Behaviour Support Plan – Reference Guide

N.B. The "CECV Positive Behaviour Guidelines" also includes information on developing, implementing and reviewing BSPs.

BACKGROUND:	**Brief summary of key information** that may be relevant to the behaviour of concern. This may include diagnosis of disability / disorder, health factors, learning challenges, student strengths and previous interventions.
TARGET BEHAVIOUR:	The **priority behaviour of concern** identified by the support team. (This may be a behaviour/skill that occurs either more frequently than desired or less frequently than desired.) Describe the form of the behaviour in observable and measurable terms, stating what the student says or does, e.g. student runs out of the classroom three or more times each day, student yells out "I don't want to!" and throws task materials onto the floor. N.B. Avoid subjective descriptions/terms.
TRIGGERS:	The **immediate antecedent** or **setting events / contexts / routines** that directly or indirectly increase the likelihood of the target behaviour occurring. Examples of triggers include: environmental stimuli e.g. noise level, changes to schedule, transitions, non-preferred tasks, interaction with / proximity to individuals (peer/s, teaching staff), direction given to / requests made of student, conflict at school.
FUNCTION:	What is the student trying to <u>**gain**</u> or <u>**avoid**</u> as a result of the target behaviour? Common functions of problem behaviour may lead to a student: ● <u>gaining</u> peer attention / interaction, adult attention / interaction, a desired activity / object / item, sensory input; or ● <u>avoiding</u> a non-preferred/difficult/boring/easy task/activity, attention / interaction / proximity to peers / adults, non-preferred / uncomfortable sensory experience. A summary statement can read: 'When _____ happens (trigger / antecedent), the student (says / does) and as a result (gains/avoids) _____.'
BEHAVIOUR GOAL:	What **replacement behaviour** is desired? What behaviour is socially acceptable and serves the same function (outcome) as the target (problem) behaviour, (therefore increasing the likelihood that the student will use the new skill)? Write a SMART goal (Specific, Measurable, Achievable, Relevant, Time-referenced), e.g. 'For X to calmly transition between activities using verbal and visual cues 80% of the time after 6 weeks.' The <u>targeted learning outcome</u> for the student is 'to calmly transition between activities'. The <u>condition</u> in which this targeted outcome will occur is 'using verbal and visual cues' and the <u>criterion</u> is '80% of the time after 6 weeks'.
PROACTIVE INTERVENTIONS:	These interventions are aimed at specifically assisting the student to demonstrate the alternative / replacement behaviour (goal). A 'prevent, teach and reinforce' approach to intervention is recommended: ● **prevent** interventions (adjustments) aim to modify/eliminate antecedents that trigger (or increase the likelihood of) the target behaviour occurring ● **teach** interventions explicitly teach and prompt the replacement behaviour ● **reinforce** interventions include consequences that will follow the student's demonstration of the replacement behaviour (these interventions should aim to meet the need and function of the student's target behaviour e.g. to gain adult attention, to gain access to preferred activity, to avoid peer attention).
IMPLEMENTED BY:	Specify staff who will be responsible. Provide the name and role of personnel implementing the interventions e.g. Class teacher, specialist teacher, Learning Support Officer, Principal.
EVALUATION:	Specify how the behaviour goal (replacement behaviour) and implementation of the plan will be monitored and over what timeframe. Consider what data will be collected and analysed.
ONGOING ADJUSTMENTS:	What adjustments will be implemented consistently, in order to best support the student (e.g. 'access to chill out room')? Consider key adjustments that are known to support the student.

Behaviour Support Plan

STUDENT: **YEAR LEVEL:**

START DATE: **COORDINATOR:**

This plan is designed to support the student in developing skills required for positive social interaction, in order to become a more successful learner and to create a safe learning environment for all.

Refer to the "Behaviour Support Plan - Reference Guide" on the previous page for information on each element of the plan.

BACKGROUND:	
TARGET BEHAVIOUR:	
TRIGGERS:	
FUNCTION:	
BEHAVIOUR GOAL:	
PROACTIVE INTERVENTIONS:	**PREVENT INTERVENTIONS**
	TEACH INTERVENTIONS
	REINFORCE INTERVENTIONS
IMPLEMENTED BY:	
EVALUATION:	
ONGOING ADJUSTMENTS:	

REVIEW DATE OF PLAN	

I have read this plan and commit to / support its implementation.

NAME (print)	ROLE	SIGNATURE