

# INFORMATION TO CONSIDER AT THE START OF THE BEHAVIOUR SUPPORT PLAN PROCESS

**Student name:**

**Age:**

**Medical conditions and how they affect the student:**

**Medications being taken and how they affect the student:**

**Student's strengths and interests:**

**Student's communication skills:**

*Does the student have a preferred method of communicating their needs? Has anyone investigated the student's receptive communication, to see how much verbal communication they really take in when staff speak to them?*

**Rewards/activities that motivate the student:**

**Signs the student shows that indicate they are becoming stressed:**

*For example, rapid blinking, rocking back and forth, fists clenching, speaking a particular phrase, etc.*

**Known triggers for target behaviour:**

*Consider weather, particular days of the week, times of day, a particular subject/classroom/teacher, being asked to write a large quantity, behaviour of other students, transitioning between activities, etc.*

**Behaviour support strategies that work well with the student when they are calm:**

*Consider strategies such as running errands, taking regular breaks, switching to preferred learning tasks, rule reminders, having a drink of water, being provided with a checklist to work through, having limited choice of activities, etc.*

**Strategies that work well when the student is not calm:**

*Strategies such as offering limited choice, speaking with the student privately, providing a special activity, planned ignoring of certain behaviour, providing a rest break, partially agreeing with the student, asking the student to draw/write the situation from their perspective, etc.*

**Strategies that are unhelpful or seem to further distress the student:**

*Such as using particular tones of voice, reprimanding in front of other students, stating the future consequence of the current behaviour, using "time out", etc.*

**Staff who know the student:**

*Consider former teachers, or any staff who have special rapport with the student. Is there a staff member for whom the student works particularly well? These people may be able to offer suggestions.*

**People outside the school setting who are working with the student:**

*Any professionals/coaches/family who are working with the student may have valuable perspectives to share. Confidentiality issues apply to information-sharing, so provide parental approval in writing.*