

Checklist for Behavior Support Plans

What a Behavior Support Plan should include:	Questions to ask yourself and the IEP team:
<p>DESCRIPTION OF THE BEHAVIOR that is getting in the way of learning. [Note: if behavior considered serious or extreme - “assaultive, self-injurious or another pervasive maladaptive behavior” - it should be addressed through a Positive Behavior Intervention Plan which requires specifically trained staff.]</p>	<p>Is the behavior described in a non-judgmental way? When reading the words, can you “see” what the student is doing? Ex: tantrum – screaming, jumping up and down, and prolonged crying for longer than 2 min. Aggressive behaviors – kicking, pushing, or hitting with an open hand, either students or adults.</p>
<p>FREQUENCY, DURATION AND INTENSITY Statement of how often, how long and how intense the behavior is.</p>	<p>Do the words tell the reader how often the behavior happens, how long it lasts and how exaggerated or severe it is? Ex: 3-5 x/day for 10 min.</p>
<p>PREDICTORS Description of what may predict or trigger the behavior, including situations and environmental factors such as time, place, people, activity, subject, etc.</p>	<p>What is it that triggers the behavior? Is the work too hard, does the assignment last too long, is the classroom too noisy, is it early or later in the day, does it occur just before or after a change or transition? Are the words describing the trigger specific and understandable?</p>
<p>FUNCTION Statement of what the student is trying to accomplish with the behavior, what function is the behavior serving for the student: 1) get something he wants, or 2) get away from something she doesn’t like or want.</p>	<p>Is he attempting to get something such as an object; attention from peers or adults; an activity, self-stimulation, money, or desirable comments from other students?</p> <p>Is she attempting to avoid, escape or protest something such as an assignment that is “too long, too hard, too boring, not meaningful, or too easy? To get away from too much noise. Or to protest negative comments or interactions with students or teachers?</p>
<p>REPLACEMENT BEHAVIOR Statement of what the student should do instead of the problem behavior. How should the student escape/protest/avoid or get his need met in an acceptable way?</p>	<p>What is a more appropriate way for the student to either get the desired attention, object or activity (Ex: ask for a break or use a “break card”) or to avoid the undesirable activity or situation (prompt to “use words” or walk away from a difficult peer)?</p>
<p>ENVIRONMENTAL CHANGES, SUPPORTS AND TEACHING STRATEGIES needed to teach the replacement behavior. Include specifics: teaching steps involved, curriculum and materials.</p>	<p>How can lessons and materials be modified to reduce triggers? How will staff teach and re-direct student to use the more appropriate behavior? What changes are needed in the classroom set-up or schedule? Ex: use visual schedule, social stories, study buddy.</p>

REINFORCERS specific to this student that will be used to reinforce the desired behavior and how they will be provided—when, how often, by who, etc.

What activities, objects, or food items are motivating for the student and appropriate to be used in school to reinforce the replacement behavior? Ex: Token economy, special privileges, treasure chest.

STRATEGIES TO BE USED IF PROBLEM BEHAVIOR OCCURS AGAIN, after teaching and redirecting have been attempted. Interventions should be positive and not punitive.

What prompts and reminders, verbal and visual, will be provided to help student use more appropriate behavior? What discussions or other feedback will be provided to help student learn the more appropriate behavior? What school-wide consequences will be used? Ex: use *Thinking About my Inappropriate Behavior* form (www.pent.ca.gov)

DESCRIPTION OF HOW BSP WILL BE MONITORED including check-ins with staff, parents, and IEP meeting follow-up as needed.

How will we know if the plan is working and being followed as written? Ex: track frequency of problem behavior. Change reinforcers as needed. Set date to review plan.



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