

The following table provides examples of strategies that can be used according to the green (developmentally appropriate), amber (concerning) and red (serious) behaviour categories described in the behaviour matrix.

The Team Around the Child approach provides a clear process for schools, parents, children and specialist staff to work together to develop a clear understanding of the purpose of the child’s behaviour and the underlying factors that may be contributing to the behaviour. The Team Around the Child is best placed to identify, implement and review the strategies that are most likely to support the child to be successful in their learning.

Classroom

Green (universal school and classroom strategies)

Behaviours in this category respond well to universal classroom management strategies, or require minor adjustments to engage children in learning.

Physical environment

Classroom is organised according to design principles that allow children to participate in learning in an inclusive environment.

- decluttered space to minimise distraction and crowding
- seating is arranged purposefully (eg. group-facing vs. forward-facing, floor spaces for discussion and work)
- flow of traffic to increase access to teacher and staff
- frequently used materials and supplies are readily accessible
- students can see instruction/ displays / presentations
- high level of visibility of teacher and students
- identified quiet / relaxed spaces

Expectations and rules

Classroom expectations and rules are clear, visible and understandable to everyone coming into the classroom.

- 3 -5 classroom rules are posted using clear language and visual prompts
- Rules are defined – what does this rule look like in the classroom? Hallway? Library? When leaving the classroom?
- Rules are described and explicitly taught through positive language.

Routines and structure

Routines and structures provide predictability and consistency for children.

- Classroom routines are clearly defined and posted
- Specific directions are given for tasks / activities
- Routines for teacher / staff and students are known and followed
- Changes to routines are notified early, with reminders provided

Amber (targeted strategies)

In addition to universal strategies, behaviour in this category requires regular intervention, supervision and support to help children to engage and achieve in their learning.

Physical environment

- Provide / remove sensory input (noise cancelling headphones, or allow headphones with white noise / calming music; reduced lighting)
- Use of equipment to aid hearing and visibility eg. sound field systems
- Enrich classroom environment with interesting things (use of plants, class pets, books, artwork)
- Increased teacher movement and proximity to students
- Adjust seating arrangements to provide closer access to teacher/ opportunities for more discrete support

Access to spaces that allow provide sensory breaks / activities

- Use of darkened / quieter spaces, pillows, toys, books
- Access to sensory toys and interoception materials
- Use of de-escalation / co-regulation activities / brain breaks

Expectations and rules are translated for the child through a behaviour support plan

- Expectations are explicitly taught, including through social stories, visuals, scripts
- Understanding of rules is checked and practiced through games, role-play, hypotheticals
- Positive, replacement behaviours are identified and explicitly taught

Increased routines and structure

- provision of daily schedules with visual prompts, use of timers
- transitions are clearly identified, including use of transition activities (warm up activities)
- create routines for tricky / problematic times of the day or areas
- Some / periodic adult support of transitions

Red (intensive and specialised strategies)

In addition to universal and targeted strategies, behaviour in this category require significant adjustments and intensive support. A Team Around the Child must be in place, with a structured Functional Behaviour Assessment informing the behaviour support plan.

Physical environment

- Identified work area tailored to sensory profile in terms of light, noise, movement
- Preferential seating to reduce distractions / increase visibility / allow easy exits / direct access to teacher and support staff
- Additional equipment and furniture (including wobble chairs, gym balls, weighted stationery and implements)
- Access to safe spaces that provide sensory breaks, regulation activities, staff support for co-regulation
- May include alternative placement in a Better Behaviour Centre, Learning Centre and other settings

Expectations and rules are translated for the child through a behaviour support plan

- Expectations are explicitly taught, including through social stories, visuals, scripts
- Understanding of rules is checked and practiced through games, role-play, hypotheticals
- Positive, replacement behaviours are identified and explicitly taught

Increased routines and structure

- provision of daily schedules with visual prompts, use of timers
- transitions are clearly identified, including use of transition activities
- individualized routines for problematic times of the day / areas / tasks
- visible connection between home and school routines
- frequent adult support of transitions

Safety and Risk plan in place

- identifies high level behaviour that place child and others at risk
- identifies triggers and stages of response
- adult support of high risk areas / activities / times
- critical incident responses identified, including measures for safety

Green (universal school and classroom strategies)

Behaviours in this category respond well to universal classroom management strategies, or require minor adjustments to engage children in learning.

Frequent acknowledgement in observable ways

Providing students with multiple and varied ways to interact with teachers is essential to building strong relationships

- Students are provided with more acknowledgement for positive behaviour than inappropriate ones
- Use of specific praise soon after the behaviour, targeted at individuals, small groups, whole of class
- Use of group contingencies where students have the opportunity to meet the same expectation and achieve the same reward through working independently / working together (eg. Good behaviour game)
- Token economies / rewards systems / class points system for positive behaviours

Active supervision

Active supervision ensures that teachers have a clear understanding of what is happening in the classroom, and are a visible presence for children

- Scanning through visual sweep of the classroom / learning area
- Frequent movement, including use of proximity as non-verbal cue and reminder
- Frequent interactions that help build trusting and respectful relationships ("banking time")

Opportunities to respond

Teaching practices that request responses from children and invite them to engage and contribute to their learning

- Individual or small group questioning
- Choral responding (all students respond in unison)
- Use of non-verbal responses (response cards, hand / body movements to respond eg. Thumbs up)

Prompts, pre-corrections and corrections

Reminders and prompts are provided about the behaviour that is expected

- Verbal reminders eg. How to access help or get materials
- Non-verbal cues about where children need to be in the classroom through body language and proximity
- Prompting through visuals and objects about the tasks that need to be done

Provide a range of error correction strategies

- Planned ignoring of disruptive behaviours and transgressions
- Use of physical proximity
- Redirection
- Verbal warning / reminder (delivered as a respectful, informative statement about what is required)
- Logical consequences that are clear and consistent
- Private discussion about behaviour
- Pair corrections with specific praise as soon as the child engages in appropriate behaviour

Amber (targeted strategies)

In addition to universal strategies, behaviour in this category requires regular intervention, supervision and support to help children to engage and achieve in their learning.

Frequent acknowledgement in observable ways

Tailor the use of praise for children who may be uncomfortable with public, direct praise due to trauma experiences / culture / disability

- Consider the use of private praise
- Consider the use of indirect praise to highlight what the child has done correctly, without identifying / naming the child

Develop personal rewards systems based on the child's areas of interest / hobbies

Active supervision

- Additional adult support for calming / self-regulation / de-escalation activities, including brain breaks and interoception activities
- additional adult supervision for risky activities and times including use of co-regulation strategies
- pairing the child with appropriate buddy and/or mentor who role models positive behaviour and can become a trusted person for the child/young person to interact with

Opportunities to respond

- Negotiate different ways that the child can respond that allow them to safely contribute, especially if they are worried / fearful about direct questioning in public settings (including text, emails, online messages, response cards)
- Provide a predictable routine when the child knows when they will be involved in individual or small group questioning
- Offer choices (which tasks, sequence of task, which materials to use, who can help)

Negotiate learning goals and tasks

- Provide clear instructions about what the child needs to be able to know and do
- Provide clear sequence of tasks, including visual guides
- Shorten activities
- Provide frequent breaks
- Provide clear transitions between tasks / activities, including negotiated warm-up/ transition activities

Prompts, pre-corrections and corrections

Differential reinforcement

- lower rates of response to problem behaviours, increasing rate of response to positive behaviours
- increase rate of response to specific replacement behaviours that have been agreed and taught
- Time out from positive reinforcement (removal of preferred activity, item, environment)

Programs

- PBIS Tier 2 Check In, Check Out (CICO)
- PBIS Social Skills Intervention Groups
- PBIS Check & Connect
- PBIS First Step Next

Red (intensive and specialised strategies)

In addition to universal and targeted strategies, behaviour in this category require significant adjustments and intensive support. A Team Around the Child must be in place, with a structured Functional Behaviour Assessment informing the behaviour support plan.

Teaching Strategies

- Teach specific ways to ask for: attention; a break; an alternative task; materials /resources and how to use them
- Teach self-management skills (observing and recording own behaviour, goal setting, evaluating behaviour)
- Teach specific academic skills (sight words, reading fluency, comprehension)
- Teach social skills

Setting Event Strategies

- Check in with a specific adult each morning / session
- Provision of quiet place / settling-in time
- Provision of structured daily schedule (visual guide)

Antecedent Strategies

- Increase positive recognition (leadership responsibility / class job)
- Increase positive home / school communication
- Increase opportunities to respond
- Increase active supervision (including scheduling more frequent interactions)
- Increase opportunities for peer interactions
- Provide opportunity to work independently
- Explicitly teach steps to ask for help, use of resources
- Address task difficulty (modify amount or type of activity, pre-teach content, provide extra clueing and prompting)
- Provide choices (tasks, equipment, sequence)

Reinforcing appropriate behaviour

- Respond quickly when the student asks for help
- Give frequent attention for appropriate behaviour
- Allow the child to earn the opportunity to pick a group / class activity
- Allow the child to earn the opportunity to earn a preferred activity for themselves
- Use of personalised rewards
- Provide opportunities for peer interaction
- Use of nonverbal acknowledgement (notes, stickers, thumbs up especially for children who are uncomfortable with direct attention)

Consequences to make problem behaviour ineffective

- Limit verbal interaction / responses to problem behaviour
- Create a signal that prompts the student
- Planned ignoring
- Schedule times to complete unfinished work

Responding to crisis / behaviour incident

- Non-violent crisis intervention (NVCII)
- Management of Actual or Potential Aggression (MAPA)

Green (universal school and classroom strategies)

Behaviours in this category respond well to universal classroom management strategies, or require minor adjustments to engage children in learning.

Amber (targeted strategies)

In addition to universal strategies, behaviour in this category requires regular intervention, supervision and support to help children to engage and achieve in their learning.

Red (intensive and specialised strategies)

In addition to universal and targeted strategies, behaviour in this category require significant adjustments and intensive support. A Team Around the Child must be in place, with a structured Functional Behaviour Assessment informing the behaviour support plan.

Curriculum

Australian Curriculum

Early Years Learning Framework

Keeping Safe: Child Protection Curriculum

The Keeping Safe: Child Protection Curriculum (KS:CPC) is a child safety program for children and young people from age 3 to Year 12. The curriculum is mandated in all public schools and preschools. It teaches children to:

- Recognize abuse and tell a trusted adult
- Understand what is appropriate and inappropriate touching
- Understand ways of keeping themselves safe

Social Emotional Learning Curriculum

Social emotional skills are essential for wellbeing, and are a critical enabler of cognitive skills for learning.

- **Self-awareness** involves identifying emotions, accurate self perception, recognising strengths, self-confidence, and self-efficacy.
- **Self-management** involves impulse control, stress management, self-discipline, self-motivation, goal setting and organisational skills.
- **Responsible decision-making** involves identifying problems, analysing situations, solving problems, evaluating, reflecting and ethical decision-making.
- **Relationship skills** involves communication, social engagement, relationship building and teamwork.
- **Social awareness** involves perspective taking, empathy, appreciating diversity, and respect for others.

Differentiated Curriculum

- Adjusting content (complexity, abstractness, extracurricular topics / activities, organisation of content, student-selected topics based on interests)
- Adjusting learning processes (different methods of inquiry, pace of learning, use of small groups, use of same / mixed-ability groups, reflection)
- Adjusting work products (written, verbal, media, art)

Delivery of supplementary curriculum

- Revisit specific content/modules in the Keeping Safe: Child Protection Curriculum based on identified behaviours
- Use of complementary education programs for bullying prevention (eg. PEACE Pack, Friendly Schools), cyber-safety, drug and alcohol education, protective behaviours to consolidate learning
- Use of trusted external education programs eg. by SAPOL community education program, Think U Know, Legal Services Commission, Youth Law Australia

Highly differentiated and personalised curriculum, focussed on teaching:

- Academic skills and topics
- Social skills
- Communication skills, including use assistive/adaptive technologies
- Organisational skills / school readiness