



Behavior Support Plan

School: _____

The purpose of this plan is to spell out what behaviors are being targeted for change and how change will be handled.

Name: _____ Date Completed: _____

Projected Date of Review: _____

Student Strengths: _____

PART 1: Description of Problem Behavior: (Use the chart below to describe this behavior in terms of antecedent/behavior/consequence)

Antecedent(s)

Asked to Do
Asked to Stop Doing
Ongoing behavior/activity interrupted
Bored—no materials/activities
Could not get desired item
Loud/disruptive to environment
Appeared to be in discomfort
Other student provoked

Behavior:

Off-Task
Non-compliance
Bolting/leaving designated area
Physical aggression
Playing with objects
Self-injurious behavior
Fidgeting
Screaming

Consequences

Verbal redirection to activity
Physical redirection to activity
Required to continue activity
Ignoring
Time out from reinforcement (duration)
 Within room area _____
 Outside room area _____
Physical discomfort relieved

Setting/Events:

When:

Where:

With Whom:

Other: _____

Provoking/teasing others

Tantrum

Verbal aggression

Interrupting class

Other: _____

Discussion

Receives desired item

Comforting

Referral

Other: _____

PART 2:

Intensity of Behavior:

1 2 3 4 5
Mild Moderate Severe

Frequency of Behavior:

Class period Hour Day
Week _____

Duration of Behavior:

Minutes Hours Days

PART 3: This behavior impedes learning because:

PART 4: The Team believes the function/communication of the behavior is:

- To get attention from _____
- To get access to (items or activities) _____
- To escape, avoid, or delay _____
- To provide stimulation activity (describe) _____
- To protest _____
- To communicate _____

PART 5: Describe the new behavior that the student will be taught, to replace the inappropriate behavior described.

_____ will _____
(Student) (Replacement Behavior)

in order _____
(Match to Function in Part 4)

PART 6: Explain who is responsible for teaching the replacement behavior: (Is parent input required?)

PART 7: When the student uses the replacement behavior, list the reinforcement that will occur.

PART 8: If target behavior and/or antecedents to target behavior occur again, then:

- Redirect
- Restate expectations
- Implement accommodations, modifications, support
- Ignore
- Provide choice
- Review plan
- Reminder of reinforcement
- Time away
 - Within setting Student initiates
 - Outside of setting Staff initiates
- Other: _____

PART 9: Progress to be Measured and Monitored:

Who: _____

What: _____

When: _____

How: _____

Plan to be Distributed to:

_____	_____
_____	_____
_____	_____

PART 10:

Date of Projected Review Meeting: _____

Review Meeting Participants: _____

Progress towards Behavior Support Plan:

- Desired Decrease in Problem Behavior
- Desired Increase in Replacement Behavior
- Undesired Increase in Problem Behavior
- Undesired Decrease in Replacement Behavior

ACTION TO BE TAKEN: Continue Plan Modify Plan

Persons Creating this Plan:

_____	_____
Name & Title	Name & Title
_____	_____
Name & Title	Name & Title

Signed: _____
Parent Name & Date