



Behaviour risk assessment tool – safety or wellbeing

This tool will assist principals to determine the:

- level of risk to the safety or wellbeing of members of the school community; and
- likelihood the behaviour will adversely affect the good order and management of the school.

This process involves determining the level of risk associated with the behaviour and the potential impact or adverse outcome. In order to assess the level of risk, it is important to consider the available information including, but not limited to:

- information held by the school about the student and their previous disciplinary record;
- the known behaviour(s) of the student;
- the student's Individual Behaviour Support Plan (if they have one);
- the school's knowledge of the student's individual circumstances, including their family context;
- any information provided from the Queensland Police Commissioner to the Director-General; and
- the ability of the school to implement adequate controls and actions to reduce or manage the behaviour risk.

A risk assessment process is required prior to identifying an appropriate disciplinary response or intervention for students charged with or convicted of an offence, or are being considered for exclusion from certain or all state schools.

A risk assessment should also be completed for students whose behaviour has been identified as presenting such significant risk to themselves or others:

- that the planned use of restrictive practices is being considered; or
- the principal reasonably believes the individual may pose an unacceptable risk to the safety or wellbeing of members of the school community.

Risk assessment process

The [Enterprise Risk Management Framework](#) outlines a risk assessment process which has been incorporated into this tool and is contextualised below:



Principals should complete the [Risk evaluation form](#) on page 7 and [Responses for unmanaged/identified risk](#) on page 8 and ensure a signed copy is uploaded into the individual student's OneSchool Support record. Pages 2-6 provide guidance and instruction to complete the document.

Teaching Exceptdiverse At Risk Stud

**Gwendolyn Cartledge, Ralph
Gardner, Donna Y. Ford**



Teaching Exceptional, Diverse, and At Risk Students:

Teaching Students who are Exceptional, Diverse, and at Risk in the General Education Classroom Sharon Vaughn, Candace S. Bos, Jeanne Shay Schumm, 2007 Based on the belief that even small accommodations make a difference in the success of students with disabilities this text provides classroom teachers with the knowledge tools and practical strategies that will empower them to spark learning in every student From students with disabilities culturally diverse students and students with limited English proficiency to economically disadvantaged students Vaughn Bos Schumm provides teachers with the tools they need in their diverse classrooms Revised to reflect recent changes in the law IDEA 2004 a new chapter on Developing Independence in Learning an all new Tech Tips features that has received rave reviews a revised chapter Managing Student Behavior that emphasizes school wide behavior management and positive behavioral support an expanded chapter on Collaborating and Coordinating with Other Professionals and Family Members with increased coverage of co teaching a revised chapter on Planning and Grouping Strategies for Special Learners that reflects an increased emphasis on grouping and expanded coverage of secondary education via chapter opening interviews new photos and new examples throughout the text

Teaching Exceptional, Diverse, and At-risk Students in the General Education Classroom Sharon Vaughn, Candace S. Bos, Jeanne Shay Schumm, 2000 Based on the belief that even small accommodations make a difference in the success of students with disabilities this text provides teachers with the knowledge tools and practical strategies that will empower them to spark learning in every student including students with disabilities culturally diverse students students with limited English proficiency economically disadvantaged students and other students at risk Revised to reflect recent changes in the law and current terminology the strength of the book continues to be its numerous learning activities and sample lessons addressing both elementary and secondary classrooms as well as its four chapter unit on curriculum adaptations with specific strategies and activities for teaching reading writing mathematics and content areas The strong emphasis on professional planning and collaboration make it an excellent resource for all teachers

Teaching Students Who Are Exceptional, Diverse, and at Risk in the General Education Classroom, 2006-03-01 **Teaching Exceptional, Diverse, and At-risk Students in the General Education Classroom: Teaching exceptional, diverse, and at-risk students in the general education classroom** Sharon Vaughn, 2003 *Teaching Exceptional, Diverse, and At-Risk Students in the General Education Classroom, MyLabSchool Edition* Sharon Vaughn, Candace S. Bos, Jeanne Shay Schumm, Sharon Vaughn, PH D, 2004-12 Based on the belief that even small accommodations make a difference in the success of students with disabilities this text provides teachers with the knowledge tools and practical strategies that will empower them to spark learning in every student From students with disabilities culturally diverse students and students with limited English proficiency to economically disadvantaged students Vaughn Bos Schumm provide teachers with the tools they need in their diverse classrooms Revised to reflect recent changes in the law and current terminology the strength of

the book continues to be its numerous learning activities and sample lessons addressing both elementary and secondary classrooms as well as its four chapter unit on curriculum adaptations with specific strategies and activities for teaching reading writing mathematics and content areas The strong emphasis on professional planning and collaboration make it an excellent resource for all teachers *Teaching Exceptional Diverse and at Risk Students in the General Classroom* Allyn & Bacon, Incorporated, 1999-07 *Teaching Students Who are Exceptional, Diverse, and At Risk in the General Educational Classroom* , **At-Risk Students** Robert Donmoyer, Raylene Kos, 1993-01-01 This book explores the circumstances of at risk students and argues that well intentioned policymakers and educators run the risk of making matters worse rather than better for these students even if their actions are based on the best social science evidence available The book demonstrates the diverse idiosyncratic nature of these students argues that traditional social science methods cannot capture this idiosyncrasy and diversity and presents research methods policies and programs that can accommodate student diversity *Teaching Mainstreamed, Diverse, and At-risk Students in the General Education Classroom* Sharon Vaughn, Candace S. Bos, Jeanne Shay Schumm, 1997 This book contains more than 40 specific learning activities and sample lessons for immediate practical application in the inclusive classroom This book emphasizes professional planning and collaboration and also features separate chapters on teaching culturally and linguistically diverse students and students at risk **Schooling Students Placed at Risk** Mavis G. Sanders, 2013-06-17 This book examines historical approaches and current research and practice related to the education of adolescents placed at risk of school failure as a result of social and economic conditions One major goal is to expand the intellectual exchange among researchers policymakers practitioners and concerned citizens on factors influencing the achievement of poor and minority youth specifically students in middle and high schools Another is to encourage increased dialogue about policies and practices that can make a difference in educational opportunities and outcomes for these students Although the chapters in this volume are not exhaustive they represent an array of theoretical and methodological approaches that provide readers with new and diverse ways to think about issues of educational equality and opportunity in the United States A premise that runs through each chapter is that school success is possible for poor and minority adolescents if adequate support from the school family and community is available The conceptual approach Section I places the research and practice on students placed at risk in a historical context and sets the stage for an important reframing of current definitions research policies and practices aimed at this population Multiple research methodologies Sections II and III allow for comparisons across racial and ethnic groups as well as within groups and contribute to different and complementary insights Section III Focus on African American Students specifically addresses gender and social class differences among African American adolescents Current reform strategies presently being implemented in schools throughout the United States are presented and discussed Part IV These strategies or programs highlight how schools families and communities can apply research findings like the ones this book presents thus bridging the often wide gap

between social science research and educational practice Teaching Mainstreamed, Diverse, and At-Risk Students in the General Education Classroom Sharon Vaughn, Candace S. Bos, Jeanne S. Schumm, 1996-08-01 Who Are Exceptional, Diverse, and at Risk in the General Education Classroom Sharon R. Vaughn, Candace S. Bos, Jeanne S. Schumm, 2013-02-04

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and Mainstreaming From the first author to address strategies for special needs populations served in general classrooms comes the fifth edition for teaching all children This text now includes detailed but practical information regarding special populations including gifted culturally or linguistically diverse students and students from a culture of poverty A research based problem solving model and intervention checklist provides a unique method for selecting appropriate interventions for those students The text provides interventions for the learning environment teaching environment and for assessment evaluation and grading The accommodations are developed for educational planning in standard based educational systems This is a unique text for today s direction of instructional planning and evaluation **Diverse Learners with**

Exceptionalities Gwendolyn Cartledge,Ralph Gardner,Donna Y. Ford,2009 This text focuses on the special needs of culturally and racially diverse learners with exceptionalities The culturally and linguistically diverse learner is profiled in terms of disproportionate positions within our society and schools A case is made for why intense attention is needed for this population the points of greatest need for this population and why certain types of instruction are more appropriate for those students with the most significant educational needs The text discusses the nature of culture and cultural linguistic diversity in the United States the exceptional learner those with both disabilities and gifts assessment testing issues family issues ways to prevent academic and social problems through early intervention and methods for teaching both social and academic behaviors Additionally the text provides community and study skill content that are especially important for CLDE learners Highlights of this First Edition An exclusive and in depth focus of culturally and linguistically diverse learners with exceptionalities helps educators meet the challenge of increasing the achievement of CLDE youth to meet national standards Introductory guiding questions give the reader an overview of the chapter and prepares the reader for the content of the chapter Teacher Tips help to recapture the main points of the preceding text and give the reader very specific steps for applying the suggested procedures and strategies Introductory Vignettes authenticate the content of each chapter by demonstrating the unique conditions of CLD students with exceptionalities Many of the vignettes are revisited at later points in the chapter to provide examples of how the concepts in the chapter related to CLDE learners Applications give explicit examples of how the information can be used in the classroom They take the guesswork out of taking theory to practice Related Learning Activities found at the end of each chapter They are largely applied so that the reader will try out the suggested strategies with actual CLDE populations *Connecting Teachers, Students, and Standards* Deborah L.

Voltz,Michele Jean Sims,Betty Palmer Nelson,2010-07-15 This book introduces you to a field tested framework for teaching that ensures that inclusion and differentiated instruction are in harmony with standards based education **Access To Academics for All Students** Paula Kluth,Diana M. Straut,Douglas P. Biklen,2003-06-20 The authors of this book join a growing number of voices calling for teachers in diverse inclusive schools to move beyond facilitating social participation in classroom activities and consider ways to intellectually engage ALL learners They draw on emerging work linking critical

theory with disability issues work being done in curriculum studies around issues of social justice teaching authentic instruction service learning and critical pedagogy and the movement in the field of special education away from a deficit driven model of education to an orientation that values students strengths and gifts Access to Academics for ALL Students Critical Approaches to Inclusive Curriculum Instruction and Policy examines the perceptions teachers hold about students with disabilities students who are racially and ethnically diverse students using English as a second language students labeled at risk students placed in both high and low academic tracks and students in urban schools highlights how students who traditionally have been denied access to challenging work and educational opportunities can be supported to participate in academic instruction and provides ideas for recognizing and challenging inequities offers a framework for fostering access to academics for students with a range of strengths and needs and explores pragmatic ways of increasing academic success for all learners This volume is appropriate for both undergraduate and master s level courses in curriculum and instruction methods of teaching special and general education inclusive education multicultural education and cultural foundations of education It will serve as a resource for elementary and secondary teachers for school administrators and for parents

Validated Practices for Teaching Students with Diverse Needs and Abilities Susan Peterson Miller, 2002 Dedicated to research based practices only as opposed to opinion based practices this text provides in depth coverage of validated methods that may be applied to teaching across all the content areas The authors emphasize effective teaching behaviors regardless of the content being taught This book helps bridge the research to practice gap and includes Less is More Approach Limiting content to validated practices results in more thorough descriptions of the selected practices than what is typically found in methods books Models The organizational structure of the book reflects the sequential process involved in effective teaching and learning i e Planning Instruction Delivering Instruction and Evaluating Student and Teacher Performance Formative review questions are provided after Chapters 3 7 and 10 and a summative review is provided after Chapter 10 to promote synthesis and retention of important concepts Each chapter is organized to model effective pedagogy Overarching Themes The content is grounded in overarching themes i e student diversity importance of quality instruction technology applications and career long learning among teachers that reflect accurate understandings of current school contexts *Successful Inclusive Teaching* Joyce S. Choate, 1997 This book provides a practical resource for meeting the learning and behavior needs of special students who have disabilities or are considered high risk learners and the teaching needs of those who teach them in the inclusive setting classroom *Schools and Students at Risk* Robert J. Rossi, 1994

Teaching Exceptdiverse At Risk Stud Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has be much more apparent than ever. Its capability to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Teaching Exceptdiverse At Risk Stud**," compiled by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound affect our existence. Throughout this critique, we shall delve into the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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