# Behaviour Support Plan

## Actions

* Complete the questions under the following headings:
* Student behaviour
* Prevention strategies
* Teach strategies
* Reactive strategies
* Monitoring
* Evaluation
* Use a separate Behaviour Support Plan for the most significant 1-2 behaviours of concern.
* Determine significance by considering risk of harm (to self and others), frequency of behaviour and behaviour cycles.

## For school and home use

* This Behaviour Support Plan is designed to be used in schools by staff and at home by parents/ carers.
* The subject of this Behaviour Support Plan will be referred to as 'child/student' in this document.
* For further information contact: Principal Behaviour Support Adviser, Schools, and Regional Services, via behaviour.support.policy@education.vic.gov.au or restraint.seclusion@edumail.vic.gov.au.

## Definitions

* A Behaviour Support Plan is a document that deals with problem, challenging, maladaptive, behaviour or behaviours of concern and outlines ways to support the child/student not using the behaviour.
* Problem, challenging, or maladaptive behaviour is behaviour that either interferes with the learning of the child/student or the learning of other children/students.
* Behaviours of concern are ones that may cause physical harm to the child/student or another person.
* The function of a behaviour is its purpose, what it is communicating.
* A reinforcer is what comes immediately after the behaviour and leads to an increase or decrease in the targeted behaviour.

## Child's/student's name

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## Date of plan

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## Date of review

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## Student behaviour

1. Describe the behaviour objectively, using facts and without personal feelings, interpretations, or prejudice. Describe what you have seen and heard.

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1. In which specific parts of the school/home does the behaviour happen?

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1. Are there any setting events that might relate to when the behaviour happens?

A setting event is a change that happens outside of the immediate behavioural episode and could include recent changes in medication, skipped meals, change in living/respite arrangements etc.

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1. Are there conditions, events or factors connected with when the behaviour happens?

For example, consider specific place, time, activity, person.

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1. What data is informing this plan:

[ ]  Antecedent (A), behaviour (B), and consequence (C) data

[ ]  Measurement of rate/duration data

[ ]  Scatter plots

[ ]  Structured interviews

[ ]  Records of observation

[ ]  Rating scale(s)

1. Based on this data, what is the trigger for the behaviour? What happens before the behaviour?

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1. What follows the behaviour that might lead to it happening again or increasing?

How you respond to the behaviour might reinforce it. For example, a child who throws a book when it is math time might be trying to escape the task (the function of the behaviour is escape). If the student is sent out of class, the student will have successfully escaped the task. Their behaviour will have been reinforced. Next math class, the student is likely to throw the book again to escape the task because it worked for them last time.

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1. Why do you think the behaviour is happening? What is the function of the behaviour for the child/student?

[ ]  To produce positive bodily or emotional sensations for the child/student

[ ]  Escape from demand(s)

[ ]  To gain social attention

[ ]  To get an item or activity

1. Explain your selection of the function in Question 8. How does the data support this function?

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## Prevention strategies

Preventative strategies focus on making changes to prevent the behaviour from happening. They may only be for a short time or ongoing.

1. Why do you think the behaviour is happening? What is the function of the behaviour for the child/student? This should match your answer to ‘Student behaviour’ Question 8.

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1. Specify which changes staff/parents/carers will make to the environment(s):

[ ]  Change activity schedule

[ ]  Change curriculum

[ ]  Change instruction

[ ]  Prompt appropriate behaviour

[ ]  Anticipate and disrupt behaviour pattern

1. How will they put them into practice?

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1. Specify what changes staff/parents/carers will make to maximize the child’s/student’s:

[ ]  Communication

[ ]  Ability to move round

[ ]  Predictability

[ ]  Choice

[ ]  Access to variety of activities

[ ]  Social relationships

[ ]  Receipt of positive attention and recognition

1. How will they put them into practice?

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1. Which staff/parents/carers are responsible for making these happen?

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## Teach strategies

Teaching strategies focus on teaching the child/student replacement behaviours to accomplish a desired result or behaviour. The strategies also focus on long-term skills and behaviours that the child/student needs to participate in all parts of life.

1. Why do you think the behaviour is happening? What is the function of the behaviour for the child/student? This should match your answer to ‘Student behaviour’ 1 Question 8.

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1. What is the target skill to be taught to the child/student?

The skill should provide a similar outcome for the student as the answer to Question 1 above.

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1. What are staff/parents/carers expected to do? Provide clear step-by-step details.

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1. What does success look like? How do you know the skill is useful to the child/student?

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1. How will the child be reinforced for using their target skill?

What will the child immediately receive following use of the target skill?

This must be motivating for the child.

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1. What data will be collected, how often, by whom, and where will it be recorded?

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## Reactive strategies

Reactive strategies focus on how to reduce and manage behaviours of concern.

Once behaviours of concern have begun, the focus is on supporting the child/student through the behavioural episode while making sure that all people remain safe, and nothing is done to accidently reinforce these behaviours. DET policy prohibits physical restraint and seclusion from being included in a Behaviour Support Plan.

Teaching strategies focus on teaching the child/student replacement behaviours to accomplish a desired result or behaviour. The strategies also focus on long-term skills and behaviours that the child/student needs to participate in all parts of life.

1. Which behaviour of concern must be present for this strategy to be used?

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1. When should reactive strategies begin?

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1. What actions are staff expected to take (be clear and outline step-by-step)?

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1. What are the things staff must not do to reinforce a behaviour of concern?

This should be based on the function identified in ‘Student behaviour’ Question 8.

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1. What behaviour must the child/student show for the strategies to stop?

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## Monitoring

1. What new skill(s) is to be monitored?

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1. What data is to be collected to evaluate if this plan is successful?

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1. How often is data be reviewed?

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1. How is the data to be documented?

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1. Where is the data to be stored?

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1. Who is responsible for collecting and analyzing the data?

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1. Who should participate in looking at the data?

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## Evaluation

1. Has the goal, of improving the child's/student's behaviour, been accomplished according to this plan? Explain how this evaluation was reached.

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1. Does the data show the goal has been accomplished, or not?

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1. If the goal has not been accomplished, is this because:

[ ]  There is not enough data

[ ]  The function of behaviour changed

[ ]  The function of the behaviour was wrongly identified

[ ]  Actions were not taken to accomplish goal (or wrong actions used)

[ ]  The Reinforcer(s) is ineffective

[ ]  The plan was not put into use correctly by staff/parents/carers

1. Who has authority to:

[ ]  Revise the plan

[ ]  Schedule a meeting about the plan

[ ]  Seek additional support

[ ]  Close the plan

[ ]  Instruct staff on using the strategies detailed in the plan

1. Who is responsible for communicating changes in the plan to staff and parents/carers?

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1. How is the accurate use of the Behaviour Support Plan by staff/parents/carers to be monitored?

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## Management of safety risks to the school team

The school team should discuss strategies for managing the safety risks for staff that may arise from the behaviours identified in this Behaviour Support Plan.

This discussion should include induction processes, risk controls and response rules. All school staff should be familiar with induction processes for working with the student and be aware of risk management strategies.

The school team to discuss and list induction needs for any staff working with the student including:

* Protective Intervention Training
* Training in and understanding of behaviour support strategies
* Knowledge of risk controls, including clothing and emergency response strategies
* Team access to supports including private counselling through the Employee Assistance Program.

The school team to discuss need for Personal Protective Equipment for staff and students such as:

* Removal of lanyards, limiting loose jewelry and/or clothing such as scarves and tying back loose hair
* Clothing with sleeves to decrease the risk of injury from scratches.

The school team to discuss early intervention strategies such as:

* Actions to respond to triggers according to the Behaviour Support Plan
* Encouraging the student to move away from other staff/students
* Effective reinforcement of the desired behaviour.

The school team to discuss changes which may be required to the physical environment such as:

* Removal of unfixed items or objects
* Access to appropriate fixed/mobile safety controls e.g., portable/fixed duress
* Furniture placement to make sure of easy access to exits.

The school team to plan strategies for managing safety risks for increase in behaviours, such as:

* Contacting school leadership for help and to maintain student safety
* Re-directing other students away or evacuating them from the learning environment
* Removing items that may be thrown or used as weapons
* Maintaining a safe distance from the student.

The school team to plan post event response supports such as:

* Reporting of events
* Access to psychological supports such as private counselling through the Employee Assistance Program
* Review of events to think about changes to safety controls.