

Draft

Special Educational Needs Planning and Preparation Toolkit



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SEN Sample 1 Weekly Timetable for SET

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:50 – 9:00	Assembly	School B	Assembly	Assembly	Assembly
9:00 – 9:20	PB Literacy – Reading Comp	School B	PB Literacy – Reading Comp	PB Literacy – Reading Comp	9:00 – 10:00 Maths Stations 5 th & 6 th
9:20 – 9:50	Maths Group – Infants	School B	Maths Group – Infants RBGM	Maths Group – Infants	9:00 – 10:00 Maths Stations 5 th & 6 th
9:50 – 10:50	Literacy Group Infants	School B	Literacy Group Infants	Literacy Group Infants	10:00-10:45 AM Fine motor/S&L
10:50 – 11:00	SOS	School B	SOS	SOS	SOS
11:00 – 11:40	AM–Fine Motor Skills	School B	DD –Literacy	Social Skills Group: BP, CM, MG	Reading Groups 1 st & 2 nd
11:40 – 12:10	Reading Groups 1 st & 2 nd	School B	Reading Groups 1 st & 2 nd	Reading Groups 1 st & 2 nd	Maths Stations Infants
12:10 – 12:30	Reading groups 3 rd & 4 th	School B	Reading groups 3 rd & 4 th	Reading groups 3 rd & 4 th	Maths Stations Infants
12:30 – 13:00	LÓN	School B	LÓN	LÓN	LÓN
13:00 – 13:45	Literacy Group 1 st & 2 nd	School B	RG- Speech and Language	SPHE CS 1-1:30	JP/SS Phonics
13:45 – 14:30	JP/SS Social Skills	School B	JP/SS Social Skills	JP/SS 1:30-2:30 Social Skills	In class support observations BESD/Collaboration & Consultation with MCTs (alternate fortnightly)

SEN Sample 2 Weekly Timetable for SET

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.20-10.00	First Class Literacy circles Phonological awareness/ Phonics	First Class Literacy circles Phonological awareness/ Phonics	First class Literacy Circles Comprehension Word attack skills	First class Literacy Circles Comprehension Word attack skills	First Class Individual work/review of literacy work during week
10.00-10.30	Senior Inf: In class support Maths Games/ active learning	Senior Inf: In class support Maths Games/ active learning	Senior Inf: In class support Maths Games/ active learning	Junior Inf: In class support Maths Games/ active learning	Junior Inf: In class support Maths Games/ active learning
10.30-11.00	Aistear Support Jun infants Focus on MG, PF, DD	Aistear Support Jun infants Focus on MG, PF, DD	Aistear Support Jun infants Focus on MG, PF, DD	Aistear Support Jun infants Focus on MG, PF, DD	RG 1 st Motor coord. Language/Literacy
11.00-11.10	SOS	SOS	SOS	SOS	SOS
11.10-11.45	Senior Infants Literacy /comprehension/ Dolch/word attack	Senior Infants Literacy /comprehension/ Dolch/word attack	Senior Infants Literacy /comprehension/ Dolch/word attack	Senior Infants Literacy /comprehension/ Dolch/word attack	CS 4 th Motor Coord. Literacy
11.45-12.30	TD Jun Inf Language and Literacy	RG 1 st Motor coord. Language /Literacy	SG/NP Literacy	SG/NP Literacy	MM 2 nd Motor Coord. Literacy/Numeracy
12.30-1.00	Lón	Lón	Lón	Lón	Lón
1.00-1.40	RG 1 st Motor coord. Language /Literacy	TD Jun Inf Language and Literacy	CS 4 th Motor coord. Literacy	RG 1 st Motor coord. Language /Literacy	TD Jun Inf Language
1.40-2.20	MG 2 nd Motor Coord. Literacy/ Numeracy	CS 4 th Motor Coord. Literacy	EF 4 th Language and Literacy	MG 2 nd Motor Coord. Literacy/Numeracy	SG/NP Literacy
2.20-3.00	CS 4 th Motor Coord. Literacy	SG/NP Literacy	MG 2 nd Motor Coord. Literacy/Numbe	EF/CS4 th Language and Literacy	Meeting with CTs To plan

ASD Sample Class Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:15	Pupils arrive on bus	Pupils arrive on bus	Pupils arrive on bus	Pupils arrive on bus	Pupils arrive on bus
9:20	SPHE: Hang up bags/ coats, unpack lunches, read diaries, call roll	SPHE: Hang up bags/ coats, unpack lunches, read diaries, call roll	SPHE: Hang up bags/ coats, unpack lunches, read diaries, call roll	SPHE: Hang up bags/ coats, unpack lunches, read diaries, call roll	SPHE: Hang up bags/ coats, unpack lunches, read diaries, call roll
9:25	Communication and Language /P.E.Fine Motor/ Structured Play- Play Doh	Communication and Language /P.E Fine Motor/ Structured Play- Peg Board Patterns	Communication and Language /P.E Fine Motor/ Structured Play- Construction (Knex, Lego)	Communication and Language /P.E Fine Motor/ Structured Play - Puzzles	Communication and Language/P.E. Fine Motor/ Structured Play Threading and Bead work
9:30	Communications and Language – Literacy (AA, BB, CC,DD) PE – EE, FF	Communications and Language – Literacy (AA, BB, CC,DD) PE – EE, FF	Communications and Language – Literacy (AA, BB, CC,DD) PE – EE, FF	Communications and Language – Literacy (AA, BB, CC,DD) PE – EE, FF	Communications and Language – Literacy (AA, BB, CC,DD) PE – EE, FF
9:45	Morning Group – SESE, Comm and Lang, Maths	Morning Group – SESE, Comm and Lang, Maths	Morning Group – SESE, Comm and Lang, Maths	Morning Group – SESE, Comm and Lang, Maths	Morning Group – SESE, Comm and Lang, Maths
10:15	Workstation 1 (Comm, Lang and Literacy)	Workstation 1 (Comm, Lang and Literacy)	Workstation 1 (Comm, Lang and Literacy)	Workstation 1 (Comm, Lang and Literacy)	Workstation 1 (Comm, Lang and Literacy)
10:30	SNACK - SPHE	SNACK - SPHE	SNACK - SPHE	SNACK - SPHE	SNACK - SPHE
10:45	SPHE- Toileting, Personal Hygiene Programmes	SPHE- Toileting, Personal Hygiene Programmes	SPHE- Toileting, Personal Hygiene Programmes	SPHE- Toileting, Personal Hygiene Programmes	SPHE- Toileting, Personal Hygiene Programmes
11:00	Yard	Yard	Yard	Yard	Yard
11:15	Maths Group – Numeracy and topic	Maths Group – Numeracy and topic	Maths Group – Numeracy and topic	Maths Group – Numeracy and topic	Maths Group – Numeracy and topic
11:25	Writing	Writing	Writing	Writing	Writing
11:30	PE – Ball pool (AA and BB) Teacher Table – Maths (CC, DD, EE, FF)	PE – Sensory Room (AA and BB) Teacher Table – Maths (CC, DD, EE, FF)	PE – Walk AA and BB) Teacher Table – Maths (CC, DD, EE, FF)	PE – Sensory Room (AA and BB) Teacher Table – Maths (CC, DD, EE, FF)	PE – Ball pool (AA and BB) Teacher Table – Maths (CC, DD, EE, FF)
11:45	Teacher Table – Maths (AA,BB) PE Ballpool (CC,DD) Independent Work – EE,FF	Teacher Table – Maths (AA,BB) PE Sensory Room (CC,DD)	Teacher Table – Maths (AA,BB) PE Walk (CC,DD)	Teacher Table – Maths (AA,BB)	Teacher Table – Maths (AA,BB) PE Ballpool (CC,DD) Independent Work – EE,FF

		Independent Work – EE,FF	Independent Work – EE,FF	PE Sensory Room (CC,DD) Independent Work – EE,FF	
12:05	Sensory Play (SPHE)	Sensory Play (SPHE)	Sensory Play (SPHE)	Sensory Play (SPHE)	Sensory Play (SPHE)
12:15	Workstation 2 – Maths and SESE	Workstation 2 – Maths and SESE	Workstation 2 – Maths and SESE	Workstation 2 – Maths and SESE	Workstation 2 – Maths and SESE
12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:50	SPHE – Toileting, Dressing for Yard	SPHE – Toileting, Dressing for Yard	SPHE – Toileting, Dressing for Yard	SPHE – Toileting, Dressing for Yard	SPHE – Toileting, Dressing for Yard
13:00	YARD	YARD	YARD	YARD	YARD
13:30	Sensory Story/ Big book – Language and Communication, SESE, Maths	Sensory Story/ Big book – Language and Communication, SESE, Maths	Community Outing (BUS TRIP) – Life Skills (SPHE, PE, SESE)	Sensory Story/ Big book – Language and Communication, SESE, Maths	Sensory Story/ Big book – Language and Communication, SESE, Maths
13:50	Sensory Play (SPHE)	Sensory Play (SPHE)	Community Outing	Sensory Play (SPHE)	Sensory Play (SPHE)
14:00	Wet Play (AA,BB) Teacher Time (Literacy and Numeracy- CC,DD,EE,FF)	Wet Play (CC,DD) Teacher Time (Literacy and Numeracy-AA,BB,EE,FF)	Community Outing	Cookery (SPHE and Maths)	Visual Arts
14:15	Wet Play (CC,DD,) Teacher Time (AA,BB) Independent Work (EE,FF)	Wet Play (EE,FF) Teacher Time (CC,DD) Independent Work (EE,FF)	Community Outing	Cookery (SPHE and Maths)	Visual Arts
14:35	Attention Autism - Drama	Attention Autism - Drama	Attention Autism-Drama	Attention Autism - Drama	PE
14:50	Music and Goodbye Group	Music and Goodbye Group	Music and Goodbye Group	Music and Goodbye Group	PE
15:00	BUS	BUS	Bus	BUS	BUS

SET Short-Term/Weekly Planning Sample Template

Pupil(s)/Group:

Date:

Curriculum Area(s)

Class Level:

Class Teacher(s):

SET:

Strand Strand Unit/Elements Skills (where appropriate)						Type of Support <input type="checkbox"/> withdrawal support only <input type="checkbox"/> in-class support only <input type="checkbox"/> withdrawal/in-class support
Targets/ Learning Outcomes						
Learning Objective/ Outcomes/Focus of Learning						
Differentiation - group withdrawal - in-class support						Linkage and Integration
Learning Activities /Experiences						
Assessment					Resources	Reflection
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

SET Short-Term/Weekly Planning Sample

Pupil(s)/Group: EF

Date: 05.10.2020-09.10.2020

Curriculum Area(S): English

Class Level: 3rd

Class Teacher(s): Ms. Byrne

SET: Ms. Reilly

Strand Strand Unit/Elements Skills (where appropriate) Number and label	Reading Understanding: 5. Phonics, word recognition and word study	Writing Understanding: 3. Conventions of print and sentence structure	Writing Understanding: 4. Spelling & Word Study			Type of Support <input checked="" type="checkbox"/> withdrawal support only <input type="checkbox"/> in-class support only <input type="checkbox"/> withdrawal/in-class support
Targets/ Learning Outcomes	Progression Step e Reads a range of high-frequency words and CVC words, and reads short, simple sentences.	Progression Step e uses some correct word order, sentence structure and letters, spaces, words, sentences, full-stops, and begins to use capital letters appropriate	Progression Step e uses some phonetically correct letters, common letter patterns and familiar words			- Speak with CT regarding slow speak strategy for spelling. - Ensure <i>EF</i> has their spelling notebook during writing activities.
Learning Objective/ Outcomes/Focus of Learning	1. Read Dolch words 'here' and 'come' in context and in isolation	2. Write letters a,c,d,g,o,q legibly using cues for support 3. find letters on keyboard 4. Write sentences for 'Party Invitation' using reasonable phonic alternatives	5. Spell/write four CVC words with – at endings correctly			

Differentiation -group withdrawal -in-class support	<i>*In a group plan it will be necessary to show how the individual needs of pupils within the group are being met when providing withdrawal support as well as in-class support. 'Definite pupil, definite action.'</i>			<i>*This can be achieved by differentiating learning objectives/ focus of learning, activities, materials/resources or the level of support provided.</i>		Linkage and Integration
Learning Activities /Experiences	Modelling, multisensory approach, use of flash cards, Dolch bingo.	Direct teaching, modelling of letter formation, cueing with dots and arrows for starting point and direction. Modelling 'My News.' Use of ICT.	Slow speak strategy. Direct teaching on how to check spellings.			
Assessment	<ul style="list-style-type: none"> Teacher observation Running record Show/select word given by teacher-Record. 	Teacher observation of direction, starting point and size of letters. Proofread invitation supported by teacher.	Self-assessment: Did I spell it correctly? Check.		Resources	Reflection
Monday	Look at the word, say the word with teacher, trace over the word, trace in the air, and trace on the table. Game: Find the word.	Trace over letters starting at the top and going anti-clockwise, (<i>sandpaper</i> and <i>magnetic letters</i>). Find and type on keyboard (<i>Starspell</i>). Write 2 sentences of invitation after teacher has modelled their invitation.			Magnetic letters Sandpaper letters ICT: Starspell	<i>EF needs more opportunity to write freely.</i>

Tuesday	Recognise word from a choice of two when traced on his back by the teacher. Make use of <i>magnetic letters</i> and <i>Sandpaper letters</i> .	Draft invitation to Halloween party filling in family members names and signing own name. Type 2 sentences with Dolch words for week.	Slow speak while pupil writes- 'rat' 'cat' and 'hat.' Check.		Card for invitations Pictures of objects Magnetic letters Sandpaper letters	<i>Slow speak worked well. Will continue this strategy next week.</i>
Wednesday	Find and say the word in a sentence with picture cue. Select the word on a flashcard given a choice of 3 visually dissimilar words.	Read words from flashcards. Turnover, write from memory. Check	Slow speak while pupil writes 'rat' 'cat' 'fat' and 'hat.'		Flashcards of 3 visually dissimilar words	
Thursday	Find and say word in sentence without picture cue. Select from choice of 3 visually similar words.	Type invitation, using wording ' <i>Please come to the Halloween party</i> ' adding appropriate pictures from Google images.			Flashcards of 3 visually similar words	
Friday	Read words in isolation. Read Book Level 7 with words ' <i>here</i> ' and ' <i>come</i> ' included.	Address envelope supported by teacher.	Dictation		Envelopes	<i>Having difficulty spacing between words. Teach this explicitly.</i>

In-Class Support Sample Planning Template

School Name:	In-Class Support Plan
Date:	
SET:	
Class Teacher:	
In Class Support:	Class Level:
In-Class Support Classroom Management:	

In-Class Support	
Strand:	Strand Unit/Elements:
Learning Outcomes/Content Objectives:	Learning Objectives/Focus of Learning:
Skills:	That students will be enabled to:
Learning Activities/Experiences: *Station Learning Activities	
Differentiation:	Assessment <i>for</i> Learning:
Assessment <i>of</i> Learning:	Reflection:

Sample Overview of In-Class Support (developed collaboratively by CT and SET)

- Some teachers find this overview of the work plan for the year supportive when collaboratively engaging in planning and preparing their LTPs.
- This is optional and not a planning and preparation requirement.

School : Any School In-Class Support 2020.2021								
	Junior / Senior Infants Total: 24 Class Teacher: S.E.T.:		1 st / 2 nd Class Total: 18 Class Teacher: S.E.T.:		3 rd / 4 th Class Total: 27 Class Teacher: S.E.T.:		5 th / 6 th Class Total: 20 Class Teacher: S.E.T.:	
Class Level:	Junior Infs	Senior Infs	1 st	2 nd	3 rd	4 th	5 th	6 th
	Early Intervention <input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy		Early Intervention <input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy		Prevention <input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy		Prevention <input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy	
September	Junior Infants – settling in period		Reading Groups: PM readers- ability grouped. (M/T/W/T) 40 mins.		Power hour: PM Readers –ability grouped. (M/T/W/T) 45 mins 3 Teachers, 1 SNA?		<ul style="list-style-type: none"> • TSI-Transactional Strategies of Instruction. 	
					Maths Stations Friday 3X SETs Team Teaching 4 Days- 2 Teachers		<ul style="list-style-type: none"> • 	
October	Junior Infants – settling in period		Power hour Monday-Thursday 2 x SETs, S.N.A. PM readers, grammar, phonics, oral language, handwriting		Power hour: PM Readers –ability grouped. (M/T/W/T) 45 mins			
	3 day / 2 day alternating groups Alternative Teaching / Ready Set Go Maths Station Teaching Class Teacher/2 SETS/1 SNA				Numeracy : Maths Stations Friday 3X SETs			
November	Alternative / Parallel Teaching 3 days / 2 days		Power hour: Monday-Thursday		Power hour: PM Readers –ability grouped. (M/T/W/T) 45 mins			

	<ul style="list-style-type: none"> • Class teacher • 1 SET 	2 x SETs, S.N.A. PM readers, grammar, phonics, oral language, handwriting		
	3 day / 2 day alternating groups Alternative Teaching / Ready Set Go Maths Station Teaching Class Teacher/2 SETS/1 SNA		Maths Stations Friday 3X SETs	
December	Reading Recovery start Alternative / Parallel Teaching 3 days / 2 days <ul style="list-style-type: none"> • Class teacher • 1 SET 	Power hour Monday-Thursday 2 x SETs, S.N.A. PM readers, grammar, phonics, oral language, handwriting	Power hour: PM Readers Fact–ability grouped. (M/T/W/T) 45 mins	
	3 day / 2 day alternating groups Alternative Teaching / Ready Set Go Maths Station Teaching Class Teacher/2 SETS/1 SNA	Spraio le Mata1 MT – A		
January	Alternative / Parallel Teaching 3 days / 2 days <ul style="list-style-type: none"> • Class teacher • 1 SET 	Reading Groups 2 X SETS 1 S.N.A 4 days 30 mins. In –class Reading Groups	Reading Groups 3 X SETS: M/T/T 45 mins	
	3 day / 2 day alternating groups Alternative Teaching / Ready Set Go Maths Station Teaching Class Teacher/2 SETS/1 SNA	Maths Stations: Thursday: .1S.E.T.	Maths Stations Friday 3X SETs	
February	Alternative / Parallel Teaching 3 days / 2 days <ul style="list-style-type: none"> • Class teacher • 1 SET 	Reading Groups 2 X SETS 1 S.N.A 4 days 30 mins. . In –class Reading Groups	Reading Stations 3 X SETS: M/T/T 45 mins	
	3 day / 2 day alternating groups Alternative Teaching / Ready Set Go Maths Station Teaching Class Teacher/2 SETS/1 SNA	Maths Stations: Thursday: .1S.E.T.		

March	Power hour: March 20 th - May 30 th 4 days Class teacher / 3 SETs / SNA	Reading Groups 2 X SETS 1 S.N.A 4 days 30 mins. . In –class Reading Groups	Reading Groups 3 X SETS: M/T/T 45 mins.	
	3 day / 2 day alternating groups Alternative Teaching / Ready Set Go Maths Station Teaching Class Teacher/2 SETS/1 SNA	Maths Stations: Wednesday: .1 S.E.T. Mental Maths Thursday 1 S.E.T.	Numeracy : Maths Stations Friday 2X SETs	
April	Power hour March 20 th - May 30 th 4 days Class teacher / 3 SETs / SNA	Reading Groups 2 X SETS 1 S.N.A 4 days 30 mins. . In –class Reading Groups	Readers Theatre and NLD: M/T/T 45 mins. 2X SETs	
	3 day / 2 day alternating groups Alternative Teaching / Ready Set Go Maths Station Teaching Class Teacher/2 SETS/1 SNA	Maths Stations: Wednesday: .1 S.E.T. Mental Maths Thursday 1 S.E.T.	Numeracy : Maths Stations Friday 2X SETs Problem Solving Boost: 40 mins, 3X SETs 1 X weekly	
May	Power hour March 20 th - May 30 th 4 days Class teacher / 3 SETs / 2 SNAs	Reading Groups 2 X SETS 1 S.N.A 4 days 30 mins. . In –class Reading Groups	Readers Theatre and NLD: M/T/T 45 mins. 2X SETs	
	3 day / 2 day alternating groups Alternative Teaching / Ready Set Go Maths Station Teaching Class Teacher/2 SETS/1 SNA	Maths Stations: Wednesday: .1 S.E.T. Mental Maths Thursday 1 S.E.T.	Numeracy : Maths Stations Friday 2X SETs	
June	Testing and Review	Testing and Review		

Sample Overview of a SETs yearly Work Plan (developed collaboratively by SEN Team and Principal)

- Some teachers find this overview of the work plan for the year supportive when collaboratively engaging in planning and preparing their LTPs.
- This is optional and not a planning and preparation requirement.

September	<ul style="list-style-type: none"> • Scheduled collaborative meetings between class teachers and SEN team. • Draw up School Support File(SPF) (meet parents/ previous CT/SET and members of multi-disciplinary team – if relevant) • Supplementary teaching/team teaching begins. • SEN Team meetings • Diagnostic testing
October	<ul style="list-style-type: none"> • SSP/SSPP collaborative planning meetings with parents • SEN Team meetings • PM benchmarking
November/December	<ul style="list-style-type: none"> • SEN Team meetings • Class Screening tests (literacy/numeracy) • Ballard tables test • Parent/Teacher Meetings
January	Care Team meeting – January <ul style="list-style-type: none"> • SEN Team meetings
February	<ul style="list-style-type: none"> • SSP/SSPP reviews– pre mid- term break. • SEN Team meetings • School Support File Review
March	<ul style="list-style-type: none"> • Middle Infant Screening Test (MIST) – Senior Infants. • SEN Team meetings • SEN Team meetings • NNRIT -2ND and 5th classes • NVRT (1st & 4th)

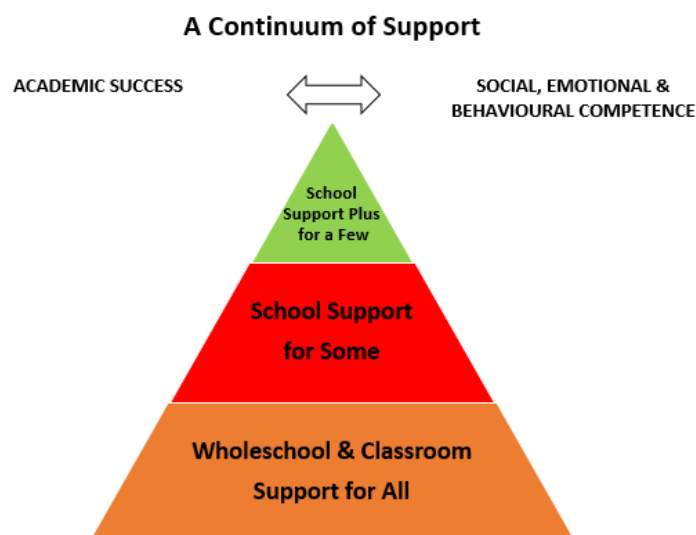
<p>April</p>	<ul style="list-style-type: none"> • Belfield Infant Assessment Profile (BIAP) – Junior Infants/selected pupils • SEN Team meetings • Class Screening tests (literacy/numeracy) • Ballard tables test
<p>May</p>	<ul style="list-style-type: none"> • Standardised Testing-1st Class – 6th Class. • SEN Team meeting • Analyse test results using tracking sheet/in-put onto Aladdin
<p>June</p>	<ul style="list-style-type: none"> • Set date for September’s collaborative meetings. • Prep. work for SPFs • SEN Team meetings • Class Screening tests (literacy/numeracy) • Ballard tables test

Student Support File

A Student Support File has been developed to enable schools to plan interventions and to track a pupil's pathway through the *Special Educational Needs-Continuum of Support*. It facilitates teachers in documenting progress and needs over time and assists them in providing an appropriate level of support to pupils, in line with their level of need. Following a period of intervention and review of progress, a decision is made as to the appropriate level of support required by the pupil. This may result in a decision to discontinue support, to continue the same level of support, or move to a higher or lower level of support.

The Student Support File, is available on the Department's website [here](#). It includes a flexible, generic 'Support Plan' and 'Support Review Record' (found below) that can be used at all levels of support and an easy-to-view 'Log of Actions' page to summarise actions taken by the school. The Continuum of Support moves from simple classroom based interventions to more specialised and individualised interventions. The continuum of support encompasses a graduated problem solving model of assessment and intervention in schools comprised of three distinct school based processes:

1. **Classroom Support** is an intervention process coordinated by the class teacher and carried out within the regular classroom.
2. **School Support** is an assessment and intervention process which is usually co-ordinated by the Special Education Teacher (SET) working alongside the class teacher. Interventions at this stage will be additional to those provided through classroom support.
3. **School Support Plus** is generally characterised by the school requesting the involvement of relevant external services in more detailed assessment and development of intervention programmes. This level of intervention is for pupils with complex and/or enduring needs and whose progress is considered inadequate despite carefully planned interventions at the previous levels. The model of assessment and intervention outlined here is underpinned by the recognition that special educational needs occur along a continuum from mild to severe and from transient to long term.



Developing a student support plan is the outcome of a problem solving process, involving school staff, parent(s)/ guardian(s) and the pupil. We start by identifying concerns, we gather information, we put together a plan and we review it.

Insert school logo here



STUDENT SUPPORT FILE

Name of Student	
Date of Birth	
School	
Date File Opened	
Date File Closed	

Student Support File, Log of Actions

Date

Actions

Support Checklist

Name:	Age:	Class:
General Information	Date Checked	Comments
1. Parents/ Guardians Consulted		
2. Information from previous school/preschool gathered		
3. Hearing		
4. Vision		
5. Medical Needs		
6. Basic Needs Checklist completed SEN-A Continuum of Support (Resource Pack for Teachers) p.6		
7. Assessment of learning- screening		
8. Observation of learning style/approach to learning		
9. Observation of behaviour		
10. Interview with pupil		
11. Classroom work differentiated?		
12. Learning environment adapted?		
13. Yard/school environments adapted?		
14. Informal or formal consultation/advice with outside professionals?		
15. Advice given by learning support/resource teacher or other school staff?		
16. Other interventions put in place in school?		
Action needed		

Helpful references: SEN: A Continuum of Support: Resource Pack for Teachers, pp. 13-16, 18 to 20; BESD: A Continuum of Support, p 7; A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers, pp32-36; Student Support Teams in Post-Primary Schools, pp20

SUPPORT PLAN*

Classroom Support

School Support (Support for SOME)

School Support Plus (Support for A FEW)

To be completed by the teacher(s).

For help, see *SEN: A Continuum of Support - Guidelines for Teachers: BESD: A Continuum of Support – Guidelines for Teachers* pp.71-74; *A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers*, pp. 51, 53, 54, 57.

Student's name		Age	
Lead teacher		Class/year	
Start date of plan			
Review date of plan			
Student's strengths and interests			
Priority concerns			
Possible reasons for concerns			
Targets for the student			
Strategies to help the student achieve the targets			
Staff involved and resources needed			
Signature of parent(s)/ guardian(s)			
Signature of teacher			

*A consultation with a NEPS psychologist/ other professionals may contribute to this plan.

SUPPORT REVIEW RECORD*

- Classroom Support
- School Support (Support for SOME)
- School Support Plus (Support for A FEW)

To be completed by the teacher(s) as a review of the plan and as a guide for future actions.

For help, see *SEN: A Continuum of Support - Guidelines for Teachers*; *BESD: A Continuum of Support – Guidelines for Teachers*; *A Continuum of Support for Post-Primary Schools, Resource pack for Teachers*; *Student Support Teams in Post-Primary Schools*.

Student's name	Class/ Year
Names of those present at review	Date of Review
What areas of the plan have been most successful and why?	
Since the start of the plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them?	
Have the student's needs changed since the start of the plan, and if so how?	
Recommended future actions – <i>what, how, who, when?</i>	
Any comments from the student?	
Any comments from the parent(s)/guardian(s) comment?	
Signature of parent(s)/ guardian(s)	
Signature of teacher(s)	

Outcome of review (tick as appropriate)	
Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support	Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus
Continue at Current Level of Support	Request consultation with other professionals

*A consultation with a NEPS psychologist/ other professionals may contribute to this review.

Behaviour Support Plan Sample Template

Behaviour Support Plan Template		
Student's Name:	D.O.B.	Start Date:
Class Teacher: Support Teacher:	Class:	Review Date:
General Background Information and Notes: Measures at Classroom Support Level Measures at School Support Level Measures at School Support Plus Level Support at Home Additional Information (from Parents/Teachers/Health Professionals/NEPS etc.)		

	<ul style="list-style-type: none">•
Notes:	Support at Home
Parent's comments	
Signed:	
Parent(s): _____	
Teacher(s): _____	
Date:	
Review Date:	

Behaviour Support Plan Sample

Behaviour Support Sample Plan		
Student's Name: DK	D.O.B.	Start Date:
Class Teacher: SET:	Class: 1 st Class	Review Date:
<p>General Background Information and Notes:</p> <p>Junior Infants: DK experienced significant difficulties managing her emotions and behaviour despite interventions at class level. In February 20xx DK was placed on Classroom Support following the BIAP Screening Test.</p> <p>Measures at Classroom Support Level</p> <p>cf. Junior Infants Classroom Support Plan (February 20xx) and Review (June 20xx).</p> <p>Senior Infants DK's Class teacher met with DK's mother in September 20xx. It was decided to move DK onto School Support due to significant challenges with DK's behaviour in the classroom.</p> <p><u>October 20xx:</u> CT and SET met with DK's mother to develop a School Support Plan.</p> <p>Measures at School Support Level</p> <p>DK received a variety of supports throughout Senior Infants including: one-to-one withdrawal time some mornings to help her settle for the morning session and for explicit teaching of self-calming techniques. During in-class support (literacy and numeracy) strategies were employed to support DK to remain on task, access to an SNA (1 day per week).</p> <p>DK participated well in withdrawal sessions to support the learning breathing techniques as a calming strategy. She began to use some of these techniques in class.</p> <p><u>November 20xx:</u> It was decided to seek the advice of the NEPS school psychologist.</p> <p>DK was moved onto School Support Plus- Support teachers met with DK's mother and Class Teacher.</p> <p>Measures at School Support Plus Level</p> <p>SET met with DK's mother before and after the first observation of DK by the psychologist.</p> <p><u>February 20xx:</u> Support Teacher met with DK's mother and the school educational psychologist for advice and recommendations following the second observation of DK in the classroom.</p> <p>SET met with DK's mother to complete the referral form for DK to be assessed by a clinical psychologist.</p>		

Support at Home

DK's mother XXXX and father are very supportive of the school's efforts to help DK. They are trying to adapt DK's home environment to support DK's needs.

Additional Information

DK's parents report that they are having difficulties managing DK's behaviour at home. The behaviour was extremely erratic and volatile. She reacts disproportionately to normal interactions with peers and adults if she is not ready to move on to a new activity or if she does not agree with a proposed action. She also seems to get frustrated with herself. Her inappropriate behaviours range from crawling around the room on the floor to throwing objects (including a chair on one occasion) and hitting other children.

The other behaviour causing concern is that DK runs away from teachers and peers when she is outside. It happened that DK left the playground at lunch time on one occasion and hid behind a teacher's car. Ms. XXXX also met DK running away from her father on the way into school. He explained that she had done that on another occasion and didn't go directly to her classroom. On another occasion Ms. XXXX met DK delaying returning from the toilets outside the classroom.

Possible Reasons: (*Essential references: 'SEN: A Continuum of Support – Resource Pack for Teachers' pp. 18-21; 'BESD: A Continuum of Support – Guidelines for Teachers' pp. 80-108*)

Possible Attention Deficit/Hyperactivity Disorder

Possible Emotional/Behavioural Disorder

Student's Strengths & Interests:

- DK is particularly kind and helpful to children who are vulnerable.
- DK responds positively to one to one support
- DK enjoys books and is interested in learning about new things.
- DK enjoys drawing and is much focused when she is engaged in art work.

Priority Concerns:

- Attention Difficulties: this effects DK's participation in learning activities in all areas
- Social skills: DK's interaction with her peers can be quite aggressive. She can become upset with her own aggressive behaviour and cannot explain why she behaved in a certain way. It is also upsetting for her peers.
- Behaviour: DK demands immediate attention from her peers, classroom teacher and support teacher. DK's difficult behaviour is of particular concern.
- DK often speaks using a baby's tone of voice. From time to time DK speaks about herself in the third person, in particular when she is being corrected for disruptive or aggressive behaviour
- Self-esteem: DK shows signs of low self-esteem. She is very self-critical and can be very discontent with herself.

Priorities/Long Term Goals:**That with support at school and at home DK will:**

- practice strategies to self-regulate her emotions and behaviour;
- listen to her teachers and follow classroom rules and instructions;
- remain on task and work independently for a period of 10 minutes;
- use an appropriate tone of voice when communicating with her peers
- speak more positively about herself and be more content in herself

Short-term targets and strategies:	
<p>Target 1:</p> <p>DK will use self-calming techniques taught following practice with support over a 6 week period.</p> <p>Class Teacher, Support Teacher, SNA</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • Explicitly teach calming techniques recommended by NEPS that are appropriate for DK's needs and age group. (ST) • Practice these techniques with DK and her mum (ST) • Use Visual Prompt Cards to remind DK which technique would help her in a given situation. (SNA) <p>Record progress over the 6 weeks with a Tally System (<i>BESD: A Continuum of Support – Guidelines for Teachers' p 91</i>)</p>
<p>Target 2:</p> <p>DK will repeat instructions after her Teachers and her SNA and will then follow the instruction with visual support</p> <p>Class Teacher, Support Teacher and SNA</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • Practice being a 'good listener' with ST and SNA in one – to – one sessions • Use the First – Next – Then approach with visual support building in a reward activity of choice in the 'Then' Slot e.g. drawing/coloring, reading in the library • Use Praise and one-to-one time with CT as a motivation on DK's Visual Timetable just before breaks.
<p>Target 3:</p> <p>DK will remain on task and work independently for a period of 10 minutes with visual support</p> <p>Class Teacher, Support Teacher and SNA</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • Timed tasks building up from 1 minute to 10 minutes (ST and SNA) • Use the First – Next – Then approach with visual support: First and Next are Learning Activities with reward activity of choice in the 'Then' Slot • Adapt Classroom Learning Environment to prevent triggers as far as possible cf: NEPS Assessment Document 6 (BESD Guidelines) CT and ST
<p>Target 4:</p> <p>DK will use an appropriate tone of voice when communicating with her peers</p> <p>Class Teacher, Support Teacher, SNA and Parents</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • Explain using a Social Story how our voice changes as we grow older (ST) • Explicitly model different speaking voices using puppets (ST) • Give DK the opportunity to practice different speaking voices (ST) • Use different voices for poems/rhymes (CT, ST) • Give positive attention and praise for using the appropriate tone of voice in different contexts (CT, ST, SNA, Parents)
<p>Notes:</p>	<p>DK's parents are supporting DK at home with the following:</p>

	<ul style="list-style-type: none">• Creating a quiet time every day for 5-10 mins for DK to have her Mum or Dad's full attention: having a chat about the day or reading a story.• Finding opportunities to praise and reinforce desired behaviours• Modelling talking about feelings e.g. I feel sad when... or I feel angry when...
--	---

Parent's comments

Signed:

Parent(s): _____

Teacher(s): _____

Date:

Review Date:

Basic Needs Checklist



Basic Needs Checklist

This page shows a checklist can be useful in considering a pupil's basic needs

Name: _____

Headings under which to consider a pupil's basic needs:

- Physiological needs e.g. does the child have adequate food, warmth, housing etc?

- Safety needs e.g. does the child need physical or psychological protection?

- Belonging needs e.g. does the pupil have close family and friends, feel part of his / her class.

- Esteem needs: e.g. does the child receive respect, positive feedback from others and respect others and self?

Possible actions suggested to the teacher on the basis of the questions above:

My Thoughts about School Checklist



My Thoughts about School Checklist



My Thoughts About School...

NAME	CLASS	DATE
The things I like best at school are:		
The things I don't like about school are:		
The things that I am good at are:		
The things I find hard are:		
I am happy in class when:		
I am happy during break and lunch times when:		
My friends are:		
I need help with:		
Teachers in school can help me by:		
My teacher would describe me as:		
My parents would describe me as:		
My parents would describe me as:		

The following questions can be asked if children have an emotional and behavioural difficulty in school.

Adults I get on best with in school are:
I get into trouble in school when:
The things I do that make my teacher feel unhappy are:
The things my teacher does that make me feel unhappy are:
I make my teacher happy when:
The things my teacher does that make me feel happy are:
The class rules are:
If someone breaks the rules:
Rewards I like best are:
The things that I need to change are:

Learning Environment Checklist



Learning Environment Checklist

Environment / Physical Conditions: Tick the area where action could be taken to make a difference for the pupil

- | | |
|---|---|
| <input type="checkbox"/> Layout of room & furniture | <input type="checkbox"/> Adequate working space for students & teacher |
| <input type="checkbox"/> Good decor / lots of displays etc? | <input type="checkbox"/> Ease of movement in room |
| <input type="checkbox"/> Temperature | <input type="checkbox"/> Lighting |
| <input type="checkbox"/> Noise level | <input type="checkbox"/> Seating - Facing board - neighbouring pupil compatibility - height for writing |
| <input type="checkbox"/> Appropriate resources/ equipment organised and readily available for all pupils? | |

Social Factors / Relationships:

- Classroom procedures & rules are made clear and understood by all pupils and consistently applied
- Clear instructions are given about the tasks in a variety of ways (oral, visual, gestures)
- Changes between tasks are managed smoothly and effectively
- Pupils know what to do next without asking
- The class is generally on task
- A variety of different actions (academic & behaviour) are frequently noticed and praised
- A variety of praise and rewards are used
- Pupils can be monitored sufficiently during a task to ensure understanding and continuing progress
- Any disruptive or off-task behaviour is effectively managed
- Good communication and feedback between teacher and each pupil about progress is maintained

Teaching & Learning - Methods, Materials & Procedures:

The extent to which

- Tasks set are appropriate for the pupil's level of understanding and skills.
- Learning goals are clearly defined and shared with the pupil.
- Opportunities are provided for the pupil to engage in activities in which s/he can be successful.
- Steps in learning goals are small enough to ensure progress.
- Activity content / tasks are of interest to the pupil.
- Tasks set take account of pupil learning style: pace of activity, variety of activities, length of activities and time allowed to complete a task are appropriate.
- A variety of teaching approaches used.
- Opportunities are provided for a variety of pupil responses- oral/ practical/ written.
- Opportunities are provided for pupil involvement in decision making and recording.
- Opportunities are provided for pupil to generalise/transfer learning from one situation to another.
- Regular monitoring and recording of progress occurs

Classroom Activity

routines established for:

- | | |
|---|--|
| <input type="checkbox"/> entering class | <input type="checkbox"/> leaving class |
| <input type="checkbox"/> giving out resources | <input type="checkbox"/> gathering resources |
| <input type="checkbox"/> asking for help | <input type="checkbox"/> gaining whole class attention |

Rules / Rewards / Consequences

Rules are:

- | | | |
|--|---|------------------------------------|
| <input type="checkbox"/> few in number | <input type="checkbox"/> decided upon in consultation with pupils | <input type="checkbox"/> displayed |
|--|---|------------------------------------|

rewards and consequences are:

- | | |
|--|---|
| <input type="checkbox"/> named | <input type="checkbox"/> linked to behaviour |
| <input type="checkbox"/> rewards are rewarding to class | <input type="checkbox"/> rewards are achievable |
| <input type="checkbox"/> sanctions are understood and fair | <input type="checkbox"/> sanctions are imposed consistently |

School Environment

Tick which area needs change

- | | | | | |
|---|--|---|---|--------------------------------|
| <input type="checkbox"/> Playground/ yard | <input type="checkbox"/> layout | <input type="checkbox"/> equipment | <input type="checkbox"/> supervision | <input type="checkbox"/> rules |
| <input type="checkbox"/> Movement: effective routines for | <input type="checkbox"/> movement around school | <input type="checkbox"/> lining up | <input type="checkbox"/> corridors | |
| <input type="checkbox"/> Break/lunchtimes | <input type="checkbox"/> clear simple rules | <input type="checkbox"/> rewards and consequences clear | <input type="checkbox"/> activities available | |
| <input type="checkbox"/> Staff support | <input type="checkbox"/> staff discuss difficulties | | | |
| <input type="checkbox"/> Policy | <input type="checkbox"/> behaviour policy exists | <input type="checkbox"/> policy is understood and agreed by staff | | |
| | <input type="checkbox"/> range of rewards for good class, yard, school behaviour | <input type="checkbox"/> range of sanctions in place | | |
| | <input type="checkbox"/> range of strategies used for managing behaviour | | | |
| | <input type="checkbox"/> behaviour is assessed and monitored | | | |

Summary of Concerns

Actions Required

SESS BEHAVIOUR RESOURCE BANK



Advice Sheet 22

INDIVIDUAL BEHAVIOUR SUPPORT PLAN

A small minority of pupils may not be willing or able to comply with school/class rules to the same extent as other pupils. For these pupils, it may be necessary to devise an Individual Behaviour Support Plan. 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.

There is no one way to devise or to present this plan, but the following might need to be considered:

1. The purpose of any Behaviour Support Plan should be to help the pupil to take responsibility for his/her own behaviour and to teach him/her how to make appropriate choices.
2. A multi-disciplinary approach is recommended, one that includes the teacher(s), Special Needs Assistant, principal, parent(s) and the pupil in the process. It will be more difficult to succeed with an Individual Behaviour Support Plan if the parent or pupil are not willing participants.
3. As part of the Behaviour Support Plan, a Behaviour Contract may need to be drawn up (like the *Class Behaviour Agreement* – see Advice Sheet 12) which is signed by all parties. In drawing up this contract, use language which is clear and appropriate to the age and ability of the pupil.

There are a number of steps to an Individual Behaviour Support Plan. These are generally the steps that one might take:

1. **Identify Problem Behaviours:** make a record of all the inappropriate/problem behaviours being exhibited by this pupil. Identify one that causes most concern/that you would like to change, or perhaps identify one that you think you have most likelihood of succeeding with.
2. **Observe and Record Behaviour:** Having selected one behaviour, document each time this behaviour occurs. The purpose of this is to get a *baseline record* of the behaviour. In this process, you can note exactly what is happening, when it is happening, who is present at the time, and what is the intensity of the behaviour. It is advisable to tell the pupil what you are doing, as this in itself may act as a deterrent. *“Brian, I’m concerned about your continued hurtful comments to other people in the class, which is breaking our class rule on respecting others. I’m going to keep a record for this week of how often this happens, but I’d like to record as few comments as possible, preferably none. I’d like you to try hard to keep this record sheet blank/free of X’s.”* Recording of behaviours should be carried out over the course of a full week. In classes where a Special Needs Assistant works with a teacher, it may be easier to carry out the process of recording – decide which adult takes on the role of observer/recorder. *A number of options for recording behaviours are presented at the end of this factsheet, including an option for pupil self-assessment.*

3. **Analyse Data Gathered:** once the recording phase has passed, an analysis of the data may be able to answer the following two questions:
 - What does this data tell me?
 - What can I do about it?
 Alternatively, a more detailed questionnaire can be used (*see end of Advice Sheet.*)

4. **Implement Intervention Strategy:** this can be the difficult part. We need to identify ways of helping/encouraging the pupil 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:

- 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:** assess after one day/week/month whether the plan is working or not. If not, think about whether it is worth persisting with it for more time or to try a different approach. At this stage, communication with all parties is vital – consult with other staff members, parents and with the pupil to get their views on how the support plan is working.

What Might be Considered in the Evaluation Phase?

- 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?

Recording Disruptive Behaviour – Frequency Chart

Task: Input x each time the disruptive behaviour occurs in each time slot. Tick ✓ if it does not occur.

<i>Pupil's Name:</i>	<i>Class:</i>	<i>Week of:</i>	<i>Recording Adult:</i>
<i>Behaviour to be Observed:</i>			
<i>Alternative Behaviour Sought:</i>			

TIME / LESSON (Use details below or edit)	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
e.g. 9.10 – 9.30 Entry to school / assembly					
9.30 – 10.20 Lesson 1					
10.20 – 11.10 Lesson 2					
11.10 – 11.25 Break					
11.25 – 12.15 Lesson 3					
12.15 – 1.00 Lesson 4					
1.00 – 1.30 Lunch					
1.30 – 2.15 Lesson 5					
2.15 – 3.00 Lesson 6					
3.00 Dismissal					

Recording Disruptive Behaviour – Sample Complete Frequency Chart

Task: Input **x** each time the disruptive behaviour occurs in each time slot. Tick ✓ if it does not occur.

Pupil's Name: **William** Class: **Class 4** Week of: **May 6th – 10th** Recording Adult: **Pat**

Behaviour to be observed: **Hitting, pushing, pinching, kicking or biting others or attempting to do so.**

Alternative behaviour sought: **Absence of these behaviours; he uses correct words to express himself.**

TIME / LESSON	Monday	Tuesday	Wednesday	Thursday	Friday
e.g. 9.10 – 9.30 Entry to school / assembly	x	✓	✓	✓	x x
9.30 – 10.20 Lesson 1	x Maths	✓ English	✓ Maths	✓ English	✓ Maths
10.20 – 11.10 Lesson 2	✓ English	✓ Maths	✓ P.E.	✓ Maths	✓ Golden Time
11.10 – 11.25 Break	x x	x	✓	x	✓
11.25 – 12.15 Lesson 3	x Music	✓ Home Ec.	✓ English	x History	✓ English
12.15 – 1.00 Lesson 4	✓ Religion	✓ Home Ec.	✓ SPHE	✓ Religion	✓ Geography
1.00 – 1.30 Lunch	✓	x	x	✓	x x
1.30 – 2.15 Lesson 5	✓ Woodwork	✓ Science	x Maths	x x Circle Time	x x Art
2.15 – 3.00 Lesson 6	✓ Art	x x x x P.E. (Swimming)	✓ Maths	✓ Science	✓ Art
3.00 Dismissal	x	x x	✓	✓	x

Recording Disruptive Behaviour - ABC Chart

(for a specific behaviour exhibited by an individual child)

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

Recording Disruptive Behaviour – Pupil Self-Assessment

Task: Pupil rates him/herself for each time slot (input **x** each time the disruptive behaviour occurs and tick **✓** if it does not occur). Afterwards it can be compared with the **Frequency Chart** compiled by the adult.

Pupil's Name: _____ Class: _____ Week of: _____ Recording Adult: _____

Behaviour to be Observed:

Alternative Behaviour Sought:

TIME / LESSON (Use details below or edit)	Monday	Tuesday	Wednesday	Thursday	Friday
e.g. 9.10 – 9.30 Entry to school / assembly					
9.30 – 10.20 Lesson 1					
10.20 – 11.10 Lesson 2					
11.10 – 11.25 Break					
11.25 – 12.15 Lesson 3					
12.15 – 1.00 Lesson 4					
1.00 – 1.30 Lunch					
1.30 – 2.15 Lesson 5					
2.15 – 3.00 Lesson 6					
3.00 Dismissal					

Analysing Disruptive Behaviour – Questionnaire

Task: Using the data gathered in the **Frequency Chart** or the **ABC Chart** and/or the **Pupil Self-Assessment Chart**, answer the following questions in relation to the one behaviour you have been recording.

Pupil's Name: _____ *Class:* _____ *Week of:* _____ *Recording Adult:* _____

Behaviour to be Observed:

Alternative Behaviour Sought:

QUESTION	ANSWER
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?	

MOST IMPORTANT:
Now that I have this information, what can I do?

I can stay in my seat

3 ✓'s in a day = 1 ★
12 ★'s = 1 prize from the prize box

	Before break	After break	After lunch		Before break	After break	After lunch
Monday	✓	✓		Monday	✓	✓	✓
Tuesday	✓	✓	✓	Tuesday			
Wednesday	✓	✓	✓	Wednesday			
Thursday		✓	✓	Thursday			
Friday	✓	✓	✓	Friday			

	Before break	After break	After lunch		Before break	After break	After lunch
Monday				Monday			
Tuesday				Tuesday			
Wednesday				Wednesday			
Thursday				Thursday			
Friday				Friday			

Behavioural, Emotional and Social Difficulties – A Continuum of Support (2010, p.31)

Personal Pupil Plan (PPP) Sample Template

<p>Name:</p> <p>Class: Third</p> <p>School Year:</p>	<p>Class Teacher::</p> <p>SET :</p> <p>SNA:</p>
<p>Details of students current significant care needs as per circular 0030/2014</p>	<ul style="list-style-type: none"> • • •
<p>Details of supports provided by SNA to student</p>	<p>SNA will:</p> <ul style="list-style-type: none"> • • •
<p>Targets to foster independence:</p> <p>NOTE: School has contacted pupils care team and have been informed that pupil is on a waiting list for psychology and OT assistance/review. In Sept. this year it was estimated that it would be a minimum of one year before professional input would available.</p>	<p>Short Term (Term 2)</p> <ul style="list-style-type: none"> • • • <p>Long Term (Term 2 and 3 and ongoing)</p> <ul style="list-style-type: none"> • • •
<p>Signature of SNA: _____</p> <p>Signature of Principal: _____</p>	<p>Signature of Class Teacher: _____</p> <p>Signature of SET: _____</p>

Personal Pupil Sample Plan (PPP)

<p><u>Name:</u></p> <p><u>Class:</u> Third</p> <p><u>School Year:</u> 20xx/20xx</p>	<p><u>Class Teacher::</u></p> <p><u>SET :</u></p> <p><u>SNA:</u></p>
<p>Details of students current significant care needs as per circular 0030/2014</p>	<ul style="list-style-type: none"> • XX requires supervision at all times in the classroom, playground and school grounds: at recreation, assembly, and dispersal times. • XX needs to be kept on task when working independently and needs support in order to complete tasks, he needs the subject matter to be made accessible for him in order to minimise disruptive behavior. • XX needs regular movement breaks during the day to enable him to self-regulate. It is not possible for the class teacher to teach if XX is not given regular movement breaks as his behavior is extremely disruptive to the learning of the other pupils (shouting out, noise disruptions, out of seat) • XX's personal hygiene needs regular require monitoring throughout the day.
<p>Details of supports provided by SNA to student</p>	<p>SNA will:</p> <ul style="list-style-type: none"> • Assist with access to school, classroom and avoiding hazards in or surrounding the school (particularly the main road) • Assist providing supervision in class, playground and school grounds. SNA will allow adequate space for XX to play independently but be close enough to observe him at all times and to respond immediately if and when necessary. • Prevent XX from harming pupils • Remove pupil from classroom, if becomes distressed/overwhelmed • Positively reinforce appropriate behaviors shown by XX both verbally and using the target sheet devised by class teacher. • Assist the class teacher to raise the alarm if dangerous situations occur involving the pupil. • Assist class teacher to comfort other children who are injured/frightened or distressed by the pupil's behavior. • Assist with enabling pupil to access therapy programs such as anger management skills and social skills programmes. • Keep XX on task when working independently and supporting him in completing tasks, making the subject matter accessible to him where required. • Monitor XX'S hygiene needs throughout the day.
<p>Targets to foster independence:</p>	<p>Short Term (Term 2)</p> <ul style="list-style-type: none"> • Increase the number of movement breaks throughout the day in an effort to help XX self-regulate

NOTE: School has contacted pupils care team and have been informed that pupil is on a waiting list for psychology and OT assistance/review. In Sept. this year it was estimated that it would be a minimum of one year before professional input would available.

- Sit in close proximity to XX in the classroom to assist in him achieving his targets of not interrupting, not distracting others
- Stand in the class line after each break time keeping his own personal space and using 'nice hands' in the classroom, lining up and on the school yard.

Long Term (Term 2 and 3 and ongoing)

- Assist with implement social skills program to assist XX in his relationship with his peers.
- Determine and eliminate triggers of emotional outbursts with a view to increasing time spent in mainstream classroom independently.
- Play safely and independently in the yard without intimidating or hurting anyone else.
- Sit beside another pupil without interrupting or distracting.
- Work co-operatively as part of a group during project work/power hour.
- Reduce the number of movement breaks

Signature of SNA: _____

Signature of Class Teacher: _____

Signature of Principal: _____

Signature of SET: _____