

# Parts of a Behaviour Support Plan

A behaviour support plan usually includes the following parts:

Part or Element	Description
<b>Rationale</b>	This is the reason for the plan. The rationale draws on the evidence/data assembled, and an analysis of the behaviour, antecedents, consequences, setting events, and the function of the behaviour.
<b>Specific goals and objectives</b>	<p>Goals are broad and specify the outcome to be worked with, i.e. a future achievement.</p> <p>Objectives are smaller steps that are achievable over short periods of time. If the objectives are too challenging, the child may experience failure which can lead to further inappropriate behaviour.</p>
<b>Methods</b>	Various methods may be required to achieve a particular objective. A method is the process by which a worker will start towards the successful achievement of an objective.
<b>Strategies</b>	<p>Specific support strategies will be required to help modify or change a child's behaviour. Examples include:</p> <ul style="list-style-type: none"><li>• positive reinforcement each time a child achieves something</li><li>• a specific logical consequence when a child demonstrates a behaviour</li><li>• a specific tone of voice</li><li>• communication methods more suited to the child's needs (i.e. Auslan/Makaton).</li></ul>
<b>Protection/Safety</b>	<p>The environment must be assessed to identify any changes, additions or removals that may be necessary to increase the safety of children and staff. Examples include:</p> <p>Removal of furniture that observation of the child; additional supervision during group time; higher staff ratios for specific activities.</p>
<b>Resources</b>	<p>Resources lists the specific resources needed to implement the plan's strategies. It should include:</p> <p><b>Time:</b> Meeting and planning times; set-up times; handover time.</p> <p><b>Space:</b> Larger activity areas, increased number of activity areas, defined areas</p> <p><b>Materials:</b> The equipment and resources required for the strategies to be implemented.</p> <p><b>Budget:</b> Wages; funding for equipment, materials and resources</p>

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<b>Roles</b>	Each of the people who will work with the child, including external specialists, should have their roles clearly and succinctly detailed in the document. Specific instructions or required actions must also be listed, e.g. tone of voice required, required levels of interaction, etc.
<b>Support structures</b>	<p>Each plan requires a different set of support structures for the major participants: Educators, Parents and Child.</p> <p>Some behaviour (or strategies) cannot be handled by one worker.</p> <p>Understanding about the parent's feelings and sharing information about concerning behaviour with parents are vital structures.</p> <p>Confidentiality must be respected and educators should be reminded of this.</p> <p>A behaviour support plan should include strategies on how to involve and support the child as well as actively engage parents/guardians in the plan's implementation.</p>