Not For Display - For Teacher/Staff Use Only

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:* _____

Student Name **XXX** _____ **Today's Date** _____ **Next Review Date** _____

1. The behavior impeding learning is (*describe what it looks like*) **describe non-judgmentally, observable terms, clearly defined**

2. It impedes learning because **less skills learned by student or others? Safety/welfare concerns?**

3. The need for a Behavior Support Plan ☐ early stage intervention ☐ moderate ☐ serious ☐ extreme

4. Frequency or intensity or duration of behavior **give reader a sense of severity (does not require formal data collection**

☐ reported by _____ and/or ☐ observed by _____

PREVENTION PART I: **ENVIRONMENTAL FACTORS AND NECESSARY CHANGES**

Observation & Analysis

What are the predictors for the behavior? (*Situations in which the behavior is likely to occur: people, time, place, subject, etc.*)

5. **Those situations when you can predict problems will occur, e.g., such as difficult task, transition time, when not working in group, with specific people, when alone, after a request, etc. If one time behavior, state any known connections between environmental conditions at time and student's choice of this behavior.**

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?*) **6.** **Always two parts: 1) Changing environmental features so no need to use this behavior, 2) teaching new way to meet function identified above. KEY: What has NOT YET been done AT SCHOOL that could change his/her need for this behavior?**

Intervention

Remove student's need to use the problem behavior

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*) **7.** **What would help this student become more successful in school? Consider learner characteristics, skills, interests, needs for personalized programming in the classroom setting. Relationship building, status for real successes changes hopelessness into hope for many alienated youth.**

Time - pacing techniques, closure systems, completing tasks in parts, having more time/less on tasks, etc.

Space - seating, use of masking tape to identify areas, different workspace for different tasks, etc.

Materials - tasks in sequencing trays, manipulatives, material organizers, personally relevant curricula, etc.

Interactions - Are there specific styles or frequency of interactions or specific supportive words, voice tone quality, etc. that help this student? Would anti-bullying interventions help? Who is involved? Peers? Teachers, aides, playground, bus driver, anyone from threshold to threshold responsible for this student.

Who will establish? **Typically teachers with administrator help** Who will monitor? **Typically teachers w/ help as needed**

Frequency? **Frequent, then decrease**

ALTERNATIVES PART II: **FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT**

Observation & Analysis

Team believes the behavior occurs because: (*Function of behavior in terms of getting, protest, or avoiding something*)

8. **What student is getting (e.g., social status, attention, $, etc.) or protest/escape/avoiding (e.g., difficult work, past actions of peers, interaction style of an adult, etc.) with this behavior**

Accept a replacement behavior that meets same need

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?*) **9.** **In the future, how will he/she get needs met that this behavior fulfilled, e.g., something desired or something protested or escaped or avoided when necessary?**

Intervention

What teaching Strategies/Necessary Curriculum/Materials are needed? (*List successive teaching steps for student to learn replacement behavior/s*) **10.** **Examples: better communication skills, anger management, picture exchange system for nonverbal students with cognitive disabilities, self-management systems, following schedules and routines, learning new social skills, learning how to negotiate, learning structured choice, learning new scripts, learning notebook organization, learning to use playground conflict resolution managers, learning how to use classroom meeting structure to solve problems, etc., i.e., any general or specific skill deficit you hope to correct to change behavior**

Who will establish? **Who will teach this? Accountability** Who will monitor? **Assure accountability**

Frequency? **Frequent, then decrease**

What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?
11. Consider a range of non intrusive ones: A simple praise statements the student enjoys, privately given specific praise, notes home, contingent access to favorite classroom activities or privileges, high "5." What motivates the student and enhances quality of life right now. Who will give, how frequently? Will reinforcement happen in school and at home or by outside school or community personnel?

Selection of reinforcer based on: _____

☐ reinforcer for using replacement behavior   ☐ reinforcer for general increase in positive behaviors

By whom? Maximize sources of reinforcement   Frequency? learning new behaviors, high frequency, reducing as mastered

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EFFECTIVE REACTION PART III: **REACTIVE STRATEGIES**

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, 4. Any necessary further classroom or school consequences*) **12.** What works to calm the student? How can you best prevent escalation? Will structured choice help? Offering "Time Away" to cool off non-emotionally? What series of behaviors should adults employ to return the student to rule-following behavior? (Who will therapeutically debrief the student after control is achieved? Will consequences such as expulsion/suspensions be necessary? Exactly under what conditions?)

Personnel?   Who should interact under what level of "crisis?" - teacher only? Others?
              Specific support personnel? Outside classroom assistance? Law enforcement?

OUTCOME PART IV: **BEHAVIORAL GOALS**

Behavioral Goal(s) 13. Brief statement referencing IEP or 504 plan, or school team's discussion: What new skills will student achieve through this plan, (not just what student won't do anymore).

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

Person responsible for contact between agencies   (Identify a school staff member to coordinate actions between agencies)

COMMUNICATION PART V: **COMMUNICATION PROVISIONS**

Manner and content of communication 14. What system? Phone calls by whom to whom? Informal notes? Daily report cards? Weekly logs? Consider family, administrators, IEP team, counselors, probation officer, and other agencies. Report new skills learning rates not just infractions. Remember, behavioral goals & objectives are reported at least quarterly in the IEP process. ......

Between? Who needs?   Frequency?   Different people or agencies may require different frequencies

PARTICIPATION PART VI: **PARTICIPANTS IN PLAN DEVELOPMENT**

☐ Student _____

☐ Parent/Guardian _____

☐ Educator and Title _____

☐ Educator and Title _____

☐ Educator and Title _____

☐ Administrator _____

☐ Administrator _____

☐ Other _____

☐ Other _____