BEHAVIOUR DOMAIN

BEHAVIOUR

Behaviour difficulties are often the most significant barrier to meaningful student engagement and participation in academic and social learning.

This domain relates to the social and behavioural aspects of a student in their learning environment. There are two interelated focus areas:

a) The student's ability to regulate their behaviour and respond appropriately to the environment, and

b) Social interactions in a range of environments and the ability to co-operate with peers and teachers.

Functional behavioural assessment and positive behavioural support are two key approaches that underpin this domain. The focus is on clearly defining the problem behaviour and its function, in order to put in place an intervention that will address the behaviour effectively.

This Domain is aimed at assisting management of individual students not whole class management. Although the process outlined here requires a significant investment of time, it is assumed that the student's problem behaviour is currently consuming an unacceptable amount of teacher and executive time without positive results for the student.

The focus is on adults changing their own behaviour and addressing the context for the student's behaviour, with the long-term goal of students changing their behaviour. Adults must be able to maintain their own self-control for any behavioural intervention to be successful.

Many students displaying severe challenging behaviour over the long term have experienced complex developmental trauma within their families. Our approach takes into account the effects of this trauma on children's social, emotional and cognitive development.

This guide will follow one example through the functional behavioural assessment process to the behaviour plan.

Students with challenging behaviour need:

- A learning environment that supports skill development and *prevents* challenging behaviour wherever possible

- Programs to promote social interaction skills

- Interventions that target the specific and individual areas of need

- A holistic approach including school, home and community environments

> The focus is on adults changing their own behaviour and addressing the context for the student's behaviour, with the long-term goal of students changing their behaviour.

References and further reading

Noell, G. H., & Gansle, K. A. (2009). Introduction to functional behavior assessment. In A. Akin-Little, S. G. Little, M. Bray & T. J. Kehle (Eds.), *Behavioral interventions in schools: Evidence-based positive strategies*. Washington, DC: American Psychological Association.

Downey, L. (2007). Calmer classrooms: A guide to working with taumatised children. Melbourne : Child Safety Commissioner. (Google 'calmer classrooms' to download pdf.)

'Chapter 4: Functional Behavior Assessments and Behavior Support Plans' from:

Martella, R. C., Nelson, J. R., Marchand-Martella, N. E., & O'Reilly, M. (2012). Comprehensive Behavior Management, 2nd ed. Sage, Thousand Oaks California.

1. DEFINE THE PROBLEM BEHAVIOUR

Effectively addressing and improving problem behaviour starts with building a common understanding of the behaviour itself. By defining what it is and what it isn't, we can observe when it is and when it isn't occurring. Defining the behaviour in observable terms is a way of separating the student from their behaviour.

Saying 'Latisha is aggressive' implies something about Latisha's personality and suggests that it will be difficult, if not impossible to change her behaviour. 'Latisha hits and kicks other students when she has conflicts with peers' labels observable behaviour that Latisha *does*, not something she *is*. This allows us to think of behaviour as actions that occur in certain situations and gives us some power to intervene in these situations.

Defining the problem behaviour is essential for all following steps in the functional behaviour assessment and behaviour support plan process.

If you don't know exactly what behaviour you are dealing with, it is difficult to plan targeted improvement strategies and impossible to know if you have been successful.

☞ Fill in the Behaviour section of the ABC chart.

How to

- Work in a small group of at least two people who are familiar with the student and have observed several incidences of their behaviour. Perceptions are likely to be skewed if only one person is reporting their observations.

- Start this process when you are emotionally at baseline. If emotions are heightened too soon after an incident with the student, it is unlikely that you can be objective and neutral.

- Consider all the problem behaviours the student displays and prioritise the one of most concern. Safety issues (risk of harm to self, other students or adults) must be dealt with first. Behaviour that damages property and behaviour disrupting the learning environment are of lower priority.

- Use language that is descriptive of the behaviour – what is the student doing, not what the student is being. Use neutral language that is free of emotion.

- As it is written, is this behaviour observable to others? Would an observer be able to recognize when this behaviour is happening or not? Use specific quotes or observations.

Sources of information

Schoolwide discipline data (e.g. Sentral). Teacher/SLSO reports. Planned observations (by school counsellor, executives, other teachers), PLASST domains D4-A and D4-B.

Describe the behaviour in observable terms

- How often does it occur?
- How long does it last?
- How intense is it?
- How does the student look?
- Body language
- Eyes – where was the student looking?
- Muscle tension
- Skin colour
- Body height
- Breathing
- What were they saying?

Good examples

- Student hits, kicks and shoulder barges other students
- Student swears at staff and students
- Student leans on, pushes, stands too close, and puts arms around staff
- Student does not follow directions from teachers other than his class room teacher
- Student disturbs the learning of others by climbing on furniture and calling out in class
- Student threatens other students by swinging his fist past their face, raising his leg to kick them, or says things such as "I'm going to bash you, I'm going to kill you"

Incorrect examples

- Student is aggressive
- Student is abusive
- Student absconds

Behaviour - Observable

What is the behaviour	How did the student look	How often does it occur	What was the student saying	How long does it last	How intense is it

2. DESCRIBE THE CONTEXT

Behaviour does not occur in a vacuum – practically all problem behaviour in schools occurs within a particular social and instructional context.

Students learn to behave in ways to achieve a desired outcome or to satisfy a need.

In order to work out the purpose or function of a student's behaviour, we must identify the specific contextual and environmental factors that trigger and maintain problem behaviour.

Complete the rest of your previously downloaded ABC Chart.

How to

- It is assumed that the student has engaged in the problem behaviour on a number of occasions if the time is being invested in this problem-solving process. Identifying common themes across a number of occurrences will build a better picture of the behaviour than focusing on one isolated incident.

- Contextual information should be gathered from more than one source to improve accuracy. It is important to have more that one person's observations of the behaviour.

Sources of information

Schoolwide discipline data (e.g. Sentral). Teacher/ SLSO/executive reports. Planned observations (by school counsellor, executives, other teachers, SLSOs). Reports from parents. Reports from students themselves.

ABC CHART

Page 1

Name		Date		Review Date	
Participants					

Contributing Factors

Family or community factors	Physical factors	Earlier incidents

Antecedents - triggers, predictors

Time of day	Day of the week	Changes of routine	Task	Social group	Subject

Location	What was the student saying	How did the student look	When does the behaviour not occur	Environmental aspects	

An ABC chart can be used to summarise the contextual information gathered

Describe the Context - Contributing Factors

Contributing factors refers to conditions or events, that have occurred some time prior to, and that predispose the student to engage in the problem behaviour. If an event/condition is *always* linked to the behaviour it is not a contributing factor, it is an antecedent.

What events predispose the student to engage in the behaviour, or are linked to the behaviour occurring?

Ask other staff, parents or the student themselves. Consider:

- Family or community factors (e.g. family stress, community violence, placement in foster care, changes in living arrangements, unemployment/ financial stress)

- Physical factors (e.g. fatigue, hunger, pain)

- Medical (e.g. change/lack of medication, not wearing their glasses, illness)

- Environmental factors (e.g. previous hot night, windy, full moon, noise or light conditions)

- Earlier incidents (e.g. arguing with parents before school, conflicts on the way to school or at school involving peers or staff)

Sources of information

The Profile section may provide relevant background information. Student, parent or sibling reports.

Teacher reports or observations. PLASST - all domains.

Examples

- Student's uncle has just moved in with the family and has taken his bedroom. Student has to move into a bedroom with his older sister. This is affecting his sleep and both the student and his sister are angry about this new arrangement. His sister threw his things out the window before school and he is concerned about the safety of his possessions.

- Mum has started working and has to leave home before the student is awake. There is no adult available to reliably supervise her taking her medication. She sometimes forgets to take it.

- Student has a fight in the playground before school with a classmate. He is still angry when he goes into class at 9am.

Now fill in the **Contributing Factors** section.
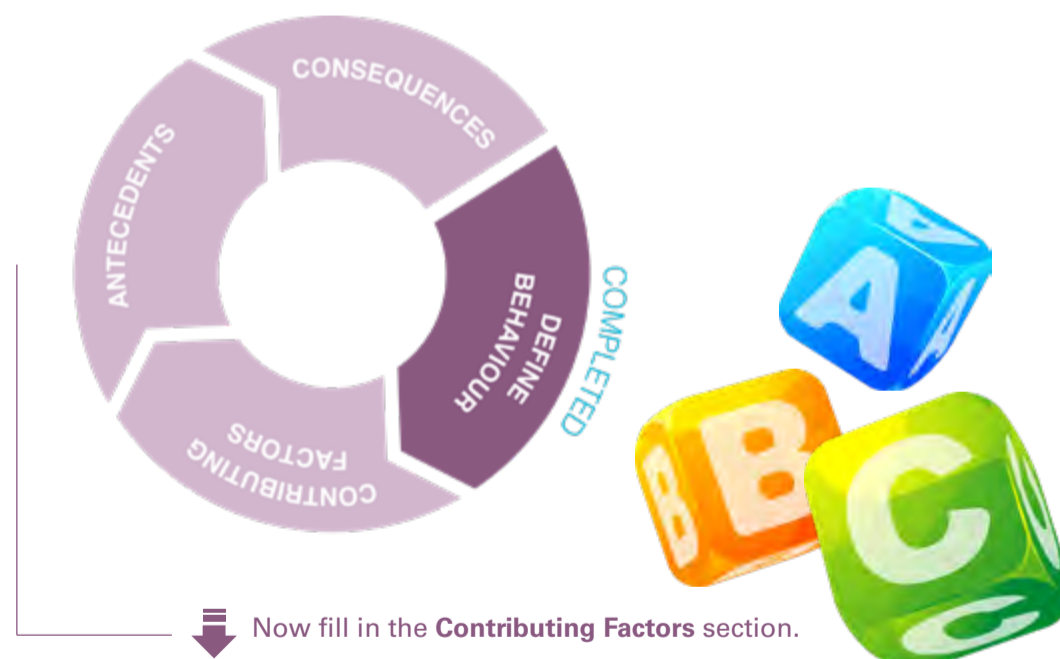
Describe the Context - Antecedents

While the contributing factors may have happened hours or days before, antecedents are the conditions or events occurring immediately before the behaviour. They can sometimes be thought of as triggers or predictors of the behaviour.

What happened just prior to the behaviour occurring?

Consider:

- Time of day (e.g. before school, afternoon, lunchtime)
- Day of week (e.g. Thursdays)
- Location (e.g. classroom, playground, library)
- Subject (e.g. reading, maths, music, sport)
- Instructional activity (e.g. individual work, reading aloud, group work)
- Non-academic activity (e.g. unstructured playground games, changing classes, coming in from lunch/recess).
- Social interactions that may trigger the behaviour (e.g. with certain adults or peers, being given a warning, arguing with peer, being teased by a peer, engaging in horseplay, being told to stop or start an activity, embarrassment by teacher or peer, lower levels of supervision, reprimands)
- Changes of routine (e.g. casual teachers, timetable changes, special events, cancellations)
- Environmental aspects (e.g. noise, lighting)

Now fill in the **Antecedents** section

When does the behaviour *not* **occur?**

(e.g. during certain subjects or activity types, with certain adults).

How did the student look?

- Eyes- where was the student looking?
- Muscle tension
- Skin colour
- Body height
- Breathing

What was the student saying?

- Tone of voice
- Volume

Sources of information:

Planned observations. Teacher/SLSO/Executive reports. Parent reports

Examples

1. **Problem behaviour:** Tran swears at peers and verbally threatens them

   Time of day: Most days of the week

   Location: Classroom

   Instructional activity: Reading groups

   Social interactions: Group working independently of teacher. He moves around in his seat, stands up and looks around the room, and plays with pencils. The problem behaviour occurs when his turn to read aloud is coming up, or another student corrects his reading errors.

   This behaviour does not occur when the teacher is working with the reading group or in any instructional activities that don't require reading. This behaviour sometimes occurs when students are lining up before school before teachers arrive to collect them.

2. **Problem behaviour:** Mariah absconds from the classroom and leaves the school grounds

   Time of day: After lunch, approximately 2pm

   Location: From classroom

   Activity: Any activity, particularly transitioning from playground to the classroom

   Social interactions: In class interactions. She leaves class lines or classroom soon after transitioning from the playground. She runs around the playground, and if able to, will leave the school grounds.
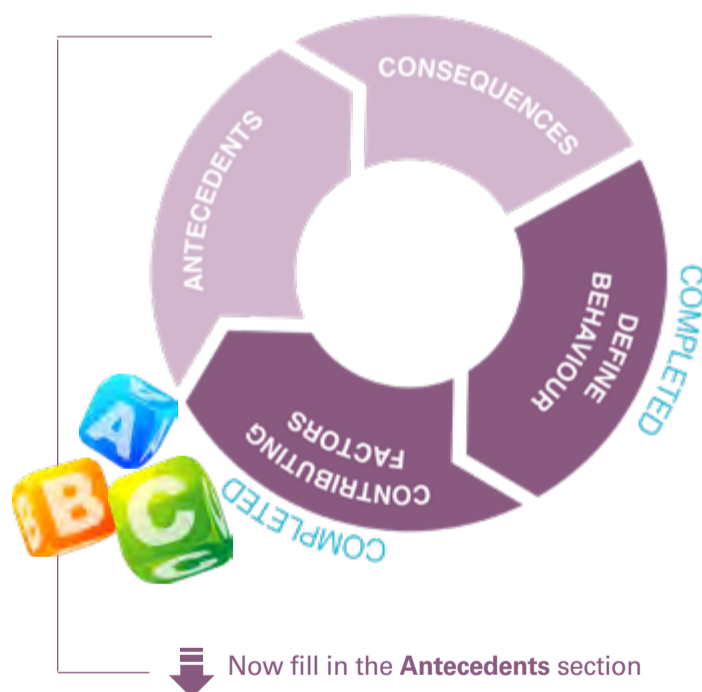
Describe the Context - Consequences

Consequences are what happens after the behaviour occurs. This may be what happens immediately after (within a few seconds) or some time later (minutes or hours).

How is it managed?

Immediate: (within a few minutes of it occurring)

e.g. given alternative or preferred activity, activity stopped, requests stopped, sent to time out, teacher uses non-verbal prompt.

Longer term: (for the remainder of the lesson/day/week)

e.g. lunchtime detention, phone call home, moved into another maths group.

What do the other students do?

e.g. others are scared, peers leave student alone, peers respond or laugh, adults pay attention to student, one-to-one instruction, sits at the office with executives, parents called, student is ignored.

What does the student do?

e.g. walk out slowly, walk out quickly.

How does the student look?

- Eyes- where was the student looking?
- Muscle tension
- Skin colour
- Body height
- Breathing
- What does the student say?
- Tone of voice
- Volume

Sources of information

Planned observations. Teacher/SLSO/Executive reports. Problem Behavior Questionnaire could be used if further information is required.

Examples

1. Problem Behaviour

   John is making noises in class and rocking on his chair.
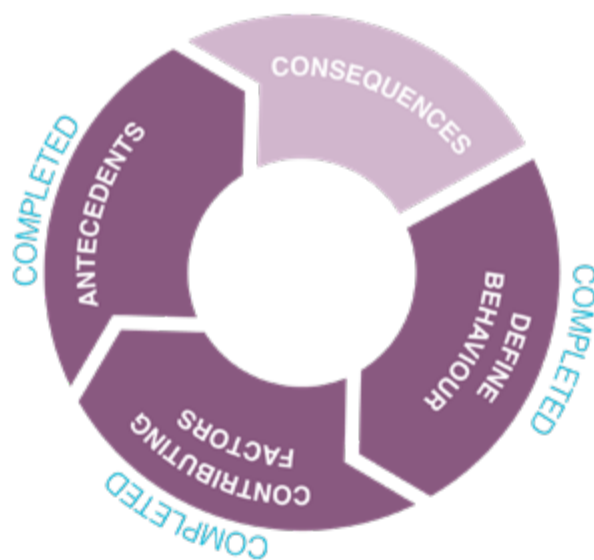
   Consequences

   Other students are laughing at him. Teacher sends him to time out for disturbing the class. He walks to time out in a relaxed manner and looks at other students and smiles as he walks past. He avoids eye contact with the teacher.

2. Problem Behaviour

   Patrick threatens a student by saying, " I'm going to hit you!"

   Consequences

   The teacher manages it by sending Patrick out of the room to the deputy principal's office. Patrick turns to the teachers and looks him in the eye, and mutters under his breath. He then walks slowly from the room, fists clenched, shoulders tense. Other students look at the teacher and move away from the door, and avoid making eye contact with Patrick. When he arrives at the office, the deputy principal informs him that he will call his dad. Patrick pleads with DP not to ring his dad, rocking on the chair and covering his face with his hands.

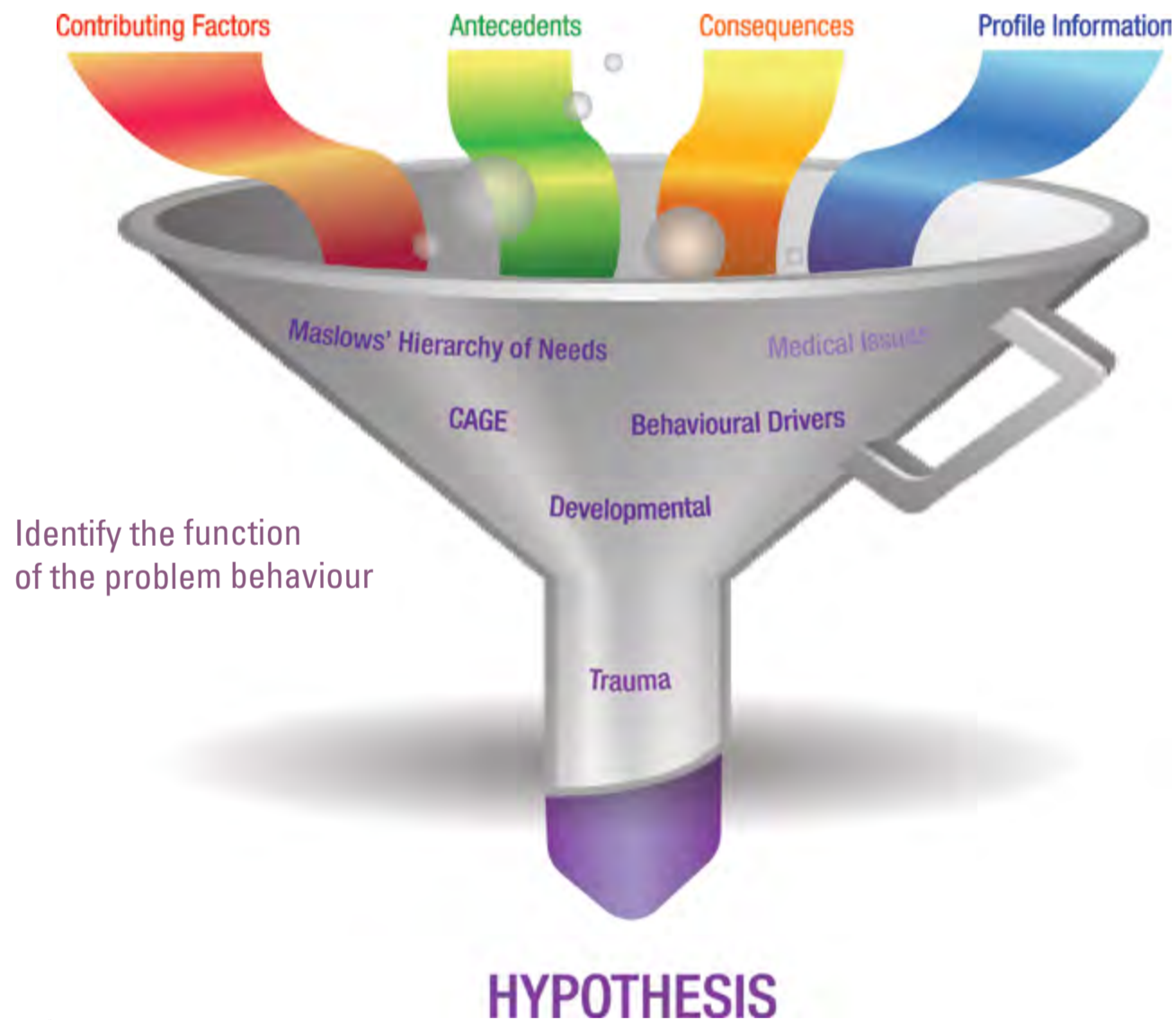Now fill in the **Consequences** section

3. IDENTIFY THE FUNCTION

Effective behaviour plans are built on your understanding of the function of a student's behaviour. Look at their behaviour from their perspective.

- Why is the student doing the behaviour?
- What is the need they are meeting from doing it?
- Why do they use this particular behaviour, rather than a more prosocial behaviour, to meet the need?

The function of the behaviour and the need it is attempting to meet is always valid – we all have needs for things such as attention, control and avoidance. It is the type of behaviour, its timing or intensity that is problematic.

This is the most complex part of the functional behaviour assessment that draws on your background knowledge of behaviour theories. The more familiar you are with these, the easier it will be to look at the information you have collected in The ABC Chart.
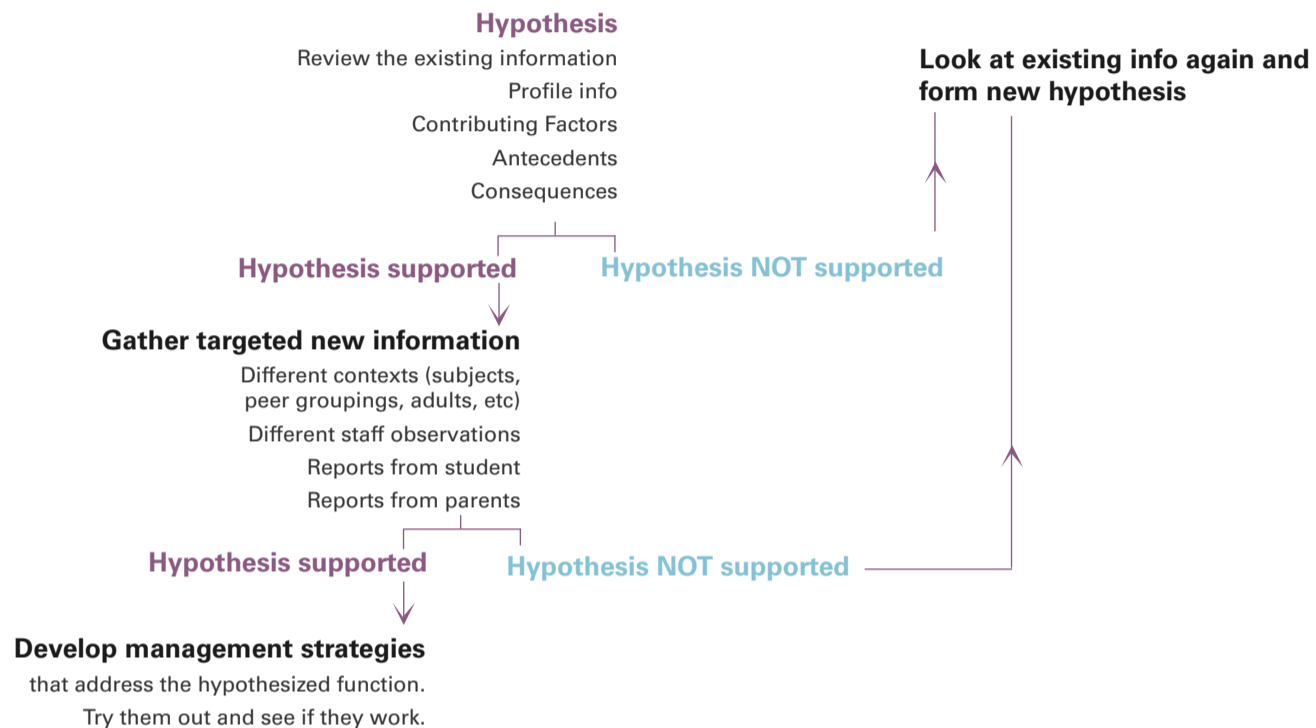

Contributing Factors   Antecedents   Consequences   Profile Information

Maslows' Hierarchy of Needs   Medical Issues

CAGE   Behavioural Drivers

Developmental

Identify the function
of the problem behaviour

Trauma

HYPOTHESIS

Click on the highlighted items on the funnel to read some background Information.

Identify the Function

This part of the Functional Behaviour Assessment is the 'scientific' element of this process.

Once you have formed some hypotheses about the function of the behaviour, they need to be tested to see if they make sense or not. Existing information is first reviewed, then new information will also need to be obtained to further test the hypotheses. When you are confident that the hypothesis is well supported by your evidence, trial some strategies.

The Hypothesis Testing Worksheet can be used to follow this process.

Hypothesis
Review the existing information
Profile info
Contributing Factors
Antecedents
Consequences

Look at existing info again and form new hypothesis

Hypothesis supported   **Hypothesis NOT supported**

Gather targeted new information
Different contexts (subjects, peer groupings, adults, etc)
Different staff observations
Reports from student
Reports from parents

Hypothesis supported   **Hypothesis NOT supported**

Develop management strategies
that address the hypothesized function.
Try them out and see if they work.

Hypothesis Testing Worksheet

The information above can be summarised on the Hypothesis Testing Worksheet.

Click to fill in the Hypothesis Testing Worksheet.

HYPOTHESIS TESTING WORKSHEET

| Name | | Date | |
| Participants | | | |

Hypothesis of Function Supporting information	Test Questions	Results	Next step

Possible reason for the problem behaviour occurring.

Evidence for your thinking.

e.g.

Hypothesis:

Task avoidance.

happens during classroom lesson times most days

Student is sent out of class and doesn't end up doing the task

How will you test your hypothesis to find out if it is accurate?

Ask further questions and gather more information to find out more or to rule things out.

e.g.

What happens in different classroom tasks? Reading, maths, handwriting, science, dance?

The results of your test questions.

e.g.

• Behaviour occurs only in handwriting tasks, in several different subjects (reading, handwriting, HSIE)

• Doesn't occur in non-writing tasks

Does the new evidence support your hypothesis or not? If it doesn't, form a new hypothesis.

e.g.

What are the issues with handwriting? Are there fine motor difficulties in other areas (art, tying laces)? Difficulty copying text or lack of confidence in spelling?

4. DEVELOP A BEHAVIOUR PLAN

Trialling strategies helps to work out the function of the behaviour and begins the process of designing the **Behaviour Plan**. Successful strategies can be included and unsuccessful ones discarded.

Behaviour Plans should have a positive focus. Teaching new replacement behaviours that meet the same function for the student, opportunities for practice, and reinforcement are the primary drivers of the plan. Planning strategies for making the problem unsuccessful for the student are the other elements of the Behaviour Plan. If the problem behaviour is no longer reinforced and doesn't meet the student's need, it is likely to reduce.

- Negotiate with stakeholders about positive and negative consequences that are meaningful to the individual.

- Plan for teaching the required skills (e.g. social skills, relaxation)

- Support communication: understanding, expression, social interaction

- Modify the environment (e.g move furniture, remove temptations)

- Modify the activity, (e.g presentation, expectations, reinforcement)

- Visuals to support communication, memory, self-management, and organisation.

- Plan opportunities for the student to practice new skills and receive quality feedback on their progress.

Implementing

Teach the plan to the student! Explain the steps in the plan, both positive and negative, so it is predictable for them and follow it though consistently. Parents/carers need to know about their role in the plan and outcomes need to be communicated regularly with them.

- Teach rules
- Provide visual supports
- Implement consistently
- Provide regular and robust feedback to the student
- Mentor versus monitor
- Be ready to ride out the storm (it's going to get worse before it gets better)
- Review and revamp when effectiveness wanes
- Communicate with other staff and parents
- Look after yourself – debrief regularly

Fill in the Behaviour Plan

View an Example Behaviour Plan

The Behaviour Plan is not a Crisis Plan or Risk Management Plan for extremely unsafe behaviour. This type of plan may also need to be prepared.

BEHAVIOUR PLAN

| Student Name | | School | | Date | |
| Participants | | | | Review Date | |

Problem Behaviour	Function of Behaviour	Replacement Behaviour	Behaviour Goal

Behaviour Minimisation	Early Warning Signs	Early Intervention

Download the Behaviour Plan

This section provides guidance on how to fill in each box of the Behaviour Plan.

Problem Behaviour

Short statement from 'Define Problem Behaviour' section.

Function of Behaviour

From 'Identify Function of Behaviour' section.

Replacement Behaviour

The behaviour that we want the student to use to meet the function of the problem behaviour. This behaviour will then replace the problem behaviour. The primary purpose of the plan is to teach and reinforce this positive replacement behaviour.

Source of information: Ask student or teacher.

Examples

- Problem behaviour: Calling out in class.

  Replacement behaviour: Putting hand up and asking for help.

- Problem behaviour: Threatening other students.

  Replacement behaviour: Negotiating skills for resolving conflict.

Behaviour Goal

For long standing behaviour issues, positive change can take a long time. It is unrealistic to expect that entrenched behaviour issues will be resolved in weeks or months. The Behaviour Goal is the next step towards the main goal of appropriate school behaviour at all times. Consider how long the behaviour has been occurring, how intense it is and how effective previous strategies have been. Be realistic – it is better to have success with small goals, than failure on unachievable ones.

Source of information: Student, teacher, executives.

Examples

- Problem behaviour: Absconding from the classroom out of the school grounds.
- Inappropriate expectation: Student will remain in the classroom at all times when required by the end of this term.
- Behaviour goal: Student will remain in the school grounds when leaving the classroom, and will not have absconded from the school grounds for at least one month, by the end of Term 2.

Behaviour Minimisation

Behaviour minimisation strategies are things that we do to reduce the chance of the behaviour occurring. Minimisations are aimed at meeting the function of the problem behaviour in a pre-emptive manner. They involve proactive, planned and consistent environmental, academic and social adjustments. These strategies are adult-controlled and are done all the time.

When looking at the Contributing Factors and Antecedent sections of the ABC Chart, consider strategies to remove, reduce or address the triggers for problem behaviour.

When looking at the Consequences sections, consider how you can meet the functional goal for the student without the need for the problem behaviour.

- Academic: Modified learning program, differentiated expectations, visual timetable, using different technologies for responding.
- Environmental: Seating plan, routines (lining up, transitions, etc), playground structure and supervision, clear physical boundaries, keep doors shut.
- Social: Saying good morning, proximity, group structures, giving students responsibilities/jobs.

Source of information: Use information in the Antecedent and Consequence section of the ABC Chart.

Examples

- Behaviour: Refusal to work, escalating to leaving the classroom.
  - Antecedent: Being presented with list of 20 spelling words.
  - Function: Avoidance of an overwhelming task.
  - Minimisation strategy: Break task down to 5 words at a time every lesson.

- Behaviour: Non-compliance with class morning routine.
  - Consequence: Teacher reprimands the student
  - Function: Gain relationship with the teacher.
  - Minimisation strategy: Say good morning and converse with the student before coming into the classroom every day.

Early Warning Signs

Early Warning Signs are the indicators that the student is about to display the problem behaviour. By analysing the student's body language and verbal cues, the teacher is able to pre-empt the behaviour and can intervene to prevent its escalation.

Certain situations can also be early warning signs, or predictors of problem behaviour. Adults must recognise these situations so they can intervene to bring them under control so the student's behaviour is not triggered.

Sources of information: Use the Antecedent section of the ABC Chart to determine the observable Early Warning Signs.

Examples

- Problem behaviour: Hitting other students

  Early warning signs: Standing up, staring at another student, jaw muscles tight, breathing heavily, and making verbal threats.

- Problem behaviour: abusive language to the teacher in response to difficult task.

  Early warning signs: Looking at the work, muscle tension in shoulders, head down, deep breaths and sighing, muttering under his breath.

- Problem situation: Noisy lining up after lunch.

  Early warning signs: More noise and movement than usual, students in wrong area

Early Intervention

As soon as the Early Warning Signs are exhibited adults must intervene quickly to prevent the escalation of the behaviour.

Students require support of some kind to deal with the situation they are faced with, and the skill is in identifying the type and level of support they need. The interventions used at this time are non-confrontational and are aimed at assisting the student to redirect their behaviour. Successful interventions will result in a de-escalation of the behaviour.

Source of information: What have you done in the past to prevent the behaviour from occurring? Ask other teachers that have previously taught the student. Ask parents.

Examples

Close proximity, redirection, distraction, use of student's name, non-verbal cues such as wink, use of visuals, calm and quiet tone of voice, support with the academic task, etc.

- "I see you need help with…"
- "It looks like you are having trouble with…"

During the early implementation of the plan positive reinforcement needs to be delivered immediately and consistently.

Strategies : Displaying Positive Behaviour

This aspect of the Behaviour Plan is aimed at teaching, practicing and reinforcing the replacement behaviour. The implementation of this part of the plan will require sustained effort from the adults involved. Behaviour change takes time to become embedded, especially for students with long-standing behaviour issues.

Social Skills Teaching

- Explicit
- Observable
- Planned
- Relevant

Opportunities For Practice

- Structured
- Supportive
- Frequent
- Explicit
- Reinforced
- Real Life Contexts

Reinforcement

Lowest level that is effective in maintaining the replacement behaviour.

Relationship based

Specific – explicit, descriptive feedback to encourage the replacement behaviour.

Positive reinforcement needs to be meaningful to the student - find out what is valuable to the student and what will motivate them to perform the replacement behaviour.

The student must be explicitly taught the sequence of positive reinforcers (they may be displayed as visual reminders).

During the early implementation of the plan positive reinforcement needs to be delivered immediately and consistently.

Sources of information: Likes and dislikes from Student Profile, as-is or modified school-wide reward systems.

Strategy Examples

- Low level reinforcers: verbal praise, eye contact, thumbs up, smiling.
- Moderate level reinforcers: Time with the teacher, showing people good work, being a classroom helper, phone call home to parents, display of work, photos of students, sending work or photocopies of work home.
- High level reinforcers: stickers, star charts, food rewards, prizes, raffles, table points.

Strategies: Displaying Negative Behaviour

These strategies are designed to stop the problem behaviour from successfully meeting the student's functional goal or to make the behaviour too costly for the student. For violent or unsafe behaviour a Risk Management Plan is also required.

It's not about punishment!

Some 'punishments' are actually very rewarding for a student and may perpetuate the behaviour, e.g. sitting in the office with an executive if their behaviour is to avoid the classroom or spend one-on-one time with an adult. Be careful to not reinforce the behaviour by accident. Consequences need to be tied to the behaviour and seem 'natural', e.g. making a mess means you have to clean it up, rather than having a detention and someone else cleaning it up.

- Learn a more appropriate skill to meet the need
- Several steps in the plan, increasing in intensity
- Steps taught, predictable
- Not reinforcing by accident, tied to function

- Communicated to all working with student
- Emotionally neutral
- Practicable to follow through

Additionally, each step provides an opportunity for learning to occur.

Negative consequences need to be explicitly taught to students and all stakeholders.

When delivering negative consequences they need to be emotion free as they are just part of a system that students know. The system delivers the consequence, not the person.

Ideally, some form of restitution will occur where others have been affected.

Sources of information: Likes and dislikes from Student Profile, observations of teachers

Strategy Examples

- Tidy up the mess (natural consequence)
- Apologise (learn a skill)
- Loss of a privilege/preferred activity
- Have a back up plan! What if the designated executive is busy/absent? What if the parent/carer can't be contacted by phone?

School Systems

Students with behaviour issues are not just the responsibility of one teacher. To support them effectively, others across the school community will have roles to play.

Communication

Increasing the knowledge and understanding of all staff about a student can increase their empathy and positive feeling towards them. Relationship building by all adults at school, by increasing positive attention, can assist in students feeling more connected to the school and gives staff something to fall back on if they need to deal with a student in a difficult situation.

It is important to share the content of Behaviour Plans, particularly if interventions are occurring in non-classroom contexts (e.g. sport, assembly, playground, etc). There will need to be some understanding and 'buy-in' from other teachers that will have to use new strategies to manage the student. Staff/stage meetings are a good forum for communicating this.

Training

Some staff may need training in areas such as autism, behaviour management, trauma, Non-violent Crisis Intervention (NCI).

Executives

Executives will be responsible for higher-level decision making so it is important to have their involvement from the beginning. Interventions such as partial attendance, altered start and finish times, school counsellor involvement, student involvement/non-involvement in certain activities, adjusting school procedures, etc, will need their approval or action.

Evaluation

Method of assessing goals: Usually teacher/executive observation, school behaviour data collection.

Goal achieved Yes / No

Yes - Celebrate achievement! What is the next small goal and strategies to get there?

No - Why? Was the function identified accurately?

Was the plan implemented with fidelity (i.e. as written) and for long enough?

Outcomes of intervention

- What has happened as a result of implementing the Behaviour Plan?

- Expected consequences regarding the Problem Behaviour – increase/decrease/other behaviours arising.

- Unexpected consequences – relationships with peers and adults, academic, family feedback, etc.

5. EVALUATE THE PLAN

What has changed? How do you know?

Acknowledge successes!

- What aspects of the intervention have been particularly successful?
- What difference is that making for the student, their family, peers, staff, school community?
- Let others know – this is important in changing the 'conversation' about the student.

If the intervention has been unsuccessful, why?

- Have the interventions been carried out as planned for a sufficient length of time?
- Were the interventions appropriate?
- Have there been other factors in the student's home or school life to exacerbate or change the problem behaviour? E.g. family changes, staffing or peer changes at school.

What is the next step?

- Does the behaviour still require the same supports? Can they be reduced or do they need to be altered or increased?
- Can you now target other problem behaviours using this process?
- If the intervention was unsuccessful, can you try this process again, or do you need further expert help with this student?

Behaviour Domain Worked Example

Click on this link to see the fictional example for Joshua Jones, a 10 year old displaying aggressive behaviour towards other students and being abusive towards staff.

The example works through the whole Behaviour Domain. The Student Profile is included to illustrate how the student's background information is used in identifying the function of the behaviour and for designing interventions.

View example now