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## MANAGEMENT STRATEGIES FOR STUDENTS WITH DISRUPTIVE BEHAVIOURS

### Primary/Infants

Early intervention is important,

- before negative patterns become entrenched.

These students take up a lot of staff time

- so spend some time establishing an effective management plan.
- It will save time in the long run

The following interventions/ management strategies can be considered and implemented prior to seeking LAST support or external placement

### WHAT TO DO TILL HELP ARRIVES

#### SUPPORT PERSONNEL

- Has the school counsellor seen the child?*(for assessment, or referral to health/ welfare agencies as relevant)*
- Are other DET services relevant?*(eg HSLO, Aboriginal Officer, RSSSP, NESB/ESL)*
- Is there regular, **positive** interaction with parents?*(not just negative feedback!)*
- Is there a need for support? *(child may be avoiding work due to learning difficulties)*

## SCHOOL SYSTEM

- Is the school welfare / discipline /anti-bullying policy being followed?

*This is often not happening*

- Are there WHS issues? Ensure a risk assessment is done and a risk management plan is in place
- Establish a positive, supportive relationship between the target student and at least one adult in the school ("*connectedness*")
- Restrict playground access and delay morning arrival time if violence in the playground is an issue
- Examine child's attendance pattern. He may be able to focus for only half a day. Remember that a partial attendance programme cannot be forced onto parents. It is discussed at the child's LST meeting, with built in steps/timeline for increasing attendance times
- Ensure that the in-school case manager is monitoring the planned intervention strategies. Modify / eliminate / extend strategies as appropriate, Case manager is responsible for keeping records and arranging Learning Support Team meetings.

## CLASSROOM

- Is class placement appropriate?
- Is seating appropriate?
- Can you disperse some bad student combinations?
- Is curriculum interesting and relevant? At his ability level?
- Are there frequent positive interactions between class teacher and student? (*This may be the last thing the teacher feels like doing, but is valuable*)
- Is there a need for whole class social skills training?

Eg APEEL in Infants school and Friendly Kids in Primary

- Identify, then modify or eliminate events that trigger breakouts eg long waits in lines after a break (he can do an assigned job at that time), breakouts with casual staff (place in executive teacher's class that day)
- Effective in-class management strategies including proximity, prompting, praising, cueing, engagement, distract and divert, humour. Is there a Bill Rogers resource in the teacher library?)
- Positive reinforcement program with prompt reaching of goal and prompt delivery of positive consequence (much more than once a week!)
- Vigilance on "bad days" and arranging alternate activities
- Build on existing strengths and allow him to really shine in at least one area.
- Time-out
- Contract: If ...then
- Find out what works, and build on it.

This student is the responsibility of all staff

Review intervention strategies often.

## **SPECIFIC PROBLEMS**

If there is a specific misbehaviour, do a Google search to find some new strategies.

You can also email Kotara School who will FAX/email you strategies for a specific disability / misbehaviour including the following:

- ❖ Oppositional Defiance Disorder
- ❖ Aspergers Syndrome
- ❖ ADD
- ❖ Anxiety
- ❖ Stealing
- ❖ Absconding
- ❖ Power Plays
- ❖ Biting

- ❖ Lateness to class
- ❖ Attention-seeking/non compliance



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