



STUDENT PROFILE

Student Name	Joshua Jones	School	Anywhere High School	Date	25.2.14
Participants	Mrs F (class teacher), Mr C (stage AP), Ms S (AP LAST), with input from LST.			Review Date	25.3.14

Reason for referral	Aggressive behaviour towards other students and abusive to staff.		Current school(s) & dates	YPS Year 2/Term 1 2011 - present	
			Previous schools & dates	XPS K/Term 1 2009 – Year 1/Term 4 2010	
Parents/Carers	Sonia Jones (mother)		Contact Information	(04xx) xxx xxx	
Nationality & Cultural background, Other languages spoken at home	Australian citizen, English			Aboriginal/Torres Strait Islander? <input checked="" type="checkbox"/> Yes	
Family Background	Lives with mum and 3 older brothers, 2 of whom have a criminal history and have been incarcerated. Intermittent contact with dad, at home sometimes and not others, also been incarcerated. History of family violence.				
Agencies currently involved with the family or child	Family and Community Services involvement, FACS caseworker assigned.				
Previous Interventions	Reading Recovery, discontinued due to insufficient progress. Itinerant Support Teacher (Behaviour), small improvement in on task behaviour. Placed in IM support class.			When	mid-2010, Term 3 2011, Term1 2012
DEC Disability Confirmation	IM, MH1			Valid	End 2014
Diagnosed Mental Health Conditions	ADHD	Diagnosed by who and when		Dr Smith, April 2011	
Health Concerns and Medication	None, has been prescribed Ritalin but mum does not want him to take it.			Health Care Plan? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Likes and interests	Football, Tigers fan , Any sports and physical activities, iPad games, One-to-one time with adults, Aboriginal culture , Handwriting, Playing tips and chasing games		Dislikes	Maths, Sitting still doing group activities, People yelling at him	
Cognitive ability	<input type="checkbox"/> Never tested <input type="checkbox"/> Average range <input checked="" type="checkbox"/> Mild intellectual disability - IM <input type="checkbox"/> Moderate intellectual disability - IO				
Speech & language	Receptive and expressive, Needs directions repeated, one at a time, especially if angry. Articulation - good, ESL - no				
Fine motor concerns	Handwriting untidy, using scissors and sticky tape dispenser is difficult. Gets frustrated.		Gross motor concerns	No issues. Very co-ordinated, fast runner.	
Sensory processing disorder	Likes chewing on things – bits of plastic, chewing gum, clothes. Touching people.		Vision or hearing	No apparent issues. Has student been tested? No	
Relates best to	Adults- Mrs Bond (Class teacher that he knows well), people that know his family and culture, Aboriginal people, Mr White (principal). Peers- Sometimes gets on with a couple of classmates (who can stand up for themselves). Peers with similar physical abilities (running)		Difficulty relating to	Adults- RFF/Casual teachers, other teachers in the school he doesn't know well, police, adults that don't listen to him. Peers- Most other students dislike him and are scared of him, no real friendships, ongoing provoking/hitting vulnerable, reactive students (currently James A and Tyler C).	
Behaviour concerns	Hitting and kicking other students, especially in the playground. Verbal provoking of other students. Verbally abusive to staff very often. Off task behaviour, leaving the classroom.				
Academic strengths	Food technology/cooking, maths, handwriting		Academic difficulties	Reading and other Literacy tasks	



SENSORY ABC CHART

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Contributing Factor

Family or community factors	Physical factors	Earlier incidents
Disorganised family structure, family and community violence. The behaviour is worse/more common around the times he says dad is at home. Joshua reports that he plays roughly with his older brothers and sometimes has injuries from this.	Sometimes hungry, doesn't have lunch some days. Reports being tired 1-2 times per week.	Targets students that he has got a reaction from in the past. Holds on to grudges about perceived slights from other students.

Antecedent - triggers, predictors

Time of day	Day of the week	Changes of routine	Task	Social group	Subject
Usually end of lunchtime, recess, school day.	Any day.	More intense/more likely with RFF/casual teacher on duty or on class.	Ending activities/games at the end of lunchtime and recess.	Primary playground students Years 3-5.	Sometimes in class during group tasks.
Location	What was the student saying	How did the student look	When does the behaviour not occur	Environmental aspects	
In the playground most often, transitions and movement around the school, particularly if not directly supervised and disorganized. Occasionally in class.	Not observed as he chooses times when adults are not looking.	Not observed as he chooses times when adults are not looking.	Less likely with teachers/adults he likes on duty or on class. If he has a reward activity later in the day that he would miss out on.		



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Behaviour - Observable

What is the behaviour	How did the student look	How often does it occur	What was the student saying	How long does it last	How intense is it
Hitting, kicking, pushing, grabbing other students. Usually not directly observed by adults as he does it when their attention is off him.		1-2 times daily.	Nothing observed.	Quick, only a few seconds.	Has caused injuries to other students quite a few times (bleeding nose, bruising).

Consequence - Natural, enforced

How was it managed	What did the student do after the behaviour	What did the other students do
<p>Immediate: Target student is removed inside or to another room. Managed by duty teacher/class teacher immediately with loud, firm, directive communication to Joshua. Other students go inside with their teachers. Management passed on to an executive within 5 minutes.</p> <p>Longer term: In School suspension when he has calmed down. Has been suspended twice (2-4 days) for this behaviour.</p>	<p>Running away 10-20m from any staff member.</p> <p>Walks or runs around the school making a lot of noise by banging doors, picking up sticks or rocks and threatening to throw them.</p> <p>Lasts for 10-60 minutes.</p> <p>Comes into the office eventually, but easily re-escalates loud, abusive language, leaving office, banging doors several times before calming down completely.</p>	Other students avoid him mostly.
How did the student look	What was the student saying	
Body and face very tense, teeth clenched, increased breathing rate. Eyes on adult managing him.	Aggressive, abusive language to any adults around, whether they are managing him or not. Sometimes they reprimand him for this.	



HYPOTHESIS TESTING WORKSHEET

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Hypothesis of Function Supporting information	Test Questions	Results	Next Step
<p>Lack of structure and organisation is overwhelming.</p> <ul style="list-style-type: none"> Less likely to occur in structured situations, e.g. class time. Trauma history – Joshua lacks internal cognitive organisation. Disorganisation triggers unsettled behaviour as he feels he cannot cope with it (trauma history, Calmer Classrooms). 	<p>If the environment is more structured and organized, does the behaviour occur?</p>	<p>NO</p> <p>Doesn't occur in 1:1 situations, behaviour does not happen when engaged in a task.</p>	<p>Hypothesis supported</p> <p>Behaviour reduced with increased structures and supervision</p>
<p>Task avoidance and not liking sitting in class.</p> <ul style="list-style-type: none"> Avoiding settled activities in class that he finds hard, by regularly not coming into the class after lunch/recess (CAGE). ADHD diagnosis, difficulty sitting still and paying attention in class. 	<p>Does behaviour occur with specific activities or subjects?</p>	<p>NO</p> <p>Joshua will do any type of tasks without major problems at other times.</p>	<p>Hypothesis not supported</p> <p>Task/classroom avoidance more related to level of adult attention and support.</p>
<p>Wants adults to react negatively to him.</p> <ul style="list-style-type: none"> Gaining control of a disorganized situation (CAGE) where he feels unsafe (hypervigilant, attributions of threat to neutral behaviour). Reproducing abusive behaviour which is familiar to him, used a lot in his family and community. 	<p>What happens when all adults disengage with him after hitting a student? (Plan communicated to all staff and trialled.)</p>	<p>Ran around outside, observed from within a building. Within 10 mins he returned to office area.</p>	<p>Hypothesis supported</p> <p>Repeat strategy of withdrawing adult attention for a few days, giving Joshua one direction to go to the office.</p>
<p>Bullying, wanting to power over peers.</p> <ul style="list-style-type: none"> Chooses weaker, slower, or more vulnerable students that are similar to him in terms of trauma background (Calmer Classrooms). Meeting a social need for control over peers (CAGE). 	<p>Does he assault bigger or more capable students?</p>	<p>NO</p> <p>Joshua shows no interest in the target student once he has gained adult attention. Becomes focused on the adults.</p>	<p>Hypothesis weakly supported</p> <p>There is an element of this but don't think this is the main function.</p>
<p>Wants to get suspended so he can go home.</p> <ul style="list-style-type: none"> Avoidance of school environment (CAGE). 	<p>How has he previously reacted to suspension?</p>	<p>Joshua doesn't want staff to ring his mum and has been distressed about being told he is suspended.</p>	<p>Hypothesis not supported.</p>



BEHAVIOUR PLAN

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Problem Behaviour	Function of Behaviour	Replacement Behaviour	Behaviour Goal
Hitting, kicking, pushing, grabbing other students. Usually not directly observed by adults as he does it when their attention is off him. Occurs 1-2 times daily.	Gain negative attention from adults. Relationship seeking with adults.	Reduction in violent behaviour towards other students, from >5 times per week to <2 times per week.	Engage positively with adults by initiating conversation.

Behaviour Minimisation	Early Warning Signs	Early Intervention
<p>Relationships: Consistent and familiar staff. Talk to Joshua personally each morning.</p> <p>Structure: Predictable structures. Transitions between areas managed in an orderly and structured manner. Precorrection/reminders of rules and routines in class before lunch and recess.</p> <p>Engagement: Meaningful activities in class, make connections with Aboriginal culture where possible.</p>	<p>Signs: Very difficult to spot as Joshua hits or kicks others when adults are not looking.</p> <p>Situations: Most likely to occur with casual staff, minimal supervision, unstructured situations.</p>	<p>Situations: Close proximity to Joshua in these situations (2-3m). Closely manage playground routines for moving out to playground, lining up, moving into class, particularly if there are disruptions.</p>



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Displaying Positive Behaviour - Social Skills Teaching

Strategies	Who
Teach	
1. Teach Joshua how to engage positively with adults. (Fulfills function of behaviour in positive manner.) To be taught by an adult with a positive relationship with Joshua (class tchr, AP, SLSO) Teach him what topics of conversation that he can begin conversations with – culture and football.	Tchr/AP/SLSO
2. Explicitly teach the routines for transitions to do with lunch and recess.	Teacher
Practice	
1. Train 5 adults that he has positive relationships with to respond positively and immediately if he initiates conversation in the right way. Prompt him in situations where he can use the skill – when one of the 5 adults is near.	Teacher
2. Practice lunch and recess routines daily with support gradually decreasing.	Teacher
Reinforce	
1. Initially, the 5 adults to reward Joshua with positive attention immediately if he initiates conversation. Delay positive attention as he becomes more proficient.	5 named adults
2. Praise and reward for following transition procedures calmly.	Teacher

Displaying Negative Behaviour

Strategies	Who
Staff to move target student to a safe location.	Duty teacher
Give a direction “Joshua go to the office” once, in a neutral tone and walk away in that direction. (Reduce negative emotion and withdraw adult attention.)	Exec
Don’t engage at all with Joshua when he is walking around the school angry. Staff to monitor Joshua from a distance. Do not follow him if he is running around. (Staff engagement to be minimal because he enjoys seeing adults getting angry with him, it feeds the behaviour.)	All staff
When Joshua comes to the office, talk calmly to him about how to resolve the violent incident (apologizing, etc.). Don’t praise him excessively for coming to the office. If he re-escalates and leaves the office again, direct him to return and observe again until he returns.	Exec
Joshua may miss out on preferred activities, rewards, or may have to make up the work he has missed if he is out of class for long. Make this connection for him “ you have missed out because you were outside”. (Natural consequence of not being in class.)	Class Teacher

School Systems

- Communication of this plan to all staff members in a staff meeting– roles of Duty Teachers, Executives, all other staff. Discuss the function of his behaviour and some of Joshua’s background, the content and rationale for the Behaviour Plan. Use info from Calmer Classrooms about trauma.
- School gates will be closed during the day to prevent absconding from school grounds.
- Discuss procedures for school lockdown as it may be required when Joshua is outside. Discuss a communication system for obtaining executive assistance.