

Individual Behaviour Development Plan - Robert Cooper; 16/11/2011

Class/Form: 9GT	Date of Birth: 1 January 1998	Chronological Age: 13 Years 11 Months
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Behaviour causing concern:	Developmental Task(s)	Affirmations	Target	Strategies
Verbally abusive towards adults in class	To call for care To express anger and other feelings	You can feel all of your feelings. You can think and feel at the same time. It's Ok for you to be angry, and we won't let you hurt yourself or others. All of your feelings are OK here.	I know what happens on the inside and outside of my body when I start to get angry. I know some ways to relax and calm myself.	Mentor to provide sessions on identifying feelings and explore strategies that Robert would feel comfortable with using to help him relax. Time-out card - carefully contracted so that there are clear guidelines as to how it is to be used. All staff to be informed.
Rarely starts tasks	To develop initiative To get help in times of distress	What you need is important to us. You can do things as many times as you need to. I'm glad you're starting to think for yourself	Makes a start on the task - working on the agreed 'chunk' of the task. Completes agreed quota of work in each lesson.	Ask him to share his understanding of the task. Chunk up work eg 'Have a go at the first 2 questions and I will then check to see how you are doing. Use of traffic light cards to indicate when he is confident to do the work, when he might need some support or when he definitely needs help. Model in class that it's ok to make mistakes. Reinforce his efforts as well as achievements.

Target 1: I know what happens on the inside and outside of my body when I start to get angry. I know some ways to relax and calm myself.

Original Scaling Point: 4

Current Scaling Point: 6

Additional Comments (eg What in particular has worked?):

Benefitting from one to one sessions with mentor.

Beginning to identify stress points in lessons.

Time out card - staff need to be clear as to conditions for using it. Suggest placing a time limit on how long he has time-out for.

Target 2: Makes a start on the task - working on the agreed 'chunk' of the task. Completes agreed quota of work in each lesson.

Original Scaling Point: 2

Current Scaling Point: 5

Additional Comments (eg What in particular has worked?):

Making good progress in Maths - possibly because less writing is reqd. Has responded well to being told specifically how much work he needs to do.