



MANAGING CHALLENGING BEHAVIOURS

A GUIDELINE AND POLICY DOCUMENT, 2017

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CORE BELIEFS

We believe . . .

- that all students are individuals with unique needs who are capable of growth and change;
- that all students must be treated with dignity and respect; and
- that all students deserve a chance to succeed.

DEFINITIONS

What is Challenging Behaviour?

Challenging behaviour may be defined as:

“Behaviour...of such an intensity, frequency or duration as to threaten the quality of life and/or the physical safety of the individual or others and is likely to lead to responses that are restrictive, aversive or result in exclusion.”

Challenging behaviour, from the Grassroots School context, encompasses behaviour that:

- Interferes with the student’s own and/or other students’ learning;
- Disrupts the day to day functioning of the school;
- Jeopardizes the right of staff and students to a safe and orderly environment;
- Has a duration, frequency, intensity or persistence that is beyond the normal range that schools tolerate; and
- Is less likely to be responsive to the usual range of interventions used by the school to address student misbehaviour.

Different types of challenging behaviour displayed by children include (but not limited to):

- **Aggressive behaviour**, including pushing, punching, kicking, biting, scratching, threatening behaviour and verbal abuse;
- **Disruptive behaviour**, including screaming, tantrums, non-cooperation, running away;
- **Destructive behaviour**, including destruction of property and the environment;
- **Withdrawn behaviour**, including refusal to respond, such as elective mutism;
- **Stereotypical behaviour**, particularly in children with learning disabilities and autistic spectrum disorders, which can include rocking, repetitive vocalisations, ritualistic hand movements; and
- **Self-injurious behaviour**, including head banging, scratching and poking.

What is a Serious Behaviour Problem

To be defined as a serious behaviour problem, a student’s behaviour must meet any or all of the following criteria:

1. The behaviour is self-injurious, assaultive, and/or caused property damage, and could lead to suspension;
2. The behaviour is so pervasive and maladaptive that it would warrant a systematic and frequent application of behavioural interventions; and
3. The behaviour significantly interferes with the implementation of the goals and objectives of the student’s IEP.

What is a Behavioural Emergency

A behavioural emergency is defined as a serious behaviour not previously observed and for which a behavioural intervention plan has not been developed. To be defined as a behavioural emergency a behaviour must pose a clear and present danger of serious physical harm to the student or others, or it must pose the threat of serious property destruction. Furthermore, an emergency physical intervention by qualified personnel is necessary to control the behaviour and to prevent further damage. The behaviour cannot be controlled by a response measure less intrusive than the temporary application of an emergency intervention or it would not be considered an emergency.

In assessing whether or not the student's behaviour is truly a behavioural emergency, the following questions must be asked:

1. Is there a threat of serious physical harm to the student himself, to another student, or to a staff member?
2. Is the threat imminent?
3. Is the situation so out of control at this point that no means but an emergency intervention could effectively be used?

All of these questions must be answered in the affirmative for a situation to be deemed a behavioural emergency. Further, in the case of a true behavioural emergency it must be remembered that the duration of the emergency intervention can be no longer than is necessary to control the situation and to ensure everyone's safety. The technique applied to intervene when a behavioural emergency occurs must have been specifically designed for such contingencies with a focus on containment of the student without accompanying harm or injury. Additionally, due to the specialized nature of technique, it should serve no other purpose in relation to the student than that for which it was intended, i.e., containment. Such techniques are never to be used as a substitute for treatment. In other words, emergency interventions are not to be used as punishment, for the convenience of the staff, or as a substitute for adequate programming.

WHY/IN WHAT CONTEXT, DOES CHALLENGING BEHAVIOUR OCCUR?

There are many reasons why children behave in a challenging manner. As a school we believe that identifying why they do so can be the key to finding a solution to the problems caused by the behaviour. This analysis must include a consideration of the behaviour and the context in which it occurs. The first step will be in identifying the specific behaviours that prove to be challenging/problem. This will be addressed through observations using the **Problem Behaviour Identification Checklist** (See Annexure A).

Children with **communication** difficulties may engage in challenging behaviour. If a child is unable to express his/her needs or wants because of a lack of understanding or ability to use language, inappropriate behaviour may be used to express those needs. In such cases, teaching a child to use acceptable ways to communicate his/her needs may form part of the solution.

Environmental factors may contribute to the problem. Children may react negatively to noise, heat and cold or to invasion of their space. Some children, particularly children with autistic spectrum disorders, may be over sensitive to certain stimuli such as noise, and may therefore react by displaying challenging behaviour. As a protocol for challenging/problem behaviours teachers will complete **A Classroom Environment Analysis Form** (See Annexure B).

Attention-seeking is often identified as a cause of challenging behaviour. This begs the question as to why the child needs to seek attention in this way. Some children may be unable to manage a particular task and may be frustrated or bored. However, attention-seeking behaviour can also be a learned behaviour which has been effective in the past in ensuring that children get what they want. Even negative attention can be motivating for some children, especially if they feel that this is the only attention they receive.

Factors associated with **socio-economic disadvantage** also influence the prevalence of challenging behaviour. Poor social skills and language development, associated with poor parenting skills may lead to a child exhibiting challenging behaviour. This behaviour may be used as a survival technique in the child's environment.

Challenging behaviour may have an underlying **medical cause** or reason, such as pain, illness or sensory difficulties. Some forms of challenging behaviour are particularly associated with certain conditions and disabilities such as repeated and involuntary body movements (tics) and uncontrollable vocal sounds (Tourette's Syndrome) or ritualistic or obsessive behaviour (Autistic Spectrum Disorders).

STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR

The most effective method adopted by the teachers of Grassroots School, when attempting to manage challenging behaviour is to prevent it from occurring in the first place. To this end, the school has developed strategies to promote positive behaviour. This is based on the assumption that most behaviour patterns (negative and positive) are learned, and therefore, that appropriate behaviours can also be learned. It is also based on the belief that behaviour is contextual, so children can be taught to behave in a certain way within the school context. Appropriate behaviour is then reinforced in the school and classroom climate which is supportive of positive behaviour.

Grassroots School is inclusive in nature and therefore regularly encounters the situation where they meet children with challenging behaviour as an aspect of special education needs. A positive approach to the promotion of good behaviour benefits all children, including those with and without special educational needs. However, approaches should be constantly modified to ensure that they are developmentally appropriate to the child with special educational needs.

The school identifies the following key concepts in behaviour support planning:

1. Behaviour serves a purpose for the student. All behaviours, including challenging/problem behaviour, allow the student to get a need met (i.e., behaviour serves a function).
2. Behaviour is related to the context/environment in which it occurs.
3. Changing behaviour requires addressing both the environmental features (removing the need for use of problem behaviour to get needs met) AND changing behaviour requires teaching a functionally-equivalent behaviour that student can use to get that same need met in an acceptable way.
4. New appropriate behaviour must be reinforced to result in maintenance over time.
5. Implementers need to know how to handle problem behaviour if it occurs again.
6. Communication needs to be between all important stakeholders, frequently enough to result in the continuous teaming necessary to achieve success.

PROMOTING POSITIVE BEHAVIOUR IN THE CLASSROOM

Children have an inherent need for a safe and secure environment. The classroom, in many instances, may be the only stable element in the life of a child not experiencing such security in other parts of his/ her life. Teachers should hence model positive behaviour by treating children and adults with respect and building up a positive relationship with students.

Children react well to routines and boundaries. There is, of course, a natural tendency to try and push out boundaries that are set and to test their limits. Establishing and maintaining rules and routines in the classroom requires a good deal of effort from teachers, and research has shown this to promote positive behaviour.

The following strategies are used at Grassroots School and have been found to be effective in promoting positive behaviours in classrooms, when and if implemented appropriately.

Develop **Essential Agreements** with **clear and simple classroom rules** through discussions with the children. These should be displayed in the classroom, perhaps with pictorial clues for non-readers. About three to five rules, stated in terms of observable behaviours is sufficient in most classes. Positive statements such as "We put our hands up when we want to speak" are preferable to negative statements such as "No shouting out in class". Rules should be taught and practised through role-play, and reinforced by praise or reward. It is important that there are positive consequences for children who keep to the rules. There must also be consequences for those who do not.

All children respond to attention and therefore a **focus on positive behaviour** will reinforce positive behaviour. Teachers should make it a point in trying to acknowledge children being good and praise or reward them for this, thus placing the focus of attention in the classroom on the majority of children who behave appropriately. In most classrooms, teachers can adopt a formalised approach to rewards and praise, where children earn tokens/stars, points or stickers for positive behaviour.

Gordon(1996) gives the following advice on the use of rewards: -

1. Reward appropriate behaviour as soon as possible.
2. Make the pay-offs small, and attainable.
3. Make the rewards cumulative.
4. Make the pay-offs co-operative (i.e. encouraging the class to work together for a reward).
5. Never take back a reward; and
6. Use the element of surprise (e.g. by giving a double reward unexpectedly).

Many disruptive **behaviours occur at transition times**, for example when children are moving from one activity to another. It is therefore essential to plan for routines and transitions. Transitions should be flagged by the teacher e.g “In five minutes, we will finish this activity and eat our lunch”. A child with a specific learning difficulty may, for example, find organising books and equipment a particular challenge. A verbal or visual clue about what will happen next will therefore help with management of classroom life.

Giving **clear instructions** to children about what is required of them is part of everyday life in the classroom. Teachers give an enormous number of commands during the school day with some research indicating an average number of thirty-five in a half-hour period. This has been shown to rise to sixty where children have more behaviour problems (Webster-Stratton, 1999).

Webster-Stratton in her book *How to “Promote Children’s Social and Emotional Competence”* describes children as being caught in a “command storm” with too many critical or negative commands. In order to make teachers’ instructions more effective she suggests that commands should be:

1. Delivered after the teacher has sought and gained the child’s attention
2. Commands should be short, clear and specific; expressed in positive terms
3. Followed by a latency/time for children to respond and comply
4. Followed up by positive reinforcement for children who have followed the commands; and
5. Reinforced by giving further signals to non-compliant children such as by standing close, using eye-contact and using their name in a firm voice.

Children must be aware that **problem/challenging behaviour has clear, consistent consequences**, and that failure to keep rules or to behave well will incur those consequences. These should be presented to a child as a choice, where the teacher might say “I have asked you twice to work quietly. If you continue to talk, you will have to work at another table.” This is a way of holding children accountable for their behaviour. Consequences should be consistent, promptly applied, reasonable and related to the behaviour concerned.

A WHOLE-SCHOOL APPROACH

Positive Behaviour Management is a shared ethos for Grassroots School, which emphasises care, respect and responsibility. It can be both a starting point and a result of an emphasis on positive behaviour. Practical manifestations of such an ethos includes school events where success is celebrated, a welcoming attitude to parents, ‘buddying’ of younger children or children with special education needs, a sharing of responsibility with students and the use of children’s first names. The cornerstone of such an approach is that it is shared by the whole school community, including staff, children, parents and the Board of Governors. The approach taken by the school is also appropriate to the context in which the school operates, including factors related to the broader community.

The role of **parents** in an approach to positive behaviour is extremely important. Research has found that parental involvement in acknowledging positive behaviour from the teachers, through the use of a note in the school

planner/homework journal, or in making reports to parents, is very useful as children regard a positive note home as the best reward, while a negative note home was most often viewed as the worst sanction.

A whole-school approach to the promotion of positive behaviour also enables staff to support each other. Collaboration involves staff in discussions about behaviour, without the danger that individuals may feel that their classroom management skills are being questioned. Staff support has also been identified as one of the major factors in coping effectively with incidents relating to challenging behaviour. In an inclusive set-up like Grassroots School, where there are particular problems, staff will have a system of falling back on the special educator, calling on Dr. Sharanya Anil (SEN Coordinator) or Mrs. Deepa Bajaj (Head of School) to assist by removing a student, or class group, where necessary, to calm a difficult situation.

Finally, a sense of common purpose in the promotion of positive behaviour is very effective in dealing with behaviour in public areas, such as corridors, assembly areas and the playground/yard. A shared understanding of what constitutes acceptable behaviour in these spaces, a willingness by all staff to deal with all children, and facilitating other members of staff to become involved in situations, leads to a cohesive approach to positive behaviour which is more easily accepted by children. Children will test the limits of every system, and hence particular importance to behaviour management is given during the school's induction program to ensure that new or substitute teachers are given a clear understanding of procedures relating to behaviour. The key to success of any system is that the procedures are fully discussed, understood and agreed by all staff, including any ancillary staff.

MANAGING CHALLENGING BEHAVIOUR

Steps taken to promote positive behaviour impact positively on the general climate in the school and the classroom, and minimise the occurrence of negative behaviour. Nevertheless, despite the best efforts of the school to develop shared approaches that promote positive behaviour, it is likely that all teachers and the school will encounter situations of challenging behaviour.

ABC - Antecedent, Behaviour and Consequence

An analysis of the **antecedent** can help to identify the reason for the behaviour. The antecedent is what went on before the onset of the problematic behaviour. The student may have been faced with a task that he/she was unable to complete, reacted to something said by another student, or be distressed by something that has happened outside of school. It may be possible to identify a pattern of behaviour such as a child beginning to fidget after a certain period of time.

Determining Antecedents

An antecedent is a stimulus (person, environment, etc.) immediately preceding a problem behaviour that may be exerting control or influence over that behaviour. Questions to ask when determining the antecedent:

Is the behaviour:

1. Due to inability to appropriately communicate wants or needs
2. Time specific (after lunch)
3. Person specific (student/staff)
4. Environment specific (on playground)
5. Task/activity specific (during P.E.)
6. Physical/Medical/Emotional specific (sick)
7. Due to unreasonable instructor expectations (students expected to perform tasks that student is not capable of)
8. Combinations of the above

An analysis of the **behaviour** of the student can help in attempting to prevent a reoccurrence of the behaviour. Analysis can also help to break down the behaviour so that it can be tackled in small steps. For example, tackling outbursts which include among other things, bad language, might focus on dealing with the bad language, before tackling other elements.

An analysis of the **consequences** of behaviour may give clues as to how a situation occurs or develops. An extreme example might be that following a particularly bad outburst a child is sent home, which may have been the child's desired outcome. Attention seeking behaviour may be considered successful by a child in that it attracts negative attention from the teacher, or other students. Sometimes, the initial response to misbehaviour can serve to escalate a situation. A common example of this is where an aggressive response to behaviour may provoke further aggression from a child.

The analysis and recording of data with respect to problem/challenging behaviours will be accomplished using an **Antecedent, Behaviour, Consequences (ABC) Data Form** (See Annexure D). The same form will also be used to keep track of the change in behaviours across environments, activities and/or settings. For behaviours where the frequency is much higher within a given day an **Event Frequency Recording Sheet** (See Annexure C) will be used to collect additional data.

RESPONDING TO CHALLENGING BEHAVIOUR

An appropriate response to challenging behaviour depends on the type of behaviour being exhibited by the child. Any response to challenging behaviour should be consistent, fair and be the least disruptive response necessary to manage the behaviour. A considered, proactive response is likely to be more effective than one which is merely reactive, and which may be influenced by an emotional response to the incident.

One response to particular forms of challenging behaviour is to **ignore** them. This strategy can be effective in dealing with annoying behaviours such as whining, pouting, screaming and tantrums. These behaviours are generally aimed at getting something, such as an object or attention. Initially, the behaviour may worsen, as the child tries harder to get attention. By ignoring the behaviour consistently, the child will come to realise that the behaviour is not effective. However, this approach must be combined with positive reinforcement of appropriate behaviour. Ignoring is not appropriate for behaviours that are abusive, or destructive, or behaviours such as lying, stealing or non-compliance.

It is important that teachers do not ignore children who are inattentive, or who are withdrawn. Teachers need a range of strategies for redirecting such children, without drawing attention to the student's behaviour, or disrupting the work of the class. Teachers use strategies such as moving closer to a child, making eye contact, or using visual clues such as pictures or hand movements to remind children of appropriate behaviour. They also use firm, direct and specific statements to remind children of rules or the consequences of breaking them. If children comply with the direction, their behaviour can then be acknowledged positively.

More serious outbursts of misbehaviour, where the child chooses to act inappropriately must be met with consequences which are clear and logical. For example, if children fight in the playground/ yard, it is a logical consequence that they will have to leave the playground/yard. If children distract others in class they will have to work away from others. It is important that the consequences are fairly immediate, implementable, and appropriate. Consequences should never be physically or psychologically harmful or humiliating.

Another strategy which may be useful in the case of a serious incident of misbehaviour, or to prevent the escalation of an incident is providing for **time-out**. In such circumstances a child goes to a particular place in the classroom, designated as the time out or cool down area. Time outs should be for designated misbehaviours only, and be part of a planned hierarchy of response. The time out area should be away from the other students, but in the view of the teacher. This approach should be for a limited, specified period, and it should be borne in mind that research has shown that five minutes is an optimal time frame. Children will test the limits of such an intervention, but if it is followed through consistently, it has proven to be an effective way to manage misbehaviour.

Exiting a child from the classroom may be necessary where the classroom is significantly disrupted. It is the most intrusive action that the teacher can take and should therefore be a planned intervention. This should include the steps to be tried prior to exiting, where the child will go and how they will be supervised. How the child will return to the class should also be considered in advance. Exiting needs to be planned on a whole school basis, taking account of the particular needs of the school. Teachers may agree, for example, to allow a child from another class to have a time out in their room, in return for a reciprocal arrangement. However, repeated exiting of a child

can place an unfair burden on a particular member of staff and may give the children the message that the teacher is unable to manage the child. It is also important that when the child returns from a time-out, or having been exited that they are assisted in re-establishing a working relationship with the teacher and the class.

Children with particularly challenging behaviour may benefit from the drawing up of a behaviour plan. Such a plan might set out the attainment of a particular behaviour target over a short period of time such as a day or a week. Plans should focus on one behaviour at a time and the achievement of the targets should be reinforced positively. Children should be involved in the setting of targets. If a child is receiving assistance from a special needs teacher on the basis of their behavioural needs, the special needs teacher may be in a position to discuss the plans, or set targets, in consultation with the child and the class teacher. However, continually placing the child on a behaviour plan will reduce its effectiveness and add to the workload of teachers.

MANAGING AGGRESSIVE OR VIOLENT MISBEHAVIOUR

Aggressive and violent misbehaviour is not a regular occurrence in most schools. However, when such an incident does occur at Grassroots School, they are serious and bound to cause a great deal of stress for those involved. When faced with a potentially violent situation the following steps may prove useful in de-escalating the situation. As a school it has developed a system where a teacher can call for assistance if faced with a potentially dangerous situation. The following steps should be kept in mind:

1. Where possible the child should be isolated. This may involve the child being exited from the classroom, perhaps with a special needs staff, or with the assistance of another teacher. An alternative is that the rest of the class is removed from a potentially violent situation.
2. The child should be spoken to calmly, assertively and respectfully.
3. The teacher/staff should stay at a safe distance.
4. It should be made clear that you are listening to the child. In this way it may be possible to find out how the situation has developed, or how it may be resolved.
5. The child should be asked to consider possible positive outcomes and behaviours.
6. The child should be given space and time to cool off and to respond to requests. It is important that any violent incident is recorded. It may also be analysed using the Antecedent - Behaviour – Consequences approach (see previous). The most serious form of misbehaviour is assault, whether it is an assault on a teacher or another student.

PHYSICAL CONTAINMENT / RESTRAINT

The question of whether a child should be physically restrained or contained if they pose a danger to themselves or to others is clearly defined and authorises pre-approved teaching/management staff to use such restraint as is reasonable in the circumstances to prevent a student from:

1. Committing an offence;
2. Causing personal injury to, or damage to the property of, any person including the student himself; or
3. Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its students whether during a teaching session or otherwise.”

It must be emphasised that the vast majority of student misbehaviour can be managed without any use of containment/restraint. The interventions might include holding back a child who assaults another or who runs out in to traffic or intervening between two children fighting.

The following principles must be borne in mind when considering any use of physical restraint:

1. Physical intervention carries the possibility of being interpreted as an assault;
2. Physical intervention may carry the risk of injury to the child or to the adult involved;
3. Any consideration of the use of restraint or containment should only occur, as a last resort, where no other intervention is feasible or effective; and
4. The intention of any physical intervention must be clear.

In short, teachers should only intervene physically to restrain or contain a child:

- Where there is a clear danger to the child or others;
- Where all other interventions have failed or are not feasible;
- With the clear intention of removing the child from danger; and
- With the minimum force required to ensure the child's safety.

Since Grassroots School is an inclusive school, the use of physical restraint becomes a part of the school's policy on challenging behaviour. In such cases, specific staff will be given authorization and trained in the use of physical restraint as part of an overall behaviour intervention strategy. Where such a policy exists in the school, teachers will normally be required to undertake training in the use of restraint. However, it is important to keep in mind that only a minority of students will need to be restrained.

CONCLUSION

All children are entitled to an education free from frequent disruptions in a safe secure environment. Boards of Governors have a duty to ensure that schools are safe and healthy workplaces for teachers and others. The promotion of positive behaviour in the school and in the classroom is necessary if these outcomes are to be achieved. The school also needs to have a clear policy on how incidences of misbehaviour are handled. Experience has shown that the effort required in setting up a systematic approach to the promotion of positive behaviour pays dividends for all staff and students.

In conclusion, it is imperative to note that the Governing Body of the school values each student's individual needs and such policies are put in effect to ensure a safe and happy learning space, rather than to ostracise those identified with special behavioural and/or learning needs.

Annexure A

Problem Behaviour Identification Checklist

Student Name: _____ Grade Level: _____

Teacher: _____ Date: _____

Activity during observation: _____ Duration of observation: _____

(1) Attention to Task

1. Highly distractible.
2. Has problems focusing, attention wanders frequently.
3. Attention adequate to be able to perform important aspects of task.
4. Usually attends to task.
5. Is able to attend to task for long periods of time without distraction.

(2) Self Control

1. Demonstrates explosive unpredictable behaviour.
2. Demonstrates explosive behaviour but pattern is predictable.
3. Is frustrated easily and may lose control.
4. Occasionally demonstrates out of control behaviour.
5. Rarely/never demonstrates explosive behaviour.

(3) Social Acceptance

1. Is the object of teasing and ridicule by other students.
2. Is avoided by other students.
3. Associates only with students outside mainstream.
4. Is popular among other students.
5. Is looked to for leadership by other students.

(4) Adjustment to Change

1. Resists change by denial, aggressive or other acting out behaviours.
2. Accepts change but slowly and with great difficulty.
3. Accepts change but only with adult help.
4. Can adjust to many new situations.
5. Readily accepts change and enjoys new demands.

(5) Conformity to Adult Requests

1. Refuses to comply on a consistent basis, is hostile to any cooperation.
2. Refuses but can be persuaded.
3. Refuses but only when upset and/or circumstances are threatening.
4. Rarely refuses to conform, is usually helpful.
5. Consistently complies and often is helpful without being asked.

(6) Cooperation with Peers

1. Provokes others and is in constant physical conflict with peers.
2. Has conflict with others but usually only when provoked.
3. Attempts to control conflict in specific situations.
4. Usually controls conflict well.
5. Has little/no conflict with peers. Uses good self-control.

(7) Participation in Group Activities

1. Loner, unaware of others in his/her environment.
2. Is aware of others but indifferent to them.
3. Will participate in a limited number of activities.
4. Selectively participates depending on activity and/or those involved.
5. Enjoys group activities and demonstrates high level of involvement

(8) Acceptance of Failure

1. Is a "poor sport", constantly makes excuses for shortcomings.
2. Often a poor sport. Will make excuses only when feelings of failure are strong.
3. Usually accepts failure but may react poorly at times.
4. Tolerates losses and shortcomings well.
5. Is able to accept failure and is open to correction of shortcomings.

(9) Use of Unstructured Time for Constructive Activity

1. Even with adult suggestion cannot choose constructive activity, may be disruptive.
2. Must have adult assistance to choose constructive activity and complete it.
3. Needs help to choose activity but can complete it on his own.
4. Can initiate own activity and complete it. Will ask for help when needed.
5. Enjoys initiating own activities and following them through.

(10) Toleration of Frustration

1. Adamantly refuses any activity that may be frustrating.
2. Has little patience and can be easily frustrated with small provocation.
3. May be frustrated but with encouragement or adjustment of activity may relax.
4. Shows frustration but only in realistic situations and attempts to control frustration level.
5. Rarely shows frustration, accepts difficulties patiently.

(11) Care of School Property and Personal Property And Property Of Others.

1. Often destructive, does so wilfully and without remorse.
2. Occasionally destructive but more through accident and/or carelessness.
3. Is indifferent towards property.
4. Can usually be depended upon to care for property.
5. Takes excellent care of property.

(12) Sensitivity to Needs of Others

1. Often intentionally rude, inconsiderate of others feelings.
2. Ignores feelings and needs of others.
3. Selectively sensitive to feelings and needs of others, sometimes may be insincere.
4. Usually demonstrates sensitivity to others if situation is made clear.
5. Is very aware of others feelings and tries to accommodate them.

(13) Self Confidence

1. Has a marked lack of self-confidence.
2. Has a small degree of self-confidence.
3. Level of self-confidence variable and inconsistent.
4. Has fair level of self-confidence.
5. Maintains good level of self-confidence.

(14) Acceptance of Responsibility

1. Is unable to act in responsible ways.
2. Will demonstrate responsibility in selective or unpredictable ways.
3. Will demonstrate responsibility in structured situation.
4. Given choice will usually choose responsible action.

5. Consistently demonstrates responsibility.

(15) Dependency on Adult Assistance and/or Attention

1. Is unable to function adequately without adult help; adult must be in close proximity.
2. Often seeks adult attention.
3. Asks for adult attention only in anxiety provoking situations.
4. Rarely needs adult assistance; is usually independent.
5. Acts independently; uses own resources.

(16) Organization

1. Seems very disorganized, sloppy.
2. Often careless.
3. Alternately careful and sloppy.
4. Usually organized.
5. Highly organized; consistently careful.

(17) Awareness of Self/Behaviour

1. Seems unaware of own actions and cannot reflect on own behaviour patterns.
2. Is aware of own behaviour but will comment on it only when confronted.
3. Is aware of own behaviour and can report it.
4. Is conscious of own actions but can reflect upon them only with adult assistance.
5. Is aware of own behaviour; can reflect upon it and evaluate it.

(18) Appropriate Language (Excluding Speech Handicaps)

1. Uses profanity extensively.
2. Uses profanity only when in company of peers.
3. Uses profanity only under stressful situations.
4. Only occasionally uses profanity.
5. Rarely or never uses profanity.

(19) Moral Development (Based on Kohlberg Hierarchy)

1. Obeys rules only to avoid punishment or to obtain rewards.
2. Conforms to avoid peer disapproval.
3. Conforms to avoid legal action and guilt associated with that censure by authority.
4. Conforms for the good of community whether or not it results in benefits to self.
5. Conforms to own moral values even though there may be a penalty for doing so.

Annexure B

CLASSROOM ENVIRONMENTAL ANALYSIS

CATEGORIES	YES	NO
Sensory Details (i.e., hypersensitivity, hyposensitivity)		
Is the room overstimulating -- too many colors?		
Are there too many posters covering the walls?		
Is the classroom too loud?		
Is the classroom too quiet?		
Is background noise such as an air conditioner, fan, generator, projector, etc. running?		
Visuals		
Does the student understand the schedule?		
Are there visuals posted to help the student understand how to complete a task?		
Are there preferred activities included in the schedule?		
Is a token economy being used?		
If yes to the question above, does the student understand the token economy?		
Communication		
Does the student understand what they are being told?		
Can the student communicate his/her wants or needs either verbally, using pictures, or another communication device?		
Does the student understand the expectations?		
Are transitions to different activities provided with ample time?		
Behaviour		
Is there a behaviour system in place?		
Does the student understand the behaviour system in place?		
Is positive reinforcement being used?		
Does the student respond well to the positive reinforcement?		
Total number of "yes" for the categories above		
Sensory Details		
Visuals		
Communication		
Behaviour		

Annexure C

EVENT FREQUENCY DATA SHEET

STUDENT: _____ DATES: _____

BEHAVIOUR: _____

ACTIVITY OBSERVED: _____

OBSERVED BY: _____

(Use tally marks to note number of occurrences)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TOTAL
8:30 - 9:00						
9:30 - 10:00						
10:00 - 10:30						
10:30 - 11:00						
11:30 - 12:00						
12:00 - 12:30						
12:30 - 1:00						
1:00 - 1:30						
1:30 - 2:00						
TOTAL INCIDENTS						
TOTAL TIME min/hour/day Time Interval (Circle one)						
RATE PER min/hour/day Time Interval (Circle one)						

Annexure D

Antecedent, Behaviour, Consequence (ABC) Data

Student: _____ Circle One: Mon Tues Wed Thurs Fri Date: _____ Page: ___/___

Time	Activity	Antecedent What happened right before the behaviour?	Behavior What was the behaviour?	Consequence What did you do?	What s/he did in response to what you did?	Initials

KEY						
	A. Arrival	A. Transition	A.	A. Redirection	A. Stopped	
	B. Opening Rotations	B. Denied access	B.	B. Verbal reprimand	B. Continued/Repeated	
	C. Transition	C. Instruction/Directive	C.	C. Choices provided	C. Intensified	
	D. Circle	D. New Task/Materials	D.	D. Personal space provided	D. Cried	
	E. Outside	E. Adult attention to others		E. Changed activity/ materials	E. Apologized	
	F. Snack	F. Told "NO"		F. Ignored	F. Left area/activity	
	G. Reading/Story	G. Waiting		G. Peer attention	G. Verbal protest	
	H. Concept Time	H. Down time		H. Time out	H. Self-stimulation	
	I. Centres/Science Investigation	I. Invasion of personal space		I. Teacher attention	I. Flop to floor	
	J. Clean-up	J.		J. Prompted task completion	J. Other behaviour	
	K. Departure	K.		K.	K.	

Behaviour(s)

- A. _____
- B. _____
- C. _____
- D. _____

Adapted from Writing Behavioural Intervention Plans by Laura Riffel (2005).