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# Preparing for inclusive behaviour support planning

A practitioner checklist for embedding  
behaviour change



The  
Right  
Direction

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Working together on positive  
behaviour support (PBS)

## A model for engaging behaviour change in behaviour support planning

Behaviour support practitioners should use this checklist as a guide to consider to how to strategically set the behaviour support plan up for its best chance of success.

Success doesn't just rely on a strong plan, but also on the participant and their support network implementing it successfully and consistently. This checklist is a guide only and should be used flexibly, according to what will work best for your participant and situation.

Engagement must be at the heart of everything you do as a behaviour support practitioner for your participant and their behaviour support plan.

As a behaviour support practitioner, you are a key member of your participant's support network and leading them through the process in a way that supports ongoing positive change is essential.

Behaviours take years to develop and people's responses to them can become ingrained. Likewise, change will take time.

This checklist draws on the ADKAR Model\* of behaviour change to propose a structured checklist you as a behaviour support practitioner might use to work with your participant and their support network through the changes required for a successful behaviour support plan.

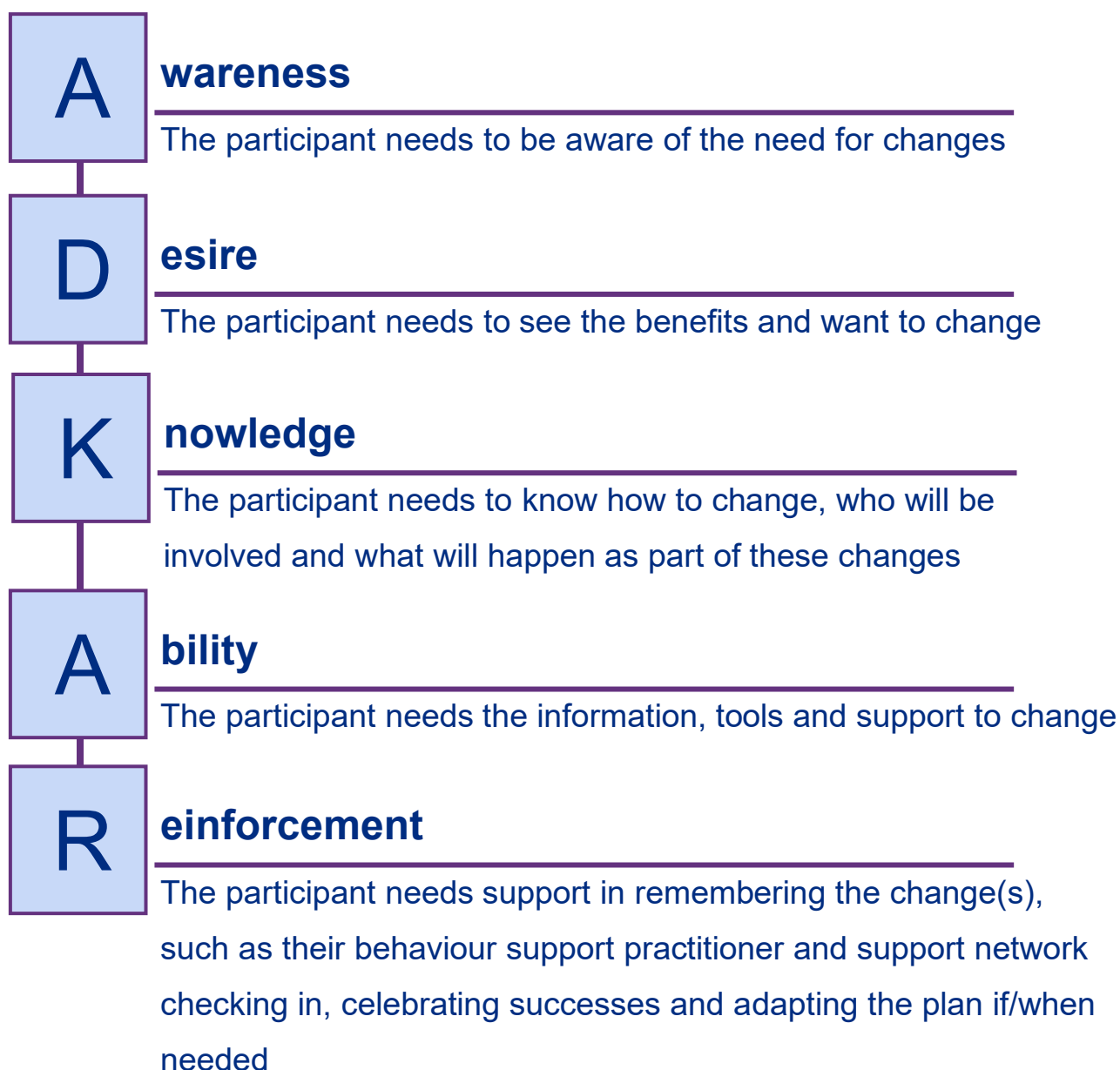
It draws on The Right Direction resources available to lead you through a successful engagement process as you prepare for writing and sharing the assessment.

Our video on [engaging others in change](#) is a useful resource for using the ADKAR Model in behaviour support planning to help the participant change the way they do things and embedded behaviours.

As a behaviour support practitioner, you are likely to have NDIS participants at all different stages of the planning process. This checklist is not prescriptive. As with most of our materials, we encourage you to use it as a guide, use it from any stage that suits your current situation and adapt it as needed for your participants.

[Engaging support networks in change](#) explains the ADKAR Model in more depth. You can also find out more information from [Prosci](#), who developed this model. Here is a brief overview of the ADKAR Model, adapted for participants in behaviour support planning.

## Using the ADKAR Model with participants for effective change in behaviour support planning



## Awareness

How does \_\_\_\_\_ [participant's name]  
communicate best? (See: [Understanding communication and engagement?](#))

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Does \_\_\_\_\_ [participant's name] know:

☐ [who you are](#) and what your role is as a behaviour support practitioner?

☐ [what a behaviour support plan is, how the process works](#) and why it's important? (eg: consult the [behaviour support glossary](#); [communicating effectively using 2-way communication](#); and [different communication techniques](#))

☐ what [their rights are](#) in the behaviour support planning process?

☐ that [they can be as involved as they wish to be?](#)

☐ that they can choose who [will be involved and how?](#)

Using the [Spectrum of Participation for behaviour support planning](#),

\_\_\_\_\_ [participant's name] wishes to be:

☐

very included

☐

party included

☐

not included for now

I will achieve this level of engagement by:

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They want these key people involved in the plan (suggest key roles):

Who

How?

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<hr/>	<hr/>
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<hr/>	<hr/>
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Other notes:

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## Desire

\_\_\_\_\_ [participant's name] knows:

☐ what a 'good life' looks like for them

☐ that this behaviour support plan can help them progress toward these goals?

☐ what might need to change in their lives to make progress toward their goals for their good life

☐ the positive benefits of these changes for themselves and those around them.

What are the key goals \_\_\_\_\_ [participant's name] wants to work toward to improve their life?

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As a behaviour support practitioner, what else can I do to increase their **desire to change**?

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Other notes:

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## Knowledge

I have worked with \_\_\_\_\_ [participant's name] to talk about, understand and involve them in:

☐ establishing their behaviour support goals

☐ discussing behaviours of concern, what triggers them and why and what helps them feel better when they happen.

☐ discussing restrictive practices, what they are, when they might need to be used, why and when they will stop (for example, after 5 minutes or when the person feels calm).

☐ how to plan the path from where they currently are to achieving their goals, what needs to happen and how to get from 'here' to 'there'

What are \_\_\_\_\_'s [participant's name] behaviour support goals?

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How will I help them achieve these goals?

[illegible]

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What else do they need to know in order to know **how to change**?

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## Ability

To make sure \_\_\_\_\_ [participant's name] has the best chance of achieving their goals through this behaviour support plan, as the behaviour support practitioner I have:

☐ a plan for ensuring \_\_\_\_\_ [participant's name] has the knowledge, skills, planning and training they need to successfully make the changes required in the behaviour support plan

☐ a plan for sharing this behaviour support plan with [the people who need to be involved](#) (and getting them engaged with the change)

☐ worked through [engaging support networks in change](#) to set the plan up for success

☐ a plan for [sharing this plan and staying connected](#)

What else can I do as the behaviour support practitioner to ensure the participant **has the ability** to make the changes required?

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Other notes:

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## Reinforcement

To ensure this behaviour support plan is implemented correctly, that people remember the stages, I have:

- ☐ Planned a time and informed \_\_\_\_\_ [participant's name] about when I will next check in and how.
- ☐ Spoken with them about what the review process is for the behaviour support plan and asked for their input.
- ☐ Provided my contact details.
- ☐ Given them some options for letting me know how the plan is going, including when it's going well and when things aren't working, including how I will reach out to them.
- ☐ Familiarised myself with the next steps for checking in to see how their behaviour support plan is working
- ☐ Familiarised myself with the resource for reviewing the participant's goals and how to stay on track (for when the time comes)
- ☐ Connect people who need to be in touch for this behaviour support plan to have the best chance of working effectively

Who needs to be involved and how/when will I include them?

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What else will I do to reinforce this behaviour support plan with

\_\_\_\_\_ [participant's name]?

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## Practitioner final checklist

☐ I have reviewed \_\_\_\_\_'s [communication rights](#) and thought carefully about how I can uphold them at each step of the behaviour support process and plan.

☐ I understand who the most trusted people in \_\_\_\_\_'s life are (eg, by using [The Hand of Trust](#))

☐ I have worked with them to understand [their support network](#) and know how \_\_\_\_\_ would *like* people to be involved and how those people might *best* be involved in helping with this behaviour support plan.

☐ I have consulted [building and maintaining a team](#) as part of my preparation.

☐ Once this plan is complete, I will seek \_\_\_\_\_'s consent for this level of involvement for people from their support network and also each person's consent to be involved.





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