

Flagstaff Unified School District Functional Behavior Assessment Behavioral Support Plan (BSP)

Student Name: _____ Date: _____

Team Members: _____

FBA/BSP Coordinator: _____

The following information is provided for teachers to use when the monitoring behavior occurs.

Description of targeted behavior(s) from FBA dated _____.

List targeted behavior #1 and Hypothesis of function of behavior:

Behavior 1: (Challenging behavior to be decreased or eliminate.)

Hypothesis 1: (Hypothesize cause for behavior, include prosocial replacement behavior to increase.)

List targeted behavior #2 and Hypothesis of function of behavior:

Behavior 2: (Challenging behavior to be decreased or eliminate.)

Hypothesis: (Hypothesize cause for behavior, include prosocial replacement behavior to increase.)

List targeted behavior #3 (if identified) and Hypothesis of function of behavior:

Behavior 3: (Challenging behavior to be decreased or eliminate.)

Hypothesis: (Hypothesize cause for behavior, include prosocial replacement behavior to increase.)

Flagstaff Unified School District Functional Behavior Assessment Behavioral Support Plan (BSP) con't.

Plan:

The following statements clarify what staff will do before, during and/or after the behavior occurs. Please specify who/what staff will be responsible for each area.

- ✓ Who will the designated staff be to talk to the student and parent? (Recommend: the person on the team with the best relationship with student in order to set up for success from the beginning.

- ✓ The following statements clarify what staff will do before, during and/or after the behavior occurs. Please specify which staff will be responsible for each part.
 - What to do BEFORE problem behavior, **PREVENT** (i.e. modify the physical/social environment, modify/clarify expectations, **TEACH** preferred/replacement behavior).

 - What to do DURING problem behavior **MANAGE** (i.e. minimize disruption or harm to others, avoid reinforcing problem behavior, prompt and **REINFORCE** preferred/replacement behavior).

 - What to do AFTER problem behavior **REGROUP** (i.e. how **REINFORCE REPLACEMENT BEHAVIOR** immediately, help the student resume participation, reinforce other preferred behaviors and NOT reinforce problem behavior.

- ✓ How will data collection to monitoring behavior occur?
 - How is data on behaviors to be collected? Frequency, intensity or duration?

 - What measure or form will be used?

 - How and when will monitoring occur? Trouble shooting?

- ✓ Next Meeting Date to Review progress and address other behaviors if necessary. **Time, Place, Date**

Crisis Plan:

(if anticipate the possible need for crisis services such as police involvement or restraint/seclusion.)