

Individual Behaviour Support Plan			
Positive Support Strategies to include: communication system(s), rewards, sanctions, motivators etc.			
Pupil Name		Class	R
Need(s)	Sensory seeking, attention seeking, communication		Age 4
Start Date	Sept 20		Review date

Antecedents / Triggers: hunger, sensory processing needs, sharing space and resources- especially outside.

Function(s) of behaviours:

- to get needs met
- to express frustration
- To remain on own agenda

Causes of behaviours : Escape, Sensory, Social

- Sensory
- Escape (task avoidance, and due to sensory processing difficulties)
- Tangible (dinosaurs, dummy)

Green - Proactive (Calm/relaxed & baseline learning behaviour)	Amber - Active (Becoming anxious / distressed / agitated)	Red - Reactive (Crisis / significant incident / stressful situation)	Blue - Post-Reactive Recovery (Returning to baseline / calming/relaxing)
<p>BEHAVIOUR</p> <ul style="list-style-type: none"> • Looks calm and content • Will sit at table • Plays with blocks, slide, sand during child initiated • No verbal noises 	<p>BEHAVIOUR</p> <ul style="list-style-type: none"> • Noise changes to moaning sound • Becomes more agitated and moves more • Tries to communicate by pulling or gesture • Becomes more urgent in requests/manner 	<p>BEHAVIOUR</p> <ul style="list-style-type: none"> • Will lean over and bite nearest person (adult or child) • Can have a knock on effect by then continuing to bite if sensory need not met 	<p>BEHAVIOUR</p> <ul style="list-style-type: none"> • Looks calm & content • Will sit at table • No verbal noises • Will play with toys
<p>SUPPORT STRATEGY</p> <ul style="list-style-type: none"> • Encourage good sitting and listening at his table • Adult nearby to develop child initiated play • Ensure PECs book is always on the table and use with B • Encourage B's interest in the classroom/lessons with numbers • Adult to support B with Now and Next board • Intensive Interaction with adult • Have bag of crunchy foods available at all times including playtimes 	<p>SUPPORT STRATEGY</p> <ul style="list-style-type: none"> • Check if hungry, offer food/drink/apple. Pre-empt this by offering breakfast first thing in a morning. Likes to choose an apple • Use of PECS - adult to offer PECS board • Take out number toy/tiles from maths cupboard. Or write down numbers for B on a whiteboard. • Offer toy cars and play distraction games such as push the car. • 1:1 adult support 	<p>SUPPORT STRATEGY</p> <ul style="list-style-type: none"> • Use of PECS- as amber • Adult to lead B inside Reception classroom and calm him down with 1:1 activities such as number activities/reading. Length of time to be judged by adult. • If in class, take to work station area for time out • 1:1 adult support 	<p>SUPPORT STRATEGY</p> <ul style="list-style-type: none"> • Encourage good sitting and listening at his table • Adult nearby to develop child initiated play • Intensive Interaction with adult

Signed: _____ (Nursery)

_____ (Parent)