Behaviour Support Plan Quality Evaluation – Scoring Summary BSP-QEII

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| **Date of assessment:**Click here to enter a date. | **Assessment Type:****Pre-Behaviour work** | **Assessor Name:**  |
| **Client Name:** |
| Quality Evaluation |
| **Q** | **Quality components of Behaviour Support Plans**  | **Evaluation Comments and Suggestions** | **Score** |
| 1 | Describe the priority behaviour of concern – in observable and measurable terms* *Emotional states (e.g. aggression) is described in a measurable and observable way*
 | Choose an item. | Choose an item. |
| 2 | Specify the immediate predictors (triggers) of the behaviour:* *Physical setting*
* *Social setting*
* *Institutional strategies, Curriculum & activities*
* *Scheduling factors*
* *Degree of independence*
* *Degree of participation*
* *Social interaction*
* *Degree of choice*
 | Choose an item. | Choose an item. |
| 3 | Specify environmental (background/setting) factors that support the behaviour:* Present & missing
	+ *Physical*
	+ *Social*
	+ *Institutional, curriculum & activities*
 | Choose an item. | Choose an item. |
| 4 | Describe changes needed in the environment, to decrease the likelihood of the behaviour:* *Time*
* *Space (of service user)*
* *Materials*
* *Positive Interaction*
 | Choose an item. | Choose an item. |
| 5 | A clear statement of the function of the behaviour, logically related to the identified predictors and environmental factors:* *Has to explain* ***why*** *the behaviour exists (triggers, environment)*
* *Cannot contain: revenge, vengeance, power or control*
 | Choose an item. | Choose an item. |
| 6 | Describe replacement/alternative behaviours, relating to the function of the behaviour (i.e. socially acceptable behaviours that are functionally equivalent to the challenging behaviour)* *Functionally equivalent replacement behaviours (****FERB****)*
* *FERB must be identified to meet the function of problem behaviour in an acceptable manner*
* *Cannot contain: revenge, vengeance, power or control*
 | Choose an item. | Choose an item. |
| 7 | Detail teaching strategies for specific alternative behaviours* *Specify how the FERB be taught*
	+ *Materials*
	+ *Strategy*
	+ *Procedure/steps*
 | Choose an item. | Choose an item. |
| 8 | Specify reinforcers (rewards) to be used to encourage the socially acceptable functionally equivalent behaviour, and how* *What is the reinforcer*
* *When will it be given*
* *Why was the reinforcer chosen (effectiveness)*
* *How often will reinforcer be given (frequency)*
* *Choice of reinforcers for service user to choose from*
* *Immediacy = reinforcer given immediately after positive behaviour*
 | Choose an item. | Choose an item. |
| 9 | Outline a hierarchy (least restrictive to most restrictive) of reactive strategies* *Prompt - Directing to FERB, reminder of reinforcer*
* *A strategy to managing problem behaviour - how to deal with behaviour if prompt does not work*
* *Debrief - After problem behaviour has occurred when service user is calm, further practise of FERB*
* *Consequences or punishment: Staff’s responses after behaviour, may not be necessary*
 | Choose an item. | Choose an item. |
| 10 | Specify goals and objectives that can be used to evaluate progress of FERB, and how these will be measured* *By when?*
* *Who?*
* *Instead of what problem behaviour?*
* *For what hypothesised purpose or function?*
* *Will do what (FERB)?*
* *Which meets the same purpose or function*
* *Under what circumstance/situation?*
* *At what level of proficiency?*
* *How measured and by whom?*
 | Choose an item. | Choose an item. |
| 11 | Outline team member responsibilities and co-ordination strategies* For each intervention/duty, either:
	+ *Staff names*
	+ *Staff initials*
	+ *Job roles*
 | Choose an item. | Choose an item. |
| 12 | Outline communication, reporting, reviewing and future planning strategies* *Who will participate in exchanging information?*
* *Other agencies that are involved in relaying information?*
* *Under what conditions? Conditional or continuous?*
* *How will the information go back and forth?*
* *Content of information*
	+ *Information coming in and information going out*

*Frequency of the exchange of information (daily, weekly, when behaviour occurs?)* | Choose an item. | Choose an item. |
|  | Additional Comments:Click here to enter text. | **Total Score out of 24**[ ]  0 Score in any Q[ ]  Adequate outcome |  |
| **Final Score Comment:**Choose an item. |