/routine, and problem behaviour)

<table>
<thead>
<tr>
<th>Location:</th>
<th>Time:</th>
<th>Routine/Activity:</th>
<th>Antecedent/Trigger:</th>
<th>Recurring Problem:</th>
<th>By whom?</th>
<th>Desired Behaviour to replace problem behaviour</th>
</tr>
</thead>
</table>

Step 2: Identify your Pre-correction strategies and cue for when to use Pre-correction prompts

<table>
<thead>
<tr>
<th>Cue</th>
<th>Habit</th>
<th>Reward</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the cue/signal to use pre-corrective statement:</td>
<td>Identify Pre-corrective prompts</td>
<td>Outcome (reward/pay off for teacher)</td>
</tr>
<tr>
<td></td>
<td>Verbal: before we ____________________________</td>
<td></td>
</tr>
<tr>
<td></td>
<td>________________________________</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Remember the expected behaviours are</td>
<td></td>
</tr>
<tr>
<td></td>
<td>________________________________</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visual: ________________________________</td>
<td></td>
</tr>
</tbody>
</table>

Step 3: Using the steps above develop 1 more Pre-correction opportunity you could use during your day (OPTIONAL)

<table>
<thead>
<tr>
<th>Time/Routine/Trigger</th>
<th>Problem</th>
<th>Cue</th>
<th>Pre-correction statement</th>
</tr>
</thead>
</table>

Step 4: Develop a plan for self-monitoring to build your habit of using Pre-correction. Choose something that you know is going to be meaningful and work for you.

<table>
<thead>
<tr>
<th>Self Monitoring (Circle One)</th>
<th>Counters in a cup</th>
<th>paper clips in pocket</th>
<th>tally marks on sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>tear in card</td>
<td>Other:</td>
<td>Materials needed:</td>
<td>Start date:</td>
</tr>
</tbody>
</table>

Staff Name:
**Pre-Correction Strategy – PROMPT SHEET**

**Step 1:** Identify a recurring time or situation during your school day that is challenging/problematic and you would like to improve. Describe the situation (time, context/routine, and problem behaviour).

<table>
<thead>
<tr>
<th>Location: Classroom</th>
<th>Time: 9:55am</th>
<th>Routine/Activity: Lining up to go outside to play</th>
<th>Antecedent/Trigger: Students instructed to line up for play</th>
<th>Recurring Problem: Students running and pushing to get hats and line up.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>By whom? Several students in particular</td>
<td>Desired Behaviour to replace problem behaviour</td>
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<tr>
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<th>Problem</th>
<th>Cue</th>
<th>Pre-correction statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:45am Early completion of work tasks</td>
<td>Students finish their work early, wander around the room looking for something to do; disrupting other students who are still working</td>
<td>Start of work session</td>
<td>Verbal: Remember, if you finish your work early, you can choose an activity from the choice board at the front of the room. Visual: Choice visual on individual schedules; choice board with activities</td>
</tr>
</tbody>
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**Step 4:** Develop a plan for self-monitoring to build your habit of using Pre-correction. Choose something that you know is going to be meaningful and work for you.

**Self-Monitoring (Circle One)**

- Counters in a cup
- Paper clips in pocket
- Tally marks on sheet
- Tear in card
- Other: Counters, cup

**Materials needed:** Counters, cup

**Start date:** Monday week 2

---

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- Paper clips in pocket
- Tally marks on sheet
- Tear in card
- Other: Counters, cup

**Materials needed:** Counters, cup

**Start date:** Monday week 2
## JSA Classroom Behaviour Log EXAMPLE

**STUDENT:** ________________________________  **YEAR:** ___________  **TERM:** ___________

**CLASSROOM:** ____________  **TEACHER:** _______________  **ES STAFF:** ________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Duration</th>
<th>Antecedent</th>
<th>Behaviour</th>
<th>Consequence</th>
<th>Outcome</th>
<th>Function</th>
<th>Staff Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/09/18</td>
<td>9:15</td>
<td>5 secs</td>
<td>ES staff placed worksheet in front of XXXX</td>
<td>XXXX threw pencil at the ES Staff</td>
<td>ES staff member said to XXXX 'Pick up the pencil'</td>
<td>XXXX picked up the pencil, returned to table and started worksheet</td>
<td>Avoid Tangible (work sheet)</td>
<td>CK</td>
</tr>
<tr>
<td>3/09/18</td>
<td>12:00</td>
<td>2 secs</td>
<td>Student X singing loudly in the classroom</td>
<td>XXXX went to hit Student X</td>
<td>Staff stopped XXXX from hitting and prompted XXXX to 'use your words'</td>
<td>XXXX verbalised 'Please stop singing'</td>
<td>Avoid sensory (singing)</td>
<td>CK</td>
</tr>
<tr>
<td>3/09/18</td>
<td>1:00</td>
<td>5 secs</td>
<td>ES Staff asked XXXX to 'Time to finish drawing'</td>
<td>XXXX made a stabbing motion with his pencil towards the ES Staff</td>
<td>ES Staff 'Stop, we don’t hurt others'</td>
<td>XXXX continued drawing*</td>
<td>Access tangible (drawing)</td>
<td>CK</td>
</tr>
</tbody>
</table>

---

## JSA Classroom Behaviour Log EXAMPLE

**STUDENT:** ________________________________  **YEAR:** ___________  **TERM:** ___________

**CLASSROOM:** ____________  **TEACHER:** _______________  **ES STAFF:** ________________________________

<table>
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</tr>
</tbody>
</table>
# JSA Classroom Behaviour Log

**STUDENT:** ____________________________  **YEAR:** ____________  **TERM:** ____________

**CLASSROOM:** ____________  **TEACHER:** _______________  **ES STAFF:** ________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Duration</th>
<th>Antecedent</th>
<th>Behaviour</th>
<th>Consequence</th>
<th>Outcome</th>
<th>Function</th>
<th>Staff Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day/Month</td>
<td></td>
<td></td>
<td>What happened right before the incident?</td>
<td>Observable</td>
<td>What happened right after the incident?</td>
<td>Did the student’s behaviour change?</td>
<td>Access/Avoid</td>
<td>Sensory/Tangible/Attention</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Outcome**
- Full re-engagement
- Partial change
- No change/behaviour continued

**Function**
- Access/Avoid
- Sensory/Tangible/Attention

---

---

---
# Behaviour Tick Sheet (Frequency)

**Name:**

**Term & Week:**

**Target Behaviour:**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - 9:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30 – 10:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00 – 10:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30 – 11:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00 – 11:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30 – 12:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00 – 12:30</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30 – 1:00</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00 – 1:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30 – 2:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00 – 2:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:30 – 3:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 5

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, a frequency sheet 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".

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.

---

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 9.06am
- Incident happened on Wednesday 02 May 2018 at 11.15am
- Incident happened on Tuesday 08 May 2018 at 11.06am

**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.

![Evidence Screen]

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

![Evidence Screen 2]
Click on Browse or drag the image across from the location that you have saved it in. As in the case with adding Evidence for PLSP Progress Notes, the file will need to be a JPEG.

Don’t forget to click ‘Save’.

Don’t forget to click ‘Save’.