

# Individual Behaviour Support Plan

## Student details

<b>Name:</b>	Zander C.	<b>Age:</b>	8
<b>Teacher(s):</b>	Ms. Rigby	<b>Class:</b>	4R
		<b>Date:</b>	14/3

## Team members

<b>Team members:</b> Names and roles	<p>Ellie Rigby – class teacher          Millie Tran – classroom teacher aide          David May – guidance officer          Sue Mann – DP          Fran Casey – grandmother          Ian O'Brien – case manager/HOC</p>
---	---

## Information from Functional Behaviour Assessment

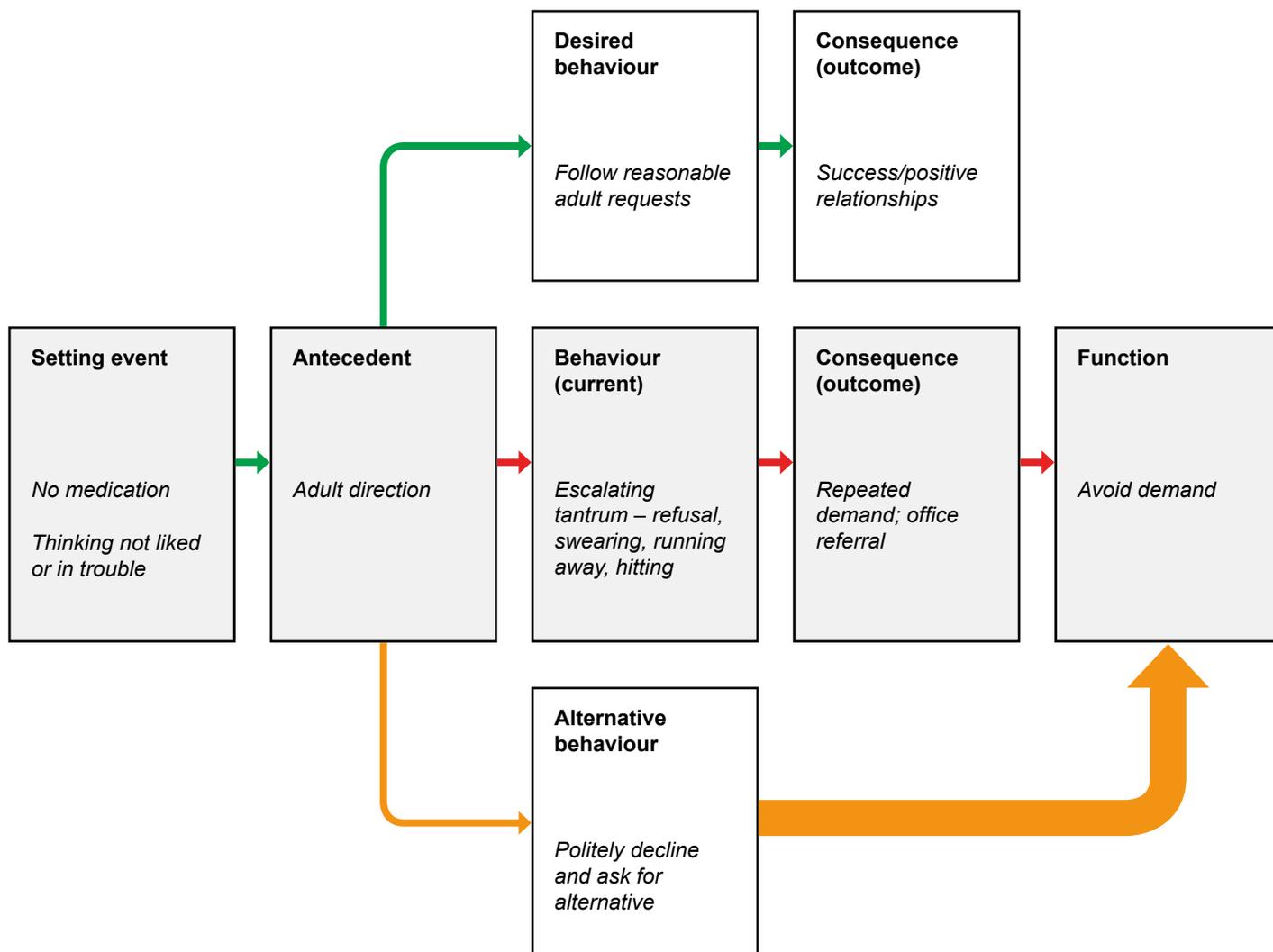
<b>Strengths</b> What is student good at, what do others like about them, or what do they enjoy doing?	<i>Zander enjoys playing with younger students and is good at sport. He likes animals and wants to be a zoo keeper.</i>
<b>Academic/Social/Other Concerns</b> Identified issues which need to be addressed	<i>Zander has a diagnosis of ADHD and is prescribed medication which he generally takes before school. In care of grandparents. Reading at Year 2 level; can complete Year 4 numeracy tasks with assistance.</i>
<b>Setting events</b> (if known) Events or circumstances that make the behaviour more likely	<i>Forgetting to take medication; thinking he is in trouble; thinking teacher or aide don't like him.</i>
<b>Antecedent</b> Identified trigger	<i>Given a direction by an adult to do or stop something.</i>
<b>Target behaviour</b> Describe the current behaviour (what does it look/sound like?)	<i>Escalating tantrum – often starts with verbal refusal but often escalates to swearing, running away and/or hitting others (adults and peers).</i>
<b>Consequence/Outcome</b> What generally happens immediately after the behaviour	<i>Adults attempt to calm Zander verbally. Redirected to comply with demand. Room evacuated. Office called.</i>
<b>Function</b> What the student gets or avoids as a result	<i>Avoid demands.</i>

Date completed:



Queensland  
Government

# Competing Behaviour Pathway



## Goals

<p><b>Alternative behaviour</b> (short term)</p> <p>What we want the student to do instead. Remember the alternative behaviour must meet the identified function.</p>	<p><i>Politely decline and state preferred task.</i></p> <p><b>Date for achievement of short term goal:</b> End of Term 2</p>
<p><b>Desired behaviour</b> (long term)</p> <p>What we want the student to do in the end. There may be several steps on the way to the desired behaviour.</p>	<p><i>Carry out 95% of all reasonable requests made by adults.</i></p> <p><b>Date for achievement of long term goal:</b> <i>By end of Year 5.</i></p>

## Positive strategies

Type of strategy	Selected strategies (match to function)	Implementation tasks/ responsibilities  Break each strategy into tasks that need to be completed and allocate to a person	Date  What is the due date for each task?	Review decision  Was each task completed? Y/N  Should the strategy be continued/ modified or discontinued?
<p><b>Antecedent strategies</b></p> <p>Which strategies will prevent the target behaviour or make it less likely? How can alternative behaviour be prompted?</p>	<ul style="list-style-type: none"> <li>• Check in with GO on arrival in morning</li> <li>• Visual schedule – order of daily tasks</li> <li>• Prompt for alternative behaviour – reminder to use script to decline/request another activity</li> <li>• Acknowledge challenges and reassurance of support/success</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule and record check-ins - DM</li> <li>• Provide recording spreadsheet – SM</li> <li>• Display visual schedule – ER</li> <li>• Prompts and challenges – ER, MT</li> </ul>	18/3	<p>Check in – Y</p> <p>Schedule – Y</p> <p>Prompts – Y</p> <p><b>Continue</b></p>
<p><b>Behaviour teaching strategies</b></p> <p>What is the new behaviour to be taught? What prerequisite skills need to be taught first or in tandem? What skills will assist the student to use the new behaviour?</p>	<ul style="list-style-type: none"> <li>• Teach how to politely decline an adult request/direction</li> <li>• Teach asking for a preferred activity</li> </ul>	<ul style="list-style-type: none"> <li>• Develop scripts – DM, ER, ZC</li> <li>• 1:1 teach and practice – DM (every morning)</li> <li>• Pre-corrects and modelling in class – ER, MT</li> </ul>	18/3 – 27/3	<p>Teaching – Y</p> <p>Modelling – Y</p> <p><b>Discontinue</b> 1:1 teaching but <b>continue</b> pre-corrects, modelling &amp; practice</p>
<p><b>Consequence strategies (reinforce new behaviour)</b></p> <p>How will use of the alternative behaviour be reinforced?</p>	<ul style="list-style-type: none"> <li>• Adult praise for using decline and ask script</li> <li>• Respond immediately a polite request is made – remove demand/provide alternative activity</li> <li>• Award group point at end of session when Z does not begin tantrum cycle</li> <li>• 5 mins with reading dog daily when polite scripts used</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback script for all adults – IO</li> <li>• Prepare alternative activities – ER, IO</li> <li>• Positive attention every 2 minutes – ER, MT</li> <li>• Display group points tally – ER</li> <li>• Take to reading room - MT</li> </ul>	18/3	<p>Script – Y</p> <p>Activities – Y</p> <p>Points – N (chart not ready)</p> <p>Reading dog – Y</p> <p><b>Modify</b> – set timer for positive attention for every 5 minutes; start group points from next week.</p>
<p><b>Consequence strategies (minimise target behaviour)</b></p> <p>How will reinforcement for the target behaviour be minimised?</p>	<ul style="list-style-type: none"> <li>• Remind to use script</li> <li>• Withdraw attention for verbal escalation</li> <li>• Rewards not earned</li> </ul>	<ul style="list-style-type: none"> <li>• Reminders – ER</li> <li>• Attention – ER, MT</li> </ul>	18/3	<p>Reminders – Y</p> <p>Attention/reward– N (not needed)</p> <p><b>Continue</b></p>

## Additional strategies to address setting events/other identified factors

Selected strategies	Implementation tasks/responsibilities
<ul style="list-style-type: none"> <li>• Ensure medication is taken/call school if not</li> </ul>	<ul style="list-style-type: none"> <li>• FC – every morning</li> </ul>
<ul style="list-style-type: none"> <li>• Teach understanding non-verbal and verbal cues (reading faces and understanding tone)</li> </ul>	<ul style="list-style-type: none"> <li>• DM – during morning check-in</li> <li>• ER – whole class SEL</li> </ul>
<ul style="list-style-type: none"> <li>• Targeted reading program and additional practice time in class</li> </ul>	<ul style="list-style-type: none"> <li>• IO – assign support/ongoing assessment</li> <li>• ER – source books for in-class reading practice</li> </ul>
<ul style="list-style-type: none"> <li>• Gradually increase tolerance for non-preferred/challenging tasks (at least 2 weeks of success before incremental increases)</li> </ul>	<ul style="list-style-type: none"> <li>• All - Planning for next phase (fortnightly review)</li> </ul>

## Data collection plan

Data collection	Type of data	Person responsible/date
<b>Baseline data</b>	What baseline data do we have or need? <ul style="list-style-type: none"> <li>• Number of office referrals</li> <li>• Teacher rating – intensity of each incident</li> </ul>	Who will collate the baseline data? By when? <i>Printout of office referrals – SM 15/3</i> <i>Teacher rating – ER with SM</i>
<b>Monitoring data</b>	What data will we collect weekly? <ul style="list-style-type: none"> <li>• Daily check-in record</li> <li>• Teacher rating – behaviour intensity</li> <li>• Office referrals</li> </ul>	Who will develop the procedure? By when? Who will collect the data? How often? Who will monitor the data collection? How often? <i>DM to complete from 18/3</i> <i>ER to complete daily</i> <i>SM to enter data in OneSchool</i>
<b>Implementation data</b>	What data will tell us if the plan is being implemented as planned? <ul style="list-style-type: none"> <li>• Implementation checklist</li> </ul>	Who will develop the checklist? By when? Who will implement each step? How often? <i>Daily check-in with teacher and aide - SM</i> <i>Fortnightly review – task checklist (team)</i> <i>Observation – IO (2 x weekly)</i>

## Review dates

<b>Review 1</b>	31/3
<b>Review 2</b>	24/4
<b>Review 3</b>	8/5
<b>Review 4</b>	22/5
<b>Review 5</b>	5/6

