Behavior Support Plan (BSP) Tips

Develop based on information gained from completed FBA.

Student Information						
Last name:	First name:	Gender:	Age:	Birthdate:	Date:	Grade:
School:		☐ Special Education ☐ General Education		If SPED, list eligibility:		

	Condition	Replacement Behavior	Criteria
Replacement Behavior Goals	Antecedent (activity or situation that triggers the problem behavior)	Copy replacement behavior from FBA Summary Sheet.	Specific criteria used to track progress towards mastery of goal (e.g., in 4/5 opportunities)

	Intervention	Who will complete?	When will it occur during the day?	When will the intervention begin?	Materials Needed
Setting Event Interventions	These interventions will be in response to events that happen outside of the immediate routine that commonly make problems more likely or worse. You may or may not have control over these events, but interventions selected will help manage or prevent problem behavior. (e.g., quiet space, visual schedule) * For intervention ideas refer to the Intervention Resource Menu.				

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	Intervention	Who will complete?	When will it occur during the day?	When will the intervention begin?	Materials Needed
Antecedent Interventions	These interventions will be chosen to **prevent** problem behavior and promote engagement in the replacement or desired behavior (e.g., transition warning, behavior momentum). * For intervention ideas refer to the Intervention Resource Menu.				

	Intervention	Who will complete?	When will it occur during the day?	When will the intervention begin?	Materials Needed
Teaching Interventions	These interventions will **teach** the replacement behavior that meets the same function as the problem behavior (e.g., how to ask for help, requesting a break, self-management skills). The student will learn to engage in a behavior that is easier and/or more efficient than engaging in the problem behavior. Consider any academic or social skills deficits that the student may have that are necessary for the replacement behavior. * For intervention ideas refer to the Intervention Resource Menu.				

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	Intervention	Who will complete?	When will it occur during the day?	When will the intervention begin?	Materials Needed
Consequence Strategies: To Make Problem Behavior Ineffective	Strategies to make the problem behavior ineffective (e.g., planned ignoring). Goal is to eliminate inappropriate reinforcers by changing the adult or peer response to problem behavior. * For strategy ideas refer to the Intervention Resource Menu.				

	Intervention	Who will complete?	When will it occur during the day?	When will the intervention begin?	Materials Needed
Consequence Strategies: To Reinforce Replacement Behavior	Plan to reinforce replacement and desired behavior by changing the consequence identified during FBA process (e.g., behavior specific praise, earn break, earn preferred item or activity). * For strategy ideas refer to the Intervention Resource Menu.				

	Data Collection	Who will complete?	When and how will it be collected?	When will it be reviewed by the team?	Materials Needed
Maintenance	Progress Monitoring Data	Use data collection forms and graphing template			
	Fidelity Data	Use the Fidelity Checklist to monitor.			

When was this document last updated? Click or tap to enter a date.

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Changes Made to BSP	
Date:	**Decision:**
	Use the Progress Monitoring Flowchart during Tier III team meetings to determine next steps based on whether the student is responding positively or poorly to the interventions in place.

*Please note any additional interventions, changes to interventions or removal of interventions on this sheet and provide reason why it the action was taken.

Reminder: If a change is made, make sure to add a phase line to the student's graph to represent a change in the intervention.

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