Guide to Individual Behaviour Support Planning for Schools

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What is Individual Behaviour Support Planning (IBSP)?

Individual Behaviour Support Planning is a team process which follows completion of a Functional Behaviour Assessment (FBA). The aim of behaviour support planning is to develop an Individual Behaviour Support Plan (IBSP) which sets out the strategies and necessary supports which will enable the student to be successful at school.

Who develops an IBSP?

An IBSP is developed by the student support team formed for an individual student. It is important that the teacher, parent and other adults directly involved with teaching the student are involved in the development of the IBSP. Students should also have input wherever possible.

What is the purpose of this guide?

This guide has been developed as a reference for school teams; it does not take the place of training in IBSP development. Schools can use this guide as a checklist to ensure that all steps in the IBSP process are followed, or as an introduction to what is involved in developing an IBSP.

What is included in the guide?

This guide provides an overview of terminology and the steps in the IBSP development process. IBSP examples and templates are provided in the appendix.

Terminology

Term	Definition	Example
Alternative behaviour	The alternative behaviour is what we want the student to do instead of the problem behaviour. The alternative behaviour must fulfil the same function as the problem behaviour and be easy for the student to do.	Student is taught to ask for a motor break instead of walking around the room during tasks.
Antecedent strategies	Strategies to prevent the problem behaviour.	Teacher provides a choice of activities.
Competing behaviour pathway	A graphic representation of information collected in the FBA linking to the IBSP.	See step 1 in this guide.
Consequence strategies	Strategies which reinforce the alternative behaviour and discourage the problem behaviour.	Teacher provides praise for attempting tasks. Teacher does not give attention for calling out.
Desired behaviour	The desired behaviour is the long-term goal behaviour.	Work independently on tasks.
Function	The function is the reason for the behaviour, or why the student continues to use the behaviour.	Student puts her head on the desk to *avoid* doing the work.
Functional Behaviour Assessment (FBA)	FBA is a process to determine the underlying reasons for the problem behaviour.	See the *Guide to Functional Behaviour Assessment for Schools*.
Setting event strategies	Setting event strategies are designed to neutralise the likelihood of the problem behaviour.	Student checks in with a trusted adult at school each morning.
Teaching strategies	Strategies to teach the student the alternative behaviour, or associated skills to help the student succeed.	Teacher shows student how to ask for help. Student is taught to take deep breaths to stay calm.

Overview of the IBSP process

The major steps in developing an IBSP are:

1. Summarise information collected in the FBA.
2. Identify a long term goal.
3. Identify a short term goal.
4. Identify teaching strategies for alternative behaviours.
5. Identify setting event strategies.
6. Identify antecedent strategies.
7. Identify consequence strategies.
8. Develop an implementation plan.
9. Develop a monitoring and evaluation plan.

Implementing the IBSP

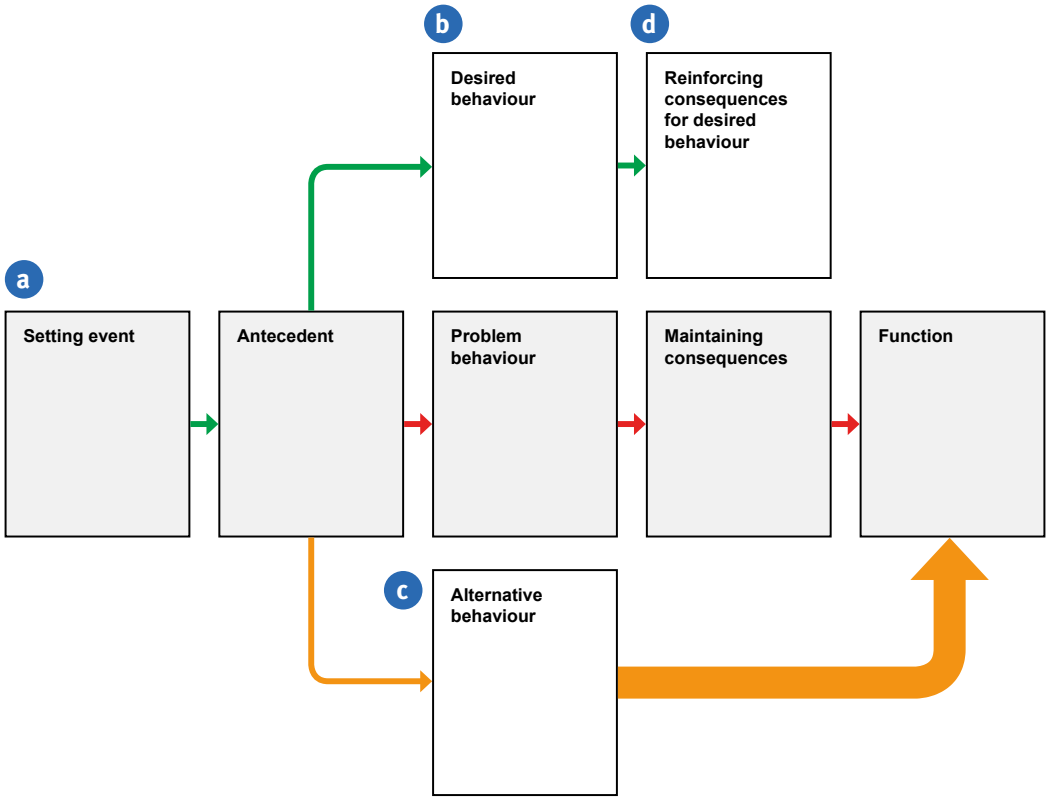
1. Decide on a date to begin implementing the plan.
2. Begin plan implementation.
3. Collect data daily.
4. Monitor implementation.
5. Review plan weekly or fortnightly.
6. Make adjustments to the IBSP, as needed.
7. Identify maintenance and generalisation strategies.
8. Monitor, modify or fade support.

Steps in developing an IBSP

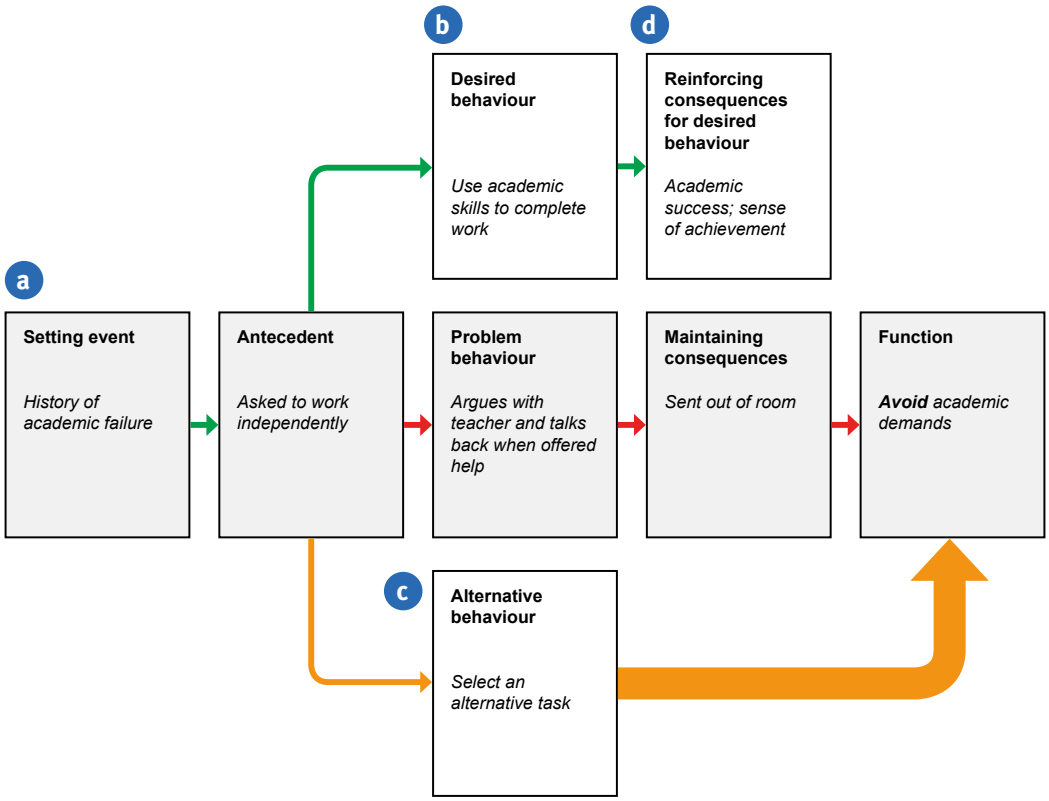
1. Build a Competing Behaviour Pathway

- **a** Use the summary statement from the FBA to complete the shaded part of the Competing Behaviour Pathway template.
- **b** Identify the long-term desired behaviour that will help the student meet future academic or social demands.
- **c** Identify an alternative short-term behaviour that will serve the same function as the problem behaviour. Remember, the alternative behaviour must be easy for the student to do, socially appropriate, and produce the same outcome as the problem behaviour.
- **d** Identify a maintaining consequence for the long-term desired behaviour.

Competing Behaviour Pathway template



Competing Behaviour Pathway example



2. Develop intervention strategies

a. Identify teaching strategies for teaching alternative behaviours.
b. Identify setting event strategies to neutralise the effects of previous events and circumstances.
c. Identify antecedent strategies to prevent problem behaviour and to support the alternative behaviour.
d. Identify consequence strategies to reinforce the alternative behaviour.
e. Identify consequence strategies to limit reinforcement of the problem behaviour.

a. Teaching strategies

Decide how the alternative behaviour will be explicitly taught to the student. Other skills needed in order for the student to use the alternative behaviour will also need to be taught. Examples of skills that may need to be taught include academic skills, social skills, communication skills and organisational skills. It is important to practise using the alternative behaviour when the student is calm and to provide multiple opportunities for the student to practise and receive feedback. The student will also need to be taught when to use the alternative behaviour.

> **Example**
> Sammy is arguing and talking back to the teacher when presented with an academic task. He needs to be taught how to select a task that is do-able. We will also need to teach Sammy some coping skills to deal with frustration.

b. Setting event strategies

Select supports that will mitigate the effects of events or experiences which set up the problem behaviour.

> **Example**
> Sammy has experienced academic failure in previous years. We cannot change the past, but we can show that we believe Sammy is capable of success and communicate to Sammy that teachers want to help. We can also provide a clear overview of the task so Sammy knows what to expect.

c. Antecedent strategies

Select strategies to prevent problem behaviour and promote use of the alternative behaviour.

> **Example**
> Provide Sammy with a choice of shortened academic tasks that he can definitely do. Prompt Sammy to select one of the tasks.

d. Consequence strategies to reinforce the alternative behaviour

Select strategies which encourage the student to keep using the alternative behaviour. Keep the function of the behaviour in mind when selecting reinforcement strategies.

> **Example**
>
> Sammy is currently being reinforced by avoiding tasks, therefore we need to provide a reinforcer that gives him a break from academic demands. For example, he might be allowed to choose a preferred activity after completing a task.

e. Consequence strategies to limit reinforcement of the problem behaviour

Select strategies which do not reinforce the problem behaviour. In other words, do not let the problem behaviour pay off for the student.

> **Example**
>
> Stop sending Sammy out of the class for arguing or talking back. Have Sammy complete unfinished tasks outside of class time.

3. Develop the Implementation Plan

- Identify all actions and tasks associated with the IBSP.
- Allocate responsibilities and timelines.
- Communicate implementation steps to all involved with plan implementation.
- Provide information and organise any necessary training before commencing plan implementation.

> ### Example
>
> Sammy's implementation plan would need to document *who will:*
>
> - teach Sammy how to select a task
> - teach and practise coping skills with Sammy
> - reassure Sammy that he can succeed
> - develop tasks that Sammy can do
> - prompt Sammy to select a task
> - provide a preferred activity
> - make sure Sammy completes work later
> - coordinate the implementation of the plan.

The implementation plan also needs to document the dates or timelines for tasks and identify any communication or training that needs to happen. For example, does someone need to remind the teacher to prompt Sammy to select a task? Who will coordinate the teacher plan?

4. Develop the Monitoring and Evaluation Plan

- Establish *how* implementation will be checked/*who* will check and *how often*.
- Set dates (weekly or fortnightly) to review plan implementation and outcomes.
- Document the observable and measurable behaviour goals.
- Select a method of data collection for tracking student outcomes.
- Allocate data collection and analysis tasks.
- Establish data-decision rules for continuing or modifying the IBSP.

Example

- Complete implementation checklist as part of weekly/fortnightly review.
- DP to check in daily with Sammy's teacher on plan implementation.
- Weekly meeting dates decided for first month of plan implementation.
- Short term goal is for Sammy to select an alternative task to work on for 10 minutes in literacy and maths on 4/5 occasions when challenging work is presented.
- Teacher will complete scatterplot daily.
- Student Support Coordinator will analyse, record and graph scatterplot data.
- After 2 weeks of the goal being achieved, the time on task will be increased by 5 minutes.

A note on risk assessment

If the student's behaviour presents a serious risk of injury to self or others a risk assessment must be completed. Use the Risk assessment – behaviour, safety and wellbeing template. Seek support from regional services if needed.

Appendix 1: IBSP examples

Example 1: Individual Behaviour Support Plan

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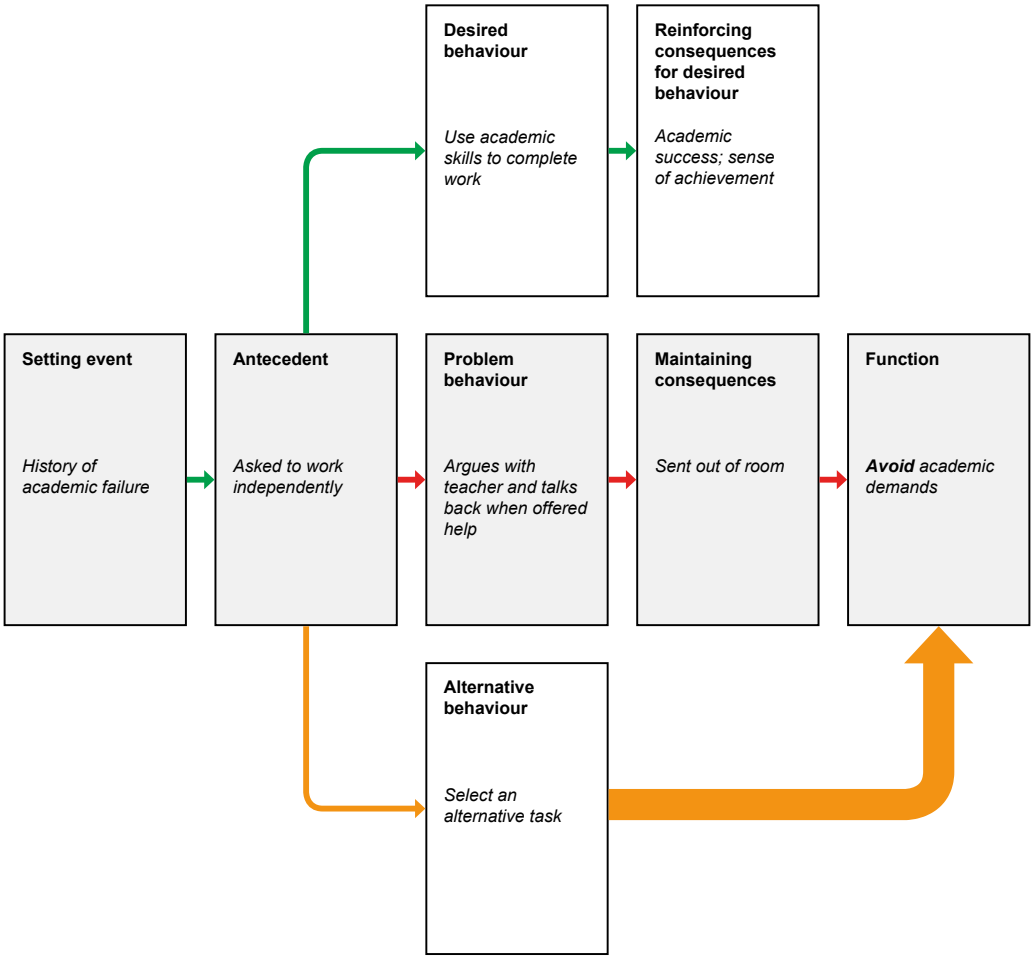
Individual Behaviour Support Plan

Student name:	*Sammy Samson*
Meeting date:	*March 3*
Action team members:	*Molly Samson (mum), Ana Sanchez (teacher), Paulo Braun (GO), Jackie Floyd (DP)*

Competing Behaviour Pathway



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IBSP example 1

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Intervention Strategies

Setting event strategies	Antecedent strategies	Teaching strategies	Consequence strategies
Show Sammy the task choices for today and reassure him that he'll be successful *Remind Sammy of previous successes*	*Provide Sammy with a choice of 3 literacy or maths tasks and allow him to pick one.* *Pre-teach concepts and strategies so that Sammy can be successful.* *Remind Sammy he can do a preferred activity after 10 minutes on task.*	*Role play selecting an activity.* *Teach positive self-talk for when Sammy thinks the work is too hard.* *Teach Sammy a private signal to get teacher help.*	*Sammy can choose playing a computer game or doing a jigsaw after 10 minutes on task.* *Provide specific, positive feedback when Sammy selects an activity and works for 10 minutes.* *Remind Sammy to make a selection then walk away. For every minute off task Sammy will complete a minute make-up after school.*

Implementation Plan

Tasks and required resources	Person responsible	Timeline
1. *Training and communication*	*Jackie*	*By 10/3*
2. *Setting event strategies – prepare literacy and maths tasks; keep a record of daily achievements*	*Ana*	*Start 13/3*
3. *Antecedent strategies – timetable in time for pre-teaching; have tasks ready*	*Ana*	*Start 13/3*
4. *Teaching strategy (alternative behaviour) – role play selecting a task*	*Paulo & Ana*	*W/B 6/3*
5. *Teaching strategy (desired behaviour) – positive self-talk*	*Paulo*	*W/B 6/3*
6. *Teaching strategy (desired behaviour) – teach how to request teacher help*	*Ana*	*W/B 6/3*
7. *Consequence strategy (reinforce alternative behaviour) – provide a computer game or jigsaw*	*Ana*	*Start 13/3*
8. *Consequence strategy (reinforce alternative behaviour) – provide positive feedback. Develop scripts and practise for 5 minutes.*	*Ana & Jackie*	*Coaching meeting 10/3*
9. *Consequence strategy (do not reinforce problem behaviour) – set up desk in office for catch up work/walk through with Sammy. Remind Sammy each day.*	*Jackie* *Molly*	*Start 13/3*

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IBSP example 1

Monitoring and Evaluation Plan

Behavioural goal (specific, observable and measurable)	Data collection	Person responsible/timeline	Review date	Evaluation decision • **Monitor** • **Modify** • **Discontinue**
Sammy will select and complete a 10-minute literacy and maths task from a choice of 3 tasks on 4 out of 5 occasions.	• *Product review – completed tasks* • *Checklist – tasks selected*	• *Ana and Jackie – weekly* • *Ana – daily*	*March 24*	*Modify – extend tasks to 15 minutes.*
Sammy will use positive self-talk strategies 80% of the time by the end of Term 2.	• *Student monitoring card*	• *Sammy and Paulo*	*March 31*	
Sammy will attempt challenging academic tasks, or ask for help 80% of the time by the end of the school year.	• *Student portfolio* • *Tally of unattempted tasks*	• *Ana – fortnightly review* • *Action team – each term*	*June*	

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Example 2: Individual Behaviour Support Plan

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Individual Behaviour Support Plan

Student details

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

Team members

Team members: Names and roles	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

Information from Functional Behaviour Assessment

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

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IBSP example 2

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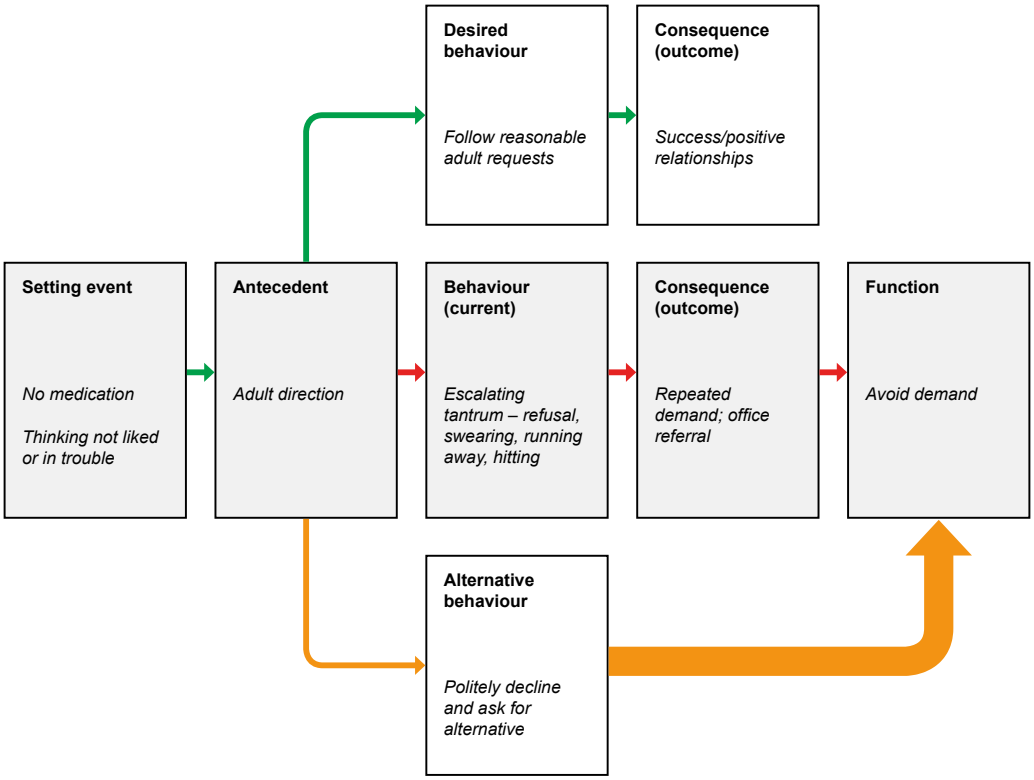
Competing Behaviour Pathway



Goals

Alternative behaviour (short term) What we want the student to do instead. Remember the alternative behaviour must meet the identified function.	*Politely decline and state preferred task.* **Date for achievement of short term goal:** End of Term 2
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.	*Carry out 95% of all reasonable requests made by adults.* **Date for achievement of long term goal:** *By end of Year 5.*

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IBSP example 2

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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?	• *Check in with GO on arrival in morning* • *Visual schedule – order of daily tasks* • *Prompt for alternative behaviour – reminder to use script to decline/request another activity* • *Acknowledge challenges and reassure of support/success*	• *Schedule and record check-ins - DM* • *Provide recording spreadsheet – SM* • *Display visual schedule – ER* • *Prompts and challenges – ER, MT*	*18/3*	*Check in – Y* *Schedule – Y* *Prompts – Y* ***Continue***
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?	• *Teach how to politely decline an adult request/direction* • *Teach asking for a preferred activity*	• *Develop scripts – DM, ER, ZC* • *1:1 teach and practice – DM (every morning)* • *Pre-corrects and modelling in class – ER, MT*	*18/3 – 27/3*	*Teaching – Y* *Modelling – Y* ***Discontinue** 1:1 teaching but **continue** pre-corrects, modelling & practice*
Consequence strategies (reinforce new behaviour) How will use of the alternative behaviour be reinforced?	• *Adult praise for using decline and ask script* • *Respond immediately a polite request is made – remove demand/provide alternative activity* • *Award group point at end of session when Z does not begin tantrum cycle* • *5 mins with reading dog daily when polite scripts used*	• *Feedback script for all adults – IO* • *Prepare alternative activities – ER, IO* • *Positive attention every 2 minutes – ER, MT* • *Display group points tally – ER* • *Take to reading room - MT*	*18/3*	*Script – Y* *Activities – Y* *Points – N (chart not ready)* *Reading dog – Y* ***Modify** – set timer for positive attention for every 5 minutes; start group points from next week.*
Consequence strategies (minimise target behaviour) How will reinforcement for the target behaviour be minimised?	• *Remind to use script* • *Withdraw attention for verbal escalation* • *Rewards not earned*	• *Reminders – ER* • *Attention – ER, MT*	*18/3*	*Reminders – Y* *Attention/reward– N (not needed)* ***Continue***

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IBSP example 2

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Additional strategies to address setting events/other identified factors

Selected strategies	Implementation tasks/responsibilities
• *Ensure medication is taken/call school if not*	• *FC – every morning*
• *Teach understanding non-verbal and verbal cues (reading faces and understanding tone)*	• *DM – during morning check-in* • *ER – whole class SEL*
• *Targeted reading program and additional practice time in class*	• *IO – assign support/ongoing assessment* • *ER – source books for in-class reading practice*
• *Gradually increase tolerance for non-preferred/challenging tasks (at least 2 weeks of success before incremental increases)*	• *All - Planning for next phase (fortnightly review)*

Data collection plan

Data collection	Type of data	Person responsible/date
Baseline data	What baseline data do we have or need? • *Number of office referrals* • *Teacher rating – intensity of each incident*	Who will collate the baseline data? By when? *Printout of office referrals – SM 15/3* *Teacher rating – ER with SM*
Monitoring data	What data will we collect weekly? • *Daily check-in record* • *Teacher rating – behaviour intensity* • *Office referrals*	Who will develop the procedure? By when? Who will collect the data? How often? Who will monitor the data collection? How often? *DM to complete from 18/3* *ER to complete daily* *SM to enter data in OneSchool*
Implementation data	What data will tell us if the plan is being implemented as planned? • *Implementation checklist*	Who will develop the checklist? By when? Who will implement each step? How often? *Daily check-in with teacher and aide - SM* *Fortnightly review – task checklist (team)* *Observation – IO (2 x weekly)*

Review dates

Review 1	*31/3*
Review 2	*24/4*
Review 3	*8/5*
Review 4	*22/5*
Review 5	*5/6*

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IBSP example 2

Appendix 2: IBSP templates

Template 1: Individual Behaviour Support Plan

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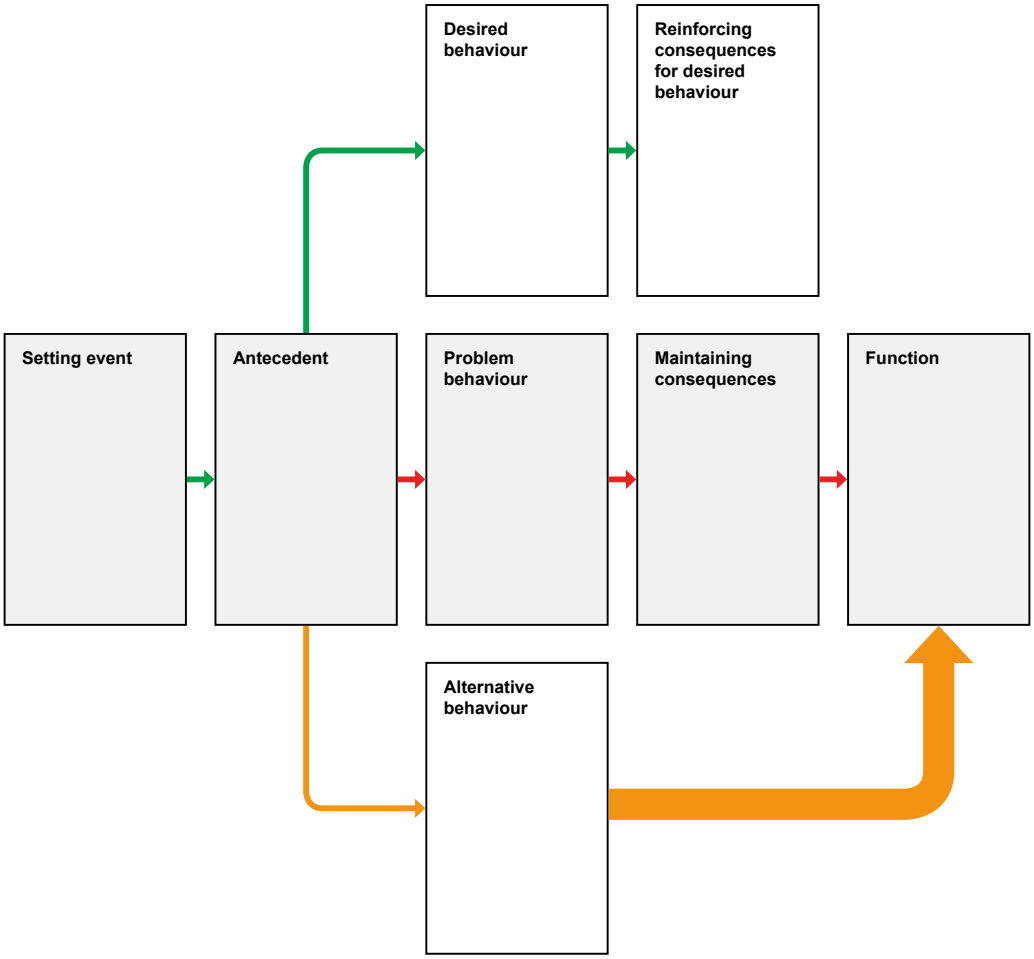
Individual Behaviour Support Plan

(Adapted from C. Borgmeier, 2002)

Student name:	
Meeting date:	
Action team members:	

Competing Behaviour Pathway



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IBSP template 1

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Intervention Strategies

Setting event strategies	Antecedent strategies	Teaching strategies	Consequence strategies

Implementation Plan

Tasks and required resources	Person responsible	Timeline

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IBSP template 1

Monitoring and Evaluation Plan

Behavioural goal (specific, observable and measurable)	Data collection	Person responsible/timeline	Review date	Evaluation decision • Monitor • Modify • Discontinue

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Template 2: Individual Behaviour Support Plan

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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	

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IBSP template 2

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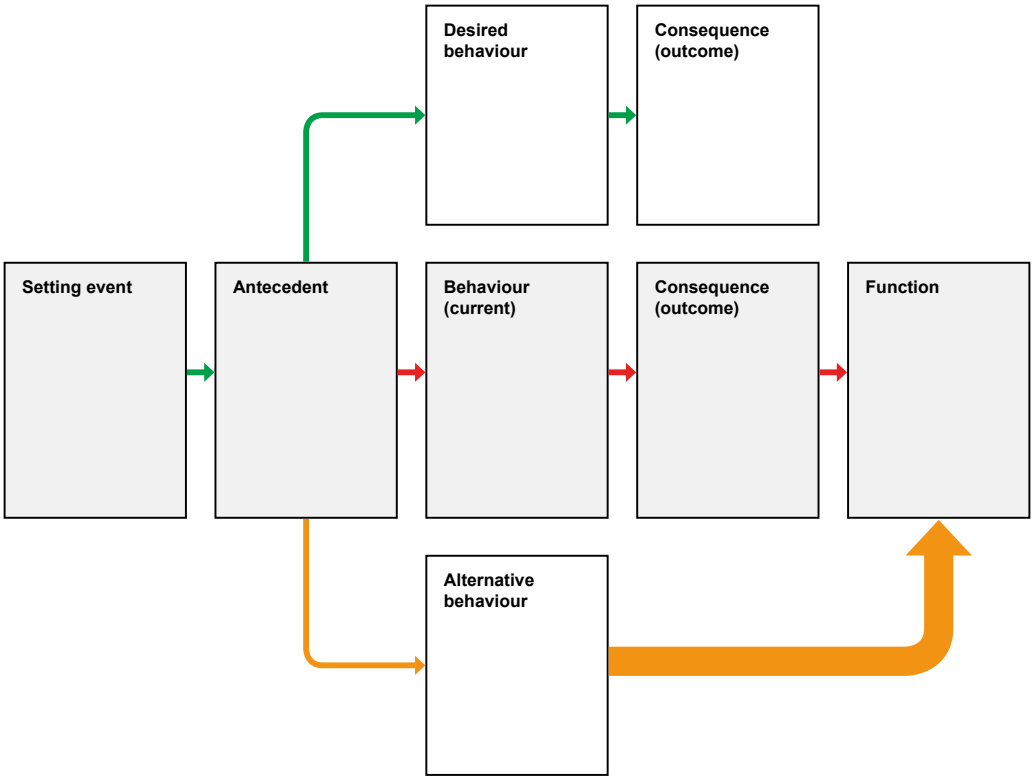
Competing Behaviour Pathway



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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IBSP template 2

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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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IBSP template 2