Milestone HCQU West

Anatomy of a Behavior Plan

Contents

A **behavior plan** is simply a way to document how to support a person consistently.

This includes all environments such as:
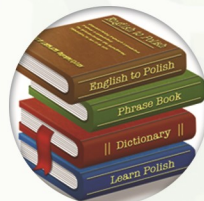
Home

Work

Day Program

Community

School

What are the components of an assessment?

Informal assessments:

- History
- What interventions have been tried in the past (communication, less restrictive measures, medical interventions, etc.)
- Interview/conversations/observations completed
- Background/reason for referral
- Person's perspective on what would be most helpful for them
- Team's/family perspective
- Observable description of challenging behaviors
- Therapy and medical evaluations

Formal assessments: (SIS, ABS, FBA, etc.)

- Description of skills/positive social behaviors
- Description of the change in need/

Define the target behavior (Why do we need additional support? What risk does the person present to self and others?)

Prioritize challenging behaviors and describe using observable terms.

Example:

"Kathryn bites staff and others on the arm and draws blood"

"Kathryn strikes staff and others with a closed fist"

"Kathryn strikes staff and others with an open fist"

Based on what the person says and what the data indicates, why is this behavior occurring and what can we do to help?

Setting event - conditions that exist prior to the immediate antecedent that may impact the way the person responds to us

> *Example: Kathryn is experiencing allergies and her favorite staff called off today.*

Immediate antecedent (trigger) – The event that occurs immediately preceding the behavior

> *Example: Fill in staff ask Kathryn to put her shoes on.*

Challenging Behavior – Behavior that is dangerous

> *Example: Kathryn slaps staff with an open hand*

Response from others (consequence/maintaining, etc.) – The way others react to the challenging behavior

> *Example: Fill in staff leaves room and does not ask Kathryn to put on her shoes again*

Strategy/function – The motivation behind the challenging behavior

> *Example: Kathryn slapped staff to avoid taking direction from fill in staff*

Feeling - The experience of the person which causes the person to use a specific strategy

> *Example: Kathryn feels afraid of fill in staff*

Need - Basic human needs we all share which are most likely unmet during times of challenging behavior

Example: Kathryn's need for safety is not met because she does not feel well and there is a stranger in her home

Consider how we might test the hypothesis

Example: Does Kathryn strike at preferred staff when they ask her to put her shoes on? If the answer is yes for this example then we may want to consider a different hypothesis, but if the answer is no then the hypothesis may be correct. It is important to remember that people may engage in the same challenging ways for different reasons and at different times.

- Ask...

- What are the expanded interactions, activities, and/or training that will be provided?

- When, where, and how will this occur?

- What information will we collect to determine the effectiveness?

- How can we adjust what we do to help meet the person's needs?

- Are there things supporters can learn to be most helpful?

- Is there a skill the person has, or new things they would like to learn which could replace the challenging behavior?

- How do direct supporters need to be supported and what is most helpful for them?

- How can new skills be recognized by the person as effective?

- What is the most helpful way to monitor progress, receive feedback from the person and how often will the team revisit

When we are writing the

outcomes we need to define

the conditions under which

the new skill will occur.

We should define the new skill, and indicate how

progress will be measured.

Example: When Kathryn feels unsafe in the presence of new staff, she will hand them the break card 4 out of 7 times in one month.

The **ultimate goal** of a behavior plan is to provide new skills which will lead to greater independence and less restrictions in the person's life. Ultimately our hope is to support the person in achieving meaningful opportunities and autonomy.

A behavior plan should include the eventual reduction and discontinuation of the enhanced supports.

Ask…

- *What information are we collecting to ensure effectiveness of the plan?*

- *How will we know progress is being made?*

- *What steps do we need to take to ensure the reduction and discontinuation of the behavior plan?*

Community Health Connections
Functional Behavior and Needs Assessment

Name: _____   **Completed by:** _____
 Date: _____

PART I: HISTORY AND ASSESSMENT

People involved in assessment process: _____
_____

Interview/conversations/observation completed: _____
_____
_____
_____

Background/reason for referral: _____
_____
_____
_____

Person's perspective on what would be most helpful for them, what they hope to come out of this referral: _____
_____
_____
_____

Team/family perspective: _____
_____
_____
_____

Observable description of challenging behaviors: _____
_____
_____
_____

Description of skills/positive social behaviors: _____
_____
_____
_____

A. Overview of Medical Information

Medication

Name	Dose/frequency	Diagnosis	Side effects/ possible effect on behavior

Medical/physical problems (gastrointestinal problems, seizure disorder, headaches, allergies, thyroid etc…): _____
_____
_____
_____

Medical/physical conditions which may cause pain or alteration of mood (autoimmune, arthritis, blood sugar, seizure disorder etc…): _____
_____
_____
_____
_____
_____

Dietary or eating problems: _____
_____
_____
_____
_____

Sleeping patterns/reason for disruption in sleep: _____
_____
_____
_____
_____

B. Overview of Support, Skills and Behavioral Health Information

_____
_____
_____
_____
_____

Support (what kind, where, different settings, ratio's etc…):   _____
_____
_____
_____
_____
_____

Meaningful relationships for the person: _____
_____
_____
_____
_____
_____

Ways in which the person lives a meaningful life: _____
_____
_____
_____
_____
_____

Development/psychosocial information/trauma etc…:   _____
_____
_____
_____
_____
_____

Communication (in what way does the person communicate needs, wants, feelings and what does it look/sound like? Does the person use a specific communication method and do they always have access to it?):   _____
_____
_____
_____
_____

Psychiatric Diagnoses: _____
_____
_____
_____
_____

SYMPTOM CHECKLIST/BEHAVIORAL MANIFESTATION OF SYMPTOMS :
(Capture a picture of what the person may look like at best and worst and during emergent symptoms, consider how long the various periods last and how quickly changes may occur.)

Worst: _____
_____
_____
_____
_____
_____
_____
_____

Emergent Symptoms: _____
_____
_____
_____
_____
_____
_____
_____

Best: _____
_____
_____
_____
_____
_____
_____
_____

C. ENVIRONMENT

Are activities predictable, does the person know what to expect from one to the next, is it clear to the person who they will be spending their time with and what they will be doing etc…: _____
_____
_____
_____
_____
_____

Does the person get a chance to make choices about what he/she will be doing each day? (what to wear, choice of activities, choice of friends, staff, how to make/spend money etc…) _____
_____
_____
_____
_____
_____

Do people in the environment understand the person's means of communication/ communicate in a way the person understands? _____
_____
_____
_____
_____
_____

How much choice does the person have in living/work environment and who they spend their time with? _____
_____
_____
_____
_____
_____

D. BEHAVIOR
Define specific immediate antecedent events that predict when the behavior is most likely and not likely to occur.

Settings that are most and least likely to trigger problem behavior:

Most Likely: _____
_____
_____
_____

Least Likely: _____
_____
_____
_____

Times that are most and least likely to trigger problem behavior:

Most Likely: _____
_____
_____
_____

Least Likely: _____
_____
_____
_____

Activities that are most and least likely to trigger problem behavior:

Most Likely: _____
_____
_____
_____

Least Likely: _____
_____
_____
_____

Describe something you could do or say that almost always results in problem behavior. (Certain tone of voice, particular words or phrases etc…): _____
_____
_____
_____

Describe what you do to improve the likelihood that activities or other things will go well when you are with the person: _____

_____
_____
_____
_____
_____
_____
_____
_____

Describe things you might do to avoid interfering with or disrupting an event or activity when you are with this person: _____

_____
_____
_____
_____
_____
_____
_____
_____

Describe history of the problem behaviors identified previously or other problem behavior that is no longer present. Include information about any interventions that have been tried in the past and how effective those interventions were at the time:

1.) _____
_____

2.) _____
_____

3.) _____
_____

4.) _____
_____

5.) _____
_____

6.) _____
_____

7.) _____
_____

8.) _____
_____

9.) _____
_____

10.) _____
_____

PART II: HYPOTHESIS

Based on what the person says and what the data indicates, why is this behavior occurring and what can we do to help? (see next page for grid that can be used to outline hypothesis):

_____
_____
_____
_____
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_____

Immediate Antecedent (trigger)

Behavior

Response from others (Consequence/maintaining etc..)

Strategy/function

Feeling

Need

Sample Behavior Plan

HYPOTHESIS

What have we learned about the context of the person's life? (Satisfaction, self determination, health and safety, Relationships, inclusion, pertinent history etc…): ____
_____
_____
_____

In what ways do these things contribute to the person's ability to respond to us? (Slow triggers, unmet needs etc…):_____
_____
_____
_____

What have we learned about what/who is helpful for the person?_____
_____
_____
_____

Based on what we have learned, why does the behavior happen? (The same behavior can have different meanings at different times): _____
_____
_____
_____

What is the function/how is this a strategy for the person? _____
_____
_____
_____

How does this strategy help to address unmet needs? _____
_____
_____
_____

How can we adjust what we do to help meet these needs? _____
_____
_____
_____

Are there things supporters can learn to be most helpful? _____
_____
_____
_____

Are there skills the person has, or new things they would like to learn which may help to replace the behavior? (Keep in mind that a complex approach may not be effective, the replacement must be as easy/easier to do as the behavior itself and the person should determine the skills they want to learn):_____

_____
_____
_____
_____

How do direct supporters need to be supported and what is most helpful for them? ___

_____
_____
_____
_____

Can new skills be recognized by the person as effective?(what can we do to help "reinforce" Keep in mind that if the skills work to get a need met it may be reinforcing enough as is): _____

_____
_____
_____
_____

What is the most helpful way to monitor progress, receive feedback from the person and how often will the team revisit the plan? _____

_____
_____
_____
_____

Sample Behavior Plan

PART III: SUPPORT PLAN

A. Overview: hypothesis statements

During/when_____,_____ **may**
_____
In order to_____**because he/she may be**
feeling_____
Because he/she needs_____
_____

B. Overview: Support Plan

Antecedent/ setting event interventions	Feelings	Needs	Alternative skills for person and staff	Interventions	Long term supports	Person who is responsible for monitoring and implementation

C. Overview: Outcomes

Target Behavior: _____

Hypothesis:
During/when_____,_____ **may** _____
In order to_____
because he/she may be feeling_____
Because he/she needs_____

Objective: The objective should include the conditions which will exist, the expected behavior and a criterion for our expectation.

During/when_____
(condition-what will we do, the environment etc…)
,_____**will**_____
(what is the expected behavior?)
With_____**accuracy, (or)** _____
(criteria)
out of_____

times within_____**period.**

D. Overview: Time frame
(Describe how long we will support this person with the goal, how we will measure success and how will we know what are doing is working?) _____
_____
_____
_____
_____

E. Overview: Discontinuation
(Describe in detail how we plan to discontinue use of the behavior supports, how we will we fade them?) _____
_____
_____
_____
_____
_____
_____

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