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| **Calgary Board of Education Support Plan**: This document has been created by Student Services Support at the Calgary Board of Education to assist schools in their work with students who have special education needs. This document can either be printed for use or completed on the computer. |

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| **Support Plan For: Student Example** |
| **School: School High School Age: Grade:** |
| **Objective:** To ensure that staff are aware of behaviour support procedures in place to maintain a healthy learning environment for Student , other students and staff. |
| **Rationale:**  **Student has been observed engaging in behaviours which compromise her safety and the safety of others. She also engages in behaviours which are not socially acceptable.**  **Student struggles with transitions and has been observed stopping in the hallway, sitting in the middle of the hallway, hiding in corners, crawling under furniture, running down the hallways, biting her fingers and classroom objects, laying on the sofa or floor, invading the personal space of others, grabbing onto people (assault). When Student is praised verbally she becomes overly excited and is unable to return to a neutral state within five minutes. In these situations she exhibits loud squealing, jumping up and down, running and clapping without awareness of those around her. Given her coordination and balance issues, such outbursts can be dangerous to herself and others. If she does not have one on one assistance or if she does not want to follow directions she may begin to whine, cry or moan loudly. On the school bus she has been observed standing while the bus is in motion, opening the windows without permission from the driver, putting her hands and arms out the open bus window.** |
| **KEY UNDERSTANDINGS**  **Student is an ESL student who produces limited English verbally. She understands classroom routines and commands. {medical diagnosis here}**  **Through observation, SCHOOL staff have observed that Student struggles with gross motor movement such as balance, motor planning and coordination. Her fine motor skills such as printing, using scissors and colouring are also weak. She is happiest and most engaged when she has one on one assistance.**  **She requires one on one assistance the majority of the time in class. She will work independently for no more than three minutes at a time. For her safety she is accompanied when walking in the hallways at school to the washroom, cafeteria, options, work study etc.**  **Student enjoys ….. at school. She is happy and experiences success when …….. She enjoys listening to music and singing. Away from school, she enjoys ……** |

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| **Note: a copy of this plan should be kept in the office and should be read by any school**  **personnel before they work with this student** | | | |
| Staff working with Student will read and sign this plan. | | | |
| Be aware of antecedent events. This behavior is most likely to occur when:  -at transition times: upon arrival at school, movement break, lunchtime, changing classes or activities  -days when Student is physically unwell  -when Student must work independently  -when Student is instructed to do a task which she does not want to do | | | |
| Be aware of warning signs (escalating behaviours)  -refusal to follow daily routines (such as hanging up coat and backpack in locker)  -she will lay her head on her desk or lay down on the classroom sofa  -verbal signs of whining or moaning  -salivating over hands or objects  -sitting down, refusing to get up  -squealing, becoming overly excited  -biting her fingers or school materials such as books | | | |
| ***These behaviours are communicative in nature and indicate that Student is having difficulty.*** | | | |
| **Immediate measures** (list plans to defuse the situation)  -use picture cards to help Student communicate what she needs help with  -use picture schedule of routine to establish expectations before transitions  -encourage her to use the have a “I need help” sign on her desk to indicate she needs assistance  -provide Velcro on desk for tactile stimulation  -provide fidget toys for tactile stimulation and to keep hands busy away from mouth  -move Student away from other students in the classroom to minimize disruptions to others  -use picture cards to explain bus routine before she boards  -have parents keep Student home if she is not feeling well  -use verbally ask for hands or other items to be removed from mouth  -use picture card showing no hands or other objects in mouth  -remove hands or other items from Student’s mouth by touching her arm or wrist. Staff should not place their hands close to or inside Student’s mouth.  -walk arm in arm with Student  -say “No Student” to undesirable behaviour  -if available, a First Language speaking Diversity Worker or student may be used as an interpreter if staff feels this will enhance communication and de-escalate the situation | | | |
| Implement positive behavior supports (describe pro-active strategies to use consistently to support the student and that will increase his ability to communicate his wants and needs, and that will teach alternative, more acceptable responses to frustration) | | | |
| -velcro on desk  -fidget toys, squeeze ball  -picture cards  -happy face chart on desk to reinforce positive behaviour  -teach her when and how to use the “I need help” sign on her desk to indicate she needs  adult assistance  -positive verbal praise (toned down so she does not become overly excited) | | | |
| Help peers learn to:  -model correct behaviour and English language for Student  -coach them to not react when Student is not responding appropriately | | | |
| Staff will (include any other measures that staff need to take)  -reassure Student that she is safe  -ask Student if she needs help or what is wrong (verbally and with picture cards)  -use the happy face chart on desk to reinforce positive behaviours  -use picture cards and other visuals to explain routines and communicate with others  -warn Student when she is becoming inappropriate: “Too silly Student”, “Hands out of mouth. Hands are dirty.” “Use your words”  -count to three if Student does not comply | | | |
| Reactive Plan: In spite of proactive strategies, if aggressive or unsafe behavior occurs or if the learning of other students is compromised, the following plan is in place.  -If Student does not comply to requests to keep hands off others (assaulting by grabbing), to walk safely in the hallway, to stay off the floor, to keep hands and objects out of the mouth, to follow routines **after three requests have an education assistant accompany Student to the quiet room where she can have a time out to calm herself**. Staff will give directions for desired behaviour and if Student does not comply they will say, “Student that’s one.” If staff have had to say “that’s three” then Student will need to go to the quiet room.  -**If Student does not go to the quiet room cooperatively, parents will be called to take her home for the remainder of the day. Parents need to arrive within 30 minutes.**  -If Student is **sent to the quiet room three times in one day, parents will be called to take her home for the remainder of the day. Parents need to arrive within 30 minutes.**  -If Student is **feeling unwell, parents will be called to take her home for the remainder of the day. Parents need to arrive within 30 minutes.**  **-Parents can be reached by calling Mom: …. or Dad: …….**  **Please use these words: “Student needs to go home now.”**  -If Student is **exhibiting unsafe behaviour on the bus she will receive a one day bus suspension. The driver will notify school staff who will inform Assistant Principal. Assistant Principal will put the suspension in place.** | | | |
| Have all team members, including parents, guardians, and the student – where appropriate, sign the plan. | | | |
| **Print Name** | **Signature** | **Relationship to Student** | **Date** |
|  |  | mother |  |
|  |  | father |  |
|  |  | teacher |  |
|  |  | teacher |  |
|  |  | Educational Assistant |  |
|  |  | Educational Assistant |  |
|  |  | Educational Assistant |  |
|  |  | Educational Assistant |  |
|  |  | Learning Leader |  |
|  |  | Assistant Principal |  |
|  |  | Diversity Worker |  |
|  |  | Strategist |  |