The Positive Behavior Supports Plan or PBSP is the meat and potatoes of the BSC world. It is what every team member wants and often the only document you are asked for by other people. It is important, however to note that no PBSP can be formulated without a thorough and current PBSA. The ideas and directions in the PBSP are directly extended from and related to the various information in the PBSA. Encourage everyone to read the PBSA prior to ever instigating the PBSP.

20 units may be used for the initial/annual formulation of the PSP. An additional 20 units per ISP year may be used for addendums and/or revisions

1. **Identifying Information**: Every line of this section is required by the Department of Health. Do not leave any blanks:

|  |  |  |  |
| --- | --- | --- | --- |
| **INDIVIDUAL’S NAME:** |  | **JACKSON CLASS MEMBER:** |  |
| **DOB:** |  | **LAST 4 OF SSN:** |  |
| **INDIVIDUAL’S ADDRESS:** |  | **INDIVIDUAL’S PHONE CONTACT:** |  |
| **GUARDIAN:** |  | **GUARDIAN CONTACT:** |  |
| **RESIDENTIAL AGENCY:** |  | **CCS AGENCY:** |  |
| **CASE MANAGER:** |  | **CASE MANAGER AGENCY:** |  |
| **OTHER PROVIDERS:** |  | **REGION OF RESIDENCE:** |  |
| **ANNUAL ISP DATE:** |  | **DATE OF REPORT:** |  |

**The following is a brief summary of the critical sections of the PBSP. Other sections may be added to the plan (goals, general support strategies, table of contents, etc.), but are not necessarily required. Please refer to the PBSP Example included in this packet for an idea of what a completed PBSP might look like:**

1. **EFFECTIVENESS INDICATOR: COMMUNITY INTEGRATION/QUALITY OF LIFE**

The BSC recommends specific community integration support strategies that are intended to maximize the individual’s exposure to a variety of settings, events and activities. Recommendations are discrete strategies designed to focus on assuring fidelity to the factors which are essential to the likelihood of success and minimizing or excluding those factors that increase the likelihood of challenging behavior. A similar set of recommendations should be included addressing home based activities. The BSC is responsible for continually assuring that decisions are based on thoughtful discussions of intentions, that is, what is it we hope to accomplish and why do we believe that the goals are important and desirable?

* 1. **Strategies to Maximize Settings (Home and CCS)**

Again – environment is the biggest factor in how we act. Dedicate a paragraph to each supportive environment and one to ‘personal style’. Outline what you think would represent the most optimal environment for a person’s support needs. Be specific and don’t hesitate to include some things that may not be in place already.

* 1. **Strategies to Maximize Events/Activities (Home and CCS)**

This is the section to list all of the various things that might help an individual calm down and have a chance to recover from stress. Increased stress = Increased behaviors. Reduce stress to reduce behavior. This list should get longer every year as you get to know a person better.

* 1. **Clear Rationale and Targets for Change**

First try to pick 1-4 things that will hopefully happen as a result of using this plan. Examples might be ‘Reduce frequency and severity of aggression’; ‘Increase use of assertive self-advocacy skills’; ‘Improve social skills and frequency of social outings’; ‘Improve relationship and sexuality knowledge/skills’; ‘Improve staff skills at using positive support practices’.

1. **EFFECTIVNESS INDICATOR: SKILL DEVELOPMENT**

The BSC recommends specific strategies for supporting and teaching selected skills the IDT has agreed upon. In addition, the BSC may recommend specific skills intended as functional replacements or substitutes for challenging behavior.

* 1. **How the skills/skill deficits relate to the function of challenging behavior**

Describe how the individual’s challenging behavior can be mitigated by the acquisition of certain skills, or the adaptation of current skills. Multiple behaviors that satisfy the same functional need may be addressed with a single replacement skill.

* 1. **Description of how existing skills can be expanded first**

Existing skills that can expanded or modified should be considered first.

* 1. **Description of cues and prompts that can be used to redirect**

The replacement skill should not only satisfy the current behavioral function but should eventually work more consistently, with less effort, on the individual’s part. The replacement skill should have clearly associated cues and prompts that can be used to redirect the individual toward the more desired sequence of positive behavior. A variety of substitute skills may be required when multiple functions are identified.

* 1. **Teaching strategies, described thoroughly**

Teaching sessions should be thoroughly described addressing the step-be-step protocol and frequency of sessions. This may include direction regarding task analysis and chaining protocols. These must be designed so that the direct support professionals can consistently repeat the sequence.

1. **EFFECTIVNESS INDICATOR: CHALLENGING BEHAVIOR**

The BSC recommends specific prevention and intervention strategies, in addition to broader considerations captured in the preceding Effectiveness Indicators, which impact the intensity, frequency, and duration of the individual’s challenging behavior. The PBSP must identify behavioral criteria that guides the IDT regarding when to shift from prevention and on-going support considerations to more directed intervention that interrupts challenging behavior.Strategies must be easily taught and limited in number and complexity to assure training penetration and consistent implementation. This should also allow for more reliable monitoring processes as the BSC assesses intervention effectiveness.

* 1. **Prevention Strategies (limited in complexity)**

Prevention tactics include knowing the antecedents and precursors and knowing tactics for helping a person redirect or de-stress before the actual behavior occurs. It can also include outlining some reinforcement systems that might help encourage replacement or alternate behaviors. This should never include tactics related to limitation of community access, community monitoring, restriction of access to certain materials etc. This type of recommendation would be reserved for the Risk Management Plan if needed.

* 1. **Intervention Strategies (limited in complexity)**

Intervention tactics outline what to do if the behavior is actively occurring. For example: how to compose oneself to deal with agitation, how to approach the upset/distressed individual, how to redirect effectively. This would never include restraint, law enforcement or other crisis level tactics – those recommendations are reserved for the Crisis Plan if needed.

* 1. **Guidelines as to when the intervention becomes the focus**

Direct Support Professionals need to understand the difference between proactive efforts and more urgent intervention needs depending on the context, behavior, and supervision recommendations.

* 1. **Integration of concepts from other Effectiveness Indicator areas**

There should be some description of how skills, community integration, and team understanding mitigate or are impacted by challenging behavior**.**

1. **EFFECTIVNESS INDICATOR: INTERDISCIPLINARY TEAM**

The PBSP includes strategies for training and monitoring staff understanding of general and specific support elements. The IDT holistic perspectives and understanding deficits identified in the PBSA are included with specific strategies for remediation.

* 1. **Training Strategies/Recommendations**

Try to be specific about the team’s capacity and what they (mainly DSP) will need to build a sustainable capacity that does not rely on the BSC.

* 1. **IDT Perspectives and ideas for development/remediation**

The BSC is encouraged to highlight or describe any barriers/training needs that may impact plan implementation/understanding.

1. **PBSP MONITORING**

The BSC is responsible for describing how the implementation and effectiveness of the PBSP will be monitored. This includes describing essential training requirements for staff, data collection methods, analysis protocols, fadeout recommendations, and timelines. Criteria regarding PBSP amendments or discontinuation will be included as well.

* 1. **Strategies for monitoring implementation (training, data collection)**

Are the strategies and recommendations being implemented? Do DSP understand the spirit of the plan? Are proactive and reactive strategies happening appropriately and consistently? This section should be a specific discussion of training needs and how monitoring is taking place in multiple settings.

* 1. **Strategies for monitoring effectiveness (analysis protocols, fadeout considerations, timelines, discontinuation)**

Is the plan working? Is the individual experiencing an increase in access to the community? The acquisition of new skills? A reduction in challenging behavior? Is the team better equipped to manage challenges in the context of enhancing the individual’s life? This section contains the definitions to these ideas and answers to these questions.