



Information sheet:

Safety/behaviour plans

A safety or behaviour plan is necessary for children or young people who have a history of ongoing disruptive or extreme behaviour.

- Include approaches to prevent an event from occurring.
- Include procedures for defusing an event if it does occur.





The elements of an effective plan

The more thought, care, and consultation you put into a plan, the more successful it will be.

- Collaborate – form a partnership between parents, families, whānau, teachers, other school staff, and professionals.
- Include the voice of the child or young person wherever possible whether through being present themselves or through parents, whānau, friends, or siblings.
- Consider the child's and young person's successes as well as challenges.
- Build a support team around the child or young person's teacher.
- Base your decisions on observations and data you have gathered rather than just on intuition or experience.

Developing a plan – what to identify

These tips come from the Australian Government's Positive Partnerships website for parents of children with autism spectrum disorder (ASD)

	<p>Identify the behaviour you want to STOP. Without labelling the behaviour with value judgments, what do you see and what can you hear?</p>
	<p>Trigger – consider what may set off the child's behaviour, the underlying causes.</p>
	<p>Consider what the child is getting from the behaviour (the consequences). What they get out of the behaviour will guide you in understanding the possible reason for this behaviour.</p> <ul style="list-style-type: none"> • to get attention • to avoid something or someone • to get something or someone • to meet a sensory need?
	<p>Identify the behaviours you want to START.</p> <ul style="list-style-type: none"> • What do you want the child or young person to be doing instead of the difficult behaviour? • What new skills are you going to teach

START/replacement behaviours that you can teach and support

These tips come from the Australian Government's Positive Partnerships website for parents of children with ASD

Social skills

Teaching things such as waiting, taking turns, and rules about interruptions.

Emotional skills

Teach emotional skills like what to do when a child or others are sad, angry, anxious, or scared, and teach to recognise emotions in others.

Educate

Model and teach children what to do rather than telling them what not to do.

Problem-solving and choices

Teach problem-solving and choice-making.

Sensory needs

Adapt the environment and identify alternatives to meet sensory needs.

Adapting the environment

Think about:

- when is the child or young person good? What is the context like? How can you rearrange things in the environment to make it less likely unwanted behaviour will occur?

Think about:

- accessible equipment, space, safe place, interesting activities available, timing, relaxing place, greetings, wellbeing.

What to include in a plan

What you will do to:

- **prevent:** make the challenging behaviour irrelevant (environmental redesign)
- **model and teach:** make the challenging behaviour inefficient (teach new skills or reinforce existing skills)
- **extinguish:** make the challenging behaviour ineffective (minimise reward for challenging behaviour)
- **reinforce:** make the behaviour you want to see more rewarding, focus on things they are good at
- **ensure safety of all:** what to do in dangerous situations, if needed
- **deliver consequences:** socially appropriate, delivered only when the behaviour occurs, and that the child or young person will not like.

Setting goals and measuring success

Include short-term and long-term behavioural objectives. Define objectives in behavioural terms and ensure they are:

- specific (written in clear and unambiguous language)
- measurable (allow the child or young person's achievement to be described, assessed, and evaluated)
- achievable (realistic for the child or young person)
- relevant (meaningful for the child or young person)
- time-related (can be accomplished within a short timeframe).

Monitor the plan and make regular adjustments when you need to. Measure both the steps in the plan being implemented and how they are making a difference.

Record two weeks of data: 1 being a bad day, 4 being a great day.

Enhance this with informal observations, structured observations (for example, time spent on task), anecdotal records, checklists, interviews, standardised tests, curriculum-based assessment, task analysis, review of records, portfolios.

Remember – teaching any new skill or behaviour involves:

- lots of opportunity to practise
- lots of opportunity to get it right
- lots of positive feedback when they get it right
- lots of support when learning a new skill
- modelling patience and support when they don't get it right.