



ASSESSMENT OF ENVIRONMENT

Have you considered the classroom environment?.	Y	N
• TEACCH-structure		
• Visual Prompts		
• Noise		
• Crowd		
• Temperature		
• Light		
• Place to chill out		

Change your environment to suit learners needs- move the furniture

Do you need to conduct a sensory audit?	Y	N
Visual		
Noise and sounds		
Smell		
Touch and Feel		
General Sensory Issues		

Have you a tool box of sensory objects for your pupil and sensory activities?

Do activities and curriculum match the student's needs?	Y	N
Are they age appropriate?		
Are they accessible?		

What autonomy does the pupil have?

Scheduling Factors	Y	N
Is time passing represented?		
Are activities sequenced?		
Does the student feel secure about what is happening next?		

Does the pupil have access to visuals at all times?

Degree of Independence Degree of Participation	Y	N
Reinforcement intervals- are they appropriate to foster independence?		
Group sizes –can the pupil manage ?		
Are there enough opportunities for play and social interaction.?		

Do you insist pupil participates in unfavourable activities that result in inappropriate behaviour?

Social Interactions and Choices	Y	N
Do the student's social communication needs match instruction opportunities?		
Is there sufficient amount of choice making and negotiation present in the environment?		
Does the pupil require movement breaks?		



Depending on the MAIN function of the inappropriate behaviour, choose from three types of interventions.

- Teaching Replacement Behaviours
- Focusing on Antecedent Conditions in the classroom
- Focusing on strategies that use Consequences to change behaviours

Always look at what happens when the child behaves well.do you reward this or give more work?

What have you tried already?

What do the adults in the room do when this behaviour occurs

Summary of protocol

- Use a low arousal approach
- Record behaviour-
- Change the environment
- Change the pupils timetable
- Reduce demands in consideration of the cost response of the behaviour.
- Use differential reinforcement as appropriate
- Have a proactive strategy in place
- Have a reactive strategy in place.
- Carry out a risk assessment where appropriate.
- Request advice and support from school management when in class supports are not working
-