EXAMPLES OF INDIVIDUAL BEHAVIOUR PLANS

Dr Bill Rogers
Education Consultant
2017

www.billrogers.com.au
My Plan:

1. Sit on the mat with safe hands and feet.
2. Put my hand up (without calling out).
3. Think about what I want to say (does it make sense? does it fit?).
4. Speak clearly.
5. Wait for the teacher to call on me.
Everybody gets angry at times. That’s OK to feel angry. When we get really frustrated and angry we don’t have to lash out.

Instead we can:

- Slow count upstairs and calm breathing
- Untense our muscles (face, shoulders, neck, fists ...)
- Re-think, and realistic thinking (RTF), so we’ll feel

So – we can take control of our anger.
THINKING
Breaths now :- 1, 2, 3 ...
Breathe in cool then
Breathe out warm and
now
A CALMER ME!
I AM ANGRY
BUT I KNOW
WHAT TO DO.

I can remember my plan!
I CAN CALM MYSELF DOWN
I KNOW MY TEACHER WILL
HELP ME

10, 9, 8, 7, 6, 5, 4, 3,
2, 1,
Count backwards
Calm thinking

NOW I FEEL
BETTER. I CAN
GO ON

CALM
BREATHING
breathe in
1, 2 → hold
1, 2
← Breathe
Out 1, 2
OK; I know this classwork can be quite hard however I also know that :-

**I LEARN BEST WHEN:**

- I sit relaxed and sit in ...
- Organise my work area ..., 
- Read carefully \{BBW\} (RP), 
- Start and *keep going* giving it my best effort. 
- Remember my PV with my classmates.
OK; I know this classwork can be quite hard sometimes; however when I remember my plan it’s not so hard. I can do this. I know my teacher/s ______________ will always help me with my plan.

Remember all the other things I can and have done well. This is kind of the same.
When I get angry I can remember my plan:

1. **Calm Counting**: 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0

2. **Calm Breathing**: In 1, 2, hold 1, 2 out (slowly) 1, 2...

3. **Untense my face and my shoulders and my hands...**

I feel better now

I know my teacher will always help me.
On the mat in whole class teaching and sharing time

When I sit on the mat for teaching and sharing time, I remember to :-

- Sit relaxed ...
- Face the front; listen with eyes/ears.
- Keep my hands and feet safe (without hassling others).
- If I want to ask a question or share; I put my hand up (without calling out or clicking fingers or talking over others).
- I wait for my teacher to call on me.
- After teacher/sharing time I go straight to my table group (w/-out ...).
Craig’s Plan

1. **DO?**
   (desk organised?)

2. **TPC?**
   (table pencil case?)

3. **RC**
   (read carefully)
   **RP**
   (check with your reading partner)

4. **WAIATDN?**
   (BBW)
   (what am I asked to do now – board, book or worksheet?)

5. **SA, BE**
   (Start … and give it your best effort)

6. **TA?**
   If you need teacher assistance
   Remember – without calling out.
Discussion with children on how they seek to manage their frustration and anger.

- I know I can’t stop all the things that make me angry ... OR PEOPLE!
- recognise the feeling!! (annoyed? upset? fed up? temper?)

Sometimes I have just walked away!

I count backwards from 10, in my head ... 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0.

Calm breathing, this kind of helps the inside feeling go out, like a balloon air!

I can tell the person who is upsetting me I don’t like it when...

Sometimes I will have to talk to the person who is being mean, unkind, unfair, nasty, teasing me ...

I can tell my mum, dad, teacher ... They can help me to work things out when I am feeling calmer ...

They will listen to me and help me and sort things out and make things better?

Who is most helpful?

* It is important the person who was hurtful talks with me and my teacher
  - AT THE SAME TIME
  - TALK TO US BOTH
  - LISTEN TO THE THING THAT WAS DONE AND HOW WE FEEL

Even a glass of water

I KNOW! I can always do these

- (1) Count 8, 9, 10
- (2) Calm breaths 123 123
- (3) In hold out What next?

UNTENSE

REFOCUS

Bill Rogers © 2015 Discussion with children on how they seek to manage their frustration and anger.
Dr Bill Rogers is a teacher, education consultant and author. He conducts in-services and seminar programmes across Australasia, New Zealand, Europe and the U.K. in the areas of behaviour management, effective teaching, stress management, colleague support and teacher welfare. He has also worked extensively as a mentor-coach in classrooms; team-teaching in challenging classes in Australia and the U.K. (He is a Fellow of the Australian College of Educators and Honorary Life Fellow of Leeds Trinity University and Honorary Fellow at the Graduate School of Education, Melbourne University).