Tools to Develop, Implement, and Score a

Behavior Support Plan

For Behaviors that Interfere with the Learning of Student and/or Peers

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“None of us is as skilled as all of us”
# How to Develop and Implement a Support Plan

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A Teacher’s Revelation

“I’ve come to the frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or dehumanized.”

Haim Ginott  
Child Psychologist

The School Team’s Revelation

“A Behavior Support Plan is the specification of what the adults will do to address challenging behavior impeding the learning of a student or his/her peers.” Three key points will be addressed in a team-developed behavior support plan:

- Understanding how this behavior is related to the context in which it occurs
- Understanding how this behavior serves a purpose or function for the student: how something is either gained, or something is avoided or protested with this behavior
- Taking this analysis and specifying in this behavior plan how we will seek to teach a new behavior that serves the same purpose or function—but one we can accept; AND specifying how this behavior plan will seek to remove, alter or add variables that remove the need for this student to use challenging problem behavior”

Diana Browning Wright  
PENT Director  
Behavior Analyst/School Psychologist/Teacher
The Behavior Support Plan (BSP) first introduced in the training “One Page Behavior Plans that Work” throughout California following IDEA Reauthorization in 1997 has been revised. This revision is a result of feedback from the 20,000 educators trained from 1997-2003 and the 200 Positive Environments, Network of Trainers (PENT) Cadre members, experts in behavior plan development throughout California. Following an analysis of common errors and problems on over 400 behavior plans throughout California, revisions to introduce language and reorganize the plan contents have now been made. The new BSP-Revised is cornerstone of this manual, with the BSP Quality Evaluation Guide an evaluation tool for use in critiquing the finished product.

This manual’s contents and the reordering of the original Behavior Support was begun originally by Suzy Johns and John Oliveri with input from Keith Drieberg of San Bernardino Schools, California. Their reorganization of materials from my trainings to make a cohesive whole to improve the plans being written in their region required many hours of hard work. These dedicated professionals kindly shared their work through the PENT Cadre, resulting in yet another expansion and editing to produce this manual version. This manual also incorporated work of Elaine Prado Levine, M.A., for the majority of the examples (“Behavior Word Buffet”) that are provided in this manual. All other resources are footnoted throughout the document.

A special thank you to Deborah Holt, Director of the California Department of Education, Diagnostic Center, South and PENT Project Manager, for her support and provision of clerical resources to complete this manual. In addition, without the formatting wizardry of Lizette Edrosa, PENT Communications Coordinator, and editing skills of Judi Burkhartsmeyer, Diagnostic Center, South - Assistant Director and PENT Cadre member, this manual would never have been completed. Thank you, Debbie, Judi and Lizette!

The California PENT leadership team, PENT Cadre and PENT members at-large hope that you too will make this work your own, improving outcomes for your students. In the spirit of collaboration, we offer it to you for your personal non-commercial use. If you find materials that would be helpful for future inclusion in this manual, please share your expertise with us:

pent@dcs-cde.ca.gov

Positive Environments, Network of Trainers

“None of us is as skilled as all of us.”

Diana Browning Wright, M.S.
PENT Director
Overview

This manual was designed to be a hands-on, user friendly document to assist administrators, teachers, SST teams, 504 teams and IEP teams in developing Behavior Support Plans (BSP). This manual will guide the reader—item by item and section by section—through the development of a Behavior Support Plan. Definition of terms are provided prior to each section and numerous examples are included.

The Appendix contains worksheets and forms which may be copied and used in the development and implementation of Behavior Support Plans.

For further assistance with developing a plan for a specific student, please contact:

- Your local Positive Environments, Network of Trainers (PENT) Summit Cadre (contact your local SELPA Director for email addresses)
- Diana Browning Wright at email address: dwright@dcs-cde.ca.gov
**BEHAVIOR SUPPORT PLAN**

**Special populations receiving Behavior Support Plans may include:**

**English Language Learner (ELL) with English Language Development Services (ELD)**

**Eligible Students**

English learners are those students with less than fluent English proficiency skills. They are entitled to English Language Development (ELD) services.

- Students with difficulty adjusting to a new language and/or country may exhibit behavior which impede their learning and will benefit from BSP assistance.

**504 (Section 504 of the Rehabilitation Act of 1973) Eligible Students**

In 1973, Congress passed Section 504 of the Rehabilitation Act. This legislation is principally civil rights legislation prohibiting discrimination against persons with disabilities. Although it originally focused on employment and architectural access issues, Section 504 was interpreted to include school issues in the late 70s. Section 504 prohibits discrimination against any student, students' families, and employees who may be eligible for protections and services under the act. Those who may need 504 accommodations include students "with a physical or mental impairment that results in a substantial limitation to a major life activity." Both the identification of 504 eligibility and the implementation of 504 plans are monitored by regular education personnel.

- Behavior Support Plans are often the essence of a student's 504 plan if the mental impairment is Attention Deficit/Hyperactivity Disorder. ADHD can result in limited alertness which impacts the major life activity of learning. A BSP specifies how to overcome the problem, supporting better attending skills.

**The 13 Special Education Categories of Eligibility:**

- Specific Learning Disability (SLD)
- Deaf
- Speech or Language Impaired (SLI)
- Deaf/Blind
- Hard of Hearing (HH)
- Orthopedically Impaired (OI)
- Visually Impaired (VI)
- Autism
- Other Health Impaired (OHI)
- Multi-Handicapped (MH)
- Mentally Retarded (MR)
- Traumatic Brain Injury (TBI)
- Emotionally Disturbed (ED)

Any student with special education eligibility in any category is entitled to a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) with all necessary supplementary aids and supports. The IEP document describes the team's consensus on what constitutes FAPE in the LRE.

- A behavior support plan is a supplementary support. Legally, if the student has behavior impeding learning of the student or peers, strategies, including positive behavioral interventions, strategies and supports must be considered. If a particular support is needed, the IEP must contain a description of that support and all necessary staff must be informed of their specific responsibility. Many of our special education eligible students are likely to also exhibit behavior impeding learning and require a BSP.
What is a Behavior Support Plan (BSP)?

A Behavior Support Plan includes “proactive action planning to address behavior(s) that are impeding learning.” It includes “positive behavioral interventions, strategies and supports.” “Behavior Support Plans should focus on understanding ‘why’ the behavior occurred (i.e. ‘the function’ or ‘communicative intent’) then focus on teaching an alternative behavior that meets the student’s need in a more acceptable way. This includes making instructional and environmental changes, providing reinforcement, reactive strategies and effective communication.”—all of which will be explained and outlined in this manual. (Diana Browning Wright, Behavior/Discipline Trainings, 2003)

Why Do I Have to Write One?

Every student is entitled to a Free and Appropriate Public Education (FAPE). This implies that the educational experience is enriching and growth oriented. Consequently, any behaviors that interfere with the learning process need to be addressed for the benefit of the student, his or her peers and the general learning environment.

For special education students, the Individuals with Disabilities Education Act (IDEA) — a Federal mandate — requires the IEP team to address ‘behavior that impedes his or her learning or that of others’ (IDEA Section 614(d)(2)(B))...the Federal Regulations further point out that ‘positive behavior interventions, strategies and supports’ are to be considered supplementary aids and supports... Whenever a student receiving special education services exhibits difficult behaviors, whether early or late in an escalating behavior pattern, the IEP must address the situation in a behavior plan.”

Who Makes Up the Behavior Support Team?

The members of the Behavior Support Team will depend upon the specific needs of the student in question. In some cases the team may consist of regular education teachers, an administrator and a counselor. In other cases the Student Study Team, 504 team or IEP team may form the Behavior Support Team.
Successful Behavior Plan Phases

Each phase of the behavior planning process needs to be accomplished in order to facilitate success of the plan. Plans can be written for students with or without disabilities.

### Addressing the Problem Behavior
- Teacher/staff member makes personal contact with parent/guardian to establish a working relationship, discuss concerns and brainstorm possible solutions
- Classroom interventions are implemented and documentation* begins
- Teacher informs other professionals that this student exhibits behavior that is interfering with the learning of student and/or peers

### Understanding the Problem Behavior
- Teacher consults with other professionals (counselor, administrator, psychologist, program specialist, language/speech specialist, nurse, etc) to understand the cause of the misbehavior and brainstorm solutions
- Checklists, observations, written descriptions* are gathered as needed

### Developing a Behavior Support Plan
- The Behavior Support Plan Team meets to formally discuss and strategize on:
  1) contributing environmental factors,
  2) functional factors (why the student is misbehaving)
- A formal plan of action is developed. A BSP is a teaching action plan.
- Roles/responsibilities are assigned. Many people can be designated on the BSP
- A system of communication between the involved parties is formalized

### Implementing the Behavior Support Plan
- The environment and/or curriculum is changed to support replacement behavior
- New appropriate behaviors are taught and reinforced
- The student is debriefed after instances in which the misbehavior occurs again
- The communication plan is followed

### Monitoring/Evaluating the Plan
- Team members monitor the success of the plan and document progress
- The team re-convenes to review progress, as appropriate
Behavior Support Plan
For Behavior Interfering with Student’s Learning or the Learning of His/Her Peers

This BSP 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
   □ reported by ____________________ and/or □ observed by ____________________

### PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

**Observation & Analysis**

5. What are the predictors for the behavior? (Situations in which the behavior is likely to occur: people, time, place, subject, etc.)
6. 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?)

**Intervention**

7. 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)
   
   Who will establish? ___________ Who will monitor? ___________ Frequency ___________

### ALTERNATIVES PART II: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT

**Observation & Analysis**

8. Team believes the behavior occurs because: (Function of behavior in terms of getting, protest, or avoiding something)
9. Accept a replacement behavior that meets 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?)

**Intervention**

10. What teaching Strategies/Necessary Curriculum/Materials are needed? (List successive teaching steps for student to learn replacement behavior(s))

   Who will establish? ___________ Who will monitor? ___________ Frequency ___________

11. What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?

   Selection of reinforcer based on:
   □ reinforcer for using replacement behavior □ reinforcer for general increase in positive behaviors
   By whom? ____________________ Frequency? ___________

---

Diana Browning Wright, *Behavior/Discipline Trainings*, 2003

BSPrevised_12.4.03
EFFECTIVE REACTION PART III: REACTIVE STRATEGIES

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 [ ]

Personnel?

OUTCOME PART IV: BEHAVIORAL GOALS

Behavioral Goal(s) [ ]

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: [ ]

Are environmental supports/changes necessary? [ ]

Is reinforcement of replacement behavior alone enough? (no new teaching is necessary)? [ ]

Are both teaching of new replacement behavior AND reinforcement needed? [ ]

This BSP to be coordinated with other agency's service plans? [ ]

Person responsible for contact between agencies [ ]

COMMUNICATION PART V: COMMUNICATION PROVISIONS

Manner and content of communication [ ]

Between? [ ]  Frequency? [ ]

PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT

[ ] Student
[ ] Parent/Guardian
[ ] Educator and Title
[ ] Educator and Title
[ ] Educator and Title
[ ] Administrator
[ ] Administrator
[ ] Other
[ ] Other
**Behavior Support Plan**

For Behavior Interfering with Student’s Learning or the Learning of His/Her Peers

This BSP attaches to: ☐ IEP date: __________ ☐ 504 plan date: __________ ☐ Team meeting date: __________

<table>
<thead>
<tr>
<th>Student Name</th>
<th>XXX</th>
<th>Today’s Date</th>
<th>Next Review Date</th>
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1. The behavior impeding learning is (describe what it looks like) describe non-judgmentally, observable terms, clearly defined

2. It impedes learning because less skills learned by student or others? Safety/welfare concerns?

3. The need for a Behavior Support Plan: early stage intervention ☐ moderate ☐ serious ☐ extreme

4. Frequency or intensity or duration of behavior: give reader a sense of severity (does not require formal data collection) reported by: __________ and/or observed by: __________

---

**PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES**

**Observation & Analysis**

5. Those situations when you can predict problems will occur, e.g., such as difficult task, transition time, when not working in group, with specific people, when alone, after a request, etc. If one time behavior, state any known connections between environmental conditions at time and student’s choice of this behavior.

What are the predictors for the behavior? (Situation in which the behavior is likely to occur: people, time, place, subject, etc.)

What supports the student using the problem behavior? (What is in the environment/curriculum that needs changing?)

6. Always two parts: 1) Changing environmental features so no need to use this behavior, 2) teaching new way to meet function identified above. KEY: What has NOT YET been done AT SCHOOL that could change his/her need for this behavior?

---

**Intervention**

7. 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)

Remove student’s need to use the problem behavior

What environmental changes, structure and supports are needed to remove the student’s need to use this behavior?

8. What student is getting (e.g., social status, attention, $, etc.) or protest/escape/avoiding (e.g., difficult work, past actions of peers, interaction style of an adult, etc.) with this behavior?

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?)

---

**ALTERNATIVES PART II: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT**

**Observation & Analysis**

9. Accept a replacement behavior that meets 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?)

---

**Intervention**

10. What teaching Strategies/Necessary Curriculum/Materials are needed? (List successive teaching steps for student to learn replacement behavior/s)

What teaching Strategies/Necessary Curriculum/Materials are needed? (List successive teaching steps for student to learn replacement behavior/s)

Examples: better communication skills, anger management, picture exchange system for nonverbal students with cognitive disabilities, self-management systems, following schedules and routines, learning new social skills, learning conflict resolution managers, learning how to use classroom meeting structure to solve problems, etc., i.e., any general or specific skill deficit you hope to correct to change behavior.

Who will establish? Who will teach this? Accountability Who will monitor? Assure accountability

---

Diana Browning Wright, *Behavior/Discipline Trainings, 2003*
What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?

11. Consider a range of non-intrusive ones: A simple praise statement the student enjoys, privately given specific praise, notes home, contingent access to favorite classroom activities or privileges, high "5." What motivates the student and enhances quality of life right now? Who will give, how frequently? Will reinforcement happen in school and at home or by outside school or community personnel?

Selection of reinforcer based on: ____________________________________________________________

- reinforcer for using replacement behavior
- reinforcer for general increase in positive behaviors

By whom? __Maximize sources of reinforcement__ __Frequency? __Learning new behaviors, high frequency, reducing as mastered

**EFFECTIVE REACTION** **PART III:**  **REACTIVE STRATEGIES**

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. What works to calm the student? How can you best prevent escalation? Will structured choice help? Offering “Time Away” to cool off non-emotionally? What series of behaviors should adults employ to return the student to rule-following behavior? (Who will therapeutically debrief the student after control is achieved? Will consequences such as expulsion/suspensions be necessary? Exactly under what conditions?)

Personnel? __Who should interact under what level of “crisis?” - teacher only? Others?__ __Specific support personnel? Outside classroom assistance? Law enforcement?__

**OUTCOME** **PART IV:**  **BEHAVIORAL GOALS**

Behavioral Goal(s) 13. Brief statement referencing IEP or 504 plan, or school team’s discussion: What new skills will student achieve through this plan, (not just what student won’t do anymore).

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 ____________________________________________________________________________

**COMMUNICATION** **PART V:**  **COMMUNICATION PROVISIONS**


Between? __Who needs? __Frequency? __Different people or agencies may require different frequencies

**PARTICIPATION** **PART VI:**  **PARTICIPANTS IN PLAN DEVELOPMENT**

- Student ____________________________________________________________________________
- Parent/Guardian ____________________________________________________________________________
- Educator and Title ____________________________________________________________________________
- Educator and Title ____________________________________________________________________________
- Educator and Title ____________________________________________________________________________
- Administrator ____________________________________________________________________________
- Other ____________________________________________________________________________
- Other ____________________________________________________________________________
### Behavior Support Plan

*For Behavior Interfering with Learning of Student or Peers*

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<tbody>
<tr>
<td>1.</td>
<td>Behavior impeding learning is ________________________________</td>
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<td>2.</td>
<td>It impedes learning because ___________________________________</td>
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<td>3.</td>
<td>Team estimate of need for behavior support plan □ extreme □ serious □ moderate □ needing attention, early stage intervention</td>
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<td>4.</td>
<td>Current Frequency/Intensity/Duration of Behavior ________________</td>
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<td>5.</td>
<td>Any current predictors for behavior? ____________________________</td>
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<td>6.</td>
<td>IEP Team believes behavior occurs because (team hypothesis-behavior function) ________________________________</td>
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<td>7.</td>
<td>What team believes student should do instead of the problem behavior (match to hypothesis) ____________________</td>
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<td>8.</td>
<td>What supports the student using the problem behavior (in or missing in environment, in or missing in instruction) __________________</td>
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<td>9.</td>
<td>Behavioral Goals/Objectives related to this plan ________________</td>
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To achieve this outcome, both 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**

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<tr>
<td>10.</td>
<td>By whom? _______ How frequent? _______</td>
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**Environmental structure and supports to be provided (Time/Space/Materials/Interactions)**

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**Reinforcement procedures**

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<td>12.</td>
<td>By whom? _______ Frequency? _______</td>
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**Reactive strategy to employ/debriefing procedures to use if problem behavior occurs again**

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<td>Personnel: ___________________________________________</td>
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**Communication provisions** Daily/Weekly Reports/Record Keeping

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Diana Browning Wright, *Behavior/Discipline Trainings*, 2003

BSPblank#orig
Behavior Support Plan

For "Behavior Impeding Learning of Student or Peers"

Student: XXX

Date of This Addendum: If general education student, alter to "school

meeting" and attach to other notes. If student is 504 eligibility, alter to "504 date."

1. Behaviorimpeding learning is describe non-judgmentally, observable terms, clearly defined.

2. Impedes learning because less skills learned by student or others? Safety/welfare concerns?

3. Team estimate of need for behavior support plan: extreme □ serious □ moderate □ needing attention, early stage intervention

4. Current Frequency/Intensity/Duration of Behavior: 

5. Any current predictors for behavior? Those situations when you can predict problems will occur, e.g., such as difficult task, transition time, when not working in group, with specific people, when alone, after a request, etc. If one time behavior, state any known connections between environmental conditions at time and student's choice of this behavior.

6. Team believes behavior occurs because (team hypothesis-behavior "function"). What student is getting (e.g., social status, attention, $, etc.) or protesting/escaping/avoiding (e.g., difficult work, past actions of peers, interaction style of an adult, etc.) with this behavior?

7. What team believes student should do instead of the problem behavior (match to hypothesis). In the future, how will he/she get needs met that this behavior fulfilled, e.g., something desired or something protested or escaped or avoided when necessary?

8. What supports the student using the problem behavior (in or missing in environment, in or missing in instruction)? Always two parts: 1) Changing environmental features so no need to use this behavior, 2) teaching new way to meet function identified above. KEY: What has NOT YET been done AT SCHOOL that could change his/her need for this behavior?

9. Behavioral Goals/Objectives related to this plan: Brief statement referencing IEP or 504 plan, or school team's discussion: What new skills will student achieve through this plan, (not just what student won't do anymore).

10. To achieve this outcome, both teaching of new alternative behavior and reinforcement is needed. Yes □ no

11. To achieve this outcome, reinforcement of alternative behavior alone is emphasized (no new teaching is necessary). Yes □ no

12. To achieve this outcome, environmental supports or changes are needed. Yes □ no

13. Are curriculum accommodations necessary? Yes □ no; Is there a curriculum accommodation plan? Yes □ no

14. BSP to be coordinated with other agency’s service plans? Yes □ no (ex: DEpts. of Mental Health, Correction, Regional Center, private therapists); Person responsible for contact. (Identify a school staff member to coordinate actions between agencies)

Teaching strategies and necessary curriculum or materials for new behavior instruction

Examples: better communication skills, anger management, picture exchange system for nonverbal students with cognitive disabilities, self-management systems, following schedules and routines, learning new social skills, learning how to negotiate, learning structured choice, learning new scripts, learning notebook organization, learning to use playground conflict resolution managers, learning how to use classroom meeting structure to solve problems, etc., i.e., any general or specific skill deficit you hope to correct to change behavior.

By whom? Frequency? Who will teach this? Accountability

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

What would help this student become more successful in school? Consider learner characteristics, skills, interests, needs for personalized programming in the classroom setting. Relationship building, status for real successes changes hopelessness into hope for many alienated youth.

Time - pacing techniques, closure systems, completing tasks in parts, having more time/less on tasks, etc.

Space - seating, use of masking tape to identify areas, different workspace for different tasks, etc.

Materials - tasks in sequencing trays, manipulatives, material organizers, personally relevant curricula, etc.

Interactions - Are there special styles or frequencies of interactions or specific supportive words, voice tone quality, etc. that help this student? Would anti-bullying interventions help? Who is involved? Peers? Teachers, aides, playground, bus driver, anyone from threshold to threshold responsible for this student.

Who establish? Typically teachers with administrator help. Who monitor? Typically teachers w/help as needed

Reinforcement procedures

Consider a range of non intrusive ones: A simple praise statements the student enjoys, privately given specific praise, notes home, contingent access to favorite classroom activities or privileges, high “5.” What motivates the student and enhances quality of life right now. Who will give, how frequently? Will reinforcement happen in school and at home or by outside school or community personnel?

By whom? Maximize sources of reinforcement. Frequency? Learning new behaviors, high frequency, reducing as mastered.

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

What works to calm the student? How can you best prevent escalation? Will structured choice help? Offering “Time Away” to cool off nonemotionally? What series of behaviors should adults employ to return the student to rule-following behavior? (Who will therapeutically debrief the student after control is achieved? Will consequences such as expulsion/suspensions be necessary? Exactly under what conditions?)

Personnel: Who should interact under what level of “crisis” - teacher only? Others? Specific support personnel? Outside classroom assistance? Law enforcement?

Communication provisions

Daily/Weekly Reports/Record Keeping


Between Who needs? Frequency? Different people or agencies may require different frequencies

Diana Browning Wright, Behavior/Discipline Trainings, 2003
This plan does not provide all necessary supports and interventions for a student who has made a serious threat to harm themselves or others. This plan is to provide a check in/check out plan to assure ongoing monitoring and case management and to provide teachers, administrators, counselors a guide as to how they should interact with the student on a day-to-day basis.

**Behavior Support Plan**

This is an action plan for what adults will do to shape, model, and cue behavior in conducive environments.

**Additional Instructions for Threat to Self/Others**

Providing specific monitoring following threat to self or others

**Prevention Part I: Environmental Factors and Necessary Changes**

What are the predictors for the behavior? (Situations in which the behavior is likely to occur: people, time, place, subject, etc.)

5. Those situations you can predict student may respond with verbal statements of concern with specific people, when alone, etc.

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. What has the student not yet received? Not yet developed a mentor relationship with a supportive adult at school? Not yet received interventions and services to address long term psychosocial stressors? Relate to function of the verbal statements made and the plan to address the identified difficulties

**Intervention**

Remove student’s need to use the problem behavior

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. Consider: Change the environment to support getting needs met; remove need to use that behavior through enhancing student’s successful engagement in school tasks; Alter aversive interactions between peers and/or staff; Are there specific styles or frequency of interactions or specific supportive words, voice tone quality, etc. that help this student? Who is involved? Peers? Teachers, aides, playground, bus driver, etc.

Who will establish? Team determines/teachers support

Who will monitor? Typically teacher and support staff

**Alternatives Part II: Functional Factors and New Behaviors to Teach and Support**

Team believes the behavior occurs because: (Function of behavior in terms of getting, protest, or avoiding something)

8. Is student “getting attention” in the form of social status? Trying to gain a sense of belonging to the group? (e.g., using aggression to meet group expectations?) Alternatively: Is student protesting an internal state? Or, protesting the past action of others? (bullying? harassment? teasing?) Protesting curriculum/interactions not resulting in success and a sense of belonging to the group?

Accept a replacement behavior that meets 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. How will the student get his/her needs met, (gain status in alternate ways; protest in productive ways; protest to identified adults)

What teaching Strategies/Necessary Curriculum/Materials are needed? (List successive teaching steps for student to learn replacement behavior/s)

10. How will alternative methods of coping with feelings be taught? Examples include: better communication skills, anger management, coping with peers who tease (learn method of reporting harassment/bullying), etc. i.e., any general or specific skill deficit you hope to correct to change behavior

By whom? Who will teach this? In school? At agency? How frequent? Get consensus from actual providers

**Note: Numbers correspond with the scoring system on the BSP Quality Evaluation Guide**

**Additional Information**

Diana Browning Wright, Behavior/Discipline Trainings, 2003

BSPrevThreat_12.4.03
What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?

What motivates this student and enhances his/her sense of relationship to supportive adults/peers? A positive relationship building effort is necessary if student is to learn to handle the problem differently. Teachers/counselors/administrators will want to GENUINELY increase their relationship building efforts with this student. Who will give what kids of reinforcers and how frequently?

Will reinforcement happen in school and at home or by outside school or community personnel? Reinforcement for handling the stressors DIFFERENTLY is critical.

Selection of reinforcer based on: 
- reinforcer for using replacement behavior
- reinforcer for general increase in positive behaviors

By whom? Maximize sources of reinforcement Frequency? High frequency for high needs

**EFFECTIVE REACTION PART III: REACTIVE STRATEGIES**

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)

Provide teacher specifics for when to notify case manager, how to handle further verbal statements of concern. Who should interact under what level of “crisis?” - teacher only? Specific support personnel? Outside classroom assistance?

**BEHAVIORAL GOALS**

What student will do (e.g., consider: check in/out daily; attend mentoring sessions; contribute to class discussions, interact with peers in and out of class, demonstrate skill in coping with teasing in counseling sessions, etc.)

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 (Identify a school staff member to coordinate actions between agencies)

**COMMUNICATION PART V: COMMUNICATION PROVISIONS**

Manner and content of communication (14. Student to case manager check in (am) check out (pm) systems to monitor status and presence at school. What system to assure smooth communication between important parties? Phone calls by whom to whom? Informal notes? Daily report cards? Weekly logs? Consider family, administrators, IEP/504 team, police department, judicial system, school psychologist, counselors, probation office, medical care providers, other agencies. Report new skills learning rates not just absence of behaviors of concern. Assure FERPA (family’s right to privacy) as well legal/safety concerns are addressed in the team meeting that develops this plan.)

Between? Who needs this information? Frequency? Different people or agencies may require different frequencies

**PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT**

- Student
- Parent/Guardian
- Educator and Title
- Educator and Title
- Educator and Title
- Administrator
- Administrator
- Other
- Other
Option One: The One Page Behavior Support Plan Version

Concept: All analysis in this version is completed in the first 15-20 minutes of a 60-minute session in this version.

First 15-20 minute section focuses on all analysis, which includes:
Predictors of behavior and function of behavior; alternative replacement behavior; selection of goals and objectives; environmental features that support the behavior; determination of how this plan coordinates with other plans.

Second 40-45 minute section focuses on determining all interventions and monitoring, which includes:
Establishing which environmental changes are necessary to prevent problem behavior; specifying teaching strategies for the functionally related replacement behavior; determining reactive strategies for recurring problem behavior; discussing effective communication requirements.

Primary Benefit:
The BSP team meeting can focus primarily on the nuts and bolts of how strategies will be implemented and by whom for the full 40-45 remaining minutes if all analysis of why the problem is occurring has been completed during the first 15-20 minutes.

Best for:
Teams who are skilled at understanding the link between assessment and interventions may wish this version to have uninterrupted focus on strategies.

Drawbacks:
Analysis of what supports the problem behavior (part one) must be logically related to the interventions selected (part two). Novice teams may not produce logically related analysis and intervention with this version.
**Option Two: The Alternative Behavior Support Plan Version**

**Concept:** Analysis occurs in three distinct time periods.

*Part One:* focuses on analysis of predictors of problem behavior and what is supporting problem behavior followed immediately by what environmental changes will be necessary.

*Part Two:* begins by analysis of the function of behavior followed directly by establishing a functionally related behavior to teach.

*Part Three:* focuses on reactive strategies, behavioral goals, coordination with other plans and establishing communication between parties.

**Primary Benefit:**
The BSP clearly portrays the links between environmental problems and solutions followed by function of behavior and necessary teaching of replacement behaviors.

**Best for:**
This version is best for novice teams not yet proficient in effectively linking analysis with interventions as well as teams who wish to break up analysis into two phases.

**Drawbacks:**
This version requires two discussions on interventions separated in time, and two analyses of the behavior and context separated in time. This requires a team with good time management to assure the first analysis flows quickly to interventions, then back to analysis, then back to intervention design.
DEFINING THE PROBLEM BEHAVIOR

• Define the problem behavior in clearly observable terms and determine why this is a problem for the student or his/her peers.
  1. *The behavior impeding learning is*…
  2. *It impedes learning because*…

• Determine the need for a Behavior Support Plan and be aware of specific law related to serious and extreme behavior problems. Include additional personnel as needed when the behavior has reached stages beyond early or moderate need.
  3. *The need for a Behavior Support Plan is: early stage, moderate, serious, extreme*

• Specify frequency, intensity, or duration of problem behavior.
  4. *Frequency or intensity or duration of behavior is*…
BEHAVIOR SUPPORT PLAN
for Behavior Interfering with Student’s Learning or the Learning of His/Her Peers

1. The behavior impeding learning is (describe what it looks like):

   Describe non-judgementally in observable terms; If you state a category for the behavior, also specify exactly what the behavior looks like.

Examples of Behavior(s) That May Interfere with Learning: Be specific after determining the category of the behavior. Description should be observable, e.g., what it looks like to a camera.

- Poor Attendance—e.g., high absenteeism; tardy to class
- Does Not Complete Assignments, or Does Not Begin Assignments without Adult Assistance
- Off task behavior as shown by..., e.g., crawls on the floor; plays with objects in desk; attempts play with others.
- Talks out during seatwork, and/or during group lessons
- Poor organization and planning, as shown by...e.g., inappropriate sequencing of tasks to complete assignments; rushes to complete assignment without planning each phase; waits until the final work period to begin a long-term assignment.
- Disrupts other students’ Learning as shown by...e.g., tapping neighbors on shoulders; grabbing their materials; argumentative verbal interactions during collaborative work groups.
- Escalating Aggression Pattern as shown by... e.g., inability to follow group consensus during playground disputes over game rules; getting in physical fights and/or swearing and verbally challenging peers and adults when personal desires are not met.
- Outbursts/Rage/Explosive Reactions as shown by... e.g., when asked to transition to a new task, student throws materials; student crawls under the desk and screams with high volume.
- Verbal Threats to Harm Peers as shown by... e.g., using statements such as, “I’ll get you after school for this!”
- Swearing at Teachers
- Upset with Changes to the Routine as shown by e.g., moans, throws things; goes to previous anticipated activity and refuses to leave.
- Screams to communicate a lack of interest in completing an assigned task
- Leaves the Classroom/School Without Permission
- Does Not Interact with Peers as shown by e.g., walking alone around the playground; moving chair to a distant part of the room
- Inappropriate Play— list time and place (and then be specific about the play: uses action figures to pretend; flicks a string back and forth)
- Self-Stimulatory Behaviors as shown by e.g., twirling string; repeatedly rubs genitals or buttocks.
- Inappropriate Sexual Behaviors as shown by e.g., hands in pants; touching genitals; using words related to sexual activity.

Note: Numbers correspond with the scoring system on the BSP Quality Evaluation Guide (See Appendix)
2. It impedes learning because:

_Less skills learned by student or others? Safety/welfare concerns?

Examples of How Behavior May Interfere with Learning:

- Unavailable for Instruction
- Reduced Skills Learning
- Reduced Productivity
- Lack of Work Production Negatively Impacts Progress/Grades
- Disrupts Other Students’ Opportunity to Learn
- Requires Activities/Class Instruction to Stop
- Instructional Time is Lost for Disciplinary Proceedings
- Requires Full Adult Attention
- Negative Interaction with Peers (creates fear and an environment where peers are hypervigilant about this student, which interferes with peers learning)

Note: Numbers correspond with the scoring system on the BSP Quality Evaluation Guide (See Appendix)
3. The need for a Behavior Support Plan

☒ early stage intervention ☐ moderate

☐ serious ☐ extreme

Early Stage Intervention:  (BSP developed by student’s regular IEP/504 or School Team)

*General Principle: Behavior is not yet significantly impacting learning of student or classroom functioning but could escalate if not addressed.*

Examples of behaviors potentially fulfilling the criteria “early stage”:

- Behavior has not generalized to more than one specific situation
- Behavior has only occurred recently, less than 3-4 times
- Behavior, although mildly problematic and unlikely to escalate, nevertheless impacts classroom functioning and/or students (e.g. students time on task, task completion or quality of work completed or number of standards mastered).

Moderate:  (BSP developed by student’s regular IEP/504 or School Team with others as needed)

*General Principle: Behavior is beginning to significantly impact classroom functioning or student Learning.*

Examples of behaviors potentially fulfilling the criteria “moderate”:

- Behavior has generalized to multiple settings
- Behavior has been occurring for a period of 1-2 months
- Behavior disrupts the classroom functioning and students are unable to complete anticipated work due to frequency of the teacher’s need to address this behavior
- Student is not mastering core curriculum at anticipated rate nor (if the student has an IEP) progressing in IEP goals and objectives

Note: Numbers correspond with the scoring system on the BSP Quality Evaluation Guide (See Appendix)
BEHAVIOR SUPPORT PLAN
for Behavior Interfering with Student’s Learning or the Learning of His/Her Peers

3. The need for a Behavior Support Plan

☐ early stage intervention  ☐ moderate  
☑ serious  ☑ extreme

Serious or Extreme: If the student has an IEP/504 team - include additional district team member(s) designated by the district/SELPA as specializing in positive behavioral supports/behavior analysis. If no IEP/504 plan - school BSP team should consult with appropriate support staff on campus to determine team composition.

General Principles:

• If the student has an IEP/504 plan and the behavior is defined as “serious” in California Ed Code: “assaultive, self-injurious or is another pervasive maladaptive behaviors that significantly impacts the student’s mastery of IEP goals and objectives” and/or classroom function, AND if previously a BSP was determined by the team to be ineffective, stop. The IEP team must hold an IEP/504 plan meeting with designated support staff, “a behavior intervention case manager”, present. The IEP/504 plan team, when they conclude that the previous BSP was “ineffective”, must request a functional analysis assessment to be conducted or supervised by the behavior intervention case manager, (BICM) according to the CA. Ed. code. (Note: if this is the first BSP to address serious behavior, bear in mind, if ineffective, an FAA must be conducted. Notify a BICM that an FAA may become necessary in the future if the plan you are currently designing is ineffective.)

• If student does not have an IEP/504 plan and the behavior is “serious” or “extreme” as defined below, assessment to determine if student has a “suspected disability” may or may not be necessary. Consult with special education staff before proceeding.

Serious Designation

General Principle: Student’s behavior may require a functional analysis assessment if this plan is unsuccessful due to the severity of impact on the student or others

• Assaulitive: Physical attacks that are serious and are occurring more than infrequently (e.g., more than once in a school year)
• Self Injurious: Physically harming self (e.g., repeatedly hits self on head; continuous skin-picking resulting in health issues; hitting self repeatedly in nose, causing nose bleeds and bruising.)
• Other Pervasive Maladaptive: Serious behaviors that interfere with quality of life, and or IEP mastery occurring in multiple environments. (e.g., Throws clothing off in class and on bus; projectile vomiting in response to requests to perform tasks; school refusals or school phobia and/or severe anxiety resulting in a more than 5 unexcused absences.

Extreme Designation

General Principle: Student poses a safety issue to others or to self

• Student has made a substantive threat to harm self or others in the past. Appropriate services/interventions/referrals have been arranged. The student has been determined to be in an appropriate placement, but requires close follow-up monitoring now. This plan is a supplementary aid and support to maintain the placement.
• Student physically harms self, leaving evidence of the attack (e.g., hits self hard enough to break skin; leaves bruises) Note: Specify short duration of BSP plan implementation before reconvening team to request FAA if ineffective.
• Student has physically attacked peers or adults more than once and requires VERY CLOSE monitoring to prevent reoccurrence.
• Student is in danger of a change in placement due to negative impact on others (if this BSP is not successful)

Note: Numbers correspond with the scoring system on the BSP Quality Evaluation Guide (See Appendix)
4. Frequency or Intensity or Duration of Behavior:

*Specify one: frequency, duration, or intensity. This is to convey to the reader the extent to which this behavior is significant.*

Examples for Current Frequency or Intensity or Duration of Behavior:

**Frequency**: How often the behavior happens

- During specific activities - every ten seconds
- Three times per week
- Periodically during the month, see behavior logs, averages 2 x per month
- One time in 1999, 6 times in 2000, 0 in 2001, 10 times in 2002

**Intensity**: How exaggerated or bigger than expected

- (Screams) loud enough to be heard in adjacent classrooms
- (Hits with retracted fist) hard enough to leave bruises on person(s) hit
- (Bites) hard enough to leave marks, but has not yet broken skin

**Duration**

- (After Lunch--5th and 6th Periods), Entire Period with no stopping
- Continuous for 20 minutes

*Note: Numbers correspond with the scoring system on the BSP Quality Evaluation Guide (See Appendix)*
Environmental Factors Defined

Behaviors always occur within an environmental context and conditions within the environment may contribute, predict or “trigger” problem behaviors. Any of the following factors may act as possible triggers.

- **Environmental Events** - e.g., disruptions in routines (substitute teacher, fire drill, rotating schedule, etc.), aversive peer/social interactions, an earlier fight on the bus
- **Classroom Schedule/Curriculum Expectations** - e.g., transitions from activities or classrooms, structured versus unstructured time available, the level of instruction versus the student’s ability level, the method of instruction versus the student’s preferred learning style
- **Physical Conditions of the Environment** - e.g., noise level, temperature, lighting, seating arrangement, work space, crowding
- **Student’s Physiological and Emotional State** - e.g., anxiety, hunger, fatigue, illness, pain, other health issues, history of school failure, history of poor social interactions, psychiatric diagnoses, need for medication, etc.

**A behavior support plan will not be effective unless it addresses the environmental factors which are contributing to the problem behavior.**
5. What are the Predictors for the Behavior?

Situations in which the behavior is likely to occur: people, time, place, object, etc. Those situations you can predict problems will occur, e.g., difficult task, transition time, when not working in group, with specific people, when alone, after a request, etc. If this is a behavior that has occurred only once, state any known connections between environmental conditions at the time and the student’s choice of this behavior. If this behavior is a threat of harm to self or others, consider those situations you predict the student may respond with verbal statements of concern in the future.

Examples of Situations Which May Result in Problem Behavior:

- Disruptions in routines; unexpected changes in the routine
- Work level higher than student’s ability; no discontinuation criteria for work
- Not obtaining anticipated outcomes on assignments
- Verbal directives; adult verbal corrections
- Lack of predictability in the schedule or when lack of understanding of a rotating schedule
- Time of day — a.m., p.m.; medication wears off; particular subject; during lengthy seatwork
- Internal physical/emotional state — anxiety, hunger, need for medication, etc.
- Peer conflicts/Peer teasing
- Over/under stimulation
- Substitute teacher/aide, gender of teacher
- When student is wearing inappropriate attire
- Unstructured time; during a passing period; when interacting with specific people
- Lack of freedom, lack of choice; lack of desirable activities; lack of friends in environment
- Room conditions — noise level, seating
- Environments where the student says he doesn’t belong
- Specific room arrangement, crowding, temperature, lighting
- Events from previous environments (on bus, at breakfast in home, etc.)

Note: Numbers correspond with the scoring system on the BSP Quality Evaluation Guide (See Appendix)
BEHAVIOR SUPPORT PLAN
for Behavior Interfering with Learning of Student’s Learning or the Learning of His/Her

PREVENTION PART 1: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

6. 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?) This is always two parts:
1) Changing environmental features so there is no need to use this behavior; 2) teaching a new way to meet the identified function.

KEY: What has NOT YET been done AT SCHOOL that could change his/her need for this behavior? What has the student not yet received? If the student has threatened harm to self or others: Has the student not yet developed a mentor relationship with a supportive adult at school? Not yet received interventions and services to address long term psychosocial stressors? Relate your statement to the function of the verbal statements made and the plan you have to address identified difficulties.

Examples of Factors Present or Missing, which Sustain Problem Behavior:

Present in the environment:
- Problems with seating arrangement, noise level of the classroom, size of the desk, interactions going on around student, etc.
- Peer status is gained for misbehaving

Missing in the environment:
- Student has not yet been taught how to transition quietly
- Schedule, rules, expectations, alternatives, consequences are not yet clear to the student. Reteaching is necessary.
- Counseling and task structuring has not yet been provided to address anxiety issues
- Student is non-verbal and has not yet been taught a communication system (i.e. sign language, Picture Exchange System (PECS))
- Effective communication with parents not yet established
- Conflict negotiation/resolution skills have not yet been taught to the student

Note: Numbers correspond with the scoring system on the BSP Quality Evaluation Guide (See Appendix)
BEHAVIOR SUPPORT PLAN
for Behavior Interfering with Learning of Student’s Learning or the Learning of His/Her Peers

PREVENTION PART 1: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

7. 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)*

**Who Will Establish?**

**Who Will Monitor?**

**Key Concept:** Any intervention specified in this section must be logically related to the analysis just completed on (5) the predictors of behavior and (8) what supports the student using the problem behavior.

**Key Writing Guide:** Remember that you will need to add more details to each idea below so that implementers can be accountable for using these supports. Details of how implementers will do these changes are site-specific and require extended discussion. Write with enough detail so that everyone remembers the specifics and materials selected to do these changes.

**Time changes: Add specifics in these areas**

- Give more/less time on tasks
- Provide a break after 15 minutes of work
- Allow completion of tasks in parts; develop a pacing technique
- Give student time to finish assignments at home
- Teach a closure system to know when s/he is done
- Signals will be given to warn transition is forthcoming

**Space changes: Add specifics in these areas**

- Student will sit near the front
- Student needs to sit near assigned support buddy
- Different work areas will be clearly identified, different work spaces for different tasks
- Study carrels will be provided to avoid distractions
- *(Student is highly sensitive to touch)—teach other students “personal space”*

**Material(s) changes: Add specifics in these areas**

- Provide work that has been accommodated to this student’s learning style
- Hands-on learning or manipulatives will be increased
- Tasks organized in sequencing trays
- High interest materials (list examples)
- Notebook organizer for assignments (and instruction to use)
- Enlarged print size for texts

**Interaction: Add specifics in these areas**

- Use supportive voice volume and tone; progressively teach positive behaviors by XXX, then YYY, then ZZZ
- Use specific supportive words; prepare the student ahead of time for change
- Cue the student to use previously taught coping strategies when changes to routine create anxiety
- Model positive self-talk language
- Verbally praise student’s use of “time away”
- Use a calm de-escalating count down 10-1 to aid relaxation
- Praise successes frequently
- Give “walking away” praise and points
- Teach peers to provide a specific interaction
- Student to go to alternate class if substitute (to receive consistent reinforcement system alternate class teacher knows)
- Provide more reassurance before the lesson, e.g., “Remember to tell me if you want help.”

---

*Note: Numbers correspond with the scoring system on the BSP Quality Evaluation Guide (See Appendix)*
FUNCTIONAL FACTORS

- Misbehaviors serve a purpose (function) to the person who uses them. This behavior has worked in the past, or is working currently to achieve something the person desires.

- Misbehaviors have typically developed as a reaction to environmental demands which have overwhelmed a student’s coping system.

- Misbehaviors continue and generalize over time because they work. These misbehaviors help the student achieve a desirable result.

- Knowing what the student is achieving that is desirable to him/her is critical so we can design a way for him/her to get this result in an appropriate way.

- All successful plans address two parts: In addition to changing the environment to remove the need for the student to use the problem behavior, we need to teach the student an alternative behavior s/he can use when s/he finds it necessary to achieve the same purpose as the problem behavior.

All behavior, whether desirable or undesirable to those around the person, serves one of two functions for the individual:

1) **Get Something Desired**—e.g., an object; attention from peers or adults; fulfill a basic human need: □ Empowerment □ Belonging □ Freedom □ Fun □ Physical Needs

2) **Avoid, Escape or Protest Something Undesired**—e.g., to avoid work that the student knows he is unable to do, escape an environment where the student feels inferior or not valued

The BSP Team’s task: Identify the function, teach a functionally equivalent, acceptable behavior and reinforce the student’s switching to this replacement behavior when s/he needs to meet a need.

A behavior support plan will not be effective unless it addresses development of a functionally-equivalent behavior. Otherwise, the problem behavior will continue to occur.
8. Team believes the behavior occurs because:

(Function of behavior in terms of getting, protesting or avoid something)

What student is getting (e.g., social status, attention, $, etc.) or protest/escape/avoiding (e.g. difficult work, past action of peers, interaction style of an adult, etc.) with this behavior.

Getting Examples:
- To gain adult or peer attention
- To gain a desired item or activity
- To get aide to help her

Escape/Protest Examples:
- To escape or avoid a task student believes is too hard, or believes he will be punished for not performing well
- To avoid or protest a demand or request
- Inappropriate dress (which leads to disciplinary action) is a means of escaping the learning environment where work is too difficult
- The student is searching for belonging by exhibiting gang affiliations
- The student is attempting to force a placement change (escape) to an environment in which he anticipates peer acceptance and/or improved social status
- Protests are to achieve a sense of empowerment/choice
- Verbal corrections are perceived as reprimands—the behavior is to escape or avoid person(s)
- Hiding in restroom is a way to avoid classes where peers have teased student

Note: Numbers correspond with the scoring system on the BSP Quality Evaluation Guide (See Appendix)
Observation & Analysis

9. What the Team Believes the Student Should Do Instead of Problem Behavior?

*(How should the student escape/protest/avoid or get his/her way in an acceptable manner?) In the future, how will he/she get needs met that this behavior fulfilled, e.g., something desired or something protested or escaped when necessary?*

Examples:

- (Swears at teacher: protesting a lack of attention) - Ask teacher for time together or assistance with task.
- (Fights: protesting not getting his way during a recess game) - Use protest language taught in verbal conflict resolution training.
- (Screams: protesting an unexpected activity) – Use the printed schedule to protest and then negotiate about an upcoming unexpected activity.
- (Runs from room-escaping hard work) - Go to time away/break center.
- (Affiliates with gangs-gets social belonging) - Join alternative, reinforcing group.

Note: Numbers correspond with the scoring system on the BSP Quality Evaluation Guide (See Appendix)
10. **What Teaching Strategies/Necessary Curriculum/Materials are needed (to teach the replacement behavior, successive teaching/reinforcing steps to learn the alternative behavior)**

*Examples: better communication skills, anger management, picture exchange system for nonverbal students with cognitive disabilities, self-management systems, following schedules and routines, learning new social skills, learning how to negotiate, learning structured choice, learning new scripts, learning notebook organization, learning how to use playground conflict resolution managers, learning how to use classroom meeting structure to solve problems, etc. Any general or specific skill deficit you hope to correct to change the behavior.*

**Key Concept:** The following examples must be logically related to: What was determined to be the function of the behavior (6); What the team believes the student should do instead of the behavior (7); What is supporting the problem behavior in the environment (5). Specify staff interventions to address skill deficits:

- The RSP teacher/counselor will teach organizational skills—how to write down assignments, organize papers, make to-do lists, etc. using teacher made materials - three times a week with daily general education monitoring.
- Teach (shape/model/cue/prompt) the steps of how to solve a conflict; Roleplay techniques for avoiding a fight or conflict - 4 times with daily monitoring.
- Teach the student coping strategies by roleplaying how to handle “unexpected events”—being assigned work that is too difficult, being teased by a peer missing the school bus, forgetting lunch money, etc. - on-going weekly session.
- Teach student how to use an adult “mentor” to confide in and seek out to assist in problem solving situations that arise - 3 times with follow-up monitoring.
- Teach (shape/model/cue/prompt) structured-making - daily until mastered.
- Teach relaxation strategies with the Counselor - two times/week for 15 minutes.
- Explicitly explain then roleplay/practice how to appropriately follow the basic classroom rules—e.g., asking for assistance when work is too difficult; answering the door for guests; passing out papers; asking permission to use the restroom.
- Teach, “Stop and Think” to remind the student to choose appropriate the behavior - 3 times with follow-up.
- Teach social skills by having the student attend group with the school counselor - one time per week for 30 minutes.
- Teach conflict resolution/anger management skills by having the student attend group with the site program facilitator - one time per week for 45 minutes for a 10 week program.
- Teach self-advocacy techniques using materials provided by “All Kinds of Minds” - RSP teacher, three times per quarter.
- Participate in Gang Prevention classes through Probation or through the Youth Justice Center - 3 times per week for 6 months.
- Give the student classroom responsibilities to foster a sense of belonging and responsibility, e.g. passing out papers, running errands to the office - daily.
- Teach student how to participate in activities s/he is good at, e.g., working with the custodian or in the school cafeteria, teaching younger students basic skills, presenting information to the class on a favorite topic area -2 x per day.
- Teach student to recognize bodily changes that accompany anxiety, e.g., clenched fist, tapping fingers, knot in stomach. Teach relaxation following recognition of anxiety - 5 times, with follow-up monitoring.
- Teach student to describe his or her emotions - 2x week for 6 weeks, then monitor.
- Teach student techniques to avoid escalating to a rage, e.g., “Stop and Think” - 10 sessions then monitoring.

*Note: Numbers correspond with the scoring system on the BSP Quality Evaluation Guide (See Appendix)*
11. What are Reinforcement Procedures to Use for Establishing, Maintaining and Generalizing the New Behavior?

Consider a range of non-intrusive ones: A simple praise statement the student enjoys; privately given specific praise; notes home; contingent access to favorite classroom activities. What motivates the student and enhances quality of life right now. Who will give, how frequently? Will reinforcement happen in school and at home, or by outside school or community personnel?

Key Concept: A reinforcer is something proven to increase the behavior. Consider: What does the student seek? What does the student visibly enjoy and change his or her behavior to gain more of? What does the student say s/he wants to work for?

Reinforcer Categories and Examples:

- **Physical**: High-five, smiles with each task completed, shake the student’s hand; “pat on the back.”
- **Verbal**: Use specific praise, e.g. “Good Job! You Made a Good Choice! You worked very carefully on that assignment”; Teachers and aides will recognize (praise) the student’s strengths and talents in front of peers; Employ a peer-recognition system where peers praise progress, such as “Pit Crews.”
- **Contingent Access**: Desired activities contingently available following the completion of less preferred activities, e.g., time on the computer; free time; listening to music; sitting at teacher’s desk; first to leave at break time; headphones for five minutes.
- **Tangibles**: Positive phone calls or notes or certificates sent home; small toys.
- **Tokens and Points**: Design a system to frequently recognize student for using positive behavior. Tokens and points earn tangibles, contingent access, praise, privileges and other reinforcers.
- **Privileges**: Passes or immediate verbal permission to: exempt an assignment; get an extra point on the quiz of your choice; permission to sit where you want for one period.
- **Other Ideas**: Explore other desired activities/possible reinforcers for the student by having the student, family, teacher complete a Reinforcer Survey (see appendix)

Note: Numbers correspond with the scoring system on the BSP Quality Evaluation Guide (See Appendix)
REACTIVE STRATEGIES

Reactive Strategies Defined

The team will need to develop a strategy to use in case the misbehavior occurs again. This strategy should include how to handle the student when s/he is in crisis, who will interact with the student at that time and when should other agencies be involved. The reactive strategy should also address how to debrief the student as well as provide the staff a mechanism to evaluate the effectiveness of the plan.

Questions the Team Will Want to Address:

- How can the team best prevent escalation?
- What works to calm the student?
- Who should interact with the student when they are in crisis? What will be the method of interaction?
- Who will debrief (i.e., establish therapeutic rapport) with the student after the incident is over?
- What will be the continuum of consequences for future misbehaviors?
- Are there any other agencies that should be involved in the case of future misbehaviors?—Probation, Police, Child Services, etc.
12. **What strategies will be employed if the behavior occurs again?**

(Prompt student to switch to the replacement behavior, positive discussion with student after behavior ends any necessary classroom or school consequences. Consider early interventions to debriefing strategies to consequences.)

What works to calm the student? How can you best prevent escalation? Will structured choice help? Offering “Time Away” to cool off non-emotionally? What series of behaviors should adults employ to return the student to rule-following behavior? Who will therapeutically debrief the student after control is achieved? Will consequences such as expulsion/suspensions be necessary? Exactly under what conditions?

**Personnel?**

**Examples in a Hierarchy of Responses, Early to Late Stages:**

1. **Reactive Strategies for Behavior Just Beginning to Escalate (Redirecting Phase):**
   - Staff will pay attention to signs of escalating anxiety (i.e., clenched fists, increased voice volume, increased ritualistic behavior, etc) and respond in a supportive manner
   - Encourage student to utilize “time away” to cool off
   - Remind the student to “Stop and Think” (a cue that has already been taught and learned)
   - Provide immediate praise for the student if behavior does not escalate—discuss with the student what good choices were made

2. **Reactive Strategies for When the Problem Behavior is in Progress (Maintaining Safety Phase):**
   - Be directive—Use a gentle/firm “Stop/No” command
   - Use a structured choice
   - Consider the safety of peers and student
   - Remove the audience, if appropriate
   - Utilize district approved procedures if student is a physical danger to self or others (To be done only by those trained in Non-Violent Physical Crisis Intervention)
   - Contact School Police if behavior is a serious danger to self/others
   - Administrative disciplinary procedures will be followed (e.g., referral to office; on-site detention; teacher suspension; suspension; recommendation for expulsion)

3. **Strategies for After the Problem Behavior has Occurred (Tension Reduction Phase):**
   - Allow time for the student to calm down and regain composure/rationality
   - Re-establish the student/adult relationship (therapeutic rapport)
   - Once rationality has returned, explore the student’s perspective as to why the problem behavior occurred (debrief) —Complete “Thinking About My Inappropriate Behavior”* or “Understanding How My Feelings Affect My Behavior”* Worksheet with an adult
   - Brainstorm ways to keep the behavior from occurring in the future
   - Complete “Problem-Solving Steps”* Worksheet with adult
   - Problem solve with student how further escalation was prevented during this experience

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*Note: Numbers correspond with the scoring system on the BSP Quality Evaluation Guide (See Appendix)
Behavioral goals are the “bottom line” of the Behavior Support Plan. In this section the BSP Team clearly defines the anticipated outcome of the plan. Behavior goals may focus on the following.

1) Reducing the frequency of the problem behavior,
2) Increasing the use of an alternative (replacement) behavior,
3) Developing new general skills that remove the student’s need to use the interfering behavior.

Be sure there is at least one goal on what you want the student to do as a replacement behavior that meets the same need as the problem behavior.

As with all good behavioral goals, they should be measurable so the Team can track progress and determine effectiveness.
**13. Behavioral Goals:**

*The behavior goal(s) are brief statements referencing the IEP, or 504 or school team’s discussion: What new skills will the student achieve through this plan, not just what will the student not do anymore: The goals are designed to achieve one or more of the following: Reduce the frequency of the problem behavior; Increase the use of the replacement behavior; Develop new general skills that remove the student’s need to use the problem behavior.*

Example Behavior Goals: Specify behavior and criterion level. Reduce problem behavior, increase replacement behavior or develop new skill that remove need for problem behavior.

- By 1/03, XXX will demonstrate acceptance of changes in routine by proceeding to next activity with no resistance (no screaming, hiding, falling on floor) as observed by teacher or aide on 90% of trials recorded over a three week period.
- By 2/04, XXX will attend anger management/ conflict resolution counseling 11/12 times in two weeks and demonstrate those strategies as observed by the yard supervisor during any playground altercations which occur subsequently for three weeks.
- By 6/04, XXX will privately ask for assistance when work is too hard on 95% of “too hard” assignments as observed by the teacher in a three week period.
- By 9/04, XXX will identify situations that are stressful by signaling a “stop,” then asking for “time away” by placing stop sign in the designated envelop rather than running from the room on 9/10 occasions in 6 months as charted by the teacher.
- By 4/05, XXX will reduce self-stimulating behaviors (touching genitals or buttocks) to less than 10 %of leisure time periods as observed by the teacher in a three month period.
- By 7/05, XXX will learn a system of communication, Picture Exchange Communication System (PECs) and utilize picture exchange to request desired objects or activities on 90% of request situations in a two month period as charted by the classroom aide.
Communication Provisions Defined

Document what system of communication will be used between the team members to report the student’s progress. Communications should report new skills and learning rates not just infractions. The plan should include how often and in what manner the participants will communicate. Be sensitive to the fact that different agencies will require different timelines (i.e. although IEP behavioral goals are reported at least quarterly, Departments of Probation, Social Services, or outside therapists may require more frequent progress reports. In some cases, the court may be involved and an update may be required prior to a hearing.

Take into account any physical handicap of any of the team members (deaf, blind, etc.) and other situations (no telephone, non-English speaking, illiterate) that may influence the communication provisions to be used.

Remember that some information on student behavior may be sensitive and confidential in nature. Consequently, it should be divulged on a “need to know” basis only. Whenever information is shared with outside agencies, an informed consent from the parent(s), and a formal Release of Records must be obtained.
14. Manner of Communication/Frequency/Participants

What system? Phone calls by whom to whom? Informal notes? Daily Report Cards? Weekly Logs? Consider family, administrators, IEP team, Student Success Team, counselors, probation officer or other agencies. Report new skills learning rates, not just infractions. Remember, behavioral goals and objectives are reported at least quarterly if the student has an IEP.

Examples of Communication – Add frequency & all participants:

- Phone calls
- E-mails
- Written notes
- Daily/weekly progress reports
- Daily charting reported to parent/counselor/principal
- As student’s behavior improves the daily report will be reduced to two times per week
- Behavioral logs to be sent home daily for parent review/signature
- Telecommunication Devise for the Deaf (TDD) between parents and teacher
- Designated person will log how many “Thinking About My Inappropriate Behavior” *worksheets are completed per week. A written summary will be sent to the parent/administrator/therapist/etc. (Remember to obtain appropriate releases for outside agencies.)
- A copy of all “Problem-Solving Steps”* worksheets forwarded to parent/probation officer/administrator, etc.

Note: Numbers correspond with the scoring system on the BSP Quality Evaluation Guide (See Appendix)
CASE STUDIES

Three Sample Case Studies:

Ralph
8th Grader with Learning Disability
Substantive Very Serious Threat, Increasing Aggression Pattern, Gang Involved

Tom
5th Grader, General Education Student
504 Accommodation Plan due to AD/HD

Mary
Non-Verbal Student Severe Disabilities & Autism
Cognitive Development – 18 months
Non-Symbolic Communicator
(no signs, words, picture recognition skills)
Screams, Hides Under Table
Ralph is an 8th grade student with a reading disability who has been in the Resource Specialist Program (RSP) since 4th grade. His parents are non-English speaking immigrants. Ralph has had 17 office referrals in two years and has had numerous serious fights in the last two years on and off campus. Offenses have been refusing to do work, improper clothing, swearing at teachers, failing to suit out for PE, physical fighting with peers in the hallways and on the yard as well as reportedly sexual harassment of a 6th grade girl off campus. This aggression pattern towards others and breaking of school rules has increased in intensity since entering middle school as a 6th grader. There were no offenses prior to middle school and he has been in the same district since 2nd grade. His grades in elementary school were “B’s” and “C’s”. In middle school his grades have dropped to an average of “D+”. There has been no behavior support plan for Ralph, though he did participate in a bi-weekly “motivation” group with the counselor.

Ralph has recently made a verbal threat to harm a peer, “I’m going to have my friends kill you.” He does not deny making the statement. His friends are gang involved youth. The police have become involved as a result of a school-based threat assessment team recommendation. No guns were found in the home, though police report gang activity involving weapons in the area.

Expulsion was initially recommended, and the IEP team held the required manifestation determination meeting and conducted the functional behavioral assessment. In this multi-step process it was concluded that this threat was not related to his disability, but that it was part of his increasing aggression towards peers that should have resulted in an IEP that addressed the “behavior interfering with learning of the student or peers.” Therefore, his IEP team determined that the IEP at the time of the incident was not appropriate and moving forward to expulsion was not recommended. Ralph’s parents have accepted an IEP team recommendation for alternate placement.

The results of the necessary functional behavioral assessment during the expulsion process were clear: Ralph’s verbal threat making was an attempt to gain attention, recognition and status from gang involved peers, just like all the other aggressive behavior he had previously demonstrated. Ralph himself was discovered to be a member of a gang. Ralph’s parents were very upset because of the lack of previous school attention, as well as the court’s appointment of a probation officer to monitor his activities following a recent shoplifting episode. They were pleased to note that the alternate setting recommended by the probation officer at the IEP team meeting would be implementing a behavior support plan and communicating with them regularly.
# Behavior Support Plan

**For Behavior Interfering with Student's Learning or the Learning of His/Her Peers**

This BSP attaches to: □ IEP date: **1/28/03** □ 504 plan date: □ Team meeting date: 

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Ralph</th>
<th>Today's Date</th>
<th>1/28/03</th>
<th>Next Review Date</th>
<th>2/28/03</th>
</tr>
</thead>
</table>

1. The behavior impeding learning is (describe what it looks like): serious verbal threat to harm peers, (I want to have my friends kill you), escalating aggression pattern (physical fighting, teasing peers (e.g. You sure are fat!) (for others, see file)

2. It impedes learning because learning time lost in disciplinary proceedings, creates atmosphere non-conducive for learning

3. The need for a Behavior Support Plan □ early stage intervention □ moderate □ serious □ extreme

4. Frequency or intensity or duration of behavior 1 98-99; 3 99-00; 5 00-01; 7 01-02; 5 02-03 (includes serious verbal threat)

5. Behavior occurs in general, when an audience is available to observe his actions, which appears to give Ralph opportunities to exhibit social dominance; Following verbal reprimands by adult; during peer conflict. At time of verbal threat, peer audience observing his threat.

6. In the environment: negative peer models for acting out behavior and interactions available to Ralph: status is earned for behavior from those peers. Curriculum/interventions missing: No training in conflict resolution yet, no mentoring by appropriate models has yet been received.

7. Time - academic tasks to be broken into small segments allowing success and teacher reinforcement. Materials - hands-on learning emphasized, including pursuit of student's individual interest; high interest, low vocabulary reading to increase status for success opportunities. Interactions - supportive adult interactions stressing positive regard (ex: "You have done an outstanding job on that assignment. I appreciate your ignoring of inappropriate behavior behind you just now;"

Attending counseling group with peers who wish to avoid gang involvement, on-going during placement- weekly and shaping of positive behaviors, e.g., "You have improved your appropriate responses to conflict by 50% this week!"

Who will establish? counselor/teacher. Who will monitor? teacher/principal. Frequency teacher-daily/prin-1 xmonthly

8. Ralph has a desire to exhibit gang affiliations; lack of alternative ways to achieve status and recognition, lack of mentoring. Behavior is to gain social recognition.

Accept an alternative behavior that meets same need

9. 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?) Ralph achieve social recognition in alternative ways from an alternative peer group;

Use verbal conflict resolution strategies to achieve status during peer conflicts; exhibit desire for approval from mentor and receive status from mentor for efforts.

Who will establish? site teacher, mentor, police dept. Who will monitor? mentor. Frequency 3 x weekly

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**Note: Numbers correspond with the scoring system on the BSP Quality Evaluation Guide**
What are reinforcement procedures to use for establishing, maintaining, and generalizing the new behavior(s)?

11. Any evidence of positive conflict resolution skill - report to parents earning classroom privileges for respectful language on a daily basis. (See attached parent report form.) Mentor to meet 3 X week to discuss progress utilizing supportive stance as outlined in the program manual.

Selection of reinforcer based on: __ Ralph participated in this plan; he agrees he is highly motivated by parent responses for his behavior and that he does want acclaim from the Mentor he has met. __ reinforcer for using replacement behavior __ reinforcer for general increase in positive behaviors

By whom? teacher/mentor Frequency? daily/3X week

**EFFECTIVE REACTION PART III: REACTIVE STRATEGIES**

**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. Remind Ralph of alternative conflict resolution; Complete My Inappropriate Behavior worksheet if lack of conflict resolution skills (shown subsequent to placement change) are not serious enough to require police or district disciplinary actions, but require redirection. (Adults agree to always cue alternative strategies previously taught if emerging behavior observed.) If problem behavior is seriously dangerous again, employ police and/or district procedures including more restrictive settings, probation officer to suggest restrictive setting options with team should that occur.

Personnel? site counselor(s), probation officer, teachers

**OUTCOME PART IV: BEHAVIORAL GOALS**

Behavioral Goal(s) 13. see IEP - Ralph will exhibit increasing skill in verbal conflict resolution as observed and rated and charted by counselor and mentor on a daily basis. Ralph will attend 95% of all counseling and mentoring sessions and will actively participate in group and individual mentoring sessions as observed by counselor.

The above behavioral goal(s) are to: __ Reduce frequency of problem behavior __ Increase use of replacement 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: IEP accommodations section __ yes __ no

Are environmental supports/changes necessary? __ yes __ no

Is reinforcement of alternative behavior alone enough (no new teaching is necessary)? __ yes __ no

Are both teaching of new alternative 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 __ principal and counselor report to probation officer __

**COMMUNICATION PART V: COMMUNICATION PROVISIONS**

Manner and frequency of communication, all participants 14. Parents, probation officer, principal to receive weekly reports, (see attached forms) including all My Inappropriate Behavior worksheets

Between? Parents, probation officer, principal Frequency? weekly - unless emergency, immediately

**PARTICIPATION PART VI: PARTICIPANTS TO PLAN DEVELOPMENT**

- Student __ Mr. Ralph Smith
- Parent/Guardian __ Mr. Peter Smith, Mrs. Jane Smith
- Educator and Title __ Ms. Alice Jones, RSP teacher
- Educator and Title __ Ms. Janice Brown, RSP teacher, new site
- Educator and Title __ Mr. Johnston, general education math
- Administrator __ Ms. Wright, principal
- Administrator __ Ms. Browning, new site principal
- Other __ Mr. Alison, probation officer
- Other __ Mr. Peterson, assigned Mentor Program Chair
Tom
5th Grader, General Education Student
504 Accommodation Plan due to AD/HD

Tom is a 5th grade general education student. According to his medical records, he has a diagnosis of Attention Deficit/Hyperactivity Disorder (AD/HD). Tom does not turn in assignments on time or follow teacher directions very well. According to his teacher, when directions are given for individual work, especially written work, he wads up or tears up his paper. When the teacher asks him why he does this, he says he doesn’t want to do the work, and he shouldn’t have to do it. If the teacher presses him to do it, a verbal confrontation usually occurs. At these times, Tom quickly appears “out of control” and shouts profanity. His parents describe him as having a “short fuse.” Tom has friends he sees on a limited basis, but they too are aware of his volatile nature and appear “afraid of his temper” they have told the school counselor.

Tom has no history of starting fights, but somehow has gotten into numerous ones in the neighborhood his parents report. Tom has had several office referrals, after school detentions, and six out of school suspensions. He usually sits by himself in class, has a “gruff” exterior and rarely talks to other students. Students tend to giggle or turn to look at him when he is having a “discussion” with the teacher. He periodically complies with ongoing directions such as “Get out your book,” or “Open to page 65.” He also tears up papers and swears under his breath when frustrated about assignments in class.

Tom was evaluated for special education services as a learning disabled student last year but he was found to not need the service, nor to have a learning disability. His academic achievement is commensurate with his average ability. The evaluation for 504 eligibility determined that he did have a “mental impairment, i.e., his AD/HD, and that it was “substantially affecting his learning” due to “limited alertness,” resulting in difficulties completing assignments. Tom’s behavior support plan was developed by his 504 team.
### Behavior Support Plan

For Behavior Interfering with Student’s Learning or the Learning of His/Her Peers

This BSP attaches to:

- IEP date: __________
- 504 plan date: __________
- Team meeting date: __________

#### Student Name: Tom

**Today's Date:** 3/1/02  
**Next Review Date:** 4/1/02

**1.** The behavior impeding learning is (describe what it looks like)

- Work refusal, especially written work, which escalates into defiance (e.g., says, "No, you can't make me!") and verbal aggression (e.g., swears, calls teacher names, questions why, "Why do I have to do this dumb work, huh, HUH!")

**2.** It impedes learning because

- Tom is not completing or turning in assignments which is negatively impacting his grades/academic progress.

**3.** The need for a Behavior Support Plan

- Early stage intervention
- Moderate
- Serious
- Extreme

**4.** Frequency or intensity or duration of behavior

- Tom fails to start/complete work daily - he escalates to the point of being removed from the classroom approximately 3 times/week.

- Reported by __________ and/or __________ observed by __________

### PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

#### Observation

- **What are the predictors for the behavior?** (Situations in which the behavior is likely to occur: people, time, place, subject, etc.)

- **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?)

- **5. Teacher assigning work--especially written work, he thinks it will take a long time to complete.**

- **6. Tasks are not yet being broken down and sequenced for Tom. There is currently no agreed upon way for Tom to express his inability to structure the task himself. Verbal negotiation skills have not yet been taught.**

#### Intervention

- **7. Time & Materials -- tasks broken down and the assignment steps explicitly sequenced in a To-Do List/check sheet format which Tom will do himself after initial instruction. (see attached example)**

- **8. Teacher to consult with RSP**

- **9. Counselor to teach a better way to understand his learning style (good ability but difficulty planning/organization).**

- **10. Counselor to teach overall better verbal negotiation/social skills (on-site skills training- group 2X week).**

- **Who will establish?** Teacher/Psych/RSP/Counselor  
  **Who will monitor?** __________  
  **Frequency** 1 x weekly

### ALTERNATIVES PART II: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT

#### Observation

- **Team believes the behavior occurs because:** (Function of behavior in terms of getting, protest, or avoiding something)

- **8. Tom has been told that he is "bright" and is embarrassed by the fact that he is unable to do the work of his peers. He is trying to escape revealing the work is hard to his peers.**

- **Accept an alternative behavior that meets same need**

#### Intervention

- **9. Learn appropriate ways to ask for assistance that will not signify to Tom or his peers that the work is too hard, e.g., "I think this assignment is too long, " and when he is not able to do the work that are a form of protest that is acceptable, e.g., "I need to talk with you Mrs. Johns. This work is really long!"**

- **10. Teaching of a personal charting system/checklist for completing work that has been broken down into smaller tasks.**

- **Counselor to teach a better way to understand his learning style (good ability but difficulty planning/organization).**

- **Psychologist will take one session to explain ability/achievement/ADHD, etc.**

- **Teach-better ways to appropriately advocate for individual style (counselor in consultation with RSP will role-play ways to ask for help in class- 3x/this semester).**

- **RSP to teach overall better verbal negotiation/social skills (on-site skills training- group 2X week).**

- **Who will establish?** Teacher/Psych/RSP/Counselor  
  **Who will monitor?** __________  
  **Frequency** 1 x weekly
What are reinforcement procedures to use for establishing, maintaining, and generalizing the new behavior(s)?

11. Any evidence of progress (filling out To-Do List, attempting assignments without complaint) will be immediately recognized/praised. Tom will meet with counselor weekly to discuss charting system and progress. Parent will implement a reward system at home for daily reports of positive behavior.

Selection of reinforcer based on: Tom's desire for parent approval, time with Dad, expressed during this plan meeting.  
☒ reinforcer for using replacement behavior  ☒ reinforcer for general increase in positive behaviors

By whom? Teacher/Counselor/Parent  Frequency? Daily and Weekly

EFFECTIVE REACTION PART III: REACTIVE STRATEGIES

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. 1. If beginning refusal, remind him of alternative strategy non-emotionally. “You can make a good choice, you can make a bad choice. Take a minute and decide.” Praise good choice. 2. If removed from class for behavior, “My Inappropriate Behavior” worksheet with counselor or administrator will be completed and logged with counselor. Copy sent home and to vice-principal for central discipline file. 3. If suspended for behavior, 504 case manager notified. If two in one month, 504 team to reconvene. In the case where Tom is removed from the classroom due to defiance/verbal aggression, he will complete “Thinking About My Inappropriate Behavior” worksheet and discuss with the counselor. A copy will be sent home as well as to the Vice Principal.

Personnel? Counselor/Vice Principal/Parent

OUTCOME PART IV: BEHAVIORAL GOALS

Behavioral Goal(s) 13. Tom will have no defiance that requires being sent to the office, i.e., it is not readily redirectable within each week as measured by teacher charting and observation. Tom will attempt to do all assignments, and will complete those perceived as difficult with adult assistance, as measured by teacher observations. Tom will demonstrate asking for help on multiple occasions using strategies taught, as recorded by teacher.

The above behavioral goal(s) are to: ☒ Reduce frequency of problem behavior  ☒ Increase use of replacement 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: (on 504 plan) ☒ yes ☐ no
Are environmental supports/changes necessary? .................................................................................................................. ☒ yes ☐ no
Is reinforcement of alternative behavior alone enough (no new teaching is necessary)? ................................................................. ☒ yes ☐ no
Are both teaching of new alternative 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 School Nurse

COMMUNICATION PART V: COMMUNICATION PROVISIONS

Manner and frequency of communication, all participants 14. Tom will chart his assignments and work completion daily. This will be reviewed by the counselor and parent weekly. All inappropriate behavior worksheets go home & to 504 case manager.

Between? Teacher/Counselor/Parent  Frequency? Daily and weekly

PARTICIPATION PART VI: PARTICIPANTS TO PLAN DEVELOPMENT

☒ Student Tom Brown
☒ Parent/Guardian Mabel Brown
☒ Educator and Title Mary Owens, teacher
☐ Educator and Title
☐ Educator and Title
☒ Administrator James Taylor, principal
☐ Administrator
☒ Other Jamey Morton, District 504 Coordinator
☐ Other
Tom’s To-Do List
(Science)

Assignment: 1) Read handout on African tree frogs.
2) Write a one-page paper on African tree frogs.

Due Date: A week from today (11/18/02)

Place a (☑) in the box when completed.

☐ Step 1: Get and read handout
☐ Step 2: Highlight interesting facts in article
☐ Step 3: Get Paper and Pencil
☐ Step 4: Make a list of interesting facts
☐ Step 5: Discuss ideas with teacher
☐ Step 6: Write rough draft of paper
☐ Step 7: Discuss rough draft with parent/make changes
☐ Step 8: Rewrite paper
☐ Step 9: Turn in paper
☐ Step 10: Meet with Counselor to Celebrate!!

Note: This “To-Do” list would be generated with Tom and the appropriate adult. The goal is that, in time, Tom will become more self-sufficient in planning and organizing his assignments.
**MARY, AGE 7**

Non-Verbal Student Severe Disabilities & Autism

Cognitive Development – 18 months

Non-Symbolic Communicator
(no signs, words, picture recognition skills)

Screams, Hides Under Table

Mary is a seven-year-old essentially non-verbal student with Autism. She does not recognize that pictures represent objects and people, and she does not recognize herself in pictures. Although she has said several words in the past, and infrequently will spontaneously echo a phrase from a favorite video, she does not yet use language to signify people, things or actions. Her estimated mental age is approximately eighteen months and her speech language pathologist has determined she is not ready for use of pictures and signify things she wants.

Mary enjoys adult interactions some of the time. She enjoys videos, moving a string back and forth and rocking. She has many repetitive and ritualistic behaviors, but will tolerate some interruption and redirection on many occasions, especially from favorite adults. Mary has learned to move from place to place by observing the naturally occurring cues in her environment (people moving, time of day, objects she sees.)

Mary is aware of routines to some extent, and highly upset if anticipated events do not occur. Once she is working on tasks, Mary tends to have less problem behavior than between tasks.

At home, Mary also runs away and hides to protest things she does not like, e.g., going on a car trip when she is watching a video. At school, Mary used to run out of the room last year, but this year has confined her running away to several tables in the room. Her protests are almost always during transitions, especially transitions to unexpected activities.
Behavior Support Plan

For Behavior Interfering with Student’s Learning or the Learning of His/Her Peers

This BSP attaches to: ☐ IEP date: 1/24/04 ☐ 504 plan date: ☐ Team meeting date: ☐

Student Name: Mary

Today’s Date: 1/24/04

Next Review Date: 1/24/04

The behavior impeding learning is (describe what it looks like) in the classroom becomes upset if routine changes (screams, hides under chair)

It impedes learning because: unavailable for instruction, disrupts others and teacher

The need for a Behavior Support Plan: ☐ early stage intervention ☐ moderate ☐ serious ☐ extreme

Frequency or intensity or duration of behavior: 3x week, loud continues 20 min

reported by: teacher

and/or: observed by: principal, parent, psychologist

PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

Remove student's need to use the problem behavior

What are the predictors for the behavior? (Situations in which the behavior is likely to occur: people, time, place, subject, etc.)

5. unexpected disruptions, not getting expected next activity

What supports the student using the problem behavior? (What is missing in the environment/curriculum or what is in the environment that needs changing?)

6. No schedule instruction has occurred as of yet. No communication system has successfully taught to Mary yet to negotiate.

ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

1) Mary is a non-symbolic communicator. She needs a consistent external object schedule to identify the ‘next’ activity rather than reliance upon a routine. Teach Mary to "check schedule," get the object on the schedule and take it to the associated activity: vary the order of activities on her schedule. Materials: 12” x 18” color paper on wall. On paper put 2 Velcro squares. Identify a set of objects to represent activities of the day (e.g., cup for snack, small ball for APE). Put Velcro on objects so can be placed on the schedule to signal "next." Begin with only the ‘next object on the schedule’ (Do not have more than one object at a time on display).

2) Mary needs a work system: Consistently use tasks having natural closure. (e.g., all the boxes are filled). Intersperse a preferred activity after Mary completes 4 items. Keep work tasks and preferred activities in plastic tubs; delivered by the adult.

Activities should be developmentally appropriate, functional activities. High 5 paired with affectional smiles after each activity to preferred activity after Mary completes 4 items. Keep work tasks and preferred activities in plastic tubs; delivered by the adult.

2) Mary is a non-symbolic communicator. She needs a consistent external object schedule to identify the ‘next’ activity rather than reliance upon a routine. Teach Mary to "check schedule," get the object on the schedule and take it to the associated activity: vary the order of activities on her schedule. Materials: 12” x 18” color paper on wall. On paper put 2 Velcro squares. Identify a set of objects to represent activities of the day (e.g., cup for snack, small ball for APE). Put Velcro on objects so can be placed on the schedule to signal "next." Begin with only the ‘next object on the schedule’ (Do not have more than one object at a time on display).

Who will establish? teacher, aide

Who will monitor? teacher and aide

FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT

ALTERNATIVES PART II:

Team believes the behavior occurs because: (Function of behavior in terms of getting, protest, or avoiding something)

8. Rigidly relies on routines, no way to explain/signal to her a change; doesn’t understand, no way to explain why to her, poor negotiation skills, no spoken language. Behavior is both an escape of an activity she doesn’t want to do (not in expected routine) and a protest of routine violation.

Accept an alternative behavior that meets 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. Allow protest through non-verbal gestures (e.g., pushing object away)

What teaching Strategies/Necessary Curriculum/Materials are needed? (To teach the replacement behavior, successive teaching/reinforcing steps to learn the alternative behavior)

10. #1 PIVOTAL SKILL: Teach the routine of going to the transition area. Hand Mary an index-size card same color as the transition area. Use most to least prompting to take card and Velcro to paper, get object and to the activity it represents. 2) PIVOTAL SKILL: Use objects to signal transitions from one activity to another; teacher, aide, & sp. language teacher do initial instruction - Consistent set of objects used to represent activities (e.g., cup for snack). REPLACEMENT BEHAVIOR TEACHING: Adult hands Mary cup and says "time for snack" while simultaneously moving Mary to snack table. Reduce physical prompts when the Mary is conditioned. Start with already established transition, then move on to different ones. REPLACEMENT BEHAVIOR TEACHING: Use shaping techniques to teach Mary to push away undesired activities. Program specialist to demo shaping techniques until all understand technique.

Who will establish? teacher, aide, mother

Who will monitor? program specialist

Diana Browning Wright, Behavior/Discipline Trainings, 2002

BSP-Marysummit
What are reinforcement procedures to use for establishing, maintaining, and generalizing the new behavior(s)?

11. *Access to preferred activities contingent on completing brief non-preferred task

* High 5, smiles with each task completed & after schedule review For replacement protest: smile and voice tone approval of her choice; use technique demonstrated by Mrs. Jones for all parties.

Selection of reinforcer based on: __ Preference for adult interactions & activities she likes. Tangibles not necessary or desired.

☑ reinforcer for using replacement behavior  ☑ reinforcer for general increase in positive behaviors

By whom? __ teacher __ Frequency? __ initially approx. every 15-20 min, then reduce to once per 45 min

**EFFECTIVE REACTION** PART III: REACTIVE STRATEGIES

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. XXXX Guide Mary to gently push object away if possible. If protest continues, give her the “check schedule color card” and guide her to the schedule area. Be sure the depicted activity/object is of high preference.

Personnel? __ teacher/aides

**OUTCOME** PART IV: BEHAVIORAL GOALS

Behavioral Goal(s)

13. 1. By 5/04, Mary will demonstrate understanding of a schedule by walking to her schedule when given a “check schedule card”, velcroing the card to her schedule, taking the object off and walking to the activity/areas the object represents as measured by teacher/aide recording on IEP developed record sheet with full master on 90% of intervals recorded. Recording to occur for 90% of all transitions until this goal has been met for 2 weeks, then fade to recording of 70% of transitions.

2) By 5/04, Mary will demonstrate ability to follow a work system by completing 4 developmentally appropriate closure tasks followed 1 minute of a preferred activity, followed by 4 developmentally appropriate closure tasks.

The above behavioral goal(s) are to: ☐ Reduce frequency of problem behavior  ☑ Increase use of replacement behavior

☑ Develop new general skills that remove student’s need to use the problem behavior

**COMMUNICATION** PART V: COMMUNICATION PROVISIONS

Manner and frequency of communication, all participants

14. Daily log of (1) routine changes she accepts (2) episodes of “upset” behavior Why? Who Present? What worked to de-escalate? (see chart attached) blank sample attached to this BSP. Parent to record comments and return daily log in Mary’s backpack daily. Weekly phone call, or parent coming into classroom to occur each Friday. Behavior consultant to sign daily log following routine bi-weekly observations and check for parent comments directed to everyone or to behavior consultant in particular. Responses to be recorded in log.

Between? __ Behavior Consultant/Teacher/Parent __ Frequency? __ daily __

☑ Student __ Mary did not attend; non-verbal student

☑ Parent/Guardian __ Mrs. Holt

☑ Educator and Title __ Mr. John Jones, SDC teacher

☑ Educator and Title __ Ms. Browning-Wright instructional assistant

☑ Educator and Title __ Ms. Browning, Speech Pathologist

☑ Administrator __ Mr. Peterson, principal

☑ Other __ Ms. Wolford, Behavior Specialist, County Programs

☑ Other __ Mr. Jones, Regional Center Case Manager

Diana Browning Wright, Behavior/Discipline Trainings, 2002
Example: Charting an Individually Designed Infrequent Problem Behavior

*Mary Protests/Escapes Changes in Schedule See BSP*

<table>
<thead>
<tr>
<th>Student: Mary G.</th>
<th>Specifics</th>
<th>Unusual Circumstances Before, During or After Problem Behavior and Other Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date and Time:</td>
<td>1/24/03-- 8:43 am</td>
<td></td>
</tr>
<tr>
<td>Location:</td>
<td>In Classroom, at the schedule board</td>
<td></td>
</tr>
<tr>
<td>Activity:</td>
<td>Schedule referencing prior to transition</td>
<td></td>
</tr>
<tr>
<td>Behavior:</td>
<td>Whine, run to table, crawl under, screaming</td>
<td>Little disruption to others in the classroom this time. Same behavior, but her screaming was less loud this time than before BSP schedule instruction</td>
</tr>
<tr>
<td>Possible Function:</td>
<td>Protest/escape</td>
<td>Discovered the next activity was changed; did not want to go to alternate activity</td>
</tr>
<tr>
<td>Why?</td>
<td>We didn’t show her the context of the change in time per BSP</td>
<td>Classroom disruption as we were going to show her the change; she saw the change on the board and began behavior escalation</td>
</tr>
<tr>
<td>Method of de-escalation &amp; returning to activities:</td>
<td>Itsy Bitsy Spider per BSP, gestured to come; wait time; schedule instruction then next activity</td>
<td>Mary accepted substitute instructional assistant doing the de-escalation this time! Seemed to anticipate and enjoy the schedule referencing and return to next activity. She especially wants the computer occurring right after this activity.</td>
</tr>
<tr>
<td>Duration of Problem Behavior</td>
<td>Four minutes under table; wait 3 min., 3min schedule</td>
<td></td>
</tr>
<tr>
<td>Chart Goal</td>
<td>Monitor decrease in duration, frequency and intensity of problem behavior using strategies on BSP. Continue to analyze function, document de-escalation used, record when problem occurs (per physician request-medication question), monitor unusual circumstances before, during or after behavior</td>
<td></td>
</tr>
</tbody>
</table>
### Scoring Practice Activity – Blank Form

<table>
<thead>
<tr>
<th>Ralph</th>
<th>Tom</th>
<th>Mary</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Problem Behavior</td>
<td>A. Problem Behavior</td>
<td>A. Problem Behavior</td>
</tr>
<tr>
<td>B. Predictors of Behavior</td>
<td>B. Predictors of Behavior</td>
<td>B. Predictors of Behavior</td>
</tr>
<tr>
<td>D. Environmental Changes</td>
<td>D. Environmental Changes</td>
<td>D. Environmental Changes</td>
</tr>
<tr>
<td>E. Predictors Related to Function</td>
<td>E. Predictors Related to Function</td>
<td>E. Predictors Related to Function</td>
</tr>
<tr>
<td>G. Teaching Strategies</td>
<td>G. Teaching Strategies</td>
<td>G. Teaching Strategies</td>
</tr>
<tr>
<td>H. Reinforcement</td>
<td>H. Reinforcement</td>
<td>H. Reinforcement</td>
</tr>
<tr>
<td>I. Reactive Strategies</td>
<td>I. Reactive Strategies</td>
<td>I. Reactive Strategies</td>
</tr>
<tr>
<td>J. Goals and Objectives</td>
<td>J. Goals and Objectives</td>
<td>J. Goals and Objectives</td>
</tr>
<tr>
<td>K. Team Coordination</td>
<td>K. Team Coordination</td>
<td>K. Team Coordination</td>
</tr>
<tr>
<td>L. Communication</td>
<td>L. Communication</td>
<td>L. Communication</td>
</tr>
<tr>
<td><strong>Total Score (X/24)</strong></td>
<td><strong>Total Score (X/24)</strong></td>
<td><strong>Total Score (X/24)</strong></td>
</tr>
</tbody>
</table>

A well developed plan embodies best practice: a careful analysis of the problem, comprehensive interventions and a team effort to teach new behavior and remove problems in the environment associated with problem behavior.

* **Less than 12 points = Weak Plan**  
  This plan may affect some change in problem behavior but the written plan only weakly expresses the principles of behavior change. This plan should be rewritten.

* **13 – 16 points = Underdeveloped Plan**  
  This plan may affect some change in problem behavior but would require a number of alterations for the written plan to clearly embody best practice. Consider alterations.

* **17 – 21 points = Good Plan**  
  This plan is likely to affect a change in problem behavior and elements of best practice are present.

* **22 – 24 points = Superior Plan**  
  This plan is likely to affect a change in problem behavior and embodies best practice.
### Scoring Practice Activity – Answer Form

<table>
<thead>
<tr>
<th></th>
<th><strong>Ralph</strong></th>
<th><strong>Tom</strong></th>
<th><strong>Mary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>2</td>
<td>A.</td>
<td>2</td>
</tr>
<tr>
<td>B.</td>
<td>1</td>
<td>B.</td>
<td>1</td>
</tr>
<tr>
<td>C.</td>
<td>2</td>
<td>C.</td>
<td>2</td>
</tr>
<tr>
<td>D.</td>
<td>2</td>
<td>D.</td>
<td>2</td>
</tr>
<tr>
<td>E.</td>
<td>1</td>
<td>E.</td>
<td>2</td>
</tr>
<tr>
<td>F.</td>
<td>2</td>
<td>F.</td>
<td>2</td>
</tr>
<tr>
<td>G.</td>
<td>1</td>
<td>G.</td>
<td>2</td>
</tr>
<tr>
<td>H.</td>
<td>2</td>
<td>H.</td>
<td>2</td>
</tr>
<tr>
<td>I.</td>
<td>2</td>
<td>I.</td>
<td>1</td>
</tr>
<tr>
<td>J.</td>
<td>1</td>
<td>J.</td>
<td>1</td>
</tr>
<tr>
<td>K.</td>
<td>2</td>
<td>K.</td>
<td>2</td>
</tr>
<tr>
<td>L.</td>
<td>1</td>
<td>L.</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Score (X/24)</strong></td>
<td><strong>21</strong></td>
<td><strong>20</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

**Ralph**
- **2** A. Problem Behavior
- **1** B. Predictors of Behavior
- **2** C. Analyzing..Supp Problem Behavior
- **2** D. Environmental Changes
- **1** E. Predictors Related to Function
- **2** F. Function Rel. to Replacement Beh.
- **2** G. Teaching Strategies
- **2** H. Reinforcement
- **2** I. Reactive Strategies
- **1** J. Goals and Objectives
- **2** K. Team Coordination
- **1** L. Communication

**Tom**
- **2** A. Problem Behavior
- **1** B. Predictors of Behavior
- **2** C. Analyzing..Supp Problem Behavior
- **2** D. Environmental Changes
- **1** E. Predictors Related to Function
- **2** F. Function Rel. to Replacement Beh.
- **2** G. Teaching Strategies
- **2** H. Reinforcement
- **2** I. Reactive Strategies
- **1** J. Goals and Objectives
- **2** K. Team Coordination
- **1** L. Communication

**Mary**
- **2** A. Problem Behavior
- **1** B. Predictors of Behavior
- **2** C. Analyzing..Supp Problem Behavior
- **2** D. Environmental Changes
- **2** E. Predictors Related to Function
- **2** F. Function Rel. to Replacement Beh.
- **2** G. Teaching Strategies
- **2** H. Reinforcement
- **1** I. Reactive Strategies
- **1** J. Goals and Objectives
- **2** K. Team Coordination
- **2** L. Communication

**Total Score (X/24)**
- **21**
- **20**
- **21**

**Ralph**
***1 complete goal 2 incomplete***

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This plan is likely to affect a change in problem behavior and elements of best practice are present.

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This plan is likely to affect a change in problem behavior and embodies best practice.
ENVIRONMENTAL FACTORS

Resources

- Environmental Factors Survey
# Environmental Factors Survey

**School:** _________________________________  
**Classroom:** _______________________________

**Informant(s):** ______________________________________________________  
**Date:** ______________

<table>
<thead>
<tr>
<th>Physical Conditions of the Environment</th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS/CONCERNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the room clean? Are there any noticeable odors?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the lighting adequate for learning?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the temperature comfortable?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the room overcrowded? (too many students/desks) Does each student have a desk and is it set to the appropriate height?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the seating arrangement provide for easy and safe movement around the classroom? Can all students see/hear?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the environment visually over/under stimulating?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the noise level appropriate for a learning environment? (consider fluorescent lighting, outside noise, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Environmental Events/Peer Interactions:</th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS/CONCERNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students been taught how to manage unexpected events? (i.e., fire drills, guest at the door, substitute teacher)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the students in the classroom developmentally compatible? (i.e., size, age, cognition, achievement)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there any on-going peer/group conflicts which may be detrimental to learning?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are conflicts (peer to peer/peer to adult) addressed and resolved?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Schedule and Curriculum Expectations</td>
<td>YES</td>
<td>NO</td>
<td>COMMENTS/CONCERNS</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-----</td>
<td>----</td>
<td>-------------------</td>
</tr>
<tr>
<td>Has the classroom/school schedule been clearly outlined and, if necessary, taught?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do all students understand the schedule? Are all students able to follow the schedule?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have students been explicitly taught how to transition from one activity to the next? Is there a signal to mark transition times?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have students been explicitly taught the rules and expectations of unstructured time? Is there a signal to mark unstructured time?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are all students in the classroom able to handle/cope with unstructured time? Is there a plan for those who can't cope?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the level of instruction compatible with the ability (cognitive and achievement) of all students? Are State Standards taught?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the classroom instruction provided in several modalities to complement different learning styles?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students' Physiological and Emotional States</td>
<td>YES</td>
<td>NO</td>
<td>COMMENTS/CONCERNS</td>
</tr>
<tr>
<td>Are teachers and staff educated to discern signs of anxiety, challenged attention, depression, etc, in children?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are resources/supports offered to families who lack basic needs? (food, shelter, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are referrals consistently made to address vision, hearing and other medical/health issues?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are resources available and offered to address social problems? (conflict resolution, anger management, social skills training, outside counseling, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there a clear, consistent method to deliver prescribed medications? Has the student been taught the procedure?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FUNCTIONAL FACTORS

Resources

- Analyzing Behavior Worksheet
- Thinking about the ‘Why’ of Behavior
- Hypothesizing the ‘Why’ of Behavior
- Sample Hypothesis Statements and Possible Interventions
ANALYZING BEHAVIOR WORKSHEET

Student: ____________________________________________________________

Behavior of Concern: ________________________________________________

Informant: _____________________________________ Date: _______________

Who:
Who is present when the problem behavior occurs? How many people? Who was about to come or about to leave? Who were the adults, children, teachers, parents? Were people present who ordinarily would not have been there (e.g., strangers or people of unusual attire)? Who was not present who ordinarily would be present? Does the problem behavior occur more often when a particular person is present? To whom was the behavior directed? Answers to these questions will help determine if a particular person or grouping of people is related to the problem.

What:
What was the behavior? What was happening when the problem behavior occurred? Was the student being asked to do something? Was the task too hard or too easy? Was the student playing freely, or were the tasks and time more structured? What were other people doing? Was the event or task almost over? Was it about time to move on to something else? Did the problem behavior occur at the beginning, middle, or end of the event or task? What is happening when the problem behaviors do not occur or are less likely to occur?

When:
This question is complex because it also relates to when the behavior does not occur. Are problems (or no problems) more likely to occur in the morning, before lunch, bedtime, free play, going out, Mondays, Fridays, and so on? Within an activity, does the behavior occur at the beginning, middle or end?

Where:
In what location does the problem behavior happen most often? Does it occur in the kitchen, bedroom, hallway, classroom? What other locations? Even more specifically, does it occur in a particular part of a certain location (e.g. near the window or door, close to a closet where a favorite toy is kept)? Where does it not occur?

Why:
What is the purpose of the behavior? This question, obviously, is the most difficult to answer. But after the information has been gathered from the other questions (e.g. who, what, when, where) the answer to this question may be more apparent. Remember to analyze what the student may be either attempting to gain/obtain or protest/escape/avoid by engaging in this specific behavior.

Based upon an excerpt that appeared in Why is My Child Hurting? Positive Approaches to Dealing with Difficult Behaviors, A monograph for Parents of Children with Disabilities by Susan Lehr, Center on Human Policy, Syracuse University (1989) for the Federation for Children with Special Needs, Boston: MA.
ANALYZING BEHAVIOR WORKSHEET

Student: ____________________________________________________________

Behavior of Concern: _________________________________________________

Informant: ________________________________ Date: ________________

Who:

What:

When:

Where:

Why:

Based upon an excerpt that appeared in Why is My Child Hurting? Positive Approaches to Dealing with Difficult Behaviors, A monograph for Parents of Children with Disabilities by Susan Lehr, Center on Human Policy, Syracuse University (1989) for the Federation for Children with Special Needs, Boston: MA.
Thinking About the “Why” of Behavior
(Function of the Behavior)

Form vs. Function:
Do not confuse the form of the behavior with the function of the behavior. The form of the behavior can be influenced by Culture/Subculture, Experience, Disability, Group Affiliation, Sensory System (seeking and/or avoiding input). Regardless of the form of the behavior (what it looks like) analyze the function of the behavior.

The team will need to: ask questions, observe, use data collection/interview forms. Consider the antecedents, consequences and contributing environmental factors.

<table>
<thead>
<tr>
<th>Get/Obtain</th>
<th>Protest/Escape/Avoid</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Choice</td>
<td>• Tasks, a demand/request being made</td>
</tr>
<tr>
<td>• Attention in the form of:</td>
<td>• A specific person or group of people</td>
</tr>
<tr>
<td>✓ social status in a group</td>
<td></td>
</tr>
<tr>
<td>✓ interaction with peer(s)</td>
<td></td>
</tr>
<tr>
<td>✓ interaction with adults</td>
<td></td>
</tr>
<tr>
<td>• Objects, including money</td>
<td>• Undesired objects</td>
</tr>
<tr>
<td>• Internal events (e.g., brain chemical release/on some occasions in self-abusive behavior)</td>
<td>• Internal events (e.g. upcoming seizure or migraine)</td>
</tr>
<tr>
<td>• Make instructional material more meaningful</td>
<td>• Lack of meaning/relevance of instructional material</td>
</tr>
<tr>
<td>• Self-stimulation</td>
<td>• Protest a past action by a person (do not use the terms “revenge” or “vengeance”)</td>
</tr>
<tr>
<td>• Play, fun</td>
<td>• Protest a lack of choice (do not use the term “control”)</td>
</tr>
<tr>
<td>• Replication of a chain of behavior</td>
<td>• Avoidance of step one in an anticipated chain of behavior</td>
</tr>
<tr>
<td>• Justice or fairness</td>
<td>• Protest a lack of fairness, justice (do not use the terms &quot;revenge&quot; or &quot;vengeance&quot;)</td>
</tr>
<tr>
<td>• Sensory input</td>
<td>• Sensory input</td>
</tr>
</tbody>
</table>

The Goal of Behavioral Assessment: is to “identify a better way for an individual to get the same function met through alternative acceptable methods, or: Identify methods of removing the need for student behavior by environmental changes.”
Hypothesizing the “Why” of Behavior

Student: _______________________________ Date: ________________
Informant(s): ____________________________________________________

<table>
<thead>
<tr>
<th>Behavior of Concern:</th>
<th>What could the student be trying to Gain?</th>
<th>What could the student be trying to Avoid, Escape, Protest?</th>
</tr>
</thead>
<tbody>
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</table>
## Sample Hypothesis Statements and Possible Interventions

| Hypothesis Statements | Modify Antecedents  
 | | (Remove the need to exhibit the behavior) | Teach Alternative Behavior  
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>(Give an acceptable way to get the same need met)</th>
</tr>
</thead>
</table>
| Suzy starts pinching herself and others around 11:00 a.m. because she gets hungry (and is protesting that physical state) | • Make sure Suzy gets breakfast  
 • Provide a morning snack (at 9:30 a.m.) | • Teach Suzy to ask for something to eat.  
 • Teach Suzy to retrieve her snack from the designated area |
| Jack gets into arguments with the teacher every day during reading class when she asks him to correct his mistakes on the daily reading worksheet (and he is protesting an activity he does not want to do). | • Get Jack to correct his own paper (with the teacher’s pen) using the teacher’s answer key.  
 • Give Jack an easier assignment that will have less mistakes. | • Teach Jack strategies to manage his frustration in a more appropriate manner.  
 • Teach Jack to ask for teacher assistance with the incorrect problems.  
 • Teach Jack to use a peer assistant to work together on the task. |
| Tara starts pouting and refuses to work when she has to sort a box of washers because she does not want to do the activity (and is trying to escape the task). | • Give Tara half of the box of washers to sort.  
 • Give Tara clear directions about how much she has to do or how long she has to work.  
 • Have Tara sort objects that have more meaning for her (e.g. crackers into different cups for snack time) | • Teach Tara to ask for a break from the activity. |
| Frank kicks other children in morning circle and then usually gets to sit right by the teacher (and is trying to protest other children being too close) | • Give each child a clearly designated section of the floor that is his or hers.  
 • Give Frank a task (such as holding equipment needed in the circle) he can perform sitting adjacent to the teacher. | • Teach Frank how to ask the children to move over; teach the children how to respond appropriately |
| Harry is off-task for most of math class when he is supposed to be adding two-digit numbers (and is trying to escape the task he finds difficult. | • Ask Harry to add the prices of actual food items.  
 • Intersperse an easy activity with the more difficult math addition so Harry can experience success. | • Teach Harry how to ask for help.  
 • Teach Harry how to monitor his rate of problem completion and provide reinforcement for a certain number of problems. |
REINFORCEMENT

Resources

- Reinforcement Continuum
- Reinforcer Survey
- Possible Reinforcers
- Questions and Answers Teachers/Parents Ask About Using Reinforcement --- Handout
<table>
<thead>
<tr>
<th>REINFORCEMENT CONTINUUM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRINSIC</strong></td>
</tr>
<tr>
<td>“How I feel about myself for earning the certificate I am awarded.”</td>
</tr>
<tr>
<td>Examples: Self-praise, Self-“Satisfaction”</td>
</tr>
</tbody>
</table>

| **PRAISE**             |
| “What my teacher says, what my peers say, when I get a certificate.” |
| Examples: from Adults, Parents, Teachers, Staff, Peers |

| **SOCIAL STATUS AND RECOGNITION** |
| “I get out of class earlier than my peers to get the certificate; I am recognized as a certificate earner.” |
| Examples: Peers or Adults |

| **PRIVILEGES**          |
| “Whoever has earned a certificate gets first choice of free time activities.” |
| Examples: Choice-making, sense of “power” |

| **CONTINGENT ACCESS**   |
| “First I earn the certificate, then I can use the new computer program I want.” |
| Examples: Premack Principle: (If-Then, 1st __, then __), Activities→Free time |

| **CLOSURE**             |
| “The certificate is earned after completing the 10 steps on my chart. I like finishing the chart.” |
| Examples: Completing a set, finishing a list has compulsive features |

| **TANGIBLES**           |
| “I get to choose from the tangible awards box when I get a certificate.” |
| Examples: money, stickers, camera, etc. |

| **PRIMARY — EDIBLES, PHYSIOLOGICAL RESPONSES** |
| “Going on stage to get the certificate is extremely exciting because of the elevator ride to the award room” |
| Examples: food, natural/synthetic stimulants, repetitive behaviors, massage, pacing, rocking, nail-biting, self-stimulation |
Reinforcer Survey

Student: ________________________________ Date: __________________

This form may be filled out by a student or with the assistance of an adult.

If I had ten dollars I would ____________________________________________

I am really good at _______________________________________________

My best friends are ________________________________________________

My favorite music is _______________________________________________

My favorite subject at school is ______________________________________

I really want to go to _______________________________________________

When I grow up I want to be a _________________________________________

I want to be just like _______________________________________________

My favorite movie is _______________________________________________

I really want to learn about _________________________________________

Two of my favorite foods are:

1) ____________________________________

2) ____________________________________

The three things I like to do most are:

1) ____________________________________

2) ____________________________________

3) ____________________________________

The best thing about me is _________________________________________
Possible Reinforcers

The following list of reinforcers are provided as possibilities to help implementers begin to brainstorm other ideas available in the student’s environments. It will be important to remember that some children may find a reinforcer listed here as highly aversive rather than truly reinforcing. Developmental level, chronological age and unique likes and dislikes must always be considered in selecting potential reinforcers to validate by either discussing it with the student or caregivers or provisionally trying it out. Immediacy, frequency, power and variability needs of the student must be considered equally in selecting reinforcers.

Reinforcers Which are Available in Almost Any Classroom

- praise
- self-graphing
- model building
- field trips
- messenger
- party after school
- class proctor
- nurse’s helper
- cafeteria helper
- library passes
- library time
- lunch counter
- stars on paper
- get to sit by a friend
- picnic
- class leader to restroom
- class leader to cafeteria
- smiles of teacher
- pat on back by teacher
- happy faces on paper
- music pass
- chance to help other students
- magazine selection
- choose a game
- extra privileges
- teacher for the day
- game equipment manager
- clean chalk board
- stamps on hand
- read to younger children
- listen to records
- cross walk patrol leader
- flag raiser
- sharpen pencils for the class
- self-selected activity
- roll call leader
- sit in front of classroom
- sit in back of classroom
- sit by windows
- sit by door
- feed classroom animals
- turn lights off/on
- go to locker one minute early
- daily, weekly, and monthly good reports home

Home Reinforcers  *(The teacher may find these useful in developing plans involving multiple environments)*

- money
- candy
- gum
- praise (verbal)
- pat on the back
- extra TV time
- extra time before going to bed
- watch more TV shows
- new clothes
- extra play time
- new toys
- entertain friends
- extra portion at dinner
- choose a particular food
- records
- swimming time
- charting
- outside parties
- coloring
- soda
- get a pet
• friend to spend the night
• choose a TV program
• opportunity to try out for sports at school
• have a friend over for dinner
• increase allowance
• play a game with parents
• have a picnic
• making something in the kitchen
• have breakfast in bed
• washing/drying dishes
• wrap gifts

• buy something for car
• fewer chores
• sleep later on weekend
• go on an errand
• watch dad shave
• go out to restaurant
• go to summer camp
• choose own clothing to wear
• choose own hairstyle
• take pictures of friends
• use dad’s tools
• put soda in refrigerator
• work to go to the circus
• not to have to wash clothes for a week
• put things on the wall
• not to have to iron for a week
• piggyback ride on dad
• lick stamps or stickers
• slide down the banister
• make something for the teacher
• video games
• choose a gift for a friend or sibling

Activities and Tangibles for Contingent Access to School

• storybooks
• pencil holder
• pictures from magazines
• stationery
• college materials
• compasses
• counting beads
• calendars
• paint brushes
• buttons
• paper mache
• pins
• book covers

• pictures
• crayons
• musical instruments
• coloring books
• drawing paper
• paints
• elastic bands
• records
• paper clips
• flash cards
• colored paper
• surprise packages

• pets
• bookmarks
• flowers
• pencils and names
• classroom equipment
• seasonal charts
• chalk
• pencil sharpeners
• clay
• computer, software
• subject matter accessories

Individual Activities and Privileges

• leading student groups
• putting away materials
• running errands
• displaying student’s work
• subject matter
• choosing activities
• answering questions

• caring for class pet or plants
• making school materials
• show and tell
• reading a story
• collecting materials, papers, workbooks, etc.
• leading discussion

• recognizing birthdays
• working problems on the board
• dusting, erasing
• cleaning, arranging chairs
• assisting other children with drinking, cleaning
• first in line
• decorating room
• assist teacher to teach
• ushering, etc.
• outside help-patrols, directing parking

• making gifts
• correcting papers
• special seating arrangement
• presenting hobby in class

• “Citizen of the Week” or
• “Best Kid of the Day”
• responsibility for on-going activities during school holidays (pets, plants, etc.)

Unusual Opportunities to Observe Novel Actions

• watch teacher organize material
• watch teacher playing sports
• watch teacher do handstands

• watch principal doing work at desk on roof
• watch new construction
• watch teacher riding tricycle around campus

• being principal’s shadow for an hour
• see teacher eat something unusual
• see teacher in costume

Social Reinforcers for Individuals and/or Group

• movies
• dancing
• decorating classroom
• presenting skits
• going to museum, fire station, court house, etc
• picnics, etc.
• playing records/cds
• puppet shows

• participating in group organizations (music, speech, athletics, social clubs, etc.)
• preparing for holidays
• talking periods
• making subject matter games
• recess or play periods

• parties
• field trips
• planning talent shows (joking, reading, music)
• musical chairs
• performing for PTA
• competing with other classes
• visiting another class

Expressions — Approval — Facial

• looking
• widening eyes
• smiling
• wrinkling nose
• winking
• blinking
• rapidly nodding
• giggling

• grinning
• whistling
• raising eyebrows
• cheering
• opening eyes
• laughing
• slowly closing eyes
• chuckling

• signaling OK
• skipping
• thumbs up
• shaking head
• shrugging shoulders
### Unusual Opportunities to Observe Novel Actions

- toys
- stamps
- cartoons
- whistles
- kaleidoscopes
- bean bags
- flashlight
- jumping beans
- headdress
- masks
- rings
- straw hats
- banks
- kickball
- address books
- playground
- equipment fans
- tape recorder
- silly putty
- badges
- toy musical instruments
- pins
- birthday hats
- ribbons
- play dough
- balls
- dolls
- puzzles
- doll houses
- combs
- make-up kit
- comics
- trains
- jump ropes
- stuffed animals
- pick-up sticks
- commercial games
- cowboy hats
- bats
- boats
- marbles
- blocks
- toy jewelry
- miniature cars
- jacks, snakes, yo-yos
- class pictures
- plastic toys (animals, soldiers, etc.)
- inexpensive household items (pots, cans, cardboard boxes)
- money (play, real exchangeable)

### Physical Contact of Proximity

- patting shoulder
- leaning over
- touching arm
- getting on same level
- hugging
- tickling
- touching hand
- “high fives”
- squeezing hands gently
- guiding with hand
- helping put coat on
- eating with students
- sitting on desk near students
- walking alongside
- standing alongside
- shaking hands
- nudging
- combing hair
- trying shoes
- interacting with class at recess

Questions and Answers Teachers and Parents Ask About Using Reinforcement

• Why should I reinforce a child for something he should be doing anyway?

If the student is not doing what should be done, how then are you going to get the student started? Obviously if the individual is already performing successfully and is finding natural satisfactions, no further rewards are necessary. If not, rewards may be helpful. It seems strange that adults sometimes expect a student to work under conditions that the adult himself would not tolerate. For many students, doing well now for payment in the distant future (e.g. praise from parents on a report card, getting into college, mastering multiplication, etc.) is too far away to be motivating. Developing an ability to delay gratification takes maturity and a positive learning history.

• I shouldn’t have to bribe the student to get him or her to do what should be done!

There are several points you will need to make:

a) Webster’s Dictionary defines “bribe” as accepting remuneration (a reward or payment) for doing something illegal.

b) Would you continue teaching or working at your job if they stopped paying for it? What if you were only paid every three years?

c) Do you appreciate receiving positive comments, recognition, a “thank-you,” etc.?

d) Rewards should be viewed as a temporary expedient. As the student starts obtaining natural self-satisfaction, other rewards can be gradually removed as they become unnecessary.

• “Won’t the other students in the class become upset and behave negatively if some students are receiving special reinforcers?” (This is the most common concern expressed by teachers at all grade levels.)

Because each group is different, there is no single answer or solution to this question. Surprisingly, more often than not, once a special reinforcement program has been designed for a single individual, the whole group improves.
Peers appear relieved at times and often cheer the success of their fellow student. It may be that a student’s behavior has been punished so often or reinforced so infrequently that peers are pleased that the individual is now receiving rewards and that the group is becoming more pleasant.

Sometimes classmates or siblings in a family ask, “How come he or she gets special privileges?” There are several ways of dealing with this situation. It can be pointed out that the individual is receiving the reinforcers (special privileges, objects, or activities) for making progress. Itug All possible to invite others to design programs for themselves in areas in which they feel they need to improve. That is, they can not have special rewards for doing something they already do well, but they can have special rewards for higher achievement in something they have not been very successful at doing. The emphasis is placed on improvement over previous performance. Students gradually come to understand that the emphasis is not on what one individual is doing in comparison with what some other individual is doing. Once the adult’s “rule” is understood by the student to be “all persons are entitled to all of our support to help them improve a necessary skill,” students redefine what is “fair” from “everyone gets exactly the same” to “everyone is equally entitled to special help.” Both teachers and parents with several children can assist this shift by either offering group discussions on the concepts or by conducting personalized conferences with any student who expresses concern.

**Sample Teacher/Student Dialogue**

“John needs special help staying on task for twenty minutes. You don’t have that problem, but I notice you have difficulty maintaining your quality of work (or you talk to much to your neighbor, or you aren’t trying your best, and so forth.) If you would like a special program to help you with this, leave me a note anytime and I will schedule a meeting with you, talk to your parents as I did with John, and we can get your individual program going.”

**Sample Parent/Child Dialogue**

“John needs our special help and encouragement to complete his homework efficiently. You don’t seem to need as much support as John in that area, Nick. However, I notice you haven’t been as conscientious about your chores lately as you have in the past. If you would like to work with me on designing a program for you on this, let’s do it. In this family, we all want to be helping each other improve.”
REACTIVE STRATEGIES

Resources

- Thinking About My Inappropriate Behavior
  (Student/Adult Worksheet)

- Understanding Feelings Can Affect My Behavior
  (Student/Adult Worksheet)

- Problem Solving Steps
  (Student/Adult Worksheet)
### “Thinking About My Inappropriate Behavior”

<table>
<thead>
<tr>
<th>Student: __________________________</th>
<th>Date: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Member: ____________________</td>
<td>Position: _______________________</td>
</tr>
</tbody>
</table>

Whenever someone acts inappropriately it is important to figure out what went wrong so that they can learn to do better next time. This form will help you understand and describe what happened so that next time you can make a better choice.

#### When did my inappropriate behavior happen? Where did it occur and who was present at the time?

#### What bad choice did I make? (undesired behavior)

#### What negative outcomes might occur (or did occur) if or when I use this unacceptable behavior?

#### What could I have done instead? (Put a ✓ by the one(s) you might do next time if a similar situation occurs)

#### What might happen that is positive if I chose an appropriate behavior to handle my problem?
"Understanding Feelings Can Affect My Behavior"

<table>
<thead>
<tr>
<th>Feeling Words</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Calm</strong> — cool, peaceful, relaxed, composed, tranquil, steady</td>
</tr>
<tr>
<td><strong>Happy</strong> — glad, delighted, elated, cheery, merry</td>
</tr>
<tr>
<td><strong>Afraid</strong> — scared, frightened, terrified, fearful, intimidated</td>
</tr>
<tr>
<td><strong>Frustrated</strong> — anxious, worried, nervous, concerned, uptight, unsuccessful</td>
</tr>
<tr>
<td><strong>Angry</strong> — mad, offended, displeased, annoyed, furious</td>
</tr>
<tr>
<td><strong>Sad</strong> — unhappy, “blue,” miserable, dejected, sorrowful</td>
</tr>
</tbody>
</table>

**How I Felt:** (List the feelings you had right before you got in trouble).

**What I Did:** (What happened? Describe the choices you made.)

**How Did It Work?** (Did my choices get me in trouble? What kind of trouble?)

**What Can I Do Differently Next Time?**
PROBLEM-SOLVING STEPS

Developed by: _______________________________ (name of student)

Staff Member: ______________________________ Date: __________________

Definition of the Problem:

Who started the problem?

How could I have handled it differently?

What kind of support do I need?

My Action Plan:
COMMUNICATION PROVISIONS

Resources

- Communication Tree
- Contact Log
- Great News from School
- You Made a Good Choice!!
- Complementary Report to Parents
  (English and Spanish)
- Daily Progress Report
- Daily Period-By-Period Progress Report
  (7 Period Day)
- Daily Period-By-Period Progress Report
  (6 Period Day)
### Communication Tree

**Student Name:** ________________________________  **DOB:** _____________  
**School:** ________________________________  **Grade:** _____________  
**Current Medication(s)/Relevant Issues:** ________________________________  

<table>
<thead>
<tr>
<th>Contact Person</th>
<th>Contact (Phone/e-mail, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Guardian:</td>
<td></td>
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<tr>
<td>Group Home:</td>
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<tr>
<td>Social Worker:</td>
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<td>Physician:</td>
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<td>Therapist:</td>
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<td>Inland Regional Center (IRC):</td>
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<td>Probation:</td>
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<td>School Police:</td>
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<td>Other:</td>
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</tbody>
</table>
# Contact Log

**STUDENT’S NAME:** _______________________________  **ID#:** ________________

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<thead>
<tr>
<th>Date:</th>
<th>Comments:</th>
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<tr>
<td>__________________________</td>
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<tr>
<td><strong>Spoke With:</strong></td>
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</tr>
<tr>
<td><strong>Spoke With:</strong></td>
<td></td>
</tr>
<tr>
<td>__________________________</td>
<td>________________________________</td>
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<tr>
<td>__________________________</td>
<td>________________________________</td>
</tr>
<tr>
<td><strong>Phone:</strong></td>
<td></td>
</tr>
<tr>
<td>__________________________</td>
<td>________________________________</td>
</tr>
</tbody>
</table>
Great News from School

Today’s Date: ________________
School: ________________
Student: ________________

Today, _______________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

It was wonderful to see this and we just wanted to let you know.

Sincerely,

________________________
(Signature)
Complimentary Report to Parents

We are pleased to inform you that _____________________________ (student name)
is demonstrating □ improved □ outstanding work in class.

Factors contributing to this success are:

☐ Doing classroom work       ☐ Getting to class on time
☐ Using time wisely          ☐ Doing extra credit assignments
☐ Having a good attitude     ☐ Showing classroom courtesy
☐ Coming prepared to work    ☐ Accepting responsibility
☐ Other: ____________________

Comments:

Teacher: ____________________ Date: ____________________

Reporte De Buena Conducta Para Los Padres

Nos da mucho gusto informale que su hijo/hija _____________________________ (nombre)
muestra □ mejoria □ excelencia en su trabajo clase.

Los factores siguientes han contribuido:

☐ Hace el trabajo en clase       ☐ Llega a tiempo a clase
☐ Utiliza bien el tiempo         ☐ Hace tareas adicionales de trabajo
☐ Tiene buena actitud           ☐ Respeto las reglas de la clase
☐ Viene preparado para trabajar en clase
☐ Otros comentarios: ____________________________

Maestro(a): ____________________ Fecha: ________________
## Daily Progress Report

**Name:** ____________________________________________________________

**Teacher:** _______________________

**Did the Student** ____________________________

<table>
<thead>
<tr>
<th>Important Behaviors</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Come to class on time?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bring Supplies?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Without Disrupting Others in Class?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speak Courteously?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Produce Quality Work?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total Points: |     |

**Other Comments:** _____________________________________________________________

____________________________________
(Teacher Signature/Date)

____________________________________
(Parent Signature/Date)

Adapted from a form by Diana Browning Wright, Diagnostic Center, Southern California
### Daily Progress Report

**Name:** ____________________________________________

**Teacher:** ______________________________

Did the Student……………………………

<table>
<thead>
<tr>
<th>Important Behaviors:</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Other Comments:**

__________________________________________________________________________

(Teacher Signature/Date)

__________________________________________________________________________

(Parent Signature/Date)

Adapted from a form by Diana Browning Wright, Diagnostic Center, Southern California
## Daily Period by Period Progress Report

<table>
<thead>
<tr>
<th></th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
<th>Period 5</th>
<th>Period 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>On time to class today?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>All supplies present?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Curtailed off-topic talking?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Followed directions?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Contributed to discussions appropriately?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Did not physically disturb others?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spoke courteously?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assignments turned in?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Quality of work turned in or done in class adequate?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Homework was given today?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A parent conference is needed?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Teacher’s Initials**

---

**Student Name**: ____________________________  **Today’s Date**: ________________________________
## Daily Period by Period Progress Report

<table>
<thead>
<tr>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
<th>Period 5</th>
<th>Period 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
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<tr>
<td>YES</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
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<tr>
<td>YES</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

Homework was given today?  

A parent conference is needed?  

Teacher’s Initials
ADDRESSING THE PROBLEM BEHAVIOR

Documenting Initial Interventions

• Documentation Form
# Addressing the Problem Behavior
(Documenting Initial Interventions)

**Student:** ____________________________  **DOB:** ________________

**Teacher:** ____________________________  **Date:** ________________

**Behavior of Concern:** __________________________________________________________

---

**Parent Contacts/Meetings:**

---

**Records Reviewed:**

- Cumulative File ________________________________________________________________
- Developmental/Health History ____________________________________________________
- Medications _________________________________________________________________
- Standardized Testing __________________________________________________________
- Report Cards/Promotion History ________________________________________________
- Learning Strengths/Weaknesses _________________________________________________
- Previous Student Referrals/Meetings _____________________________________________
- Disciplinary File _____________________________________________________________
- Other ____________________________________________________________

---

**Screening Results:** (academic, vision/hearing, etc.)

---
### Changes to the Classroom Environment

- Desks appropriately sized/spaced
- Distractions reduced (auditory/visual)
- Daily schedule explicitly taught
- Transition times clearly taught/managed
- Class rules clearly posted
- Class rules explicitly taught/role-played
- Seating changes made
- Tasks broken down/sequenced
- Curriculum modified
- Assignments shortened
- Extended time
- Other

### Other Interventions

- Peer/cross-age tutoring
- Buddy assigned
- Praise/Rewards
- English Language Development (ELD)
- Categorical Support
- Reading Support
- After-School Tutoring
- Adult Mentor Assigned
- School Counselor Referral
- Skills Training (*specify skills*)
- Consultation with Other Professionals
- Other
- Other
- Other
BSP Quality Evaluation

Resources

- BSP Quality Evaluation Scoring Guide

- Examples for Scoring BSP Quality Evaluation
  *(See pages 38-49 of this manual for cases)*

- Recording Sheet for 3 cases
BEHAVIOR SUPPORT PLAN QUALITY EVALUATION SCORING GUIDE © -REVISED

For use with the PENT Cadre 2003 revised and expanded Behavior Support Plan

Diana Browning Wright, M.S.,
Dru Saren, Ph.D. and G. Roy Mayer, Ed.D.

In collaboration with:
The Positive Environments, Network of Trainers Leadership Team:
Gail Cafferata, Bruce Gale, Diane Hannett, Joan Justice-Brown,
Denise Keller, Toni Lien, Hope Michel, and Adam Stein

With additional input from:
The PENT Cadre Team of Trainers and Consultants across California
and the PENT Research Associates Team, CSULA
Listed at: www.dcs-cde.ca.gov
This instrument was created by Diana Browning Wright, PENT Director (Positive Environments, Network of Trainers) and Dru Saren of the California Department of Education-Diagnostic Centers to address the needs of the field for an instrument to evaluate the quality of behavior support planning across the state. Four hundred “successful” behavior plans submitted by the statewide PENT Cadre were analyzed by Wright and Saren in the development of this tool. It was then evaluated by the 9 member PENT leadership team prior to field-testing across California by the PENT Cadre1. Following PENT Cadre finalization, 40 graduate students in behavior analysis and school psychology at California State University, Los Angeles under the leadership of G. Roy Mayer, scored the behavior support plans to further establish reliability and provide further insights in its use.

ACKNOWLEDGEMENTS

The authors and entire Cadre wish to acknowledge the leadership and extend a warm thank you to Deborah Holt, Director of Diagnostic Center, South in facilitating the development of this instrument in all phases and ways, including access to the formatting wizardry of Lizette Edrosa and additional clerical support from the clerical team: Hortense Jurado, supervisor, and Elizabeth Valencia, La Paula Lofton, and Magda Caban. To Mary Anne Nielson, Director of Diagnostic Center, North, thank you as well for your gracious support and facilitating the meeting hours between Diana Browning Wright, DCS and Dru Saren, DCN, often requiring meetings in either northern or southern California.

To the SELPA Directors who identified the candidates to become a member of the PENT Cadre, thank you for your support.

For all of the 1500 PENT statewide members, we hope the work of your leadership and cadre members will be of benefit to you and we look forward to incorporating further insights into revisions from your use of this guide.

1 PENT Cadre is the 200-member network of trainers and consultants across California who were nominated by their SELPA directors. The Cadre attended advanced training and now are linked with each other and the PENT Director.
WHAT THIS QUALITY EVALUATION MEASURES

This scoring guide measures the extent to which the key concepts in behavior plan development appear in the plan.

WHAT THIS QUALITY EVALUATION DOES NOT MEASURE

1. Developmental Appropriateness

This scoring guide does not evaluate whether the interventions to teach a replacement behavior, and the environmental changes to reduce likelihood of problem behavior are appropriate for the developmental age of the student.

   • For example, the plan may beautifully specify how to teach a replacement behavior (e.g., asking for a break from a non-preferred task) for a student who does not yet demonstrate the verbal ability to ask for a break when he is upset.

2. Accuracy Of Identified Function Of The Behavior

This scoring guide cannot evaluate whether the hypothesized function of the problem behavior is accurate and therefore whether all subsequent plan development is valid. When the hypothesis is made about the function of the behavior, the team is considering: the student’s affect and the demonstrated behavior(s); everything that occur as a consequence to the problem behavior; and all environmental events occurring right before and during the behavior. When a plan is unsuccessful, one possible reason may be an inaccurate hypothesis of behavior function. Further observations and discussions may be necessary.

   • For example, the plan may clearly describe interventions for a student trying to escape a task, yet further analysis may show attention seeking is the true function.

3. Whether This Plan Was Implemented Consistently, As Described, With Skill

No plan can be written with enough detail to completely describe the full nuance of adult behavior to respond to problem behavior, every detail in teaching a new behavior, and the exact specifics of environmental change. Further observation may be necessary to see that what the team envisioned in their discussion is happening.
Behavior serves a purpose for the student. All behaviors, including problem behavior, allow the student to get a need met (i.e., behavior serves a function).

- This behavior has worked in the past, or is currently working to get something the student desires, or avoids/protests something the student wishes to remove.
  - The BSP must identify the function of the problem behavior in order to develop a plan that teaches an alternative replacement behavior that serves the same function.

Behavior is related to the context/environment in which it occurs.

- Something is either in the environment, or NOT in the environment which increases the likelihood the behavior will occur.
  - The BSP must identify what environmental features support the problem behavior in order to know what environmental changes will remove the need to use the problem behavior.

There are two strands to a complete behavior plan. Changing behavior requires addressing both the environmental features (removing the need for use of problem behavior to get needs met) AND requires teaching a functionally-equivalent behavior that student can use to get that same need met in an acceptable way.

- A complete BSP must address both strands: make environmental changes that support acceptable behavior, AND specify how to teach or elicit functionally equivalent acceptable behavior. When a plan is implemented well and change is not occurring, evaluating whether both strands were addressed is a first step.

**ADDITIONAL BSP CONCEPTS AND COMPONENTS**

- New behavior must be reinforced to result in maintenance over time
  - BSP must specify reinforcement for new functionally equivalent behavior (BSP may also wish to specify general reinforcement for positive behaviors)

- Implementers need to know how to handle problem behavior if it occurs again
  - BSP must specify reactive strategies ranging from prompting the alternative replacement behavior through distraction, redirection, progressive removals, school and district disciplinary required actions

- Communication needs to be between all important stakeholders, frequently enough to result in the continuous teaming necessary to achieve success
  - BSP must specify who communicates with whom, how frequently and in what manner.
# Behavior Support Plan Quality Evaluation Scoring Guide ©-Revised

By Diana Browning Wright, M.S., Dru Saren, Ph.D., G. Roy Mayer, Ed.D., with contributions from the Positive Environment, Network of Trainers Teams and the PENT Research Associate Team

## Components to Evaluate

<table>
<thead>
<tr>
<th>Components to Evaluate</th>
<th>Scoring</th>
<th>Examples: All examples below relate to the same student and same behavior</th>
<th>Key Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. PROBLEM BEHAVIOR</strong> (line 1)</td>
<td>2 = Problem behavior(s) are observable, measurable, and clearly defined</td>
<td>2 = “Defiance: ignores teacher requests to complete a written assignment and continues self-selected activity” (this includes observable/measurable examples)</td>
<td>• Define the problem behavior clearly so you can measure progress.</td>
</tr>
<tr>
<td>Problem behavior in observable terms</td>
<td>1 = Problem behavior(s) are not observable, measurable or not clearly defined</td>
<td>1 = “Defiance” (but no further description)</td>
<td>• If you use general umbrella terms like “defiance”, give examples of what the child does so everyone understands.</td>
</tr>
<tr>
<td>● “Behavior impeding learning is…”</td>
<td>0 = No problem behavior(s) or student is described instead of the behavior</td>
<td>0 = “He is defiant and lazy”</td>
<td>• If you have multiple problem behaviors, either try to focus on one, or number each behavior to correlate with matched functions and matched interventions later in the plan.</td>
</tr>
<tr>
<td><strong>B. PREDICTORS OF BEHAVIOR</strong> (line 5)</td>
<td>2 = Predictors described with at least one detail, e.g., time, place, people present or absent, task difficulty, specific curricula, etc.</td>
<td>2 = “Requested to do work: after recess, by himself, when there is a substitute teacher, for any seatwork that is longer than 10 minutes.”</td>
<td>• When can you most expect the behavior to occur? Be as specific as possible.</td>
</tr>
<tr>
<td>Predictors (Triggers) of problem behavior(s) present</td>
<td>1 = Predictors described with no details, e.g., time, place, people present or absent, task difficulty, specific curricula, etc.</td>
<td>1 = “Requested to do work.”</td>
<td>• By identifying predictors, you have clues necessary to find why the behavior is occurring.</td>
</tr>
<tr>
<td>● “What are the predictors for the behavior?”</td>
<td>0 = No specific predictors of problem behavior, or only predictors from other environments</td>
<td>0 = “Anytime,” or “His parents won’t take him to counseling,” or “He doesn’t get along with his brothers.”</td>
<td>• Sometimes the predictors will be obvious to casual observations and interviews; other times data collection will be necessary.</td>
</tr>
</tbody>
</table>
### Components to Evaluate

<p>| | | |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
<td><strong>C. ANALYSIS OF WHAT SUPPORTS THE PROBLEM BEHAVIOR IS LOGICALLY RELATED TO PREDICTORS (line 6 links to 5)</strong></td>
<td><strong>Scoring</strong></td>
<td><strong>Examples: All examples below relate to the same student and same behavior</strong></td>
</tr>
<tr>
<td></td>
<td>2 = The features of the environment (line 6) are logically related to the identified predictors (line 5)</td>
<td>2 = <strong>Missing in Environment:</strong> “The classroom has not yet been structured to provide peer buddy during seatwork.” (line 6) is logically related to predictor listed, e.g., “whenever he is required to work alone, without peer support.” (line 5)</td>
</tr>
<tr>
<td></td>
<td>1 = Features of the environment, whose absence or presence affect the behavior, are identified (line 6) BUT are not logically related to the identified predictors (line 5)</td>
<td>1 = <strong>Missing in Environment:</strong> “The classroom has not yet been structured to provide peer buddy during seatwork.” (line 6) is not logically related to predictor listed, e.g., “after he has been with his non-custodial parent on the weekend.” (line 5)</td>
</tr>
<tr>
<td></td>
<td>0 = What is described as supporting problem behavior (line 6) is not a feature of the environment described as predictors (line 5)</td>
<td>0 = “His older brother supports his acting tough at home,” or, “Nothing, he should take responsibility for his work like everybody else.”</td>
</tr>
</tbody>
</table>

**Key Concepts**

- It is not enough to describe the situation or predictors of problem behavior. (line 5) The team must analyze what it is about that situation that results in the likelihood of problem behavior.
- Example: “He acts out every math class” is not enough. (line 5) “He acts out during math class because math is hard for him and accommodations have not yet been implemented” established the logical link. (line 6)
- Line 6 is the summative statement that drives development of interventions to address environmental conditions. The purpose of environmental changes are to remove the need for the student to use this problem behavior.
### Components to Evaluate

<table>
<thead>
<tr>
<th>Scoring</th>
<th>Examples: All examples below relate to the same student and same behavior</th>
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</thead>
</table>
| **D. ENVIRONMENTAL STRUCTURE (FOR PROBLEM PREVENTION AND PROMOTION OF REPLACEMENT BEHAVIOR) IS LOGICALLY RELATED TO WHAT SUPPORTS THE PROBLEM BEHAVIOR (line 7 links to 6)** Specified environmental, curriculum and/or interaction changes to remove need to exhibit the problem behavior  
  - “What environmental changes, structure and supports are needed to remove the student’s need to use this behavior” is logically related to “What supports the student using the problem behavior.” | 2 = One or more environmental changes in time, or space, or materials, or interactions (line 7) is logically related to what was identified as supporting problem behavior (line 6)  
  1 = One or more environmental changes (time, or space, or materials, or interactions) are listed (line 7) BUT they are not logically related to what was identified as supporting the problem behavior (line 6)  
  0 = Environmental changes in time, or space, or materials, or interactions are absent | Environmental changes to reduce the student’s need to use problem behavior is one strand of positive behavioral support. Typically this requires more than one change in time, space, materials and interactions.  
   When the logical relationship between environmental changes (line 7) and what is supporting problem behavior (line 6) is clear, the environmental strand is complete. |
<p>| 2 = “Student will be seated by a peer buddy” (line 7) is logically related to predictor listed, “Student dislikes working alone.” (line 6) |   |   |
| 1 = “Student will be seated by a peer buddy” (line 7) BUT this is not logically related to the environmental analysis e.g., no mention of a “lack of peer interaction.” (line 6) |   |   |
| 0 = “Teacher gives 2 warnings, then sends student to the office when he isn’t on task.” |   |   |</p>
<table>
<thead>
<tr>
<th>Components to Evaluate</th>
<th>Scoring</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>E. FUNCTION OF BEHAVIOR IS LOGICALLY RELATED TO PREDICTORS</strong> (line 8 links to 5)</td>
<td>2 = Identified function(s) ARE getting or escaping/protesting/avoiding (line 8) AND are logically related to predictors of behavior (line 8 to 5)</td>
<td>2 = “He is avoiding doing assignment (line 5) when math seatwork or an essay is assigned.” Coupled with, “math is an activity he is escaping.” (line 8)</td>
<td>Making the logical connection between function and predictors is essential. All behavior is purposeful. When we understand that purpose, we can begin to determine interventions. The entire plan is built on understanding why the student is using this behavior to get his/her needs met.</td>
</tr>
<tr>
<td>Identified the function of the behavior</td>
<td>1 = Identified function(s) ARE getting or escaping/protesting/avoiding (line 8) but are not logically related to predictors for behavior (line 5)</td>
<td>1 = “He is avoiding doing assignments,”(line 8) with no mention of an activity he wants to escape. (line 5)</td>
<td>Analyzing the function of the behavior requires examining what is happening right before and during the behavior.</td>
</tr>
<tr>
<td>● “Team believes behavior occurs because…” logically related to “What are the predictors for behavior.”</td>
<td>0 = No identified function of what student is either: 1) getting or, 2) escaping/protesting/avoiding</td>
<td>0 = “He doesn’t want to work.”</td>
<td>Look at the student’s affect and his/her verbal and non-verbal responses. This is a critical step in identifying the predictors and developing a hypothesis about the function of the behavior.</td>
</tr>
<tr>
<td>Note: There can be more than one function. Score 2 points ONLY if each function is linked to a predictor for each behavior.</td>
<td></td>
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</tr>
</tbody>
</table>

<p>| F. REPLACEMENT BEHAVIOR(S) (line 9) SERVE THE SAME FUNCTION (line 8) AS THE PROBLEM BEHAVIOR(S) | 2 = Replacement behavior (line 9) serves the same function (line 8) | 2 = “Student will request a break and will negotiate break length” (line 9) serves the same function as “avoiding doing math seatwork and essays” (line 8) | The replacement behavior is a positive alternative that allows the student to either get something or protest/avoid something in a way that is acceptable in the environment. |
| Functionally equivalent behavior(s) must be identified | 1 = No score of 1. Replacement behavior (line 9) must serve the same function (line 8) | For this component, score 2 or 0 | The replacement behavior must serve the same function and be as easily performed as the problem behavior. |
| 0 = No identified replacement behavior(s) (line 9) that serves the same function (line 8) | 0 = “Student will do what staff requests.” (function was avoiding work; this is not a replacement behavior allowing the avoiding of work in an accepted form) | In addition to the strand of environmental changes (line 7), the strand of replacement behavior (line 9) is required for a completely developed behavior plan. |</p>
<table>
<thead>
<tr>
<th>Components to Evaluate</th>
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<tbody>
<tr>
<td>G. TEACHING STRATEGIES (line 10) SPECIFY TEACHING AND OR ELICITING REPLACEMENT</td>
<td>2 = Teaching strategies (line 10) for the replacement behavior (line 9)</td>
<td>“Teacher will instruct, provide practice sessions, and cue student to use break negotiation strategies using the XYZ problem solving curriculum and speech/language teacher will practice skills in small group 2x week.” (line 10)</td>
<td>Comparing the replacement behavior to be taught or elicited with the function of the problem behavior is critical to determine whether this is an effective match.</td>
</tr>
<tr>
<td>BEHAVIOR(S) (line 9)</td>
<td>include some detail: e.g., more than one strategy, materials well</td>
<td></td>
<td>When the logical relationship between replacement behavior and teaching strategies is clearly discernable, this strand of behavior support planning is complete.</td>
</tr>
<tr>
<td>Specified teaching of a replacement behavior that allows student to meet functional</td>
<td>described or list of specific procedures, etc.</td>
<td></td>
<td>A plan to teach or elicit this replacement behavior must be carefully thought out, with materials and personnel specified.</td>
</tr>
<tr>
<td>need in an acceptable way (“Teaching strategies” specify “what team believes student</td>
<td>1 = Teaching strategies (line 10) are meager</td>
<td></td>
<td>Teaching section can include good strategies for increasing student skills, but this section must include the specific teaching strategy for the identified replacement behavior.</td>
</tr>
<tr>
<td>should do instead of the problem behavior”)</td>
<td>0 = No strategies described (line 10) to teach or elicit the replacement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>behavior (line 9), or what is to be taught is not related to the replacement behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 = “Teacher will instruct, provide practice sessions, and cue student to use break</td>
<td>1 = “Teacher will demonstrate how to request a break.” (line 10) with no</td>
<td></td>
<td></td>
</tr>
<tr>
<td>negotiation strategies using the XYZ problem solving curriculum and speech/language</td>
<td>details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>teacher will practice skills in small group 2x week.” (line 10)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 = “Teacher will demonstrate how to request a break.” (line 10) with no details</td>
<td>0 = No strategy described “Teacher will structure curriculum into 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>minute segments.” (line 10) not related to teaching break negotiation</td>
<td></td>
</tr>
<tr>
<td>0 = No strategy described “Teacher will structure curriculum into 10 minute segments.</td>
<td>0 = Strategy described, but not related to replacement behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(line 10) not related to teaching break negotiation</td>
<td>“Teacher will instruct in word processing.” (line 10) with no other</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>reference to teaching break negotiation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Components to Evaluate</td>
<td>Scoring</td>
<td>Examples: All examples below relate to the same student and same behavior</td>
<td>Key Concepts</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td><strong>H. REINFORCERS</strong> (line 11)</td>
<td></td>
<td></td>
<td>The most important consideration is whether or not this is a “reinforcer” (something the student wishes to attain) rather than a “reward” (something we think the student wants.) Consider:</td>
</tr>
<tr>
<td>Specified reinforcers the student is known to seek</td>
<td>2 = Specific reinforcer, and ONE of the following:</td>
<td></td>
<td>• How do you know the student desires this reinforcer?</td>
</tr>
<tr>
<td>• Analysis: “Reinforcement procedures”</td>
<td>• power + frequency</td>
<td>• power + frequency “Student will earn time on the new computer game he likes at the end of each day.”</td>
<td>• Can the student wait for this reinforcer, even if it is known to be a powerful one?</td>
</tr>
<tr>
<td></td>
<td>power = highly desired, but usually can’t be delivered very frequently</td>
<td>• variety + frequency “Student will choose: earn computer time at the end of each day or a positive note home or permission to sit near a friend.”</td>
<td>• Should a less powerful reinforcer be delivered more frequently?</td>
</tr>
<tr>
<td></td>
<td>• variety + frequency variety = two or more reinforcers</td>
<td>• immediacy + frequency “Student will receive a computer ticket each time he completes 5 minutes of seatwork.”</td>
<td>• Does the student grasp the connection between the reinforcer and the behavior? If in doubt, increase immediacy.</td>
</tr>
<tr>
<td></td>
<td>• immediacy + frequency immediacy = delivered immediately after the replacement behavior</td>
<td>• immediacy + frequency “Student will receive a computer ticket each time he completes 5 minutes of seatwork.”</td>
<td>Sometimes who gives the reinforcement is the most important consideration:</td>
</tr>
<tr>
<td>1 = Specific reinforcer(s) with frequency of use listed, but no variety, power or immediacy in evidence</td>
<td>1 = “Student will earn computer time at the end of each day.”</td>
<td>• From whom does the student most want to receive the reinforcer? Choose adult (teacher, principal, parent, counselor, etc.), or peer(s)</td>
<td></td>
</tr>
<tr>
<td>0 = Vague and/or no frequency</td>
<td>0 = “Student will be praised.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Components to Evaluate

<table>
<thead>
<tr>
<th>Scoring</th>
<th>Examples: All examples below relate to the same student and same behavior</th>
<th>Key Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 = Reactive strategies with THREE of four components present:</td>
<td>2 = Any three of four components</td>
<td>There is a progression in selecting reactive strategies. Describe what the staff will do if the problem behavior occurs again.</td>
</tr>
<tr>
<td>1 = Reactive strategies with TWO of the following components:</td>
<td>1 = Any two of four components</td>
<td>1. Switch-Often the problem can be de-escalated by using a prompt.</td>
</tr>
<tr>
<td>0 = None, OR only one strategy; OR strategies only emphasize punishment</td>
<td>0 = Zero or one component</td>
<td>2. Handle-Interventions during escalated behavior focus on keeping everyone safe.</td>
</tr>
</tbody>
</table>

#### Reactive Strategy Components

1. **Describes strategies to prompt student to switch to the replacement behavior**
   - **Key:** What staff actions should be used to redirect student to alternative behavior?
   - **Examples:**
     - *Teacher will remind student how to negotiate a break when work folder is complete. Teacher will specifically use the 4 step (redirecting) method at this time.*

2. **Describes procedure(s) to handle escalated behavior**
   - **Key:** What further actions should staff take during the problem behavior episode if redirecting isn’t successful?
   - **Examples:**
     - *During the problem behavior episode, the teacher will sit very close to student, present a two choice format of which work folder to complete using a non-emotional tone, waiting for swearing to end and student to choose a task.*

3. **Describes debriefing method(s) following the behavior**
   - **Key:** What should staff do after the problem behavior episode to process with the student what happened and what to do in the future?
   - **Examples:**
     - *Teacher will assist student in analyzing his problem behavior using “My Inappropriate Behavior Worksheet.”*

4. **Specifies consequences or punishment**
   - **Key:** What staff actions will occur because of school discipline policy, or classroom rules, or team’s decision about a consequence?
   - **Examples:**
     - *He will not receive points for the period due to lack of completing the task which would earn 12 points* or, *student will complete unfinished assignments in detention.*

**Analysis:** “Reactive strategy to employ/debriefing procedures to use if problem behavior occurs again.”
### Components to Evaluate

<table>
<thead>
<tr>
<th>J. GOALS AND OBJECTIVES (line 13)</th>
<th>Scoring</th>
<th>Examples: All examples below relate to the same student and same behavior</th>
<th>Key Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified goals and objectives</td>
<td>2 = A goal/objective for replacement behavior is present AND all goal(s/objective(s) are complete (All 6 key components are present.)</td>
<td>2 = “By 6/03 Student will request a break during seatwork using the technique taught and practiced in class and speech therapy with 100% accuracy at least five times as observed and rated by teachers on 3/5 days.” (Analysis: Replacement goal and all 6 key components present.)</td>
<td>6 Key Components for Scoring A Complete Goal or Objective</td>
</tr>
<tr>
<td></td>
<td>Key: replacement behavior + all 6 key components</td>
<td></td>
<td>1) observable and measurable,</td>
</tr>
<tr>
<td></td>
<td>1 = A goal/objective for a replacement behavior is present, AND key components 1 and 2 are present; (see 6 key components)</td>
<td>2) specifies what the student will do,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Key: replacement behavior goal + key components 1 &amp; 2</td>
<td>3) by when will criteria be reached,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0 = A goal/objective for replacement behavior is not present, OR if present, does not include key components 1 and 2</td>
<td>4) under what conditions,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Key: replacement behavior goal absent, or if present doesn’t include key components 1 &amp; 2</td>
<td>5) at what level of proficiency,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6) how and by whom mastery will be measured</td>
<td></td>
</tr>
</tbody>
</table>

To be observable & measurable, the description should clearly state what the behavior looks like with no ambiguity on what is to be measured.

Behavior plans must include monitoring of student mastery of the replacement behavior in order to measure the success of the plan. The team may also consider additional goals for reduction in problem behavior frequency or general increase in positive behaviors.

These goals and objectives may occur only on the behavior plan if the student does not have an IEP/504 plan and should be monitored periodically. If the student has an IEP/504 plan, they must also appear on that central document and be monitored with all IEP goals.

Changes to goals should be made in accordance with the communication provisions in the plan. If this behavior plan is part of an IEP/504 plan revisions require following IEP/504 team procedures.
<table>
<thead>
<tr>
<th>Components to Evaluate</th>
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</tr>
</thead>
</table>
| **K. TEAM COORDINATION IN IMPLEMENTATION, MONITORING, COMMUNICATING**  
(lines 7, 10, 11, 12, 14)  
The plan identifies all personnel to implement, monitor and exchange information  
(lines 7, 10, 11, 12, 14) | 2 = All implementers and those who will be exchanging information are identified and their specific responsibilities noted  
(lines 7, 10, 11, 12, 14)  
1 = Not all implementers and those who will be exchanging information are identified or their specific responsibilities are not noted  
(lines 7, 10, 11, 12, 14)  
0 = No team members identified  
(lines 7, 10, 11, 12, 14) | Check lines 7, 10, 11, 12, 14  
Examine to determine if interventions or duties are all correlated with team members assigned | All implementers must be clear on their specific responsibilities which are infused throughout the plan  
(lines 7, 10, 11, 12, 14)  
For each intervention or duty, consider adding team member's initials so responsibility can be clearly determined. |
| **L. COMMUNICATION**  
(line 14)  
Communication provisions detail manner of exchange, frequency and content to be shared (line 14)  
“Manner and content of communication” | 2 = A description of the communication process specifies manner of exchange, frequency and content AND the exchange is two-way between at least two people.  
1 = The description of the communication process specifies manner of exchange, frequency and content but no two-way communication is described.  
0 = The description of the communication exchange is missing one element: manner of exchange, content or frequency (line 14) | “Student's daily report card will be reviewed by parent and student nightly (see attached sample card); all sheets will be distributed to the counselor weekly; parents will report back to school on student independent homework completion; IEP team will review all data at next meeting.”  
(Analysis: 2-way communication, frequency, manner, content is specified)  
1 = “Student will take home a daily report card about behavior (see attached sample card).”  
(Analysis: no 2-way communication, frequency, manner, and content is specified)  
0 = “Teacher will send home notes.” | Establishing effective communication requires a team approach among school, home, agencies, student and others and requires active exchange among all stakeholders. (line 14)  
Effective communication involves specifying:  
1. Who: Which important people in the school and in the student's life will communicate  
2. Content: What should be communicated back and forth  
3. Frequency: How often the exchange will occur  
SUMMARY OF BEHAVIOR SUPPORT PLAN
QUALITY EVALUATION

A. Problem Behavior
B. Predictors of Behavior
C. Analyzing What is Supporting Problem Behavior
D. Environmental Changes
E. Predictors Related to Function
F. Function Related to Replacement Behaviors
G. Teaching Strategies
H. Reinforcement
I. Reactive Strategies
J. Goals and Objectives
K. Team Coordination
L. Communication

Total Score (X/24)

A well developed plan embodies best practice: a careful analysis of the problem, comprehensive interventions and a team effort to teach new behavior and remove elements in the environment associated with problem behavior.

• **Fewer than 12 points = Weak Plan**
  This plan may affect some change in problem behavior but the written plan only weakly expresses the principles of behavior change. This plan should be rewritten.

• **13 – 16 points = Underdeveloped Plan**
  This plan may affect some change in problem behavior but would require a number of alterations for the written plan to clearly embody best practice. Consider alterations.

• **17 – 21 points = Good Plan**
  This plan is likely to affect a change in problem behavior and elements of best practice are present.

• **22 – 24 points = Superior Plan**
  This plan is likely to affect a change in problem behavior and embodies best practice.
BSP QUALITY EVALUATION RECORD SHEET

Student: ___________________________ Date of Plan: ________________
Evaluator: ___________________________ Date of Evaluation: ____________

_____ A. Line 1 ......................... Problem Behavior
_____ B. Line 5 .......................... Predictors of Behavior
_____ C. Line 6 links to 5 ............. Analyzing What is Supporting Problem Behavior
_____ D. Line 7 links to 6 ............. Environmental Changes
_____ E. Line 8 links to 5 ............. Predictors Related to Function
_____ F. Line 9 links to 8 ............. Function Related to Replacement Behaviors
_____ G. Line 10 links to 9 .......... Teaching Strategies
_____ H. Line 11 ........................ Reinforcement
_____ I. Line 12 ......................... Reactive Strategies
_____ J. Line 13 ........................ Goals and Objectives
_____ K. Lines 7, 10, 12, 14......... Team Coordination
_____ L. Line 14 ...................... Communication

Total Score (X /24)

Suggestions for improving this plan: ____________________________________________
____________________________________________________________________________
____________________________________________________________________________

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GUIDANCE FOR DEVELOPING A BEHAVIOR SUPPORT PLAN

The following considerations are important to review after scoring the plan. The team may find it helpful to use the BSP Quality Evaluation Scoring Guide during plan development. The following additional points will enhance clarity and quality of the written product.

- Does the plan score in the good or superior range, with evidence that the plan was a team effort and consensus was achieved on plan contents?
- Are all interventions developmentally appropriate for this student?
- Has the plan been written with enough clarity and detail for any new staff to understand and implement it?
- Is the plan relatively free of extraneous details that hinder clarity?
  - If the team suggests many good environmental and teaching strategy changes that will generally benefit the student, consider including these in a separate accommodation plan or a separate list of derived interventions.
- If the behavior is complex, were strategies used to simplify a complexly written plan?
  - **Multiple Behaviors, Same Function**
    If the plan attempts to address multiple behaviors (e.g., pinch, elope, scream) that have the same function (e.g., protest/escape) teaching strategies specific to each behavior must be discernable but environmental changes may be the same.
    - Consider numbering behaviors with corresponding interventions.
  - **One Behavior, Multiple Functions**
    If the plan attempts to address one behavior (e.g., screaming) that serves multiple functions, (e.g., attention and protest/escape) strategies specific to each function must be discernable.
    - Consider numbering behaviors with corresponding interventions.
  - **Multiple Behaviors, Multiple Functions**
    If the plan attempts to address multiple behaviors with multiple functions, writing the plan with clarity and achieving consistent staff implementation becomes extremely difficult.
    - Consider identifying the behavior or behaviors that most interferes with learning and have the same function. When successful, proceed to develop plan(s) for remaining problem behaviors. Alternatively, consider addressing each selected behavior with each function on separate plans.
**BSP QUALITY EVALUATION**  
**SCORING CONSIDERATIONS**

*Diana Browning Wright*

- **What if the plan is NOT successful and scores in the “weak” range?**
  Success is not likely to be attained with a plan scoring in this range. All team members should develop a new plan using the BSP quality evaluation as a guide for each section.

- **What if the plan was NOT successful and scores in the “underdeveloped” range?**
  The team should meet and review the plan to find which part(s) is not effective. Underdeveloped plans often contain incomplete or vaguely described interventions sometimes not consistent with the analysis of the problem.
  - Reexamine the function of the behavior
  - Reexamine the match between the developmental level of the student and the interventions.
  - Consider insights from the student. When the student is capable of discussing on-going problem behavior, a student’s perspective during debriefing may influence future BSP changes. Debriefing includes getting the student’s perspective on the behavior.
  - Be sure the team includes all future implementers
  - As you rewrite the plan, consider the quality evaluation guide so that all sections earn the maximum points

- **What if the plan is successful, but scores in the “underdeveloped” range?**
  Other variables are likely to be responsible for the plan’s success, such as:
  - Team effort
  - Focused attention on replacement behavior
  - Reinforcement is increased in general
  - Environmental changes have been effective
  - Although all plans should incorporate a complete approach to solving the problem, sometimes even a portion of the plan well implemented will result in some change. For example, though a thorough plan includes both teaching a replacement behavior and changing environmental variables, sometimes even partial planning influences behavior.

Although the team evaluates the plan as “successful”, in the on-going review process which occurs to monitor student achievement of the goals and objectives, the team should determine if changes to the plan are needed to increase the likelihood of maintaining the new replacement behavior or generalizing it to multiple environments as well as decreasing environmental supports (if warranted) because the student has developed new positive behaviors requiring less support.
What if the plan is NOT successful, but scores in the “good” or “superior” range?
Other variables beyond the scope of a quality evaluation of the BSP key concepts are likely to be responsible for the plan’s failure, such as:
• Inconsistent use of interventions, or interventions delivered differently than described
• Interventions delivered with additional features not described (e.g., a scowling face while delivering a reinforcer delivers both a reinforcer and a possible punisher)
• The interventions may be impossible for the student for a variety of reasons, e.g., the developmental characteristics of the student mismatched with interventions; the need for interventions and the frequency of reinforcement are higher than the plan delivers; reinforcement changes needed (i.e., changes in power, frequency, variety, immediacy); curriculum accommodations not in place
• **Function Strand Problem:** The function of the behavior was not accurate, and therefore the student’s reason for using the behavior continues because an inaccurate replacement behavior was developed
• **Environment Strand Problem:** Environmental changes that were made were not substantive enough to remove the need for the student to use this behavior

What if the plan is PARTIALLY successful, or PARTIALLY unsuccessful, regardless of the score?
Examine all of the points made above. One of these points may account for variability. Also consider:
• Typically, the BSP resulted in just enough change to reduce the problem sometimes, but not enough change was made to sustain the use of a replacement behavior or consistent environmental change.
• Staff inconsistency in using interventions can also account for the variability of outcomes.
• Students with fluctuating states often require a fine-tuned plan with specific environmental changes specified in the plan to match the student’s affect at a particular time, increase or decrease task difficulty or access to reinforcers to match state fluctuation.
SOLVING BSP QUALITY EVALUATION SCORING PROBLEMS

☐ General Purpose Of Scoring A Behavior Plan
- This guide was created to improve the quality of behavior plans while they are being written. Using the guide during the meeting allows anyone playing a consultant or leadership role to focus the team on writing the best plan they can without being the “expert” dictating what should be included. The consultant can engage the entire team in “scoring” what they have written and facilitate a collaborative attempt to rethink and rewrite when inadequacy is discovered. Eventually, teams will be better able to write plans without leadership guidance if they have initial successes and the guide as a reminder of what the plan should embody.

- This guide can also be used when a plan is not successful. The team must meet to reevaluate and strategize changes. This guide can help focus the team on what areas to address.

- A behavior plan will include positive behavioral supports (teaching a replacement behavior, making environmental changes) and effective reactive strategies which include consequences, including punishment and/or disciplinary actions when necessary. By using the guide throughout plan development and review, the appropriate balance between positive behavioral interventions and disciplinary considerations can be achieved.

☐ Sometimes the team may have written a lot of extraneous information, making scoring difficult.
(e.g., general environmental changes that would benefit the child, curriculum accommodations and remediation plans not relevant to the behavior in question, etc.)

☐ Ignore extraneous information for the purpose of scoring and search for the information that is to be scored. Use a highlighter to make the process easier.

☐ Establishing the logical relationships between areas to be scored can be difficult, yet this is key to establishing internal validity.
“Logically related” means you can either directly, or by inference, grasp the connection between the items in question.

☐ Do not be overly analytical. Not everything will be so clearly written that you can immediately determine the score especially when interrelating items. Move on. Proceed to the next item if you are unsure whether the item is a “0, 1 or 2”. Often moving on allows the evaluator to determine overall consistency in addressing the key concepts. Whether the item scores a “1”, a partial or incomplete attempt at the key concept, or a “2” will not be as critical as whether the key concept has not been addressed at all, a “0”. You can then return and more easily determine the score.
Scoring can be time consuming if you use a bottom-up method (looking at “0” and “1” criteria first), and can take much less time with a top-down method (looking at “2” criteria first).

During the field trial of this instrument, the 9 member PENT Cadre Leadership Team and the 191 PENT Cadre members discovered that first examining the complete exemplar (“2”) aided the evaluator by making the key concept clear and decreased scoring time.

Proceed in sequence on each item. 1) Score “2” if the key concept was fully present, 2) score “0” because it was clearly not present, or 3) analyze the difference between a “2” (complete), or a “1” (partially complete) and match to the item you are evaluating.

Is it better to score stringently or leniently?

If you can tell the key concept is there, even if it could be better phrased, award the score. If you must really stretch to determine the key concept is present, look at the rest of the plan to determine if, as a whole, this plan addresses the strands adequately. Then go back and score with this in mind.

Sometimes the plan includes multiple behaviors. This makes scoring difficult. How should this be addressed?

- **Same Function-Multiple Behaviors**

  If the plan attempts to address multiple behaviors (e.g., pinch, elope, scream) that have the same function (e.g., protest/escape), strategies specific to each behavior must be discernable (e.g., numbered and correlated).

  Go through and number the behaviors, then search for the correlate intervention and assign the same number as the behavior. In the future, do the numbering as you develop the plan.

- **Different Functions-Multiple Behaviors**

  If the plan attempts to address multiple behaviors (e.g., hitting, refusing work, late for school, profanity, etc.) with multiple functions (e.g., attention for some behaviors, protesting/avoiding or escaping for others), writing the plan with clarity and proceeding to achieve consistent staff implementation becomes extremely difficult. The key question is: What method of writing what we intend to do will result in implementers knowing exactly what to do for each behavior? The team may wish to meet again and either:

  Identify the behavior or behaviors that most interferes with learning and have the same function. Write a plan to address this problem. When successful, proceed to develop plan(s) for remaining problem behaviors.

  Alternatively, consider addressing selected behavior(s) with each corresponding function on separate plans. Although this results in more pages, it may be more helpful for the implementers. Consult with the entire team on what would be most beneficial.
Sometimes the plan is for a student who uses one behavior for multiple functions. How should this be addressed?

If the plan attempts to address one behavior (e.g., screaming) that serves multiple functions, (e.g., attention sometimes and protest/escape at other times) strategies specific to each function must be discernable to the implementers (e.g., numbered and correlated). Applying a strategy to reduce attention seeking or teach attention seeking in an appropriate way does not address a behavior that is being used to protest or escape something, and visa versa. Again, consult with the entire team on what would be most beneficial.
“Positive Behavior Support” is a conceptual approach that is rapidly changing how we approach problem behavior. By focusing on the following approaches and key concepts, even behaviors that have been occurring for a long time can be changed. These concepts are radically different from reduction approaches that simply try to either punish the student for the behavior, or reward the student if s/he stops the problem behavior. The “Positive Behavior Support” approach is data-driven, based on carefully looking at the context of the behavior to understand why the behavior is occurring. This is followed by implementing an individualized behavior plan, not just to eliminate problem behavior, but to teach the student new skills and change environments and interactions to support a wide range of positive behaviors. The following outline describes what needs to be considered, regardless of the behavior plan format, when developing a behavior plan based on an understanding of the function of the behavior, i.e. a functional behavior assessment.

- **Positive Behavioral Support Principle:** Behavior serves a purpose for the student. All behaviors, including problem behavior, allow the student to get a need met (i.e., behavior serves a function). Although all functions are legitimate and desirable, the method or form of the behavior may require alteration.

- **Key Concept:** This behavior has worked in the past, or is currently working to either, 1) get something the student desires, or 2) avoid or protest something the student wishes to remove.

  - **Requirement:** A behavior plan must identify the function of the problem behavior in order to develop a plan that teaches an alternative replacement behavior that serves the same function.

  - **Method:** Observing the student in the problem situation and interviewing others who are frequently present when the problem occurs is required. Focusing on the student’s facial expression and the response of others often yields cues as to what the function of the behavior may be.

  - **Examples of functions of behavior:**

    1. Billy throws his work on the floor because it is hard work for him and his face shows anger and frustration. **His actions are a protest.**

    2. Jane giggles and disrupts peers around her because she enjoys the attention and reactions she gets and her face shows pleasure and excitement. **Her actions are to get social attention,** even when that attention from peers is one of displeasure and disapproval.
3. Renee uses profanity not related to what is going on around her. Her face shows pleasure and excitement and she uses these words as a method of starting a conversation, e.g., her peers immediately tell her not to use these words and start conversing with her about the use of appropriate language. Her actions are to get social interactions started.

Positive Behavioral Support Principle: Behavior is related to the context/environment in which it occurs.

- Key Concept: Something is either present in the environment, or NOT present in the environment which increases the likelihood the problem behavior will occur.
  
  - Requirement: The behavior plan must identify what environmental features support the problem behavior in order to know what environmental changes will remove the student’s need to use the problem behavior to achieve something desired.
  
  - Method: Observing the student in the problem situation and interviewing others who are frequently present when the problem occurs is required. Focusing on everything going on around the student, the nature of the instruction, interactions with and around the student, and the work output required by the curriculum is necessary to understand why the student uses this problem behavior.
  
  - Examples of context/environment impact on problem behavior:
    
    1. Billy has NOT YET received support to complete difficult work. He only throws math or reading worksheets that appear long and hard to him.
    
    2. Jane has NOT YET received direct instruction on how to appropriately make and keep friends. Her peers reinforce her behavior inadvertently by their strong responses. Her peers have neither learned how to reinforce her for appropriate behavior, nor learned how to change their loud expressions of disapproval in response to Jane’s behavior.
    
    3. Renee has NOT YET received instruction on how to initiate social conversation without the use of her attention-getting swear words. Her peers have not learned how to direct Renee to use the alternative method of attention-seeking rather than correcting her for attempting to get their attention.

Positive Behavioral Support Principle: There are two strands to a complete behavior plan.

- Key Concept: Changing behavior requires addressing both the environmental features (removing the need for use of problem behavior to get needs met) AND developing a replacement behavior (teaching a functionally-equivalent behavior that student can use to get that same need met in an acceptable way).
- **Requirement**: A complete behavior plan must address both strands: make environmental changes that support acceptable behavior, AND specify how to teach or elicit functionally equivalent acceptable behavior.

- **Method**: Writing an effective two strand plan requires a collaborative team that includes plan implementers and other important, supportive people in the student’s life such as family members, any agency personnel (e.g., social workers, mental health providers, probation officers) and of course the student if his/her participation is possible.

- **Examples of two strand, complete approaches**:

  1. Billy’s teacher will alter his assignments so that hard work will not appear overwhelming to him (remove need to protest). Billy will be taught an acceptable protest for work that appears difficult, such as calling the teacher over and telling her the work appears long and hard (functionally-equivalent alternative behavior).

  2. Jane will receive instruction on how to make and keep friends and her peers will receive instruction in how to calmly redirect her to use appropriate interactions to achieve their brief expressions of approval (remove need to get social attention in maladaptive ways). Jane will learn brief interactions during work periods that result in social approval from her peers, yet do not disrupt others (get social attention with functionally-equivalent alternative behavior).

  3. Renee’s teachers will provide collaborative learning opportunities that allow Renee to be in sustained social interactions with her peers (removes need to use swear words to start a social interaction). Renee will be taught specific social interaction initiation techniques and her peers will be taught how to prompt her to use these techniques (functionally equivalent ways of starting a social dialogue).

  □ **Positive Behavioral Principle**: *New behavior must get a pay-off as big or bigger than the problem behavior.*

  - **Key Concept**: To achieve maintenance of a new behavior, it must be reinforced. Reinforcement is actions we take, privileges or tangibles we give, that the student really wants to get, and therefore he/she does the behavior again and again to get that reinforcement.

  - **Requirement**: The behavior plan must specify reinforcement for the new functionally equivalent behavior. The behavior plan may also wish to specify general reinforcement for positive behaviors as well. Often a general lack of reinforcement available for following class rules will increase a wide range of problem behaviors. When reinforcement is given to all students for a wide range of positive behaviors dramatically decreases in problem behaviors occurs.
- **Method:** Find out what the student typically seeks in the environment. Ask the student and observe him/her in the situation or have the student complete a “reinforcement survey” of things s/he would want to earn. Does she like computer games? Adults to praise her work? Opportunities to be first in line? Make access to the reinforcer you discover contingent on performing the desired behavior.

- **Examples of Reinforcement of Replacement Behavior:**

1. Billy’s teacher will praise his use of the new form of protest behavior his behavior plan suggests, i.e., calling her over to tell the teacher the work looks hard. ([Efficacy evidence]: Billy’s classroom and home behavior shows he is really pleased by any positive attention from adults.) She will also send home daily report cards describing his use of the new behavior and Billy’s parents will amply praise his new skill at home.

2. Jane’s circle of friends will meet daily for 5 minutes at recess to praise Jane for her quiet, quick checking in with them during a work period that does not disrupt work. Jane and her friends will all receive points toward lunch with the teacher for their teamwork and support of each other. ([Efficacy evidence]: Jane and her friends chose this reinforcer at the beginning of the intervention, telling the teacher how much they wanted the opportunity to be in the “lunch crew” they had observed other students earning).

3. Renee’s friends will award her “friendly talking” points and a “high five” gestural acknowledgement each time she tries to start a conversation using the language scripts she has been taught. The teacher will allow Renee to choose from a menu of tangible and activity reinforcers for every 10 points earned. ([Efficacy evidence]: Renee loves the high fives from adults and peers and says she wants to earn the variety of reinforcers on the list).

- **Positive Behavioral Principle:** Implementers need to know how to handle problem behavior if it occurs again.

- **Key Concept:** The behavior plan must specify reactive strategies ranging from: 1) **Beginning stage:** Prompting the alternative replacement behavior; 2) **Mid-behavior stage:** The problem behavior is fully present and now requires staff to handle the behavior safely through an individualized, careful deescalating of the behavior. This might include specific techniques, calming words, presenting of choices, distraction, and redirection. Each technique will likely be unique to the student. What has worked in the past is important to discuss. Some staff deescalate the student better than others and this should be considered. 3) **Problem-solving/Debriefing stage:** Debriefing with the student is to review what happened, practice the alternative behavior again, and plan what to do next. 4.) **Required consequences stage:** Clearly written consequences or other team determined actions because of the behavior are important, e.g., school and district disciplinary required actions; calling parents; notifying probation department; attendance at special seminars, detention, and so forth.
- **Requirement:** All implementers must be clear on specifically how to handle behavior to assure safety of all and that the intervention matches the stage of escalation.

- **Method:** The behavior team will need to discuss what has worked in the past to alter the problem behavior, and what interventions are required at all four stages of problem behavior.

- **Example of reactive strategies:**
Billy’s Behavior Support Plan includes the four stages of reactive strategies as follows:

1. **Beginning behavior Stage:** Use gestures Billy has been taught that are cues to Billy to use the alternative protest, i.e., call them over to protest hard work. Follow the “Stop and Think” gestural system taught to teachers and students at this school.

2. **Mid-behavior Stage:** Increase proximity to Billy, point to the work on the floor, use calm voice requiring work to be replaced on desk, wait patiently for compliance and praise in accordance with the teacher training on “One Minute Skill Building.” If Billy is too agitated to work, invite him to take a “Time Away” in a specified classroom area. Praise his return when he is ready to work.

3. **Debriefing Stage:** Ask Billy why he chose the old form of protest rather than his new alternative. Have Billy help fill out the daily report card communicating the poor choice he made and what Billy and the teacher will do next time to help assure the new behavior to protest is selected.

4. **Consequences Stage:** If the behavior escalates to loud swearing, Billy will be sent to the counselor to complete a written process, “My Inappropriate Behavior,” which may or may not result in a suspension or other school disciplinary procedures given by the Vice Principal for the disruptive behavior.

- **Positive Behavioral Principle: On-going communication needs to be between all important stakeholders in the student’s life.**

- **Key Concept:** The behavior plan must specify who communicates with whom, how frequently and in what manner. Two-way communication between message senders and recipients is important.

- **Requirement:** The communication needs to be frequently enough to result in the continuous teaming necessary to achieve success.

- **Method:** Communication can be sent home in writing, through messages on email or voice mail, through posting (if information can be communicated in codes to assure confidentiality) or face-to-face.
- **Example of Communication between important stakeholders:**
  Billy’s team decided on the following communication provisions:

  1. **Communication between:** parents, teacher, school counselor, therapist from Department of Mental Health, school principal

  2. **Frequency:**
     a. **Daily:** Report card on use of replacement behavior will be sent home; parents report back on praise or other reinforcers for accomplishment they gave Billy each day.
     b. **Weekly:** Teacher will send weekly summary of Billy’s behavior to principal, school counselor, parents and therapist
     c. **Per Incident:** Episodes of protest that include throwing furniture or loud swearing will be reported to the school counselor, who will debrief and send “My Inappropriate Behavior” analysis sheet to the principal, therapist, family, teacher. Therapist and parents will communicate any discussions with Billy about the incident which have yielded important insights about future interventions to counselor, who will inform others as needed.

  3. **Manner:**
     a. **Daily:** written report hand carried by Billy to parents
     b. **Weekly:** email summaries using a report chart
     c. **Per Incident:** paper copy to principal, teacher. Email copy to therapist, family

**REFERENCES:**


**WEBSITES:**

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