

**BEHAVIOUR SUPPORT PLAN  
BASICS**

Regional Support  
Associates

Jayne Stone, M.Ed., BCBA

1

2015 RSH

---

---

---

---

---

---

---

---

**WHAT ARE THE GUIDELINES  
FOR A BSP?**

- o All teaching / behaviour support plans / protocols must comply with Ontario Regulation 299/10 QAM

2

2015 RSH

---

---

---

---

---

---

---

---

**BEFORE A BSP**

- o Functional Assessment:
  - Determining the *why* of behaviour
- o Behaviour Support Plans:
  - Developing the *how* to improve behaviour

3

2015 RSH

---

---

---

---

---

---

---

---

## FUNCTIONAL ASSESSMENT

Considers historical and current, biological and medical, psychological, social and environmental factors (a bio-psycho-social model) of the person with a developmental disability to inform intervention strategies designed to focus on the development of positive behaviour, communication and adaptive skills  
(Ontario Regulation 299/10 QAM)

2015 RSA

4

---

---

---

---

---

---

---

---

## FUNCTIONAL ASSESSMENT PROCESS

- o Focuses on who is the person
- o Considers how medications, medical conditions, sleep patterns, etc. impact the individual
- o Looks at both the needs and the strengths of the individual
- o Seeks to identify antecedents (and prevention of) rather than the behaviours themselves
- o Important to identify Function
  - Treatment is driven by Function
  - What are they hoping to get? How else can they get their needs met?
- o Reduce behaviour through teaching socially appropriate replacement behaviour (functionally equivalent)

2015 RSA

---

---

---

---

---

---

---

---

## THERE MUST BE A BSP IF.....

Challenging behaviours to decrease:  
 “Behaviour that is aggressive or injurious to self or to others or that causes property damage or both  
 and  
 that limits the ability of the person with a DD to participate in daily life activities and in the community or to learn new skills or that is any combination of them.”  
 (Policy Directive, Ontario Regulation 299/10, 2008)

2015 RSA

---

---

---

---

---

---

---

---

### WHY ELSE WRITE A BSP?

If a behaviour:

- Put the individual or others at risk
- Decrease or limit the person's quality of life
- Affect health, relationships, self-esteem and sense of belonging
- Limited access to community, social relationships, etc.

2015 HSA

7

---

---

---

---

---

---

---

---

### OPERATIONAL DEFINITIONS

- A target behaviour must be observable and measureable
- A good definition of a **target behaviour** provides an accurate, complete, and concise description of the behaviour to be changed (and therefore measured).
- Someone who does not know the individual should be able to read the definition and then identify the behaviour when it happens

2015 HSA

8

---

---

---

---

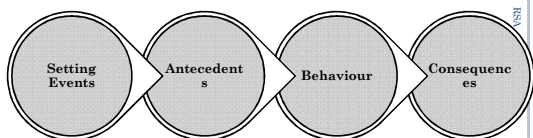
---

---

---

---

### PREDICTORS & CONSEQUENCES



2015 HSA

9

---

---

---

---

---

---

---

---

## FUNCTIONS OF BEHAVIOUR

**Sensory**  
**Escape/Avoidance**  
**Attention**  
**Tangible**

2015 NSRF

10

---

---

---

---

---

---

---

---

## Finding A Replacement Behaviour

- When decreasing a behaviour, you must select an alternative behaviour to increase

2015 NSRF

11

---

---

---

---

---

---

---

---

## REPLACEMENT BEHAVIOUR

2015 NSRF

---

---

---

---

---

---

---

---

### SUPPORT STRATEGIES

- Each target behaviour needs a support strategy
- Each support strategy should include:
  - setting event strategies
  - antecedent strategies
  - teaching strategies
  - consequence strategies

2015 RSA

13

---

---

---

---

---

---

---

---

### SETTING EVENTS

**Setting events** – factors that do not “trigger” challenging behaviour, but impact the likelihood that the challenging behaviour will occur

**Setting event strategies could include:**

- Environmental modification
- Adjust schedule
- Adjust effort for behaviour
- Influence motivation

2015 RSA

14

---

---

---

---

---

---

---

---

### ANTECEDENTS

- An **antecedent** is an environmental condition or stimulus change existing or occurring before a behaviour
- **Antecedent strategies could include:**
  - Eliminating/minimalizing the antecedent
  - Providing prompts or adapting the task
  - Offering choice
  - Behavioural momentum

2015 RSA

15

---

---

---

---

---

---

---

---

### TEACHING

- If decreasing a behaviour you must teach a functionally equivalent behaviour
- If increasing a behaviour due to a skill deficit you must teach the behaviour

2015 HSA

16

---

---

---

---

---

---

---

---

### CONSEQUENCES

Anything that occurs after the behaviour which influences the likelihood that the behaviour will happen again

**REINFORCEMENT** is a consequence that increases the chance of the target behaviour occurring again

**PUNISHMENT** is a consequence that decreases the chance that a target behaviour will be made again

2015 HSA

17

---

---

---

---

---

---

---

---

### CONSEQUENCES

- A BSP must set out the least intrusive and most effective strategies possible (Ontario Regulation 299/10 QAM)
- Reinforce the functionally equivalent behaviour

2014 HSA

18

---

---

---

---

---

---

---

---

### REINFORCEMENT

- Find out what is reinforcing
- Specify when/how much
- If the behaviour does not increase it is just a reward not reinforcement, switch it up!

2015 HSA

19

---

---

---

---

---

---

---

---

### SAFETY PLAN (REACTIVE STRATEGIES)

- Escalation Continuum  
- what each level of escalation looks like and what do to in each level
- Crisis protocols



© topendsports.com

2015 HSA

20

---

---

---

---

---

---

---

---

### GOALS AND OBJECTIVES

- What are your goals and objectives for the BSP?
  - Specific
  - Measureable
  - Socially significant
  - Meaningful to the individual

2015 HSA

21

---

---

---

---

---

---

---

---

## EVALUATION



2015 NSRF

- There must be a plan for how to evaluate the effectiveness of the strategies (are the goals and objectives being met)
- This is done through data collection
- Everyone must collect data in the same way

22

---

---

---

---

---

---

---

---

## EVALUATION

Compare rates of behaviour after using selected ways to improve behaviour with rates of behaviour from baseline

- Did the target behaviour decrease?
- Did alternative behaviour increase?

### Yes

- Continue with support plan
- Plan for maintenance
- Plan to gradually fade out

### No

- Gradually add in additional strategies
- Seek professional advice

---

---

---

---

---

---

---

---

## GENERALIZATION & MAINTENANCE

### Generalization

- How will you make sure that the behaviour for increase happens with a variety of people, across various settings, with various materials, etc.?

### Maintenance

- How will you ensure the behaviour remains present over time?

2015 NSRF

24

---

---

---

---

---

---

---

---



### AGREEMENT WITH THE PLAN

- The individual their family's and/or other involved supporter's input will be actively sought in the development of a behaviour support plan
- Every effort should be made to develop behaviour supports to which all persons involved can agree
- Informed Consent must be obtained

2015 RSA

25

---

---

---

---

---

---

---

---

### KEEP IT CURRENT

- A behaviour support plan should be reviewed twice per year



2015 RSA

26

---

---

---

---

---

---

---

---

### QUESTIONS?



2015 RSA

27

---

---

---

---

---

---

---

---

## RESOURCES

MCSS regulation on Quality Assurance Measures (QAM)  
– Ontario Reg. 299-10

Cooper, J.O., Heron, T.E. & Heward, W.L. (2007).  
Applied behavior analysis – second edition. Pearson  
Education Inc.; Upper Saddle River, NJ

2015 ISA

28

---

---

---

---

---

---

---

---