

Aspect Positive Behaviour Support

Behaviour Form Information Sheet

aspect
practice

This form can be used by parents, carers and service providers when working with individuals who require a proactive approach to developing a plan for bringing about positive behaviour change.

Why develop an individual behaviour plan?

It is important to start an intervention plan from the bottom of the triangle (the green zone), setting up an autism-friendly environment matched to individual needs. However, behaviour concerns may also require a functional behaviour assessment and individual Positive Behaviour Support (PBS) plan to help to understand why they are doing what they are doing, and what replacement behaviours may need to be taught or encouraged so that the individual can achieve a better quality of life. In Aspect Positive Behaviour Support we use a "Behaviour Form".



What is an individual behaviour plan?

An individual PBS plan is a collaboratively developed plan that focuses on a single 'target' behaviour, which people have identified as particularly challenging and may be limiting the individuals quality of life. The Aspect behaviour form is a one page document that helps a team to develop an evidence based proactive PBS plan. The form consists of three parts:

- Understanding the behaviour
- Identifying the function of the behaviour
- Creating a multi-element plan

The behaviour form prompt sheet (which is found on the back of the form) will help you work step by step through each of the boxes to complete the plan.

Who is in your team?		
Understand behaviour	Before the behaviour Setting conditions (most likely): Triggers: 2	Behaviour Description: 1
	After the behaviour Your response: Their response: 3	
	Possible purpose of the behaviour 4	
Identify the function	What do you think they are trying to say? What do you think the person is feeling?	
	ATTENTION Object &/or activity	SENSEY
	GET GET AWAY	What do you think the person is feeling?
Plan for intervention	Environmental change 5 New house rule:	Replacement behaviour 6 Teach new skills
	Reward use of replacement behaviour or new skill! What, when and how often? 7 Review date	

Aspect Positive Behaviour Support Form

Before you begin the form, write all the people who will help you gather information and implement your strategies in the 'who is in your team box'. Ask your team to help with your assessment, develop the plan and make sure it is implemented consistently

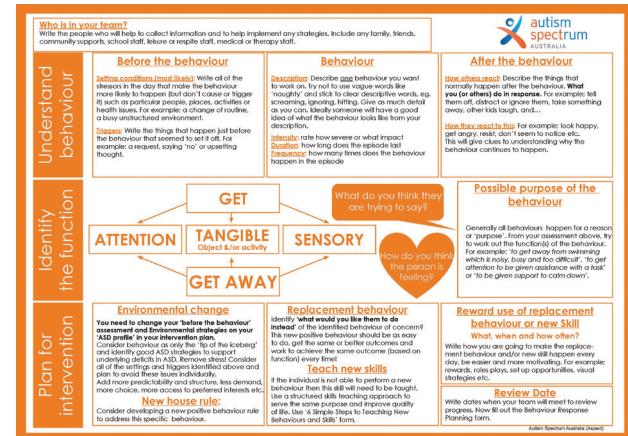
1. A clear description of what the behaviour looks like
2. Detective work around what is happening before the behaviour occurs (setting conditions), what causes the behaviour to occur (trigger) and
3. What happens after the behaviour occurs (consequence), including the individual's response to the reaction of others.

These observations form part of a Functional Behavioural Assessment, which can help to

4. Determine the possible 'function' of the behaviour. What is the individual trying to communicate through this behaviour? What might they be trying to get or get away from?

Finally, this information is used to develop a multi-element plan, including

5. Ways to change the environment to reduce setting conditions and increase support strategies.
6. Identifying replacement behaviours (what you would like the individual to do instead to communicate their message), and new skills that will need to be taught.
7. Provide positive reinforcement or encouragement to promote replacement behaviours.
8. A date for the team to review the plan.



Who is in your team?

Write the people who will help to collect information and to help implement any strategies. Include any family, friends, community supports, school staff, leisure or respite staff, medical or therapy staff.



Plan for intervention

Identify the function

Understand behaviour

Before the behaviour

Setting conditions (most likely): Write all of the stressors in the day that make the behaviour more likely to happen (but don't cause or trigger it) such as particular people, places, activities or health issues. For example; a change of routine, a busy unstructured environment.

Triggers: Write the things that happen just before the behaviour that seemed to set it off. For example; a request, saying 'no' or upsetting thought.

Behaviour

Description: Describe one behaviour you want to work on. Try not to use vague words like 'naughty' and stick to clear descriptive words, e.g. screaming, ignoring, hitting. Give as much detail as you can. Ideally someone will have a good idea of what the behaviour looks like from your description.

Intensity: rate how severe or what impact

Duration: how long does the episode last

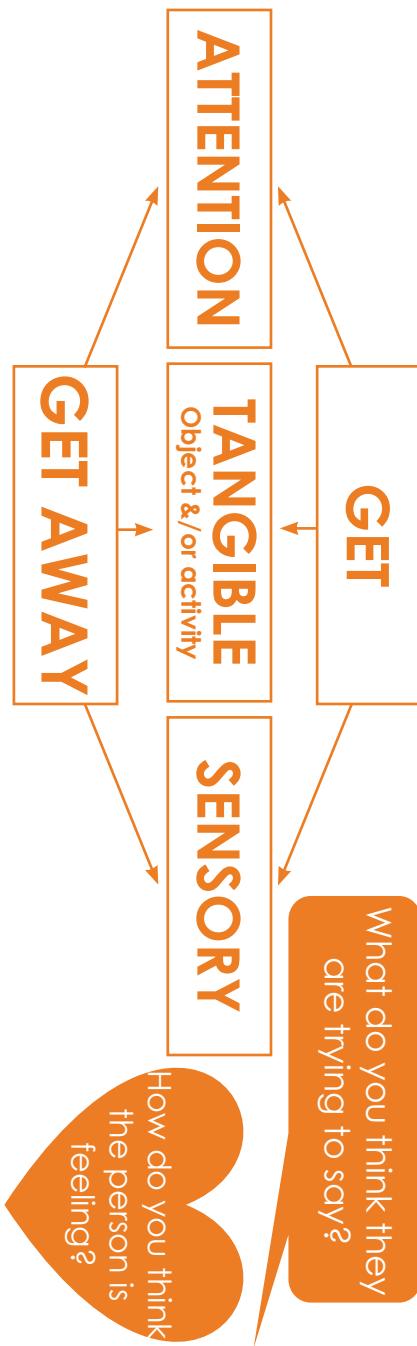
Frequency: how many times does the behaviour happen in the episode

After the behaviour

How others react: Describe the things that normally happen after the behaviour. **What you (or others) do in response:** For example; tell them off, distract or ignore them, take something away, other kids laugh, and...

How they react to this: For example; look happy, get angry, resist, don't seem to notice etc. This will give clues to understanding why the behaviour continues to happen.

Possible purpose of the behaviour



Reward use of replacement behaviour or new Skill

What, when and how often?

Generally all behaviours happen for a reason or 'purpose'. From your assessment above, try to work out the function(s) of the behaviour. For example: 'to get away from swimming which is noisy, busy and too difficult', 'to get attention to be given assistance with a task' or 'to be given support to calm down'.

What, when and how often?
Write how you are going to make the replacement behaviour and/or new skill happen every day, be easier and more motivating. For example; rewards, roles plays, set up opportunities, visual strategies etc.

Review Date

Write dates when your team will meet to review progress. Now fill out the Behaviour Response Planning form.

You need to change your 'before the behaviour' assessment and Environmental strategies on your 'ASD profile' in your intervention plan.
Consider behaviour as only the 'tip of the iceberg' and identify good ASD strategies to support underlying deficits in ASD. Remove stress! Consider all of the settings and triggers identified above and plan to avoid these issues individually.

Add more predictability and structure, less demand, more choice, more access to preferred interests etc.

New house rule:
Consider developing a new positive behaviour rule to address this specific behaviour.

Environmental change

If the individual is not able to perform a new behaviour then this skill will need to be taught. Use a structured skills teaching approach to serve the same purpose and improve quality of life. Use '6 Simple Steps to Teaching New Behaviours and Skills' form.

Identify 'what would you like them to do instead' of the identified behaviour of concern?
This new positive behaviour should be as easy to do, get the same or better outcomes and work to achieve the same outcome (based on function) every time!

Teach new skills

Identify 'what would you like them to do instead' of the identified behaviour of concern?
This new positive behaviour should be as easy to do, get the same or better outcomes and work to achieve the same outcome (based on function) every time!

