Why develop an individual behaviour plan?

It is important to start an intervention plan from the bottom of the triangle (the green zone), setting up an autism-friendly environment matched to individual needs. However, behaviour concerns may also require a functional behaviour assessment and individual Positive Behaviour Support (PBS) plan to help to understand why they are doing what they are doing, and what replacement behaviours may need to be taught or encouraged so that the individual can achieve a better quality of life. In Aspect Positive Behaviour Support we use a “Behaviour Form”.

What is an individual behaviour plan?

An individual PBS plan is a collaboratively developed plan that focuses on a single ‘target’ behaviour, which people have identified as particularly challenging and may be limiting the individuals quality of life. The Aspect behaviour form is a one page document that helps a team to develop an evidence based proactive PBS plan. The form consists of three parts:

- Understanding the behaviour
- Identifying the function of the behaviour
- Creating a multi-element plan

The behaviour form prompt sheet (which is found on the back of the form) will help you work step by step through each of the boxes to complete the plan.
Before you begin the form, write all the people who will help you gather information and implement your strategies in the ‘who is in your team box’. Ask your team to help with your assessment, develop the plan and make sure it is implemented consistently.

1. A clear description of what the behaviour looks like
2. Detective work around what is happening before the behaviour occurs (setting conditions), what causes the behaviour to occur (trigger) and what happens after the behaviour occurs (consequence), including the individual’s response to the reaction of others.

These observations form part of a Functional Behavioural Assessment, which can help to

4. Determine the possible ‘function’ of the behaviour. What is the individual trying to communicate through this behaviour? What might they be trying to get or get away from?

Finally, this information is used to develop a multi-element plan, including

5. Ways to change the environment to reduce setting conditions and increase support strategies.
6. Identifying replacement behaviours (what you would like the individual to do instead to communicate their message), and new skills that will need to be taught.
7. Provide positive reinforcement or encouragement to promote replacement behaviours.
8. A date for the team to review the plan.
Who is in your team?
Write the people who will help to collect information and to help implement any strategies. Include any family, friends, community supports, school staff, leisure or respite staff, medical or therapy staff.

Before the behaviour
Understand
Identify the function
Plan for intervention

Behaviour Setting conditions (most likely):
Write all of the stressors in the day that make the behaviour more likely to happen (but don’t cause or trigger it) such as particular people, places, activities or health issues. For example; a change of routine, a busy unstructured environment.

After the behaviour
Generally all behaviours happen for a reason or ‘purpose’. From your assessment above, try to work out the function(s) of the behaviour. For example; ‘to get away from swimming which is noisy, busy and too difficult’, ‘to get attention to be given assistance with a task’ or ‘to be given support to calm down’.

Reward use of replacement behaviour or new skill
Identify what would you like them to do instead of the identified behaviour of concern?
This new positive behaviour should be as easy to do, get the same outcomes and work to achieve the same outcome(s) of the replaced behaviour. If the individual is not able to perform a new skill this skill will need to be taught. Use a structured skills teaching approach to serve the same purpose and improve quality of life. Consider developing a new positive behaviour rule to address this specific behaviour.

New house rule:
Consider developing a new positive behaviour rule to address this specific behaviour. Add more choice, more access to preferred interests etc. Do more individualised and structured less demand, less structured activities of daily living and routines. Consider removing stressors that are not helping any of the goals and substitute positive interaction and create meaningful day to day activities.

ATTENTION
SENSORY
TANGIBLE

What do you think they are trying to say?
How others react:
Describe the things that normally happen after the behaviour. What, when and how often?
For example; tell them off, distract or ignore them, take something away, other kids laugh, and…

How they react to this:
For example; look happy, get angry, resist, don’t seem to notice etc. This will give clues to understanding why the behaviour continues to happen.

Possible purpose of the behaviour
How do you think the person is feeling?
What, when and how often?

New house rule:
Consider developing a new positive behaviour rule to address this specific behaviour.

Attention
Object/ activity
Sensory
Tangible

What do you think they are trying to say?
How do you think the person is feeling?
What, when and how often?

Identify
Go to the ASQ assessment and environmental triggers on your ‘ASD profile’ in your intervention plan. You need to change your ‘before the behaviour’ review date

GET AWAY
GET
GET

GET GET GET

GET BACK
GET BACK
GET BACK

Get back
Object/ activity
Sensory
Tangible

What do you think they are trying to say?
How do you think the person is feeling?
What, when and how often?
Who is in your team?

Before the behaviour

Understand

Identify

the function

Plan for intervention

ATTENTION

SENSEORY

TANGIBLE

GET

GET AWAY

Replacement behaviour

Behaviours

Possible purpose of the behaviour

Rewards use of replacement behaviour

New house rule:

Environmental change

Who do you think the person is feeling?

How do you think they are trying to say?

What do you think they are trying to say?

What, when and how often?

Triggers:

Setting conditions (most likely):

Frequency:

Duration:

Intensity:

Triggers:

Before the behaviour

Description:

Behaviour:

Review date

Autism Spectrum Australia (Aspect)