NSW GOVERNMENT | Education & Communities

Student behaviour analysis and prompt sheet

Work Health and Safety Directorate

Name of student _____ DOB _____ Date of assessment _____

Planned review date _____

Sheet completed by _____ Position _____

1. Behaviour Identification

What behaviours may cause harm?		Who/What is likely to be affected?
☐ Attacks using 'weapons': scissors, knives, pens	☐ Written abuse including SMS	☐ Self
☐ Physical attacks eg punching, hitting, kicking, biting	☐ Threats and intimidation	☐ Other students
☐ Throwing projectiles: directly or indirectly	☐ Stalking	☐ Employees
☐ Property damage: random or targeted	☐ Passive aggressive	☐ Visitors
☐ Absconding – encouraging others to abscond	☐ Invasion of personal space	☐ Property
☐ Sexual harassment or abuse	☐ Oppositional behaviours	
☐ Prohibited drug distribution, possession or use	☐ Self injurious behaviours	

2. Analysis of the Context of the Behaviour

What is the purpose of the behaviour?	What can trigger the behaviour?	Where is the behaviour likely to occur?	When is the behaviour likely to occur?	Other contributing factors?
☐ Communication ☐ Acquisition ☐ Attention ☐ Social/Belonging ☐ Avoidance/Escape ☐ Stress/Anxiety ☐ Sensory stimulation ☐ Frustration/Failure ☐ Boredom ☐ Self protection ☐ Power/Revenge ☐ Excitement/thrill of it ☐ Other:	☐ individuals ☐ situations ☐ events or ☐ objects may trigger identified behaviour? ☐ individuals ☐ situations ☐ events or ☐ objects may decrease the occurrence of the behaviour?	☐ Classroom ☐ Specialist classrooms ☐ Playground ☐ Excursion ☐ In transit ☐ Transition from one activity to another ☐ At home ☐ Other:	☐ Specific times: ☐ Specific activities: ☐ When alone ☐ Morning/afternoon ☐ Lunchtime ☐ Before/after custodial visits ☐ Before/after change in routine ☐ Other:	☐ Cumulative impact of the behaviour ☐ Vulnerability of other students ☐ Cognitive ability ☐ Communication ability ☐ Motor/perception ability ☐ Medical and health care needs ☐ Other:

3. Behaviour Assessment

Consider the intensity or gravity of the behaviour and its possible outcome in terms of the following:
(Only tick boxes if assessing a single behaviour)

Likelihood or frequency of the behaviour occurring	*Duration*	*Severity and extent of harm that may occur*		**Risk Rating**
☐ Seldom ☐ Occasionally ☐ Weekly ☐ Daily ☐ ** times per day: ☐ Other:	☐ 0-1 min ☐ 1-5 min ☐ 5-10 min ☐ up to 1 hour ☐ over 1 hour ☐ constant ☐ Other:	☐ Death or permanent disability ☐ Long term illness or serious injury ☐ Medical attention and time off ☐ First aid needed ☐ Time to recover ☐ Other:		***Prioritise*** **High risk:** deal with immediately **Moderate risk:** deal with as soon as possible. **Low risk:** deal with when able to do so

4. Student Behaviour Support Plan Planning

School Environmental Preventative Strategies

Premises and Equipment	Systems of Work Organisational Management	Work Practices and Personal Management	Professional Learning
eg: ☐ Isolate or substitute potential risk items ☐ Remove potential projectiles ☐ Rearrange the environment ☐ Planned safe space/time out ☐ Other:	**eg:** ☐ Supervision roster ☐ Welfare & Discipline system ☐ Roles & responsibilities of Teachers Aid (Special) /Classroom Teacher ☐ Availability of calm space ☐ Planned strategies to access safe space ☐ Training levels of employees ☐ Method of communicating behaviour strategies ☐ Incident management including recovery strategies ☐ Other:	**eg:** ☐ Remove access to situations or objects that may trigger or maintain the behaviour. ☐ Remove unnecessary demands or requests ☐ Program situations/objects that may prevent behaviour occurring ☐ Eliminate or change location or time of activity ☐ Facilitate communication strategies ☐ Facilitate coping strategies ☐ Facilitate predictability ☐ Personal management strategies ☐ Proximity controls / evasive strategies ☐ Other:	**eg:** ☐ Provision of plan to new employees ☐ Professional Assault Response Training (PART) ☐ Non-violent Crisis Intervention Training ☐ Writing behaviour plans ☐ Other:

Student-Focused Preventative Strategies

Curriculum Supports	Behaviour Supports	Communication Supports
☐ Appropriate and relevant content and outcomes ☐ Social Skills programs ☐ Community Based Activities ☐ Increased time on tasks ☐ Other:	☐ Redirect into appropriate activities ☐ Classroom seating ☐ Behaviour goals ☐ Self assessment/monitoring ☐ Positive reinforcement eg rewards tailored to student ☐ Anger control programs ☐ Other:	☐ Augmentative communication programs to address communication needs ☐ Picture Exchange Communication System (PECS) ☐ Social Stories ☐ Other:

5. Monitor & Review

Behaviours	People	Context	Controls	Actions
Any new behaviours?	Any new people at risk?	Any new contexts?	Any new controls/strategies?	What action needs to be taken?

Consultation and information sources

Pre-enrolment:	Post-enrolment:
☐ Caregivers ☐ Previous school Learning Support Team ☐ Previous employees involved with student ☐ School Counsellor ☐ Student ☐ Access / Request information ☐ Regional office staff ☐ Other agencies ☐ Other:	☐ School Learning Support Team ☐ All employees involved with the student ☐ Caregivers ☐ Student ☐ School Counsellor ☐ Regional office staff ☐ Other agencies ☐ Other:

Communication

To:	Via:
☐ All employees ☐ Parents ☐ Other:	☐ Planning meetings ☐ Review meeting ☐ Letters home ☐ Staff meetings ☐ Welfare meetings ☐ Charts and graphs/ incident reporting mechanisms ☐ Other: