
My behaviour support goals

Planning that can help me achieve a good life



The
Right
Direction

Working together on positive
behaviour support (PBS)

Use this workbook to establish goals for behaviour support planning

Instructions for behaviour support practitioners

This workbook is a tool for behaviour support practitioners to use with participants who show behaviours of concern. It is not intended for the participant to complete on their own, but instead as a workbook completed with your support.

This workbook builds on what you already know about the person. It also builds on the plans you made together in [What a good life looks like for me](#), which focused on understanding the person's long-term goals for their future.

In this workbook, you will work together to plan goals that align with the person's ideas of what they want more of in their life and what a good life looks like for them. It is designed to help you understand strengths and challenges from the participant's perspective and work together on identifying how behaviour support planning can help make changes that achieve their needs and wants for a good life in the short-to-mid-term.

This workbook provides conversation-starters and should be used together with follow-up questions. Take notes in this workbook and keep it as a record of your conversation to guide you when [writing the behaviour support plan](#).

Before starting this workbook

This workbook is in Word format, so you can edit it to suit your participant's needs or situation. Please note that the images in this workbook have been used under licence and may not be reused in other contexts.

You are likely to build on information you have already learned about your participant, through [Yarning](#) and [getting to know each other](#).

You may wish to use the following tools that have either been completed previously, or bring them with you to this session in case they're needed.

- [Getting to know each other](#)
- [The Spectrum of Participation in behaviour support planning](#)
- [Your support network](#), including:
 - [the Hand of Trust](#)
 - [support networks](#) (and the participant's relationship to them), and
- [What a good life looks like for me](#).

When using this workbook

1. **Check in** with the person to see if now is the right time for this conversation.
2. **Create a comfortable space** – Ensure a quiet, relaxed environment with any needed support tools.
3. **Provide information** – Make sure the participant understands who you are, why you are there, what this workbook aims to do and what the information will be used for before getting started (see [My communication rights in behaviour support planning](#)).
4. **Encourage participation** – Let the person take their time and involve a trusted person from their support network, if needed (see [Engaging effectively](#)).
5. **Get consent** – Explain the purpose and reassure the person they can choose what they want to share (see the [My communication rights poster](#)).
6. **Adapt as needed** – Allow different ways to respond, take breaks, and adjust or reword questions where helpful (see [Adapting communication for different people](#), [Signs of successful communication and engagement](#) and [Different communication techniques](#)).
7. **Respect their choices** – Skip or change sections based on what you can see from the person's communication (ie: words, body language etc.).

Workbook sections

This workbook is a guide to support the goal setting; you don't need to complete all sections.

- **Interests and strengths** – Discover what the person enjoys and is good at.
- **Daily life and routines** – Discuss routines, activities and support needs.
- **A good life** – Revisit the person's needs for [a good life](#) and broader life goals.
- **Goals for the future** – Explore work, volunteering, and community involvement.
- **Independence** – Talk about living skills, decision-making and transport.
- **Challenges and support needs** – Identify triggers and calming strategies.
- **Health and wellbeing** – Address medical needs and staying healthy.
- **Dreams and aspirations** – Discuss hopes and future goals.
- **Coping and behaviour support** – Find ways to manage stress and emotions.

- **Setting goals** – Work together to establish behaviour support goals that will help the person address any behaviours of concern and contribute to achieving their needs for the future.



My behaviour support goals

My name is

My behaviour support practitioner's name is

Today's date is:

Instructions

Today we will talk about my behaviour support goals.

Answer the questions together. Your behaviour support practitioner will help you and talk about these things with you.

You may choose to skip some questions. You may also have some things that are very important or not so important to you.

For each question, you can tick the box ☒ to show the things that are **most important** to you.

Use the faces to show **how important** this thing is to you.



This is
important to me



I don't know
how important
this is to me



This is not
important to me



Personal interests and strengths

1. What do you really enjoy doing?

2. What makes you happy or excited?

3. What are some things you are really good at?

4. What activities help you feel calm or relaxed?

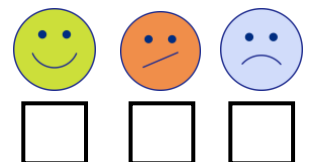
5. What do people like about you?

6. What do you like about yourself?



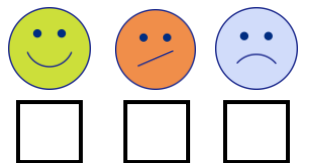
Daily life and routines

1. What do you like to do during the day?



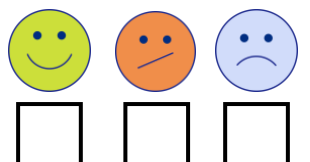
How important is this to you?

2. What is the best part of your day? Why?



How important is this to you?

3. What time of day do you feel your best? Why?



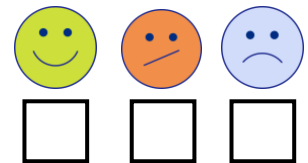
How important is this to you?

4. Do you need help during your day?

☐ Yes

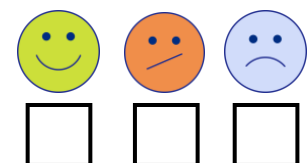
☐ No

If yes, what help do you need? _____



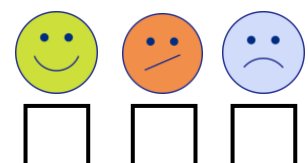
What things do you like to do on your own?

How important is this to you?



How important is this to you?

5. Is there anything else that would make your day good (or better)?



How important is this to you?

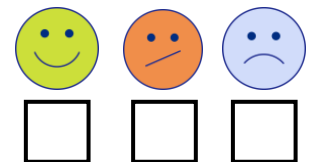


A good life

If you have already talked about this section in the [What a good life looks like for me workbook](#), remind yourselves of the important points here. If this is new to you, discuss these things and make notes here.

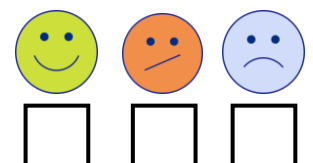
When you think about a good life for you...

... how would you like to be part of your community?



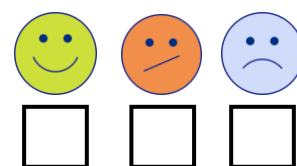
... how would you like to make choices?

How important is this to you?



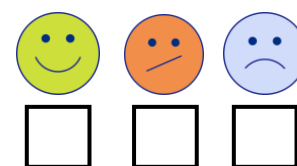
How important is this to you?

... what new things would you like to learn or try?



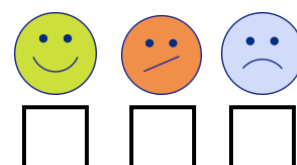
... how do you feel about the people in your life?

How important is this to you?



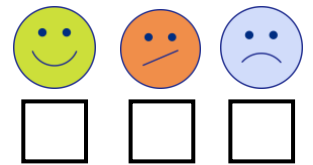
How important is this to you?

... how would you like people in your life to feel about you?



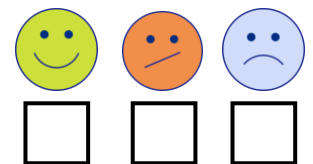
How important is this to you?

... how would you like people in your life to act toward you?



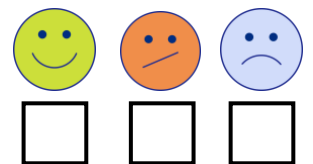
How important is this to you?

... who are the people most important to you?



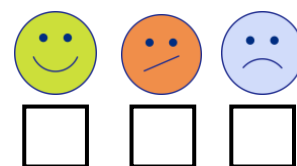
How important is this to you?

... who would you like to spend more time with?



How important is this to you?

... who would you like to spend less time with?



How important is this to you?

Your 'good life' goals:

List the 3 most important things you want as part of your good life

1. _____

2. _____

3. _____

The next section asks you to now think about some other important parts of setting goals for the future.

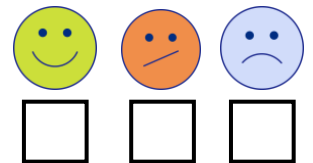


Goals for the future

1. Do you like to work? (This is work you get paid money for)

☐ Yes ☐ No ☐ I don't work now, but I would like to

What kind of paid work do you like, or would you like, to do?

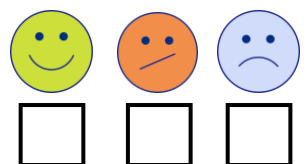


How important is this to you?

2. Do you like to volunteer? (This is work you do not get paid money for)

☐ Yes ☐ No ☐ I don't volunteer now, but I would like to

If yes, what volunteer work would you like to do?



How important is this to you?

3. Do you need help with any of these goals?

☐ Yes ☐ No

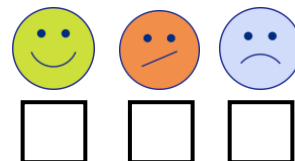
If yes, who could we ask to help you?



Independence

1. Would you like to do more things on your own without help?

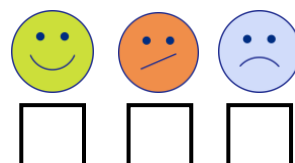
☐ Yes ☐ No



How important is this to you?

2. Do you, or would you, like to live in your own home with people you choose?

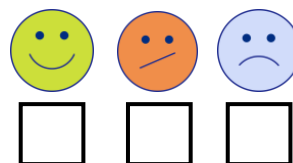
☐ Yes ☐ No



How important is this to you?

3. Do you, or would you, like to use public transport?

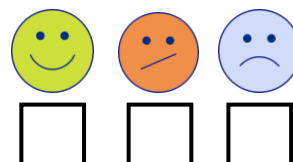
☐ Yes ☐ No



How important is this to you?

4. Do you, or would you, like to drive?

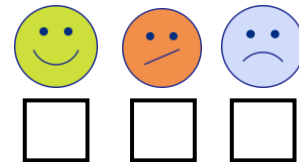
☐ Yes ☐ No



How important is this to you?

5. Do you, or would you, like to make your own decisions?

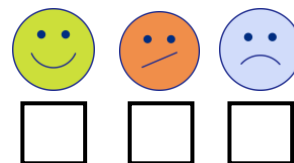
☐ Yes ☐ No



How important is this to you?

6. Do you, or would you, like to buy your own clothes?

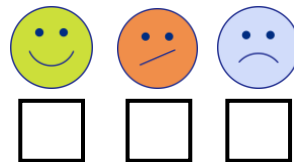
☐ Yes ☐ No



How important is this to you?

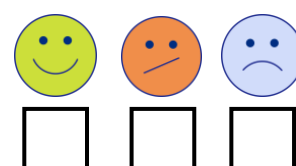
7. Would you like to do more things in your community on your own or with less help?

☐ Yes ☐ No



How important is this to you?

8. What other things would you like to do?



How important is this to you?



Challenges and support needs

1. What things make you feel upset or angry?

2. What helps to calm you down?

3. Are there things in your environment that make it hard for you to concentrate or stay calm?

☐ Yes ☐ No

If yes, what things?

4. Are there any sounds, sights, or feelings that bother you or make you feel upset?

☐ Yes ☐ No

If yes, what things?



Health and wellbeing

1. Do you have any health or medical needs that we should know about?

☐ Yes ☐ No

If yes, what things?

2. Is there anything that helps you feel good, both in your body and the way you think about things?

☐ Yes ☐ No

If yes, what things?

3. Are there things we can do to make sure you stay healthy and safe?

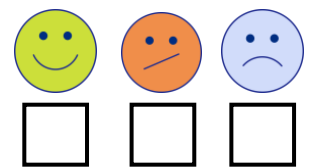
☐ Yes ☐ No

If yes, what things?



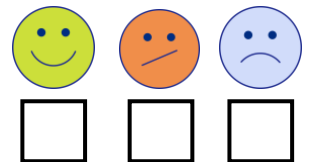
Dreams and aspirations

1. If you could do anything, what would you want to do?



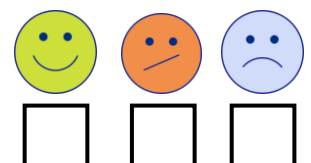
How important is this to you?

2. What do you think you would like to do when you are one year older?



How important is this to you?

3. What do you want to learn, see, or know more about?



How important is this to you?



Coping and behaviour support

1. What helps you when you are feeling upset, sad, frustrated or angry?

2. What are the best ways to calm down when you are upset or when too much is going on?

3. If you are not feeling okay, what is the best way to support you?



Setting goals

Instructions for behaviour support practitioners

In this section, you work together to set behaviour support goals that can help the participant get from where they are now to where they want to be in life by focusing on behaviours of concern and avoiding, alleviating or managing them, safely.

With effective behaviour support planning participants can move toward their goals and make changes in areas they would like to change.

Not every day will be a good day, but with an effective behaviour support plan participants should expect more good days. And if the participant's support network is engaged in supporting more good days, these are likely to lead to even more good days.

_____ 's behaviour support plan goals
Participant's name

1. _____
2. _____
3. _____

Now, talk together about each of the above and what might need to change to work toward their goals.



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therightdirectionpbs.com

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Commission**