



Individualised Behaviour Support Plan

Guidance Document

Name of student: _____ Class: _____

Date of plan: _____

Date of Review of plan: _____

Contributors to the plan: _____

The plan is created collaboratively by those working directly with a child and his/her parents in consultation with the child. The plan will be revised and expanded as needed over the year and will then be used to develop a transition plan for the next year's teachers. The plan has been created to support the goals and objectives for the child and can be considered an addendum to the educational support plan (IEP). All sections of the plan may not be appropriate for all behaviours.

Step 1: What is known about the child.

Step 2: Identify problem classroom behaviour and setting or situation when it occurs.

Step 3: Understanding the misbehaviour. Identify what you think is the function of the behaviour?

Step 4: Identify the desired positive opposite behaviour and when you can prompt, model, and coach its occurrence.

Step 5. Identify the relationship building Strategies you will use.

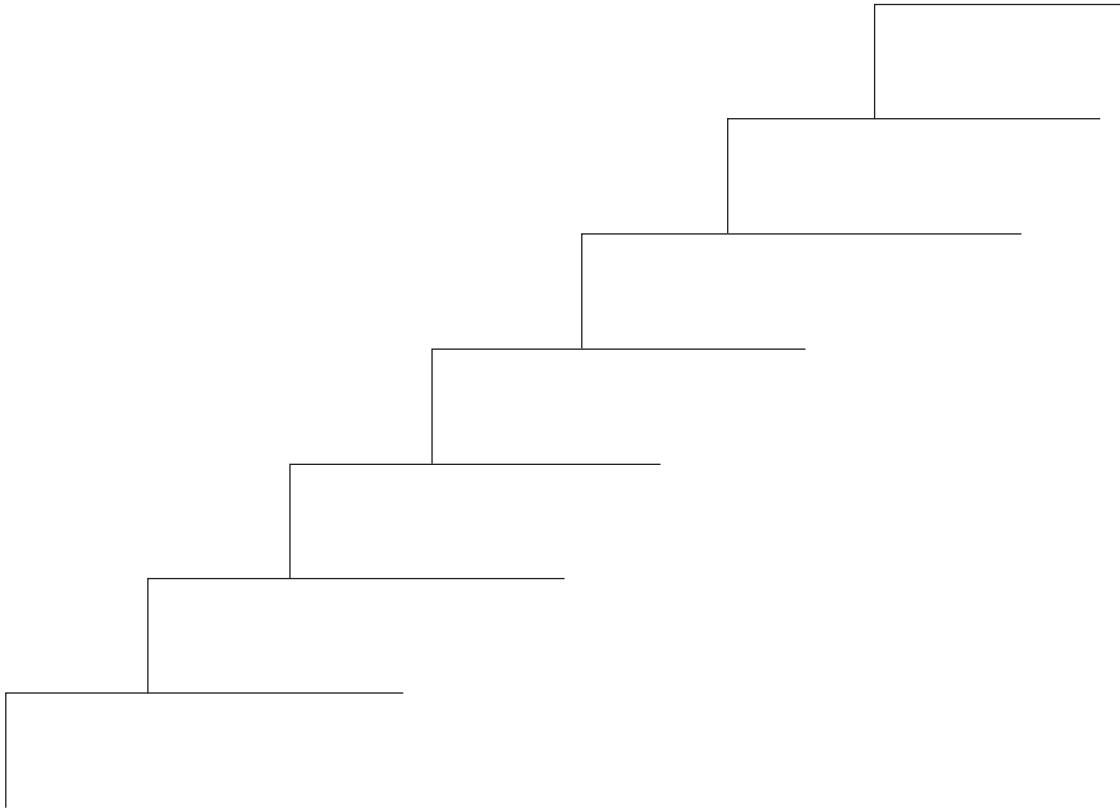
Step 6: Identify the proactive strategies that you will put in place to prevent negative behaviour occurring, taking account of the function of the behaviour.

Step 7: Select specific ways in which you will use praise, coaching methods and encouragement to promote desired positive behaviour. Specify what behaviours you will model, prompt, praise and give attention to.

Step 8: Select specific reinforcers/incentives/rewards to promote desired positive behaviour.

Step 9: Specify what behaviour you will ignoring and how you will carry out the ignore.

Step 10: If the child continues to misbehave be clear about the discipline hierarchy you will use.



Step 11. Time Out to Calm Down: If Time Out is to be used, specify where and the parameters of its use.

Step 12: Select specific ways in which you will teach the child the positive opposite behaviours they have not yet learned. Find out how parents want to be involved and the frequency they want feedback.

Step 13: Doubling the Impact. Make a plan for how you will involve other school staff and the family to support the behaviour plan.

Step 14: Adults involved in implementing the plan and resources needed. Find out how parents want to be involved and the frequency they want feedback.

Step 15: Review the strategies that are working as well as those than need refinement. Adjust goals as appropriate.

Step 16: Review of the plan. Set goals for next time period and date for next review.