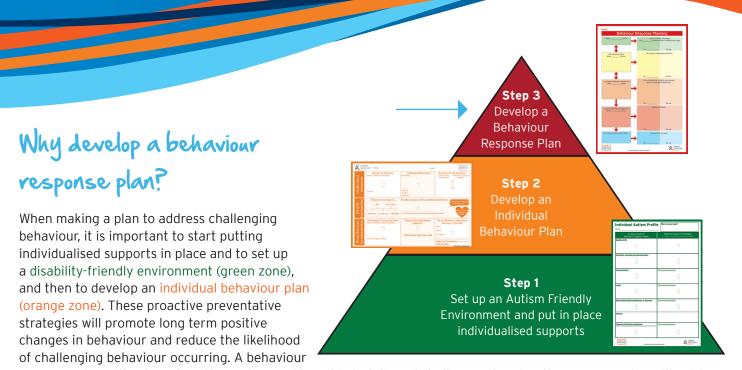
Aspect Positive Behaviour Support Behaviour Response Plan Information Sheet



This form can be used by parents, carers and service providers to help make a plan to respond to behaviours of concern and to keep everybody safe during crisis situations.



response plan will not produce these changes if used in isolation. If challenges do arise, the response plan will guide the actions of others to respond consistently, to reduce the distress of the individual and to keep everybody safe. In Aspect Positive Behaviour Support, we use a "Behaviour Response Plan".

Writing the plan

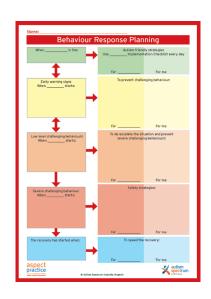
Aspect's Behaviour Response Plan is a document written collaboratively with a person's support team and is divided into 3 columns and 5 rows.

1. In the **left column**, at each level, a description of the person's behaviour is given so people can identify which level is relevant to the behaviour they are seeing.

2. The **right hand columns** of the plan then gives guidance about (a) how to respond to the individual to avert or minimise difficulties and (b) how to manage yourself in each situation so you are able to respond calmly and stay safe

Each colour coded row represents a stage of an escalation in behaviour:

- when the person is calm (Green)
- early warning signs of upset (Yellow)
- low level challenging behaviours, when the person is more in control (Orange)
- severe loss of control challenging behaviours, (Red)
- recovery (Blue)





1. Start with the **left column**. This outlines the course of a person's typical pattern of challenging behaviour from beginning to end (even though situations are often quite different).

The Behaviour Response Plan prompt sheet (which is found on the back of the plan) will help you work through each of the boxes to complete the plan. When filling out the boxes on the left hand side of the plan, it is important to limit the information only to what people will actually see when the behaviour is at this level (as if you are describing the person to someone who has never met them before) so that the document remains a practical resource.

For example 'falls to the floor quickly and kicks his heels on the ground' is better than 'tantrum' as a description.

2. (a) On the **near right column**, write strategies matched to each level of escalation in the course of challenging behaviour.

Green strategies are the 3 or 4 key strategies that should be put into practice every day to support the person (link implementation)

Yellow strategies look to help the person to problem solve and communicate or otherwise engage in other activities via redirection and distraction.

Orange strategies are similar to yellow and consider the purpose of the behaviour (being careful not to reinforce inappropriate behaviour)

Red strategies are very different and only about keeping everyone as safe as possible by reducing the severity and duration of the incident

Blue strategies are about maintaining calm and rebuilding relationships.

Note: No strategy will work perfectly every time

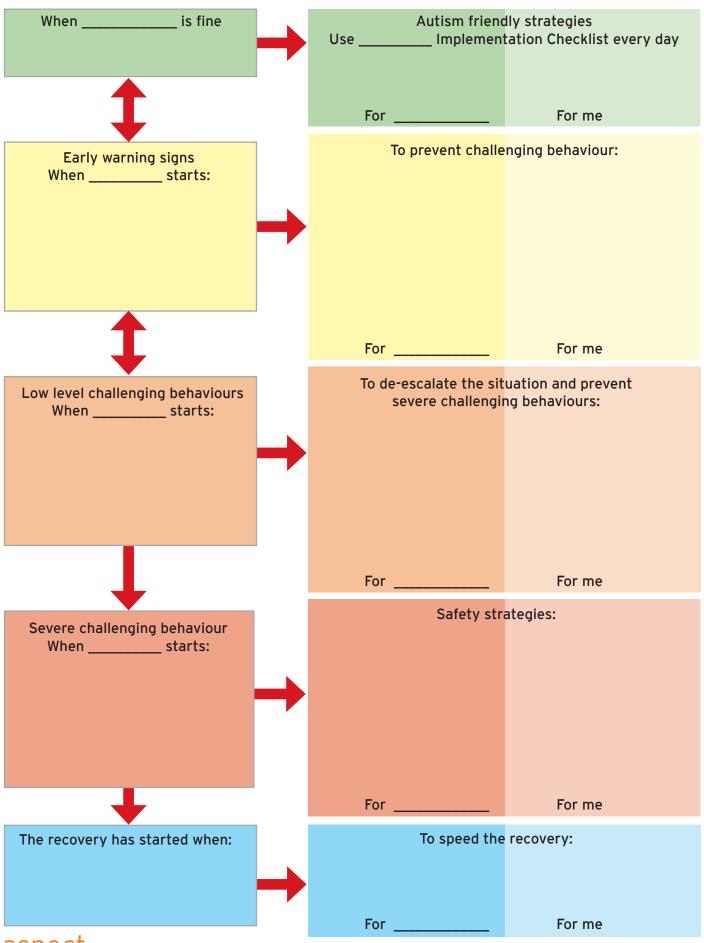
(b) On the far right column, write strategies for yourself. When faced with persistent challenges all human beings naturally experience their own stress and distress. We need to be able to manage our own physical and emotional reactions to respond in a calm, planned way.

Emotional strategies are often personal, and each support person may need to develop their own plan for coping with the emotional impact of dealing with the challenging behaviour.

Remember: Long term positive behaviour change only happens using proactive preventative PBS strategies that build happiness, develop environments and teach new behaviours and skills. It is OK to 'give in', walk away or ignore behaviour sometimes as long as you have a long term plan.

Implementing the plan: Once you have developed a behaviour response plan, it is important that everyone who interacts with the individual is familiar with the plan and agrees to implement the plan in the same way. The plan can be reviewed and updated as you learn and strategies develop.

Behaviour Response Planning







Behaviour Response Planning

Aurism friendly strategies When Implementation Checklists every day Write in what the person is usually like. For example, chatty and interactive. Write in autism friendly Write in what you will do when the strategies. For example; visual person is fine. For example; Follow supports, positive instructions. plan, praise, reward, have fun. For For me To prevent challenging behaviour: Early warning signs When _____ starts: Write in the strategies you Write in what helpful thoughts are going to use to help the you are going to use for person calm down and feel yourself or other people Describe the observable behaviours that involved. For example; show more comfortable. Preventative show that the person is beginning to strategies could include; being empathy, look at the situation feel distressed, anxious or agitated. This supportive, giving them space from their perspective, try and could include; rocking, pacing, talking louder or faster, grumpy facial expression, or getting them involved in a work out what the problem is. fun activity, distraction and withdrawal, red face etc. redirecting. For me For _____ To de-escalate the situation and prevent Low level challenging behaviours severe challenging behaviours: When _____ starts: Write in strategies you will Write in what strategies you or use to help de-escalate the other people will use to remain Describe the observable low level behaviour. Strategies might calm. For example; deep breath, challenging behaviours. At this stage the include; redirecting, distracting, think positively eg. 'He is not person is still rational, therefore can still doing it on purpose', 'I can do setting limits, giving simple make decisions. These behaviours may clear instructions, saying "no" this'. look like; swearing, threatening, shoving, in a different way. knocking things off the desk, excessive talking, challenging questions etc. For me Safety strategies: Severe challenging behaviour Write in what strategies you or The main goal is to reduce When _____ starts: the severity and duration of other people will use to remain the episode. Write in safety calm. For example; deep breath, Describe the observable severe challenging strategies such as; respecting take a break, call for help. behaviours. At this stage the person has their space, avoiding verbal lost rationality and has no control over interaction, removing other their behaviour. The person and others people from area. are at risk of getting hurt. Behaviours may include; hitting, biting, kicking, throwing things, head banging etc. For ____ For me The recovery has started when: To speed the recovery: Write in strategies to re-establish Write in strategies to recover the relationship and avoid reyourself. For example; debrief Describe the observable behaviours you see when the person has calmed down. For escalation. For example; go on with someone.



cries, asks for a drink.

example; re-engages in communication,



For me

with the day as planned.

For _____