

PRESENTED BY

ROSS BLACK

Principal, Rivendell SSP

JUNE SIMPSON

Specialist School Counsellor



Designed by

ROBYN LOBB

Rivendell web page: <http://rivendell-s.schools.nsw.edu.au>

I.
M.
P.
S.

FLEXIBILITY
CONSISTENCY

UNDERSTANDING THE
MEANING OF
DISTURBED
BEHAVIOUR

SYSTEMS &
PROCESSES

POSITIVE
REINFORCEMENT

LANGUAGE

COGNITIVE BEHAVIOUR
STRATEGIES

SUPERVISION OF
STAFF & STUDENTS

D
E
B
R
I
E
F
I
N
G

BEHAVIOUR
MANAGEMENT

REWARD
SYSTEM

T
E
A
C
H
I
N
G
&
L
E
A
R
I
N
G
T
O
O
L
S

S
O
C
I
A
L
S
S
K
I
L
S

COMMUNICATION

DATA

SENSE OF
HUMOUR

PSYCHO-
EDUCATIONAL
STAGES

PROFESSIONALISM

BOUNDARIES

GOALS OF
PLACEMENT

KEY OBJECTIVES

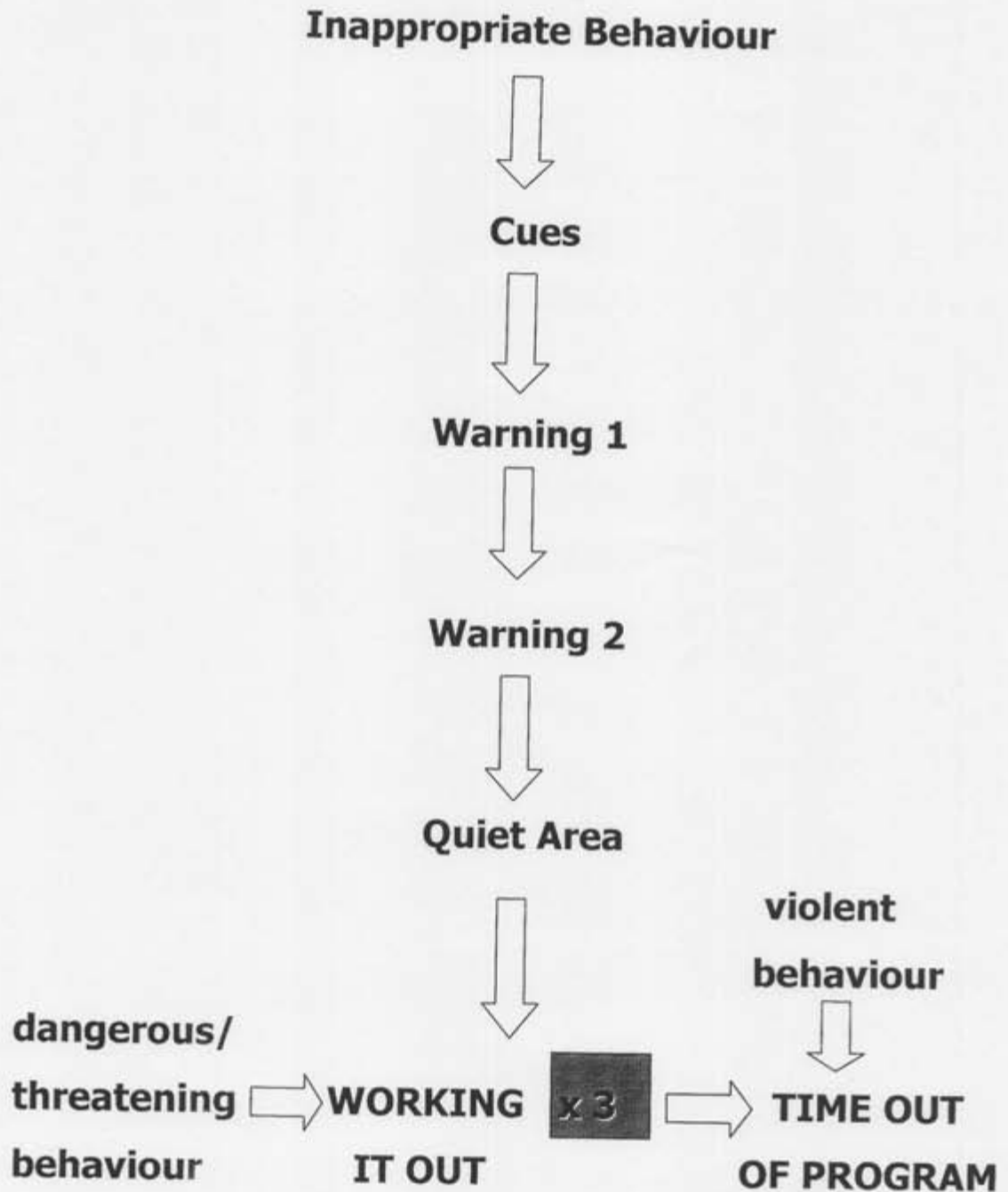
- 1. An understanding of a conceptual framework of behaviour management.**
- 2. An understanding of the meaning of disturbed behaviour.**
- 3. An understanding of how to use a behaviour management system as a teaching and learning tool with particular emphasis on social skills training.**
- 4. An understanding and appreciation of the debriefing process.**
- 5. An understanding of how to use the Behaviour Management System as an evaluation tool.**

- 6. An understanding of the importance of the Behaviour Management System in relation to Occupational Health & Safety requirements for staff in terms of risk management of challenging behaviours**

- 6. An understanding of how to establish goals of placement / intervention and develop strategies to achieve these goals.**

- 7. An understanding of the importance of maintaining professional boundaries.**

Behaviour Management System



THE PROCESS FOR MANAGING INAPPROPRIATE BEHAVIOUR

At Rivendell we use a cognitive behavioural system that we call the Warning System. It empowers the teacher and provides a teaching and learning tool for dealing with students' difficult behaviour.

CUE

WARNING 1

WARNING 2

after which, if behaviour continues

QUIET AREA

where a student is withdrawn from the group to an area within the classroom. If the student uses the Quiet Area appropriately s/he can negotiate to return to the activity.

If using Quiet Area is unsuccessful, the student needs to
WORK IT OUT.

WORKING IT OUT

In this process, students are required to Work Out, with the assistance of a staff member:

- What went wrong i.e. owning their own behaviour.
- How to label their behaviour.
- How to use different learning models to gain insight into their behaviour.
- How to develop strategies for better managing the behaviour.
- How to better implement their own Self Control Plan.
- What sort of agreement they can make to better manage their behaviour.

This process is documented and signed and a record kept for teaching and learning purposes. For more serious behaviours, a written contract and possibly parent involvement are required.

NB For serious behaviours, e.g. dangerous behaviour, violence, drugs, etc. an immediate consequence is incurred and this process is not followed.

KEY FEATURES OF AN INDIVIDUAL MANAGEMENT PLAN

- 1. Student's challenging behaviours are listed clearly and succinctly.**
- 2. Management strategies as agreed upon by staff are listed clearly and are reviewed regularly.**
- 3. Useful language and phrases to be used in dealing with the student are included.**
- 4. Flexibility issues are spelt out for staff, e.g. situations where student may be anxious.**
- 5. Positive reinforcement strategies are listed.**
- 6. Individual Crisis Plans are developed as appropriate.**

The Individual Management Plan needs to be developed by, understood by, and communicated to, all staff. It needs to be reviewed regularly.

Rivendell SSP – Individual Management Plan

Name:

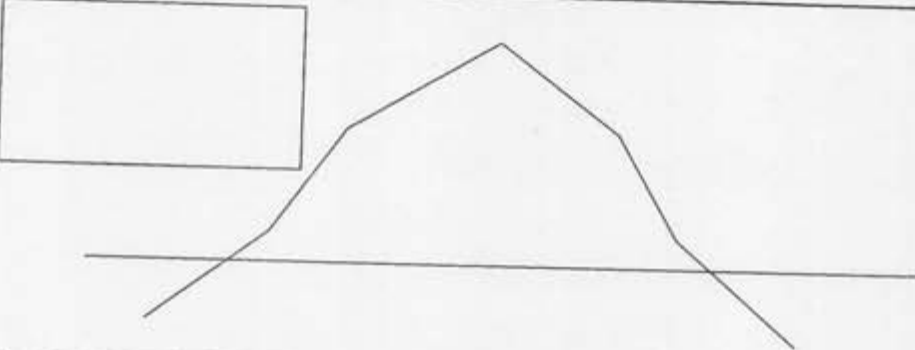
2004 Term 4 Week 5

Challenging Behaviours	
Positive Behaviours	
Useful Language and Phrases	
Management Strategies	
Positive Reinforcement Strategies	
Flexibility Issues	

Rivendell SSP – Individual Crisis Plan

Name:

2004 Term 4 Week 5

Stress Cycle	
	
Trigger(s)	
Features – What could the crisis look like?	
Management Strategies	

Rivendell SSP – Individual Management Plan

Name:

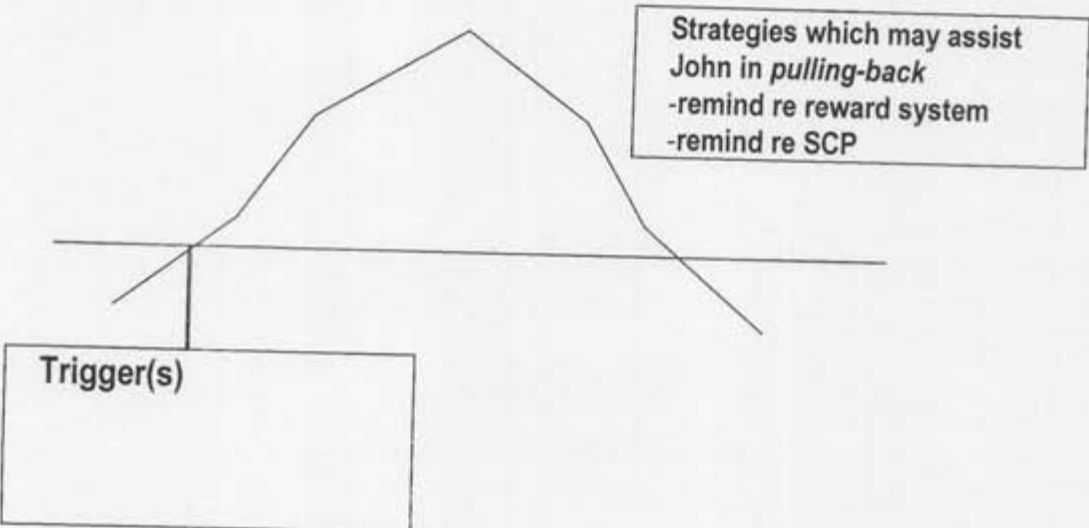
2004 Term 4 Week 5

Challenging Behaviours	
<ul style="list-style-type: none"> • Ignores • Triggered by being asked to 'pack up' • Sits on desks and tables • Sexualised language • Easily influenced by others • Uses weapons • Doesn't like being told what to do • Threatens 	<ul style="list-style-type: none"> • Ignores instructions from staff • Doesn't own his own behaviour • Holds grudges against staff • Aggressive (physical and verbal) • Provocative • Buys-in • Dangerous and sexualised gestures • Runs away; jumps out of windows • Buys protection
Positive Behaviours	
<ul style="list-style-type: none"> • Can on occasion compromise • Can be polite • Can take turns • Can withdraw when asked 	<ul style="list-style-type: none"> • Can engage in conversation • Motivated by merit awards • Can be cooperative • Understands meaning of contracts and they mean something to him
Useful Language and Phrases	
<ul style="list-style-type: none"> • Has a high interest in movies – talk about movies 	
Management Strategies	
<ul style="list-style-type: none"> • Catch him being 'good' • More responsive one-on-one • Withdrawal strategy to Ross (not first) • Keep calm 	<ul style="list-style-type: none"> • Direct positive attention elsewhere and allow him to re-enter activity when appropriate • Don't get too close • Don't ask for eye contact
Positive Reinforcement Strategies	
<ul style="list-style-type: none"> • Merits • Verbal praise 	<ul style="list-style-type: none"> • Go and see Ross for special reward / praise
Flexibility Issues	
<ul style="list-style-type: none"> • Allow to go for a walk – let Ross / June / Kylee know DO NOT FOLLOW him • May negotiate to call Mum / Dad if he wants to 	

Rivendell SSP – Individual Crisis Plan

Name:

2004 Term 4 Week 5

Stress Cycle	
 <p>Trigger(s)</p> <p>Strategies which may assist John in <i>pulling-back</i> -remind re reward system -remind re SCP</p>	
Features – What could the crisis look like?	
<ul style="list-style-type: none">• Menacing• Clenches his fists• Becomes fixated• Punches up and down• Goes particularly quiet• Hides weapons	
Management Strategies	
<ul style="list-style-type: none">• Give him space• Use a supportive tone and direct him to Ross / June / Kylee• Implement Rivendell's Crisis Plan	

UNDERSTANDING THE MEANING OF DISTURBED BEHAVIOUR IN CHILDREN AND ADOLESCENTS

- Difficulty forming trust relationships
- Recreating the home environment
- Confirming his sense of his own worthlessness
- Testing for rejection
- Adult-child role reversals
- Finding the adult's "Achilles' Heel"
- Splitting the staff
- Passive-aggressive behaviour
- Learned helplessness
- Power struggles
- Anxiety
- Projection
- Aggressive or threatening behaviour
- Offensive language
- Bizarre behaviour
- Setbacks

- 3. An understanding of how to use a behaviour management system as a teaching and learning tool with particular emphasis on social skills training.**

Factors that assist in the development of a
COGNITIVE BEHAVIOUR MILIEU

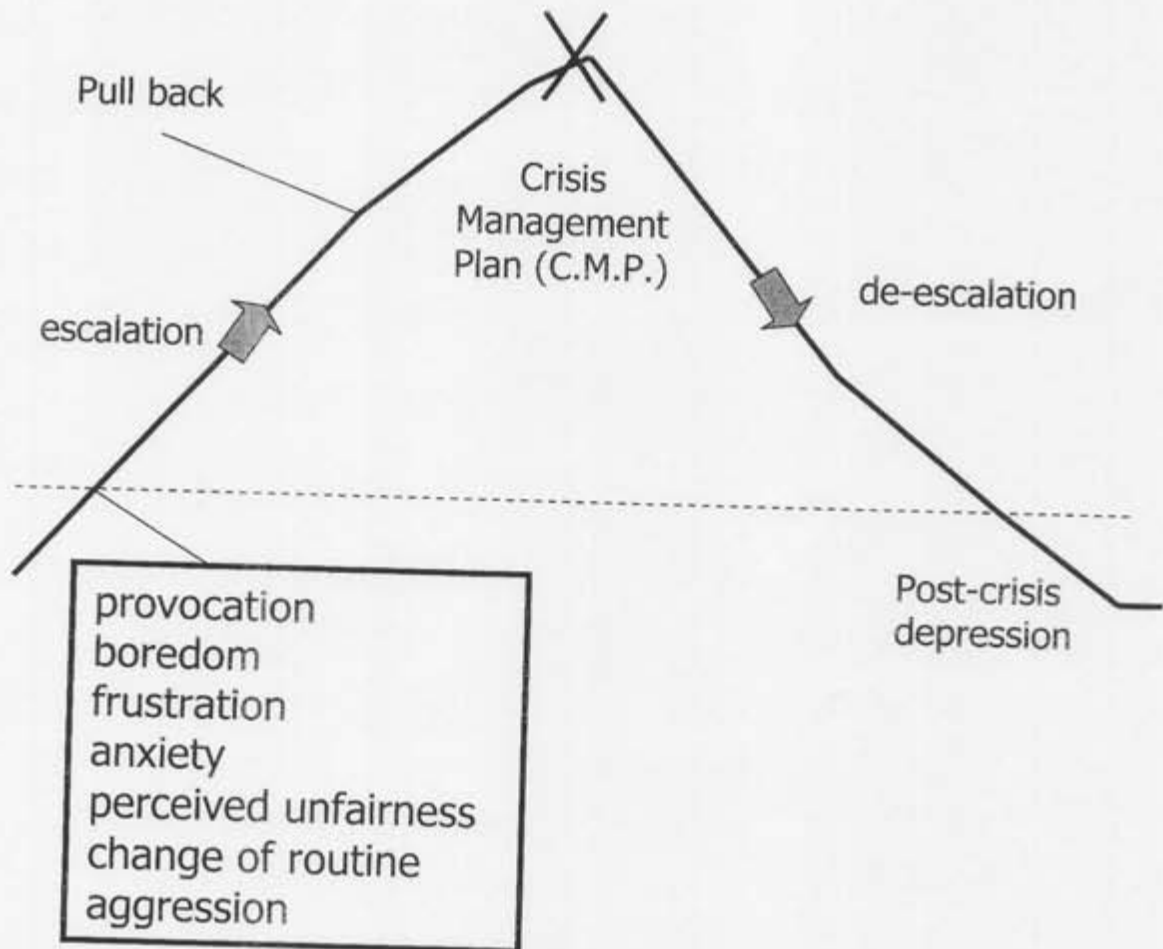
**Consistent Behavioural Management
Techniques - that provide a learning
opportunity for the young person.**

**Consistent Social Skills Training
Programs.**

**Achievable Short Term and Long Term
Goals - negotiated.**

**Individual Educational and Transitional
Programs.**

STRESS MODEL



P.A.R.T. Material

COMMUNICATION MODEL



P.A.R.T. Material

DEVELOPMENTAL MODEL

Age Appropriate / Inappropriate

0 - 3

Age Inappropriate / Tantrum

3 - 6

6 - 10

10 - 12

12 →

Assertive



"Age Inappropriate"

P.A.R.T. Material

LEGAL MODEL

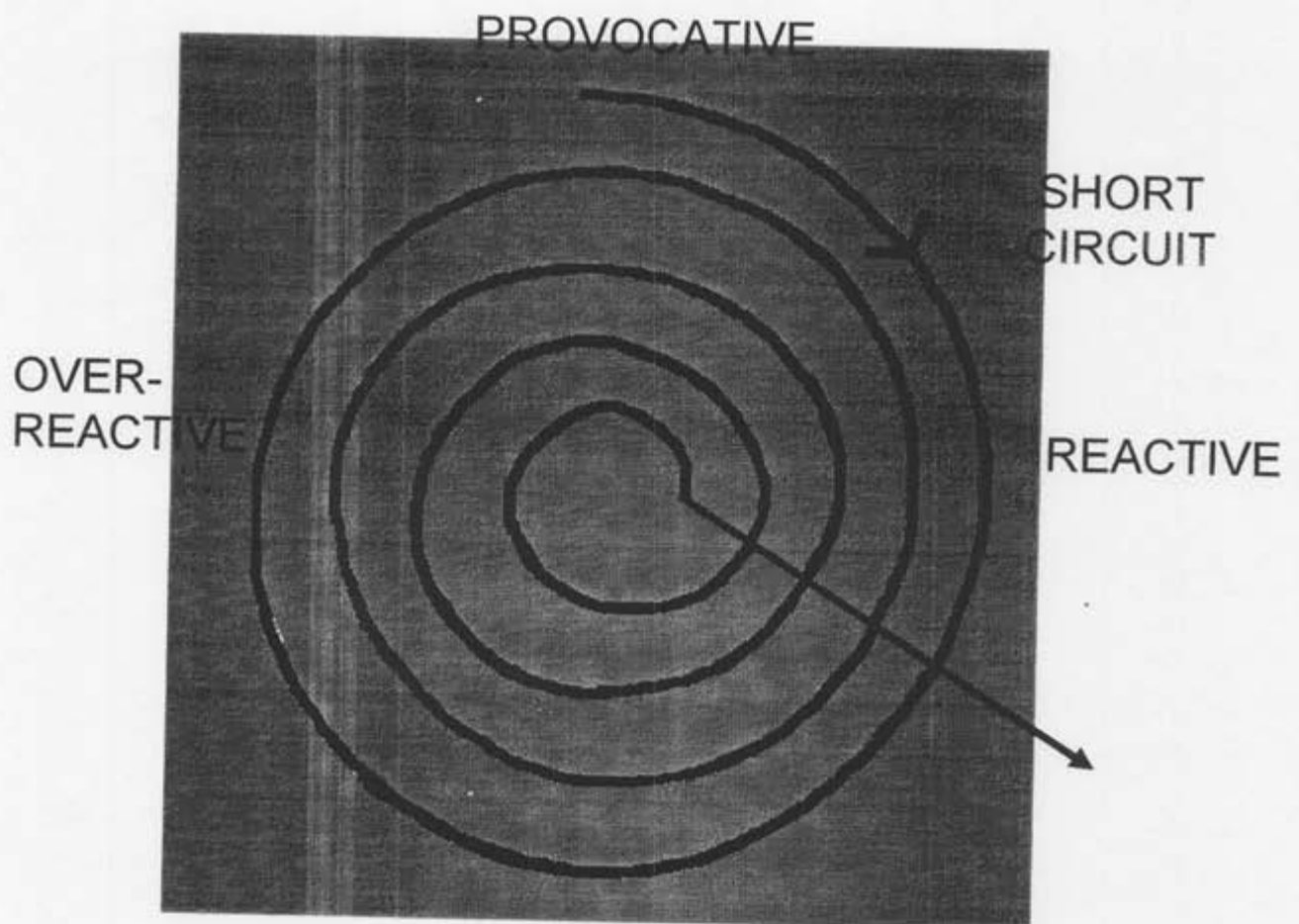
LEVELS OF DANGEROUSNESS & APPROPRIATE RESPONSES

- Minor Threat / Assault** - Will not cause harm to anybody (Name calling; waving a fist)
- Medium Threat/Assault** - Will frighten somebody or cause minor harm (Push; unrealistic threat)
- Major Threat/Assault** - Realistic threat, will cause justified fear; physical assault, will hurt somebody
Could incur a legal response
- ***Physical Aggression or Serious Threat is never an appropriate response to any level of threat or assault.***



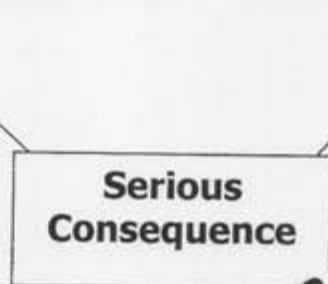
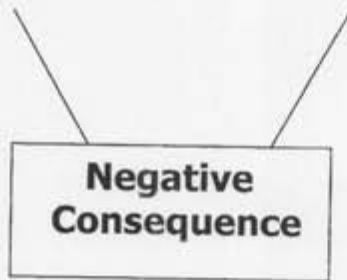
P.A.R.T. Material

PROVOCATIVE / REACTIVE SPIRAL

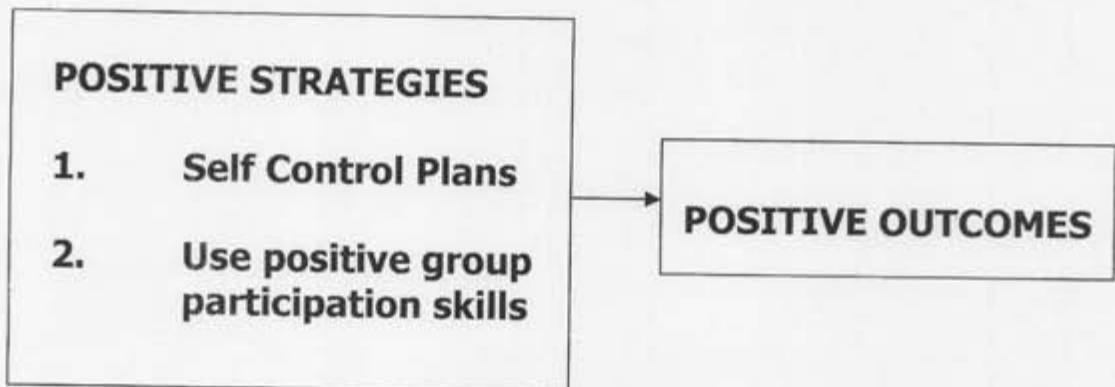
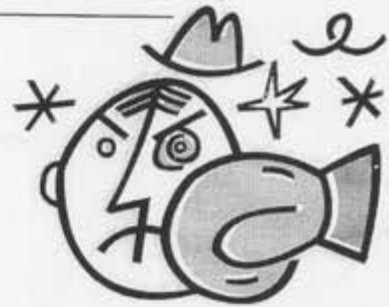


STIMULUS RESPONSE MODEL

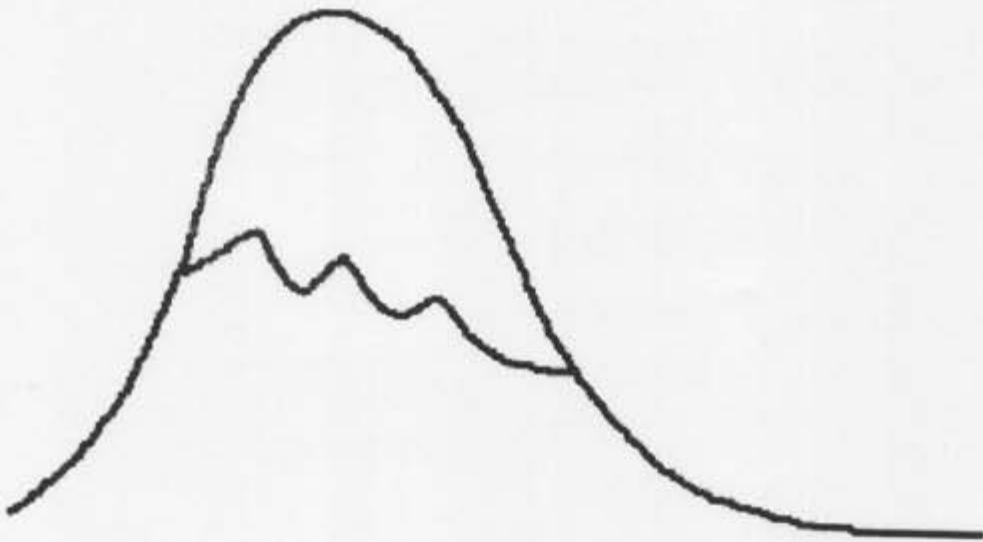
P → R → P → R → P → OR → P → OR



P = PROVOCATION
R = REACTION
OR = OVER-REACTION



SNOWBALL EFFECT



SEQUENCE OF EVENTS

