# Aspect PBS Behaviour Template Review tool

This form can be used by to review the quality of a completed orange Behaviour template

To make sure we have developed a good quality individual behaviour plan, it is important to assess the quality of our work. This tool spells out what a good quality PBS template should look like. This is based on research* that looks at what makes behaviour support plans most effective.

**How to review your plan**

Write the person's name and date on the top of the review tool

Read the information you have written in box number 1 on the PBS template. Now read the 'Guidelines for a score of 2'. This tells you what a good response should be. For example: "*A specific, observable description of a challenging behaviour is given & frequency, intensity & duration estimated*". If you have written a clear description and rated frequency, duration & intensity, give your self a score of 2. If you have partly done this, score 1, if the definition is unclear / no ratings are written, score 0.

Repeat this process for each of the other boxes on the behaviour template (boxes 2 to 7), reading what you have written and scoring against the criteria specified. Note, some boxes on the form have two sets of scoring e.g. box 2 has scoring for settings and for triggers.
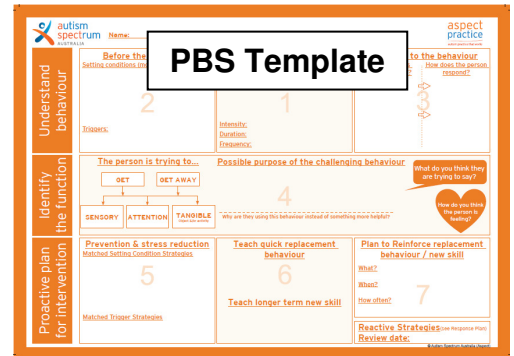
If at anypoint you score less than 2, you can go back & add more detail to that box. Overall you should get a score of 20 or more.



PBS Template



PBS template review tool
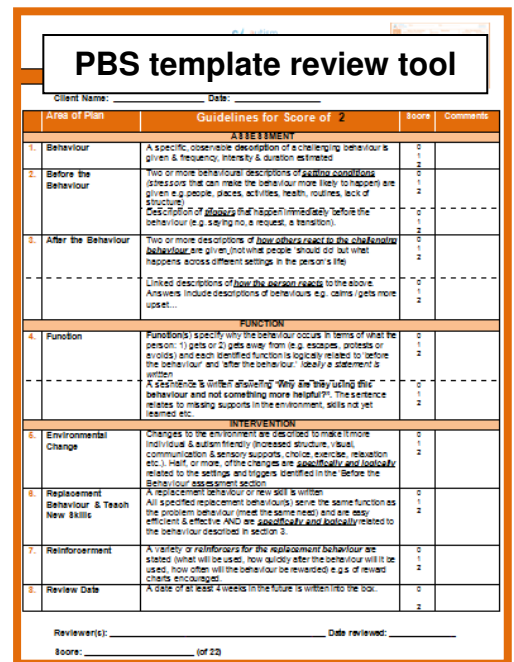
**Scoring**

| | |
|---|---|
| Up to 12 points = | *Weak Plan*. This plan may affect some change in behaviour but the written plan only weakly expresses the principles of behaviour change. This plan should be rewritten |
| 13 – 16 points = | *Underdeveloped Plan*. This plan may affect some change in problem behaviour but would require a number of alterations for the written plan to clearly embody best practice. Consider alterations. |
| 17 – 19 points = | *Good Plan*. This plan is likely to affect a change in problem behaviour and elements of best practice are present. |
| 20 – 22 points = | *Superior Plan.* This plan is likely to affect a change in problem behaviour and embodies best practice. |

*References

- Browning-Wright, D, Saren, D and Mayer, G R (2003) 'The behaviour support plan quality evaluation guide'. Available at: www.pent.ca.gov

- McVilly, K, Webber, L, Paris M,  & Sharp, G. (2012) Reliability and utility of the Behaviour Support Plan Quality Evaluation tool (BSP-QEII) for auditing and quality development in services for adults with intellectual disability and challenging behaviour. Journal of Intellectual Disability Research. Aug 57 (8) pp:716-27

## Evaluation Guide for PBS Templates v3

**Person's Name:** _____ **Date template written:** _____

| | Area of Plan | Guidelines for Score of **2** | Score | Comments |
|---|---|---|---|---|
| | | **ASSESSMENT** | | |
| **1.** | **Challenging Behaviour** | A specific, observable **description** of a challenging behaviour is given & frequency, intensity & duration estimated | 0 1 2 | |
| **2.** | **Before the Behaviour** | Two or more behavioural descriptions of ___setting conditions___ (*stressors* that can make the behaviour more likely to happen) are given e.g. people, places, activities, health, routines, lack of structure, change of routine, feeling unwell, sensory stressors etc) | 0 1 2 | |
| | | Description of ___triggers___ that happen immediately before the behaviour (e.g. saying no, a difficult request, a transition, stopping a preferred activity). | 0 1 2 | |
| **3.** | **Response to the Behaviour** | Two or more descriptions of ___how others typically react to the challenging behaviour___ are given (not what people 'should do' but what actually happens across different settings in the person's life) | 0 1 2 | |
| | | Linked descriptions of ___how the person responds___ to the each of the above. Answers include descriptions of behaviours e.g. calms / gets more upset… | 0 1 2 | |
| | | **FUNCTION** | | |
| **4.** | **Function** | **Function**(s) specify why the behaviour occurs in terms of what the person: 1) gets or 2) gets away from (e.g. escapes, protests or avoids) and each identified function is logically related to 'before the behaviour' and 'after the behaviour.' *Ideally a statement is written as well as the flow diagram boxes coloure or circled* | 0 1 2 | |
| | | A sentence is written answering "**Why are they using this behaviour and not something more helpful?".** The sentence relates to missing supports in the environment, positive behaviours not encouraged or skills not yet learned etc. | 0 1 2 | |
| | | **INTERVENTION** | | |
| **5.** | **Prevention & Stress Reduction** | Changes to the person's environment are described to make it more individual & autism friendly and to prevent or adapt known stressors (increased structure, visual, communication & sensory supports, choice, exercise, relaxation etc.). Half, or more, of the changes are ___specifically and logically___ related to the settings & triggers identified in the 'Before the Behaviour' section (Box 2). | 0 1 2 | |
| **6.** | **Teach Quick Replacement Behaviour & Longer term New Skill** | A replacement behaviour (one that the person can already do) or new skill (something they have yet to learn) is written. All specified replacement behaviour(s) serve the same function as the problem behaviour (meet the same need) and are easy efficient & effective AND are ___specifically and logically___ related to the behaviour described in section 3. | 0 1 2 | |
| **7.** | **Reinforcement** | A basic plan to ***reinforcerce the replacement behaviour / skill*** is written (what will be used, how quickly after the behaviour will it be used, how often will the behaviour be rewarded) e.g.s of reward charts encouraged. | 0 1 2 | |
| | **Review Date** | A date of at least 4 weeks in the future is written into the box. | 0  2 | |

**Reviewer(s):** _____ **Date reviewed:** _____

**Score:** _____ **(of 22)**