|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | |  |  | |  |
| Client Name | Age | | Date of Birth | DDA ID Number | | Report Date |
|  | |  | | |  | |
| Facility Name | | House, Cottage | | | IHP/IPOC Date | |
|  | |  | | |  | |
| Author of Report | | Title | | | Telephone | |

| **Description of the Person:** *Introduce the person in his or her best light. Refer to Developer manual.* | | | | |
| --- | --- | --- | --- | --- |
|  | | | | |
|  | **Strengths** | **Functional Limitations** | | **Needs** |
| Cognitive Skills |  |  | |  |
| Communication |  |  | |  |
| Coping Skills |  |  | |  |
| Social Skills |  |  | |  |
| **Likes:** | | | **Dislikes:** | |
|  | | |  | |
|  | | |  | |
| **Baseline Strategies Known to Work:**  *Describe the strategies known to work and help the person make choices and remain at baseline functioning.* | | | | |
|  | | | | |
|  | | | | |

| **History Pertinent to the Formation / Maintenance of Challenging Behavior(s):**  *Include the diagnoses, conditions that have direct effects on the behaviors the reader will see. Use your bullet points to paint a picture of how the medical, psychiatric, and life events combine to produce the current set of behaviors. This is covered more in the Developer manual.*  *There is one cell at the bottom of this section. This cell in the table intends for you to draw the connections outlined in your bullets that are not obvious. Use this space well. It should be short and to the point. It should highlight things the reader may not realize or assemble from your bulleted points.* | |
| --- | --- |
| Current Medical Conditions  *Diagnoses Taken from* | |
| *Medical Condition State the Medical Diagnosis (spell it out and use the initials in parentheses next to the name)* | *Behavioral Implications Describe the behavior staff will see because this person has this diagnosis. It is really helpful to list only those things this person experiences because of this diagnosis.* |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| Current Psychiatric Conditions  *Diagnoses Taken from* | |
| *Psychiatric Condition*  *State the Medical Diagnosis (spell it out and use the initials in parentheses next to the name)* | *Behavioral Implications*  *Describe the behavior staff will see because this person has this diagnosis. It is really helpful to list only those things this person experiences because of this diagnosis.* |
|  |  |
|  |  |
|  |  |
|  |  |
| Significant Life Events Affecting Development of Challenging Behaviors | |
| *Life Event*  *Place events from the person’s history that play a key role in the person’s development of target behaviors, person’s view / interpretation of the world, or impact his or her ability to establish and maintain relationships.* | *Behavioral Impact*  *Describe the behaviors staff will see because of this event.* |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  | |

| **Target Behavior:** | | | |
| --- | --- | --- | --- |
|  | | | |
| **Antecedents:** | **Behavior:**  *(Observable & Measurable)* | **Maintaining Consequence:**  *(Response to Behavior)* | **Why this behavior works:**  *(Function of Behavior)* |
| Setting Events & Conditions:  Immediate Triggers: |  |  |  |
| **Summary Statement:** *When <insert* ***Setting Event statement*** *here>, <insert person’s* ***Name*** *here> is more likely to <insert* ***Behavior Description or Label*** *here> and is reliably triggered by <insert triggering events or changes here>. <****Name****> uses these behaviors to <insert one* ***reason why Target Behavior is used*** *here>. <* ***Behavior Description or Label>*** *occurs <insert* ***Frequency or Rate*** *here>, typically lasts <insert* ***Duration*** *here>, and results in <insert* ***Intensity*** *here>. <insert* ***Replacement Behavior Label or Description*** *here> will help <****Name****> to <****reason why target behavior works****> by <insert* ***Reason why Replacement Behavior serves the same function of Target Behavior****>.* | | | |
|  | | | |
| **Reduction Goal:** *Behaviorally indicate the reduction goal for the target behavior. It needs to be observable, measurable, and achievable. Do not require 100% reduction in target behavior. Document the date this goal is to be achieved.* | | | |
|  | | | |

| **Replacement Behavior:** *Must serve the same function as the target behavior. The A-B-C analysis below must outline for the reader how the replacement behavior will replace the need for the target behavior given setting events for the target behavior. The immediate trigger should instruct the reader how to initiate the replacement behavior. The Maintaining Consequence section should outline for the reader what is to happen immediately after the person does the replacement behavior to increase the chances he or she will repeat the replacement behavior. The “Why this behavior works” column addresses why the person will do this behavior. This should match the “Why this behavior…” analysis in the A-B-C chart for the target behavior.* | | | |
| --- | --- | --- | --- |
|  | | | |
| **Antecedents:** | **Behavior:**  *(Observable & Measurable)* | **Maintaining Consequence:**  *(Response to Behavior)* | **Why this behavior will replace Challenging Behavior: *(Function of Behavior)*** |
| Setting Events & Conditions:  Immediate Triggers: |  |  |  |
| **Replacement Behavior Goal**: *Behaviorally describe the behavior replacing the target behavior. It needs to be observable, measurable, and achievable. Do not require 100% adoption rate for the replacement behavior or a duration at the identified achievement rate that is unreasonable. Document the date this goal is to be achieved.* | | | |
|  | | | |
| *See goal and objectives below for progressive objectives and graduated guidance for achieving the Long-term Goal.* | | | |

| **Teaching Strategies:** *Outline the steps in teaching and techniques used to communicate, coax, cajole, convince, persuade, or motivate him or her to engage in the learning task.* | |
| --- | --- |
| Skill – Teaching Step | Staff Actions – How to Communicate to person |
|  |  |
|  |  |

| **Prevention Strategies:** *In this section you outline the escalation sequence. Tell the reader the behaviors the reader will see. Tell the reader what he or she can do to assist the person maintain baseline behaviors or move back to baseline from later stages.* | | |
| --- | --- | --- |
| *Baseline:*  *This is the description of the person and the behaviors the reader will see when the person is calm, relaxed and functioning at his or her optimal level. This is where he or she knows how to do things, problem solve, and employ strategies that build relationships.*  *While in baseline, describe for the reader what he or she can do to begin a training session.* | | |
| Issue – Condition | | Action – Accommodation – Prompt |
|  | |  |
|  | |  |
| *Training Session*  *(Triggering Replacement Behavior Training)*  *This is the time to train skills. Outline the details of what staff are to do to teach and trigger the replacement behavior.* | | |
| Who: |  | |
| What: |  | |
| When / how often: |  | |
| How to Trigger: |  | |
| What to count / document: |  | |
| Where to document |  | |
| *Early Stage:*  *This description is the first sign of the person moving out of baseline. Behavioral describe for the reader what he or she will see when the person is beginning to use behaviors that indicate he or she does not know what to do.*  *This is where you can prompt (trigger) the use of the replacement behavior the person has been learning.* | | |
| Issue – Condition | | Action – Accommodation – Prompt |
|  | |  |
|  | |  |
| *Skill Application Session*  *(Triggering Replacement Behavior Use)*  *This is the time to train skills. Outline the details of what staff are to do to* ***trigger*** *the replacement behavior.* | | |
| Who: |  | |
| What: |  | |
| When / how often: |  | |
| How to Trigger: |  | |
| What to count / document: |  | |
| Where to document |  | |
| *Mid Stage:*  *Describe the behaviors the reader will see when the person is transitioning from baseline but has not reached a crisis level. Outline steps and actions the reader can use to help the individual return to baseline or choose options for calming. If there is specific language, include that as a “script” for the reader to say and use.* | | |
| Issue – Condition | | Action – Accommodation – Prompt |
|  | |  |
|  | |  |
| *Documentation* | | |
| What to count / document: |  | |
| Where to document |  | |
| *Late Stage:*  *Describe the behaviors the reader will see when the individual is at the beginning of a crisis. Outline steps the reader needs to do in response to these behaviors. Writer out the scripted language the reader should use. Help the reader understand the decision making process they need to follow when the individual is in this state of mind.* | | |
| Issue – Condition | | Action – Accommodation – Prompt |
|  | |  |
|  | |  |
| *Documentation* | | |
| What to count / document: |  | |
| Where to document |  | |

| **Strategies for Responding to Challenging Behaviors:** *This is crisis stage. Detail the behaviors the reader will see. Draw out the plan for answering these behaviors. Scrip the reader’s behavior and language. Order the “staff Scripts…” to depict what staff will do first and so on from there.* | | |
| --- | --- | --- |
| Behavioral Indicator | | Staff Scripts – Instructions – Interventions |
|  | |  |
|  | |  |
| *Documentation*  *Instruct the reader where and what he or she is to document. In necessary, define the beginning and end of a behavior or session if duration data is to be collected.* | | |
| What to count / document: |  | |
| Where to document |  | |

| **Restrictive Procedures:** *Document the* ***“things”*** *that are going to be done* ***to prevent*** *the use of the target behavior or to lessen the effects of the target behavior on the health and safety of the person for whom the plan is written, for others in the environment, or integrity of property. This section includes things like medications, door alarms, altered diets, mechanical restraints, etc.* | |
| --- | --- |
| Restrictive Procedure: | Justification for use of Restrictive Procedure: |
|  | * Quality of Life: * Risks of using medications: * Benefits: * Risks of not using medications to control psychiatric symptoms: |
| **Criteria for Reduction, Elimination for the use of Restrictive Procedures:** *This is the behavioral criteria that will “trigger” a reduction in the “Restrictive Procedure.” Note: This is not a criteria that will trigger a meeting.* | |
| Psychoactive Medications: | |
| **Restrictive Interventions:** *Document the* ***“actions”*** *the reader is to do* ***to prevent*** *the use of the target behavior or to lessen the effects of the target behavior on the health and safety of the person for whom the plan is written, for others in the environment, or integrity of property. This section includes holds, maneuvers, removing weapons or items to be used as weapons, etc.* | |
| Restrictive Intervention | Justification for use of Restrictive Procedure: |
|  | * Quality of Life: * Risks of using procedure: * Benefits: * Risks of not using procedure to control behavior: |
| **Criteria for Reduction, Elimination for the use of Restrictive Interventions:** *This is the behavioral criteria that will “trigger” a reduction in the “Restrictive Procedure.” Note: This is not a criteria that will trigger a meeting.* | |
| Restrictive Interventions: | |

| **Data Gathering and Analysis:** *Outline the procedures, documents, and data sources collected, consulted in defining and determining the functions of the challenging behaviors outlined in the A-B-C charting above. Similarly, outline the data sources to be used to evaluate the effectiveness of the Positive Behavior Support Plan.* |
| --- |
| **Data used to develop the Positive Behavior Support Plan:** |
| **Data to be used to evaluate effectiveness of the Positive Behavior Support Plan:** |

| **Goal:** *Describe the long-term goal for this individual. It needs to be specific, observable, measurable, and time limited.* |
| --- |
|  |
| **Short-Term Objectives:** *Each short-term objective describes one specific, observable, measurable step or skill that is based on a specific prompt and support conditions (Graduated Guidance level). The short-term objective states the proficiency level (frequency rate, percentage correctly completed, etc.) and the time frame in which achievement is expected (deadline for completion).*  *This tells the plan’s author, Interdisciplinary team, and the reader when person is ready to move to the next skill or performance level*. |
|  |

| **Selected Medications with Behavioral / Cognitive Functioning Effects:** *List the medications the person takes that affects his or her ability to think, treat his or her psychiatric conditions, or modify his or her beavhior.* | |
| --- | --- |
| Taken from: As of: | |
| Medication | Used to Treat |
|  |  |
|  |  |
|  |  |
|  |  |
| ***For a complete list of medications, please read the current Medication Administration Record*** | |
| Reduction Plan:  *This is the behavioral criteria the prescriber and interdisciplinary team has outlined to trigger a reduction in medication.* | |
|  | |