

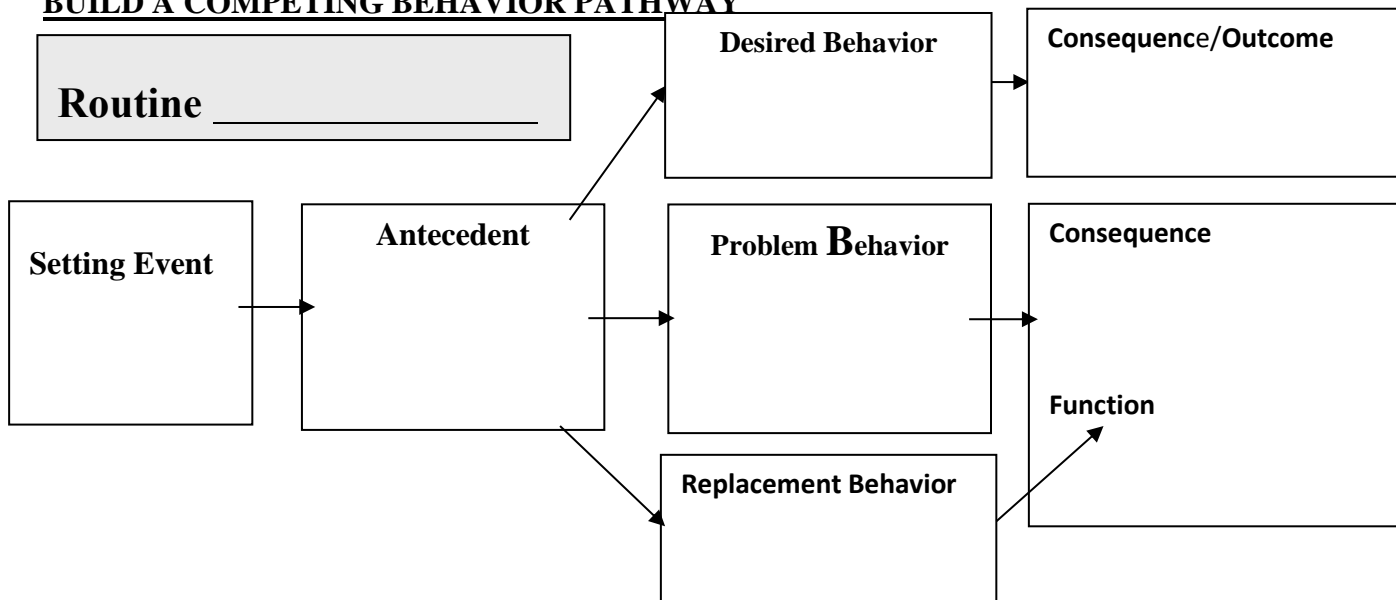
Behavior Support Plan

Developed from a Functional Behavioral Assessment

Student _____ Grade _____ Date _____

School _____ Case Manager _____

BUILD A COMPETING BEHAVIOR PATHWAY



IDENTIFY INTERVENTION STRATEGIES

| Setting Event Strategies | <u>Manipulate Antecedent to prevent problem & prompt alternate/desired behavior</u> | <u>Teach Behavior</u> Explicitly Teach Alternate & Desired Behaviors | <u>Alter Consequences to reinforce replacement & desired behavior & extinguish negative behavior</u> |
|--------------------------|---|---|--|
| | <u>Prevent problem behavior</u> | <u>Teach Alternate Behavior</u> | <u>Reinforce Behavior</u> |
| | <u>Prompt Alternate/Desired Behavior</u> | <u>Teach Desired Behavior/ Academic/ Social Skills</u> | <u>Response to Problem Behavior/ Corrective Feedback & Extinction Procedures</u> |

Adapted by C. Borgmeier (2002) from multiple sources: M. Bergstrom and D. Crone (2000); March, Horner, Lewis-Palmer, Brown, Crone & Todd (1999); O'Neill, Horner, Albin, Sprague, Story, & Newton (1997); Palmer & Sugai (2000); and Sprick, Sprick, & Garrison (1993); Martin, Hagan-Burke, & Sugai (2000)

BEHAVIOR SUPPORT IMPLEMENTATION PLAN

| Tasks | Person Responsible | By When | Review Date | |
|---|--------------------|---------|----------------------------------|--|
| | | | Was task Completed consistently? | Evaluation Decision Monitor, Modify, or Discontinue |
| <p>Prevention: Make problem behavior irrelevant (antecedent intervention)</p> <p>Teaching: <u>teach new skills/ replacement behavior</u></p> <p>Extinction: Make problem behavior ineffective (minimize reward/ pay-off for problem behavior)</p> <p>Reinforcement: Make alternate & desired behavior more rewarding than problem behavior</p> <p>Responding to Problem Behavior: Prompt replacement behavior & consequences.</p> <p>Safety: Is safety a concern? Y N If yes, attach crisis plan to Behavior Support Plan</p> | | | | |

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