

WHAT IT IS, AND HOW TO HELP IN THE CLASSROOM

What is SIB? SIBs are self-directed, non-suicidal behaviours that result in self-injury. SIBs are among the most complex and commonly observed behaviours in autistic individuals and those with intellectual disabilities. SIBs are common in Autistic students as they may be trying to cope with communication challenges, anxiety, sensory overwhelm, or physical pain.

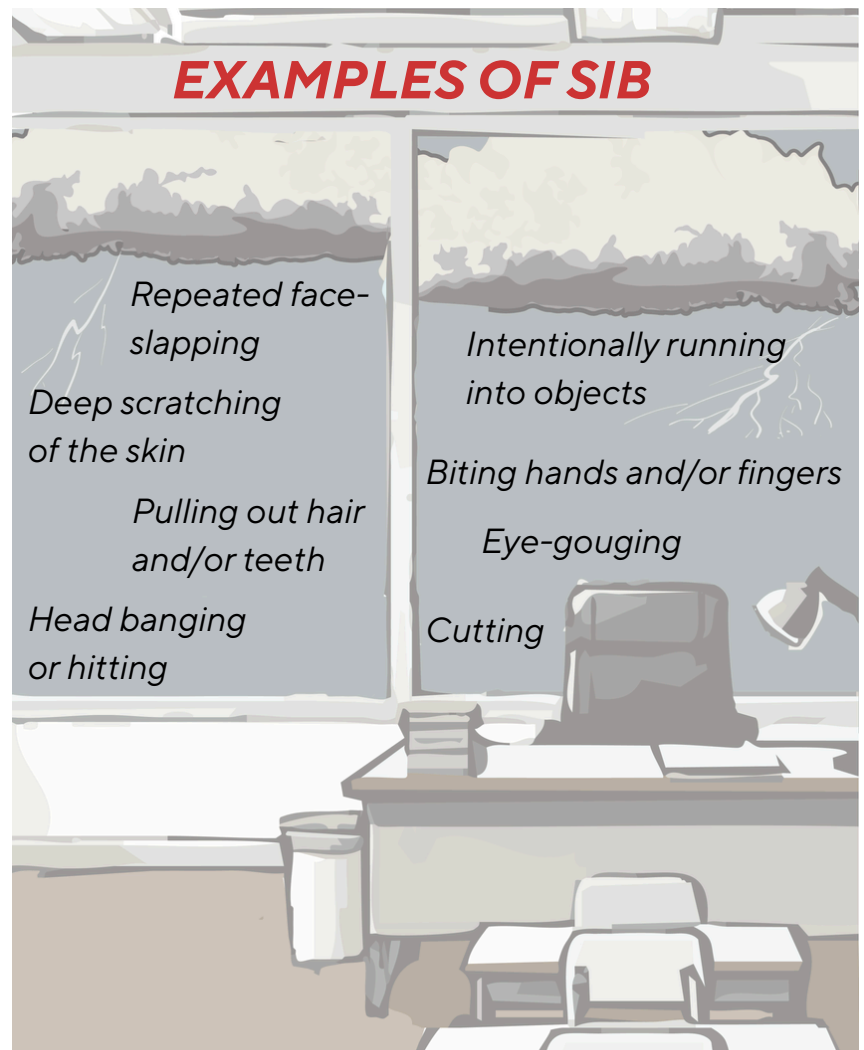
Identify Stressors and Signs of Distress:

Medical: Consider and rule out sources of pain, hunger, fatigue, or other types of physical discomfort.

Sensory: Identify sensory inputs that contribute to discomfort, such as lighting, noise, scents, temperature or textures in clothing or food.

Communication: Consider frustration, boredom, or challenges with communicating needs and preferences.

Escape: Consider if SIB may signal the need to avoid a specific setting, activity, or situation. May be seeking a preferred object or activity.



Classroom Design to Promote Emotional Regulation

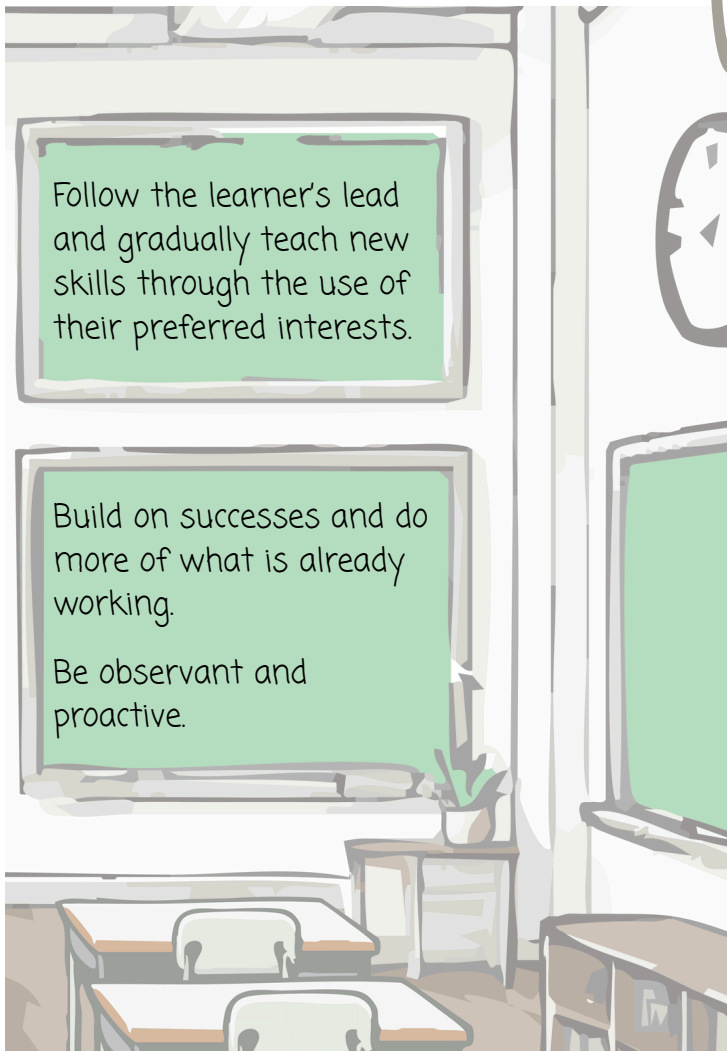
- Follow Universal Design Learning (UDL) principles
- Create a sensory-friendly classroom with access to personalized sensory supports
- Allow access to a quiet and calm space
- Prepare the student for changes in the schedule and review visual schedules daily
- Trial the use of timers to signal upcoming transitions

Key Messages to Help Manage SIBs in the Classroom:

There is no one-size-fits-all solution. Continue to monitor for signs that the response plan detailed in the IEP needs updating and re-asses as necessary. Remain person-centred - both the parent / caregiver and learner can provide valuable insights into challenges and supports that may help address their unique needs.

What do you want educators to know about SIBs?

It's not about hurting myself, it's about trying to make myself feel better. It helps distract me from whatever else is bothering me.



Follow the learner's lead and gradually teach new skills through the use of their preferred interests.

Build on successes and do more of what is already working.
Be observant and proactive.

How Can You Respond to SIBs?

Be a 'behaviour detective': Identify common stressors that lead to emotional dysregulation such as changes in routines, sensory overwhelm, challenges with eating, sleep, GI issues, and/or environmental change (e.g., people nearby).

Track behaviours daily, even on good days: Tracking allows all team member to see behaviour patterns. Consider using an Antecedent, Behaviour, Consequence (ABC) chart to help track.

If tissue damage: Provide support, bring child to quiet area, and redirect to a preferred activity. If serious tissue damage occurs, involve emergency medical services.

Consistency is key! Follow response plan from IEP meeting. Plan may need to be updated and shared with the team so that everyone is consistent in their response.

What Should You Not Do When Responding to SIBs?

- Do not punish or restrain
- Do not crowd
- Do not ask lots of questions
- Do not have multiple people talk at once

Making the Most of the IEP Meeting: Plan Ahead and Strategize

6 Things to Do at the IEP Meeting

- 1 Set learning goals:** Include academic and personal ones.
- 2 Plan ahead:** Identify triggers to SIBs and agree upon preferred responses as a team (such as response interruption and redirection procedures).
- 3 Implement a data-tracking system:** Identify which data will be tracked throughout the day.
- 4 Use a strengths-based approach:** Incorporate the student's strengths and interests in the IEP plan.
- 5 Determine when to contact the family/ caregiver** based on the frequency and the intensity of the behaviour.
- 6 Discuss how to provide education to other learners** in the classroom about SIBs. Respect for the person with SIBs is always critical in how the school team communicates with others.

Schedule the IEP meeting early!

Aim to hold it at the beginning of the school year to promote the adoption of a proactive approach to the management of SIBs in the classroom.

Where can I go to find out more about SIBs?

Click or scan the QR Codes below to find out more about SIBs and Sensory-Friendly Classroom Design!

Self-Injurious Behaviours (SIBs) Collection



Best Practices for Sensory Friendly Classrooms



Who May Be Part of the IEP Meeting?

- Parent or Caregiver
- Student (if appropriate)
- Teacher
- Education Assistant
- Special Education
- Resource Teacher
- Translator (if needed)
- Pediatrician
- Allied Health Professionals:**
 - Occupational Therapist
 - Speech-Language Pathologist
 - Behaviour Analyst
 - Psychologist
 - Social Worker

