

INDIVIDUAL BEHAVIOUR PLAN

Student:	School:	Date of initial meeting:
Year Level:	Class teacher:	Review date: Important – don't skip!

Overall aim:

This is where we broadly state a positive goal for the student. This is often connected to their broader life and family, not just the educational context.

Strengths / Interests:

Here we are demonstrating that we KNOW this student really well. We list here the things we like about him/her, the things he/she is good at and the things they are interested in. Our additional strategies will connect back here so think hard!

Behaviours causing concern:

List ALL of the behaviours causing concern both at school and home. Remember, concerning behaviours can be seen and/or heard. ie, hitting others, being late to class, calling out. Don't generalise - ie, being silly, annoying the tutor, acting the fool.

Target behaviours for the purpose of this plan:

Ask the teacher (it's Christmas Day!) to target one behaviour to target that will make their life infinitely better should it disappear. Two behaviours at the maximum but never more. Students who behave poorly will never "get better" by addressing a huge wishlist.

Antecedents (triggers):

What are the things that make it more likely that this student will demonstrate a concerning behaviour? Consider, seating arrangements, time of day, time of week, parental access, foods (and lack of), certain subjects, certain staff members, etc etc

Major supports :

What is the big picture in this student's life. Has there ever been a relevant diagnosis? Has there been personal or family trauma? Is the child on permanent medication? Are there current relevant family issues? What's ahead for the family (think defence kids)?

STRATEGY

Short term and classroom strategies

It's not time to throw the baby out with the bathwater. Think about all of the things that you currently do that work well with this student. Consider voice volume, getting to eye level, suggestion versus direct instruction, consequences that work.

THEN – talk about the target behaviour and how we might reward the student for achieving towards it. Remember we are looking for a reduction in frequency and severity – not a magic bullet. For Primary Students, behaviour charts work a treat in this space.

Long term and broad strategies

This section is all about accountability – which in turn prevents this document becoming another dust gatherer.

Consider if the parent is making commitments here about hearing testing, changes in diet, ways to support at home, counselling appointments, etc.

Also consider if the school is committing to further assessments, special education interventions and the like.

EMERGENCIES AND CONTINGENCIES

Nothing is foolproof and the student is highly likely to get it wrong at some stage – including the possibility of becoming unmanageable. Particularly when dealing with violent or aggressive behaviours, it's important to be safe around agreements about how these instances should be managed BEFORE the heat of the moment reduces our ability to make a smart and appropriate call.

COMMUNICATION AND DISTRIBUTION PLAN

Who needs to see this plan? All or some staff? How will the teacher and the parent stay in touch about progress? Communication book? Email? Weekly phone calls? It's critical that IBP meetings are not the only contact points for 5% kids.

Key Stakeholders:

NAMES	SIGNATURES	PRESENT AT IBP MEETING (yes/no)
1.		
2.		
3.		
4.		
5.		

- Everybody signs off on this plan. Print two copies – one for student file and one to be kept at home.