

# **INCLUSION AND SPECIAL EDUCATION NEED POLICY**

## **Introduction:**

This document describes the position of PSSEMR School/college with regard to special education needs in all its programme. All stakeholders shall be governed by this policy to structure and practice the special education needs at the school/college. The school/college recognizes the diversity in culture, gender, ethnic back ground, learning abilities, learning levels, socio-economic status of its learners. Through this policy we intend to be inclusive and cater to the needs of each type of learners.

## **Policy rules:**

The school/college will identify, provide for, monitor and report on learners who may require special support.

## **Action plan document:**

It is primarily a teaching and learning planning document, and it identifies short to long term educational outcomes. The documents are;

- 1) Distinct Education action Plan and Transition Plan (DEAP)
- 2) Individual behaviour action plan (IBAP)
- 3) Inclusive assessment report (IAR)

## **Principles of Inclusive Education followed at our school/college:**

- 1) Inclusion is the process by which all students are included (belonged) irrespective of gender, caste, learning abilities, socio-economic and cultural differences etc. through its policies and practices.
- 2) The school/college offers barrier free environment and opportunities for students with learning support requirements.
- 3) The rights of all students are safeguarded and respected.
- 4) The school/college community in its constant endeavour seeks to remove barriers in learning and in participations.
- 5) All students have access to precise education that provides all opportunities to achieve the fullest personal potential.
- 6) School/college intends to include all kinds of learning support requirements into the mainstream education.
- 7) School/college shall create an atmosphere which is welcoming, friendly, protective, gender sensitive and effective for all learners.

- 8) School/college intends to create a common platform for equal participations through differentiation, increase access and improve the quality of education.
- 9) School/college shall support for special education needs of learners by providing a holistic learning environment and development strategies through a wide variety of academic and extra-curricular activities.
- 10) School/college shall create variety of curricular options for learners to choose from.
- 11) School/college shall strive for un-conditional acceptance of learners' multiple ability levels and learning styles.
- 12) School/college shall encourage interaction and collaboration based learning amongst peers.

**Steps followed to make inclusion successful:**

**a) Admission policy for inclusion:**

- 1) An inclusion consent form shall be signed by the parent.
- 2) The School/college does not discriminate on the basis on race, creed, colour, gender, nationality, cognitive, social, emotional and physical development etc.
- 3) Students are eligible for admission if they believe that the School/college can meet their specific needs.
- 4) The School/college is not equipped or staffed to educate students with any gross and severe learning, physical, mental or emotional issues & scholastic skills.
- 5) Students with milder symptoms of disabilities including ADD/ADHD/specific learning disability and other mild difficulties will be included in the mainstream classes for academic input with intervention, accommodation and adaptation.
- 6) Students seeking admission will be tested in English, Mathematics and other languages to ascertain their proficiency in the subjects so as to determine the appropriate curriculum and the grade.
- 7) Other tests like cognitive, social, emotional and physical development may be done if needed. This will help in determining the students with special needs. This assessment will be conducted under the supervision of student counsellor or clinical psychologist if necessary. A formal diagnostic assessment may be done. These tests provide the following details –
  - Information about factors that affect a student's learning, particularly with regard to inquiry-based learning.
  - Type of learners.
  - How best to respond to the student's needs.
  - How to differentiate and match teaching approaches to the student.

- Needs knowledge of technology that will assist in alleviating and removing barriers to learning.
- 8) The academic council studies the reports of the students identified with special educational needs and the same shall be discussed with parent before the admission.
  - 9) Learners with moderate needs will be integrated with grade level classes for activities and will be pulled out to transact the academic curriculum at their level.
  - 10) Learners with mild Autism will be included with attached special educators at an additional cost that shall be discussed before admission.
  - 11) Learners with moderate academic levels or with Autism Spectrum Disorder will be with the special educators attached to them. If an additional fee is applicable the same shall be informed during admission.
  - 12) Smooth transition can be planned as per the learner's needs and it can start at early stage as per their prognosis after 2 years of intensive one on one work in Learning Support Department in a smaller group.
  - 13) Learners with socio emotional difficulties will be counselled and guided by the student counsellor and the academic council members. Regular guidance and counselling is provided to support them.
  - 14) The school/college shall undertake sensitization activities to prepare the environment for their acceptance in an inclusive setup.
  - 15) Empowerment of all the faculty members by holding inhouse training programmes and hands on workshops on strategies to teach children with different difficulties.
  - 16) Modifying teaching methodology and the evaluation style to accommodate each child.
  - 17) Regrouping of subjects and exemption from third language if necessary.
  - 18) Supporting children in middle to senior school as per CBSE/IGCSE/PUC Policy.
  - 19) Supporting children in middle to senior school with adaptation of academic subjects, support during exams and regrouping of subjects up to senior school level.
  - 20) Life skill training is implemented through projects.
  - 21) Parent's day to day classroom intervention with special educators is not permitted.
  - 22) Admission in hostel will be provided to the learners with mild specific learning disability (dyslexia), ADHD/Autism.
  - 23) The school/college holds every right to plan for a smooth transition of learners with special needs, with consent from parents, to another organization in the best interest of such learners.

24) This policy is in continuation of the teaching and learning policy and the later must be read in conjunction with this policy. The admission policy of the school/college is also in conjunction with the admission policy under this policy.

25) All information regarding the tests, progress and performance will be contained in the Students' IAR (Inclusive Assessment Report) files. Access to these files will be on a strictly "need-to-know" basis. The Principal, Vice Principal, Co-ordinator, Activity co-ordinator, student Counsellor will have access to them at all times. Teachers can update the progress of the students' performance and any special needs on the ERP of the school/college.

b) The school/college will accommodate the following special needs of the students:

**1) Attention sustaining difficulties**

**Teaching strategy:** seating students near the teacher to avoid distraction. Negotiating an individual, physical or visual cue to bring students back to work. Helping students to keep their work space free from distraction.

**2) Lack of organization**

**Teaching strategy:** plan students' daily routine. Encourage use of diary or a planner and regularly check them. Encourage punctuality and reward it. Time their activities.

**3) Inconsistent effort :**

**Teaching strategy:** provide step by step instructions. Break the tasks into several steps. Setup small tasks with interim deadlines. Consider to negotiate extra time. Allow more time to copy home-learning activity instructions. Increase the time spent on tasks.

**4) Problems with waiting, taking turns and following direction:**

**Teaching strategy:** allow frequent movement. Give practice to wait and take turns. Change the type of activity to make them practice to wait and take turns, regularly.

**5) Poor social skills:**

**Teaching strategy:** develop a system to modify behaviour using team work, activities in groups, reward system and short field trips with peers and daily evaluation system with short measurable goals for testing improved social skills. Create interaction with peers through group activities or games.

**6) Academic strength/weakness :**

**Strategy:**

- Modify lesson plan and mode of class delivery.

- Encourage students to learn through real life application.
- Consider students' comprehension skills and writing abilities.
- Divert students from questioning about irrelevant fixations.
- Provide guidelines for uniformity of writing.
- Provide extra time.
- Extensively use digital technology.
- Break work into smaller steps and provide regular feedback.
- Provide opportunity to re-do as many times as the student needs.
- Constantly use non-verbal signals to bring students back on the task.

**7) Lack of confidence:**

**Strategy:**

- Highlight the achievement and strengths of such children.
- Enable reward system.
- Provide extra time and additional support for classroom task and assignments.
- Customize home-learning activity and set objectives in such a way that it is easy for such children to accomplish.
- Regularly check the understanding of such students and offer one-to-one support if needed.
- Impart value and moral education through live examples and stories, encourage social contact with peers, sensitize students to develop an atmosphere of enjoying each other's success.

**8) Stammering and stuttering :**

**Strategy:**

- Alert before questioning
- Allow extra time for oral response.
- Make reading aloud optional.
- Use visual spelling strategies.
- Divide reading into smaller section and preview reading.
- The child understanding or improvement in reading is checked discreetly.
- Focus on quality of reading and not on quantity of reading.
- If the issue is severe, refer the child for speech therapy.

**9) Inappropriate behaviour that is frequently attention-seeking**

**Strategy:**

- Classroom arrangement is carefully structured after observing Emotional/behavioural problems.
- Ensure order and discipline in the classroom.
- Explain to students what is expected of them in terms of social and behavioural aspects. Encourage students to comply with school/college policies.
- Bring the focus back to the lesson through activities when the teacher senses lack of interest.
- Activities designed must be done in such a way that everyone can achieve the desired result. The class must be sensitised to understand the happiness in everyone's success.
- Devise activities in groups and encourage team spirit.
- Reward the team work and frequent praise is given with a positive outlook
- Teachers must exhibit exemplary body language.
- Foster responsibility.

**10) Gifted and talented:****Strategy:**

- Teacher must instil scientific temper.
- Teaching must be based on open-ended inquiry.
- Higher-order thinking and problem-solving activities must be provided.
- Nurture leadership and channelize student's energy through assignment of roles to take up responsibility.
- Extensively involve students in the area of their interest both curricular and co-curricular.
- Differentiated activities to be incorporated in the lesson plan to challenge the students further.
- Encourage learning/researching on units before its presentation in the class. Use this prior knowledge as a starting point in the class.
- Encourage the use of information and communication technology for research and development of higher-order thinking tasks.
- Activities and work sessions negotiated.

- Meetings of like-minded students, for example, debating club, chess, creative tasks and various literary activities.

### **11) Learners with specific learning disability**

*(Dyslexia, Learners with visual impairment, hearing impairment with normal Intelligence.*

*Learners with Mild Attention Deficit Disorder, who can easily cope up with mainstream curriculum with accommodations and Interventions.*

*Learners with mild to moderate ASD.*

*Learners with Gifted intelligence and learning challenges-SLD, SDDSS etc.)*

#### **Strategy:**

- Modify teaching methodology to suit each one's level.
- Prepare lesson plan with accommodations and intervention.
- Seek the help of a special educator in the class.
- Modify evaluation style.
- Consider verbal response along with written assignment.
- Ensure maximum inclusion in a classroom setting to give maximum exposure at classroom level.
- Out of the class teaching can be undertaken, smooth transition must be made into mainstream learning process.

### **12) Mild learning difficulties due to lack of exposure to the English language**

#### **Strategy:**

- Teachers must be aware of the students in the class who may not have learnt English in the past.
- Teacher must recognise the contribution that students from another culture can make to the group.
- Use visual clues, e.g. pictures or diagrams, and concrete materials to support long teacher talk.
- Ask students questions to check their understanding frequently. Many of these students are reluctant to put their hands up to answer a question. Encourage students to be active participants.
- Repeat or rephrase, where necessary, at an individual level.
- Make sure that instructions are clear, re-inforce oral instructions in writing.

- Modify language. Pausing can be an effective way of slowing down the pace of delivery. Slang and idiomatic language are to be avoided.
- Encourage students to respond and seek individual assistance, out of class time if necessary.
- Present texts in manageable chunks', select and pre-teach key vocabulary.
- Always provide a model as a guide to students' writing.
- Give the students plenty of opportunity to practise the writing. Clarify what is required in assignments.
- Allow more time for tests as these students will not be able to work quickly.
- When assessing written work, give some consideration for these students and recognize & appreciate their progress.
- Orientation classes held for students for two months during the summer vacation to develop the English language skills of the students who do not meet the standards of the School/College.
- The students may seek additional classes on weekends, the same may be obliged if the teacher is available.

### **13) Student's with moderate difficulty:**

#### **Strategy:**

- Seating students near the teacher.
- Each one is included in all activities and academic discussion for maximum exposure.
- Modify lesson plan and methodology of teaching.
- Developing DEAP (Distinct Education Action Plan)
- Set achievable targets.
- Ensure maximum participation.

#### **c) Life skill curriculum :**

- a. Students with moderate to severe learning support requirement should follow the basic life skill curriculum.
- b. Intensive input through DEAP (Distinct Education Action Plan)

#### **d) Collaborating teaching**

### **Inclusion and differentiation**



- a) Inclusion is the process by which all students are included (belonged) irrespective of gender, caste, learning abilities, socio-economic and cultural differences etc. through its policies and practices.
- b) Differentiation is based on good teaching practice. Differentiated instruction may be conceptualized as a teacher's response to the diverse learning needs of a student. It is the process of identifying most effective strategies for achieving set objectives. It calls for greater understanding in the way learners work, either alone or with others, based on their individual needs and goals.
- c) Differentiation is implemented to;
- 1) Transform teaching and learning
  - 2) Develop classroom relationships
  - 3) Set expectations
  - 4) Differentiate assessment practices
- d) **Assessment:** Assessment allows for self-reflection and peer review, which enhances and supports all learners in gaining independence and becoming advocates for their own learning.
- e) **Good teaching practices:**
- **Affirming identity:** promote an environment that welcomes and embraces the diversity of learners, value and use the diversity of cultural perspectives to enhance learning, collaborate with the community to achieve shared goals.
  - **Valuing prior knowledge:** assess learners' prior understanding, use their knowledge to differentiate tasks, record information in learning profile that will help in future differentiation plan.
  - **Scaffolding:** provide temporary support to accomplish a complex task through visual aids, demonstrations, dramatization, group activities, simplified language, use of another language etc.
  - **Extended learning:** teachers can help learners extend their learning by combining high expectation with numerous opportunities for learner centre practice, lesson plan of various subjects reflect differentiations adopted by the teacher.
  - **Professional development:** teachers attend various face to face and online workshop to upgrade their expertise and be abreast with latest trends in the field of education.

- **Positive attitude:** seeing individual differences and special education needs not as problems to the fixed but as opportunities for enriched learning.

**f) General stages of support:**

**Stage 1:** To identify and liaise with others (e.g. teachers/ parents/ guardians/ counsellors) when a student's strengths, skills, learning preferences and abilities are recognized.

**Stage 2:** An ILAP is used to set long and short term goals for the student. These goals are tailored to be SMART (Specific, Measurable, Achievable, Relevant, Time bound). **Stage 3:**

An ILAP typically is implemented based on what needs to be taught, priorities for the content to be taught, and appropriate pedagogies.

**Stage 4:** Assessment and the development of revised strategies for teaching and learning is done periodically. Monitoring and evaluation of students enables progress to be measured, the effectiveness of the program to be assessed and new goals to be developed.

**Implementation of Inclusion Policy in CBSE SCHOOL:**

School follows the following amendments given by CBSE to implement inclusive education to the best extent. The school is extending several exemptions/concessions to Spastic, Visually impaired, Physically Handicapped, Dyslexic, Autistic and candidates with disabilities as defined in the Persons with Disabilities Act, 1995 which have been circulated to the schools and also hosted on the website of the Board, from time to time.

**Annexure-I**

Sl. No	Subjects	Instructions/ Concessions
1.	Medical Certificate	The medical certificate issued by the following agencies/organizations will be considered for granting concessions to Differently abled candidates: i) Disability Certificate(s) issued by Government hospitals controlled by either the Central or State Governments; ii) Disability Certificate(s) issued by Recognized institutes of national level viz National Association for the Blind, Spastic Society of India etc. and iii) Disability Certificate(s) issued by Non-governmental Organizations/practitioners registered with Rehabilitation Council of India/Central Government/State Government of the Respective State.
2.	Scribe and compensatory time	Spastic, Visually Impaired, Physically Handicapped, Dyslexic, Autistic and candidates with disabilities as defined in the Persons with Disabilities Act, 1995 are permitted to use a Scribe or allowed Compensatory time as given below or both :

		<p>For paper of 3 hours duration 60 minutes  For paper of 2½ hours duration 50 minutes  For paper of 2 hours duration 40 minutes  For paper of 1½ hours duration 30 minutes  ii) Autistic candidate is permitted to use The services of a scribe or an Adult prompter.</p>
3.	Appointment of Scribe and related instructions	<p>i) A person to be appointed as scribe should not have obtained his/her qualifications in the same subject (s) in which the candidate shall be appearing for the examination  ii) Candidate shall have the discretion of opting for his own scribe and shall have the flexibility in accommodating change in scribe in case of emergency.  iii) Candidate shall also have the option of meeting the scribe a day before the examination.  iv) Centre Superintendent of the examination centre concerned shall forward to the concerned Regional Officer of the Board, a report giving full particulars of the candidate and of the scribe.  v) Suitable room shall be arranged for the candidate for whom a scribe is allowed and a separate Assistant Superintendent shall be appointed by the Centre Superintendent to supervise his/her examination.  vi) Services of Scribe shall be provided free of cost  vii) The Scribe shall be paid by the Board remuneration as prescribed from time to time.</p>
4.	Other General instructions/ facilities	<p>i) To facilitate easy access, a few selected schools are made examination centres for special students.  ii) Teachers from schools for visually impaired are appointed as Assistant Superintendent(s) (Invigilators) at the special examination centres. However, precaution is taken to appoint different subject teachers on different days.  iii) Answer books of differently abled candidates are sent separately by the Centre Superintendents  iv) A separate column is provided on the title page of the answer book for indicating the category of differently abled candidates.  v) Visually Impaired candidates are permitted use of screen reading software (like JAWS- Job Access with Speech) with prior approval of the Board. They also have the facility of using a computer or a typewriter for writing answers.  vi) Use of calculator is not permitted in any of the examinations conducted by the Board</p>
5.	Fee	Registration and Examination fee (IX, X, XI, XII) will not be charged from Visually Impaired students.
6.	Exemption from third language	Exemption from examination in the third language from Classes VI to VIII is granted to visually impaired candidates, candidates

		suffering from speech/hearing defects, Dyslexic candidates, and candidates with disabilities as defined in the persons with disabilities act 1995.
7.	Flexibility in choosing subjects	<p>i) "Candidates with visual and hearing impairment, Spastic, Dyslexic, Autistic and candidates with disabilities as defined in the Persons with Disabilities Act, 1995 have the option of studying one compulsory language as against two. This language should be in consonance with the overall spirit of the Three Language Formula prescribed by the Board. Besides one language any four of the following subjects be offered",  Mathematics, Science, Social Science, another language, Music, Painting, Home Science, Foundation of Information Technology, Commerce(Elements of Business), Commerce(Elements of Book Keeping and Accountancy),E-Typewriting(English),E- Typewriting(Hindi), Introduction to Computer Technology, any one out of Retail(NSQF) and Information Technology(NSQF)</p> <p>ii) Bonafide residents of Delhi appearing as Private candidate as per provisions of Examination Byelaws cannot take subjects having Practical Component at Secondary level. However, candidates with disabilities as defined in the Examination Byelaws have the option of taking up Music, Painting, and Home Science as the subjects of study.</p> <p>iii) Physio-therapy exercises are considered as equivalent to Physical and Health Education course of the Board.</p>
8.	Alternate questions/Separate Question Paper	<p>Alternative type questions are provided in lieu of questions having visual inputs for Visually Impaired candidates in the subjects of English Communicative and Social Science.</p> <p>Separate question papers in enlarged print are provided in the subjects of Mathematics and Science.</p>
9.	Other General instructions/facilities	<p>i) To facilitate easy access, a few selected schools are made examination centres for special students.</p> <p>ii) Teachers from schools for visually impaired are appointed as Assistant Superintendent(s) (Invigilators) at the special examination centres. However, precaution is taken to appoint different subject teachers on different days.</p> <p>iii) Answer books of differently abled candidates are sent separately by the Centre Superintendents</p> <p>iv) A separate column is provided on the title page of the answer book for indicating the category of differently abled candidates.</p> <p>v) Visually Impaired candidates are permitted use of screen reading software (like JAWS- Job Access with Speech) with prior approval of the Board. They also have the facility of using</p>

		a computer or a typewriter for writing answers. vi) Use of calculator is not permitted in any of the examinations conducted by the Board
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Similar provisions are made by the PUC board ([pue.kar.nic.in](http://pue.kar.nic.in)) and CAIE ([caie.org.uk](http://caie.org.uk)). Reference to the annexure- [cbse.nic.in](http://cbse.nic.in)

This policy will be reviewed as per the review policy.



<b>Accommodations</b>				
<b>Instructional Accommodations</b>		<b>Environmental Accommodations</b>		<b>Assessment Accommodations</b>
<b>Assessment</b>				
Name of the assessment : _____				
Permitted accommodations : <input type="checkbox"/> Yes (If yes List below) <input type="checkbox"/> No				
_____				
Exemptions : _____				
<b>Special Education Program</b>				
<b>Annual Program goals:</b>				
<b>Learning expectation</b>		<b>Teaching strategies</b>		<b>Assessment Methods</b>
<b>Specific Short-term learning targets</b>				
<b>Target</b>	<b>Success criteria</b>	<b>Target date</b>	<b>Achieved/ongoing</b>	

<b>Specific Long-term learning targets</b>			
<b>Target</b>	<b>Success criteria</b>	<b>Target date</b>	<b>Achieved/ongoing</b>
<b>Transition Plan</b>			
<b>Goals :</b>			
<b>Actions required</b>	<b>Person responsible for action</b>		<b>Timeline</b>
<b>Human Resources (Staff needed for supporting children, teaching and non-teaching)</b>			
<b>Type of service</b>	<b>Initiation date</b>	<b>Frequency</b>	<b>Location</b>
<b>DEAP development team</b>			
<b>Staff Member</b>	<b>Role</b>		
<b>Sources consulted in developing this document</b>			
<input type="checkbox"/> Admission/Academic Council decision <input type="checkbox"/> Reports of the Exams/Assessment <input type="checkbox"/> Parental input <input type="checkbox"/> Student input <input type="checkbox"/> Others (Describe)			
_____			
<b>Date of placement in special education program</b>			
<input type="checkbox"/> Beginning on the year <input type="checkbox"/> Mid-year <input type="checkbox"/> End of the year    Date : _____			



<b>Log of parent/student consultation and staff review/updating</b>			
<b>Date</b>	<b>Names of attendees (Teacher/Parent/Counsellor)</b>	<b>Description of Activities</b>	<b>Feedback/Outcome</b>

**Parent Declaration**

I, \_\_\_\_\_ the parent of \_\_\_\_\_  
studying in class \_\_\_\_\_ section \_\_\_\_\_ hereby declare that I was consulted in the development of  
this document, I abide by the rules of implementation of this program, I agree to extend my full  
support for its implementation. I agree to bear the additional expenses (upon consent only), if  
any, in order to seek professional help during the implementation of this program. If my child is  
advised to be shifted to a special school upon professional consultancy, I shall agree for a smooth  
transition.

Date

Place:

Parent Signature

**Student Signature**

**Student Counsellor Signature**

**Principal Signature**

## Individual Behaviour Action Plan or Individual Behaviour Plan (IBP)

**Note:** A small fragment of the students may exhibit not very pleasant behaviour in the school/college. It may be necessary to devise an individual behaviour plan to support them. The concept of it being a support plan is important – we want to support the pupil towards behaving in a more appropriate and acceptable way.

Consider the following while preparing the plan;

1. The purpose is to help the student to take responsibility for his/her own behaviour and to teach him/her how to make appropriate choices.
2. The plan must include all stakeholders through an agreement. A willing student/parent participation is very important. The agreement shall be signed by all parties.
3. Use simple language.

The steps involved in creating an IBP are as follows;

1. **Identify Problem Behaviours:** Begin the planning process by identifying at least three challenging behaviours that are barriers to this student's school success. Use data from systematic classroom observations to describe typical problem behaviours, and why these behaviours might be happening. Identify at least one positive strength-based behaviour.  
Internalizing behaviours: - anxiety (e.g., worries incessantly, is nervous, is fearful, avoids tasks or situations) - depression (e.g., cries easily, is pessimistic, is easily upset) - withdrawal (e.g., refuses to talk or join in group activities, avoids others) - inattention (e.g., has a short attention span, is easily distracted, does not complete tasks) - somatization (illness related to psychological distress; e.g., has headaches and/or stomach aches, complains of general pain or fatigue)  
Externalizing behaviours: - anger control (e.g., has temper outbursts or "explosions", is unable to regulate emotions) - aggression (e.g., teases others, threatens others, swears at or is rude to others, breaks others' things, physically hurts others) - hyperactivity/impulsivity (e.g., is excitable, is restless or overactive, talks excessively, interrupts others, cannot wait to take turn) - oppositional behaviour (e.g., argues, disrupts that play of others, annoys others on purpose, refuses to follow directions or respond to requests, breaks rules, including lying "and stealing")
2. **Observe and Record Behaviour:** Use data gathered about this student's behaviour to identify warning signs, antecedents or contexts in which the problem behaviour is most likely to occur. This data will help staff be aware of what to look for in the classroom in order to defuse potentially problematic situations. Having a plan in place to defuse situations will give staff confidence to act proactively and will help students better understand their role in managing their own behaviour.
3. **Analyse Data Gathered:** What does this data tell me? What can I do about it?
4. **Implement Intervention Strategy:** We need to identify ways of helping / encouraging the student to change his/her behaviour to a more acceptable behaviour. What we might need to consider here includes the following:
  - What are the antecedents / triggers that we can identify and how might we minimise / alleviate the impact of these? We can try to:
    - a) Avoid situations that are likely to lead to the behaviour
    - b) Distract rather than confront the pupil
    - c) Match the activity to the pupil's ability level
    - d) Get the pupil's full attention before giving directions
    - e) Give more positive than negative attention
    - f) Alert the pupil to a change in lesson / activity
    - g) Anticipate problem times and plan for them
    - h) Give clear directions
    - i) Model the appropriate behaviour you wish to see
    - j) Choose a few simple clear rules and stick to them
  - What are the new behaviours / skills we wish the pupil to display and how do we teach these behaviours / skills to him/her?
  - What types of rewards / incentives does this pupil like to receive?
  - What type of sanctions / direct consequences may be most effective in preventing the pupil from displaying the inappropriate behaviour?
  - How will we measure what we see? Continue with recording to compare to the baseline record
  - How will we write this strategy? Draw up a Behaviour Contract with / for the pupil

During the implementation phase, it's important to use as many of the positive behaviour strategies as possible, including:

**Determine priorities:** Begin by choosing one behaviour of concern to target in the behaviour support plan. When possible, parents should participate in the identification of priority behaviours. This choice often depends on factors such as the impact of that behaviour on the student's: - well-being and the well-being of others (behaviours that place the student at risk or other staff or students at risk, must be addressed first) - participation and learning - relationships with other students and teachers - likelihood of success over the short term (e.g., within three months)

- Catch them being good
  - Reward appropriate behaviour
  - Tactically ignore behaviours if it's safe to do so
  - Praise and encourage
  - Give rule reminders
  - Make positive contact with parents – note in journal, good news phone call etc.
  - Offer choice to the pupil where possible
  - Teach the pupil an alternative acceptable behaviour
5. **Evaluate the Intervention**
    - Are the rewards being used effective and strong enough for the pupil? Do we need to change the type, level or frequency of the reward?

- Does the key staff member have a positive relationship with the pupil? Sometimes there can be a clash of personalities and if this is the case it might be appropriate to look at involving another staff member (See Advice Sheet 8 on Building Positive Relations with One Adult)
  - Are the boundaries included in the Behaviour Contract as clear, precise and firm as possible?
  - Have we taken time to show the pupil what type of behaviour we expect, as well as what we don't want to see?
  - Was there consistency in the implementation of the contract agreement or did we let it slide?
  - Did parents play their part in ensuring compliance with the contract / supporting and encouraging the pupil?
  - Does the pupil need more positive attention than we have been able to give them so far?
6. Role of peers: The choice of a target problem behaviour in the plan is also determined by the impact the behaviour is having on other students. Consider whether the behaviour is affecting other students': - ability to learn - participation in the class - stress level in class (e.g., feeling of safety) - tendency to imitate the negative behaviour. Classroom behaviour expectations that support inclusive and supportive behaviour (such as including others or not engaging in teasing or bullying) can create a supportive structure in which peers model positive behaviour and effective social skills. Peers are more likely to support positive behaviour when they understand what they can do to help
7. Crisis management plan: Some students with behaviour difficulties may occasionally become very agitated. When this occurs, the behaviour support plan for that individual student becomes a crisis management tool. All staff working with the student, and perhaps other students in the class, need to be aware of and understand this crisis management plan. Ideally this plan has been developed collaboratively by staff working with the student, including parents. Although the main focus of the plan is identifying steps for decreasing the likelihood that the problem behaviour will occur, but there needs to be a plan in place in the event that the interventions are not effective. If behaviour escalates and requires this alternate plan, the team needs to revisit the behaviour support plan as soon as possible to rethink and adjust the level and type of individualized intervention.

Student's Name:	
Class:	Section:
Date and Day the behaviour was observed:	Time:
Behaviour to be observed:	
Alternative Behaviour sought:	

### RECORDING DISRUPTIVE BEHAVIOUR

Date/time	Antecedent Describe what was happening before the behaviour occurred.	Behaviour Describe what the student is actually doing. Describe where it occurred, who was in the room, and how long the incident lasted.	Consequence Describe what the adult / other students do. Describe how the student responds to this


**ANALYSING DISRUPTIVE BEHAVIOUR – QUESTIONNAIRE**

<b>Question</b>	<b>Answer</b>
How frequently does this behaviour occur (count)?	
In which lessons is it more or less frequent?	
At what time does it most frequently occur?	
How is the class organised at the time?	
What am I doing at the time?	
How is the pupil occupied at the time?	
What's my immediate response?	
What's the pupil's reaction to my response?	
How do other pupils respond?	
What has worked in the past to deal with this?	
Now that I have this information, what can I do?	

### Support plan and contract

Student name:	
Parent name:	
Objective of the plan:	
Staff working with will read and sign this plan:	
Be aware of antecedent events. Problem behaviour is most likely to occur when:	
When does the problematic behaviour escalate?	
Immediate plans to defuse the situation	
Positive behaviour supports throughout the school year	
Help peers learn to:	
Staff will provide additional support by:	
Crisis Management Plan If aggressive or unsafe behaviour occurs in spite of proactive strategies, the school plan is to:	

### Declaration by the parent

I, \_\_\_\_\_ the parent of \_\_\_\_\_  
 Class \_\_\_\_\_ Section \_\_\_\_\_ have participated in planning this document and fully agree with the action plan. I authorise the teacher and other school authorities to make necessary modifications as the situation deems to support my child further. In case the school decides that he needs professional help and suggests for a transition to a special school, I shall oblige. This document is not exclusive and it must be read with other policies of the school.

**Signature of the student**

**Signature of the parent**

**Signature of the teacher**

**Signature of the counsellor**