Project - NDIS Positive Behaviour Support (code: ND)

This project is developed to enhance practitioners' ability to provide quality Behaviour Support Plans (BSPs) that are consistent with legislation, policy, and good clinical practice, i.e., report requirements of the National Disability Insurance Scheme (NDIS). The proposed methodology is to provide education and supporting resources through the Canvas LMS platform to upskill the relevant workforces and integrate artificial intelligence (AI) to allow the workforce to self-examine through the provision of AI-generated feedback.

For more detailed information on this project visit Project Description, Architecture, Links, Task Tracking and Quality Control.

Trello board link: https://trello.com/b/5mjfxNPo/comp900822022s2ndboxjelly

Github link: https://github.com/COMP90082-2022-SM2/ND_boxjelly

Final Presentation Slides: Final Presentation Slides.pdf

Development team (ND-BoxJelly)

Name	Photo	Email
Yuling Zheng		yulingz3@student.unimelb.edu.au
Sihao SHEN		sihaos@student.unimelb.edu.au
Hanyu ZHU		hazhu2@student.unimelb.edu.au
Yang Song		yangsong2@student.unimelb.edu.au

Client

Name	Contact
Micheal Kirley	

Project supervisor

Samodha pallewatta	samodha.pallewatta@unimelb.edu.au

Recent space activity

Yuling Zheng

Handover updated less than a minute ago • view change

First Product Deployment Workflow updated about an hour ago • view change

Second Product Workflow updated about an hour ago • view change

Second Product Delivery Demo updated about an hour ago • view change

First product deployment demo updated about an hour ago • view change

Space contributors

- Yuling Zheng (less than a minute ago)
- Sihao SHEN (2 hours ago)
- Yang SONG (13 days ago)
- Hanyu ZHU (14 days ago)
- Minyi Chen (62 days ago)
- ...

Task Tracking

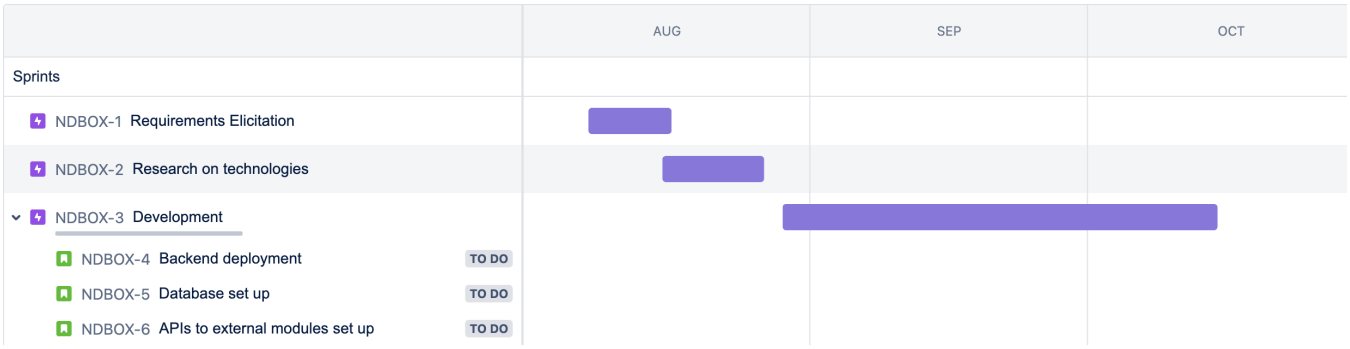
1. Tasks Overall
2. Timeline
3. Sprint Artefacts

Tasks Overall

Task ID	Description	Due Date	Sprint
T01	Backend setup	29 Aug	Sprint2
T02	Backend deployment	15 Oct	Sprint3
T03	Extract PDF texts	15 Oct	Sprint3
T04	Identify data relationships	19 Sep	Sprint2
T05	Model the data (includes building schema)	19 Sep	Sprint2
T06	Insert PDF contents to the corresponding tables in the database	15 Oct	Sprint3
T07	Host database on a database server	15 Oct	Sprint3
T08	The backend connects to the database setup	15 Oct	Sprint3
T09	Provide an API endpoint to read data	15 Oct	Sprint3
T10	Connect to the CANVAS system	19 Sep	Sprint2
T11	Read pdf http request from Canvas	15 Oct	Sprint3
T12	Downloading the documents from Canvas	15 Oct	Sprint3
T13	Add score attributes to every table	15 Oct	Sprint3
T14	Find a graphical tool to connect to the database for visualization	19 Sep	Sprint2
T15	Final delivery including hand-over	4 Nov	Sprint4

Timeline

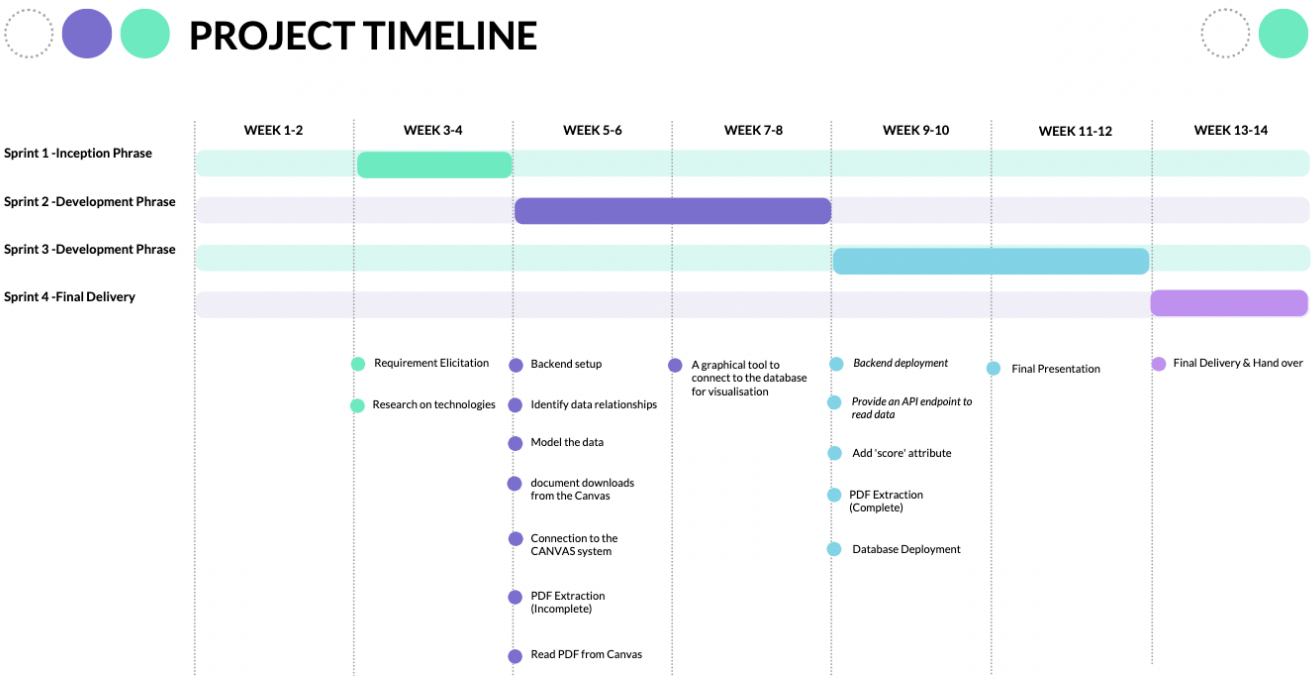
Initial Timeline (as per Sprint 1)



Inception Phase

- The team gets a complete understanding of the project.
- The sprint backlogs will derive the tasks from product backlog user stories.
- Prioritise sprint backlogs
- Estimate story points for each user story.
- Calculate total user story points

Updated Timeline



Sprint Artefacts

1. Sprint 1
2. Sprint 2
3. Sprint 3

Sprint 1

1. Sprint 1 - Planning
2. Sprint 1 - Retrospective

Sprint 1 - Planning

- Research and choose a backend framework to use
- Research and choose a database to use

Sprint 1 - Retrospective

Technologies to use

Backend: Flask

Reasons: Flask adds a layer of flexibility to the web app development process, provides faster implementation and experimentation, and supports Testing. As the whole project is still at a really beginning stage (is still a proof-of-concept) and the requirements expect continuous changes, Flasks allow continuous improvements to the project with quick integration. In addition, Flask is highly scalable and has the ability to modularize the codebase as it grows, which allows us to segregate codes as chucks.

Database: MySQL

Reasons: First, with its ability to support deeply integrated applications, the MySQL database server offers the highest level of scalability. Second, To safeguard the integrity of data, MySQL provides encryption using the Secure Sockets Layer (SSL) protocol, data masking, authentication plugins, and other layers of security. Third, even if certain extra functionality might have been sacrificed in the name of speed, MySQL was created for speed. It is also rather easy to use and learn. Fourth, Even in the event of a breakdown, MySQL uses a variety of cluster servers and data replication topologies to guarantee continuous uptime. Finally, It is compatible and open-source.

Methods to read pdf

Regular expression using HTML

Extract texts based on fonts, font size, and text style (i.e. bold, Italian); could be used to extract the selections

tabula python library

Extract table contents by pages and tables. Questions and questions can correspond.

Sprint 2

1. Sprint 2 - Planning
2. Sprint 2 - Retrospective

Sprint 2 - Planning

Database:

1. Modify the ER model based on our clients' requirements
2. Setup the database on the server
3. Create tables, keys, and attributes within the database according to the ER model
4. Make sure the data can be completely and accurately imported into the database with the correct format

Corresponding tasks

- US02: Find and organize the information required to design the database.
- US02: Design the database, including setting the tables, primary keys, and the relationships between tables.

Backend:

1. Backend Flask set up
2. Backend database connection setup
3. Extract the information from the PBSP file's subtables
4. Insert extracted texts to corresponding table attributes

Corresponding tasks

- US02: backend connecting to the database set up (Due date: 7 Sept)
- US01: backend set up (Due date: 7 Sept)

Sprint 2 - Retrospective

What went well:

Database:

After sorting out the database design logic by merging the file contents, we successfully designed the database according to the PSPB's structure. First, we design a user table to store users' basic information. Second, we design parent tables for each text box and set the comments in subsections attributes. Third, we want to set tables in subsections to be child tables. Because the database structure is very consistent with the file content structure, the database will be flexible and scalable.

Backend:

Set up the backend successfully. Being able to connect to the database, and extract contents based on tables.

What went badly:

Database:

We did not consider that our database should also receive feedback/scores from the NLP team, this means our database structure should be modified to meet our client's requirements.

Backend:

We have not got time to consider tables with sub-columns and extract multiple-choice answers; The app is still running locally; Page 9 and onwards extraction has not completed yet.

Sprint 3

1. Sprint 3 - Planning
2. Sprint 3 - Retrospective

Sprint 3 - Planning

Backend

- Host app to Heroku server
- Extract contents with sub-columns
- Extract multiple choice answers
- An API for database reading (for the NLP team)

Database

- Add 'score' and 'comments' attributes to each table

Sprint 3 - Retrospective

Backend

- Host app to Heroku server, process pls refer to Deployment Workflow
- Extracted contents with sub-columns
- Extracted multiple-choice answers
- An API for database reading (for the NLP team)

Database

- Add 'score' attributes to each table

Quality Control

Acceptance Criteria

Epics	Story ID	Scenario
API configuration with external modules	01	Given that I'm in a role of a data scientist when I open the API and I use the 'push' function, then the API will provide me with the data I need.
PSPB comments and feedback storage	02	Given that I'm in a role of a data scientist when I open the database, then the database interface provides me the PBSP comments and I can see the scores/feedback for each section
API endpoints to Canvas	03	Given that I'm in a role of a practitioner when I open the Canvas submit page, then the Canvas gives me a channel to submit the file and helps me join the PBSP.
API to receive feedback	04	Given that I'm in a role of a data scientist when I open the feedback API and I use the 'push' function, then the API transfers the feedback/score to the database.
Feedback History	05	Given that I'm in a role of a practitioner when I open the Canvas score/feedback page, then the Canvas gives me score/feedback on my assessments.
Database interface	06	Given that I'm in a role of an Admin when I notice something wrong with the data, then the database interface provides me with visualized data in tables and gives me a channel to do queries.

Testing

- Test document
- Test Results

Test document

1. Introduction

This document explains the testing of this project.

2. Product Requirements

US02 and US03 in the user story

Story ID	User	Story/Scenario
02	Data scientist	As a data scientist user, the PSPB comments are stored in a database so that the information can be fed into the NLP model for training. Furthermore, I want to store the feedback so that we can extract the feedback results someday for the model's training and analysis.
03	Practitioner	As a practitioner, I want to upload PDFs to the Canvas environment so that I can join the PBSP.

3. Target Users

This document is mainly designed for those responsible for executing the test cases in this project Yuling Zheng, Sihao SHEN, Hanyu ZHU, Yang Song, SWEN90082 Supervisor Samodha Pallewatta.

4. Test Content

- For a pdf document according to the format, it should be possible to extract the data from the pdf.
- Data should be able to be transferred from the python processor to the database.
- The database should store information in separate categories.
- The database should be able to transfer data to someone else (NLP group).

5. Functional Test Cases

- TC01 (For a pdf document according to the format, it should be possible to extract the data from the pdf.)

Test Type: Functional	**Execution Type:** Manual
Objective: Verify if the system can extract the data from the pdf.	
Setup: No	
Notes: Check whether the extracted title and content correspond to each other. Check the accuracy of extracts.	

- TC02 (Data should be able to be transferred from the python processor to the database.)

Test Type: Functional	**Execution Type:** Manual
Objective: Verify if the data can transfer from the python processor to the database.	
Setup: No	
Notes: Check whether the database can receive the data.	

- TC03 (The database should store information in separate categories.)

Test Type: Functional	**Execution Type:** Manual

Objective: Verify if the data can be stored in the database.
Setup: No
Notes: Check whether the data is stored in the corresponding unit.

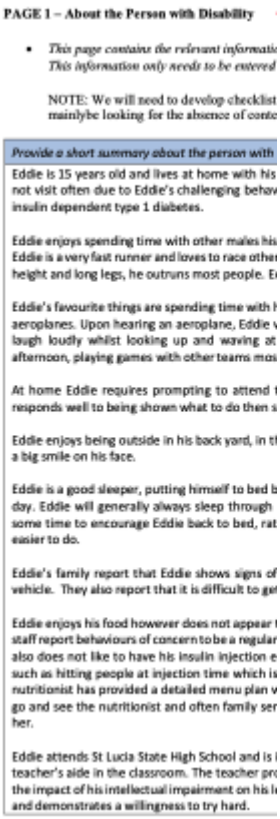
- TC04 (The database should be able to transfer data to someone else.)

Test Type: Functional	**Execution Type:** Manual
Objective: Verify if the data can transfer from the database to someone else.	
Setup: No	
Notes: Check if the data in the database can be accessed.	

Test Results

1. Test Case 01

User Story ID	Story/Scenario	Test Case ID	Test Case Description	Test Records
02	As a data scientist user, the PSPB comments are stored in a database so that the information can be fed into the NLP model for training. Furthermore, I want to store the feedback so that we can extract the feedback results someday for the model's training and analysis.	01	PDF contents are stored in corresponding attribute columns.	Table results in the database. (PBSP Summary Document Final. pdf as the test example)

Table Name	Extraction Results Shown in the Database	Original PDF Contents
short_summary	Id: 4 User_id: 4 Summary: Eddie is 15 years old and lives at home with his parents. Eddie's brother Jack and sister Jill live locally however do not visit often due to Eddie's challenging behaviours. Eddie has a diagnosis of moderate intellectual disability and insulin dependent type 1 diabetes. Eddie enjoys spending time with other males his age who include him in their activities and most of all being active. Eddie is a very fast runner and loves to race others across any open spaces he finds himself in. Due to Eddie's fitness, height and long legs, he outruns most people. Eddie will often laugh loudly whilst he is running. Eddie's Score:	 PAGE 1 – About the Person with Disability • This page contains the relevant informatio This information only needs to be entered NOTE: We will need to develop checklist mainlybe looking for the absence of conte Provide a short summary about the person with Eddie is 15 years old and lives at home with his not visit often due to Eddie's challenging behav insulin dependent type 1 diabetes. Eddie enjoys spending time with other males his Eddie is a very fast runner and loves to race othe height and long legs, he outruns most people. E Eddie's favourite things are spending time with h aeroplanes. Upon hearing an aeroplane, Eddie laugh loudly whilst looking up and waving at afternoon, playing games with other teams mos At home Eddie requires prompting to attend responds well to being shown what to do then s Eddie enjoys being outside in his back yard, in th a big smile on his face. Eddie is a good sleeper, putting himself to bed b day. Eddie will generally always sleep through some time to encourage Eddie back to bed, rat easier to do. Eddie's family report that Eddie shows signs of vehicle. They also report that it is difficult to ge Eddie enjoys his food however does not appear staff report behaviours of concern to be a regular also does not like to have his insulin injection e such as hitting people at injection time which is nutritionist has provided a detailed menu plan v go and see the nutritionist and often family ser her. Eddie attends St Lucia State High School and is teacher's aide in the classroom. The teacher pro the impact of his intellectual impairment on his l and demonstrates a willingness to try hard.
assessment	Id: 4 User_id: 4 BehaviouralAssessment: Contextual Assessment Inventory completed by his teacher, observation (scatter plots) completed by his teacher and integration aide, and Functional Assessment Interview (completed by his mother and teacher) NonBehaviouralAssessment: None Score:	

persons_consulted

id	who	how	assessment_id
4	Mother	Face to face interview	4
14	Father	Telephone interview	4
24	Teacher	Face to face interview	4
34	Integration aide	Video conference interview	4
44	Sports coordinator	Face to face interview	4
NULL	NULL	NULL	NULL

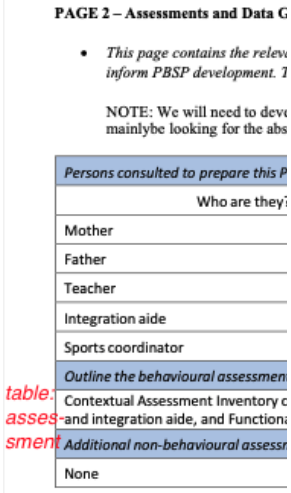


table: assessment

ba_function

Id: 4

User_id: 4

FunctionName: Avoidance/escape

Description: Eddie hits staff and other students with his open hand or pushes them forcefully, daily, on average 2.5 incidents per day. Incidents last on average 10 minutes and Minor injuries to others as a result of being slapped or pushed. Eddie rips up books and other teaching materials or throws objects around the room. This happens less than once a day, with an average of one or two incidents every couple of days. Incidents last on average 10 minutes and there is damage to classroom materials and/or students are injured if hit by flying objects.

Summary: When Eddie is asked to complete work in class that he finds difficult or needs to complete independently he uses physical aggression or property damage, resulting in the teacher attending to him and him not completing the required work. The physical aggression and property damage have the same functions, to gain the attention of the teacher and to avoid work that he finds difficult or is not his preference.

ProposedAlternative: Ask teacher for help

Score:

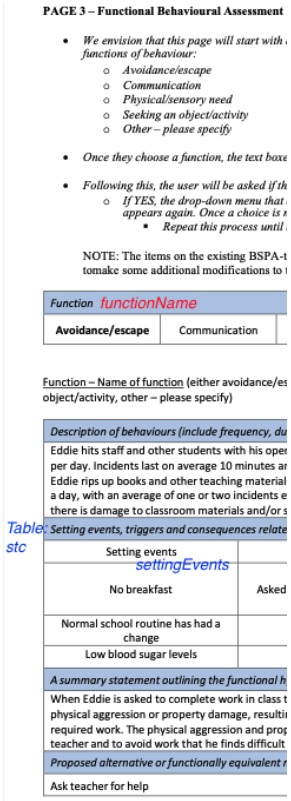


Table: stc

stc

id	settingEvents	triggers	consequences	ba_function_id
4	No breakfast	Asked to complete work in class	Teacher goes to Eddie to calm him down. He is…	4
14	Normal school routine has had a change	NaN	Gains teacher attention and escapes	4
24	Low blood sugar levels	NaN	NaN	4

goal

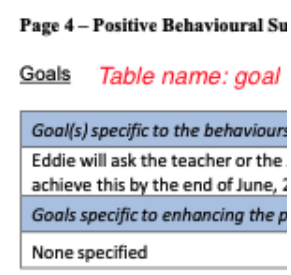
Id: 4

User_id: 4

Behaviour: Eddie will ask the teacher or the Aide for help by putting his hand up every time he needs help or a break. He will achieve this by the end of June, 2021.

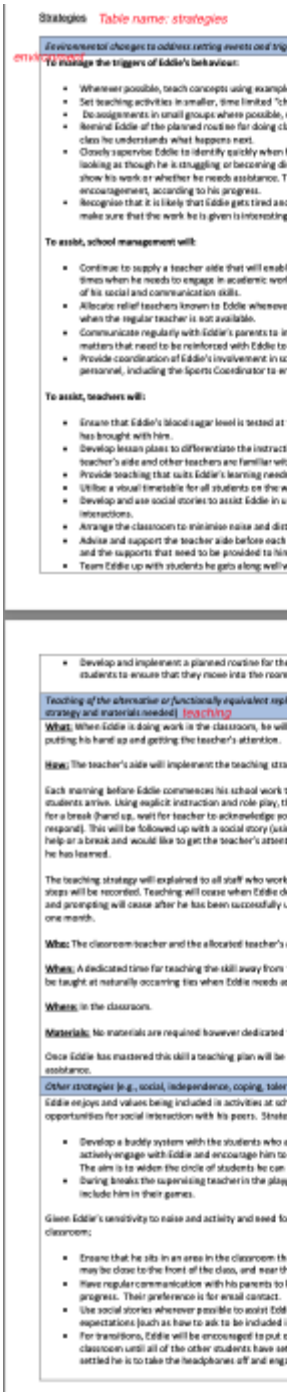
Life: None specified

Score:



strategies

Id:	4
User_id:	4
Environment:	To manage the triggers of Eddie's behaviour: •Wherever possible, teach concepts using examples and activities that interest Eddie •Set teaching activities in smaller, time limited "chunks", no longer than 10 minutes each time. •Do assignments in small groups where possible, with students Eddie gets on well with. •Remind Eddie of the planned routine for doing classwork before each break so that when he returns to class he understands what happens next. •Closely supervise Eddie to identify quickly when he needs assistance or is drifting off task. When he is looking as though he is
Teaching:	What: When Eddie is doing work in the classroom, he will ask for help or for a break from the work he is doing by putting his hand up and getting the teacher's attention. How: The teacher's aide will implement the teaching strategy that has been developed by the teacher. Each morning before Eddie commences his school work the teacher's aide will teach him before the rest of the students arrive. Using explicit instruction and role play, the teacher's aide will teach each step of asking for help or for a break (hand up, wait for teacher to acknowledge you, say "need help" or "need break",
Others:	Eddie enjoys and values being included in activities at school. His quality of life would be improved if he had more opportunities for social interaction with his peers.Strategies that will be implemented are; •Develop a buddy system with the students who already interact well with Eddie and support them to actively engage with Eddie and encourage him to participate in their sporting games with other students. The aim is to widen the circle of students he can interact with. •During breaks the supervising teacher in the playground will assist Eddie in asking other students to include him in their
Score:	



Strategies Table name: strategies

Environmental changes to address setting events and trig

To manage the triggers of Eddie's behaviour:

- Wherever possible, teach concepts using exampl
- Set teaching activities in smaller, time limited "ch
- Do assignments in small groups where possible,
- Remind Eddie of the planned routine for doing cl
class he understands what happens next.
- Closely supervise Eddie to identify quickly when
looking as though he is struggling or becoming di
show his work or whether he needs assistance. T
encouragement, according to his progress.
- Recognise that it is likely that Eddie gets tired as
make sure that the work he is given is interesting

To assist, school management will:

- Continue to supply a teacher aide that will enabl
times when he needs to engage in academic wor
of his social and communication skills.
- Allocate relief teachers known to Eddie whenev
when the regular teacher is not available.
- Communicate regularly with Eddie's parents to i
matters that need to be reinforced with Eddie to
- Provide coordination of Eddie's involvement in s
personnel, including the Sports Coordinator to w

To assist, teachers will:

- Ensure that Eddie's blood sugar level is tested at
has brought with him.
- Develop lesson plans to differentiate the instruct
teacher's aide and other teachers are familiar wit
- Provide teaching that suits Eddie's learning needs
- Utilise a visual timetable for all students on the w
- Develop and use social stories to assist Eddie in u
interactions.
- Arrange the classroom to minimise noise and dis
- Advise and support the teacher aide before each
and the supports that need to be provided to hi
- Team Eddie up with students he gets along well w

- Develop and implement a planned routine for th
students to ensure that they move into the near

Teaching of the alternative or functionally equivalent repl
strategy and materials needed) teaching

What: When Eddie is doing work in the classroom, he wil
putting his hand up and getting the teacher's attention.

How: The teacher's aide will implement the teaching stra

Each morning before Eddie commences his school work t
students arrive. Using explicit instruction and role play, th
for a break (hand up, wait for teacher to acknowledge yo
respond). This will be followed up with a social story (usi
help or a break and would like to get the teacher's attent
he has learned.

The teaching strategy will explained to all staff who work
steps will be recorded. Teaching will cease when Eddie d
and prompting will cease after he has been successfully u
one month.

Who: The classroom teacher and the allocated teacher's

When: A dedicated time for teaching the skill away from
be taught at naturally occurring ties when Eddie needs a

Where: In the classroom.

Materials: No materials are required however dedicated

Once Eddie has mastered this skill a teaching plan will be
assistance.

Other strategies (e.g., social, independence, coping, take

Eddie enjoys and values being included in activities at sc
opportunities for social interaction with his peers. Strate

- Develop a buddy system with the students who
actively engage with Eddie and encourage him to
The aim is to widen the circle of students he can
- During breaks the supervising teacher in the play
include him in their games.

Given Eddie's sensitivity to noise and activity and need fo
classroom;

- Ensure that he sits in an area in the classroom th
may be close to the front of the class, and near th
- Have regular communication with his parents to
progress. Their preference is for email contact.
- Use social stories wherever possible to assist Edd
expectations (such as how to ask to be included
- For transitions, Eddie will be encouraged to put
classroom until all of the other students have se
settled he is to take the headphones off and engi

reinforcement

Id:	4
User_id:	4
Reinforcer:	Attention, praise and tokens
Schedule:	•Always provide Eddie with attention when he begins to attempt the work and makes effort. Gradually withdraw this attention as he attends to his work for longer periods of time. •Provide praise for completed assignments. •Provide praise when he asks for help or requests a break (the desired behaviour). •When Eddie has completed work in the classroom (with and without assistance) he will be provided with a token to put on the chart on display on the classroom wall. At the end of the day when he has collected at least 5 tokens he will able to spend the last 1⁄2 hour of the school day
HowIdentified:	A preference assessment was undertaken by the behaviour support practitioner to ascertain what Eddie's preferred activities are.
Score:	

Reinforcement for Skill Developm

Proposed reinforcers *reinforc*
Attention, praise and tokens
Schedule of reinforcement *sche*
• Always provide Eddie with withdraw this attention as • Provide praise for complet • Provide praise when he as • When Eddie has complete token to put on the chart least 5 tokens he will able and interest. Eddie likes to
How were these reinforcers identif
A preference assessment was und preferred activities are.

de_escalation

Id:	4
User_id:	4
HowtoPrompt:	If Eddie begins to demonstrate the precursor behaviours to him hitting or engaging in property damage (getting out of his chair, pacing, refusing to make eye contact) go over to him, get his attention and ask him if he would like some help. If Eddie nods his head sit down at the table with him and provide him with the assistance he needs. Do not delay in providing the assistance. When he has sat down and when it is appropriate to do so, remind Eddie of the ways that he can ask for help from the teacher of the Aide. When he completes the work support him to engage in a preferred
Strategies:	If Eddie escalates and begins to engage in property damage such as throwing objects and ripping worksheets move away from Eddie. Do not use threatening postures, a loud voice, or tell Eddie to calm down. Maintain the appearance of being calm. If you can, distract Eddie by asking whether he would like to go outside and play basketball. If Eddie is hitting or attempting to hit people follow the school's policy and procedures for dealing with behaviours that are a risk of harm to others.
PostIncident:	When Eddie has stopped the behaviour and has de-escalated, at the appropriate time speak to him alone to remind him of the ways he can ask for help or a break from the work he is doing.
Score:	

De-Escalation - Reactive strategies for chal

How to prompt the alternative or functionally
If Eddie begins to demonstrate the precursor out of his chair, pacing, refusing to make eye some help. If Eddie nods his head sit down at not delay in providing the assistance. When h the ways that he can ask for help from the tea engage in a preferred activity before moving
Strategies to ensure the safety of the person a
If Eddie escalates and begins to engage in pro away from Eddie. Do not use threatening pos appearance of being calm. If you can, distract basketball. If Eddie is hitting or attempting to behaviours that are a risk of harm to others.

Post-incident debriefing with the person with
When Eddie has stopped the behaviour and h remind him of the ways he can ask for help or

intervention

Id:	4
User_id:	4
Type:	Chemical', 'Physical', 'Mechanical', 'Environmental', 'Seclusion
IfProposed:	No

PAGE 5 – Restrictive Intervention *Table name:*

- We envision that this page will start with a YES for use.
- Then, a drop-down menu will come up *that allo options:*
  - *Chemical restraint*
  - *Physical restraint*
  - *Mechanical restraint*
  - *Environmental restraint*
  - *Seclusion*
- *Once they choose a restrictive intervention opti up for the user to input information.*
- *Following this, the user will be asked if they wa*
  - *If YES, the drop-down menu that allow options appears again. Once a choice i*
    - *Repeat this process until the us*

NOTE: We will need to develop checklist items mainlybe looking for the absence of content (i.e

Are you proposed to use restrictive interventions?
Yes

Type of restrictive intervention *type*

Restrictive intervention		
Chemical	Physical	M

implementation

Id:	4
User_id:	4
People:	Teacher', 'Integration aide', 'Other school staff
Timeframe:	First review: 10/03/2021; 6 month review: May 2021; End of year review: November 2021
Score:	

how_implementer

id	strategy	personsResponsible	implementation_id
4	Face to face training to train integration aide how to implement the teaching strategy	Teacher	4
14	Observation of integration aide implementing the teaching strategy and providing feedback on three separate occasions	Teacher	4

implementation plan

id	action	personsResponsible	implementation_
4	Each morning before Eddie commences his schoolwork, the teacher's aide will teach him how to ask for hel…	Integration aide	4
14	Record the use of the target behaviours via the data recording sheet in class and in the playground	Teacher, integration aide, other school staff	4
24	Incident reports will be completed for instances of physical aggression and property damage in order to reco…	Teacher, integration aide, other school staff	4
34	Review the week's data at the end of each week to monitor any changes.	Teacher	4

how_communicate

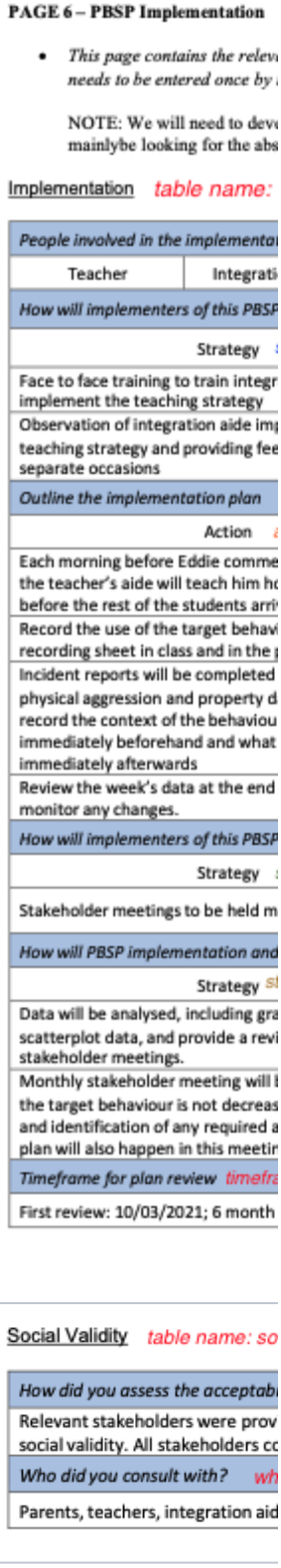
id	strategy	personsResponsible	implementation_id
4	Stakeholder meetings to be held monthly	Behaviour support practitioner, the teacher, and Eddie's parents	4

how_implementation

id	strategy	personsResponsible	implementation_
4	Data will be analysed, including graphing the scatterplot data, and provide a review repo…	Behaviour support practitioner	4
14	Monthly stakeholder meeting will be used to review if the target behaviour is not decrea…	Behaviour support practitioner, the teacher, and Eddie's parents	4

socialv

id	user_id	acceptability	who	score
4	4	Relevant stakeholders were provided the plan to read. They then answered a questionnaire with items assessing social…	Parents, teachers, integration aide	NULL



PAGE 6 – PBSP Implementation

- *This page contains the relev needs to be entered once by*

NOTE: We will need to dev mainlybe looking for the abs

Implementation *table name:*

People involved in the implementa	
Teacher	Integrati
How will implementers of this PBSP	
Strategy	
Face to face training to train integr implement the teaching strategy	
Observation of integration aide im teaching strategy and providing fee separate occasions	
Outline the implementation plan	
Action	
Each morning before Eddie comme the teacher's aide will teach him h before the rest of the students arri	
Record the use of the target behavi recording sheet in class and in the	
Incident reports will be completed physical aggression and property d record the context of the behaviou immediately beforehand and what immediately afterwards	
Review the week's data at the end monitor any changes.	
How will implementers of this PBSP	
Strategy	
Stakeholder meetings to be held m	
How will PBSP implementation and	
Strategy	
Data will be analysed, including gra scatterplot data, and provide a revi stakeholder meetings.	
Monthly stakeholder meeting will the target behaviour is not decreas and identification of any required a plan will also happen in this meetir	
Timeframe for plan review timefra	
First review: 10/03/2021; 6 month	

Social Validity *table name: so*

How did you assess the acceptab
Relevant stakeholders were prov social validity. All stakeholders c
Who did you consult with? wh
Parents, teachers, integration aid

2. Test Case 02

User Story ID	Story /Scenario	Test Case ID	Test Case Description	Test Process	Test result example

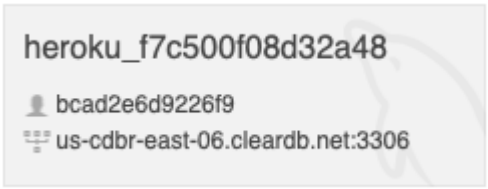
01	As a data scientist user, I want to have a channel to read data from the database so that we can use those results for NLP.	02	Being able to read data from the database.	Execute functions in read_from_db.py to read table values from the database. Different functions are used for reading different contents. After executions, results are displayed in the front end in JSON format. Execution: https://db-control-by-flask2.herokuapp.com/process Results would be automatically redirected to: https://db-control-by-flask2.herokuapp.com/view	short_summary table example: {"summary":"Eddie is 15 years old and lives at home with his parents. Eddie\u2019s brother Jack and sister Jill live locally however do not visit often due to Eddie\u2019s challenging behavio moderate intellectual disability and insulin dependent type 1 diabetes. Eddie enjoys spending time with other males his age who include him in their activities and most of all being active. loves to race others across any open spaces he finds himself in. Due to Eddie\u2019s fitness, height and long legs, he outruns most people. Eddie will often laugh loudly whilst he is running. spending time with his dad, running, wide open spaces, playing basketball and watching aeroplanes. Upon hearing an aeroplane, Eddie will run from wherever he is to get a look at the aeroplane looking up and waving at them. Eddie goes to basketball training Tuesday and Thursday afternoon, playing games with other teams most Saturdays. At home Eddie requires prompting to attend to assist daily activities. Eddie responds well to being shown what to do then staying with him for support whilst he tries to imitate them. Eddie enjoys being outside in his back yard, in the without any real direction with a big smile on his face. Eddie is a good sleeper, putting himself to bed before 9.00 pm, waking between 6.00 and 7.00 in the morning each day. Eddie will gene disturbances during the night, however, if woken, it can take some time to encourage Eddie back to bed, rather than getting up to start his day. If it is still dark outside this is easier to that Eddie shows signs of unease, such as tightened jaw, upper body and limbs, when in a vehicle.They also report that it is difficult to get Eddie into and out of any vehicle. Eddie enjoys understand why he can\u2019t eat the same food as others. Family and staff report behaviours of concern to be a regular occurrence at meal times both within the home and at school. Eddie als injection each day and family are always prepared for behaviours of concern such as hitting people at injection time which is generally at 8.00 am (following the advice of Eddie\u2019s speci a detailed menu plan which family and school staff follow diligently. Eddie does not like to go and see the nutritionist and often family send her reports of how Eddie is going rather than t St Lucia State High School and is in year 10. Due to his learning needs he receives assistance from a teacher\u2019s aide in the classroom. The teacher provides differentiated curriculum and impact of his intellectual impairment on his learning. When Eddie is supported he works well on academic tasks and demonstrates a willingness to try hard."]'Eddie usually attends school five Eddie\u2019s ongoing use of physical aggression to staff and peers, Eddie was suspended from attending for a 2 week period in mid-October. The relationship between Eddie and his fellow stude negative. When the students are all engaged in preferred activities either with school staff or each other, there is a real sense of camaraderie and friendship. However, Eddie will often inst or forcefully pushing other students, if he has had to wait for any period of time. Eddie does well when surrounded by other young men, engaged in physical activities of any kind especially involves running. Eddie also uses positive body language such as smiling and shaking hands with others. Eddie is able to communicate most of his needs through the use of some single syllable help, hurt, run, now, dad, mum, Jack, Jill, out, why, ball, me, food, car, plane, fast, need - short for needle) and gestures. Eddie understands two to three step instructions and maximum 8 w simple and spaced apart. His ability to use words to communicate significantly decreases leading up to and during his use of behaviours of concern. Eddie responds well to large group activit that involve physical activity and often has a big smile on his face at these times. However, if Eddie arrives late and is unable to engage in a preferred activity, he will always respond wit his inability to join in. When it is raining and outdoor activities are cancelled, and everyone is inside, Eddie will generally respond with behaviours of concern such as hitting and pushing others and property damage. Eddie likes to know what is happening next, so having a routine is important to him. If there are required changes to the routine these need to be explained to hi emailed to his parents so that they can reinforce the change in the evening before school. If there is an unexpected or unexplained change, or if the materials needed for an activity aren\u2 agitated and upset. In class he prefers to work in quieter areas and can become anxious and agitated when the classroom is noisy or there is a lot of activity. Eddie can work well on academi he is unsure whether he will able to complete the activity successfully. When he finds the work difficult or too challenging he can refuse to participate. Eddie has a small friendship circle students who include him in their sporting games during breaks. Eddie often does not initiate interactions with the other students, usually only interacting when other students initiate the

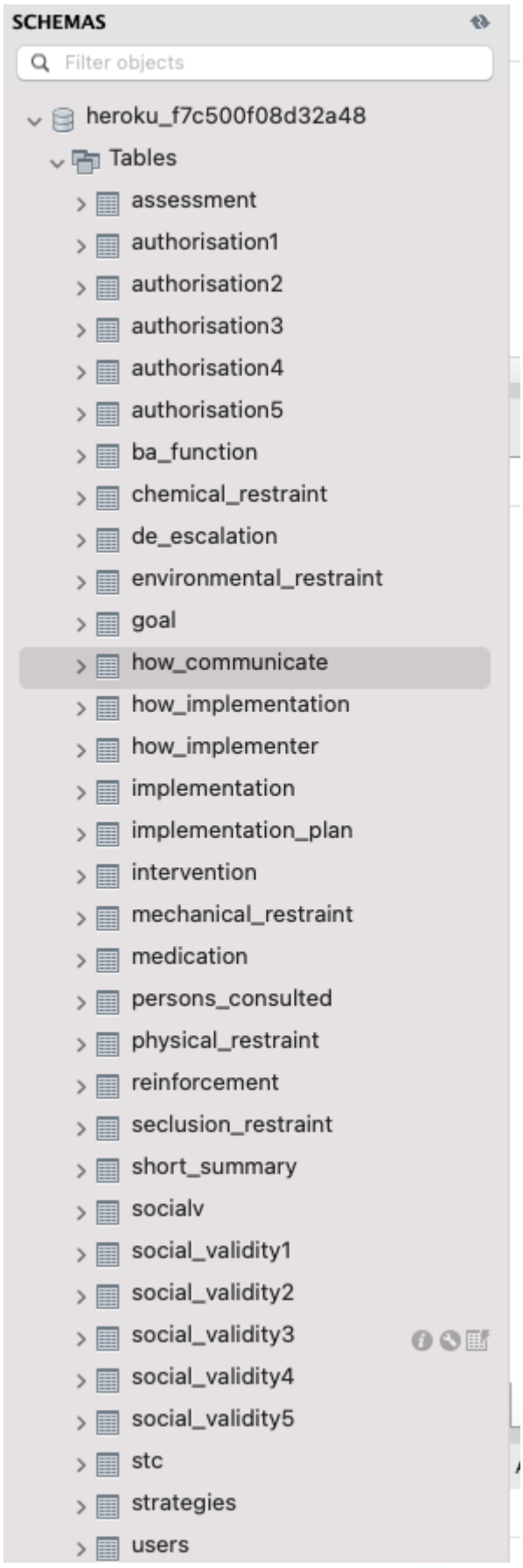
3. Test Case 03

User Story ID	Story/Scenario	Test Case ID	Test Case Description	Test Result

04	As a practitioner user, I want to receive scores/feedback corresponding to my uploaded PDFs so that I can notice if I have a better condition.	03	Every table has a score attribute	Tables that are able to store a score: - [x] short_summary - [x] assessment - [x] ba_function - [x] goal - [x] strategies - [x] reinforcement - [x] de_escalation - [x] intervention - [x] chemical_restraint - [x] physical_restraint - [x] mechanical_restraint - [x] environmental_restraint - [x] seclusion_restraint - [x] implementation - [x] socialv

4. Test Case 04

User Story ID	Story/Scenario	Test Case ID	Test Case Description	Test Process	Test Result
05	As an admin, I want an interface to regulate the data so that when there is something wrong with our data, we can visualize the data and do SQL queries.	04	Being able to view data on a local computer.	Download MySQL Workbench and connect to the remote server	In MySQL Workbench: 


SCHEMAS
Filter objects
heroku_f7c500f08d32a48
Tables
assessment
authorisation1
authorisation2
authorisation3
authorisation4
authorisation5
ba_function
chemical_restraint
de_escalation
environmental_restraint
goal
how_communicate
how_implementation
how_implementer
implementation
implementation_plan
intervention
mechanical_restraint
medication
persons_consulted
physical_restraint
reinforcement
seclusion_restraint
short_summary
socialv
social_validity1
social_validity2
social_validity3
social_validity4
social_validity5
stc
strategies
users

Handover

Includes releases from GitHub and release notes.

Release notes: release notes.pdf