Positive Behavioural Support (PBS) Policy and Procedure
1.0. Policy

1.1. Introduction

Inscape House School is committed to the implementation of a school-wide model of Positive Behavioural Support (PBS) to maximise each student’s learning and reduce barriers which include behaviours that challenge. Inscape House School believes that each student is a unique individual with the potential to learn and achieve.

Inscape House School is in the initial stages of rolling out school-wide Positive Behavioural Support and so this policy and procedure is to be reviewed throughout this process.

1.2. Behaviours that challenge

Students may at times engage in behaviours that present as challenging to support and which may be a barrier to learning. Behaviours that challenge are defined as ‘behaviour of such intensity, frequency or duration as to threaten the quality of life and/or the physical safety of the individual or others and is likely to lead to responses that are restrictive, aversive or result in exclusion.’ (Royal College of Psychiatrists, British Psychological Society and Royal College of Speech and Language Therapists, 2007).
1.3. Positive Behavioural Support (PBS)

The following definition is taken from ‘Definition and scope for Positive Behavioural Support’ (Gore, McGill, Toogood, Allen, Hughes, Baker, Hastings, Noone and Denne);

‘Positive behavioural support is a multi-component framework (Dunlap and Carr, 2007; LaVigna and Willis, 1992; MacDonald, Hume and McGill, 2010) for (a) developing an understanding of the challenging behaviour displayed by an individual, based on an assessment of the social and physical environment and broader context within which it occurs; (b) with the inclusion of stakeholder perspectives and involvement; (c) using this understanding to develop, implement and evaluate the effectiveness of a personalised and enduring system of support; and (d) that enhances quality of life outcomes for the focal person and other stakeholders.’

PBS blends the values of Person Centred support, Normalisation and Social Role Valorisation with the science of Applied Behaviour Analysis (ABA). The key components of PBS are detailed below (adapted from Gore et al, 2014);

Values;
1. The primary goal of PBS is to enhance the young person’s quality of life, to increase inclusion and participation, and to support the young person to have valued social roles.
2. PBS is a constructional approach which focuses on increasing skills and opportunities and minimising, and ultimately eliminating, aversive and restrictive practices.
3. PBS includes all stakeholders in the young person’s life, and including the young person themselves, in all assessment and intervention practices.

Theory and evidence base;
4. There is a central understanding that behaviours which challenge serve important functions for people.
5. Applied Behaviour Analysis (ABA) is used to assess and support behaviour change in meaningful ways.
6. ABA is supplemented by other complementary, evidence-based approaches to support behaviour change at multiple levels of a system.

Process;
7. PBS is a data-driven approach to decision making.
9. Multicomponent interventions are implemented to change behaviour (proactively) and manage behaviour (reactively).
10. Implementation of interventions requires support, monitoring and evaluation over the long term.

PBS may be implemented in a range of settings which includes schools, family homes, community settings and residential services.
1.4. School Wide Positive Behaviour Support (SWPBS)

School Wide Positive Behaviour Support (SWPBS) is a framework for implementing PBS within a school setting. The framework assists schools in adopting and organizing evidence-based behavioural interventions into an integrated continuum that enhances academic and social behaviour outcomes for all students. SWPBS was initially implemented in mainstream schools within the United States. SWPBS is a three-tiered framework incorporating universal level of provision (primary prevention), specialist level of provision (secondary prevention) and (tertiary prevention) as depicted in Figure 1.

Figure 1:

Inscape House School is in the initial stages of implementation of SWPBS. The initial focus at Tier 1 is on establishing strong foundations for the PBS framework; a cohesive team with a clear shared vision, and robust data systems to ensure maximised progress. Alongside this is comprehensive planning and audit, and strengthening existing good practice across all tiers.

PBS may be implemented in a range of settings which includes schools, family homes, community settings and residential services.

1.5. Intervention strategies

Inscape House School use the PROACT-SCIPr UK model to train staff in the use of positive, active and reactive intervention strategies, alongside additional training in Positive Behavioural Support principles and procedures in order to promote the continuing development of specialist knowledge and skills.

PROACT-SCIPr UK stands for Positive Range of Options to Avoid Crisis and use Therapy- Strategies for Crisis Intervention and Prevention revised UK. PROACT-SCIPr UK emphasises the importance of Positive Behavioural
Support for supporting individuals who may at times display behaviours that challenge. The strategies employed to bring about change in the young person’s pattern of behaviour may be classified as proactive, active and reactive according to their focus and timing, and are defined as follows:

**Proactive strategies**

These are concerned with the development of positive and/or more appropriate patterns of behaviour and may address a number of issues, including:

- **Lifestyle enhancement** - improving the overall quality of life for an individual
- **Environmental changes** - eliminating or reducing stress factors for the young person
- **Teaching substitute skills** - to replace less appropriate patterns of behaviour with more successful ones
- **Teaching general alternatives** - developing generic skills including communication, relaxation techniques and strategies for emotional regulation
- **Reward systems** - developing programmes in which positive or more appropriate patterns of behaviour are encouraged and rewarded.

As implied by the name, proactive strategies anticipate the behaviour of concern and are intended to diminish its occurrence through the provision of positive alternatives.

**Reinforcement**

Reward systems are used to support the development of substitute skills and general alternatives that are taught. Rewards are based on the principles of positive (for example tokens, tangibles, social praise) and negative reinforcement (for example taking a break). Reinforcement is any event that follows a behaviour that increases the future likelihood of that behaviour. Reinforcement is idiosyncratic to each child and should be selected empirically ensuring its maximum efficacy. Classes may use either individual or group reinforcement. Reinforcement should never be provided in an isolated manner and must always be considered within the four term contingency including setting conditions/motivating operations, and antecedents/triggers.

Some students may not have developed many conditioned reinforcers and this may be a target for intervention. Some students may need to begin learning with primary reinforcers such as edibles. When edibles are used this should only occur for as much time as is needed to support the student to develop other reinforcers. This is learned through pairing procedures. When edibles are used they should use options that are as healthy as possible (while understanding some students may not be reinforced initially by “healthy” foods), with a focus on very small portion sizes.
Active strategies are those techniques which enable the individual to maintain positive patterns of behaviour during potentially stressful situations. These strategies rely upon members of staff remaining calm and providing support to pupils through the use of a range of approaches including:

- Distraction - introducing a change in the environment
- Redirection - diverting the young person into an alternative, favoured activity
- Reassurance - offering comfort, whether verbal or physical or both, and an explanation of what is happening
- Modelling - demonstrating a more appropriate pattern of behaviour
- Ventilation - allowing the pupil to express their emotions (e.g. anger, fear, etc) in a more appropriate and safe manner

Active strategies are useful for situations that cannot be avoided and ultimately enable the young person to cope with aspects of everyday life that they necessarily encounter. Usually such strategies require knowledge of the pupil and experience in addressing situations in these ways.

Reactive strategies involve responses to crisis situations that may occur if and when other approaches have failed. They may require the use of personal or physical intervention and fall into two broad types:

- Those that address patterns of behaviour of which staff are already aware and form part of a planned response
- Those which address patterns of behaviour which are unforeseen but which nevertheless require intervention

In all situations in which behaviours that challenge occur staff follow the principles of;

- Intervening as soon as possible before the situation escalates
- Remaining calm and confident
- Limiting communication, but, where appropriate, talking reassuringly to the young person
- Asking for assistance when necessary
- Maintaining an awareness of the needs of other pupils in the group
- Completing an Incident Report Form

Depending upon the particular pupil, it may also be necessary for staff to keep themselves and others at a safe distance.
The Use of Physical Intervention

All staff at Inscape House School complete a PROACT-SCIPr-UK® training course which is refreshed annually. As part of the course, staff are taught a range of Physical Interventions. Prior to training an audit of need is completed by a PROACT-SCIPr-UK® instructor to assess what Physical Interventions are required for specific groups or individuals. Inscape House School have two PROACT-SCIPr-UK® instructors on the staff team that are able to teach person specific physical interventions to support individual pupils. PROACT SCIPr-UK® physical Interventions are taught on a gradient approach, allowing staff to assess and respond accordingly with the appropriate level of support.

Physical Intervention is only used in situations where there is a clear, immediate threat by a young person to harm themselves, harm others or to place themselves in a situation of danger and when all other less restrictive interventions have been attempted, although in a few instances, because of the immediacy of danger or level of risk it may be the only option available. **When a physical Intervention is used it should be the least restrictive option and for the least amount of time.**

- Recording and Planning

Following the use of physical intervention, staff will record details on Behaviour Watch and when a restrictive Physical Intervention has been used, parents will also be informed.

Following the incident, staff teams will de-brief and review the IBSP/Individual Risk Assessment. Where a Physical Intervention needs adding to an Individual Behaviour Support Plan or Individual Risk Assessment this will be agreed by a member of Senior Leadership Team and/or the PBS team.

- Reducing Restrictive Practice.

Where a physical intervention is planned (included on an IBSP or Individual Risk Assessment) there should be a plan in place to reduce the use of restrictive practice (by frequency, level of restriction or duration) and this should be closely monitored. The PBS team will provide support to develop alternative and less restrictive strategies.

2.0. Procedure

2.1. Tier 1

2.1.1. School wide expectations

Inscape House School are committed to teaching students appropriate skills to enrich quality of life and as an alternative to behaviours that challenge. Over arching expectations (such as being independent, safe and sensible, considerate, and aiming high, being prepared and engaged, are to be
defined with specific behaviours which are broken down into discrete teachable steps. The teaching of school wide expectations is to be embedded into lessons and taught through a variety of methods which include direct instruction, role play, video and practical modelling within real life situations. Individual targets are set through the students’ Individual Education Plans and appropriate behaviours are positively reinforced through the use of individualised reinforcement systems. Inscape House School are in the process of agreeing a school-wide system for reinforcement delivery.

2.1.2. Individual Behaviour Support Plan

Each student has an Individual Behaviour Support Plan (IBSP), included in Appendix B. The plan is written by the class teacher following a process of consultation involving the student’s parents, therapy team members, educational assistants and other individuals as appropriate. The plan is designed to ensure agreement and consistency of approach, to promote a shared understanding of a student’s needs and to provide members of staff with clear guidance on how to support the student.

The IBSP begins with an overview of the young person’s preferences and strengths. This provides information on what items and activities may motivate the young person and serve as reinforcers. It also ensures that the plan is not solely focused on behaviours that challenge and that the young person is perceived in a positive light.

Behaviours of concern are described as precise descriptions of observable actions. Early warning signs or pre-cursor behaviours are described as well as behaviours displayed at the highest point of escalation and where behaviours occur in a predictable chain or sequence this is detailed. A single behaviour is selected to target for intervention. The behaviour selected is that which is presenting the greatest degree of challenge by using the definition of challenging behaviour stated earlier; ‘behaviour of such intensity, frequency or duration as to threaten the quality of life and/or the physical safety of the individual or others and is likely to lead to responses that are restrictive, aversive or result in exclusion.’

The plan includes a specific description of the aim in positive terms, i.e. the behaviour that we wish the young person to display as an alternative to the target behaviour of concern. In some instances it is necessary for the aim to be broken down further into a clearly defined sequence of steps which gradually approach the aim. A series of strategies (proactive, active and reactive) are then detailed. Plans must be reviewed on a regular basis, the frequency of which must be stated within the plan, and a copy of the plan is stored in the pupil's file.

The plan includes a hypothesis of the function or purpose that the target behaviour services for the young person. This hypothesis is made by the class team in consultation with others whom know the student well and is based on informal observation and data collection. Where there is an identified need for more in-depth understanding of the function, a Tier 2
phase meeting may be held, followed by a referral for Tier 3 support if required.

2.1.3. Incident monitoring and review

All incidents of behaviours that challenge are recorded on the electronic ‘Behaviour Watch’ system. All staff are able to log incidents onto the system. Staff record a detailed description of the events, behaviour displayed and strategies implemented including restrictive interventions if used, as well as action taken following the incident. There is a rag rating system which enables the monitoring and review of incidents. When a member of staff initially completes the form it is flagged as red. At the end of each day a management report is sent via email detailing incidents which have occurred that day. A member of the PBS team will then log into the system, review the incident, provide written feedback including identifying further staff support or training that may be required and flag the form as amber. The staff member who completed the original Incident Report Form along with the class teacher will receive email notification that the feedback has been given. The class teacher can then log into the system, review and action the feedback, following which they log the form as green.

Behaviour watch is able to produce reports and data that enable staff to monitor and analyse incidents, identify triggers and patterns. This will inform functional assessment in order to develop a plan for the individual student, as well as being able to identify when progress has been made.

2.1.4. Corrective responses

Ensuring an appropriate environment and actively teaching appropriate and functional behaviours is the focus of Positive Behavioural Support, however it is important to ensure a consistent response when behaviours that challenge do occur. Corrective responses may be used as part of a holistic plan to support a young person in which there is emphasis on proactively teaching alternative skills. Corrective responses can be used to prevent; the immediate escalation of the behaviour, interruption of teaching, reinforcement of the behaviour and modelling of the behaviour to peers. Some corrective responses are classroom based, delivered by the class teacher, whereas others are delivered by senior staff outside of the classroom.

Classroom based corrective responses may include the following;

- Skilled, confident and calm use of adult attention.
- Redirection to an alternative action/activity using positive language.
- Adjustment of the environment.
- Problem-solving the immediate situation which may be promoting the behaviour, involving the pupil when his/her communication skills allow this.
- Ensuring that other people do not reinforce the behaviour.
- Naming the behaviour and stating the alternative appropriate behaviour expected.
- Class teacher informing parents of the behaviour.

Corrective responses delivered outside of the classroom may include;
- Supporting the young person to leave the situation.
- Involvement/presence of senior staff.
- Senior staff member informing parents of the behaviour.

Firm instructions or reprimands which instruct the young person to stop an action may only be effective when the young person has a reasonable understanding of language and the instruction is a familiar one (see flow chart in appendices). Such responses are least likely to have the desired effect where the young person has poor receptive language, or the behaviour pattern is occurring in order to gain the adult’s attention. Where an instruction or reprimand is given it should be given in a firm, calm voice and using simple language. This should be followed by a clear instruction for what we want the young person to do.

Where a corrective response takes the form of a sanction, this is always proportionate. Positive Behavioural Support focuses on the proactive use of positive reinforcement and so sanctions are only used as part of an agreed plan. Corrective responses which take the form of a restrictive intervention are only ever used as a last resort when there is a continued risk of harm to the student and/or others, and all other proactive and active strategies have been implemented unsuccessfully.

2.1.5 Exclusion

Following an incident in school a student may be asked to stay at home for a period of time or may be issued with a fixed-term exclusion. This decision will made on an individual case by case basis and all relevant stakeholders will be informed. The purpose of a student staying at home or having a fixed-term exclusion is to enable positive planning to support the child back into school safely. Some suggested criteria are given below to support consistent decision making.

Types of Behaviour
These criteria cover:
- Physical aggression
- Harassment (bullying, threats and abuse)
- Serious damage to property
- Severe disruption to the teaching/care of pupils caused by a pupil intrusively roaming the school.

Circumstances where exclusion may be required:
- A child is presenting high impact challenging behaviours (see severity criteria below) so that time is needed for the child’s emotional state
to regulate, and in the immediate situation this cannot be achieved in school.

OR

- The frequency or intensity of the behaviour is such that the time taken in reactively managing the immediate risks posed by the behaviour is preventing staff from developing or amending the proactive plan.

Severity Criteria:
- The child’s behaviour in school is placing the health (including psychological health) and safety of themselves/others at immediate and ongoing risk of serious harm (including high levels of fear and distress).
- OR there is severe disruption to the teaching/care of pupils caused by the pupil intrusively roaming the school.
- OR the child is causing serious damage to property.

Additional criteria:
- The behaviour is continuous or occurring at a very high frequency.
  AND
- The corrective response protocol and the strategies in the child’s IBSP are not successfully reducing the intensity and/or frequency of the immediate behaviour.
  AND
- There is a high likelihood that the behaviour will continue or recur in the next school day.
  AND
- Time is needed to gather information, consult with parents and relevant professionals, develop a new IBSP and organise any necessary practical arrangements.

2.2. Tier 2

2.2.1. Additional therapeutic input

Students may participate in Tier 2 therapeutic input which targets the teaching of specific skills in a particular structured way, for example, social skills groups (Girls’ Gang, Lego Therapy). School Wide Positive Behaviour Support includes the strengthening of existing good practice across all tiers.

2.2.2. Phase team meeting

A phase team meeting may be called by the class teacher and phase leader when it has been determined that a student requires additional support. The meeting is attended by the class teacher, phase leader, speech and language therapist, occupational therapist, PBS team members, specialist
teachers and educational assistants). At the phase team meeting, the team discuss strategies which are working well along with issues of concern, and then agree an action plan. This may include environmental changes, additional therapeutic input, additional data collection and subsequent assessment, increased monitoring and review.

2.3. Tier 3

2.3.1. Tier 3 support forum

To ensure that the requests for Tier 3 support are appropriate and that actions are being taken prior to requesting such support, there is a closed referral pathway. Referral requests for Tier 3 support can be made by a Phase Leader, Therapy Lead or member of the Senior Leadership Team. Referrals are received to a Tier 3 Support Forum which is comprised of the PBS Lead, Head of Therapy and Additional Support, Educational Psychologist and Learning Mentor. The Tier 3 Support Forum meets fortnightly to discuss allocation and monitoring of individual case work. If assigned to the PBS Lead, the referral is then allocated to either current caseload or waiting list.

2.3.2. Functional Behavioural Assessment

Functional Behavioural Assessment (FBA) is a precise description of a behaviour, its context, and its consequences, with the intent of better understanding the behaviour and those factors influencing it. The purpose of the FBA of behaviour is to determine which contingencies maintain an individual’s behaviour which presents as challenging. There are different approaches to Functional Behavioural Assessment in the form of indirect assessment, direct descriptive assessment and functional (experimental) analysis. These approaches differ in terms of the type of data collected and the extent to which environmental events are merely observed or actually manipulated during the course of assessment.

Indirect assessment involves a number of structured interviews and rating scales/checklists to solicit information about situations in which the behaviour(s) of concern occurs. The goal is to identify which of the main antecedent and consequence events in the environment are linked to behaviour in order to identify how the environment (not the individual) should be changed to better ensure student success (adaptive behaviour).

Direct descriptive assessment involves direct observation of behaviour and the environmental situations in which it occurs (Bijou, Peterson, & Ault, 1968). The most common form of descriptive assessment is known as A-B-C recording (A - antecedent, B - behaviour, C consequence), in which an observer enters data whenever a behaviour occurs: time and setting, behaviour, and events occurring immediately prior to and following the target behaviour. Antecedents are the environmental events immediately preceding the behaviour while the environmental events immediately following the behaviour are called the consequences.
Functional analysis may be used in rare circumstances when descriptive analysis yields ambiguous results. A functional analysis may be conducted to allow systematic introduction and removal of environmental events during predefined test and control conditions. A decision to conduct a functional analysis would be made in conjunction with parents, professionals, external agencies, and the young person where appropriate, to consider the potential benefits and risks of conducting the assessment and whether it is in the young person’s best interests.

3.0. Multidisciplinary Team

Inscape House School has a wide and well established Multidisciplinary Team. The multidisciplinary team are involved at all tiers in School Wide Positive Behaviour Support, including Tier 1 and 2, and attendance at Phase Led Meetings. In addition, a Multidisciplinary Team meeting may be called at which the Head of Therapy and Additional Support, Educational and Clinical Psychologies, Learning Mentor and PBS Team Lead may attend. Please see Multidisciplinary Team Terms of Reference for further information.

4.0. References


5.0. Appendices
5.1. Appendix 5.1: STAR Behaviour Monitoring Chart

STAR Behaviour Monitoring Chart

<table>
<thead>
<tr>
<th>Day, date, time and duration</th>
<th>Setting conditions</th>
<th>Triggers</th>
<th>Actions</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please specify the following for each entry:</td>
<td>These are factors that increase the likelihood of the behaviour occurring. Please describe the external setting conditions (e.g. the physical environment, the people in the environment (staff and pupils), the activity taking place etc.) and any known internal setting conditions that you are aware of (e.g. the child’s physical well-being, thoughts or moods that were spoken of/displayed etc.)</td>
<td>Triggers occur before the behaviour (e.g. the student being asked to do something, a loud noise, the TV being turned off etc.). Consider whether there was anything different from usual in the student’s routine or environment, or whether there were any obvious factors that the student reacted to.</td>
<td>Actions are the behaviours that the student carries out. You should be able to observe and describe the actions (e.g. verbs such as hitting, kicking, spitting, sitting in a corner, running off etc. rather than adjectives such as ‘aggressive’). What exactly was the behaviour (describe in detail, e.g. not just ‘kicking’, but who to, what part of the body to, how forcefully, how many times, how long for etc.)?</td>
<td>Results are what happened after the action. What was done in response to the actions (e.g. what were the reactions of other students or adults - what did they say or do)? Describe how the behaviour/situation was resolved and how you intervened (e.g. distracted the student, removed them from the room, visually prompted them to stop, gave them something, used physical redirection etc.).</td>
</tr>
</tbody>
</table>

Pupil’s name:
5.2. Appendix 5.2: Individual Behaviour Support Plan

<table>
<thead>
<tr>
<th>Individual Behaviour Support Plan</th>
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<tbody>
<tr>
<td><strong>Name:</strong></td>
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<table>
<thead>
<tr>
<th><strong>Strengths &amp; Preferred Activities</strong></th>
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<table>
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<tr>
<th><strong>Identified Functions of Behaviour</strong></th>
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<table>
<thead>
<tr>
<th><strong>Behaviour Pattern</strong></th>
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<tr>
<td></td>
</tr>
<tr>
<td>Warning Signs (Active Stage)</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>Mild Behaviours (Active Stage)</td>
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New Skill
<table>
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<tr>
<th><strong>Proactive Strategies</strong></th>
</tr>
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<tbody>
<tr>
<td>(Use when calm)</td>
</tr>
<tr>
<td><em>Helpful if organised into broad categories:</em></td>
</tr>
<tr>
<td>Environment: These are all the ways you manipulate the environment to minimise stress and support their learning</td>
</tr>
<tr>
<td>Communication: This may include existing communication programmes identified on their IEP. May include exercising ‘choice’, expression of ‘emotions’, extending vocabulary to request things etc.</td>
</tr>
<tr>
<td>Some of these may be related to the ‘Aims’ above.</td>
</tr>
<tr>
<td>Predictability: rules, demand load, visual schedule</td>
</tr>
<tr>
<td>Rewards &amp; Motivators: what would pupil be motivated by? Favoured activities / interests</td>
</tr>
<tr>
<td>Interpersonal: self esteem, respect, pupil control</td>
</tr>
<tr>
<td>Coping Strategies: relaxation, shaping, desensitisation</td>
</tr>
<tr>
<td>Activities/Task: Types of activity eg, kinaesthetic, art and craft, present</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Active Strategies</strong></th>
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<tbody>
<tr>
<td>(for response to warning signs &amp; mild behaviours)</td>
</tr>
<tr>
<td><em>Triggers</em></td>
</tr>
<tr>
<td><em>Communication</em></td>
</tr>
<tr>
<td><em>Calming Strategies</em></td>
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<table>
<thead>
<tr>
<th><strong>Reactive Strategies</strong></th>
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</thead>
<tbody>
<tr>
<td>(for management of peak behaviours)</td>
</tr>
<tr>
<td><em>Calming Strategies</em></td>
</tr>
<tr>
<td><em>After an Incident</em></td>
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*‘Reactives’ can include how the immediate crisis is handled AND how staff are expected to*
- **New Skills** (these should relate to the specific ones listed above) describe them in more detail e.g.
  - 1. Escape.. Will use take a break card system to avoid stressful activities.
  - 2. Gain Interaction... Gains adult attention by....

- Make sure the list of ‘Actives’ reflects the combined knowledge of all ‘workers’ with the children (teachers, assistants, therapists, parents etc).

- handle the aftermath. E.g. allowing time to calm; not expecting the child to immediately return to the activity etc

<table>
<thead>
<tr>
<th>Evaluation:</th>
<th>Summative evaluation: Date:</th>
</tr>
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<tbody>
<tr>
<td><strong>Behaviour / Emotional Self Regulation:</strong></td>
<td></td>
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<tr>
<td>This is the area of the IEP where the new skill is identified.</td>
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| Written by: original author | Consulted: other staff who work with that child | Agreed: (with manager or PROACT-SCIPr UK lead) |
5.3 Appendix 5.3 Flow Chart supporting decision making around use of some corrective responses

Does the student understand more than 3 key word instructions

Yes

Does the person understand abstract language or rules?

No

Not appropriate

Has least restrictive intervention including reinforcement been tried for this specific behaviour?

No

Try implementing IBSP with focus on function led reinforcement

Yes

Is the corrective response suitable to use with hypothesised function?

No

Identify function and suitable corrective response then return to this question

Yes

Is the corrective response likely to have the desired effect for this student (individual and specific)

No

Identify list of potential effective corrective responses

Yes

Is there a plan to teach an appropriate alternative behaviour and is there systems to record behaviour progress

No

Develop these

Yes

Consider implementing corrective responses following the guidelines