The establishment of the **School Wide Positive Behaviour Support Program** at Mitchelton State Special School has assisted in the creation of a learning and teaching environment which is designed to:

- Maximise academic success
- Teach important social skills
- Recognise and model good behaviour
- Establish positive styles of communication

The School Wide Positive Behaviour Support Program further enhances academic and behavioural support for all students by establishing a continuum of behaviour support which is inclusive of all students across their schooling years at Mitchelton. The program promotes school-wide specific teaching of the behaviours and social skills expected of the students at Mitchelton. These have been encapsulated by the Mitchie 5. Mitchelton teachers ensure social and behavioural instruction is direct, explicit and relevant by teaching students precisely and directly about what is required of them to enact the Mitchie 5. Student progress is monitored and rewarded both in individual classes and as a whole school.

The Mitchie 5 provides students with a suite of behaviours which have been selected by staff and parent representatives to guide students at Mitchelton to developing and modelling behaviours which provide positive and successful interactions with others. The Mitchie 5 behaviours are celebrated, taught and practised as part of students’ daily learning. Student behavioural achievements are recognised and rewarded in classrooms, on assembly and celebrated by the school community through special events such as Rainbow Day.
MITCHIE 5

The Mitchie 5 behaviours are:

- Safe and Supportive
- Kind and Considerate
- Look and Listen
- Accept and Respect
- Responsible

Each week the school focuses on one specific behaviour. The corresponding colour can be worn to school on Monday and is taught and reinforced in classrooms throughout the week.

“My child is demonstrating behaviour learned through the Mitchie 5”
(Mitchie parent)

INDIVIDUAL STUDENT POSITIVE BEHAVIOUR SUPPORT

Safety of students and staff is paramount at Mitchelton. To ensure that risks are reduced and positive behaviours are increased, students with complex and challenging behaviours at school are identified by staff and have Individual Student Positive Behaviour Support Plans.

- We FOCUS on developing positive behaviours by examining the:
  1. Facts— This phase focuses on identifying the specific behaviours, triggers or other relevant behaviour.
  2. Offerings— Here we list what strategies have already been implemented in order to change the behaviour.
  3. Consistency issues— Are there any inconsistencies that have led to the strategies not being implemented effectively?
  4. Understanding the behaviour—What is the purpose of the behaviour? (i.e. avoidance, attention seeking, sensory overload, boredom or desiring a tangible item).
  5. Skill development— What are the specific strategies all staff will use when dealing with the target behaviour in the future.

- We identify and teach to the relevant Mitchie 5 behaviour to ensure consistency and reskilling.

Important stakeholders (including parents, teachers, specialists, heads of department, outside agencies, etc), collaborate in order to deeply examine negative behaviours and generate an intensive FOCUS to retrain students. Behaviour Support Plans usually focus on one or two target behaviours and are reviewed as the student progresses. At Mitchelton this has been a particularly effective approach when dealing with extremely challenging behaviours.
**THE ALERT PROGRAM**

The Alert Program (also known as the “How Does your Engine Run?”) was created by occupational therapists, Mary Sue Williams and Sherry Shellenberger. The program was developed to teach children how to change how alert they feel and to teach adults how to support learning, attending, and positive behaviors. By using an engine analogy, children learn “if your body is like a car engine, sometimes it runs on high, sometimes it runs on low, and sometimes it runs just right.” This practical program assists students and teachers to choose appropriate strategies and activities to promote self-regulation. The Alert Program and self-regulation strategies developed by the Alert Program are used throughout Mitchelton State Special School to support children who have shown benefit from increased or decreased sensory input throughout their day.

**AWARDS IN THE CLASSROOM**

Teachers review and teach each Mitchie 5 behaviour as part of their everyday classroom management. Each classroom will differentiate how and when it reinforces the Mitchie 5 depending on the different ages, needs and behaviours of the particular students. All classrooms have a small Mitchie 5 tree upon which students award leaves are placed when they are demonstrating the desired behaviours of the Mitchie 5.

**AWARDS AT ASSEMBLY**

You will receive a timetable in the newsletter at the beginning of each term informing you which Mitchie 5 behaviour we will be acknowledging each week. Students and staff are encouraged to wear the Mitchie 5 colour associated with the behaviour for Monday assembly. This provides a visual reminder at the beginning of each week.

The whole school celebrates a student’s success from each class across the sections. We would love you to join us on Monday assembly to celebrate our students’ achievements.

Assembly starts at 8:30am.

**THE MITCHIE 5 TREE**

The Mitchie 5 Tree provides a stunning interactive visual display of all of the students’ awards throughout the term. As well as receiving an award from their teacher, a coloured leaf with the student’s photo on it will be added to the tree in the undercover area. Over the term, the bare trunk will be transformed into a blossoming luscious, rainbow tree that celebrates the students wonderful successes. Students will play under the magnificent Mitchie 5 Tree.

Imagine how beautiful it will be by the end of the each term!
**CHAPLAINCY PROGRAM**

The Chaplaincy Service here at Mitchelton State Special School exists to support the school community.

This includes support of students around the School Wide Positive Behaviour Support Program.

The Chaplaincy Service aims to enrich existing behavioural support programs by offering additional time, resources and reward options for students and staff.

Our School Chaplain, Hannah Conroy, (pictured below), has established a room we like to call the Tree House which is resourced with various incentives to assist with this.

Hannah is available here at Mitchelton on her working days, Monday and Tuesday every week.

**SOCIAL STORIES AND COMIC STRIP CONVERSATIONS**

A Social Story describes a situation, skill, or concept in terms of relevant social cues, perspectives, and common responses in a specifically defined style and format. The goal of a Social Story is to share accurate social information in a patient and reassuring manner that is easily understood by its audience. Social Stories have been found to improve an individual’s understanding of events and expectations may lead to more effective responses.

Although Social Stories were first developed by author and presenter Carol Gray for use with children with ASD, the approach has also been successful with children, adolescents, and adults with ASD and other social and communication delays and differences.

Comic strip conversations are another technique developed by Carol Gray to help people with autism develop greater social understanding.

Comic strip conversations provide visual representations of the different levels of communication that take place in a conversation, using symbols, stick figure drawings and colour. By seeing the different elements of a conversation presented visually, some of the more abstract aspects of social communication (such as recognising the feelings and intentions of others) are made more ‘concrete’ and are therefore easier to understand.

Upon enrolling at Mitchie, families will be presented with the social story “Coming to Mitchie” to assist children to learn about their new school’s activities and routines.

“Since we have all been using the same positive language we have far fewer behaviour issues”.  
*Mitchie teacher*
POSITIVE PARENTING PROGRAM-TRIPLE P

The three Ps in "Triple P" stand for "Positive Parenting Program", the Stepping Stones Triple P has been specifically tailored for students with a disability. It's a toolbox of ideas allowing you to choose the strategies you need and the way that you want to use them.

Mitchelton Special School has three accredited Triple P providers who can assist in a variety of ways to achieve positive parenting help. Based on the needs of the parent community they run large seminars, group courses and private one on one sessions.

“I received an award at assembly. Please come and see my award on the tree”
(Mitchie student)

PARENT SUPPORT ROOM

The parent support room is available as a comfortable space for parents to relax, and meet and chat with others informally. It provides a collection of parenting and disability focused resources including brochures, books, DVDs, manuals and upcoming community events for browsing and borrowing.

Our Parent Liaison Officer, Kylie Graham, is available in the parent support room on Mondays & Tuesdays. She is available to:

- welcome new families
- provide parents with information about our school
- assist and guide with services
- listen to parent concerns and feedback
- facilitate parent networks and information sharing, and
- liaise with staff, community and agencies.

PARENT EDUCATION

Parent education sessions are run throughout the school year on a variety of topics that address identified parent needs.

The Parent Education Framework includes:

- Services and Supports—government supports, community services, respite options, funding sources
- Growth and Development—self help skills, puberty, sexuality, relationships
- Behaviour and Communication—positive behaviour support, communication aids, AAC
- Family Resilience—parenting skills, siblings, carer wellbeing, stress management, advocacy
- Future Planning—planning tools, person centered thinking, natural supports and community networks, post school options, financial planning
OTHER PROGRAMS AND ADDITIONAL BEHAVIOUR SUPPORT OPPORTUNITIES

Sometimes families need help and support with their child’s behaviour difficulties at home. Mitchelton State Special School has links with community agencies which can support families in their own homes or in the community. Although eligibility requirements exist, families can generally be directed to some of the following services for additional assistance.

Agencies include:
- Red Cross Under 8s,
- Young Carers,
- Commonwealth Carers Respite Service,
- Evolve Behaviour Support Services,
- Disability Services

RED AND GREEN CHOICES

Red and Green Choices is a strategy for positive behavioural development. The principles of this approach are as follows:

- Set high and achievable standards
- Always talk and use visual aids to stimulate understanding of situations and solutions
- Break down behaviours into small steps
- Make student expectations clear and predictable
- Remain positive and supportive

The Red and Green Choices strategy allows the adult and the student to set high but reasonable and achievable behaviours standards. The Green Choices are the positive behaviour responses in a situation while the Red Choices are the undesirable behaviour responses.

The approach promotes talking, writing and drawing pictures of green choice behavioural solutions to different situations. The same is also done for the red choices. This program allows for immediate feedback to any undesirable behaviours then encourages the student to choose green choices. Visual supports break down the behaviours into the smallest green steps. This provides an exact expectation for the student while focusing on a positive outcome.

This program allows the student to be aware and attentive of their own behaviours and also provides a predictable and structured environment. This program is most often used in the junior and middle sections of Mitchelton State Special School.

SAND PLAY THERAPY

Sand Play Therapy is a program offered to some children. Sand play is a hands-on expressive counseling and therapy activity that has been used for over fifty years. Sand play has been used with children, adolescents and adults in schools, hospitals, welfare agencies and private counselling practices.

Sand play provides some of our students with the opportunity to express their ideas, thoughts and feelings in a safe and often motivating environment. Sand play can be an effective way of reducing the emotional causes of difficult behaviours.

In sand play the student is introduced to a large sand tray and shelves of figurines and encouraged to play. Play is an important element and students are free to create and express stories through their use of self-selected items or guided through various themes or exercises.

Sand play is personal to the child and not used to generalise, draw conclusions or make judgments.