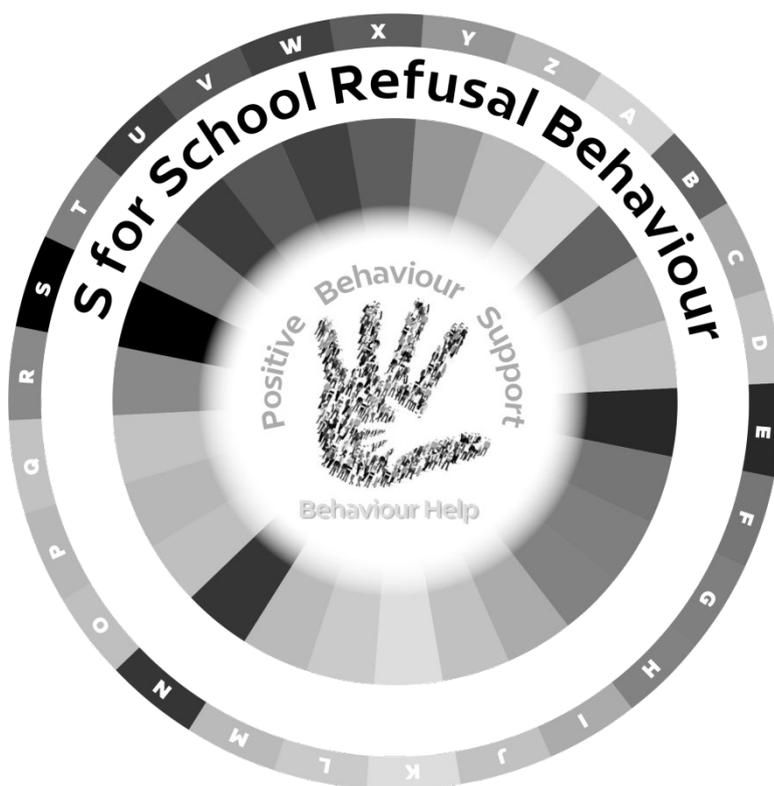


A-Z of Challenging Behaviour Series

# **S FOR SCHOOL**

## **REFUSAL BEHAVIOUR – FORMS:**

### POSITIVE BEHAVIOUR SUPPORT



**Dolly Bhargava**

Master of Special Education

## Forms from



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Behaviour data collection forms can be reproduced with citation: Bhargava, D. (2020). S for School Refusal Behaviour: Positive Behaviour Support. Melbourne, Vic: Behaviour Help Pty Ltd.

Please note the word 'child' in this guide refers to children of all ages (primary and high school). The information set out in this guide is of a general nature only and not exhaustive on the subject matter. You should consider whether the information is appropriate to the needs of the child you support and your circumstances. This guide should not be used as a diagnostic tool. When implementing any recommendations contained in this guide, exercise independent skill and judgement. If you have any concerns about your child's behaviours, please discuss them with a doctor who can provide guidance and/or a referral to the relevant professional.

## **A - Z of Challenging Behaviours Series**

### **Titles**

**A for Argumentative**

**A for Attention-Seeking**

**B for Biting**

**C for Cheating**

**D for Defiance**

**E for Excessive Reassurance Seeking**

**E for Excessive Technology Use**

**F for Flopping**

**H for Hitting**

**H for Hyperactivity**

**I for Impulsivity**

**K for Kicking**

**L for Lying**

**R for Repetitive Questioning**

**S for School Refusal Behaviour**

**S for Separation Anxiety**

**S for Stealing**

**T for Task Avoidance**

The list of titles is being expanded all the time. For the latest, please refer to [www.behaviourhelp.com](http://www.behaviourhelp.com)



# Child's Profile

Name	Date of birth
Contributor name	Contributor role
Address	Date completed
General health	
Visual skills	
Hearing skills	
Physical skills	
Sensory needs	
Sleep patterns	
Eating and drinking skills	
Communication skills	
Emotional regulation skills	
Social skills	
Learning skills	
Problem-solving skills	
Interests, likes and dislikes	
Major life events the child has experienced	
Describe the child's challenging behaviours related to school refusal	
Other comments	

# Behaviour Data Collection Form

Child name \_\_\_\_\_

Recorder name/s \_\_\_\_\_

School name \_\_\_\_\_

Describe the challenging behaviour in specific, observable and measurable terms:

Timetable	Date: _____ <input type="checkbox"/> Attended school <input type="checkbox"/> Did not attend school
Session 1 Subject:	<input type="checkbox"/> Attended <input type="checkbox"/> Stayed in class from to Use tally marks to record number of times behaviour occurred  Rate severity of behaviour Mild Moderate Severe
Session 2 Subject:	<input type="checkbox"/> Attended <input type="checkbox"/> Stayed in class from to Use tally marks to record number of times behaviour occurred  Rate severity of behaviour Mild Moderate Severe
Recess	<input type="checkbox"/> Attended <input type="checkbox"/> Stayed in class from to Use tally marks to record number of times behaviour occurred  Rate severity of behaviour Mild Moderate Severe
Session 3 Subject:	<input type="checkbox"/> Attended <input type="checkbox"/> Stayed in class from to Use tally marks to record number of times behaviour occurred  Rate severity of behaviour Mild Moderate Severe
Session 4 Subject:	<input type="checkbox"/> Attended <input type="checkbox"/> Stayed in class from to Use tally marks to record number of times behaviour occurred  Rate severity of behaviour Mild Moderate Severe
Lunch	<input type="checkbox"/> Attended <input type="checkbox"/> Stayed in class from to Use tally marks to record number of times behaviour occurred  Rate severity of behaviour Mild Moderate Severe
Session 5 Subject:	<input type="checkbox"/> Attended <input type="checkbox"/> Stayed in class from to Use tally marks to record number of times behaviour occurred  Rate severity of behaviour Mild Moderate Severe

Based on the information collected, write a summary identifying any patterns:

- Are there any specific days when the child is most likely to not attend? If yes, record \_\_\_\_\_
- Are there any specific days when the child is most likely to attend? If yes, record \_\_\_\_\_
- Are there any specific subjects that the child is most likely to not attend? If yes, record names of subject \_\_\_\_\_
- Are there any specific subjects that the child is most likely to attend? If yes, record names of subjects \_\_\_\_\_
- Are there any subjects / sessions where the child does not stay for the entire session? \_\_\_\_\_

# Antecedent-Behaviour-Consequence Form

Child name \_\_\_\_\_ Date \_\_\_\_\_

Recorder name/s \_\_\_\_\_

During (Activity happening at the time of incident) \_\_\_\_\_

Time started \_\_\_\_\_ Time ended \_\_\_\_\_

Where (Location of incident) \_\_\_\_\_

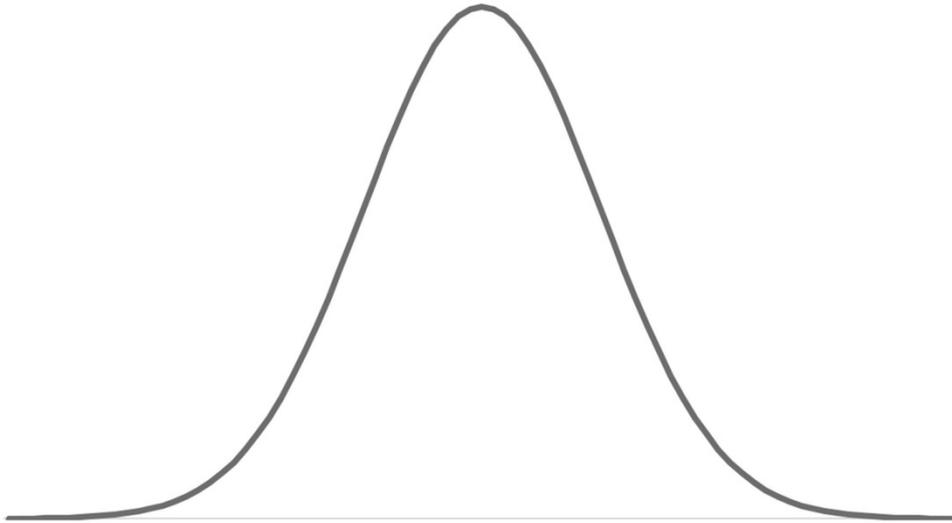
Who (people involved in incident) \_\_\_\_\_

	Antecedent	Behaviour	Consequence	Hypothesised Function
Perceived individual state				
Environment				
Activity				
Adult interaction				
Peer interaction				

# Escalation Stages Form

Child name \_\_\_\_\_ Date \_\_\_\_\_

Recorder name/s \_\_\_\_\_



# De-escalation Plan Form

Child name \_\_\_\_\_ Date \_\_\_\_\_

Recorder name/s \_\_\_\_\_

Triggers
Mild Escalation Stage
Moderate Escalation Stage
Extreme Escalation Stage
Recovery Stage

# Prevent Plan Form

Child name \_\_\_\_\_ Date \_\_\_\_\_

Recorder name/s \_\_\_\_\_

Suggested re-entry steps	
Target re-entry step discussed in this plan	
Target re-entry step estimated time period	
Review date for target re-entry step progress	
<b>Strategies for supportive activities</b>	
<b>Strategies for supportive interactions</b>	
<b>Teach skills</b>	
<b>Strategies for supportive environments</b>	

# ABOUT THE AUTHOR

Hi there,

I am Dolly Bhargava. I have completed a Bachelor of Applied Science in Speech Pathology from the University of Sydney, a Master of Special Education from the University of Newcastle, and Certificate IV in Training and Assessment.

Midway through my career I realised my passion was in supporting children, adolescents and adults with emotional and behavioural difficulties (EBD). So I started working extensively with individuals with EBD in a variety of contexts such as family homes, childcare centres, preschool, schools, respite care, post school options, employment services and corrective services.

I have created this series based on the practical wisdom I have gathered from working with individuals with EBD, their families, educators and professionals over the last 21 years. I hope this guide equips people with the knowledge, skills and tools to help your child learn positive ways of behaving and managing their emotions.

Dolly Bhargava