

Name:	Date of birth:	Hospital number:
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Key behaviour difficulties:

Our understanding of this behaviour:
Why is the young person displaying this behaviour? What message are they trying to communicate? What does the young person say about their behaviour?

What we want to see instead:

Environmental changes which may help:
Are there times/places when behaviours are more likely to occur? Consider unstructured times, busy/loud times, transitions, challenging activities, supervision levels, space, temperature etc

Reward progress:
What are the meaningful incentives to help encourage this young person to learn and apply more positive behaviours?

Responding to difficulties:
What will be the agreed response to continued difficulty? What strategies have previously been found effective in responding to difficulty? How will these be presented as an attempt to reinforce the importance of the plan, rather than a threat concerning non-cooperation? Consider low-level responses first.

Resources/support needed:

What additional resources or equipment will be necessary in order to support the plan? Who will take key responsibility for implementing the plan and informing other leaders as necessary? Is further support needed?

Monitoring and review arrangements:

How will progress be monitored in the short and medium term? How will this information be communicated with others, particularly with the young person and their parents/carers? When will a formal review of progress be made?

Date discussed with young person:	Comments made:
Date discussed with parent/carer:	Comments made:
Date discussed with Play Team or Learning Disability Nurse if appropriate:	Comments made:
Date discussed with Sister or Ward Manager if appropriate:	Comments made:

Written by:	Date:
Review due:	