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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*