Behavior Support Plan
For Behavior Interfering with Learning of Student or Peers

Student _____ IEP Date of This Addendum _____

Behavior impeding learning is _____

It impedes learning because _____

Team estimate of need for behavior support plan ☐ extreme ☐ serious ☐ moderate ☐ needing attention, early stage intervention

Current Frequency/Intensity/Duration of Behavior _____

Any current predictors for behavior? _____

_____

IEP Team believes behavior occurs because (team hypothesis-behavior function) _____

_____

What team believes student should do instead of the problem behavior (match to hypothesis) _____

_____

What supports the student using the problem behavior (in or missing in environment, in or missing in instruction) _____

_____

Behavioral Goals/Objectives related to this plan _____

_____

To achieve this outcome, <u>both</u> teaching of new alternative behavior and reinforcement is needed. ....☐ yes ☐ no

To achieve this outcome, reinforcement of alternative behavior alone is emphasized (no new teaching is necessary). ....☐ yes ☐ no

To achieve this outcome, environmental supports or changes are needed. ....☐ yes ☐ no

Are curriculum accommodations necessary? ☐ yes ☐ no ; Is there a curriculum accommodation plan? ....☐ yes ☐ no

BSP to be coordinated with other agency's service plans? ☐ yes ☐ no ; Person responsible for contact _____

Teaching strategies and necessary curriculum or materials for new behavior instruction

By whom? _____   How frequent? _____

Environmental structure and supports to be provided (Time/Space/Materials/Interactions)

Who establish? _____   Who monitor? _____

Reinforcement procedures

By whom? _____   Frequency? _____

Reactive strategy to employ/debriefing procedures to use if problem behavior occurs again

Personnel: _____

Communication provisions   Daily/Weekly Reports/Record Keeping

Between _____   Frequency? _____