





Active Supervision Tips





PRIMARY - Term 3, Week 1

Focus this term is: Hands, Feet and Objects to Self and Maintaining Personal Space.




Please reward students you see meeting this expected behaviour and also any other positives you see, with affirmative statements and Jackpoints! Assist students to achieve what is expected through reminders, modelling, consistent and regular feedback.

Student & Class/Support staff	Photo	Level of Support	Area of concern	Strategies for management
Lincoln GAUCI 4/6A Uzer, Ram, Kate, Michelle		Tier 3	*Physical aggression toward staff and students. *Not listening to or verbally abusing staff and not listening to instruction.	Lincoln will be supervised 1:1 with a staff member (usually Ram) at all break times. Please refer to the staff member if there are any issues. Please be aware that Lincoln can easily lash out if he doesn't know you and make a request of him. Not to play with Jeet or Sammy N atm.  Please always say hello to Lincoln and make him feel welcome. Lincoln likes: Wheels - cars, motorbikes, engines. iPad
Jacob LAZAREVSKI 4/6B		Tier 3	*Physical aggression toward staff and students. *Not listening to or verbally abusing staff and not listening to instruction.	Jacob will be supervised 1:1 with a staff member at all break times. Please refer to the staff member if there are any issues. Please be aware that Jacob can easily lash out if he is escalated. Keep your distance and ask for support. Jacob likes: Music, Justin Bieber, Football songs. Food.
Ermiyas TEFMICHAE L 3/4A Thai, Ivanna, Julie		Tier 2	*Absconding from play area.	Ermiyas will wear a yellow vest at break times. He should be in the 3-8 playground area. If you find him in other areas of the school, please try to return him to 3-8 playground. If you need support, please contact his support staff. Likes: soccer, keep and pass the balls - love music, Justin Bieber songs, Mine craft game on iPad, Marbles


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<p>Isaiah SANCHEZ Prep A</p> <p>Belinda, Nidarshie, Manu</p>		<p>Tier 2</p>	<p>*Desperately wanting to go inside at break times. *Can be physically aggressive with staff and students when heightened. Keep a safe distance from him at this time.</p>	<p>At recess and lunch time Isaiah may begin to say he wants to go inside, you can say its 'not available'. He may yell or cry out, if he does, please do not engage with this behaviour or say any words as this will continue to heighten him. Likes: cars, soft toys, Sonic, Mario, Spiderman, Mickey Mouse, Goofy, emotions pictures, swimming, scooter, dress ups</p> <p>He may go to the doors and hit, kick them. Please supervise him from a distance and do not use any words with him. If his behaviour escalates to physical aggression or turning over equipment/furniture please move all students away for him and call for leadership.</p>
<p>Zak TARANTO Prep A</p> <p>Belinda, Nidarshie, Manu</p>		<p>Tier 2</p>	<p>*Can be physically aggressive towards staff and students if his preferred item is taken or if another student is crying.</p>	<p>When Zak is upset or another student is playing with his preferred item he physically targets staff and other students. He may hit or pull hair. Zak can be redirected away when told 'STOP' and 'MOVE AWAY'. When Zak is outside he likes to play with a clock, red bus or unifix cubes. If you see a student take these can you please support him to get them back. Zak can also become triggered by other students crying, when this happens he may physically lash out at them. If you are on yard duty and see a student crying please be mindful of where Zak is and move the student who is upset away from him.</p> <p>Likes: Clocks, Thigs that spin, Trains, Cars, Buses Nursery Rhymes and Songs: Wheels on the Bus, Hickory Dickory Dock, iPad</p>
<p>Brayden FAYE 3/4D</p> <p>Justin, Nadya, Julie, Alex</p>		<p>Tier 2</p>	<p>*Annoying and teasing other children. *Still learning to play co-operatively with others. *Wanting to play with older students.</p>	<p>Brayden has been particularly unsettled atm due to a very close family loss. At break times he is targeting different children and intimidating/annoying them. He is also trying to be with older students.</p> <p>Please engage Brayden with conversation to distract him from this behaviour. Brayden likes: Listening to music (KISS), helping teachers, gardening ,building.</p>
<p>Other students who can become physically aggressive/abusive when heightened, but not necessarily at break times.</p>				
<p>Toan NGUYEN 3/4C</p> <p>Laura, Jodie, Sumiyo, Julie</p>		<p>Tier 2</p>	<p>Can be physically aggressive towards staff and students</p>	<p>Trigger: Others touching his belongings. Imperfections on a person's face. Bumping into others when he is twirling. Not getting his way.</p> <p>Response: Remove class at this point if there is a need to follow through on a classroom expectation</p> <p>Calming: Art and craft activities. Drawing on whiteboard.</p> <p>Likes: Lego, Watching TV, Park/Playground Trampoline - sometimes</p>

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<p>Clayton BREWER 4/6B</p> <p>Gordana, Julie, Emily, Jack, Rebecca</p>		<p>Tier 3</p>	<p>Can be physically aggressive towards staff and students</p>	<p>Will be supervised 1:1 during all breaks. Triggers: sharing equipment, not being able to do activities that he likes/wants, waiting, not getting his way wanting rewards before earning them, expectation to complete some work tasks, sensitivity to noise - will withdraw from noisy environments, difficulty with changes to routine. requires prior warning, being asked to finish quickly.</p> <p>When working with me please use:</p> <ul style="list-style-type: none"> • First and then language • Allow processing time <p>Understand that I may;</p> <ul style="list-style-type: none"> • Script as a way of communicating how I am feeling • Script to self-regulate • Place dangerous items into my mouth ... this is ok as I won't swallow them. <p>Refrain from: Telling me what to do</p> <ul style="list-style-type: none"> • Praising me • Turning your back or backing yourself into a corner • If I begin to hit, use No hitting gesture • If I hit, kick, bang walls 2 times evacuate the room <p>Likes: Matching, tracing, puzzles, trains, toy story, drawing, painting, cooking/mixing, Toy Story picture books.</p>
<p>Zachariah GLADWIN 4/6C</p> <p>Amber, Pagan, Michelle</p>		<p>Tier 2</p>	<p>*Physical aggression toward students and maybe staff. *Not listening to or verbally abusing staff and not listening to instruction</p>	<p>Zach is new to the school this year and is still finding his place. Really gravitates towards Valentino and can be quite competitive about who Val is giving attention to. This can cause some issues in the classroom.</p> <p>Needs space and quiet time, when he is heightened.</p> <p>Likes: Roadblocks, Pokeman, iPad, Outdoors + cubby house, I SPY and Bingo - but needs to win. His dogs (Chooch and Gismo), Lego. He likes being read to, HE LIKES HELPING.</p>
<p>Basheg ALKAREAM</p>		<p>Tier 3</p>	<p>Can be physically aggressive towards staff and students</p>	<p>Basheg is supported 1:1 at break times. He can hit, scratch, kick staff and students to express not wanting something to finish or something being taken away from him. There may be a slight delay in his reaction whilst he processes what has happened.</p> <p>Doesn't like the sound of others crying - can be a trigger. Can run and throw himself to the ground, either from a standing height or from the furniture. Will climb anything in the room to try to reach the fans.</p> <p>KEEP FANS TURNED OFF REFRAIN FROM GETTING CLOSE</p> <p>Likes: trampoline, iPad, puppets, car racing set, shaving cream, mirror, music, bubbles, being in the garden, in the night garden, reading eggs, magnetic letters</p>

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<p>William NGUYEN</p>	 A portrait of a young boy with short dark hair, wearing a dark blue school uniform with a small logo on the chest. The background is a plain, light blue wall.	<p>Tier 3</p>	<p>Absconding from classroom, primary area, fence in oval, climbing furniture , can kick, bite or scratch when heightened.</p>	<p>William is supported 1:1 at break times.</p> <p>Triggers: Not being able to access preferred item Wanting to access students food Support William to use AAC to communicate what activity he wants.</p> <p>Likes: Dinosaur figurines, Animal figurines/ small world landscapes, Craft items to "create" (scissors, glue, googly eyes, paper, textas, pipe cleaners) Area for him to display his creations, Mini whiteboard and textas, drawing time, building (Lego, Duplo, unifix, magnetic tiles), water play.</p>
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SECONDARY - Term 3, Wk 1

Student & Class/Support staff	Photo	Level of support	Area of concern	Strategies for management
All students on the oval playing a game			*Not following the game rules and being physically aggressive in their play	*Teaching staff to remind students before going out for breaks about the rules. *Teaching staff to debrief with students after breaks and reward positive break times where they have followed the rules. *ALL Active Supervision staff on the oval to consistently use affirmative statements for positive play and provide consistent reminders if rules are broken.
William BAHTA 9/10B Gabi RM, Josie, Anthony, Ian, Cam		Tier 3	*Physically aggressive and intimidating to staff and students. *Taunting/verbally abusing staff and students.	William is on a reduced timetable so will only be out at lunchtime break. He will be supervised 1:1 but should he be escalated; he may well be somewhere in the yard a distance from the support person. If escalated, please keep your distance and distance other students from him as best as you can. Encourage students to ignore Will and let them know he just needs our help at the moment. If very escalated please call for Anthony's support. Likes: NBA Basketball, Fitness,
Forest SEFATU 9/10D Sue R, Sandra, Helena, Robyn		Tier 2	*Physically touching other students particularly during game, which can escalate quickly. *Possibly taunting other students. *Verbally abusive and disrespect to staff.	Reinforce game rules consistently when on duty on the oval – no tackling at all, only a gentle touch to other players when game requires it. Likes: Likes sports and plays for the local Rugby team
Jackson HARRY 9/10A Ian, Helena, Alex		Tier 2	*Can be very physically aggressive toward other students i.e. punching them.	For the first 2 weeks of this term Jackson will not be on the oval. When he returns to the oval be very vigilant to pick up on any warning signs of agitation or any disagreements between Jackson and other students. Try to 'nip it in the bud' before anything develops. Jackson can respond well to adult instruction to move away when not in the red zone. Likes: baseball and watching Essendon.

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<p>Max GEORGIU 7/8C</p> <p>Liz, Cody, Colin, Michelle, Michael</p>		<p>Tier 2</p>	<p>*Annoying and teasing other children. *Still learning to play co-operatively with others. *Can be physically aggressive to staff and students. Keep you distance if he is agitated.</p>	<p>Max is in the very formative stages of learning to play co-operatively. He is a very tall boy with seemingly capable expressive language, however his ability to play do not correlate with these traits. He doesn't realise how his size can be intimidating and also has little awareness of the consequences of his movements.</p> <p>If he is heightened use simple, calm yet firm directions eg Stop. Move away. Don't raise your voice as this will escalate him.</p> <p>Likes: old mobile phones, printers and photocopiers</p>
<p>Sami MARZANO 9/10D</p> <p>Sue R, Sandra, Sam B, Helena</p>		<p>Tier 3</p>	<p>*Absconding from school grounds *Physical aggression and taunting of students</p>	<p>Sami is on a reduced timetable atm. If unsupervised in the yard, be mindful of him annoying and taunting other students or leaving the school grounds. He will often ignore staff he is unfamiliar with and not engage with them. If this is the case contact one of his listed support people for support or Leadership if you see him leaving school grounds.</p> <p>Likes: Likes Dusty. UNO. Loves the iPad time as a reward. Enjoys playing Kahoots. Planes and Trains</p>
<p>Joseph VO 7/8C</p> <p>Liz, Cody, Colin, Michelle, Michael</p>		<p>Tier 3</p>	<p>*Very physically aggressive toward other students who are crying, upset or looking like they may cry.</p>	<p>Please note he will be transitioned to and from specialists 5 minutes early with ES as well as to the bus and to the library hub at break times. If you see him out in the courtyard or playground at break times please help him to move to the library hub. Contact listed support staff or leadership if needed. Let Joseph know he is safe and okay and to keep his hands and feet to himself.</p> <p>Likes: Ipad and computer, common room, Just dance- 'moves like jagger', sensory choosing- kinetic sand, plays with blue tack</p>
<p>Lawrence Brennock 9/10D</p> <p>Sue R, Sandra, Helena, Robyn</p>		<p>Tier 2</p>	<p>*Physically aggressive toward other students and property (break windows) if he feels they have wronged any of his friends.</p>	<p>Once Lawrence gets in the red zone it is very hard to de-escalate him quickly. He will not hesitate to punch someone if he feels in his mind it is justified.</p> <p>If he looks agitated try to encourage him to move to a quiet place ASAP. Move other students away from Lawrence quickly and call Leadership or support staff if required.</p> <p>Likes: Drawing, Minecraft - Technology – computers, Cooking, Constructing things, Science experiments</p>
<p>Other students who can become physically aggressive/abusive when heightened, but not necessarily at break times.</p>				

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<p>Hayden COOPER 9/10C</p> <p>Taleisha, Tamara, Cam, Helena</p>		<p>Tier 2</p>	<p>Physical Aggression and Threats & intimidation. Verbal Abuse of staff.</p>	<p>Trigger: Not getting what he wants, being asked to do something he doesn't want to do.</p> <p>Response: Hayden will swear, hit and chase others, will make threats to others, hit/punch walls, walks away from staff members, calling his peers names, will walk out of the classroom when he doesn't get his way.</p> <p>Calming: Positive praise, spending time with his friends, break time on laptop, time to cook with the ES, HOL</p> <p>Likes: Cards, Lunch with his friend, Laptops, Osmo, Transformers, Youtube, Playstation.</p> <p>Wants to be a chef when he is older. Is cooking at home. Pokemon, Jenga'iPad, Minecraft</p> <p>Navy Cadets is his main hobby.</p>
<p>Jalen ELCIARIO 7/8E</p> <p>Aaron, Saran, Julie</p>		<p>Tier 3</p>	<p>*Can be physically aggressive to staff and students. Keep your distance if he is heightened.</p>	<p>Trigger: There are many but a couple of key ones are, when he is hurt or uncomfortable, IT devices not working, being last, ad's on devices. Look to BSP for more details.</p> <p>Response: running out of room, hitting, kicking, pushing anyone close by, throwing items. Refer to BSP for more details.</p> <p>Calming: Calmly remind him that it is ok, and that he is at school, in his class with his friends. If he remains escalated, evacuate the room and follow BSP.</p> <p>Likes: -ipad, magnetic activities, widgets, slime/playdough, construction toys, world globe, flags and geography, maps, science experiments</p>
<p>Amelia HF 9/10C</p> <p>Taleisha, Tamara, Sam B, Helena</p>		<p>Tier 2</p>	<p>Physical Aggression toward students. Verbal abuse of staff.</p>	<p>Trigger: William B, students antagonising her, calling her names, friendship issues.</p> <p>Response: Will threaten to physically hurt students who are annoying her and sometimes will do it as well as intimidating them.</p> <p>Calming: Talking with Taleisha, Sam B, Helena. Removal from area, debriefing about concerns.</p> <p>Needs to be kept separate from</p>  <p>William.B</p> <p>Likes: - Food, Colouring, wants to be a Paramedic, Coaches Gymnastics</p>

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<p>Luca Giardina 7/8D</p> <p>Kat, Soumya, Michelle</p>		<p>Tier 2</p>	<p>Spitting Verbal Abuse of staff</p>	<p>Trigger: Need to control people and environments, change or disruption to regular routines, change of staff, classroom interruptions, being told to 'Stop' or No, being looked at when he is upset, loud noise, someone doing his 'classroom job', someone being mean towards him, being tired/overwhelmed/starting to get sick.</p> <p>Response: Luca will tend to leave the room, slams door, hits head, throws his glasses, hits, spits, call people names and swears. He will bite and picks at nail bed.</p> <p>Calming: Allow Luca to explain what is happening and offer him a solution to his problems. Allow Luca time to calm down. Positive praise once he has regulated.</p> <p>Smiley faces for rewards. 10-12 happy faces for calm/nice words. When Luca gets 10-12 happy faces, Luca gets a reward.</p> <p>Likes: -iPad, just dance, singing</p>
<p>Ayor Gum 7/8A</p> <p>Gordon, Kristen, Sam B, Helena</p>		<p>Tier 2</p>	<p>Physical Aggression toward students and threats & intimidation. Verbal Abuse of staff.</p>	<p>Trigger: someone in the room making poor choices or is too loud, task is too difficult or she is bored, something has bothered her at home or if something has carried over from the day before that upset her, change to staff.</p> <p>Response: When Ayor is in the red zone, she may, throw things around the room, abscond from school, climb fences, become physically aggressive or become destructive with equipment/furniture/resources. Ayor also has self-harming tendencies when in this zone.</p> <p>Calming: Calming: Distraction - best done with a trusted adult -choices for this are nails, hair, lipstick, makeup, YouTube video's of nails, cooking activities</p> <p>Likes: Arts/Crafts, Beading, Drawing, Dancing and singing, Cooking/baking, iPad, Nails</p>