

THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

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Domain 1 – About the Person Who is the Focus of the Plan

Additional Feedback (Optional)	Yes	No
This section is missing information that would be helpful to know, to aid understanding of the focus person's target behaviours.	☐	☐
Based on the information presented, it appears that the person who developed the plan knows the focus person well.	☐	☐
This section uses respectful language about the focus person.	☐	☐
Comments and/or Reflections:		

Domain 2 – Assessment and Data Gathering

Quality Markers		1 = YES 0 = NO
Q2a.	The plan indicates that the focus person was included or consulted in the assessment and data gathering processes that informed the current plan's development and describes how they were included or consulted. OR A clear rationale has been provided as to why they were not included or consulted.	
Q2b.	The plan indicates that at least one of the following stakeholders was included or consulted in the assessment and data gathering process that informed the current plan's development and describes how they were included or consulted: • The focus person's family members or friends. • The focus person's support staff. • Other service providers working with the focus person (e.g., service managers). • Other professionals working with the focus person (e.g., medical professionals, allied health professionals, legal guardians). OR A clear explanation has been provided as to why none of these stakeholders were included or consulted.	
Q2c.	The plan indicates that at least one direct data collection approach has been undertaken to inform the current plan's development.	
Q2d.	The plan indicates that at least one indirect data collection approach has been undertaken to inform the current plan's development.	
Domain 2 score		/4

Additional Feedback (Optional)		Yes	No
The person who developed the plan has attempted to include or consult all the relevant people in the focus person's life, who can reliably inform the development of the plan.		☐	☐
The information contained in the plan regarding the assessment and data collection processes undertaken was an adequate summary of the equivalent information contained in the Functional Behavioural Assessment (FBA).	N/A	☐	☐
Comments and/or Reflections:			

Domain 3 – Behaviour Description

Quality Markers		1 = YES 0 = NO
Q3a.	All listed target behaviours are described in a way that would allow another person to act the behaviour out or picture the behaviour in their own mind.	
Q3b.	All listed target behaviours are described as currently impacting upon the focus person's life (i.e., the target behaviours have all occurred in the last 12 months).	
Q3c.	The frequency of all the listed target behaviours has been provided (i.e., how often they occur).	
Q3d.	The duration of all the listed target behaviours has been provided (i.e., how long the behaviour lasts for).	
Q3e.	The severity or intensity of all the listed target behaviours has been provided in terms of their impact (e.g., damage, disruption, injury, etc.).	
Domain 3 score		/5

Additional Feedback (Optional)	Yes	No
The plan clearly indicates which specific behaviours are the target of the plan.	☐	☐
I agree with the choice of target behaviours.	☐	☐
This section uses respectful language about the focus person and their target behaviour(s).	☐	☐
Comments and/or Reflections:		

Domain 4 – Antecedent-Behaviour-Consequence (ABC) Chain

Quality Markers		1 = YES 0 = NO
Q4a.	For each target behaviour, the plan describes what happens immediately before the target behaviour occurs (i.e., triggers/antecedents).	
Q4b.	All identified triggers/antecedents are described in a way that would allow another person to act it out or picture it in their own mind.	
Q4c.	For each target behaviour, the plan describes what happens immediately after the target behaviour occurs (i.e., maintaining factors/consequences).	
Q4d.	All identified maintaining factors/consequences are described in a way that would allow another person to act it out or picture it in their own mind.	
Domain 4 score		/4

Additional Feedback (Optional)	Yes	No
There are logical links between the identified triggers/antecedents, target behaviours and maintaining factors/consequences.	☐	☐
The identified triggers/antecedents and maintaining factors/consequences were correctly classified as such.	☐	☐
Comments and/or Reflections:		

Domain 5 – Function and Formulation

Quality markers		1 = YES 0 = NO
Q5a.	The plan contains a clear summary statement that identifies the function(s) of each target behaviour in terms of what the focus person escapes/avoids or seeks out/gains.	
Q5b.	To describe the function of a target behaviour or group of target behaviours, all summary statements describe how the target behaviour or group of target behaviours is related to each of the following: • The identified setting events and/or triggers/antecedents. • The identified maintaining factors/consequences.	
Q5c.	The plan contains a clear formulation statement about the focus person that includes information about each of the following: • <i>Background (predisposing) factors</i> – The factors that make the person of focus more likely to exhibit the target behaviour(s). • <i>Contributing (precipitating) factors</i> – The factors that contribute to why the person of focus is exhibiting the target behaviour(s) now. • <i>Sustaining (perpetuating) factors</i> – The factors that support the continuation of the target behaviour(s). • <i>Strengths (protective factors)</i> – The factors within the focus person's context that set them up to succeed.	
Domain 5 score		/3

Additional Feedback (Optional)		Yes	No
The summary statement(s) of function only mention setting events, triggers/antecedents and maintaining factors/consequences that were previously identified in earlier sections of the plan.		☐	☐
The formulation statement only mentions factors that were previously identified in earlier sections of the plan.		☐	☐
The information contained in the plan regarding function and formulation was an adequate summary of the equivalent information contained in the Functional Behavioural Assessment (FBA).	N/A	☐	☐
Comments and/or Reflections:			

Domain 6 – Goals

Quality Markers		1 = YES 0 = NO
Q6a.	The plan contains at least one goal that is specific to observing a reduction in the focus person's target behaviour(s).	
Q6b.	The plan contains at least one goal that is specifically linked to one or more of the positive behaviour support strategies outlined in the plan.	
Q6c.	All goals are specific about <i>who</i> the goal is for, <i>what</i> is to be achieved, and <i>when</i> it will be achieved by.	
Domain 6 score		/3

Additional Feedback (Optional)	Yes	No
The goals listed in the plan are not relevant to behaviour support (e.g., may be the focus person's goals related to service planning).	☐	☐
Comments and/or Reflections:		

Domain 7 – Positive Behaviour Support Strategies

- **Scoring Direction for the Domain:**

- The criteria in this domain should **only be applied to** positive behaviour support strategies, not de-escalation strategies or strategies related to a restrictive practice (e.g., seclusion, chemical restraint, mechanical restraint, physical restraint, or environmental restraint).
- Q7e is specifically related to strategies focused on a plan implementer teaching the focus person alternative behaviours, functionally equivalent replacement behaviours and/or new skills. Given this, information specifically about a plan implementer teaching a new behaviour and/or skill **should not** be considered when assessing Q7b to Q7d.

Quality Markers			1 = YES 0 = NO
Q7a.	There are no proposed strategies that are based on punishment or causing physical and/or psychological harm to the focus person (e.g., cause pain, shame, humiliation).		
Q7b.	The plan specifies one or more strategies that aim to enhance the focus person's quality of life but may not be specifically related to addressing the focus person's target behaviour(s).		
Q7c.	The plan specifies one or more preventive strategies that address the identified setting events and/or triggers/antecedents of the focus person's target behaviour(s).		
Q7d.	All of the strategies are described in enough detail for a lay person to understand what needs to be done and when it needs to be implemented.		
Does the plan propose for a plan implementer to teach the focus person <i>alternative behaviours, functionally equivalent replacement behaviours and/or new skills</i> ?			
	YES <i>Go to the next question directly below ↓</i>		NO <i>See NO scoring criteria on the next page →</i>
	Does the plan propose to teach alternative behaviours, functionally equivalent replacement behaviours and/or new skills proactively ? ----- Definition to Assist Scoring: <i>Proactively refers to the behaviours and/or skills being taught during periods of the focus person's day where they are not exhibiting target behaviour(s).</i> Scoring Direction: <i>If the plan has a teaching strategy as an appendix, this information can be used to assess this item.</i>		
	YES <i>See YES scoring criteria one the next page →</i>	NO <i>Score 0 (NO) for Q7e.</i>	

Quality Markers			1 = YES 0 = NO
Q7e.	If YES, has the following information been provided for each behaviour/skill to be taught: A clear description of the skill, alternative behaviour, or functionally equivalent replacement behaviour to be taught? ☐ Yes ☐ No A step-by-step outline of the teaching strategy in enough detail for a layperson to understand what needs to be done and when it needs to be implemented? ☐ Yes ☐ No What reinforcements will be used and when they will be used to reinforce the use of the skill, alternative behaviour, or functionally equivalent replacement behaviour? ☐ Yes ☐ No If YES Scoring for Q7e: - Score 1 (YES) if you answered Yes to all three questions above. - If you answered Yes to none, one or two of the questions above, score 0 (NO).	If NO, a rationale has been provided as to why the teaching of new behaviours or skills is not needed. If NO Scoring for Q7e: - Score 1 (YES) if the rationale provided has a direct and logical link to the focus person's context. - Score 0 (NO) if: - No rationale is provided. - A rationale has been provided but its relevance to the focus person's context is not clear. - A disability or other diagnosis (e.g., autism spectrum disorder, intellectual disability, schizophrenia) or the focus person's non-verbal communication capacity is the <u>only</u> rationale provided. Examples of Acceptable Rationales: <i>X's behaviours are only exhibited at home, where he does not get along with his housemate. Given this, the plan focuses on changes to facilitate a more harmonious living environment as opposed to the teaching of a new behaviour or skill.</i>	
	Domain 7 score		/5

Additional Feedback (Optional)	Yes	No
De-escalation strategies or strategies related to a restrictive practice are discussed alongside positive behaviour support strategies.	☐	☐
The plan includes proposed strategies that have been used previously to support the focus person but were reported to be <i>ineffective</i> .	☐	☐
The proposed strategies are likely to be effective to change the focus person's target behaviour.	☐	☐
By implementing the proposed strategies, there is likely to be a positive effect on the focus person's quality of life.	☐	☐
By implementing the proposed strategies, there is likely to be a positive effect on plan implementers (e.g., the focus person's family members, support staff).	☐	☐
By implementing the proposed strategies, it is unlikely that the focus person will experience discomfort or negative outcomes.	☐	☐
By implementing the proposed strategies, it is unlikely that plan implementers (e.g., family members, support workers) will experience discomfort or negative outcomes.	☐	☐
Plan implementers (e.g., family members, support workers) would understand how and when to carry out the proposed strategies.	☐	☐

Domain 8 – De-Escalation Strategies

- **Scoring Direction for this Domain:**

- *De-escalation strategies may be provided in the plan as written statements and/or as diagrams (e.g., escalation cycle). There is no requirement as to how this information is presented.*

Quality Markers		1 = YES 0 = NO
Q8a.	A set of early warning signs for the target behaviour(s) are identified for the purposes of de-escalation AND All listed early warning signs are described in a way that would allow another person to act it out or picture it in their own mind.	
Q8b.	At least one strategy relates to providing support to the focus person when they start exhibiting the identified early warning signs.	
Q8c.	At least one strategy relates to the focus person being re-directed or prompted to use an alternative response (e.g., a functionally equivalent behaviour, an alternative behaviour, moving onto another activity) when the target behaviour occurs.	
Q8d.	At least one strategy relates to ensuring the safety of the focus person and/or the people around them when the target behaviour(s) occur. OR Strategies related to ensuring the safety of the focus person and/or the people around them are not needed as the target behaviours do not pose a risk of harm to self and others.	
Q8e.	At least one strategy relates to debriefing with the focus person and/or other relevant stakeholders at a designated time after the target behaviour(s) has subsided.	
Q8f.	No restrictive practices (e.g., seclusion, chemical restraint, mechanical restraint, physical restraint, or environmental restraint) are discussed as a de-escalation strategy. OR Restrictive practices are discussed only as a last resort strategy after other de-escalation strategies have been implemented.	
Domain 8 score		/6

Additional Feedback (Optional)	Yes	No
There are proposed de-escalation strategies for <i>all</i> specified target behaviours.	☐	☐
If <i>restrictive practices</i> are included in the plan, the plan includes a set of strategies to fade out the use of the restrictive practice.	☐	☐
The proposed de-escalation strategies are the least restrictive.	☐	☐
The proposed de-escalation strategies are likely to be effective.	☐	☐
The proposed de-escalation strategies are likely to reduce risk of harm to the focus person and/or others.	☐	☐
Plan implementers (e.g., family members, support workers) would understand how and when to carry out the proposed de-escalation strategies.	☐	☐

Domain 9 – Social Validity

Quality Markers		1 = YES 0 = NO
Q9a.	The plan indicates that the focus person was consulted regarding the acceptability of the proposed goals and/or strategies in the plan (i.e., the positive behaviour support strategies and/or the de-escalation strategies). OR A clear rationale has been provided around why they were not consulted.	
Q9b.	The plan indicates that at least one of the following stakeholders was consulted regarding the acceptability of the proposed goals and/or strategies in the plan (i.e., the positive behaviour support strategies and/or the de-escalation strategies): • The focus person's family members or friends. • The focus person's support staff. • Other service providers working with the focus person (e.g., service managers). • Other professionals working with (e.g., medical professionals, allied health professionals, legal guardians). OR A clear rationale has been provided as to why none of these stakeholders were consulted.	
Domain 9 score		/2

Additional Feedback (Optional)	Yes	No
The plan mentions that an accessible version of the plan has been or will be developed for the focus person (e.g., a video plan, an Easy Read/Easy English plan document).	☐	☐
The length of the plan is suitable, taking into consideration the context of the focus person, their environment, and the target behaviours.	☐	☐
I found this plan easy to read and understand.	☐	☐
The people implementing this plan (e.g., the focus person's family members, support workers) will find the plan easy to read and understand.	☐	☐
Comments and/or Reflections:		

Domain 10 – Implementation

Quality Markers		1 = YES 0 = NO
Q10a.	At least one plan implementer and who they are (e.g., parent, support staff) is identified in the plan.	
Q10b.	At least one strategy to train plan implementers is proposed AND Indicates who will deliver the training.	
Q10c.	At least one strategy is proposed to support plan implementers to correctly use the proposed strategies in the plan when supporting the focus person in a relevant setting. AND Indicates who will deliver the strategy.	
Q10d.	At least one strategy is proposed regarding how plan implementers will communicate with one another, relevant information about the plan and/or its implementation.	
Q10e.	At least one method for ensuring plan implementation is proposed (i.e., a method to check if the strategies in the plan are being implemented as outlined) AND A criterion level of implementation achievement is indicated (e.g., across a 90-day period, each strategy will be implemented on at least 80% of the days).	
Domain 10 score		/5

Additional Feedback (Optional)	Yes	No
Based on the information provided, I believe that the people implementing the plan (e.g., family members, support workers) will understand what their roles and responsibilities are when it comes to implementing the plan.	☐	☐
Comments and/or Reflections:		

Domain 11 – Outcome and Review Monitoring

Quality Markers		1 = YES 0 = NO
Q11a.	At least one strategy is proposed to collect relevant outcome data for the purposes of evaluating the effectiveness of the plan.	
Q11b.	The strategy indicates who will collect the outcome data. Scoring Direction: If Q11a was scored 0 (NO), automatically score this item 0 (NO).	
Q11c.	The strategy indicates what outcome data will be collected. Scoring Direction: If Q11a was scored 0 (NO), automatically score this item 0 (NO).	
Q11d.	The strategy indicates who will review the outcome data collected and who they will report the collated outcome data to. Scoring Direction: If Q11a was scored 0 (NO), automatically score this item 0 (NO).	
Q11e.	The plan provides a specific date(s) or timeframe(s) indicating when the strategies in the plan will be reviewed or update.	
Domain 11 score		/5

Additional Feedback (Optional)	Yes	No
Based on the information provided, I believe that the people implementing the plan (e.g., family members, support workers) will understand what their roles and responsibilities are when it comes to outcome and review monitoring.	☐	☐
Comments and/or Reflections:		

PBSP-QA Scoring Summary Sheet

Focus Person: _____

Plan Author:

Domains 1 to 11	Score
Domain 1 – About the Person Who is the Focus of the Plan	/1
Domain 2 – Assessment and Data Gathering	/4
Domain 3 – Behaviour Description	/5
Domain 4 – Antecedent-Behaviour-Consequence (ABC) Chain	/4
Domain 5 – Function and Formulation	/3
Domain 6 – Goals	/3
Domain 7 – Positive Behaviour Support Strategies	/5
Domain 8 – De-Escalation Strategies	/6
Domain 9 – Social Validity	/2
Domain 10 – Implementation	/5
Domain 11 – Outcome and Review Monitoring	/5
Total Score	/43

General Comments and/or Reflections:

