

# Collaboratively develop a behaviour plan

A suggestion for implementing the strategy  
'Respond safely to challenging situations'  
from the Guide: [Behaviour and learning](#)

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## **Includes:**

- Purpose of a behaviour plan
- Elements of an effective plan
- Developing a plan – what to identify
- How to set goals and monitor progress
- Reflective questions
- Useful resources

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From

Guide: [Behaviour and learning](#)

Strategy: [Respond safely to challenging situations](#)

Suggestion: [Collaboratively develop a behaviour plan](#)

Date

15 May 2024

Link

[inclusive.tki.org.nz/guides/behaviour-and-learning/collaboratively-develop-a-behaviour-plan](https://inclusive.tki.org.nz/guides/behaviour-and-learning/collaboratively-develop-a-behaviour-plan)

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## Purpose of a behaviour plan

A safety or behaviour plan is necessary for children or young people who have a history of ongoing disruptive or extreme behaviour.

The plan guides:

- ✓ approaches to prevent an event from occurring
- ✓ procedures for defusing an event if it does occur.

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## Elements of an effective plan

The more thought, care, and consultation you put into a plan, the more successful it will be.

- ✓ Collaborate – form a partnership between parents, families, whānau, teachers, other school staff, and professionals.
- ✓ Include the voice of the child or young person wherever possible whether through being present themselves or through parents, whānau, friends, or siblings.
- ✓ Consider the child and young person's successes as well as challenges.
- ✓ Build a support team around the child or young person's teacher.
- ✓ Base your decisions on observations and data you have gathered rather than just on intuition or experience.

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## Developing a plan – what to identify

As a team, consider the following questions.

What are behaviours that are a concern and interrupt learning?

What are the triggers that precede these behaviours?

- What underlying need is the student trying to meet?
- What are they trying to obtain?
- What are they trying to avoid?

Identify the behaviours you want to encourage.

- What do you want the student to be doing instead of the difficult behaviour?
- What new skills are you going to teach and support?
- What will you adjust in your teaching or the environment to support the new behaviour?

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## How to set goals and monitor progress

Co-design goals and monitor progress with the student.

Involve whānau in this process if applicable.

### Goals

Include short-term and long-term behavioural objectives. Make sure all goals are S.M.A.R.T:

- Specific and in ordinary language
- Measurable
- Achievable for the child
- Relevant and meaningful for the child
- Time-related and can be accomplished within a short timeframe

### Monitoring progress

- Monitor the plan and make regular adjustments when you need to.
- Document both what the student is doing and differences in behaviour, learning and wellbeing.
- Record two weeks of data: 1 being a bad day, 4 being a great day.
- Enhance with one or more of the following: informal observations, structured observations (for example, time spent on task), anecdotal records, checklists, interviews, standardised tests, curriculum-based assessment, task analysis, review of records, portfolios.

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## Reflective questions

Adapt for your own context.

- How will you redesign the learning environment to remove barriers to learning that act as triggers?
- What new skills or responses will you be adopting as a teacher?
- What new skills or behaviours will you teach the student?
- Where in the curriculum will you provide multiple opportunities for students to build and practice new skills?
- How will you recognise and endorse the new skills and behaviours?
- How will you monitor the plan, provide the student with regular feedback and make adjustments?
- What is in your plan to ensure everyone's safety if challenging behaviour presents?
- Does the plan focus on working with the whole person, or is it merely addressing a narrow aspect of the young person's strengths and skills?
- How will you join this plan up with other interventions/supporting agencies to provide a holistic approach?

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## Useful resources



### A process for assessing behaviour

This information sheet includes a series of questions to help assess a student's behaviour.

Publisher: Positive Behaviour for Learning

[Visit website](#)



### Positive Behaviour for Learning: Safety/behaviour plans

Information sheet for identifying and developing an effective plan.

Publisher: Positive Behaviour for Learning

[Visit website](#)



### Intensive wraparound service

The Intensive Wraparound Service (IWS) facilitates tailored, intensive interventions over a specific time for the small number of children and young people with highly complex and challenging behavioural, social, or education needs – including those associated with an intellectual disability.

[Visit website](#)

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