**Behavior Intervention Plan (Behavior Support Plan)**

*\*Developed from a Functional Behavioral Assessment*

Student Grade Date

School \_\_\_\_\_\_\_ Case Manager **COMPETING BEHAVIOR PATHWAY**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ***Routine:*** | | |  |  | **Desired Behavior:** | **🡪** | **Consequence/Outcome:** |
|  | | |
|  |  |  | | **🡭** |  |  |  |
| **Setting Event:** | **🡪** | **Antecedent:** | | **🡪** | **Undesired Behavior:** | **🡪** | **Consequence:**  **Function:** |
|  |  |  | | **🡮** |  |  |
|  |  |  | |  | **Replacement Behavior:** | **🡭** |
|  |

**INTERVENTION STRATEGIES**

|  |  |  |  |
| --- | --- | --- | --- |
| **Setting Event** | **Antecedent** | **Behavior** | **Consequence** |
| *Offset impact of setting events* | *Modify antecedent to prevent problem & prompt replacement/desired behavior* | *Explicitly teach alternate & desired behaviors* | *Alter consequences to reinforce replacement & desired behavior & extinguish negative behavior* |
|  | Prevent unwanted behavior  Prompt Alternate/Desired Behavior | Teach Replacement Behavior  Teach Desired Behavior/ Academic/Social Skills | Reinforce Desired & Replacement Behavior  Response to Unwanted Behavior; Corrective Feedback & Extinction Procedures |

**BIP/BSP Implementation plan**

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| --- | --- | --- | --- | --- |
| **Tasks to do** | **By who?** | **By when?** | **Review Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **Was task**  **Completed consistently?** | **Evaluation Decision**  **Monitor, Modify, or**  **Discontinue** |
| **Prevention:** Make unwanted behavior irrelevant.  **Teaching:** teach new skills/ replacement behavior.  **Extinction:**  Make unwanted behavior ineffective (minimize reward/ pay-off for problem behavior).  **Reinforcement:** Make replacement & desired behavior more rewarding than problem behavior.  **Responding to Unwanted Behavior:** Prompt replacement behavior & consequences.  **Safety:** Is safety a concern? Y N  If yes, attach crisis plan to Behavior Support Plan |  |  |  |  |