

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:

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>5.</b> What are the predictors for the behavior? <i>(Situations in which the behavior is likely to occur: people, time, place, subject, etc.)</i></p> <p><b>6.</b> What supports the student using the problem behavior? <i>(What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?)</i></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>7.</b> What environmental changes, structure and supports are needed to remove the student’s need to use this behavior? <i>(Changes in Time/Space/Materials/Interactions to remove likelihood of behavior)</i></p> <p>Who will establish?                      Who will monitor?                      Frequency?</p>
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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?

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 <u>conditional</u> 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