



**Deciding  
With  
Support**



# Key decision-making opportunities in positive behaviour support (PBS)

Completed by:

Date:



PBS is a comprehensive process with many components. For the practitioner, questions and decisions drive process, and they play a critical role in considering how to involve and engage the person from the outset. The process presents key opportunities to involve people through supporting their decision-making. Facilitating support for decision-making ensures peoples' right to choice and control.

The components presented here are core to PBS practice; however, please remember this is not a simple linear process – and other complementary processes and practices may be needed to best meet the person's behaviour support needs. Use a critical and reflective approach that is person-centred and evidence informed.



You can use the worksheet '[The person's decisions in PBS](#)' to document a person's involvement in decision-making across PBS process (and support your accountability towards the co-production of their PBS plan).



PBS components	Key decisions for the practitioner	Key considerations for the person (opportunities for additional supported decision-making)
<b>Referral/decision for PBS</b>	<ul style="list-style-type: none"> <li>• What are the presenting issues (reason for referral)?</li> <li>• What supports are needed? (e.g., behaviour support)</li> <li>• Who will provide supports? (With a focus on matching service with support needs)</li> <li>• Has the person been supported to make an informed decision about a referral to a Behaviour Support Practitioner?</li> </ul>	<ul style="list-style-type: none"> <li>• What is challenging me? What needs to change/get better?</li> <li>• What supports will help me? What information and support do I need to make an informed decision about a referral?</li> <li>• And who will provide this support or help me access it?</li> </ul>
<b>Pre-Assessment (phase 1)</b>	<ul style="list-style-type: none"> <li>• What is the best path forward (given presenting issues/reasons for referral)?</li> <li>• Is PBS a good option?</li> <li>• What does a good life look like for this person?</li> <li>• What initial supports might be helpful (i.e., be done immediately to make things better)?</li> <li>• How will I involve this person in planning their behaviour support?</li> <li>• What support for decision-making will this person need?</li> </ul>	<ul style="list-style-type: none"> <li>• How do I want to be involved in my behaviour support?</li> <li>• What support/resources do I need to support my participation?</li> <li>• What is getting in the way of me living a good life?</li> <li>• What does a good life look like for me?</li> <li>• What do I need help now to make things better?</li> </ul>



<p><b>Pre-Assessment (phase 2)</b></p>	<ul style="list-style-type: none"> <li>• What sort of plan is needed?</li> <li>• What template will/must be used?</li> <li>• Who will be in the PBS team? What practitioner/clinician is best fit (e.g., consider language/culture, age, experience)?</li> <li>• What are my obligations as a behaviour support/PBS provider?</li> <li>• What information do we already have (e.g., history, interventions, assessments)? And what will we need?</li> <li>• What does PBS process look like for this person?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Key decision point - who should be in my Behaviour Support team?</b></li> </ul>
<p><b>Prioritise &amp; define challenging behaviours</b></p>	<ul style="list-style-type: none"> <li>• What is the target behaviour/s?</li> <li>• Prioritising focus behaviour (where many are identified)</li> </ul>	<ul style="list-style-type: none"> <li>• What is a priority area to change (building from 'What is getting in the way of me living a good life?')?</li> </ul>
<p><b>Functional behaviour assessment</b></p>	<ul style="list-style-type: none"> <li>• How will information be collected?</li> <li>• Identifying meaningful assessment (tool selection [direct &amp; indirect] to match purpose)</li> <li>• Who should be involved (e.g., provide meaningful information)</li> </ul>	<ul style="list-style-type: none"> <li>• Who will be involved in collecting information?</li> <li>• What information am I comfortable with sharing?</li> <li>• How will I be involved?</li> </ul>



<p><b>Collect baseline data</b></p>	<ul style="list-style-type: none"> <li>• What data is needed (e.g., relating to QoL &amp; relevant dimensions of behaviour)</li> <li>• How will data be collected?</li> <li>• Who can provide meaningful information?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Key decision point - What information should people have about me?</b></li> <li>• What information should be collected?</li> </ul>
<p><b>Formulation and functional analysis</b></p>	<ul style="list-style-type: none"> <li>• What information is needed? How is this collected? (e.g., relating to 4Ps [predisposing; precipitating; perpetuating; protective] and synthesising observation recordings)</li> <li>• What is the hypothesised/determined function?</li> </ul>	
<p><b>Identify functionally equivalent replacement behaviour</b> (where applicable)</p>	<ul style="list-style-type: none"> <li>• What is an appropriate functionally equivalent behaviour (serves same function as challenging behaviour; preferences, culture, etc, to be considered)?</li> <li>• What supports and teaching strategies might be needed?</li> </ul>	<ul style="list-style-type: none"> <li>• What behaviour will help me communicate my challenges?</li> <li>• How can my supporters help to make sure I'm heard?</li> </ul>



<p><b>Develop goals and objectives</b></p>	<ul style="list-style-type: none"> <li>• What are next steps? How do we use assessment to inform effective/helpful plan?</li> <li>• What is the person's PBS goal? What are the steps required to achieve/progress towards this?</li> <li>• What are the family goals?</li> <li>• What are the service provider goals?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Key decision point - What will help me live a good life?</b></li> <li>• How can supporters help me to live a good life?</li> <li>• How can I help myself to live a good life?</li> <li>• How can supporters help when I'm upset, angry or uncomfortable?</li> <li>• What can I do when I'm upset, angry or uncomfortable?</li> </ul>
<p><b>Develop written PBS plan</b></p>	<ul style="list-style-type: none"> <li>• What improvements/ supports/strategies will be helpful? (e.g., environmental: physical, social, psychological)</li> <li>• Who will be involved? (e.g., the person, communication partners, family, friends)</li> </ul>	
<p><b>Coach supporters</b></p>	<ul style="list-style-type: none"> <li>• How will the person and others be supported to translate the PBS plan into practice?</li> <li>• Who will be responsible?</li> <li>• What training/coaching is needed?</li> <li>• Schedule of support/mentoring?</li> </ul>	<ul style="list-style-type: none"> <li>• How will I be involved in telling others how I want to be supported?</li> <li>• What tools do I need to help me participate in my behaviour support?</li> </ul>



**Monitor and modify plan**

- How will the plan be monitored?
- Who will collect information?
- Who is responsible for supporting process?
- If plan isn't working (making things better), what needs changing?
- Who is responsible for supporting this process (e.g., practitioner, service provider?)

- **Key decision plan - Do I want to change my plan?**
- What happens when things don't go to plan?
- Does my PBS plan need changing?
- How do I communicate with my supporters about the plan and let them know when things need changing?

