Individual Behaviour Support Plan

Student details

Name:		Age:	
Teacher(s):		Class:	
		Date:	

Team members

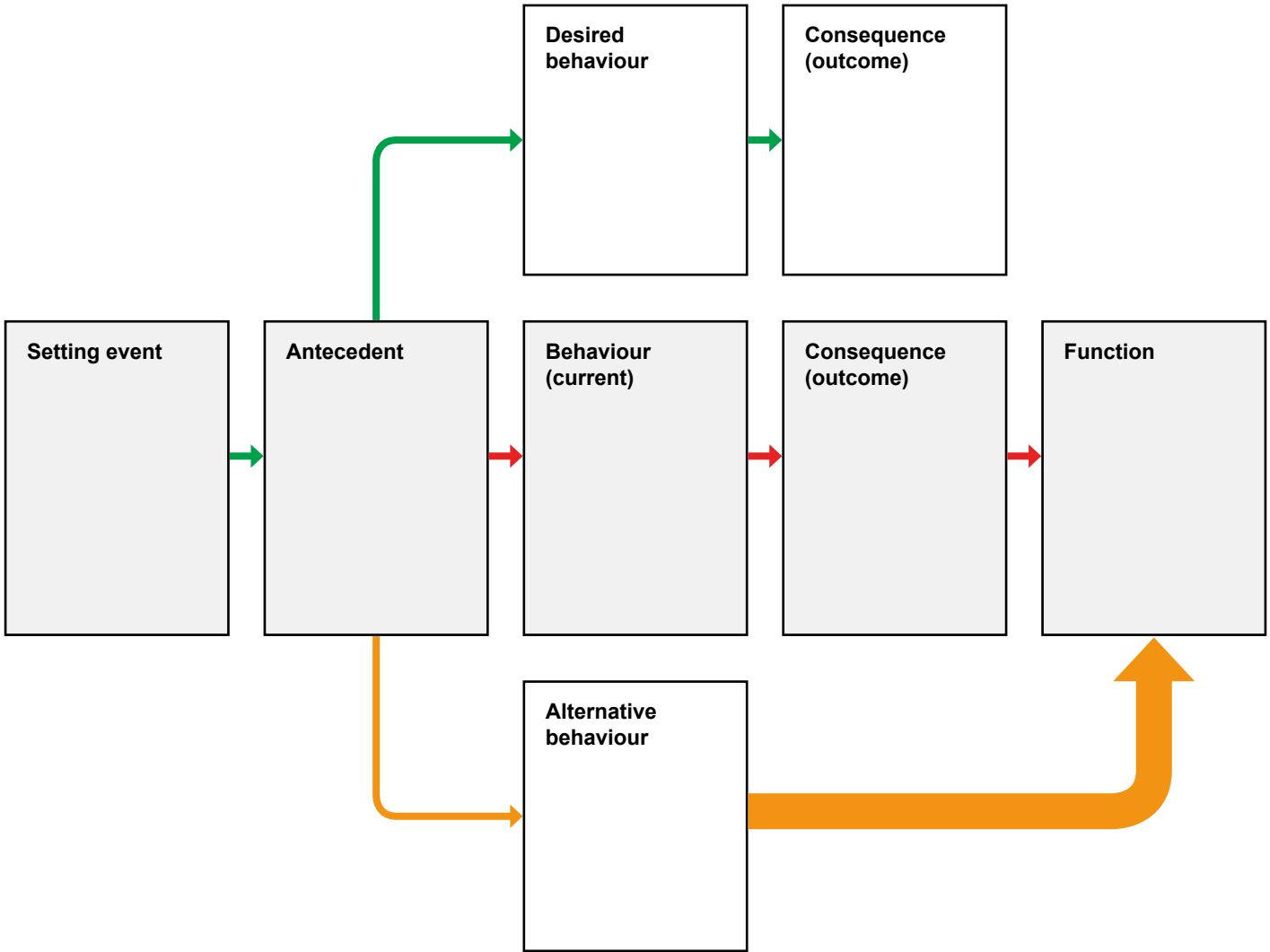| Team members: Names and roles	

Information from Functional Behaviour Assessment

Strengths What is student good at, what do others like about them, or what do they enjoy doing?	
Academic/Social/Other Concerns Identified issues which need to be addressed	
Setting events (if known) Events or circumstances that make the behaviour more likely	
Antecedent Identified trigger	
Target behaviour Describe the current behaviour (what does it look/sound like?)	
Consequence/Outcome What generally happens immediately after the behaviour	
Function What the student gets or avoids as a result	

Date completed:

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Competing Behaviour Pathway

```
                    ┌──────────────┐      ┌──────────────┐
                    │ Desired      │ ───► │ Consequence  │
                    │ behaviour    │      │ (outcome)    │
                    └──────────────┘      └──────────────┘
```

Setting event	Antecedent	Behaviour (current)	Consequence (outcome)	Function

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                    ┌──────────────┐
                    │ Alternative  │
                    │ behaviour    │
                    └──────────────┘
```

Goals

Alternative behaviour (short term) What we want the student to do instead. Remember the alternative behaviour must meet the identified function.	 **Date for achievement of short term goal:**
Desired behaviour (long term) What we want the student to do in the end. There may be several steps on the way to the desired behaviour.	 **Date for achievement of long term goal:**

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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?
Antecedent strategies Which strategies will prevent the target behaviour or make it less likely? How can alternative behaviour be prompted?				
Behaviour teaching strategies 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?				
Consequence strategies (reinforce new behaviour) How will use of the alternative behaviour be reinforced?				
Consequence strategies (minimise target behaviour) How will reinforcement for the target behaviour be minimised?				

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Additional strategies to address setting events/other identified factors

Selected strategies	Implementation tasks/responsibilities

Data collection plan

Data collection	Type of data	Person responsible/date
Baseline data	What baseline data do we have or need?	Who will collate the baseline data? By when?
Monitoring data	What data will we collect weekly?	Who will develop the procedure? By when? Who will collect the data? How often? Who will monitor the data collection? How often?
Implementation data	What data will tell us if the plan is being implemented as planned?	Who will develop the checklist? By when? Who will implement each step? How often?

Review dates

Review 1	
Review 2	
Review 3	
Review 4	
Review 5	

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