

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 BIP 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 1: 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** _____
- 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** _____

Remove student's need to use the problem behavior

- Intervention**
- 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** _____
- Who will establish? _____ Who will monitor? _____ Frequency _____

Alternatives Part 2: 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** _____
- Accept a replacement behavior that meets the 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** _____
- Intervention**
- What Teaching Strategies / Necessary Curriculum / Materials are needed? (*List successive teaching steps for student to learn replacement behavior(s)*)
- 10** _____
- Who will establish? _____ Who will monitor? _____ Frequency _____
- What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?
- 11** _____
- Selection of reinforcer based on: _____
 reinforcer for using replacement behavior reinforcer for general increase in positive behaviors
By whom? _____ Frequency? _____

Effective Reaction Part 3: Environmental Factors and Necessary Changes

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 _____

Personnel _____

Outcome Part 4: Behavioral Goals

Behavioral Goal(s)

13 _____

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 5: Communication Provisions

Manner and content of communication

14 _____

Between? _____ Frequency? _____

Participation Part 6: Participants in Plan Development

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