**Calgary Board of Education Behaviour Support Plan**

This document has been created by Learning Support to assist schools in their work with students who have exceptional needs. This document can either be printed for use or completed on the computer.

**Support Plan For: Student Example**

**School: School Name here**

**Age: 17 Grade 12 Date: September 2013**

**Objective:** To ensure that staff are aware of support procedures in place to maintain a healthy and safe environment for Student Example and other people, both students and staff.

**Rationale:**

Student requires close supervision because of incidents that have occurred surrounding privacy and personal space between Student and his peers in unstructured, unsupervised environments in the school setting and offsite. He needs guidance and support in regards to understanding and maintaining appropriate social space and interactions with staff and peers.

**KEY UNDERSTANDINGS**

(Begin with the student's strengths and information relevant to a positive understanding of the student, as well as information which supports the Learning Team to implement this support plan. For example, the student's diagnosis and key assessment information [Cognitive, Sensory, Speech-Language] might be included here, as well as more subjective statements about hobbies, preferences, struggles and background.)

{…….}

**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 Example will read and sign this plan.**

**Be aware of antecedent events. This behaviour is most likely to occur when:**

* Student is left alone with no clear expectations.
* When he feels he is able to manipulate others who are unaware of classroom expectations and established instructions (both Students and adults).
* When he is left alone with another student who is unable to advocate for themselves.
* When he is in option classes and the teacher is not familiar with Student.
* When boundaries are not established or clearly defined
* If Student feels he needs to take charge or responsibility over others rather than leaving this task to the adult in charge

**Be aware of warning signs (escalating/crisis behaviour):**

{……}

**These behaviours are communicative in nature and indicate that Student is having difficulty.**

**Immediate measures (list plans to diffuse/support the situation):**

* Reminders of maintaining personal space.
* Reminders of lessons learned in the "Circles" program (who is in your purple/ personal space, who is in your blue space), etc.
* Talk about the importance of privacy and that everyone has the right to make their own decisions
* Remind of school rules for physical contact. A common rule is “only handshake or high five.” However, we found that we had to change this to “NO TOUCHING” (of any sort) as Student would still try to manipulate.
* Also be alert in situations where there is typically “boundary crossing”: For example, students and even teachers may hug at the beginning of school, around holiday times, on birthdays, at graduation, etc. Sometimes we may relax the rules slightly on these occasions but Student is likely to try to take advantage of the “different” rules and expectations (e.g. hugging everybody or hugging too long/too close).
* Calming strategies (sitting at his desk for 5 minutes) then he may rejoin the activity; if behavior persists, he is required to work independently until trust is restored
* After an incident, have Student articulate what he did wrong and why it was wrong and what are the social consequences (e.g. loss of trust).
* Chewing gum is effective for calming and concentration
* A quick walk around the main floor while in sight of a supervisor

**Implement positive supports:** (describe pro-active strategies to use consistently to support the student and that will increase his/her ability to communicate his/her wants and needs, and that will teach alternative, more appropriate responses).

* Providing parents with language and lessons that follow the circles program taught in the school.
* Maintain open communication with parents and Student so that he feels comfortable addressing his issues.
* Follow through with expectations.
* Clear directions.
* Do not leave Student unsupervised with any female student at any time.
* Communicate firmly that school is a place of business. **Student is not allowed to date or have romantic interactions with any student at school. This has also been agreed upon with the parents.**
* Closely monitor Student’s reading material and time on computer:
* Assist Student to select appropriate books, activities, and games. All of these must be teacher-selected or approved.
* As a reward for a good week allow Student to have lunch in another area under direct supervision of a teacher who is aware of Student’s needs (example drama area, library).

**Help peers to learn to:**

* Teach peers the "Circles" program so they are familiar with their own boundaries.
* Encourage students to use language associated with the Circles program to tell Student that he is in their personal space.
* Help students understand that it is okay to say no. Role play saying “NO.”
* Encourage peers to tell Student or a staff if they feel uncomfortable or if he is in their personal space.

**Staff will** (include any other measures that the staff will need to take):

* Refer to the Individualized Program Plan
* Provide close supervision of Student.
* Provide relevant information to Student’s bus driver and Transportation Company, and assist with creating/enforcing bus conduct rules and a seating plan if necessary
* Ensure Student always tells staff where he is going if he is ever to leave the classroom unsupervised, with clear timelines he is to be out of the class on his own.
* Requires supervision during lunch hour and unstructured times.
* Student interacts with many adults in the school: For example resource officer, office staff, other teachers, admin, guidance counsellor. Communicate BSP to these adults and help them set boundaries with Student as well.
* Clear communication with parents.

**Reactive plan:**

In spite of proactive strategies, if aggressive or unsafe behaviour occurs, the following plan is in place (list a plan for dealing with escalating/crisis behaviour that includes steps and staff response for each level of escalation/crisis):

* Conversations with parents and administration, followed by increased supervision.
* Conversations with parents about outside agency support.
* If inappropriate behaviours continue Student may receive in-school suspension and/or loss of other freedoms.

|  |
| --- |
| **All team members, including parents, guardians and where appropriate, the student, sign the plan.** |
| **Print Name** | **Signature** | **Relationship to student** | **Date****Mm/dd/yy** |
|  |  | Parent |  |
|  |  | parent |  |
|  |  | Teacher |  |
|  |  | Teacher |  |
|  |  | EA |  |
|  |  | EA |  |
|  |  | EA |  |
|  |  | EA |  |
|  |  | Learning Leader |  |
|  |  | Assistant Principal |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |