Behaviour Support Plan Quality Evaluation – Scoring Summary BSP-QEII

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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. | | | | | |