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| **Student Name** | | |  | | | **D.O.B.** | |  | | **Class** | |  | | | |
| **Teacher Name** | | |  | | | **Year** | |  | | **Teacher Aide** | |  | | | |
| **Caregiver name** | | |  | | | **Contact** | |  | | **Identified Needs/diagnoses** | |  | | | |
|  | | |  | | |  | |  | |
| **Meeting Date**  **Next meeting** | | |  | | | **Historical interventions** | |  | | **Current Interventions** | |  | | | |
| **PLAN** | | | | | | | | | | | | | | | |
| **People Involved in this Plan** | | | | | | | | | | | | | | | |
| **Name** | |  | |  |  | |  | |  | |  | |  |  |  |
| **Organisation** | |  | |  |  | |  | |  | |  | |  |  |  |
| **Contact** | |  | |  |  | |  | |  | |  | |  |  |  |
| **Role** | |  | |  |  | |  | |  | |  | |  |  |  |
| **Supporting as** | |  | |  |  | |  | |  | |  | |  |  |  |
|  | | | | | | | | | | | | | | | |
| **Student Profile** | | | | | | | | | | | | | | | |
| **Student Strengths &**  **Interests** |  | | | | | | | | | | | | | | |
| **Areas of Challenge** |  | | | | | | | | | | | | | | |
| **Main concerns** |  | | | | | | | | | | | | | | |
| **Goals** | | | | | | | | | | | | | | | |
| **Student** |  | | | | | | | | | | | | | | |
| **Caregivers** |  | | | | | | | | | | | | | | |
| **School** |  | | | | | | | | | | | | | | |

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| **Agreed Areas of Need – continued development in the following areas** | |
| **1** |  |
| **2** |  |
| **3** |  |
| **4** |  |

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| **Subject/area**  **Key question: What support do you think Louis needs to develop more appropriate behaviour?** | | | | | |
| Area | What we currently see | Goals | * Suggested strategies | Resp. | Evaluation |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Learning Area and Level:** | **What we are currently doing that is working** | **Next steps (Goals):** | **How are we going to achieve these goals/what strategies do we need to put in place?** | **Action Points** | | **Reading** |  |  |  |  | | **Writing** |  |  |  |  | | **Maths** |  |  |  |  | | **Oral Language**  **if applicable** |  |  |  |  | | **Social Skills** |  |  |  |  | | **Behaviour** |  |  |  |  | | **General** |  | | | | | **General Strategies that work well**  **Idea** |  | | | | | | | | | |
| **Some strategies that we can consider carrying over from previous learning about Louis** | | | | | |
|  | | | | | |
| **Positive Behaviour Supports**  **We understand that:**  **Resources to support behaviour**  **Reinforcement:** | | | | | |
| **Breaking down the De-escalation Cycle: the stages**   1. Calm: students exhibit appropriate, cooperative behaviour and are responsive to staff directions. Intervention at this stage is focused on prevention and includes creating a positive environment to increase appropriate behaviour, establishing and teaching classroom expectations, rules and procedures , arranging for high rates of successful engagement, assessing underlying causes of problem behaviour, teaching social skills including problem solving and self-management. 2. Triggers: activities, events or behaviours that provoke anxiety and set off the cycle of problem behavior. These may include repeated failures, frequent corrections, interpersonal conflict, low rates of positive reinforcement, changes in routine , peer provocations, pressure/ difficult tasks, facing errors or corrections . They can also include non-school based triggers for example inadequate sleep unsettled morning etc. Intervention prior to triggers being present can include reminding of expected behaviours, rehearsing expected behaviours, teaching social skills for managing triggers and providing active supervision. Once triggers are present, intervention can include redirecting back to Calm, reinforcing expectations, increasing opportunities for success, reminding about skills for managing triggers, consideration of the function of the problem behaviour for future planning 3. Agitation: characterized by emotional responses, e.g anger, frustration, anxiety. It can appear as tense muscles, an increase in movement, off task behaviour, being out of seat, talking with others, social withdrawal. Intervention during this phase needs to include calming strategies for the student alongside teacher actions that includes proximity, empathy, direct assistance, reassurances and additional time, withdrawal to a preferred activity. The agitation phase is where the student will need to actively self-regulate from support that they have received during calm stages. 4. Acceleration: escalated behaviours intended to test limits and that are likely to obtain a reaction from another person. This can include questioning and arguing, making noises, provocation of others, failure to follow directions, whining and crying, avoiding tasks/ activities, threats and intimidation, destruction of property etc. Interventions at this stage need to be centered on the adult remaining calm/non-reactive and not taking the behavior personally, clearly stating expectations, ensuring safety, moving slowly and deliberately towards the problem situation, speaking privately if possible, minimizing body language, speaking respectfully etc. Remember that this is not a teaching time but there may be opportunities to redirect. 5. Peak: acting out behaviour which could be a threat to themselves or others including physical aggression, property destruction, self injury, escape. Interventions at this stage need to center on safety. This is a good time to implement a safety plan if it has already been developed. This is not a time for discussion or discipline or teaching. At this point, the Amygdala is fully in control and stress hormones are working more than rational thinking 6. De-escalation: characterized by student disengagement and a reduction in acting out behaviour which could appear as social withdrawal, blaming others, confusion. At this stage, intervention needs to focus on providing a cooldown time, isolating the student to an agreed location with adequate supervision will stop ensure that they have a drink of water and assign a low-level independent task for example bouncing a ball. 7. Recovery: this. Is characterized by regaining the equilibrium of the calm phase. It may look like the student is subdued. They may attempt to correct the problem. they may feel very tired and want to withdraw. This is a good time to intervene by positively reinforcing any displays of appropriate behaviour, reestablishing routine activities or supporting them to engage in nonacademic activities will stop. 8. Debriefing happens more than 20 minutes after the incident and needs to be focused on facilitating transition back to a normal program not implementing a negative consequence. Acknowledge feelings, identify the sequence of events, help the student gain self-awareness and insight into their self-destructive behaviours, pinpoint any decision making moments during the sequence of events where things could have changed, identify acceptable decisions for future situations and practice those skills. A debriefing conversation gives the student plenty of opportunities to talk. 9. **Environmental Changes:**   Changing the environment can often reduce behavioural episodes. Try to adjust or avoid situations that are triggers for challenging behaviour and incorporate ways to reduce frustration and anxiety and increased understanding. Consider the following   * organise and provide structure with clear and consistent visual schedules and consistent routines so Louis knows what's coming next * Inform transitions and changes as these can be extremely unsettling when they're unexpected. Refer to a schedule, use countdown timers, give warnings about upcoming changes etc * Use visual supports including pictures, texts etc because they provide information that stays (more than verbal). * Provide a safe place and teach when to use it for example a calming room or corner and objects or activities that help to calm * Remove or dampen distracting or disturbing stimuli e.g. use headphones to help block noise   **Positive behaviour supports that can be helpful in building more appropriate behaviours include the following. Try to be consistent between home and school**    Example of a self-management plan (for adaptation)    **Resources and links that may also be helpful**  Printable behaviour charts [https://www.freeprintablebehaviourcharts.com/](https://www.freeprintablebehaviorcharts.com/)  Self management ASD research article <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.504.1527&rep=rep1&type=pdf>  ASD Challenging behaviours toolkit [https://www.autismspeaks.org/sites/default/files/2018-08/Challenging%20Behaviours%20Tool%20Kit.pdf](https://www.autismspeaks.org/sites/default/files/2018-08/Challenging%20Behaviors%20Tool%20Kit.pdf)  Visual supports and autism toolkit <https://www.autismspeaks.org/sites/default/files/2018-08/Visual%20Supports%20Tool%20Kit.pdf> | | | | | |