



GLENFIELD PARK SCHOOL

# LEARNING & SUPPORT PLAN

[◀ previous page](#)

[table of contents](#)

[next page ▶](#)

current page 1

# TABLE OF CONTENTS

page	3	Acknowledgements	page	28	<b>Sensory Domain</b>
page	4	Introductions	page	29	Sensory Processing
<b>page</b>	<b>5</b>	<b>Student Profiles</b>	page	30	Assessment
page	6	Sources of Information	page	31	Planning
<b>page</b>	<b>7</b>	<b>Behaviour Domain</b>	page	32	Sensory
page	9	Define the Problem Behaviour	page	33	Communication Tips for Teachers
page	10	Describe the Context	page	35	Vision
page	14	Identify the Function	page	36	Links
page	16	Develop a Behaviour Plan			
page	22	Evaluate the Plan			
page	22	View Full Example			
<b>page</b>	<b>23</b>	<b>Cognitive Domain</b>			
page	24	Smart Goals			
page	25	Teaching Strategies			
page	26	Literacy and Numeracy Plan			
page	26	Example Plan			
page	27	Instructional Prompts			



GLENFIELD PARK SCHOOL

# LEARNING & SUPPORT PLAN

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# INTRODUCTION

The Glenfield Park School Learning and Support Plan (LASP) is a tool to assist teachers to work successfully with students with disabilities and additional learning needs. It aims to support teachers and executives to understand and teach students with disabilities, including challenging behaviours, and to enhance a sense of ownership and respectful collaboration with students and their parents/carers.

Its purpose is to:

- Collaboratively gather student information
- Provide background knowledge and support material for the process
- Assess student needs
- Plan and document appropriate programs of support across the domains of learning: Behaviour and Social Skills, Cognitive, Sensory, Communication, and Personal Independence.

The LASP is firmly anchored in Bronfenbrenner's ecological theory (1979), which explains that a student's learning and behaviour are inextricably connected with the systems and environments in which they live and operate (home, school, community, society).

Central to the structure of the LASP is the Profile. Many students experiencing problems at school have complex needs and histories, and the Profile gathers

information from a number of sources to inform further assessments, design teaching approaches and facilitate communication amongst stakeholders.

The **Behaviour Domain** is the main focus of our school team's work. It is our primary area of expertise, and has resulted in a form of functional behaviour assessment (FBA) that leads into the design of behaviour interventions detailed in a function-based behaviour plan.

The LASP is designed to pick up where the NSW DEC's Personalised Learning and Support Signposting Tool (PLASST) leaves off; the PLASST points to areas where a student needs support, and the LASP provides a process and format for more specifically assessing needs and designing support structures. As a result, the LASP is a quality form of evidence of adjustment for the Nationally Consistent Collection of Data: School Students with Disability (NCCD), which is now mandatory in all schools.



# STUDENT PROFILES

The **Student Profile** is an information collection tool. Collecting comprehensive information about a student begins the process of identifying and addressing their additional needs.

It is unlikely that any individual will have all the necessary information about a student; the process of building the **Student Profile** encourages collaboration among those who know the student in the school context, and with the student's family.

The **Student Profile** is designed to describe the student in their environmental context, rather than just listing their difficulties and problems. Understanding the student in terms of their family, social, physical, and school variables helps us to identify how and where we might intervene effectively.

## FAMILY COLLABORATION

The **Family Collaboration** form can be used to involve parents/carers in planning for their child. It allows people that may not be comfortable attending planning meetings to contribute in writing, and could be completed verbally with those with limited literacy.

### Confidentiality

The Student Profile collects potentially sensitive information regarding family background, and physical and mental health issues. It is critical that this information is treated respectfully. Parents/carers are entitled to access to all information held in relation to their child and the **Student Profile** must be written with this in mind.

Consider...

- Is this information relevant in supporting the student?
- Is it factual and from a reliable source?
- Is it written in a respectful way?
- Does it use neutral and non-value laden language?
- Who needs access to this information?
- Information may arise that does not fit these criteria but it still may be useful to bear in mind. Make notes elsewhere if you need to.

## Sources of Information

### School Records

Check what information is held by the school and who has access to it. It may be in paper or electronic forms. The Student Record card moves from school to school with a student.

### School Staff

Many people may know the student including teachers (current, previous, Learning and Support teacher, library/RFF/ESL/Reading Recovery teachers), executives and School Learning Support Officers.

### Parent Reports

Building and maintaining an open and mutually respectful relationship with parents/carers is the best way to access information that may support their child at school.

### Student Reports

Students are the best providers of information about their likes and dislikes.

### PLASST Student Profile Report

The Personalised Learning and Support Signposting Tool will collate information about a student's needs.

### School Counsellor File

Only School Counsellors have access to the sensitive information in this file. They will decide what information can be disclosed.

## Where to now?

Analyse the Student Profile and PLASST Student Profile Report to identify which domains of the Learning and Support Plan you may need to use. Some students will need support in several Domains, some will need support in only one.

Some guidance is given below but use your professional judgement.



### Behaviour Domain

Getting on with others, behaviour concerns. Social Skills



### Cognitive Domain

Intellectual disability, academic concerns, speech and language concerns



### Sensory Domain

Hearing and visual impairments, sensory processing issues



### Personal Independence Domain

Gross motor, mobility or self-care issues, independent travel, cooking, life skills



### Communication Domain

Speech and language concerns, expressive and receptive language



[Download the Family Collaboration Form](#)



[Download the Student Profile Form](#)



# BEHAVIOUR DOMAIN

# BEHAVIOUR

Behaviour difficulties are often the most significant barrier to meaningful student engagement and participation in academic and social learning.

This domain relates to the social and behavioural aspects of a student in their learning environment. There are two interrelated focus areas:

- a) The student's ability to regulate their behaviour and respond appropriately to the environment, and
- b) Social interactions in a range of environments and the ability to co-operate with peers and teachers.

Functional behavioural assessment and positive behavioural support are two key approaches that underpin this domain. The focus is on clearly defining the problem behaviour and its function, in order to put in place an intervention that will address the behaviour effectively.

This Domain is aimed at assisting management of individual students not whole class management. Although the process outlined here requires a significant investment of time, it is assumed that the student's problem behaviour is currently consuming an unacceptable amount of teacher and executive time without positive results for the student.

The focus is on adults changing their own behaviour and addressing the context for the student's behaviour, with the long-term goal of students changing their behaviour. Adults must be able to maintain their own self-control for any behavioural intervention to be successful.

Many students displaying severe challenging behaviour over the long term have experienced complex developmental trauma within their families. Our approach takes into account the effects of this trauma on children's social, emotional and cognitive development.

This guide will follow one example through the functional behavioural assessment process to the behaviour plan.

## Students with challenging behaviour need:

- A learning environment that supports skill development and *prevents* challenging behaviour wherever possible
- Programs to promote social interaction skills
- Interventions that target the specific and individual areas of need
- A holistic approach including school, home and community environments

The focus is on adults changing their own behaviour and addressing the context for the student's behaviour, with the long-term goal of students changing their behaviour.

### References and further reading

**Noell, G. H., & Gansle, K. A.** (2009). Introduction to functional behavior assessment. In A. Akin-Little, S. G. Little, M. Bray & T. J. Kehle (Eds.), *Behavioral interventions in schools: Evidence-based positive strategies*. Washington, DC: American Psychological Association.

**Downey, L.** (2007). Calmer classrooms: A guide to working with traumatised children. Melbourne : Child Safety Commissioner. (Google 'calmer classrooms' to download pdf.)

'Chapter 4: Functional Behavior Assessments and Behavior Support Plans' from:

**Martella, R. C., Nelson, J. R., Marchand-Martella, N. E., & O'Reilly, M.** (2012). *Comprehensive Behavior Management*, 2nd ed. Sage, Thousand Oaks California.



# 1. DEFINE THE PROBLEM BEHAVIOUR

Effectively addressing and improving problem behaviour starts with building a common understanding of the behaviour itself. By defining what it is and what it isn't, we can observe when it is and when it isn't occurring.

Defining the behaviour in observable terms is a way of separating the student from their behaviour.

Saying 'Latisha is aggressive' implies something about Latisha's personality and suggests that it will be difficult, if not impossible to change her behaviour. 'Latisha hits and kicks other students when she has conflicts with peers' labels observable behaviour that Latisha *does*, not something she *is*. This allows us to think of behaviour as actions that occur in certain situations and gives us some power to intervene in these situations.

Defining the problem behaviour is essential for all following steps in the functional behaviour assessment and behaviour support plan process.

If you don't know exactly what behaviour you are dealing with, it is difficult to plan targeted improvement strategies and impossible to know if you have been successful.



Fill in the Behaviour section of the ABC chart.

## How to

- Work in a small group of at least two people who are familiar with the student and have observed several incidences of their behaviour. Perceptions are likely to be skewed if only one person is reporting their observations.
- Start this process when you are emotionally at baseline. If emotions are heightened too soon after an incident with the student, it is unlikely that you can be objective and neutral.
- Consider all the problem behaviours the student displays and prioritise the one of most concern. Safety issues (risk of harm to self, other students or adults) must be dealt with first. Behaviour that damages property and behaviour disrupting the learning environment are of lower priority.
- Use language that is descriptive of the behaviour – what is the student doing, not what the student is being. Use neutral language that is free of emotion.
- As it is written, is this behaviour observable to others? Would an observer be able to recognize when this behaviour is happening or not? Use specific quotes or observations.

## Sources of information

Schoolwide discipline data (e.g. Sentral). Teacher/SLSO reports. Planned observations (by school counsellor, executives, other teachers), PLASST domains D4-A and D4-B.

## Describe the behaviour in observable terms

- How often does it occur?
- How long does it last?
- How intense is it?
- How does the student look?
- Body language
- Eyes – where was the student looking?
- Muscle tension
- Skin colour
- Body height
- Breathing
- What were they saying?

## Good examples

- Student hits, kicks and shoulder barges other students
- Student swears at staff and students
- Student leans on, pushes, stands too close, and puts arms around staff
- Student does not follow directions from teachers other than his class room teacher
- Student disturbs the learning of others by climbing on furniture and calling out in class
- Student threatens other students by swinging his fist past their face, raising his leg to kick them, or says things such as "I'm going to bash you, I'm going to kill you"

## Incorrect examples

- Student is aggressive
- Student is abusive
- Student absconds

### 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

## 2. DESCRIBE THE CONTEXT

Behaviour does not occur in a vacuum – practically all problem behaviour in schools occurs within a particular social and instructional context.

Students learn to behave in ways to achieve a desired outcome or to satisfy a need.

In order to work out the purpose or function of a student’s behaviour, we must identify the specific contextual and environmental factors that trigger and maintain problem behaviour.

**Complete the rest of your previously downloaded ABC Chart.**

### How to

- It is assumed that the student has engaged in the problem behaviour on a number of occasions if the time is being invested in this problem-solving process. Identifying common themes across a number of occurrences will build a better picture of the behaviour than focusing on one isolated incident.
- Contextual information should be gathered from more than one source to improve accuracy. It is important to have more than one person’s observations of the behaviour.

### Sources of information

Schoolwide discipline data (e.g. Sentral). Teacher/ SLSO/executive reports. Planned observations (by school counsellor, executives, other teachers, SLSOs). Reports from parents. Reports from students themselves.



## ABC CHART

Page 1

Name	Date	Review Date
Participants		

**Contributing Factors**

Family or community factors	Physical factors	Earlier incidents

**Antecedents - triggers, predictors**

Time of day	Day of the week	Changes of routine	Task	Social group	Subject

Location	What was the student saying	How did the student look	When does the behaviour not occur	Environmental aspects



An ABC chart can be used to summarise the contextual information gathered

## Describe the Context - Contributing Factors

Contributing factors refers to conditions or events, that have occurred some time prior to, and that predispose the student to engage in the problem behaviour. If an event/condition is *always* linked to the behaviour it is not a contributing factor, it is an antecedent.

What events predispose the student to engage in the behaviour, or are linked to the behaviour occurring?

Ask other staff, parents or the student themselves. Consider:

- Family or community factors (e.g. family stress, community violence, placement in foster care, changes in living arrangements, unemployment/financial stress)
- Physical factors (e.g. fatigue, hunger, pain)
- Medical (e.g. change/lack of medication, not wearing their glasses, illness)
- Environmental factors (e.g. previous hot night, windy, full moon, noise or light conditions)
- Earlier incidents (e.g. arguing with parents before school, conflicts on the way to school or at school involving peers or staff)

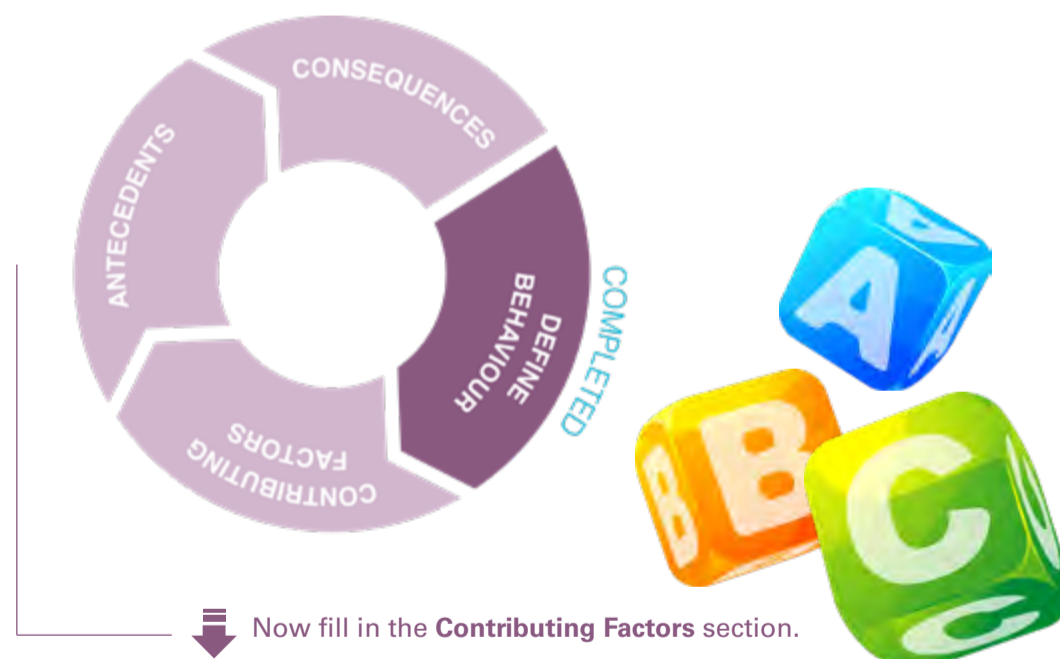
### Sources of information

The Profile section may provide relevant background information. Student, parent or sibling reports.

Teacher reports or observations. PLASST - all domains.

### Examples

- Student's uncle has just moved in with the family and has taken his bedroom. Student has to move into a bedroom with his older sister. This is affecting his sleep and both the student and his sister are angry about this new arrangement. His sister threw his things out the window before school and he is concerned about the safety of his possessions.
- Mum has started working and has to leave home before the student is awake. There is no adult available to reliably supervise her taking her medication. She sometimes forgets to take it.
- Student has a fight in the playground before school with a classmate. He is still angry when he goes into class at 9am.



## Describe the Context - Antecedents

While the contributing factors may have happened hours or days before, antecedents are the conditions or events occurring immediately before the behaviour. They can sometimes be thought of as triggers or predictors of the behaviour.

What happened just prior to the behaviour occurring?

### Consider:

- Time of day (e.g. before school, afternoon, lunchtime)
- Day of week (e.g. Thursdays)
- Location (e.g. classroom, playground, library)
- Subject (e.g. reading, maths, music, sport)
- Instructional activity (e.g. individual work, reading aloud, group work)
- Non-academic activity (e.g. unstructured playground games, changing classes, coming in from lunch/recess).
- Social interactions that may trigger the behaviour (e.g. with certain adults or peers, being given a warning, arguing with peer, being teased by a peer, engaging in horseplay, being told to stop or start an activity, embarrassment by teacher or peer, lower levels of supervision, reprimands)
- Changes of routine (e.g. casual teachers, timetable changes, special events, cancellations)
- Environmental aspects (e.g. noise, lighting)

### When does the behaviour *not* occur?

(e.g. during certain subjects or activity types, with certain adults).

### How did the student look?

- Eyes- where was the student looking?
- Muscle tension
- Skin colour
- Body height
- Breathing

### What was the student saying?

- Tone of voice
- Volume

### Sources of information:

Planned observations. Teacher/SLSO/Executive reports. Parent reports

### Examples

1. **Problem behaviour:** Tran swears at peers and verbally threatens them

**Time of day:** Most days of the week

**Location:** Classroom

**Instructional activity:** Reading groups

**Social interactions:** Group working independently of teacher. He moves around in his seat, stands up and looks around the room, and plays with pencils. The problem behaviour occurs when his turn to read aloud is coming up, or another student corrects his reading errors.

This behaviour does not occur when the teacher is working with the reading group or in any instructional activities that don't require reading. This behaviour sometimes occurs when students are lining up before school before teachers arrive to collect them.

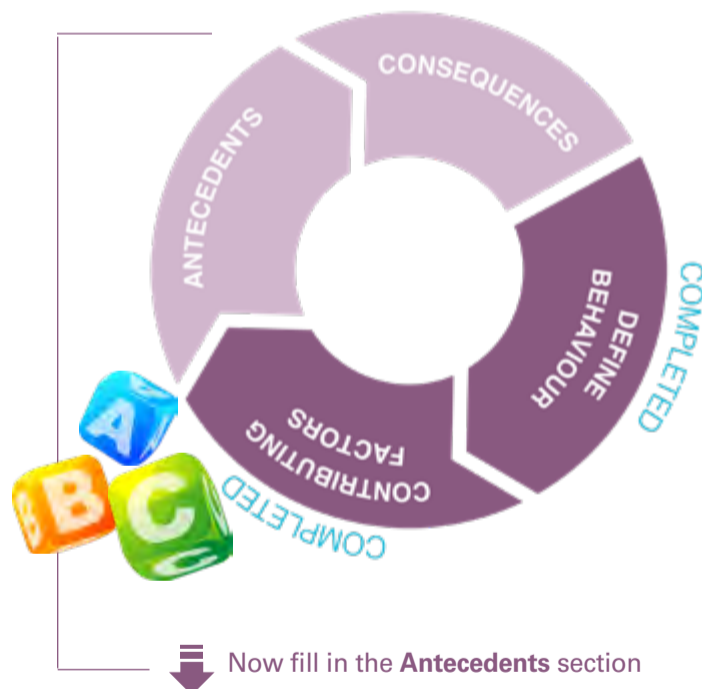
2. **Problem behaviour:** Mariah absconds from the classroom and leaves the school grounds

**Time of day:** After lunch, approximately 2pm

**Location:** From classroom

**Activity:** Any activity, particularly transitioning from playground to the classroom

**Social interactions:** In class interactions. She leaves class lines or classroom soon after transitioning from the playground. She runs around the playground, and if able to, will leave the school grounds.



## Describe the Context - Consequences

Consequences are what happens after the behaviour occurs. This may be what happens immediately after (within a few seconds) or some time later (minutes or hours).

### How is it managed?

Immediate: (within a few minutes of it occurring)

e.g. given alternative or preferred activity, activity stopped, requests stopped, sent to time out, teacher uses non-verbal prompt.

Longer term: (for the remainder of the lesson/day/week)

e.g. lunchtime detention, phone call home, moved into another maths group.

### What do the other students do?

e.g. others are scared, peers leave student alone, peers respond or laugh, adults pay attention to student, one-to-one instruction, sits at the office with executives, parents called, student is ignored.

### What does the student do?

e.g. walk out slowly, walk out quickly.

### How does the student look?

- Eyes- where was the student looking?
- Muscle tension
- Skin colour
- Body height
- Breathing
- What does the student say?
- Tone of voice
- Volume

### Sources of information

Planned observations. Teacher/SLSO/Executive reports. Problem Behavior Questionnaire could be used if further information is required.

### Examples

#### 1. Problem Behaviour

John is making noises in class and rocking on his chair.

#### Consequences

Other students are laughing at him. Teacher sends him to time out for disturbing the class. He walks to time out in a relaxed manner and looks at other students and smiles as he walks past. He avoids eye contact with the teacher.

#### 2. Problem Behaviour

Patrick threatens a student by saying, " I'm going to hit you!"

#### Consequences

The teacher manages it by sending Patrick out of the room to the deputy principal's office. Patrick turns to the teachers and looks him in the eye, and mutters under his breath. He then walks slowly from the room, fists clenched, shoulders tense. Other students look at the teacher and move away from the door, and avoid making eye contact with Patrick. When he arrives at the office, the deputy principal informs him that he will call his dad. Patrick pleads with DP not to ring his dad, rocking on the chair and covering his face with his hands.



Now fill in the **Consequences** section

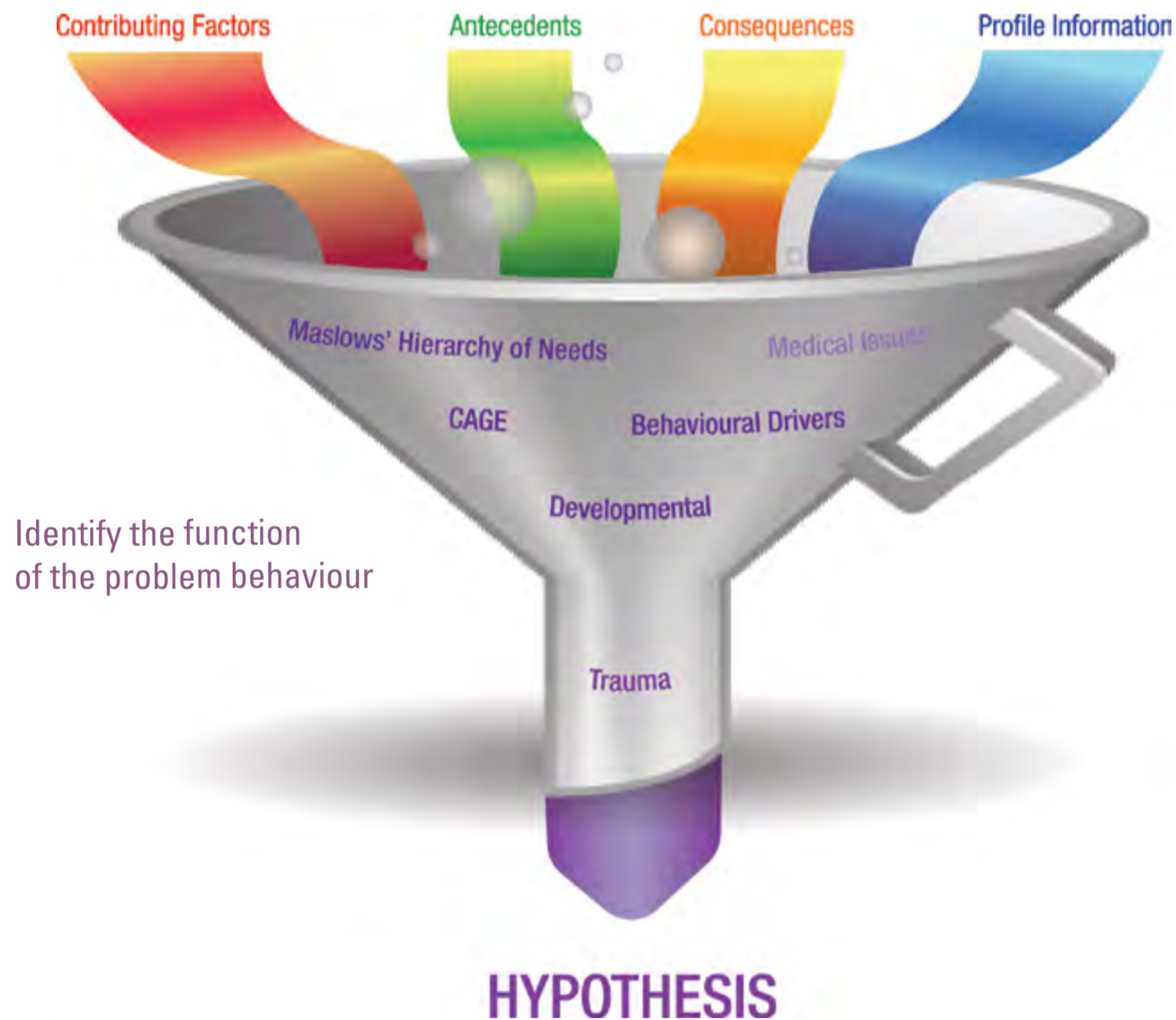
### 3. IDENTIFY THE FUNCTION

Effective behaviour plans are built on your understanding of the function of a student's behaviour. Look at their behaviour from their perspective.

- Why is the student doing the behaviour?
- What is the need they are meeting from doing it?
- Why do they use this particular behaviour, rather than a more prosocial behaviour, to meet the need?

The function of the behaviour and the need it is attempting to meet is always valid – we all have needs for things such as attention, control and avoidance. It is the type of behaviour, its timing or intensity that is problematic.

This is the most complex part of the functional behaviour assessment that draws on your background knowledge of behaviour theories. The more familiar you are with these, the easier it will be to look at the information you have collected in The ABC Chart.



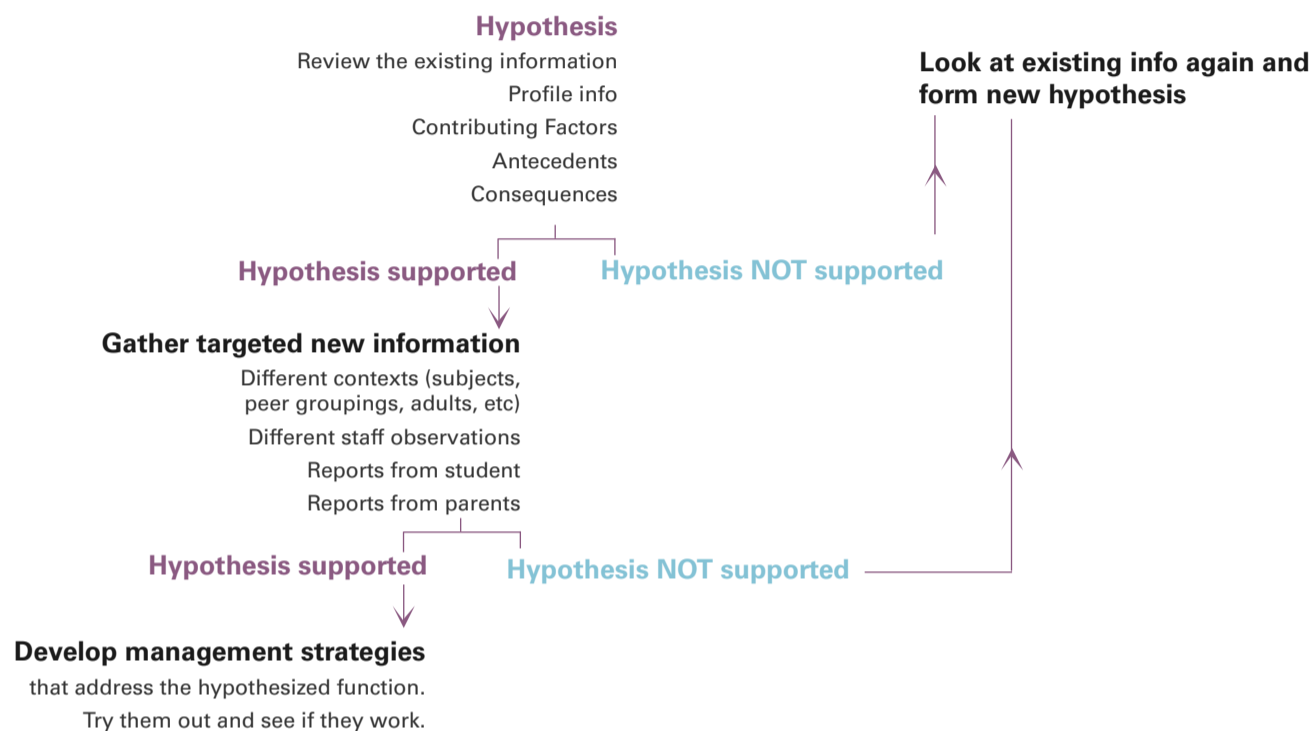
Click on the highlighted items on the funnel to read some background information.

## Identify the Function

This part of the Functional Behaviour Assessment is the 'scientific' element of this process.

Once you have formed some hypotheses about the function of the behaviour, they need to be tested to see if they make sense or not. Existing information is first reviewed, then new information will also need to be obtained to further test the hypotheses. When you are confident that the hypothesis is well supported by your evidence, trial some strategies.

The Hypothesis Testing Worksheet can be used to follow this process.



## Hypothesis Testing Worksheet

The information above can be summarised on the Hypothesis Testing Worksheet.

Click to fill in the Hypothesis Testing Worksheet.



HYPOTHESIS TESTING WORKSHEET			
Name		Date	
Participants			
Hypothesis of Function Supporting information	Test Questions	Results	Next step
<p><b>Possible reason for the problem behaviour occurring.</b> Evidence for your thinking. e.g. Hypothesis: Task avoidance. happens during classroom lesson times most days Student is sent out of class and doesn't end up doing the task</p>	<p><b>How will you test your hypothesis to find out if it is accurate?</b> Ask further questions and gather more information to find out more or to rule things out. e.g. What happens in different classroom tasks? Reading, maths, handwriting, science, dance?</p>	<p><b>The results of your test questions.</b> e.g.  <ul style="list-style-type: none"> <li>Behaviour occurs only in handwriting tasks, in several different subjects (reading, handwriting, HSIE)</li> <li>Doesn't occur in non-writing tasks</li> </ul> </p>	<p><b>Does the new evidence support your hypothesis or not? If it doesn't, form a new hypothesis.</b> e.g. What are the issues with handwriting? Are there fine motor difficulties in other areas (art, tying laces)? Difficulty copying text or lack of confidence in spelling?</p>

## 4. DEVELOP A BEHAVIOUR PLAN

Trialling strategies helps to work out the function of the behaviour and begins the process of designing the **Behaviour Plan**. Successful strategies can be included and unsuccessful ones discarded.

Behaviour Plans should have a positive focus. Teaching new replacement behaviours that meet the same function for the student, opportunities for practice, and reinforcement are the primary drivers of the plan. Planning strategies for making the problem unsuccessful for the student are the other elements of the Behaviour Plan. If the problem behaviour is no longer reinforced and doesn't meet the student's need, it is likely to reduce.

- Negotiate with stakeholders about positive and negative consequences that are meaningful to the individual.
- Plan for teaching the required skills (e.g. social skills, relaxation)
- Support communication: understanding, expression, social interaction
- Modify the environment (e.g. move furniture, remove temptations)
- Modify the activity, (e.g. presentation, expectations, reinforcement)
- Visuals to support communication, memory, self-management, and organisation.
- Plan opportunities for the student to practice new skills and receive quality feedback on their progress.

### Implementing

Teach the plan to the student! Explain the steps in the plan, both positive and negative, so it is predictable for them and follow it though consistently. Parents/carers need to know about their role in the plan and outcomes need to be communicated regularly with them.

- Teach rules
- Provide visual supports
- Implement consistently
- Provide regular and robust feedback to the student
- Mentor versus monitor
- Be ready to ride out the storm (it's going to get worse before it gets better)
- Review and revamp when effectiveness wanes
- Communicate with other staff and parents
- Look after yourself – debrief regularly



[Fill in the Behaviour Plan](#)



[View an Example Behaviour Plan](#)

The Behaviour Plan is not a Crisis Plan or Risk Management Plan for extremely unsafe behaviour. This type of plan may also need to be prepared.








## BEHAVIOUR PLAN

Student Name		School		Date	
Participants				Review Date	

Problem Behaviour	Function of Behaviour	Replacement Behaviour	Behaviour Goal

Behaviour Minimisation	Early Warning Signs	Early Intervention

Download the Behaviour Plan 

This section provides guidance on how to fill in each box of the Behaviour Plan.

### Problem Behaviour

Short statement from 'Define Problem Behaviour' section.

### Function of Behaviour

From 'Identify Function of Behaviour' section.

### Replacement Behaviour

The behaviour that we want the student to use to meet the function of the problem behaviour. This behaviour will then replace the problem behaviour. The primary purpose of the plan is to teach and reinforce this positive replacement behaviour.

**Source of information:** Ask student or teacher.

#### Examples

- Problem behaviour: Calling out in class.  
Replacement behaviour: Putting hand up and asking for help.
- Problem behaviour: Threatening other students.  
Replacement behaviour: Negotiating skills for resolving conflict.

### Behaviour Goal

For long standing behaviour issues, positive change can take a long time. It is unrealistic to expect that entrenched behaviour issues will be resolved in weeks or months. The Behaviour Goal is the next step towards the main goal of appropriate school behaviour at all times. Consider how long the behaviour has been occurring, how intense it is and how effective previous strategies have been. Be realistic – it is better to have success with small goals, than failure on unachievable ones.

**Source of information:** Student, teacher, executives.

#### Examples

- Problem behaviour: Absconding from the classroom out of the school grounds.
- Inappropriate expectation: Student will remain in the classroom at all times when required by the end of this term.
- Behaviour goal: Student will remain in the school grounds when leaving the classroom, and will not have absconded from the school grounds for at least one month, by the end of Term 2.

## Behaviour Minimisation

Behaviour minimisation strategies are things that we do to reduce the chance of the behaviour occurring. Minimisations are aimed at meeting the function of the problem behaviour in a pre-emptive manner. They involve proactive, planned and consistent environmental, academic and social adjustments. These strategies are adult-controlled and are done all the time.

When looking at the Contributing Factors and Antecedent sections of the ABC Chart, consider strategies to remove, reduce or address the triggers for problem behaviour.

When looking at the Consequences sections, consider how you can meet the functional goal for the student without the need for the problem behaviour.

- Academic: Modified learning program, differentiated expectations, visual timetable, using different technologies for responding.
- Environmental: Seating plan, routines (lining up, transitions, etc), playground structure and supervision, clear physical boundaries, keep doors shut.
- Social: Saying good morning, proximity, group structures, giving students responsibilities/jobs.

**Source of information:** Use information in the Antecedent and Consequence section of the ABC Chart.

## Early Warning Signs

Early Warning Signs are the indicators that the student is about to display the problem behaviour. By analysing the student's body language and verbal cues, the teacher is able to pre-empt the behaviour and can intervene to prevent its escalation.

Certain situations can also be early warning signs, or predictors of problem behaviour. Adults must recognise these situations so they can intervene to bring them under control so the student's behaviour is not triggered.

**Sources of information:** Use the Antecedent section of the ABC Chart to determine the observable Early Warning Signs.

### Examples

- Problem behaviour: Hitting other students  
Early warning signs: Standing up, staring at another student, jaw muscles tight, breathing heavily, and making verbal threats.
- Problem behaviour: abusive language to the teacher in response to difficult task.  
Early warning signs: Looking at the work, muscle tension in shoulders, head down, deep breaths and sighing, muttering under his breath.
- Problem situation: Noisy lining up after lunch.  
Early warning signs: More noise and movement than usual, students in wrong area

### Examples

- Behaviour: Refusal to work, escalating to leaving the classroom.
  - Antecedent: Being presented with list of 20 spelling words.
  - Function: Avoidance of an overwhelming task.
  - Minimisation strategy: Break task down to 5 words at a time every lesson.
- Behaviour: Non-compliance with class morning routine.
  - Consequence: Teacher reprimands the student
  - Function: Gain relationship with the teacher.
  - Minimisation strategy: Say good morning and converse with the student before coming into the classroom every day.

## Early Intervention

As soon as the Early Warning Signs are exhibited adults must intervene quickly to prevent the escalation of the behaviour.


Students require support of some kind to deal with the situation they are faced with, and the skill is in identifying the type and level of support they need. The interventions used at this time are non-confrontational and are aimed at assisting the student to redirect their behaviour. Successful interventions will result in a de-escalation of the behaviour.

**Source of information:** What have you done in the past to prevent the behaviour from occurring? Ask other teachers that have previously taught the student. Ask parents.

### Examples

Close proximity, redirection, distraction, use of student's name, non-verbal cues such as wink, use of visuals, calm and quiet tone of voice, support with the academic task, etc.

- "I see you need help with..."
- "It looks like you are having trouble with..."



During the early implementation of the plan positive reinforcement needs to be delivered immediately and consistently.

## Strategies : Displaying Positive Behaviour

This aspect of the Behaviour Plan is aimed at teaching, practicing and reinforcing the replacement behaviour. The implementation of this part of the plan will require sustained effort from the adults involved. Behaviour change takes time to become embedded, especially for students with long-standing behaviour issues.

### Social Skills Teaching

- Explicit
- Observable
- Planned
- Relevant

### Opportunities For Practice

- Structured
- Supportive
- Frequent
- Explicit
- Reinforced
- Real Life Contexts

### Reinforcement

Lowest level that is effective in maintaining the replacement behaviour.

Relationship based

Specific – explicit, descriptive feedback to encourage the replacement behaviour.

Positive reinforcement needs to be meaningful to the student - find out what is valuable to the student and what will motivate them to perform the replacement behaviour.

The student must be explicitly taught the sequence of positive reinforcers (they may be displayed as visual reminders).

During the early implementation of the plan positive reinforcement needs to be delivered immediately and consistently.

**Sources of information:** Likes and dislikes from Student Profile, as-is or modified school-wide reward systems.

### Strategy Examples

- Low level reinforcers: verbal praise, eye contact, thumbs up, smiling.
- Moderate level reinforcers: Time with the teacher, showing people good work, being a classroom helper, phone call home to parents, display of work, photos of students, sending work or photocopies of work home.
- High level reinforcers: stickers, star charts, food rewards, prizes, raffles, table points.

## Strategies: Displaying Negative Behaviour

These strategies are designed to stop the problem behaviour from successfully meeting the student's functional goal or to make the behaviour too costly for the student. For violent or unsafe behaviour a Risk Management Plan is also required.

### It's not about punishment!

Some 'punishments' are actually very rewarding for a student and may perpetuate the behaviour, e.g. sitting in the office with an executive if their behaviour is to avoid the classroom or spend one-on-one time with an adult. Be careful to not reinforce the behaviour by accident. Consequences need to be tied to the behaviour and seem 'natural', e.g. making a mess means you have to clean it up, rather than having a detention and someone else cleaning it up.

- Learn a more appropriate skill to meet the need
- Several steps in the plan, increasing in intensity
- Steps taught, predictable
- Not reinforcing by accident, tied to function
- Communicated to all working with student
- Emotionally neutral
- Practicable to follow through

Additionally, each step provides an opportunity for learning to occur.

Negative consequences need to be explicitly taught to students and all stakeholders.

When delivering negative consequences they need to be emotion free as they are just part of a system that students know. The system delivers the consequence, not the person.

Ideally, some form of restitution will occur where others have been affected.

**Sources of information:** Likes and dislikes from Student Profile, observations of teachers

### Strategy Examples

- Tidy up the mess (natural consequence)
- Apologise (learn a skill)
- Loss of a privilege/preferred activity
- Have a back up plan! What if the designated executive is busy/absent? What if the parent/carer can't be contacted by phone?

## School Systems

Students with behaviour issues are not just the responsibility of one teacher. To support them effectively, others across the school community will have roles to play.

### Communication

Increasing the knowledge and understanding of all staff about a student can increase their empathy and positive feeling towards them. Relationship building by all adults at school, by increasing positive attention, can assist in students feeling more connected to the school and gives staff something to fall back on if they need to deal with a student in a difficult situation.

It is important to share the content of Behaviour Plans, particularly if interventions are occurring in non-classroom contexts (e.g. sport, assembly, playground, etc). There will need to be some understanding and 'buy-in' from other teachers that will have to use new strategies to manage the student. Staff/stage meetings are a good forum for communicating this.

### Training

Some staff may need training in areas such as autism, behaviour management, trauma, Non-violent Crisis Intervention (NCI).

### Executives

Executives will be responsible for higher-level decision making so it is important to have their involvement from the beginning. Interventions such as partial attendance, altered start and finish times, school counsellor involvement, student involvement/non-involvement in certain activities, adjusting school procedures, etc, will need their approval or action.

## Evaluation

**Method of assessing goals:** Usually teacher/executive observation, school behaviour data collection.

### Goal achieved Yes / No

Yes - Celebrate achievement! What is the next small goal and strategies to get there?

No - Why? Was the function identified accurately?

Was the plan implemented with fidelity (i.e. as written) and for long enough?

### Outcomes of intervention

- What has happened as a result of implementing the Behaviour Plan?
- Expected consequences regarding the Problem Behaviour – increase/decrease/other behaviours arising.
- Unexpected consequences – relationships with peers and adults, academic, family feedback, etc.

## 5. EVALUATE THE PLAN

What has changed? How do you know?

### Acknowledge successes!

- What aspects of the intervention have been particularly successful?
- What difference is that making for the student, their family, peers, staff, school community?
- Let others know – this is important in changing the ‘conversation’ about the student.

### If the intervention has been unsuccessful, why?

- Have the interventions been carried out as planned for a sufficient length of time?
- Were the interventions appropriate?
- Have there been other factors in the student’s home or school life to exacerbate or change the problem behaviour? E.g. family changes, staffing or peer changes at school.

### What is the next step?

- Does the behaviour still require the same supports? Can they be reduced or do they need to be altered or increased?
- Can you now target other problem behaviours using this process?
- If the intervention was unsuccessful, can you try this process again, or do you need further expert help with this student?



### Behaviour Domain Worked Example

Click on this link to see the fictional example for Joshua Jones, a 10 year old displaying aggressive behaviour towards other students and being abusive towards staff.

The example works through the whole Behaviour Domain. The Student Profile is included to illustrate how the student’s background information is used in identifying the function of the behaviour and for designing interventions.

**[View example now](#)**





# COGNITIVE DOMAIN

# COGNITIVE

The Cognitive domain relates to a student's ability to process and store information, and utilise skills and knowledge in a range of literacy, numeracy and other cognitive tasks.

The NSW Syllabuses are the foundation of program planning for *all* students; goals and plans for students with additional needs should be based on these documents. This domain deals with academic interventions for Literacy and Numeracy only, and sets out generalised supports to be applied across all other Key Learning Areas.

The Australian Curriculum is based on the assumption that each student can learn and the needs of every student are important. It enables high expectations to be set for each student as teachers account for the current levels of learning of individual students and the different rates at which students develop (ACARA, 2010).

A cyclic approach to assessment, planning, teaching and evaluation ensures that Literacy and Numeracy Plans are working documents that are referred to and updated frequently. Formative assessment

(assessment for learning) describes the student's abilities, needs, and interests and uses these as a starting point for formulating goals and designing interventions. SMART goals clearly outline what the student will learn and how they will demonstrate that learning.

## Social Inclusion

The educational inclusion of students with additional needs is a major tenet of the Learning and Support Plan. Belonging as a valued member of the class is a critical outcome for all children.

The Literacy and Numeracy Plan may outline some individually administered components for the student, but the focus is on making the class program as accessible as possible for all learners from the beginning of the planning process.



# SMART GOALS

 [Download a description of SMART goals](#)

### References and further reading

Morton, M., Rietveld, C., Guerin, A., McIlroy, A., & Duke, J. (2013). Curriculum, assessment, teaching and learning for all. In *Teaching in Inclusive School Communities*, S. Carrington & J. MacArthur. EDS Wiley & Sons Australia, Milton QLD.



## Design Teaching Strategies

Plan differentiated activities as part of regular classroom instruction as far as possible. The plan may contain some individualised support (e.g. individual reading activities with an SLSO) but these should not form the majority of the student's Literacy and Numeracy program.

### Consider

- Breaking down tasks into component steps
- Prompts for students to learn the steps in a task
- Supportive student groupings for Literacy and Numeracy
- Asking advice of Learning and Support teacher, or teachers with specialist literacy or numeracy knowledge
- Time allocated to your class of Learning and Support or ESL teachers, SLSOs, parent helpers
- Supporting student's individual goals within whole class learning activities
- Opportunities to practice the skill frequently in authentic contexts
- Praise and reinforcement when the student is successful

Ensure that the teaching strategies you are designing are feasible, with the resources available to you. For example, don't plan an individual withdrawal program if there is no one available to administer it.

### Agree on

#### Responsibilities

Plans will be most successful when formulated collaboratively, with everyone involved developing a common understanding of their responsibilities.

Ensure that everybody knows how to carry out their part of the plan. This may involve training SLSOs or other teachers how to administer a reading program, showing parents/carers some strategies for reading with their child at home, and training the student themselves on how to do individual practice activities.

#### Evaluation

Post-assessment must be a planned part of the Literacy and Numeracy Plan. A variety of assessment methods may be used.

If the goal is not met by the review date, consider whether strategies may need to be changed, whether the goal was attainable or realistic, or if it just needs more time to be met.

All parents/carers have the ability to make some contribution, regardless of their own literacy and numeracy skills. Talking with their child about what they are learning, keeping in communication with the school, and involving their child in everyday household activities are valuable.



# ASSESSMENT AND GOAL SETTING

## Assessment

Use your existing assessment tools in Literacy and Numeracy. Assessments used for earlier stages may be required if students are achieving well below grade level.

In the Assessment section of the Literacy and Numeracy Plan, write their present level of functioning in the relevant area.

Plotting the student's skills on the Literacy Continuum and Numeracy Continuum can be a useful way of both assessing what they can do and what skills are the next steps in learning.

## Goal Setting

Setting a small number of simple goals over a short time period (e.g. 3-4 simple goals per month) encourages all involved to focus on key skills.

The student goals for the Literacy and Numeracy Plan are SMART goals.

**Specific** : Clear description of the knowledge or skills to be learned.

**Measurable**: Outcome must be observable and able to be measured.

**Attainable**: Goal must be realistic for the student.

**Relevant**: Based on the child's current needs.

**Time-based**: Progress can be monitored over time and time limit keeps people on track.

The benefits of writing goals in this way are:

- Focus on acquiring specific skills or knowledge.
- Progress is easier to monitor.
- Simple evaluation of whether the goals have been achieved or not.
- Consistency and clarity of communication between student, teachers, and parents/carers.
- Large goals seem insurmountable, smaller goals make change easier.

## SMART Goal Examples

- Lachlan will be able to write his first and last names independently with correct upper and lower-case letters and spacing, within the next 3 weeks.
- Mohammed will be able to use the 'jump method' to add any two 2-digit numbers with verbal prompts (e.g. What is the next step?), by the end of Term 1.
- Nicola will be able to identify the main idea of a non-fiction paragraph read aloud, with partial verbal prompts, by Week 4.

The PLASST has a lot of information that can be used for planning in the Cognitive domain. Look in domains D1: Cognitive, D2: Attentiveness to learning and D3: Communication.


 [View an Example Literacy and Numeracy Plan](#)

 [Fill in the Literacy and Numeracy Plan](#)

LITERACY & NUMERACY PLAN			
<b>Name</b>	Joshua Jones	<b>School</b>	
<b>Participants</b>	Mrs F (class teacher), Mr C (stage AP), Ms S (LAST), with input from LST.	<b>Review Date</b>	25.3.19

### Literacy

Students will be able to:	Strategies:
<b>SMART Goals</b> S=Specific M=Measureable A=Attainable R=Realistic T=Timely English	<b>Teacher</b> Participation in all whole class literacy activities. During guided reading groups John will focus on phonemic awareness and will have opportunities at sounding words out with an emphasis on cvc words. Will read to an adult in room once a day for 2 weeks from home reading box or guided reading tubs. Sight word games and activities to be accessible for John when he has finished his work. <b>Student</b> John will choose to play sight word games when he has finished his work and in free time twice per week.



Hand over hand can be faded by lightening your touch to a simple touch on the back of a hand or arm to guide the student through the task...

## Instructional Prompts

Independence completing a task or exhibiting a behaviour without prompts or cues, is the gold standard of special education. The level of support falls on a continuum, from most intensive and furthest from independence, to least intensive.

### Hand over Hand

This is the most intensive of the prompts. The teacher or coach may actually place his or her hand over the student's hand. It works well with young students on the autism spectrum, older autistic students with unfamiliar tasks and even younger students with immature and undeveloped fine motor skills. Hand over hand can be faded by lightening your touch to a simple touch on the back of a hand or arm to guide the student through the task.

#### Example:

"Bradley, pick up the pencil. Bradley, put the point on the paper. Circle the correct answer. Good job, Bradley: Now, let's do number two. Find the correct answer, etc."

Faded to:... "Bradley, you have your pencil, your paper and we have done these before. Please circle each answer and put your pencil down when you are done."

### Physical

Hand over hand is a physical prompt, but physical prompts can include tapping the back of a hand, holding an elbow, or even pointing. Physical prompts may be accompanied by verbal prompts. As the verbal prompts stay in place, the teacher fades the physical prompt.

### Gestural

These prompts should begin with a verbal prompt: they are easy to fade and are the least intensive. Be sure you don't become so used to your verbal prompts that all you're doing is running your mouth. Shorten those prompts and trust the gesture, whether it's pointing, tapping or even winking. Be sure the student knows what you are requesting with the prompt.

### Verbal

These are most familiar. We tell the student what to do: sometimes step-by-step, sometimes with more detail. Of course, if we talk all the time, our prompts get ignored. You can also design verbal prompts to fade from most complete to least complete.

Reference: <http://specaled.about.com/od/autismandaspergers/a/Prompts-That-Support-Instruction-And-Independencehtm>



# SENSORY DOMAIN

## SENSORY

This Domain addresses both Sensory and Sensory Processing issues that may affect student learning. These are two distinct issues: how information received by the senses is processed by the brain (sensory processing), and the physical reception of aural and visual information by the ears and eyes (sensory-vision and hearing).

# SENSORY PROCESSING

Every move we make, every object we touch, every sight we see and every sound we hear produce sensations that are registered with our brain. Our senses receive information from both outside and inside our body and provide us with the information we need to function in the world.

When all our senses are operating efficiently, providing consistent, reliable information to our brain and this information is effectively interpreted, we are then able to build an accurate picture of ourselves, and the world around us, enabling us to interact with the environment and with other people.

- *Learning Through the Senses.*

### How to

Effectively supporting students with sensory processing needs begins with having a common understanding of the way people process their environment using all their senses. To gain a deeper understanding, use the information contained here as a guide with a small group or in the Learning and Support Team (LST), and then begin your own research into sensory processing and how to adapt your classroom to meet all of your students' sensory processing needs.

If a student has had involvement with an Occupational Therapist, they will have had an assessment and, probably, a range of strategies will have been suggested for the school setting. Consult with parents/carers to share in the expertise of other professionals involved with the student.

### Sensory Systems

There are five commonly known sensory systems: sight, hearing, touch, taste and smell, which provide us with information about the world around us. Less well known are the other important internal monitoring senses, which give us information from within our bodies. The six sensory processing systems that will be dealt with in this plan are:

#### Visual

##### Light and Vision

Input from the eyes. No diagnosed visual deficit.

#### Olfactory & Gustatory

##### Smell & Taste

Input from nose and mouth.

#### Proprioception & Kinaesthesia

##### Body sense

Input from the muscles and joints about body position, weight, pressure, stretch, movement, and changes in position in space.

#### Auditory

##### Sound and Hearing

Input from the ears. No diagnosed hearing problem.

#### Tactile

##### Touch

Input from skin receptors about touch, pressure, pain, and movement of hairs on the skin.

#### Vestibular

##### Movement sense

Input from the inner ear about equilibrium, gravitational changes, movement experiences and position in space.



#### References and further reading

Kendall, A. (2009). *A teachers manual for sensory processing*

Northern Territory Department of Health and Community Services (2006). *Learning through the senses resource manual.*

Campbell, S. (2010). *Strategies for children with Sensory Processing Disorders.*

## ASSESSMENT

The Sensory Processing Checklist is used as an assessment tool to identify the areas of concern for teachers/LST. This checklist will begin to identify what type of sensory processing issues the student may have. You will then need to draw on your existing knowledge of the student, information from parents/carers, or do further observations to identify which of the following categories their sensory processing difficulties fall into.

### Interpreting the Sensory Processing Checklist

#### Oversensitivity

A child who is over-sensitive may respond to stimulation in one of two ways in an attempt to cope with the information.

##### Sensory Sensitivity

These children notice everything in their environment and are constantly reacting to sensory experiences. They are often:

- Easily distracted
- Hyperactive

##### Sensory Avoiding

These children avoid sensory stimulation. Too much sensory input can be uncomfortable and frightening for these children. Their behaviour can be disruptive as they are:

- Rule bound
- May seem controlling or stubborn
- Throw tantrums to avoid activities
- Strongly resist change
- Withdraw from activities
- Are uncooperative

#### Undersensitivity

A child who is under-sensitive may respond to stimulation in one of two ways in an attempt to cope with the information.

##### Sensory Seeking

These children notice and enjoy all activities in their environment and they like to generate extra sensory input for themselves so they will feel stimulated. Sensation seeking can be difficult in the classroom as a child's seeking can easily distract them from participating in the task at hand. These children are:

- Fidgety
- Active
- Excitable
- Continuously engaging in new things

##### Low Registration

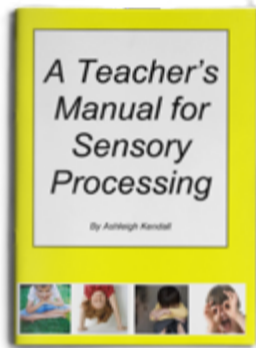
These children notice sensory stimuli much less than others. They do not notice what is going on around them, and miss cues that might guide their behaviours. These children often seem:

- Dull in affect
- Withdrawn
- Uninterested
- Self-absorbed

 [Click here to fill in the Sensory Processing Checklist.](#)

## PLANNING

After assessing the student using the Sensory Checklist you will have a better understanding of the category(s) of sensory processing issues your student has. From there you can use the following excellent resources to plan strategies to be incorporated into the student's learning program and documented in the Sensory Process Plan



A Teacher's Manual For Sensory Processing

 [Download now](#)



Strategies for children with Sensory Processing Disorders (SPD).

 [Download now](#)



The 'Strategies for children with Sensory Processing Disorders' (SPD) publication uses slightly different terminology but it is straightforward to work out.

They both offer a number of daily activities and simple adjustments that can be made to any learning program for each identified category of need.

The book 'Learning Through the Senses Resource Manual' is useful for students requiring sensory processing support.

As with many interventions, trial and error comes into play; if strategies are not working ask 'why?'. Make changes to the strategy you are using or try another one.

### Referral to an Occupational Therapist

If a student has significant sensory processing issues, or difficulty in a number of areas, discuss with parents/carers the possibility of consulting with an Occupational Therapist.

Sensory processing issues should only be diagnosed by a qualified professional. Some behaviors that appear to be related to sensory issues are actually behavioral issues independent of sensory needs.

 [Fill in the Sensory Processing Plan.](#)

# SENSORY

## HEARING & HEARING LOSS

The impact of hearing loss on the early development of a child's language, cognition, and social-emotional competence can be pervasive. When a child has a hearing impairment of early onset, even of a relatively mild degree, the development of these skills is often delayed. Such delays adversely affect communicative, academic, and social success, which at a later age limit vocational choices.

A hearing loss, first and foremost, interferes with a child's detection and recognition of speech. The development of auditory skills that are prerequisite to the development of receptive and expressive language skills, as well as speech intelligibility, are delayed. Such auditory skills include detection, discrimination, recognition, comprehension, and attention. In turn, a delay in the early development of auditory skills caused by a hearing loss negatively impacts a child's ability to learn and use an auditory-oral language system.

From: **Matkin, N. D. & Wilcox, A. M.** (1999). *Considerations in the education of children with hearing loss*. Pediatric Clinics of North America, 46 (1),143-152.

### Referral to an Audiologist

If you suspect a child has a hearing loss after completing the Signs of Hearing Loss Checklist, encourage their parent/carer to have a hearing assessment at an audiologist.


If a child does have a hearing loss diagnosed by an audiologist, ask parents/carers for the report. It should give you information about what type of sounds and environments the child has difficulty with, and suggestions for accommodating these difficulties.


If a child has a hearing loss they may be eligible for assistance from a DEC Itinerant Teacher (Hearing) who will provide training, support and resources to the classroom teacher.


The following gives advice for teachers about reducing classroom noise and communicating as clearly as possible:

 [How to Reduce Noise Download](#)




 [Hearing and Hearing Loss Download](#)  
The following link has general information about hearing and hearing loss.

 [Otitis media & Aboriginal children Download](#)  
This link addresses hearing loss from otitis media in Aboriginal children but is a useful resource for working with all children with hearing loss. Information about hearing, teachers assessment checklist, strategies to assist students in the classroom.

 [Signs of Hearing Loss Checklist Download](#)  
If you suspect a child has a hearing loss you can complete this checklist.





Be sensitive to student fatigue. Try to understand what this child is going through. It's hard work straining to listen and to understand, trying to fill in the gaps.

## COMMUNICATION TIPS FOR TEACHERS

### HOH = Hard of Hearing

- **Find out what works for the student.** Open communication is essential. Speak to them. Under what circumstances do they experience difficulty? You might find if you change a few small things it could make a world of difference.
- **Keep a clear channel of communication** open with the parents. You can learn a lot from each other.
- **Decrease the distance between you and the listener.** This is the single most effective way to increase understanding. Moving a little closer can make a big difference.
- **Don't eat, drink, or chew gum** while speaking.
- Wait until passing noises subside. Wait for that plane to pass overhead or for the students to settle down.
- **Don't talk while children are retrieving material.** First of all, people make noise when they gather material. And the HOH student cannot rummage through things and hear you at the same time because they are looking at you.
- **Be sure the listener is ready to hear you.** They will need a moment to focus because understanding speech requires more concentration for them. To see why this is so, think of listening to someone with a thick accent; it's much more difficult to understand their first few words if you are unprepared to listen.
- **Face them so they can see your lips,** your entire face, and hands and body gestures. These all provide valuable cues and can help fill in for sounds they are not getting. Try to avoid bushy moustache or other facial hair that obscures the lips. Avoid shadows.
- **When addressing the student, say their name first.**
- **Lighting should be above or in front of you,** never coming from behind you. Don't stand in front of the window while talking. As discussed earlier, they need to observe facial and body gestures. This is particularly important if the listener is further away, as in a classroom.
- **Face them and talk directly to them** so the volume of your voice doesn't fluctuate. Turning away from someone while talking sharply decreases the volume. Talking into the supply cabinet is even worse. Don't talk while writing on the board (this is tough on all students) and try not to talk while moving around so volume level and visual cues don't fluctuate.

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- **Speak louder and enunciate clearly,** but don't exaggerate sounds and don't shout. Exaggerating can distort sounds as well as the shape of the lips while speaking. Shouting can be very disruptive to the HOH person for two reasons: first, the HOH person, depending on the degree of hearing loss, may dwell in silence where ambient sounds we take for granted are severely reduced or absent. A sudden loud sound can be startling. Second, there is a reduced listening comfort range between what can be heard and what becomes uncomfortably loud.
- **Rephrase, don't repeat.** Vary the words. Some words are more difficult to understand than others and/or may be more difficult to lipread.
- **Introduce topics clearly, as well as transitions.** For example, "John, (pause), let's consider Phil's problem. He misses the last train. What are his options?" When presenting new or complex subject matter, good organization and clear transitions will aid all your students' understanding. This is critically important. Why? It's related to the way we listen and absorb information. If we're prepared, it goes more smoothly.
- **Be sensitive to signs of confusion or uncertainty.**
- **In group conversations, try to have only one person speak at a time.** The person who is about to speak, if at all possible, should provide a subtle visual cue such as a hand gesture. The HOH person can't understand one voice over another and needs to be facing the speaker for maximum clarity. In more formal settings, such as book clubs, the leader should indicate who is to speak by pointing and saying their name.
- **In group discussions, arrange the seating** so the student can see and hear as clearly as possible.
- **Be aware that the student's hearing ability may fluctuate** from day to day (or hour to hour). Fatigue, background sounds that you are unaware of, or health conditions such as ear infection can impede clear hearing. They may not be bored or tuning you out.
- **Be sensitive to student fatigue.** Try to understand what this child is going through. It's hard work straining to listen and to understand, trying to fill in the gaps.
- **Announcements made over public address systems are particularly difficult to understand** Perhaps someone can translate for the HOH student.
- **Speak clearly with good diction.**
- **Give good directions,** repeating key elements when necessary or writing them on the board.
- **Switch to visuals frequently** (handouts, posters, etc.) to provide breaks from listening.
- **Seat the student about a third of the way back in the middle of the room** (away from the windows and noisy hallways) so they can hear and see clearly without having to look up to see you.
- **Print new vocabulary on the board.**
- **Be aware of situations when the student will not be able to lipread and prepare beforehand.** For example, if you are going to present a slide show with the lights out, some options might be to try for a captioned set of slides, provide them a transcript if one is available, or to seat the student next to you.
- **Institute a buddy system to always let them know what they're doing,** what page they're on, and possibly to take notes for them. The teacher should be considerate of the "buddy" and make sure they doesn't miss out on crucial information while helping.
- **Assignments and homework should be printed on the blackboard or passed out as handouts.** Daily and weekly agendas are very helpful in maintaining a strong context.
- **Be aware that it is impossible to lipread and take notes at the same time.**
- **If you are reading from the blackboard or flipchart,** stand next to it so they can lipread and see the printed material easily. Make it easy for the student to focus their attention in one area of the room at a time. Avoid presenting too many visual stimuli at the same time.
- **Learn the basics of hearing aids, their strengths and their limitations;** i.e., under what circumstances they will experience difficulty.
- **Find out what assistive listening devices may be appropriate and how they work.** (Personal FM systems are very effective.)

source:<http://www.hdhearing.com/learning/part3.htm>

## VISION

Vision is more than eyesight: SIGHT is merely what results from the eyes' responses to light shining into them and is measured by determining how well we can see different sized letters on a chart in the distance. VISION results from actively interpreting and understanding the information made available through the eyes. Children with normal (20/20) EYESIGHT may not have these abilities. Therefore, learning problems are often related to vision problems.

Learning is accomplished through complex and inter-related processes. Your eyes and the visual system grow and develop from the brain, making vision a fundamental factor in thinking and learning.

Your eyes and the visual system grow and develop from the brain, making vision a fundamental factor in thinking and learning.

Vision is a key sense in the classroom and plays a major role in reading, spelling, writing, board work, and computer work. Students tackle these tasks all day long, day after day. Each requires the visual skills of seeing quickly and understanding visual information that is frequently less than arm's length from the eyes.

If you suspect a child has a vision problem you can complete the following checklist:

 [Vision Checklist for Teachers](#)

[www.teachingvisuallyimpaired.com](http://www.teachingvisuallyimpaired.com) is an American website but has comprehensive information about including students who are blind or have more severe visual impairments.

If a child has a vision problem they may be eligible for assistance from a DEC Itinerant Teacher (Vision) who will provide training, support and resources to the classroom teacher.

### Referral to an Optometrist, Ophthalmologist or Behavioural Optometrist

If you suspect a student has a vision problem, encourage their parents/carers to have a vision assessment at an optometrist or behavioural optometrist.

Behavioural optometry tries to incorporate the physical, neurological and developmental aspects of vision and can assess problems such as:

- Eye movement problems
- Eye teaming problems
- Eye-hand coordination problems
- Visual form perception
- Long-sightedness

If a vision problem is diagnosed, ask parents for the report from the optometrist/ophthalmologist/behavioural optometrist. It should give you information about what type of tasks and environments the child has difficulty with, and suggestions for accommodating these difficulties.

# LINKS

Here is a full list of the resources discussed in this book. Click on the link to download the form or document you require.

## Student Profile



Family Collaboration Form



Student Profile Form

## Behaviour Domain



ABC Chart



Hypothesis Testing Worksheet



Example Behaviour Plan



Behaviour Plan



Calmer Classrooms Download



Functional Behavior Assessments and Behavior Support Plans Download



Behaviour Plan full worked example

## Cognitive Domain



Smart Goals



Example Literacy & Numeracy Plan



Literacy & Numeracy Plan

## Sensory Domain



Sensory Processing Checklist



A Teachers Manual for Sensory Processing



Strategies for Children with Sensory Processing Disorders



Sensory Processing Plan Form



Signs of Hearing Loss Checklist



Otitis Media & Aboriginal Children



How to Reduce Noise in Classrooms Download



Signs of Vision Loss Checklist