

Positive Behaviour Support Plan

Name: Liam Finlayson

Fiona
Wai-Mun

Liam's likes and dislikes can vary significantly depending on his mood and are changeable.

Likes

- My hoodie
- Being out doors
- Hiding my hands up my sleeve and in my pockets
- Relaxing on big blue chair
- Art
- Fireman Sam
- Games sessions with my friends
- Singing
- Building things
- Taking things apart
- Ripping paper
- Going on a walk- sometimes (can run away)
- Messy play- painting my animals especially
- Drama
- Music/musical instruments
- Intensive interaction.
- People repeating and responding to my vocalisations
- Food/cooking activities
- Massage- sometimes
- Deep pressure 'squeezing' hands- sometimes
- Mud kitchen activities
- Swimming
- Showers
- Snoozlen
- Being on the static bike
- Going on the school bus
- I am interested in electrical sockets
- Pressing the fire alarm
- Pressing the green emergency button
- Car gears/dashboard buttons and dials
- Picking fluff out of my toes!
- Physical contact- handing arms and hands
- Looking at peoples faces
- Mouldable shaving foam
- Puzzles - I can be agitated if they are wet
- Fairy liquid / fairy liquid bottles
- Slime
- Painting
- Cutting things up with Scissors (can get

Dislikes and things I find hard

- Transitions
- Mum being in school
- Unexpected changes in my routine*
- When activities are no longer available*
- When my respite day is changed
- If my transport changes (particularly at the beginning of terms)
- Having to take my hoodie off
- When I can't have something
- When things are finished, and I don't want them to be
- When I am confused and not able to make myself understood
- When the lights change suddenly in the pool area
- My hoodie or coat being zipped up too quickly (I will flinch if it comes too close to my chin)
- People in my space when I am feeling physical/upset/agitated
- New bits of paper/posters/blue tack/pins being put on walls around school
- People trying to stop me from hurting myself when I am upset or angry (picking my eye, thumb/skin on my feet and hands)
- Other people getting my shoes wet

*Liam's ability to cope with these things varies greatly. At times, Liam shows a clear understanding and acceptance of things changing unexpectedly or if something is no longer available (usually due to time frames). With calm, simple explanation from those supporting him, he can accept these and move forwards. At other times, Liam can become very upset, tearful and unaccepting of these changes.

fixated)

- Shark Tale
- Cleaning up my own mess

Those supporting Liam follow consistent strategies during these times. It is vital that his feelings are acknowledged, he be given space to express in a safe, supportive environment and that boundaries are established when possible in terms of what is happening.

Sensory needs and things I might do

- Hiding my hands and not using them.
- Tightly wrapping my hands in my hoodie
- Walking in a rhythm
- Want to break things around me- especially wooden things or glass or plastic.
- Run quickly- dart around an area before throwing myself on to the floor
- Remain stuck in one place and not either want to or be able to move on
- Kicking one leg up to my bottom as I walk sometimes
- Crying when emotional- can become more about the snot/saliva than continuing to be upset after some time
- Kicking out/stamping hitting feet off surfaces when agitated or upset
- Headbutt actions when agitated or upset
- Biting down on the back of my hand when angry or frustrated
- Hitting head off surface (windows or walls) when angry or upset
- Hiding head and face- usually this is when I am really stuck and in a mischievous mood
- Makes loud, repetitive vocalisation when excited- I cant really listen or process well during when I am doing this
- Picking scabs/cuts/dry skin repeatedly

- Picking my eye
- Keeping my fingers safe inside a bottle, or shaving foam lid.
- I like to give things a clean finish, so I might throw the activity away, break things up or clean up the mess I have made.
- Grabbing onto your arm - sometimes I forget my strength and can grip on tightly, this usually means I need your help.
- When the yard is finished I like to look at the sensory room and run up the bridge. Support workers can help me by walking to the car and not engaging too much - "Bye Liam".

Triggers for behaviours

Over stimulation
New stuff on the wall
Mum being in school
Confusion
Food/drinks that I want but aren't available to me
Not getting what I want
Change
Unexpected things happening
When I have to take my hoody off
When swimming is finished

People being in my space when I'm agitated or upset

Mood and mind-set within myself- internal drives that are often tricky to figure out and I might not be able to tell you

- Sometimes I can get agitated if activities are not put away when they are finished
- Not following timetable - Even if I am stuck and don't want to do an activity, a member of staff should model it, this usually encourages me to do the task myself when I am ready.
- Frustration from not being able to communicate

*Triggers will be continuously monitored as these are variable and change depending on Liam's mood/mind-set/current ability to cope with different activities

Motivators

- Being busy and active
- Having time to chill
- Time to process
- Choice
- Clear boundaries
- Trust and positive relationships
- Physical contact
- Interaction
- Helping to do jobs- give my needs a purpose if you can
- Swimming
- Water play
- Messy play and mud kitchen
- Baking and cooking
- Music

- Shark tale poster (has to be laminated and the official poster)
- Fairy Liquid
- PECS book/Symbols
- I can tolerate change well if they are more motivating and fun

Strategies and ways to de-escalate: SEE FLOW CHAT DETAILED AND SIMPLIFIED FOR MORE INFO

- Allocated staff member **MUST** carry radio with them at all times
- PECS, Yellow wall timetable and social stories
- Divert away from behaviour to task
- Calm, nurturing, positive communication from those supporting me
- Firm and clear boundaries
- Consistency
- Eye contact
- Acknowledgement of my feelings and that things might be tricky
- Consistent expectations and encouragement to be as independent as possible
- Physical contact- squeeze
- Only one person speaking when I am upset/agitated or angry clear language with key points
- Using song signifiers (lets go back to the classroom works well at times)
- Calm tone of voice
- Time to process
- Change of staff/different voice - removing from situation.

- When it is safe- personal space
- If anyone is injured an incident form must be completed.
- If any CAMHS physical intervention has been required, it must be recorded
- If anyone is injured inform PT, DHT or HT

- Clearing things that I like to break - plastic and wood
- Reassurance - "see mummy soon", "you're safe" "fun at the yard"
- Sometimes I like deep pressure (on the back or cheeks), but this can change, and I will make it clear if I need personal space instead.

Medication / Diet:

- Floxatine

- **Notes:** Liam is very strong and can be physical in his interactions and expressions of mood. He must be supported throughout the day 2:1 in order to keep himself and those around him safe.
- Physical intervention by CALMS trained members of staff may be required to support Liam at times of distress.
 - Liam has an Individual Risk Assessment and an individual strategy flow chart to be utilized both in school and in community locations
 - The team supporting Liam have daily professional discussions about how to best support Liam. Support is adaptive and responsive to Liam's daily needs.
 - Fiona is in regular contact with mum Natasha.

Updated: Dec 2019 by FS

Updated: Nov 2020 by WMT