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| **MULTIELEMENTAL POSITIVE BEHAVIOURAL SUPPORT PLAN** |

**Student:**

**Commencement Date:**

**Our Ref:**

**Priority Goal:**

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| **PRO-ACTIVE STRATEGIES**(positive procedures that decrease the dimensions of problem behaviour over time) | **REACTIVE STRATEGIES**(procedures that establish rapid control of the incident when it occurs in order to prevent injury or damage) |
| ***Environmental Adaptations*** (Manipulating physical, interpersonal and programmatic factors) *E.g. changing seating and its position in the room(physical), substituting teacher aide (interpersonal) and task variation (programmatic)* | ***Positive Programming***(Strategies used to teach students more effective and socially acceptable ways of getting their needs met and coping with the realities of everyday life)  | ***Focussed Support***(Antecedent control strategies) | ***Incident Management***(Manage the moment strategies are put in place to ensure that injury and damage are minimal in instances when the problem behaviour escalates to intense levels) |
| **PHYSICAL FACTORS****INTERPERSONAL FACTORS****PROGRAMMATIC** | **GENERAL SKILLS****FUNCTIONAL EQUIVALENT SKILLS**(Be sure that the replacement/functional skill serves the exact function as the undesirable behaviour; select easy skills; teach skills that have an immediate payoff; **FUNCTIONAL RELATED SKILL**  | Use supports such as: | Strategies for minor incident include: Emergency procedures more extreme incidents: |

\*Note: always record any incident using data sheets *e.g. ABC data sheet or frequency data sheet etc*