

This checklist helps educators to consider what might be happening for a child, and develop effective responses to behaviours of concern.

### 1. UNDERLYING CAUSE/S AND FUNCTION/S OF BEHAVIOUR

Identifying the underlying causes and functions of behaviour helps educators and carers to tailor strategies to the child's<sup>1</sup> needs. This is more likely to change behaviours of concern.

- What are the skills and capabilities that the child needs to engage in learning?
- Have you spoken with the child about their behaviour?
  - What is the child's perspective regarding the behaviour? Does the child consider their behaviour to be of concern?
  - What is going on for the child that may have contributed to the behaviour? eg home / family / social relationships.
  - Can the child identify their own feelings? Are they aware of their physical reactions and responses?
  - Is the child able to manage negative feelings and emotions?
  - Does the child want to change the behaviour?
  - What does the child see as their skills and strengths that can be built on to address the behaviour?
  - What would the child find helpful?
  - Who would the child like to be involved?
- Have you spoken with the child's parents<sup>2</sup> about their behaviour?
  - Is the child behaving in this way at home?
  - Are there strategies that the parent is using successfully in the home environment to address the behaviour?
  - What is the parent's perspective about the behaviour? Are they concerned about the behaviour?
  - What is going on for the child that may have contributed to the behaviour?
  - What does the parent see as the child's skills and strengths that can be built on to address the behaviour?
  - Has the parent had any assessments undertaken regarding the behaviour? What recommendations have been made to support the child?

### 2. ENVIRONMENTAL FACTORS

Environmental factors are those external to the child that can be changed to influence positive behaviour.

- What changes to the physical environment at school might help the child to be successful?
  - In the classroom? Consider seating, lighting, noise, visual distractions, tactile stimulation, visual cues, access to teachers / peers / resources
  - In the yard? Considered identified play areas, use of structured activities, noise, visual distraction, sensory input
- What changes to the home environment could be planned with the parent to help the child to be successful?

### 3. DIFFERENTIATED CURRICULUM AND TEACHING PRACTICES

- Are universal classroom management practices in place?
  - Are structures and routines clear? Consider routines for starting the day, transitioning between tasks, moving around the room, asking for help
  - How are social-emotional skills and behaviour expectations taught
  - Are positive reinforcements used (praise, rewards systems, class celebrations, encouragement)
  - Are consequences clear and consistent (loss of privileges, work chore)
- How has the curriculum been differentiated to help the child engage in learning?
  - Adjusting content (complexity, abstractness, extracurricular topics / activities, organization 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)
- How have teaching practices been differentiated to help the child engage in learning?
  - Negotiating learning goals – what does the student need to understand and be able to do?
  - Lesson structure – expectations, sequencing of tasks, clear instructions (including visuals), clear transitions between tasks / activities
  - Explicit teaching
  - Provision of worked examples

<sup>1</sup> "child" refers to children and young people up to 18 years of age

<sup>2</sup> "parents" refers to all adults who provide primary care and are responsible for children

## 4. WORKING WITH OTHERS FOR TARGETED / INTENSIVE SUPPORT

Engaging with parents, school staff and other agencies and professionals can help to establish consistent and stable interventions that maximise effectiveness.

- Have appropriate assessments and screening (eg sensory overview, behavioural observations) been undertaken?
- Have you consulted with Student Support Services, Aboriginal Education and other department services to explore further need for assessment and support?
- Do you have a Team Around the Child (TAC)? Does the TAC include all stakeholders?
- Does the TAC have frequent schedule of meetings where stakeholders can raise issues?
- Do you need to engage external support (with parent/ carer consent if appropriate) eg CAMHS, paediatrician, Women's and Children's Hospital Child Development Unit, Health Education Interface, Access Assistant Program, Child Wellbeing Practitioner, family support agencies, SA Police, Autism SA, Aboriginal Health Service, National Disability Insurance Scheme providers?
- Do you have a behaviour support plan in place identifying: the function of the behaviour; its context; identification of triggers (also known as antecedents); SMARTAR<sup>3</sup> goals to support the child?
- Have you developed a safety and risk management plan for behaviours of concern or a personalised learning and support plan/OnePlan for children/young people with disability and additional needs?
- Is referral to alternative programs needed? eg Access for Learning (AfL), Better Behaviour Centres, Learning Centres?
- Is there anyone else you could talk to about support and services that could be accessed for the child/ young person?
- Have you considered: child and parent consent; privacy and confidentiality; and appropriate information sharing?
- Are there any reporting requirements (eg Incident Response Management System, mandatory notification of abuse and/or neglect)?
- Is advice required from your Education Director and/ or Legal Services Directorate?

## 5. REVIEW

Behaviour is complex and is unlikely to change quickly. It tends to shift gradually as children and young people learn and practice new ways of managing themselves and others. The strategies to support children and young people must be regularly monitored and reviewed.

Consider key changes within the child's life, including transitions to new schools and settings.

- How will you know if the intervention/s are working?
  - Are behaviours improving, getting worse or staying the same?
  - Are some behaviours changing, but not others?
- How will you review and refine processes to ensure that the most appropriate intervention is implemented?
- How and when will you review your original functional behaviour assessment and reassess the most likely/least likely functions of the behaviour?
- What data can you access to check whether strategies and supports are effective?
  - Direct observations from staff, parents and others
  - When the behaviour does and does not occur
  - Classroom/school administrative data (eg attendance, academic performance)
  - Surveys or questionnaires seeking feedback from partners (eg reflection on teaching practice tools, teachers getting feedback from students)
  - Information from the child /young person in (a) structured ways such as ratings scales that measure thoughts and emotions; or (b) in a qualitative way that provides insight into feelings, thoughts and experiences

## 6. RELEVANT POLICIES AND PROCEDURES

- What policies and procedures are most relevant?
  - Assault – site responsibilities procedure
  - Autism spectrum guideline
  - Behaviour support policy
  - Health support planning: medication management in education and care procedure
  - Incident coordination managing incidents of extreme severity procedure
  - Suspension, exclusion and expulsion of students procedure
  - Provision of counselling for children/ young people, parents and employees when responding to critical incidents of a sexual nature guideline
  - Reporting critical incidents and injuries procedure
  - Responding to problem sexual behaviour in children and young people: Guidelines for staff in education and care settings (3rd edition)

Refer to References for other relevant policies and procedures.

<sup>3</sup> Specific, measurable, attainable, realistic, time considerations, agreed upon, reviewed