

## Positive Behaviour Support Plan

Student: [REDACTED] Teacher: Kirsten Moran Room: [REDACTED] Date of Creation: 12/03/2021

People involved in creation: Kirsten Moran (Classroom Teacher), [REDACTED] (Primary Department Leading Teacher), [REDACTED] (Occupational Therapist), [REDACTED] (Speech Therapist)

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>History/<br/>Background</b>    | <ul style="list-style-type: none"><li>• Fetal Alcohol Syndrome</li><li>• ASD</li><li>• Trichotillomania (hair pulling and eating)</li><li>• Trauma Background (Foster care)</li><li>• Attended previous school for two hours a day</li><li>• Supported with an individual program, was in a separate classroom with a staff member but has transitioned into the classroom with peers</li><li>• Previously on reduced hours but has extended to full time attendance</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Strengths /<br/>Motivators</b> | <ul style="list-style-type: none"><li>• Strengths</li><li>• Highly verbal and expressive (even verbalised his urge to “break things/destroy things”)</li><li>• Curious</li><li>• Creative</li><li>• Energetic</li><li>• Determined</li><li>• Eager</li><li>• Independent</li><li>• Has a good sense of humour</li><li>• Recognising emotions in others</li><li>• Building strong relationships with adults</li><li>• Fine motor control</li><li>• Can be a good friend (very protective and helpful)</li><li>• Enjoys being read to and listening to stories</li><li>• Good comprehension skills</li><li>• Construction</li><li>• Physical capabilities – gross motor skills</li><li>• Ability to imitate- responds well to adult modelling</li><li>• Karate/ Kung fu – being a ninja</li><li>• Motivators</li><li>• Locks and keys (picking locks)</li><li>• Chains</li><li>• Outdoors</li><li>• Food</li><li>• Being a role model</li><li>• Doing a job</li><li>• Hide and seek</li><li>• Physical gross motor activities – activity room, playground, movement room, chasey</li><li>• Trampoline</li><li>• Sustainability shed</li><li>• PBS tickets (being aware of choosing his reward from the shop)</li><li>• Constant reminders of what he is working towards/behaviour expectations (kind words, gentle hands, gentle feet)</li><li>• Verbal positive reinforcement</li></ul> |

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                              | <ul style="list-style-type: none"> <li>• One - to - one adult time</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Dislikes/ Triggers</b>    | <ul style="list-style-type: none"> <li>• Waiting</li> <li>• Missing out</li> <li>• Sharing</li> <li>• Working on a task</li> <li>• Being told No</li> <li>• Non-preferred activities</li> <li>• Behaviours of other students</li> <li>• Sensory activities (water beads, paint, putty)</li> <li>• Preferred activities finishing</li> <li>• Wanting things that other students have (mainly toys)</li> <li>• Unstructured environment</li> <li>• Losing</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Proactive Strategies</b>  | <ul style="list-style-type: none"> <li>• Structured environment</li> <li>• Visual support (visual schedule, visual cards, first/then)</li> <li>• Social Stories (Luke Goes to School, Taking Turns, Keeping My Hands and Feet to myself, Good friend)</li> <li>• Prompts (verbal, visual, gestural)</li> <li>• Reinforcement (verbal praise, PBS tickets, privileges)</li> <li>• Engine Program terminology</li> <li>• Choice Boards</li> <li>• Mindfulness Activities (drawing)</li> <li>• Giving opportunity to use a bean bag</li> <li>• One - to - one adult time</li> <li>• Verbal single step instructions</li> <li>• Ample processing time</li> <li>• Reasoning (justifying why you are doing something)</li> <li>• Break time – building forts with soft foam equipment</li> <li>• Hallway sensory space (grass on the wall, spinning columns)</li> <li>• Locks (letter and number matching locks)</li> <li>• Movement activities (jumping in the hallway, running)</li> <li>• Relaxation items such as bubble wrap, bubbles, playdough</li> <li>• Timers</li> </ul> |
| <b>New strategies to try</b> | <ul style="list-style-type: none"> <li>• Video self-modelling</li> <li>• Body Checks (check his heart and relates it to the engine language, body position)</li> <li>• Body sock</li> <li>• Fidgets – thera band, theraputty</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

| Stage of Cycle | Behaviours                                                                                                                                                                                                                                                                                                                                                                                                                          | Interventions                                                                              |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| <b>Calm</b>    | <ul style="list-style-type: none"> <li>• Looks at schedule, follows schedule</li> <li>• Sitting calmly on his chair or on a bean bag</li> <li>• Slow thumb sucking (soothing)</li> <li>• Plays with hair (gentle twirling, feeling)</li> <li>• Smiling, thumbs up</li> <li>• Models expectations for others</li> <li>• Remains in classroom with peers</li> <li>• Listening to stories</li> <li>• Working on table tasks</li> </ul> | <ul style="list-style-type: none"> <li>• Continue proactive strategies as above</li> </ul> |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | <ul style="list-style-type: none"> <li>• Asks appropriate and clarifying questions</li> <li>• Listening ears on- follows instructions</li> <li>• Engages in conversations</li> <li>• Will positively engage in negotiations</li> </ul>                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Agitation (Low Level)</b>   | <ul style="list-style-type: none"> <li>• Fidgety</li> <li>• Restless (on seat)</li> <li>• Constant thumb sucking</li> <li>• Slow to respond to his name</li> <li>• Doesn't make eye contact</li> <li>• Plays with hair</li> <li>• Tracks the movement of others</li> <li>• Verbalises what other students are doing</li> <li>• Kicks doors and windows</li> <li>• Verbalises – "I'm gonna throw this"</li> <li>• Escalates from low level to high level quickly</li> </ul>                                         | <ul style="list-style-type: none"> <li>• Continue with proactive strategies as above</li> <li>• Redirection (Distraction with moving to another space/preferred activity)</li> <li>• Use simple one-step instructions</li> <li>• Allow processing time for verbal instructions</li> <li>• Verbally reinforce positive behaviours ("Good choices")</li> <li>• Refer to 'break' visual</li> <li>• Completing a job or helping an adult</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Escalation (High Level)</b> | <ul style="list-style-type: none"> <li>• Runs around the room</li> <li>• Seeks peer reactions by 'tagging' a peer and wanting to be chased</li> <li>• Will hit, kick, or push peers</li> <li>• Negotiates with staff to get preferred items or activities</li> <li>• Rips and destroys things</li> <li>• Will retreat or hide (i.e. under a table or into the recycling box)</li> <li>• Swears</li> <li>• Presents with difficulty processing verbal language</li> </ul>                                           | <ul style="list-style-type: none"> <li>• <del>Prioritise safety of Luke, staff and other students by giving him space and encourage him to move to another space</del></li> <li>• <del>Remain calm to avoid escalating the behaviour further by engaging in power struggles or shouting matches</del> <b>Speak in a calm and soft voice</b></li> <li>• <del>Establish an eye-level position with Luke and speak softly, respectfully and calmly – remind him about his heartbeat and how fast it goes when we are in this state– how it affects our body</del> <b>Continue to use engine program terminology</b></li> <li>• <del>Move slowly and deliberately toward Luke and try to minimize body language that could be interpreted as threatening</del> <b>refrain from ??</b> (pointing finger, arm reaching out, fast paced and big steps)</li> <li>• <del>Keep a safe distance from Luke being aware of unpredictability of the behaviour</del></li> <li>• Minimise verbal language <b>???</b></li> </ul> |
| <b>Crisis</b>                  | <ul style="list-style-type: none"> <li>• <del>Out of control–</del> running across the room, climbing on tables, throwing things, pushing people away</li> <li>• Screams</li> <li>• Hits, kicks, bites, head butts students and staff</li> <li>• Picks up furniture and throws it across the room or overturns (e.g. tables and chairs or the trampoline)</li> <li>• Break things – rips paper, stomps on other people's things.</li> <li>• <b>Throws items across the room (i.e. his drink bottle)</b></li> </ul> | <ul style="list-style-type: none"> <li>• Focus on the safety of Luke and those around him</li> <li>• Stay calm</li> <li>• If the behaviour escalates, move away from Luke while clearing the space of possible items that could be used as weapons or could be thrown and damaged</li> <li>• Follow emergency procedures (evacuation of class to another space) if Luke begins to injure himself, school property or his classmates nearby.</li> <li>• <b>Have BSP available to refer to for crisis intervention strategies</b> <b>Have a crisis plan (?) ready</b></li> <li>• Wait until Luke begins to de-escalate</li> <li>• <b>Do not engage in</b> negotiating or interacting</li> <li>• Let him work through the episode by making sure he is in a safe place where no harm can be done to himself or others</li> </ul>                                                                                                                                                                                   |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                  |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
|                                   | <ul style="list-style-type: none"><li>• Will hit out at windows <del>attempts to smash</del> classroom windows made of glass and the iPad</li><li>• Tip out contents of containers (sensory tubs, tub of pencils )</li><li>• <del>Tries to escape and</del> Seeks out to the doors, forcibly moving the handles and kicking the door</li><li>• Pulls things off the shelves</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                  |
| De-escalation                     | <ul style="list-style-type: none"><li>• Stops and sucks his thumb and twirls his hair</li><li>• Lies down on the ground or on the bean bag</li><li>• Verbalises feelings and desire to move on</li><li>• Shows willingness to listen and approaches the teacher or the ES</li></ul>                                                                                                   | <ul style="list-style-type: none"><li>• Allow time to cool-off get engine back to “just right” in a safe and quiet environment.</li><li>• Provide sensory feedback that will further help calm him down and settle (music, food, water, swing, hammock, weighted blanket (?), body sock)</li><li>• Let Luke engage in independent work until he is ready to re-join the group (sensory tubs, preferred activity or items)</li><li>• Provide space from any particular students involved in any incident</li><li>• Calming strategy – deep breaths</li><li>• Offer relaxation items ? the Calm Box</li></ul> |                  |
| Recovery                          | <ul style="list-style-type: none"><li>• Sits on his chair</li><li>• Starts getting chatty again and looks at the schedule or asks about next activity</li><li>• Sucks his thumb (slowly )</li><li>• Talks about friends – Asks where his friends are</li><li>• Will twirl his hair, pull a bit off and rub it on his mouth gently</li></ul>                                           | <ul style="list-style-type: none"><li>• Once calm, let him resume the regular schedule and do not dwell on the incident. episode.</li><li>• Positive reassurance that he can try again will help him reintegrate into activities.</li><li>• Pick up and pack up the things</li><li>• Restorative discussion</li><li>• Reteaching behaviour expectations</li><li>• Calming strategy – deep breaths</li><li>• Body check- Use engine program terminology.</li><li>• Relaxation items Calm Box</li></ul>                                                                                                       |                  |
| Response                          | <ul style="list-style-type: none"><li>• Complete PBS Report online</li></ul>                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                  |
| Date this plan is to be reviewed: | Principal Signature                                                                                                                                                                                                                                                                                                                                                                   | Teacher Signature                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Parent Signature |
| TBA                               |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                  |

