

Note: Numbers correspond with the scoring system on the BSP Quality Evaluation Guide

Confidential - Do Not Display

Behavior Support Plan

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

This BSP attaches to: IEP date: _____ 504 plan date: _____ Team meeting date: _____

Name: _____ Today's Date: _____ Next Review Date: _____

1. The behavior impeding learning is (describe what it looks like)
2. It impedes learning because
3. The need for a Behavior Support Plan early stage intervention moderate serious extreme
4. Frequency or intensity or duration of behavior
 reported by _____ and/or observed by _____

PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

| | |
|---------------------------------|---|
| Observation And Analysis | <p>5. What are the predictors for the behavior? (Situations in which the behavior is likely to occur: people, time, place, subject, etc.)</p> <p>6. What supports the student using the problem behavior? (What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?)</p> |
| Intervention | <p style="text-align: center;">Remove student's need to use the problem behavior</p> <p>7. What environmental changes, structure and supports are needed to remove the student's need to use this behavior? (Changes in Time/Space/Materials/Interactions to remove likelihood of behavior)</p> <p>Who will establish? _____ Who will monitor? _____ Frequency? _____</p> |

ALTERNATIVES PART II: FUNCTIONAL FACTORS AND NEW BEHAVIOR TO TEACH AND SUPPORT

| | |
|---------------------------------|---|
| Observation And Analysis | <p>8. Team believes the behavior occurs because: (Function of behavior in terms of getting, protest, or avoiding something)</p> <p>9. What team believes the student should do INSTEAD of the problem behavior? (How should the student escape/protest/avoid or get his/her need met in an acceptable way?)</p> |
| Intervention | <p>10. What teaching Strategies/Necessary Curriculum/Materials are needed? (List successive teaching steps for student to learn replacement behavior/s)</p> <p>Who will establish? _____ Who will monitor? _____ Frequency? _____</p> <p>11. What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?</p> <p>Selection of reinforcer based on: <input type="checkbox"/> reinforcer for using replacement behavior <input type="checkbox"/> reinforcer for general increase in positive behaviors By whom? _____ Frequency? _____</p> |

EFFECTIVE REACTION PART III: REACTIVE STRATEGIES

12. **What strategies will be employed if the problem behavior occurs again?**
 1. Prompt student to switch to the replacement behavior

2. Describe how staff should handle the problem behavior if it occurs again

3. Positive discussion with student after behavior ends

Optional:

4. Any necessary further classroom or school consequences

Personnel? _____

OUTCOME PART IV: BEHAVIORAL GOALS

13. Behavior Goal(s)

Required: Functionally Equivalent Replacement Behavior (FERB) Goal

| By when | Who | Will do X behavior | For the purpose of y | Instead of Z behavior | For the purpose of y | Under what conditional conditions | At what level of proficiency | As measured by whom and how |
|---------|-----|--------------------|----------------------|-----------------------|----------------------|-----------------------------------|------------------------------|-----------------------------|
| | | | | | | | | |

Option 1: Increase General Positive or Decrease Problem Behavior

| By when | By who | Will do what, or will NOT do what | At what level of proficiency | Under what conditions | Measured by whom and how |
|---------|--------|-----------------------------------|------------------------------|-----------------------|--------------------------|
| | | | | | |

Option 2: Increase General Positive or Decrease Problem Behavior

| By when | Who | Will do what, or will NOT do what | At what level of proficiency | Under what conditions | Measured by whom and how |
|---------|-----|-----------------------------------|------------------------------|-----------------------|--------------------------|
| | | | | | |

The above behavioral goal(s) are to: Increase use of replacement behavior and may also include:
 Reduce frequency of problem behavior Develop new general skills that remove student's need to use the problem behavior

OBSERVATION AND ANALYSIS CONCLUSION:

Are curriculum accommodations or modifications also necessary? Where described: _____ yes no
 Are environmental supports/changes necessary? yes no
 Is reinforcement of replacement behavior alone enough (no new teaching is necessary)? yes no
 Are both teaching of new replacement behavior AND reinforcement needed? yes no
 This BSP to be coordinated with other agency's service plans? yes no
 Persons responsible for contact between agencies _____ yes no

COMMUNICATION PART V: COMMUNICATION PROVISIONS

14. Manner and content of communication

| 1. Who? | 2. Under what condition(s) (Contingent?Continuous?) | 3. Delivery Manner | 4. Expected Frequency? | 5. Content? | 6. How will this be two-way communication |
|---------|---|--------------------|------------------------|-------------|---|
| | | | | | |

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|---------|---|--------------------|------------------------|-------------|---|
| | | | | | |

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|---------|---|--------------------|------------------------|-------------|---|
| | | | | | |

PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT

- Student _____
- Parent/Guardian _____
- Parent/Guardian _____
- Educator and Title _____
- Educator and Title _____
- Educator and Title _____
- Administrator _____
- Administrator _____

- Other _____
- Other _____
- Other _____
- Other _____
- Other _____

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