**INDIVIDUAL STUDENT SUPPORT PLANNING DOCUMENT**

|  |  |  |  |
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| **STUDENT NAME** |  | **DOB** |  |
| **SCHOOL** |  | **COMMENCMENT DATE** |  |
| **YEAR LEVEL** |  | **REVIEW DATE** |  |

|  |  |  |  |  |  |
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| **ISSP ACTION PLAN TEAM** | | **Phone** | **Email** | **Signature** | **Date** |
|  | ISSP Team Leader  *(FBA experience)* |  |  |  |  |
|  | School Executive |  |  |  |  |
|  | School Counsellor |  |  |  |  |
|  | Class Teacher |  |  |  |  |
|  | LaST |  |  |  |  |
|  | Parent / Guardian |  |  |  |  |
|  | Interagency Supports |  |  |  |  |

**COMPETING BEHAVIOUR PATHWAY**

***Triggering* Antecedents (2)**

**Setting Event/s (3)**

**Desired Behaviour**

**Long-Term (7)**

***Maintaining* Consequence (4)**

**Function (5)**

**Problem Behaviour (1)**

**Replacement Behaviour (6)**

***Maintaining* Consequence / Outcome (8)**

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| --- | --- | --- | --- |
| **Setting Event Adjustments (9)**  *Make problem behaviour irrelevant.*  Defusing routine: | **Antecedent Adjustments (10)**  *Make problem behaviour irrelevant.*  Prevent problem behaviour:  Prompt replacement/desired behaviour: | **Explicit Teaching of Replacement and Desired Behaviours (11)**  *Make problem behaviour inefficient.*  Teacher replacement behaviour:  Teach desired behaviour/academic/social skills: | **Alter the Consequences (12)**  *Make problem behaviour ineffective.*  Reinforce replacement and desired behaviour:  Redirect to replacement behaviour and minimise reinforcement of problem behaviour: |

**INDIVIDUAL STUDENT SUPPORT STRATEGIES**

**INDIVIDUAL STUDENT SUPPORT IMPLEMENTATION PLAN**

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| --- | --- | --- | --- | --- |
| **Tasks** | **Person Responsible** | **By When** | **Review Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **Impl. Rating:**  **2 = Yes - 90%+**  **1 = 50-90%**  **0 = No - <50%** | **Evaluation Decision**  **Monitor, Modify, or**  **Discontinue** |
| **Antecedent strategies:** Prevent/ modify triggers and Prompt:    **Teaching:** teach replacement behaviour and skills to engage in desired behaviour  **Reinforcement:** Make replacement and desired behaviour more rewarding than problem behavior  **Redirect to replacement behaviour:** Prompt replacement behaviour at earliest signs of problem.  **Minimise reinforcement of problem behaviour:**  Make problem behaviour ineffective  **Safety:** Is safety a concern? Y N  If yes, attach plan to Individual Student Support Plan |  |  | **2 1 0**  **2 1 0**  **2 1 0**  **2 1 0**  **2 1 0**  **2 1 0**  **2 1 0**  **Impl ##**  **Score ##**  **Total**  **Possible** |  |

**INDIVIDUAL STUDENT SUPPORT PLAN – EVALUATION and MONITORING**

|  |  |
| --- | --- |
| **Behavioural Goal:** (Use specific, observable, measurable descriptions of goal) | |
| **What is the short-term behavioural goal?**  What is the short-term behavioural goal (reduction in problem behaviour)?  During *<Routine>,* when *<Antecedent>****,* *<****student name****>*** will *<Positively Stated Behaviour>* at least *<%>* of the time as measured by a Daily Point Card (see attached) | **Expected date:** |
| **What is the long-term behavioural goal?**  What is the long-term behavioural goal (Approximations toward Desired Behaviour)?  During *<Routine>,* when *<Antecedent>****,* *<****student name****>*** will *<Desired Behaviour>* at least *<%>* of the time as measured by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | **Expected date:** |

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|  | **Procedures for Data Collection** | **Person Responsible** | **Timeline** |
| **Is Plan Being Implemented?** | Complete the Daily Implementation Checklist |  |  |
| **Is Plan Making a Difference?** | Complete the Daily Point Card |  |  |
| **Graphing Data** | Enter Daily Point card data into Excel graphing template |  |  |