## Evaluate

Consider whether anything has changed for the student and whether the goal or plan needs to change.

<u>Analyse</u> information from the review. Done collaboratively their parent/carer.

Form part of planning process

with the student and



Strengths

Interests



Identify

Descibe the form

of the behaviour

in specific,

measurable and observable terms.



Student circumstances

and background

Support networks

Additional information



Behaviour Support Planning Process

Implement

Consistently follow the plan.



Assess

Gather evidence to consider the context and function of the behaviour.



## Context · Where, when, who.

·What is the student actually doing? ·frequency ·duration

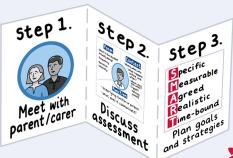
- ·intensity
- · What happens before and after? where else and when?
  - Triggers · Setting events

## Function

- · Underlying function or purpose
- · What does it communicate?

Plan

Develop SMART goals and choose evidence-informed strategies to teach positive replacement behaviour.





Review the plan's implementation and progress towards goals regularly.

> Is the student making progress towards the goal?

## Review data

- · around behaviour
- · Staff observations
- ·student self-monitoring
- ·check-in/check-out
- · weekly progress reports
- · feed back from parents or professionals



Manitored Revised Adapted Ch Adjustments