

# Positive Behavior Support Plan

Client information	
Name:	Age:
Gender:	Date:
Diagnosis (if any):	
Primary support system:	
Name:	Relationship:
Contact:	
Name:	Relationship:
Contact:	
Behavioral assessment	
1. What is the challenging behavior(s)?	
<i>Clearly describe the behavior(s) of concern.</i>	
2. What are the observable triggers or antecedents?	
<i>Describe events or conditions that typically precede the behavior(s).</i>	
3. What are the consequences of the behavior?	
<i>Describe what typically happens immediately after the behavior</i>	
4. What is the function of the behavior?	
<i>Describe the perceived purpose/function of the behavior.</i>	

<b>Goals</b>	
<b>Short-term goals:</b>	
<i>Clearly define measurable and realistic short-term goals related to the target behaviors.</i>	
<b>Long-term goals:</b>	
<i>Define the overarching, long-term objectives for the individual's development and behavior improvement.</i>	
<b>Strengths</b>	
<i>What does the client do well that can be encouraged or built upon?</i>	
<i>What positive behaviors or skills does the client already demonstrate?</i>	
<i>What motivates or engages the client effectively?</i>	
<b>Intervention strategies</b>	
This section provides a framework to develop a person-centered, strength-based intervention plan. Address triggers and teach constructive alternatives while building on the individual's strengths.	
<b>Environmental modification:</b>	
<i>Describe how the environment can be modified or reduce triggers to decrease the occurrence of the challenging behavior.</i>	

Replacement behaviors	How can the replacement behavior be encouraged?	Monitoring and feedback
<i>Describe alternative behaviors.</i>	<i>Describe methods to encourage the replacement behaviors. E.g. positive reinforcement, modeling, and visual prompts</i>	<i>Explain how progress will be tracked (e.g., daily logs, observation checklists).</i>

Action plan		
State	Indicators	Actions
<b>Proactive</b>	<i>What behaviors indicate the individual is calm and ready to engage?</i>	<i>What steps can you take to maintain engagement and prevent escalation?</i>
<b>Active (de-escalation)</b>	<i>What subtle signs show the individual is becoming anxious or dysregulated?</i>	<i>What actions can help de-escalate the situation?</i>
<b>Reactive (crisis)</b>	<i>What behaviors indicate the individual is at a crisis point?</i>	<i>What immediate steps ensure safety and stabilize the situation?</i>
<b>Recovery</b>	<i>What behaviors show the individual is calming down and ready to re-engage?</i>	<i>What actions support reflection and reintegration into activities?</i>

**Additional notes**

Plan review date:

Name:

Signature: