**Individual Student Support Planning – HELP GUIDE**

***Maintaining* consequence / outcome**

What is the adult / peer response that maintains this behaviour? What **will** the student get out of displaying this new behaviour? E.g. attention from adults, etc.

**Desired behaviour**

**long-term (7)**

What behaviour do we hope the

student will use in the long term

instead of the problem behaviour?

e.g. completing a disliked task

rather than becoming aggressive

***Maintaining* consequence (4)**

What is the adult/peer response that maintains the behaviour? What does the student get out of displaying the problem behaviour?

**Function (5)**

(Access or Escape)

e.g. avoids task, attention from peers, access to an activity etc.

***Triggering* antecedents (2)**

What tends to happen just before the problem behaviour?

e.g. teacher direction, told ‘no’,

comment from peer etc.

**Problem behaviour (1)**

What is the student behaviour

we want to manage better?

e.g punching others, task refusal, leaving room

The behaviour must be specific, measurable and observable.

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**Setting event/s (3)**

What events impact and increase the likelihood of the problem behaviour?

E.g. lack of sleep, missed medication, hunger, failure in previous tasks etc.

**Function hypothesis – Why?**

Having collated all of your ‘data’ what is the team’s best guess as to why the student is choosing this behaviour?

**Replacement behaviour (6)**

What can we ‘cope’ with the

student doing in the short term

instead of the problem behaviour? e.g. leaving a room instead of becoming aggressive

**Alter the consequences (11)**

*Make problem behaviour ineffective*

Reinforce Replacement and Desired Behaviour:

-Reinforcement for using replacement behaviour matches the function?

-What individualised reinforcement will be used to establish, maintain and generalise the desired behaviour?

-Reinforcement for other positive behaviour as per school wide universal systems?

Redirect to Replacement Behaviour & Minimise Reinforcement of Problem Behaviour:

How are you going to prompt the student to switch to the replacement behaviour?

What strategies will be employed if the problem behaviour occurs again?

What strategies will minimise pay off/ function?

What discussion will you have after the problem behaviour has ceased? List any other consequences that may be required? (refer to school Wellbeing Policy)

Consider an behaviour support plan and /or risk plan if safety is a real concern

**Explicit teaching of replacement and desired behaviours (10)**

*Make problem behaviour inefficient*

Teach the Replacement

What behaviour is going to be taught in the short term?

(achievable – think small steps)

What teaching strategies / necessary curriculum / materials are needed?

Who will establish?

Who will monitor?

What is the frequency?

Where and when will this occur?

With whom?

Include 4 steps of teaching

Modelling

Role playing

Performance feedback

Generalization and maintenance

Teach the Desired

How are you going to teach the desired (long term) behaviours?

What are the skills needed to achieve the desired behaviour?

Continuum of successive approximations.

**Antecedent strategies (9)**

*Make problem behaviour irrelevant*

Prevent Problem Behaviour

Explicitly develop strategies and adjustments to minimise or modify each specific antecedent/trigger.

Consider what strategies need to be made to the following areas:

* physical layout of room.
* communication needs.
* sensory needs / motor skills.
* curriculum / learning needs.
* instructional mode and teaching expectations.
* attitude / approach of adults.
* peer influences.

Prompt Desired / Replacement Behaviour

What strategies need to be set up and established to prompt the student to choose the replacement behaviour?

How is this going to be reinforced?

**Setting event strategies (8)**

*Make Problem Behaviour irrelevant*

What environmental changes / structure and supports will minimise or defuse the impact of the setting events?

Minimise setting events

Can you minimise or prevent the occurrence of the setting event?

e.g. Student misses breakfast – provide breakfast at school

Build in defusing routine

How can you diminish the effects of setting events that have already occurred?

Can you build in a routine that separates the setting event and antecedent?

E.g Have a quiet activity that allows an anxious student to calm down after experiencing a stressful ride on the bus to school.

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**Individual Student Support Planning**

**Consequence / Outcome**

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**Desired behaviour**

**long-term (7)**

**Consequence (4)**

**Function (5)**

**Antecedent (2)**

**Problem behaviour (1)**

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**Setting Event/s (3)**

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**Replacement behaviour**

**short-term (6)**

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| **Setting event strategies (11)** | **Antecedent strategies (10)** | **Explicit teaching of replacement and desired behaviour (9)** | **Alter the consequences (12)** |
| *Make problem behaviour irrelevant.*  Prevent or minimise setting event  Defusing routine: | *Make problem behaviour irrelevant.*  Strategies to prevent problem behaviour:  Prompt replacement/desired behaviour: | *Make problem behaviour inefficient*.  Teach replacement behaviour:  Teach skills for desired behaviour  (organisation, academic, social/ emotional) | *Make problem behaviour ineffective.*  Reinforcement for   * Replacement behaviour * Desired behaviour |
| *Response to problem behaviour*  *Redirect to replacement behaviour a*  *Minimise reinforcement (function) of problem behaviour:* |