

**School of Special
Educational Needs**
Sensory



School of Special Educational Needs: Sensory Positive Behaviour Support Guidelines

Our Vision

Valuing difference
Equity in learning
Empowering all

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Whole School Positive Behaviour Support Guidelines

The School of Special Educational Needs: Sensory (SSEN: S) provides educational support for children with hearing loss and/or vision impairment from birth to completion of school. SSEN: S provides support for both public and non-government schools throughout Western Australia.

Policy

SSEN: S adheres to the Department of Education's *Student Behaviour in Public Schools Policy*, and *Student Behaviour in Public Schools Procedures* enabling:

- a whole school plan to support positive student behaviour;
- implementation of the documented whole school plan to support positive student behaviour; and
- provision of individual student behaviour support where the need is identified.

SSEN: S Plan for Positive Student Behaviour Support

SSEN: S whole school plan to support positive student behaviour ensures that:

- the best interests of the child are a primary consideration;
- the safety and wellbeing of all school staff and other members of the school community are considered;
- a positive school approach and the good order of the school is maintained;
- personalised adjustments are based on student need;
- cohesion of behaviour support for students across contexts and teachers is maintained;
- consistency in behaviour support in and out of school, through liaison with parent(s) and community is embedded;
- strategies are culturally, developmentally and psychologically appropriate;
- support for the growth of self-regulation and peer-regulation to reduce the need for adult intervention occurs;
- the least restrictive alternative that will prevent or de-escalate student conduct or emotional states that risk harm to self or others is used;
- agreed behaviour interventions or therapies provided by external practitioners or agencies are taken into account; and
- SSEN: S complies with the requirements detailed in The Department's Positive Behaviour website.

Provision of Individual Student Behaviour Support Where Need is Identified

Individual student behaviour support must be provided where the need is identified through:

- monitoring students whose behaviour needs are not adequately met by the whole school support plan;
- advice received from Statewide Services staff, as required;
- liaising with external agencies or experts, as required;
- information received from the student and his/her parent(s) to inform the personalised Positive Behaviour Individual Support and Intervention Plan; and
- reviewing records of enhancements in behaviour support and their outcomes.

Key Definitions

- **Behaviour** is defined as a student's learned actions, identified in a school's code of conduct, that contribute to the student's growth and development and the school's good order and proper management.
- **Positive Behaviour Support** is defined as the educational support a student receives from the school in order to learn and maintain identified behaviour.
- **Good Standing** is a status all SSEN: S students are granted at the start of each year. Students with 'Good Standing' are eligible to participate in activities such as Peer Engagement Days, Youth Engagement Days, excursions, workshops and camps. It is the responsibility of each student to

maintain their 'Good Standing' through positive and expected behaviour with SSEN: S, in addition to retention of Good Standing at their enrolled school.

- **Loss of Good Standing** will result in students losing the right to attend the program for an agreed amount of time. Loss of **Good Standing** will occur if a student:
 - Behaves in a way that is inconsistent with accepted behaviours;
 - Refuses to participate in planned activities; or
 - Behaves in a way that may cause upset, distress or disrespect to students or staff.
- **Positive Behaviour Flowchart** is defined as the SSEN: S diagrammatic overview of support mechanisms to facilitate positive behaviour.
- **Positive Behaviour Individual Support and Intervention Plan (Appendix A)** is a document which is collaboratively developed with key stakeholders. It outlines agreed mechanisms to prevent behaviours of concern in addition to documenting strategies to be implemented should behavioural escalation occur.
- **Expanded Core Curriculum (ECC)** addresses the unique specialised learning needs of students with sensory loss. There is an ECC for students with Vision Impairment and a different ECC for students with hearing loss. Both consist of specific areas designed to support the skills, concepts and explicit teaching required to meet the individual learning needs of students related to the complexities of vision impairment or deafness. Skills also support curriculum access.

Mobile Phone Use

The Department of Education does not permit student use of mobile phones in public schools unless for medical or teacher directed educational purpose. SSEN: S therefore have implemented a ban on the use of mobile phones for all students from the time they arrive to the conclusion of the school day ("off and away all day") unless the student has been granted an exemption for the following uses of mobile phones:

- to monitor a health condition as part of a school approved documented health care plan; or
- for a particular educational purpose under the direct instruction of a teacher; or
- with permission of a teacher for a specified purpose.

Student Cohort Requirements:

- Students from Kindergarten to Year 6 are not permitted to have mobile phones in their possession during the school day;
- Students from Year 7 to 12 are permitted to be in possession of their mobile phone during the school day, however, mobile phones must be turned off and neither seen nor heard; and
- "Off and away all day" includes before school and at break times.

Students are to put their smart watches in 'aeroplane mode' so phone calls and messages cannot be sent or received during the school day. Mobile phones will be stored with the program teacher during group programs for students from Kindergarten to Year 6.

Breaches of The Department's policy relating to mobile phone use will result in loss of Good Standing with SSEN: S.

Overview of Educational Programs and Positive Behaviour Support

SSEN: S Programs

SSEN: S has school based facilities for early childhood and group programs at the Statewide Services Centre in Padbury and Southwell Primary School. Other venues in metropolitan and country regions are also utilised to support service provision and student engagement. Visiting Teachers provide statewide educational support to students, schools and families.

Educational contexts include home, school, home-school, day care, outside care providers, School of Isolated and Distance Education, small group and class based programs. Adherence to The Department's policy is tailored to the diverse individual and group student learning programs available through SSEN: S.

Early Childhood Services

Home-based Individualised Support (*Parents are always present*) - Individualised programs focus on essential skills, concepts and understandings to support child development and build capacity.

To facilitate positive behaviour, the SSEN: S Positive Behaviour Flowchart and Appendix A may be used to support the development of appropriate behaviour. The responsibility for maintaining positive behaviour remains with the parent.

Playgroup (*Parents always accompany children*) - Caters for children aged 0-3 years with a focus on child development through play-based activities. Playgroup enables practical, relevant and effective specialist support to assist children in achieving their optimal educational outcomes.

To facilitate positive behaviour, developmentally appropriate strategies are utilised including emotional regulation support. The SSEN: S Positive Behaviour Flowchart and Appendix A may be used to support behavioural expectations in collaboration with the family. Parents are directly involved in Playgroup sessions to support acquisition and generalisation of appropriate social skills and behaviours. The responsibility for positive behaviour remains with the parent.

Lighthouse Littlies Program (*Parents do not accompany children*) - A holistic specialised program catering for children in the pre-kindergarten or kindergarten year that focuses on the whole child and builds upon the skills, knowledge and understandings developed in playgroup. The program supports children in school readiness and transition.

To facilitate appropriate behaviour, developmentally appropriate strategies are utilised which take into account the situation, student cohort, and individual needs of the student and his/her family. The SSEN: S Positive Behaviour Flowchart and Appendix A may be used to support behavioural expectations.

Visiting Teacher Services

School-based Service - The Visiting Teacher assists classroom teachers and school communities with developing teaching and learning adjustments. In addition, the visiting teacher works with the child on a tailored teaching and learning program to support development of specific skills related to the relevant Expanded Core Curriculum.

To facilitate positive behaviour, it is the responsibility of the visiting teacher to familiarise themselves, and work within, the behaviour policy or guidelines of the student's enrolled school. This includes being aware of how the school promotes positive behaviour and deals with challenging behaviours.

Home Schooling - The Visiting Teacher assists the school program educational practitioner with developing teaching and learning adjustments. In addition, the visiting teacher works with the child on a tailored teaching and learning program to support development of specific skills related to the relevant Expanded Core Curriculum.

To facilitate positive behaviour, the SSEN: S Positive Behaviour Flowchart and Appendix A may be used to support the development of appropriate behaviour. The responsibility for maintaining positive behaviour remains with the parent.

School of Isolated and Distance Education (SIDE) - The Visiting Teacher assists the educational practitioner with the development of relevant teaching and learning adjustments. In addition, the visiting teacher works with the child on a tailored teaching and learning program to support development of specific skills related to the relevant Expanded Core Curriculum.

To facilitate positive behaviour, the SSEN: S Positive Behaviour Flowchart and Appendix A may be utilised in collaboration with the family and SIDE program teachers.

Peer Engagement Day Program (*Parents do not accompany children*)

Peer Engagement Days are educational social groups for primary-aged students which support the development of healthy relationships, strong social and emotional wellbeing and positive self-identity. The specialised program is for students with hearing loss and attendees are withdrawn from their enrolled school to participate.

To facilitate positive behaviour, the SSEN: S Positive Behaviour Flowchart and Appendix A may be utilised in collaboration with the family, classroom teacher and visiting teacher. Expectations for positive behavior are developed with the students and displayed within the program as a **Peer Engagement Code of Conduct**. Each student begins Peer Engagement with **Good Standing**. Students are expected to be positive role models, to resolve conflicts in a positive manner, and to follow the expected behaviours as agreed in the **Code of Conduct**.

Youth Engagement Day Program (*Parents do not accompany children*)

The Youth Engagement Day is a program for secondary students. Students wishing to develop leadership skills and take on greater responsibility within their school or community participate. The program is held in the metropolitan area and students are expected to be positive role models.

To facilitate positive behaviour, the SSEN: S Positive Behaviour Flowchart and Appendix A may be utilised in collaboration with the family, school learning support coordinator and visiting teacher. Expectations for positive behavior are developed with the students and displayed within the program as a **Youth Engagement Day Code of Conduct**. Each student begins Youth Engagement Day with **Good Standing**. Students are expected to be positive role models, to resolve conflicts in a positive manner, and to follow the expected behaviours as agreed in the **Code of Conduct**.

Excursions and Workshops (*Parents might accompany children*)

Workshops (Padbury and/or Southwell) and excursions (external venues) provide students with educational, recreational and social opportunities to interact with SSEN: S peers. All workshops and excursions comply with The Department's *Excursion Policy* and relate to the relevant Expanded Core Curriculum.

To facilitate positive behaviour, students supported during excursion programs follow Excursion Management Plans which feature extensive risk management and appropriate behaviour briefings. Students not contributing to safe and positive environments through inappropriate behaviour will be required to be collected by parents. Students who have lost Good Standing in their enrolled school will not be permitted to attend.

SSEN: S Positive Behaviour Support Processes

Positive Behaviour Support

SSEN: S Staff expect and encourage positive behaviour at all times. To encourage, support or facilitate appropriate behaviour, a variety of strategies are taught and utilised which take into account the best interests and individual needs of the student, their family and the context. Best practice approaches maintain cohesive behaviour support across contexts through the use of common procedural steps and key language prompts.

Positive Behaviour Support Practices

To support positive behaviours staff will:

- Ensure the rights and responsibilities of the individual are identified, recognised and respected;
- Recognise those members of the sensory community whose exemplary behaviour promotes a positive and caring educational environment;
- Develop the students' social and self-management skills;
- Develop the students' positive self-concept;
- Establish logical consequences for individuals with challenging behaviours; and
- Establish procedures so that conflicts can be resolved in a positive manner.

Expected Behaviours for SSEN: S Programs

Developmentally appropriate expected behaviours include:

- Attending to and following instructions;
- Cooperative play and interactions with others;
- Respectful behaviour towards self, peers, adults and school equipment; and
- Full participation in activities to the best of each individual's ability.

Strategies to Support Positive Behaviour

SSEN: S strategies* which support expected behaviour include verbal/sign/tactile/braille/key word visual aids and resources to support student understanding.

Best Practice to Support Appropriate Behaviour	Positive Behaviour Reinforcement	Classroom Management Strategies
<ul style="list-style-type: none"> • Explicitly teach / direct instruction of replacement behaviour • New behaviour verbally (praise) and physically (high fives etc) reinforced • Reinforcement strategies are timely, personally meaningful and motivating to student and match the developmental needs of the student • Allow redirection, take up time and use of calming breaks • Early interruption, consistent language and planned hierarchy of response consistent in all contexts 	<ul style="list-style-type: none"> • Verbal praise • Stamps • Stickers • Highlighting appropriate behaviours • Modelling • 'Helper of the Day' • Individual desk chart • Tokens • Informal chats with parents • Free choice of toys at appropriate times. • Prize Boxes • Role play, social stories 	<ul style="list-style-type: none"> • Agreed rules/Code of Conduct • Positive Reinforcement • Proximity • Positive phrasing • Positive rapport • Consistent routines • Remaining calm and responding positively (when calm involve the child in discussing the behaviour issues) • Avoid/minimise known triggers • Develop coping strategies, redirect, distract, planned ignoring • De-escalation strategies • Support Emotional Regulation Strategies (Stop, Think, Do) • Explain two choices and logical consequence • 1, 2, 3 thinking chair • Quiet Time/ Time Out.

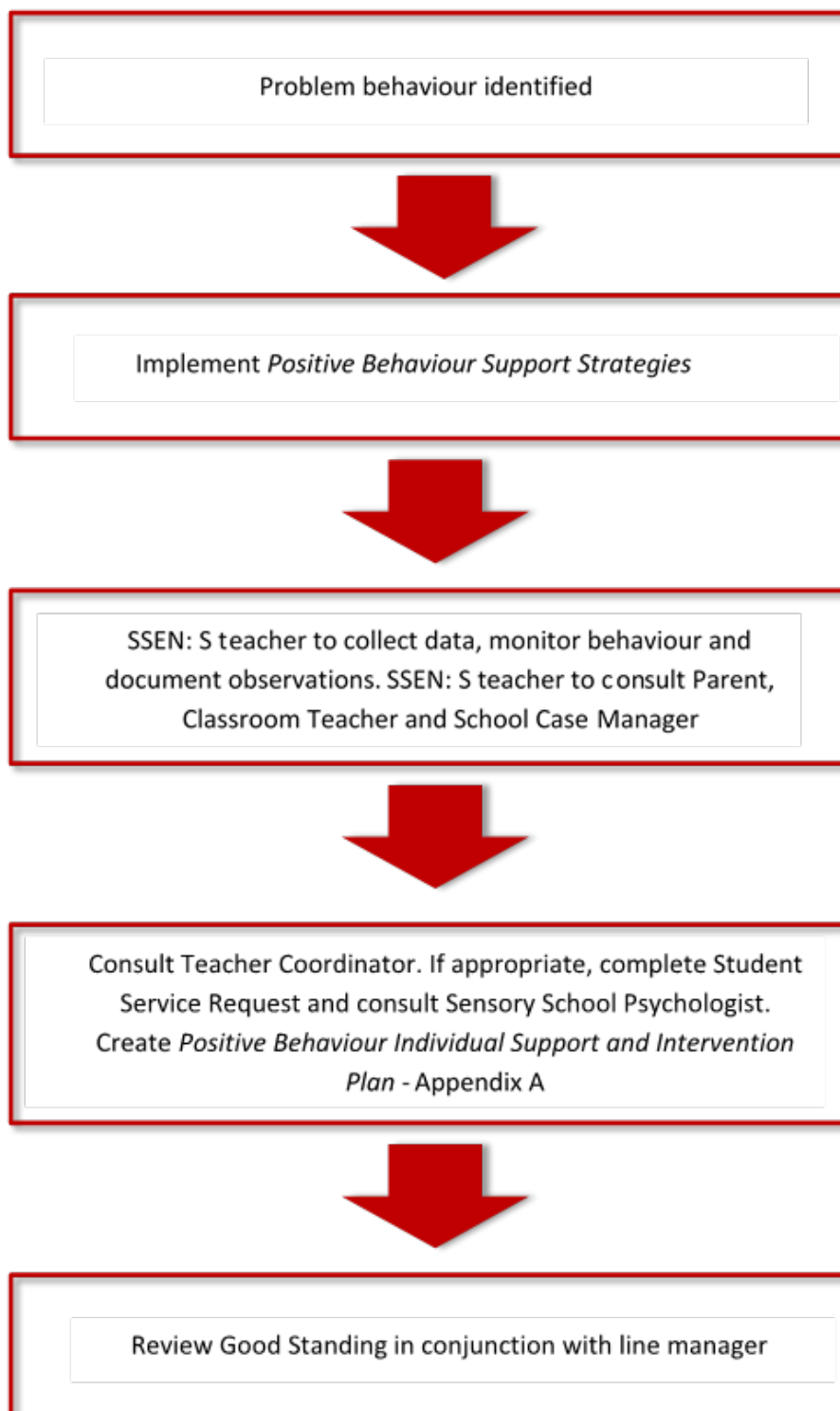
**Strategies which may be utilised are not limited to those listed above. SSEN: S staff are encouraged to liaise with the SSEN: S School Psychologist for further advice. For students based in school settings, the School Psychologist or Learning Support Coordinator must be included in consultations.*

SSEN: S Further Behaviour Support

At times, further behaviour support may be required. In such cases, the following steps may be followed in order to support improved behavioural outcomes.

1. The **SSEN: S Positive Behaviour Flowchart** may be utilised.
2. A **Positive Behaviour Individual Support and Intervention Plan** (Appendix A) may also be created in collaboration with the **parents/carer/school** and other stakeholders to support improved behavioural outcomes.
3. Particularly challenging or persistent behaviours may require further support from the enrolled school or SSEN: S Coordinator Teacher Services, School Psychologist and Associate Principals.

Positive Behaviour Flowchart



Positive Behaviour Individual Support and Intervention Plan - Appendix A

Student Name: _____

School Year: _____

Relevant History: _____

Aim: _____

Behaviours of Concern	Triggers	Strategies
		Preventative strategies
		Strategies after escalation
Stakeholders		
Parent:		
Teacher:		
Education Assistant:		
Educational Interpreter:		

Review Plan: _____

Agreed Date: _____

Positive Behaviour Individual Support and Intervention Plan

(Exemplar) - Appendix B

Student Name: _____

School Year: _____

Relevant History: *hearing loss, vision impairment, language level, group environments, family, school etc*

Aim: *Positively state desired outcome / behaviour*

Behaviours of Concern	Triggers	Strategies
	<p><i>Setting, eg mat, playground, toilet, sensory</i></p> <p><i>Time, eg parent separating, rest time, end of day</i></p> <p><i>Tasks, eg sitting quietly, transitioning, language rich activities</i></p> <p><i>Social Interactions, eg peers, teacher responses</i></p> <p><i>Needs of child not met, eg sensory, social</i></p>	<p>Preventative strategies</p> <p><i>Develop preventative strategies, eg learning adjustments, check in, calming choices, “then/now,” environmental adjustments</i></p> <p><i>Identify replacement/ target behaviour – how can the child meet their need in a positive way?</i></p>
Stakeholders		
Parent:		
Teacher:		
Education Assistant:		
Educational Interpreter:		

Review Plan: _____

Agreed Date: _____

Positive Behaviour Individual Support and Intervention Plan

(Case Study Exemplar Early Childhood Service) - Appendix C

Student Name: Zeus

School Year: Pre-Kindergarten

Relevant History: Zeus is a three-year-old Pre-Kindergarten boy attending Lighthouse Littlies (LL) twice a week. Zeus arrived in Australia recently, has significant sensory loss and received no early intervention. Zeus is an only child and his parents (who are refugees) report they do not have any routines (sleep, eating, getting to LL). Zeus has little Afghani and no English language skills. His parents anticipate his every need and he hits them if he does not get what he needs.

Aim:

- To develop age appropriate classroom behaviours through developing emotional regulation, communication strategies and social skills
- To support understanding of classroom routines and social expectations in anticipation of a successful transition to Kindergarten next year.

Behaviours of Concern	Triggers	Strategies after Escalation
Hitting	<p>Specific child or staff member</p> <p>Crowding, noisy and busy inside classroom</p> <p>When staff try to use physical guidance for compliance with routine/ tasks</p> <p>Increased incidences when poor/little sleep, not had breakfast, before fruit time, lunch, late afternoons, Thursdays, Fridays and end of term</p> <p>Social or language demands in learning task, eg mat time, following instructions at activity table, peer interaction</p> <p>Unstructured tasks interacting with peers with communal toys</p>	<p>Preventative strategies</p> <p>Choose compatible staff to individually monitor, use physical proximity to limit ability to hit students, do not physically prompt, keep language demands low by using visual timetable, praise, reward frequently, use “now, then” card, distraction bag of interests or sensory soothing breaks (eg riding bike, sandpit) when escalating (when hungry or noisy classroom or classroom demands becoming overwhelming).</p> <p>Liase with Individual Visiting Teacher, School Psychologist and Parents to explicitly plan teaching of emotional regulation, social skills, parenting skills and social language (PATHS and Twiggle resources, pragmatics) and all consistently teach skills/same language (Key Word Signs {KWS} and oral and visual timetable) in all contexts.</p> <p>Create a personalised (photos) social story of emotional regulation with emotions, body cues, emotional regulation language “stop think do”, etc.</p> <p>Appropriately scaffold learning of adult directed social language only and ensure successful peer interaction (risk management by limit, timing, consider space and noise) adapt according to mastery of regulation, sensory and learning demands.</p> <p>Adapt learning environment (individual timetable or adapt whole group timetable, plan structured active lesson instead of sitting and listening, one on one).</p>

		<p>Consistent explicitly teach social language (explain what someone is doing and why, expected behaviour, praise), modelling emotional regulation (label emotions, physical responses, turtle puppet, language, eg KWS, oral etc), introduce replacement behaviour (ie Please stop that. I don't like it. My turn first, then your turn, now then etc) and logical consequences across home, school, individual sessions. Personalised social stories for home and school and individual lessons.</p>
		<p>Strategies after escalation</p> <p>Allow calming strategies, eg distraction bag, sensory break, preferred activity.</p> <p>As soon as possible, when calm, read Zeus' personalised (photos) social story of emotional regulation with emotions, body cues, emotional regulation language "stop think do" etc. Give insight into what triggered him in this case and give him language (replacement behaviour with KWS, oral) to prevent in future</p> <p>Reflect, review and refine plan to further support his acquisition of skills such as modify environment, learning plan, parenting skills, timetable etc.</p>

Stakeholders

Parent:	
Teacher:	
Education Assistant:	
Educational Interpreter:	

Review Plan: After one month and/or the end of Term. Maintain communication and progress toward goal.

Agreed Date: _____