

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:

Student 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

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

<b>Observation &amp; Analysis</b>	<p><b>Team believes the behavior occurs because:</b> (<i>Function of behavior in terms of getting, protest, or avoiding something</i>)</p> <p>8.</p> <p style="text-align: center;"><b>Accept a replacement behavior that meets same need</b></p> <p><b>What team believes the student should do INSTEAD of the problem behavior?</b> (<i>How should the student escape/protest/avoid or get his/her need met in an acceptable way?</i>)</p> <p>9.</p>
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<b>Intervention</b>	<p><b>What teaching Strategies/Necessary Curriculum/Materials are needed?</b> (<i>List successive teaching steps for student to learn replacement behavior(s)</i>)</p> <p>10.</p> <p>Who will establish?                      Who will monitor?                      Frequency?</p>
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<b>Intervention</b>	<p><b>What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?</b></p> <p>11.</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</p> <p>By whom?                      Frequency?</p>
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**EFFECTIVE REACTION PART III: REACTIVE STRATEGIES**

What strategies will be employed if the problem behavior occurs again?

**12.**

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**

Behavioral Goal(s)

**13.**

Required: Functionally Equivalent Replacement Behavior (FERB) Goal

By when	Who	Will do X behavior (line 9)	For the purpose of y (line 8)	Instead of Z behavior (line 1)	For the purpose of y (line 8)	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	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
- Person responsible for contact between agencies .....  yes  no

**COMMUNICATION PART V: COMMUNICATION PROVISIONS**

Manner and content of communication

**14.**

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

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