# NSW Department of Education

## 1 Identify

Describe the **form** of the behaviour in **specific**, **measurable** and **observable** terms.

- Strengths
- Interests
- Student circumstances and background
- Support networks
- Additional information

## 2 Assess

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

**Form**
- What is the student actually doing?
- frequency
- duration
- intensity

**Context**
- Where, when, who.
- What happens before and after?
- Where else and when?
- Triggers
- Setting events

**Function**
- Underlying function or purpose
- What does it communicate?

## 3 Plan

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

**step 1.** Meet with parent/carer

**step 2.** Discuss assessment

**step 3.**
- **S** Specific
- **M** Measurable
- **A** Agreed
- **R** Realistic
- **T** Time-bound

Plan goals and strategies

## 4 Implement

**Consistently** follow the plan.

**Step 4.** Communicate and implement the plan.

- Teaching and Learning Programs
- Whole-school Activities

**Explicitly** teach and use strategies.

Allow **time** to implement.

## 5 Monitor

**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
- feedback from parents or professionals

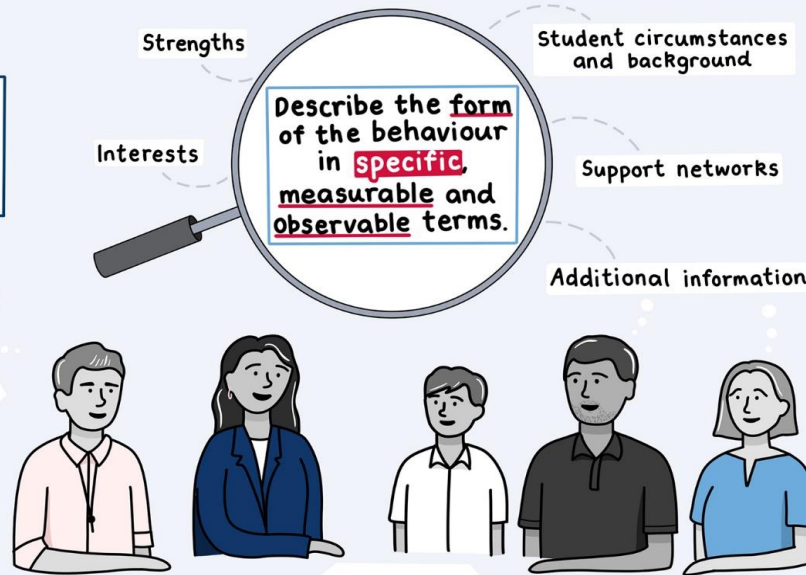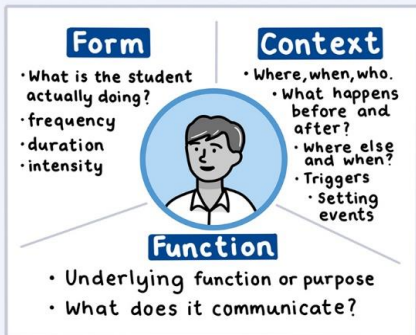Monitored Revised Adapted/changed **Adjustments**

## 6 Evaluate

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

**Analyse** information from the review.

Done **collaboratively** with the student and their parent/carer.

Form part of planning process

## Behaviour Support Planning Process

NSW GOVERNMENT