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### **POSITIVE BEHAVIOUR SUPPORT PLAN**

**MEETING NOTES**

Student’s Name: Date of Birth (D/M/Y):

School: Grade:

Date of Meeting:

Present:

**1. Describe the behaviour(s) of concern:**

**2. How often does the behavior occur (multiple times a day, once a week, etc.)?**

1. **How long does it last?**

1. **How disruptive is the behaviour?** (Please circle on scale with 0 = not disruptive to 5 = extremely disruptive):

**For self? 0 1 2 3 4 5**

**Others? 0 1 2 3 4 5**

**Whole Class? 0 1 2 3 4 5**

**3. Are there any known triggers that the team has been able to identify (e.g., changes in routine, task demands, sensory, learning difficulties, sleep deprivation, nutrition related?)**

**4. When/where is the behaviour most/least likely to occur?**

**5. With whom is the behaviour most/least likely to occur (specific teachers and/or peers)?**

**6. What are the warning signs that the behaviour is about to start (e.g., change in body language, restlessness, withdrawal, questioning, making negative comments, hood up, etc.):**

**7. What usually happens after the behaviour? (Describe the adult(s), peers, and student**

**responses):**

**8. What behaviour classifications (e.g., Knowledge, Application, Self-Regulation, Frustration Tolerance) does the behavior fall under (refer to Table 1)?** Please note that the behavior can fall under more than one category:

**9. Refer to Table 1 for possible strategies and/or interventions that might help student to follow through with *increase* in desirable behaviour (the target behaviour):**

1. **What is the *target behaviour*?**
2. **Classroom Strategies directly applied:**

**10. What are the direct programming strategies being used to increase the student’s skill set (e.g., social stories, MindUP, Zones of Regulation, direct teaching, PATHS—see Table 1)?**

**11. Who is case manager?**

**12. Who is responsible for the delivery and follow-through of the plan?**

**13. How are we ensuring that all those working directly with the student (e.g., TA, specialist teachers, administration, classroom teachers, resource teacher, bus driver, duty personnel, behavior support) know the plan?**

**Principals Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| 1. **Knowledge Deficit**  * Students in this category lack the skill required to follow through on expected behaviour * For example, we prepare our children for what to expect in new situations (e.g., funeral, MRI, assembly, fire drills).   If this is the case, consider:   * Social Stories * Modeling (videos, role play, peers) * Social Behaviour Mapping * PEERS * Social Thinking | 1. **Performance/Application Deficit**  * Student in this category have the knowledge but are unable to apply it in the moment, at the point of performance. * A child with ADHD knows all of the rules of the playground, but does not follow them.   If this is the case, consider:   * Scaffolding * Pre-teaching * Prompting * Reward systems * Praise/Celebration * Coaching * Debriefing * Visual Structures and Systems * Classroom Set-up * Communication between student and teacher * Teacher-Student relationship |
| 1. **Self-Regulation**  * Students in this category typically have an amygdala in charge! * A child whose reactions far outweigh the event.   If this is the case, consider:   * Zones of Regulation * Mindfulness * Yoga/Movement Activities * Physical Activity * Development of personal calming routines * Scheduled breaks * Use of the Incredible 5 Point Scale * Teaching the biology of the body and stress response (Brain and Nervous System) * School Jobs (lifting heavy objects, shredding, water machines, etc.) | 1. **Frustration Tolerance**  * Students in this category are considerably more irritable than their same-aged peers… * A child who tends to live life in the “yellow zone”   If this is the case, consider:   * Reading personal body language * Awareness of triggers * Regularly scheduled check-ins * Environmental modifications (e.g., mixing preferred with non-preferred activities, quiet space, seating arrangements, lighting, go-pass) * Student-teacher communication |

Table 1: Behaviour Classifications

**Points to Ponder: Troubleshooting Potential Problems**

1. What *is* working?
2. Was the plan communicated as written?
3. Was the plan implemented as written?
4. Are all personnel responsible clear on their roles and responsibilities in delivering the plan?
5. Are the environmental modifications sufficient?
6. Are the academic modifications sufficient?