

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.

Why develop a behaviour response plan?

When making a plan to address challenging behaviour, it is important to start putting individualised supports in place and to set up a disability-friendly environment (green zone), and then to develop an individual behaviour plan (orange zone). These proactive preventative strategies will promote long term positive changes in behaviour and reduce the likelihood of challenging behaviour occurring. A behaviour 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
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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)

<p>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).</p> <p>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.</p> <p><i>For example 'falls to the floor quickly and kicks his heels on the ground' is better than 'tantrum' as a description.</i></p>	<p>2. (a) On the near right column, write strategies matched to each level of escalation in the course of challenging behaviour.</p> <p>Green strategies are the 3 or 4 key strategies that should be put into practice every day to support the person (link implementation)</p> <p>Yellow strategies look to help the person to problem solve and communicate or otherwise engage in other activities via redirection and distraction.</p> <p>Orange strategies are similar to yellow and consider the purpose of the behaviour (being careful not to reinforce inappropriate behaviour)</p> <p>Red strategies are very different and only about keeping everyone as safe as possible by reducing the severity and duration of the incident</p> <p>Blue strategies are about maintaining calm and rebuilding relationships.</p> <p><i>Note: No strategy will work perfectly every time</i></p>	<p>(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.</p> <p>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.</p>
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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.

Name: _____

Behaviour Response Planning

When _____ is fine	Autism friendly strategies Use _____ Implementation Checklist every day
↕	For _____ For me
Early warning signs When _____ starts:	To prevent challenging behaviour:
↕	For _____ For me
Low level challenging behaviours When _____ starts:	To de-escalate the situation and prevent severe challenging behaviours:
↓	For _____ For me
Severe challenging behaviour When _____ starts:	Safety strategies:
↓	For _____ For me
The recovery has started when:	To speed the recovery:
→	For _____ For me

Name: _____

Behaviour Response Planning

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