Management and Support

of

Student Behaviour

Ratified by School Council on 31st October 2013
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Behaviour Policy

Rationale

The nature of autism is such that students with Autism Spectrum Disorder (ASD) 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 inappropriate behaviours exhibited by its students have a function or 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 Interventions and Supports (PBIS) 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 programs to foster the students’ self-esteem and independence.

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

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

To provide individual behaviour programs that will change, modify, reduce, eliminate or replace interfering or inappropriate behaviour(s) through the teaching of new skills and focus on positive strategies.

Principles:

- Strategies outlined in level 1 of the behaviour pyramid (page 9) are to be implemented across the school in all environments.
- When strategies at level 1 of the pyramid are no longer effective, involvement by the Sub School leader, Therapy team and Principal class through case conferences are required.
- Written approval by the principal is required when an Individual Emergency Management Plan needs to be developed (page 32).

Implementation:

- Individually planned behaviour management programs 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.
- Evaluation of the strategies used in behaviour programs is a mandatory requirement. Data collection is a vital tool for this process.
- Opportunity for students to practice appropriate behaviour may occur through
  - Imitating class models.
  - Participating in the wider community i.e. 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 meetings parents and other services providers have the opportunity to prioritise and develop strategies that address the management of their child’s behaviour.

Staff are encouraged to maintain regular communication with families.

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.

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 spectrum disorder and its effect on learning, social understanding and behaviour.

Staff will share student management programs through team and sub school meetings to establish consistent management throughout the school.

Whole team input through a multidisciplinary team approach and agreement on strategies. Support from Sub School Leaders or the Assistant Principal may be sought in this process. In situations where teams cannot agree on a strategy or its implementation it is recommended their Sub School Leader be involved.

Staff will have access to the JSA’s allied health team to discuss specific student behaviours and management programs.

The use of medication as sought by parent/guardian and directed by a physician. **It is not to be recommended by staff.**

**Resources:**

- Teacher reference books and journals
- Professional Development Activities
  - ASD
    - Induction Program
    - Positive Partnerships
    - PD Online activities (e.g. Inclusion on line,)
  - Behaviour
    - Positive Behaviour Interventions & Supports (PBIS)
      - [http://www.pbis.org/default.aspx](http://www.pbis.org/default.aspx)
    - Preventing and responding to extreme behaviour (online modules)
  - Multi-Disciplinary Team (Sub School Leaders, Speech & Occupational Therapists, Psychologists)

**References:**

- Engagement and Student Wellbeing (DEECD)
- Disability Standards for Education

**Evaluation**

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

**Ratified By JSA School Council**

31st October 2013
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 philosophy, the leadership team have developed teaching and learning protocols to promote a consistent educational approach across JSA.

As a child 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
  - Know my learning style and how I learn best
  - Know what toys or activities that motivate me
  - Set clear boundaries so that I know how to work and play with other children in a friendly way
  - Do not speak about me to others in front of me
  - Tell me what I need to do, not what not 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
  - So that my toys and activities and materials are presented in a way that I am able to organise and manage them
  - With clearly defined working areas
  - With limited distractions including, visual, auditory and movement
  - Without messy clutter around the room

- **Provide** me with an educational program that:
  - Ensures my communication system is always accessible to me and that I use it regularly throughout the day and you extend my ability
  - Allows time for me to process your verbal and visual instructions
  - Meets my individual needs (cognitive, sensory and communicative) and increases my skills
  - Make sure my learning activities are at my developmental level.
  - Builds in the recommendations of my Sub School Leader, O.T, and Speech Therapist
  - Builds my independence to allow me to manage myself as an individual in relation to others.
School Wide Positive Behaviour

At Jacana School for Autism we have adopted a school wide approach to supporting behaviour. We have implemented the approach called School Wide Positive Behaviour Supports referred to as SW-PBS.

SW-PBS involves the establishment of a continuum of strategies that support students across their day and all environments and is based on preventative strategies.

We are committed to providing each of our students a safe and supportive learning environment. SW-PBS focuses on the individual behaviour and environmental factors. It involves building relationships with each student, teaching appropriate skills to replace inappropriate behaviours and looking at all environmental factors that may impact on behaviour.

SW-PBS is research based and proven to be more effective than punitive discipline strategies. Staff have developed 2 areas of behaviour that were expected across the school.

♦ Active Learners
♦ Show respect

The following are the visuals that are in all classrooms.

*As Active Learners we will:*

- listen
- sit properly
- wait
- quiet

- be ready
- work
- schedule

- join in
- choose
- turn taking
- wait
We show respect when we:

- look after
- myself
- others
- toileting
- turn taking
- wait
- Greetings
- property
- pack away
- hold hands
- walk safely
- sun smart
- ask/request
- help
- I want
- hand up
- finish
- break
- calm hands
- calm feet
- personal space
- Greetings
- outside voice
- inside voice
- share
Primary prevention or Level 1 of SW-PBS

SW-PBS consists of rules, routines and physical arrangements that are developed and taught by school staff to encourage appropriate behaviour. Within all our classrooms we expect our staff to have a range of supports in play within all teaching environments. Level 1 of the behaviour pyramid promotes the standard practices expected at JSA (page 9).

Primary prevention is creating positive relationships & interactions with our students through:

♦ positive statements throughout the day.
♦ labelling the positive behaviours your see.
♦ developing programs that engage the students.
♦ explicit teaching
♦ modelling desired behaviours - e.g. speaking in a quiet inside voice when you are expecting a child to be quiet
♦ minimising the use of the word “no”.

Figure 1 Reference: PBIS continuum http://www.pbis.org/default.aspx
Behavour Pyramid

Levels of Support

1. Least Restrictive
   - Additional Supports:
     - Behaviour Scripts/social stories
     - Modelling
     - Replacement skills
     - Requesting a break
     - Transition/processing time e.g. needing something in their hand to move to next location, waiting for 1 minute before repeating instruction
     - Redirection
     - Timers

2. Moderate Restrictive
   - Additional Supports:
     - Environmental influences - clean & tidy classroom, clear start & finish to activities, limited visual distractions
     - Individual Learning Plans (including Behaviour Management Plan)
     - Structure & Predictable Routines
     - Functional communication Program - (Augmentative & Alternative Communication e.g. PECS)
     - Positive reinforcement & rewards - uses students strengths and interests, individualised motivators
     - Choices built in
     - Visuals - e.g.: group & mini schedules (pictorial/written), first/then'
     - Processing time for individual students - e.g.: 1 more minute

3. Most Restrictive
   - Additional Supports:
     - Emergency Management Plan (EMP)
     - Withdrawal from class or program
     - Reduced school attendance
     - Coactive
     - Withholding
     - Ignoring
     - Response Cost
     - Patterning
     - Consequences
     - Correction
     - Withholding Response Cost Consequences

Standard Practice at JSA

- Environmental influences - clean & tidy classroom, clear start & finish to activities, limited visual distractions
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- Positive reinforcement & rewards - uses students strengths and interests, individualised motivators
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- Processing time for individual students - e.g.: 1 more minute
Guidelines for Developing a Student Behaviour Program

Student behaviour management programs at Jacana School for Autism focus on

- Least restrictive supports and techniques.
- Positive Strategies.
- Choice of strategies that can be used across environments.
- Students learning to self-regulate their own behaviour.

Jacana School for Autism guiding principles

- The earlier the behaviour is addressed the better.
- We take responsibility for the future now – students with ASD don’t outgrow behaviours.
- Modifying behaviour is a process.
- Behaviour can be a form of communication.
- It is important to teach new functional communication skills that effectively replace inappropriate behaviour.
- It is important for staff to reflect why the behaviour maybe occurring and put strategies into play.
- Some behaviour(s) will need to be addressed as they interfere with learning, the wellbeing of the student/family, participation and acceptance in community life.
- Staff will aim to provide students with appropriate replacement skills for the demonstrated behaviours.
- Consistency is essential in classroom teams as well as a whole school approach.
- Aim to develop behaviours which are age appropriate.
- Maintenance is important and lifelong.

Management strategies and techniques

The strategy/technique employed depend on:

- Why the behaviour is occurring.
- Severity of the behaviour.
- Understanding of the individual.
- Past strategies and objective history.
- The goal – why are we modifying the behaviour; i.e. social acceptance.

A multi-disciplinary team approach is essential for developing and planning an individual behaviour management plan.
General Guidelines for Behaviour Management

- Positive reinforcement & Level 1 strategies from the pyramid consistently implemented throughout each school day.

- Examine behaviour in context.

- Reject the behaviour. Do not reject the child.

- Use a Planned Response rather than a reaction.

- Keep your objective clear and be definite about it. Keep focussed.

- Keep the interaction short, clear and simple.

- Give instructions once; allow the student time to respond. (Count slowly to 10). Repeat once if necessary.

- Maintain student’s dignity.

- Always be consistent.

- Some students find negative reactions very motivating.

- Follow through and finish on a successful note.

- Remember it is OK not to get it right the first time.

- No one person has all the answers.

- Review & reflect (debrief) at the end of each day – seek assistance if needed.

- Do not take the behaviour(s) personally.

- Ensure all staff working with students are up to date with the management of the behaviour.
Influences on behaviour

**Expectation of People**
- Staff belief - behaviour is naughty
- Length of time having to work
- Motivators used only at the end of the session/day/week

**Current strategies in play**
- ASD friendly classroom environment
- Visual strategies
- Student engagement
- Implementation of all Level 1 strategies (see Pyramid)

**Skill Level**
- Cognitive ability
- Fine motor control
- Social Skills
- Emotion state

**Time & Context**
- Clear start and finish to activities
- Activities have meaning to the student

**Past Experiences:**
- Student’s functioning level
- Amount of language used by others
- Student’s expressive skills
- No communication program in play for student

**Family Situations**
- Respite
- Family breakdowns
- Family stress levels

**Perception**
- Visual
- Sensory

**Personality/Temperament of**
- Staff
- Student

**Emotional State**
- Puberty

**Communication:**
- Health
- Temperature (too hot/cold)
- Hunger/Thirst
- Over Tired
- Sensory Overload

**Drawing by Richard Bates**
The process for determining and managing behaviour programs

Responsibilities of team and individual staff

In situations where teams cannot reach agreement it is recommended that they engage with their SSL.

**Behaviour:**
Description of target behaviour:
- Is everybody clear what the behaviour is?
- Is it a priority?
- Is there team agreement that it is a priority?
- Reassess current BMP/strategies (page 9)

**Observe:**
Record for 1 week -
- If behaviour is serious, a temporary strategy is to be implemented (consult with SSL) otherwise no strategy is used during the observation period.
- Use ABC recording sheets (pages 22, 23, 24)

**Team Meeting** -
- Invite appropriate personnel, e.g. JSA Therapy staff
- Analyse data and hypothesis why the behaviour may be occurring (page 25)
- Discuss what further data is required?
- Agree on a target behaviour & strategy i.e. what \textit{EVERYONE} will use, even though there may not be full agreement.

**Implement and record for 1-3 weeks**
- Feedback to all staff i.e. via team meeting
- Briefing to sub school may be required

**Review Strategy**
- Reconvene multidisciplinary team

Has behaviour been maintain or transferred to other settings and people

Case conference to include
- SSL
- Therapy staff
- parents

Consultation with SSL
To be used where agreement cannot be reached. (Page 15)

No major behavioural intervention is required at this time

Consultation with SSL

No

Has it worked?

Yes

Write up EMP/behaviour management plan

No
Behaviour Management in Playground, Corridors and General areas in the school

The process required for managing behaviour of students not in your team

**Serious Behaviour**

- Intervene if the behaviour is serious, e.g. Serious behaviours include:
  - Aggression
  - Absconding
  - Dangerous behaviours, i.e. risk of harm to self or others
  - Spitting i.e. spitting directly in some ones face
  - Stripping off clothes

- Fulfil your duty of care responsibility by making sure that all students are safe.
- Inform the student’s teachers of what happened.
- Fill in required reporting documentation e.g. Incident form (page 35), Cases21 (page 36), behaviour book where data is being kept.
- Classroom teacher to investigate incident further - discuss with playground team/SS meeting strategies that are in play

**Non Serious Behaviour**

If behaviour is not serious, e.g. self stimulatory behaviour

- Alert classroom teacher of behaviour
  - Or
- Ask what strategy is being implemented for the behaviour
- Give as little attention to the behaviour as possible
Guidelines for using Sub School Leader

The Role of the SSL

The SSL should be consulted after a team meeting regarding student behaviour when:

- Agreement cannot be reached by team
- Behaviour Management strategies at level 1 of the pyramid are no longer effective

The SSL takes an impartial stance.

The SSL will chair a case conference re the student behaviour with immediate team members.

- His/Her role is to help the disputants design their own solution by bringing them together in a safe environment and helping them:
  - Present their own views
  - Understand the views of others involved
  - Clarify issues of concern
  - Develop options

- Aim to reach a mutually acceptable and workable agreement or clarify alternative

When to use your Sub School Leader:

A SSL can be used when:

- At any stage of the behaviour process (page 13),
- Where team members cannot reach agreement
- Team members consistently feel they are not able to have input
- Agreed strategies are not being implemented
- If level 1 behaviour supports are no longer effective

SSL may:

- Change the classroom environment
- Review BMP or EMP
- Give strategies to team to be implemented
- Call a multidisciplinary team Case Conference or refer to SW-PBS team
- Call regular team meetings
- Request further data collection
Definitions

Aggression:
Behaviour, either physical or verbal, which results in the fear / discomfort / harm / pain to person, object or physical environment.

Antecedent:
A situation or incident which takes place before the occurrence of an inappropriate behaviour, which may be partially the cause of the behaviour.

Behaviour:
Observable actions and responses to environmental stimuli. These actions and responses are also influenced by internal factors such as understanding, feelings and emotions related to the stimuli.

Behaviour Management Plan (BMP):
A general proforma that is located in the Individual Learning Plan (ILP) for behaviours that are deemed …….

Behaviour Scripts:
These are short stories that describe how a student or a group of students will behave in a specific situation.

Blocking:
Where an adult deliberately positions his or her body to provide a physical barrier to a student physically moving, e.g., a student has run off from another teacher and that person calls out “block”; the other adult just moves into the path of the oncoming student and stands there.

A physical block can also be a barrier such as a corral, which is used to decrease the visual stimuli a student may be receiving, without engaging or interacting with the student.

Break:
Having a break involves spending time in a demand free situation. A break should be a period of time in which no demands are placed on the student and should involve a ‘neutral’ or ‘calming’ activity. Asking for a break is not the same as requesting a preferred activity, so the student taking a break should be accessing highly preferred items or activities. An area in the classroom is prepared – clear or distractions and motivators, a chair/mat/beanbag and a timer.
Break means that the student will be able to stop what they are doing, they go to the break area for a set time (generally 2 minutes) and then they return to the activity that they left (more details can be found in “The Picture Exchange Communication System training manual 2nd edition page 253)

Co-active:
Hands on assistance provided to a student so that they may experience the motor sequence involved in a fine or gross mother task.

Consequences:
Circumstances that occur following behaviour, intended to affect the incidence of behaviour. Consequences can be natural (e.g., stomping in puddles your feet get wet), or sanctioned by another. There are three common scenarios:
The student behaves in a particular way and receives a positive consequence. This increases the likelihood of the behaviour occurring in the same circumstances in the future.

The student behaves in a particular way and avoids a negative consequence. This increases the likelihood of the behaviour occurring in the same circumstances in the future.

The student behaves in a particular way and receives a negative consequence. This decreases the likelihood of the behaviour occurring in the same circumstances in the future.

**Correction:**
Is a procedure in which the student is required to repair the environmental effects of his/her behaviour for example, cleaning up an intentionally spilt drink.

**Emergency Management Plans (EMP):**
These are Jacana School documents. EMP's are developed for students who have consistently displayed violent, self-harming or unsafe behaviours. There are to be reviewed regularly and data consistently kept.

**Ignoring:**
Is effective in addressing behaviours which are reinforced by adult attention. It is important to verify that a student is maintaining that behaviour due to the adult attention. Ignoring is most effectively used in conjunction with the reinforcement of appropriate, alternative behaviours. For example: ignoring screaming while reinforcing quiet behaviour.

**Modelling:**
A form of learning in which the individual learns by watching someone else preforms the desired response, e.g. Peer modelling, video modelling.

**Non-compliance:**
Failure or refusal to respond to a request.

**Non-exclusionary time-out:** Consists of allowing the student to remain in a motivating context but not allowing him/her to engage in activities for a specified period of time, i.e. by removing or withdrawing a specific reinforcer.

  - **Planned ignoring:** social reinforcers such as attention, physical contact and verbal interaction are removed for a brief period of time until the student’s behaviour is acceptable.
  - **Withdrawal of a specific reinforcer:** when a student behaves inappropriately during a specific activity in which a very powerful reinforcer is available. For example, if a student is eating with his/her fingers, he/she could be timed out by simply removing the food, (assuming the food is a powerful reinforcer).
  - **Contingent reinforcer:** the student is placed in a different part of the setting for a specified period of time. The student has no access to motivating activities, but is able to observe ongoing group activities e.g. sitting away from group.

**Patterning:**
Working through an activity by modelling correct responses.

**Preventative Strategies:**
Preventative strategies are useful when a student’s pattern of behaviour can be anticipated. In these situations intervention can precede an undesirable behaviour in order to prevent its occurrence. For example: seating an adult near a student to physically prevent that student from moving away from the group.
**Positive Reinforcement:**
Is a procedure in which a reward is presented after a desired response in order to strengthen and maintain that behaviour. The type of reinforcement presented is determined by observation of the student’s preferences or by trying out a range of reinforcements. Positive reinforcement motivates students to learn.

- **Edible/concrete reinforcers:** edible reinforcers can be very effective with young children or when a students’ level of comprehension of an interaction is restricted. Edible reinforcers include food and drink the student particularly likes which are not available at other times of the day.

- **Sensory reinforcers:** sensory reinforcers are sensations involving sight, sound, smell, touch or movement that the student enjoys. For example, rubbing the face, vibration, a spinning toy, having a swing, music etc.

- **Social reinforcers:** social reinforcers are forms of social interaction like a smile, praise, attention or a friendly remark.

- **Activity reinforcers:** highly motivating activities are used to reinforce the performance of low frequency behaviours, for example; “student sits on the chair, adult then blow bubbles”.

**Prompt:** A cue to elicit a response. A cue can be physical such as a finger point or eye gaze, verbal or environmental.

- **Verbal prompt:** teacher/adult makes a statement that helps the student acquire a target skills e.g. “you might need to try a different way”, “write your name”

- **Gestural prompt:** teacher/adult makes movements that cue the student to a particular behaviour or skill e.g. pointing to the top of the paper where the student has to write their name.

- **Model prompts:** teacher/adult performs the target skill or behaviour. Full model prompts can be verbal if the skill is being taught is verbal, or they can be a motor response if the skill being taught involves moving a body part

- **Physical prompt:** teachers/adults touch the student to help them to make the target skill or desired behaviour e.g. tapping the student’s hand to cue him to begin writing his name, to the teacher putting her hand over the student’s hand to pick up the pencil and write name on paper

- **Visual prompts:** teacher/adult provides pictures/scripts of the event that provides the student about how to use the target skill or achieve the desired behaviour e.g. schedule

**Prompt reliant:**
High level of dependence on a range of adult initiated instructions and routines.

**Processing time:**
The time it takes for a message or instruction to be processed cognitively and acted upon. This may range from a few seconds to several minutes.

**Redirection and replacement:**
- A student’s unacceptable behaviour is redirected to an alternative response. The alternative behaviour is then reinforced. For example, a student throwing sand is redirected to filling a bucket.

- An appropriate response which makes it physically impossible for the student to engage in the undesirable behaviour is taught and reinforced. For example, a student licking his hand is taught to sit on them.
• Analysing the communicative intent of the inappropriate behaviour, then teaching appropriate communicative behaviours.

**Response cost:**
Refers to the removal of a specific amount of positive reinforcement, which the student can usually access, when an inappropriate behaviour occurs. There are four different types of response cost procedures:

• When a teacher reduces the duration of a motivating activity after a student has displayed an inappropriate behaviour.

• When a student is given a certain number of tokens, which are removed one by one when an inappropriate behaviour occurs. This variation is most effective when used in conjunction with a token reinforcement system i.e. the student is given one token each time he/she displays appropriate behaviour e.g. token economy systems

• Response cost involving group consequences in which the whole group of students lose specific reinforcers when any one member of the group displays inappropriate behaviour.

• Bonus response cost in which additional positive reinforcers are made available to the student, specifically for removal via response cost.

**Routines:**
Provide predictability and familiarity and use a key element in enabling the person to learn what day, which activity follows what, the order in which tasks need to be done.

**Schedules:**
Give students the necessary structure to develop a greater sense of independence and control whereby he/she can predict and anticipate events and activities in his/her environment. Schedules also serve the following function;

• Provide an overview of the day’s activities.
• Provide information about what will happen next.
• Enable the student to see/anticipate a change in the routine before it actually happens, i.e. helping cope with change.
• Makes transitions from one activity to the next easier.
• Provides information about new/different happenings.
• Helps establish and maintain attention.
• Reduces student anxiety

**Social Story:**
“….. are short stories that describe social situations in terms of relevant social cues and often define appropriate responses” (Carol Gray 1993)

**Structure:**
Helps the child to make sense of his/her surroundings.
Types of structure:

• **Physical structure:** e.g. the arrangement of furniture and objects in a room.
• **Sequencing:** schedules, daily/weekly calendars.
• **Materials and presentation:** presentation and use of materials which are non-ambiguous and have clear start and finish; use of a finish box.
• **Structuring other tasks:** provide systematic ways of sequencing tasks or elements of tasks which the student can follow independently.

**Visual Aids:**
Objects/remnants, Compic/PECS, photographs, gestures, signing, print, line drawing, classroom structure/environment.

**Waiting out:**
- Waiting for a response from a student where the adult believes that the instruction and/or expectation is understood.
- Waiting for a response from a student where the adult believes the child is overly reliant on prompting and requires an opportunity to initiate a response.

Waiting out is an *ineffective* strategy when the child
- Does not know the original expectation or has been “waited out” for so long that he/she has forgotten what is required.
- Prefers to engage in other behaviours, rather than what has been requested.

**Withholding:**
To keep back; to hold back
# ABC Recording Chart (a)

**Student:** 

<table>
<thead>
<tr>
<th>Date Time</th>
<th>Antecedent</th>
<th>Behaviour</th>
<th>Consequence Comments</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
**ABC Frequency Recording Chart (b)**

Student: ..........................

<table>
<thead>
<tr>
<th>Date Time</th>
<th>Antecedent</th>
<th>Behaviour</th>
<th>Frequency</th>
<th>Consequences Comments</th>
</tr>
</thead>
<tbody>
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**ABC Baseline Recording Chart (c)**

Student: ……………….         Date: ……………

Target Behaviour: ………………………………………………………………………………………………………

Base line:

♦ At least 5 days
♦ Don’t change your usual response to the behaviour

<table>
<thead>
<tr>
<th>Date Time</th>
<th>What happened before Describe activity/person/place</th>
<th>The behaviour e.g. hit/threat etc</th>
<th>Consequence What did you do/how did you react?</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
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</table>
## Behaviour Discussion Sheet

Student: 
Target Behaviour:  
Date: 

<table>
<thead>
<tr>
<th>Hypothesise reasons for the behaviour</th>
<th>How can you test this hypothesis?</th>
<th>Potential behaviour strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

- e.g. communication skills check list, Critical Communication Skills list, Sensory checklists, etc.
# Behaviour Tracking Sheet (d)

Name:

Please tick when specific behaviour observed.
(Insert nominated behaviours)

<table>
<thead>
<tr>
<th>Day &amp; Date</th>
<th>(Insert nominated behaviours)</th>
<th>(Insert nominated behaviours)</th>
<th>(Insert nominated behaviours)</th>
<th>(Insert nominated behaviours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
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<td>Tuesday</td>
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<tr>
<td>Tally for week</td>
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</tr>
</tbody>
</table>
# Behaviour Recording Sheet (e)

**Name:**

**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>
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<tr>
<td>9:30 – 10:00</td>
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<td>10:00 – 10:30</td>
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<td>10:30 – 11:00</td>
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<td>11:00 – 11:30</td>
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<td>11:30 – 12:00</td>
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<td>12:00 – 12:30</td>
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<td>12:30 – 1:00</td>
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<td>1:00 – 1:30</td>
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<td>1:30 – 2:00</td>
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<td>2:00 – 2:30</td>
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<td>2:30 – 3:00</td>
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</tbody>
</table>
# Toilet Timing Data Collection Sheet

**Student:**

<table>
<thead>
<tr>
<th>Date &amp; Date</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 (arrival at school)</td>
<td>D</td>
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</tbody>
</table>

D – DRY  
W – WET  
S – SOILED  
V – VOIDED ON TOILET
# Toilet Data Collection Sheet

**Student:**
**Date:**

<table>
<thead>
<tr>
<th></th>
<th>9:00</th>
<th>9:30</th>
<th>10:00</th>
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**Student:**
**Date:**

<table>
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<tr>
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<th>9:00</th>
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</tr>
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<tbody>
<tr>
<td>Wet</td>
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</tbody>
</table>
# Student Weekly Engagement Program

## Student:

### Session 1

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

## Session 2

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
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</tbody>
</table>

## Session 3

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</tr>
</tbody>
</table>

## Rating

<table>
<thead>
<tr>
<th>Participation - being actively part of the lesson</th>
<th>Rating</th>
<th>Student Behaviour</th>
<th>Rating</th>
<th>Task Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 80% - All of the time</td>
<td>5</td>
<td>Appropriate - all the time</td>
<td>5</td>
<td>All - Independently</td>
</tr>
<tr>
<td>4 Up to 80% of the time</td>
<td>4</td>
<td>Appropriate - most of the time</td>
<td>4</td>
<td>All - Semi Independently</td>
</tr>
<tr>
<td>3 Up to 60% of the time</td>
<td>3</td>
<td>Difficult but manageable some of the time</td>
<td>3</td>
<td>All - with assistance</td>
</tr>
<tr>
<td>2 Up to 40% of the time</td>
<td>2</td>
<td>Difficult - apart some of the time</td>
<td>2</td>
<td>Partial Completion</td>
</tr>
<tr>
<td>1 20% or less of the time</td>
<td>1</td>
<td>Uncooperative - apart most of the time</td>
<td>1</td>
<td>Non Completion</td>
</tr>
</tbody>
</table>
Emergency Management Plan

(Insert date)

Student:

Staff:

Parents:

Description of Student:

Triggers:

Function of (student’s) behaviour:
General Classroom Strategies:

Proactive Individual strategies:

Target Behaviours
• Level 1

State specific behaviours:

Strategies:

• Level 2

State specific behaviours:

Strategies:

• Level 3

State specific behaviours:

Strategies:
Review date of plan: ________________________________

Parents’ signature: ________________________________

Classroom Teachers Signature: ________________________________

Sub School Leader Signature: ________________________________

Principal Signature: ________________________________

Date: ________________________________
# Incident Report

To be used:
- When staff members are injured or potentially injured by incidents, near misses and/or from hazards, in conjunction with an EduSafe report on-line.
- When students are injured please also complete the Cases 21 Student Injury Form.

Name of person making report: _____________________________ Signed: ____________________________

Date of report: _________________ Signed: Principal/AP or Campus Principal: _______________________

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHO:</td>
<td>identification of people directly involved.</td>
</tr>
<tr>
<td>WHERE:</td>
<td>description of the incident location.</td>
</tr>
<tr>
<td>WHEN:</td>
<td>date, time(s)/time frame of incident.</td>
</tr>
<tr>
<td>NOTIFICATION:</td>
<td>who was notified about the incident - i.e. parents/carers, Sub-school Leader, Principal, Assistant Principal, STWC, EduSafe and/or Cases 21 Student Injury form</td>
</tr>
<tr>
<td>WHAT: objective description of what happened.</td>
<td></td>
</tr>
<tr>
<td>WHAT:</td>
<td>an accurate description of the behaviour by the student including staff intervention/response.</td>
</tr>
<tr>
<td>WHY:</td>
<td>the visual, auditory, emotional (anxiety), other triggers and previous signs of impending behaviour that may explain the motive for the behaviour.</td>
</tr>
<tr>
<td>INJURIES:</td>
<td>visible or absence of injuries.</td>
</tr>
<tr>
<td>RECOMMENDATIONS: suggestions for future management of students or similar incident, e.g. review of curriculum program/behaviour management plan in conjunction with class team, SSL and AP; case conference meeting with all parties; regular team discussion on student.</td>
<td></td>
</tr>
<tr>
<td>STAFF RECOMMENDATIONS: counselling, medical attention etc. to ensure staff well-being.</td>
<td></td>
</tr>
<tr>
<td>DEBRIEFING WITH ALL STAFF INVOLVED: Open Team discussion. What happened? How do you feel? What can we change? What do we need to put in place for tomorrow?</td>
<td></td>
</tr>
</tbody>
</table>
**CASES21 Incident Notification Form**

**School Name/Location:** Jacana School for Autism

**School Number:** 5555

### BRIEF ACCOUNT OF INJURY

**Details of Injury:**

<table>
<thead>
<tr>
<th>Accident Date:</th>
<th>Accident Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

### ACTIVITY (GENERAL & DETAILED)

1. Chemical Use
2. Manual Handling, Lifting
3. Sports/Physical Education *(Athletics, Basketball, Cricket, Football-All Codes, Skating, Baseball, Gymnastics, Ball Games not Specified, Other Sports)*
4. Vehicle Use *(Car, Bicycle, Bus, Other)*
5. Machinery Use *(Hand tools, Portable Power Tools, Other Machines)*
6. Using Office Equipment
7. Curriculum Area *(Arts Science, Technology studies, PE, Home Economics, Other)*
8. Fighting/Assault
9. Play General
10. Walking
11. Running, Jumping, Skipping
12. Accidental Contact by other Person
13. Other (Specify)

### ACCIDENT DESCRIPTION

1. Slip
2. Trip
3. Fall
4. Overexertion
5. Mental Stress
6. Collision
7. Crushing
8. Hit by Moving Object
9. Other (Specify)

### ACCIDENT SITE (Indicate CAMPUS, if more than one CAMPUS)

1. Sports Ground/Venue
2. Playground General
3. Playground Equipment
4. Classroom General
5. Chairs
6. Doors/Windows
7. Stairs/Steps
8. Paths/Walkways
9. Office Administration
10. Travel to / from School
11. Camp/Excursions
12. Other (Specify)

### STAFF ON DUTY

**Name __________________________________________**

**Number of Staff on Duty:**

### INJURED PERSON

**Type:** Student

**ID (If Applicable):**

**Name:**

**Date of Birth:**

**Age:**

**Gender:**

**Address:**

**Telephone:**

### INITIAL ASSISTANCE BY PERSON

**Type:** Student  Staff  Family  Others

**ID (If Applicable):**

**Name:**
### SEVERITY OF INJURY

<table>
<thead>
<tr>
<th>INJURY:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. First Aid (Returned to Class)</td>
<td>4. Hospital (Outpatient) Treatment</td>
</tr>
<tr>
<td>2. First Aid (Sent Home)</td>
<td>5. Hospital (Inpatient) Treatment</td>
</tr>
<tr>
<td>3. Doctor or Dental Treatment</td>
<td>6. Fatal</td>
</tr>
</tbody>
</table>

### DOCTOR TREATED PATIENT FOR (If Applicable)

<table>
<thead>
<tr>
<th>TREATMENT:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Amputation of any part of the body</td>
<td>7. The Loss of a bodily function</td>
</tr>
<tr>
<td>2. Serious Head Injury</td>
<td>8. Serious lacerations (serious means “of Grave Aspect” or “Critical”)</td>
</tr>
<tr>
<td>3. Serious Eye Injury</td>
<td>9. Injury due to exposure to a substance (e.g. Gas Inhalation, Acid Exposure)</td>
</tr>
<tr>
<td>4. Separation of skin from underlying tissue (e.g. Degloving/Scalping)</td>
<td>10. Other (Specify) ________________</td>
</tr>
<tr>
<td>5. Electric Shock</td>
<td></td>
</tr>
<tr>
<td>6. Spinal Injury</td>
<td></td>
</tr>
</tbody>
</table>

### NATURE OF INJURY

<table>
<thead>
<tr>
<th>NATURE:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Fracture</td>
<td>6. Crushing/Amputations</td>
</tr>
<tr>
<td>2. Dislocation</td>
<td>7. Bruises/Knocks</td>
</tr>
<tr>
<td>3. Strains/Sprains</td>
<td>8. Dental Injuries</td>
</tr>
<tr>
<td>4. Lacerations/Cuts</td>
<td>9. Other (Specify) ________________</td>
</tr>
<tr>
<td>5. Burns/Scalds</td>
<td></td>
</tr>
</tbody>
</table>

### LOCATION OF INJURY

<table>
<thead>
<tr>
<th>LOCATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Head (Skull, Face, Jaws, Ears)</td>
<td>5. Arm (Shoulder, Elbow, Forearm, Wrist, Hand, Finger, Thumb)</td>
</tr>
<tr>
<td>2. Eyes</td>
<td>6. Leg (Hip, Thigh, Knee, Ankle, Foot, Toe)</td>
</tr>
<tr>
<td>4. Trunk (Chest, Abdomen, buttock, pelvis, Spine)</td>
<td>8. Multiple locations</td>
</tr>
<tr>
<td></td>
<td>9. Ear</td>
</tr>
</tbody>
</table>

### WITNESS DETAILS (Provide attachment if multiple witnesses)

<table>
<thead>
<tr>
<th>Name:</th>
<th>Type: Student Staff Family Others</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ID (If Applicable):</td>
</tr>
<tr>
<td>Address:</td>
<td>Telephone:</td>
</tr>
</tbody>
</table>

Witness Statement (Description of what happened):

__________________________________________________________________________________

### PREVENTIVE ACTION PROPOSED OR TAKEN (For Staff members or Severe Accidents)

| 1. No Preventative Action Taken/Intended | 8. Review Personal Protective Clothing/Item |
| 2. Referred to the School's Safety/OHS or Risk Management Committee | 9. Review Equipment/Machinery Modifications |
| 3. Referred to the School's Health and Safety Representative | 10. Review Equipment/Machinery Maintenance |
| 6. Review Systems | 13. Other (Please first contact the Liability Claims Management Unit - Specify) ________________ |
| 7. Review the Environment | |

### OFFICE USE ONLY – ENTRY TO CASES21

<table>
<thead>
<tr>
<th>Staff Initial:</th>
<th>Principal Initial:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date____/____/_____</td>
<td>Signature of Principal/Head Officer ________________</td>
</tr>
</tbody>
</table>