Addressing Behavior Support Concerns on the Individualized Family Support Plan (IFSP)

Policy
When “behavior” is checked on the IFSP in Section III, Special Considerations, the IFSP team must develop a plan to promote positive behavior with strategies for the parent/caregiver to implement. In Philadelphia, this must be documented on an individualized Positive Behavior Support Plan that documents the Functional Behavior Assessment (FBA) that the Early Interventionist conducts with the family. The IFSP team will consider the child’s social-emotional development and the prevention of challenging behavior through positive environments, supports and strategies as well as other interventions that will be utilized when additional supports are needed to address challenging behaviors.

Procedures
1) During the first visit, the Early Interventionist and family discuss the child’s challenging behavior and develop a description of what the behavior currently looks like. This is documented on the Behavior Support Plan in the first section, “General description of behavior.”
2) Through observation of the child during the activity/routine in which the challenging behavior occurs and discussion with the family about the child’s developmental strengths and needs, the Early Interventionist collaborates with the family to identify the meaning of the behavior. A hypothesis as to why the behavior occurs is documented on the Behavior Support Plan in the section, “Behavior hypothesis: (the meaning of the behavior).”
3) Positive consequences for using new skills will be identified and documented rather than consequences for challenging behaviors.
4) Provider and parent/caregiver identify the positive behavior to be developed along with the context in which it is needed, targeting a meaningful and realistic participation-based outcome that can be achieved within a 30-day period. This is documented in the main section on the Behavior Support Plan, together with strategies to be implemented, identification of who will implement these strategies, and when they will be used.
5) The Behavior Support Plan is discussed and explained to the parent/caregiver. The provider completes any teaching/instruction that is needed so that the parent/caregiver knows how to implement the strategies. The provider ensures that the parent/caregiver will begin to implement the strategies that day.
6) At each subsequent visit, the parent/caregiver and Early Interventionist review the child’s behavior and determine:
   a. if the child’s behavior is changing in a positive way
   b. whether or not there are questions about implementing the strategies in the plan
   c. how often the strategies have been implemented
   d. other questions or issues related to the child’s behavior and/or use of the plan
   e. need to revise the plan
7) The date of each review is noted on the bottom section of the Behavior Support Plan, with a brief summary of results and next steps. Both provider and parent initial this summary on the form.