

Continuum of Behaviour Support at Springvale Park SDS



FBA
Video Self Modelling
Additional 1:1 support
Individualised curriculum
Individualised support plan
Individualised timetable

Targeted group intervention
Social stories
Video peer modelling
Systematic and targeted use of
acknowledgment systems
Sensory analysis / diet / breaks
Check in —check out
More time spent on students preferred
activities

Provide engaging activities Choice making Peer & Self video modelling Positive reinforcement Clear expectations Safe and accessible environment Wait—give students tine to respond Considered student groupings Use of visual communication supports Developing students communication skills Predictable routines and structures Practice skills in functional situations Systematic and explicit teaching of positive expected behaviours Move 'n' groove/heavy work program Provide acknowledgments for positive behaviour Feelings program