

**Functional Behavioral Assessment and Function-Based Support**  
**Developing a Behavior Support Plan based on the Function of Behavior**

**Instructional Packet for use with accompanying FBA/BSP forms**

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## **Functional Behavioral Assessment and Function-Based Support**

### Developing a Behavior Support Plan based on the Function of Behavior

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This document will guide you through the process of conducting an FBA and developing a Behavior Support Plan.

To be most effective, Function-Based Support should occur within a team process. Recommended participants include (a) a team member with expertise in behavior (frequently the school psychologist, special education teacher, or behavioral specialist), (b) school administrator and (c) those staff members (general education, special education, assistants, etc.) who regularly work with the student, (d) parent or guardian, and (e) student (if appropriate).

FBA is a systematic data collection process to develop a Summary of Behavior identifying:

- (a) the function of student behavior and
- (b) a detailed understanding of the specific environmental variables that trigger the problem behavior (antecedents) and maintain the problem behavior (consequences)

It is essential that our Summary of Behavior is sufficiently detailed that we can develop specific interventions based on the information that we collect in the FBA.

#### **MEETING: Initiation of FBA: Purpose** (*see Initiation of FBA form*)

1. Team determines whether student requires Behavior Support Plan and complete Functional Behavioral Assessment.
  - a. review student referral (*see sample Referral for Positive Behavior Support*)
  - b. review discipline records (discipline referrals, suspensions, etc.)
  - c. review interventions attempted previously (intervention data, Classroom Strategies worksheet [*see sample*], interventions attempted, SST, IEP, etc.)
2. Obtain parent consent for assessment and intervention
3. Assign and schedule assessment responsibilities with team members
  - a. FBA Interview(s)
  - b. FBA Observation (based on results of FBA interview with staff)
  - c. Records Review

### **FUNCTIONAL BEHAVIORAL ASSESSMENT**

#### **STAFF INTERVIEW** - Functional Assessment Checklist for Teachers and Staff (FACTS)

The FACTS is an interview to be completed by teachers and school staff who work most closely with the student. A staff interview should be the first step in identifying a Summary of Behavior on which to develop a Behavior Support plan.

It is recommended that the FACTS be used as an interview, not given to staff to complete individually. When conducting a FACTS interview it is beneficial to give a copy of the interview to the respondent so they can follow along and select from the checklists.

## INSTRUCTIONS FOR COMPLETING THE FACTS-Part A

### **Student/Interview Information and Student Strengths**

Begin with focus on positive skills and attributes the student brings to school.

### **Routines Analysis: Where, When & With Whom Problem Behaviors are Likely**

- A. Time: List the times that define changes in the student's daily schedule. Include subject changes, changes in classes, transitions, lunch, before school, and adapt for complex schedule features (e.g. odd/even days) if appropriate.
- B. Activity & Staff: Identify the activity or routine (e.g. small group instruction, math, independent art, transition) during each time identified and the staff involved.
- C. Likelihood of Problem Behavior: Rate the likelihood of problem behavior during each time/activity/routine on the 1 to 6 scale provided.
- D. Problem Behavior: Indicate the specific problem behavior(s) that occur during each time with a rating of 4, 5, or 6.
- E. Current Intervention: Indicate any interventions currently in place for the problem behavior during that time.

### **List the Routines in Priority of Behavior Support**

Since the function of problem behavior often varies across different environments and settings, it is essential that we always focus on behavior within the context of a routine.

First, identify those routines with the highest ratings (4, 5 or 6 in the Routines Analysis). Select between 1 and 3 routines for further analysis and prioritize which routine to begin the assessment with. Write the name of the highest priority routine and the most common problem behavior(s) during that routine in Routine #1. Do the same for Routine #2 and 3.

In some cases, it may be possible to combine multiple routines, but only when:

- a) the structure and demands within the routine are very similar, for example
  - i. consistent problem behavior in recess, lunch and free-time might be combined into unstructured times with peers or
  - ii. if problems occur in reading and social studies primarily during round-robin reading, the routine might be large group reading which would encompass both reading and social studies.

Select the single most prioritized routine to focus on for FACTS-Part B.

### **Identify Problem Behaviors**

Now, focusing on the single routine you have prioritized. Check those behaviors that occur in the target routine and then rank order the top 3 or 4 most concerning problem behaviors in the routine. Provide a brief description of exactly what the behavior looks like when the student engages in these behaviors. This definition should be so clear that you could clearly identify when the behavior does or does not occur.

Frequency & Duration: Estimate occurrence of the problem behavior in the target routine.

Escalation: Identify whether the behavior(s) have a tendency to escalate within the routine. If Yes, complete the Behavior Escalation Worksheet. If No, move directly to FACTS-Part B.

## INSTRUCTIONS FOR COMPLETING THE FACTS-Part B

### **Identify the Target Routine**

List the prioritized target routine and problem behavior as selected from List the Routines in Priority for Behavior Support from FACTS-Part A. The FACTS-Part B will only focus on this single routine. If multiple routines are identified, use a separate FACTS-Part B form for each routine.

### **ANTECEDENTS**

When asking about antecedents remember to do the following:

- a. remind the respondent that you are only talking about the target routine
- b. have the person initially check all antecedents in the list that apply
- c. then, have the person rank order the 3 strongest predictors from those selected

### **Follow-up Questions**

After identifying the strongest predictor(s) ask the follow-up question(s) coinciding with the letter of the item(s) rank ordered #1 and #2. The provided follow-up questions should not be considered a complete list. It is the job of the interviewer to ask the additional follow-up questions necessary to obtain the clearest understanding of the antecedents triggering the problem behavior. The interviewer should have a clear enough understanding of the antecedents to be able to make changes to, or eliminate, the triggers to make the student need for the problem behavior irrelevant.

Example: Identifying task too hard and answering “reading” to the follow-up questions is probably not sufficient to inform intervention development. It is essential to know specifically the type and level of reading tasks that are too difficult and what skills the student does or does not possess. A better description of the difficulty of the task would be “reading passages or activities higher than a 1<sup>st</sup> grade reading level. The student is fluent with letter sound correspondence and can blend cvc words, but is not fluent with multi-syllabic words, nor most irregular words. Specifically, the student cannot answer comprehension questions nor read aloud in content areas or literacy when reading is higher than a 1<sup>st</sup> grade level.” If staff cannot give specific enough information, it may be necessary to sit down with the student to assess specific academic skills and deficits related to the task.

Before moving on with the interview, ask the following about the antecedent response:

1. Are there further follow-up questions I should ask to get a clearer understanding of what triggers the problem behavior?
2. Is the antecedent clear enough that I can identify specific environmental changes that should prevent the problem behavior?

### **CONSEQUENCES**

When asking about antecedents remember to do the following:

- a. remind the respondent that you are only talking about the target routine
- b. have the person initially check all consequences in the list that apply
- c. then, have the person rank order the 3 strongest consequences from those selected

### **Follow-up Questions**

After identifying the strongest consequence(s) ask the follow-up question(s) coinciding with the letter of the item(s) rank ordered #1 and #2. The provided follow-up questions should not be considered a complete list. It is the job of the interviewer to ask the additional follow-up questions necessary to obtain the clearest understanding of the consequences maintaining the problem behavior. The interviewer should feel that they understand how the problem behavior is functional in paying off for the student in getting a desired outcome.

Before moving on ask the following questions about the consequence response:

1. Are there further follow-up questions I should ask to get a clearer understanding of what consequences are maintaining the problem behavior?
2. Are the consequences and function of behavior clear enough that I can understand how the problem behavior is paying off for the student?
3. When considering the antecedent and consequence together, do they make sense?

For example, if the consequence/function is avoiding difficult task, it would *make sense* that the antecedent be a specific task that is too difficult. It might *make less sense* if the consequence/function is to escape a difficult task and the antecedent is unstructured time with peers.

### **SETTING EVENTS**

When asking about setting events remember to do the following:

- a. remind the respondent that you are only talking about the target routine
- b. have the person initially check all setting events in the list that apply
- c. then, have the person rank order the 3 strongest setting events from those selected

Remember that setting events do not usually occur in the immediate routine or environment. Since setting events often happen at home or previously in the school day, it is not uncommon for teachers to be unsure of setting events.

### **Follow-up Questions**

After identifying the most common setting events ask any follow-up questions that will provide a clearer picture of the impact and occurrence of setting events. You may want to follow-up with the student or parent interview for more information on setting events.

### **SUMMARY OF BEHAVIOR**

After completing the setting events, tell the person you are interviewing that you will need a couple of minutes to review their responses and form the Summary of Behavior.

The summary of behavior combines all of the information gathered in the FACTS-Part B.

To complete each of the boxes in the Summary of Behavior take the information from the corresponding boxes above.

ANTECEDENTS – write the highest ranked item from the Antecedents category and provide additional details provided through the follow-up questions.

Problem Behaviors – write in the description of problem behavior identified in the Identifying the Target Routine box at the top of the page

CONSEQUENCES – write the highest ranked item from Consequences category and provide additional details provided through the follow-up questions.

SETTING EVENTS – write the highest ranked item from the Setting Events category above and provide additional details provided through follow-up questions.

After completing the Summary of Behavior, read the summary back to the respondent according to the following format.

“During <insert target routine>, <insert student name> is likely to <insert problem behaviors> when he is <insert details of antecedent conditions that trigger behavior>, and you believe that he does this to <insert details of consequence/function>.”

Ask the person interviewed “Do you agree with this Summary of Behavior or is there anything you would like to add or change?”

Lastly, ask the person interviewed to rate the extent they believe the summary of behavior is accurate on the provided 6 point scale.

**AFTER THE FBA INTERVIEW WITH STAFF**

After the staff interview look at the Summary of Behavior and answer the following questions.

1. Are you are confident enough in the Summary of Behavior to move on to development of the Behavior Support Plan?
2. Do you feel that more assessment or information is needed to develop an effective behavior support plan?

It is usually recommended, at the very least, to do an ABC observation to follow-up and confirm the initial staff interview.

**ABC OBSERVATION**

Schedule the observation during the routine that was the focus of the FBA Interview. Write the findings from the Summary of Behavior on the FACTS teacher interview into the corresponding (Antecedent-Behavior-Consequence) boxes under **WHAT TO LOOK FOR**

The purpose of the ABC Observation is:

- a. to confirm the accuracy of the teacher interview and summary of behavior
- b. to identify antecedents or consequences the teacher may have overlooked
- c. to verify the function of the students behavior
- d. to develop the most accurate Summary of Behavior for intervention development
- e. to identify responses that escalate student behavior and confirm the Behavior Escalation worksheet.

Conduct your observation noting all occurrences of the target behavior(s) and the antecedents preceding the behavior and consequences or responses following the behavior.

**AFTER THE ABC OBSERVATION**

Compare the results of the observation with the Summary of Behavior from the FACTS teacher interview. If there is strong agreement between the two, you may be ready to move on to developing the Behavior Support Plan. If there is disagreement between the two, or you don't feel like you have enough information to develop an intervention you may need to collect further information.

Further data collection to help identify the function of behavior might include:

- a. another ABC observation
- b. interviewing other staff that interact with the student in the target routine
- c. interviewing the student, particularly older students
- d. look at discipline referral data for trends and "possible motivation"

Other information that can be helpful for informing interventions, but may not directly be related to function of behavior are:

- Records review, including health history
- Parent interview

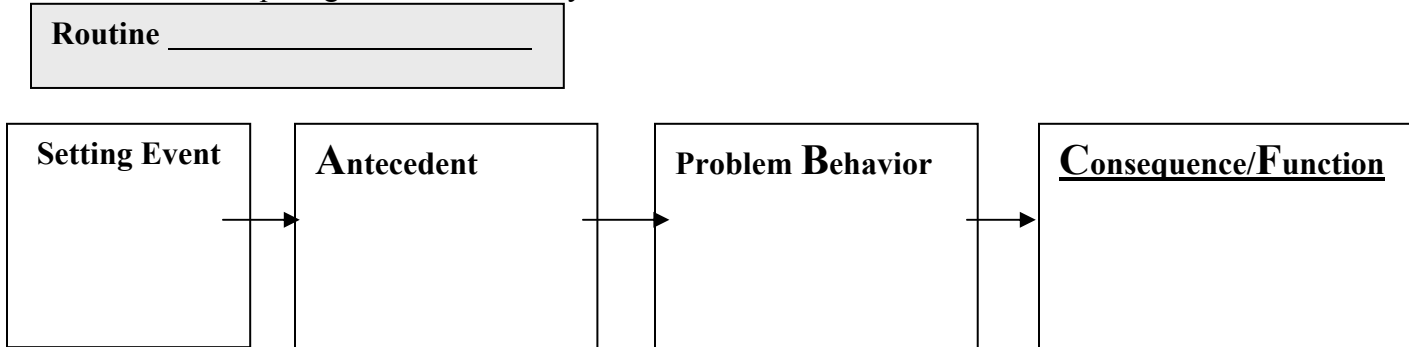
**FINALIZING A SUMMARY OF BEHAVIOR**

Once the team is confident in the Summary of Behavior it is time to transition to developing the Behavior Support Plan. .

## BEHAVIOR SUPPORT PLAN

### COMPETING BEHAVIOR PATHWAY

Begin Behavior Support Planning by identifying the target routine and transferring the final Summary of Behavior from the Functional Behavioral Assessment into the middle thread of the Competing Behavior Pathway.



### **IDENTIFYING AN ALTERNATE BEHAVIOR**

Next, identify an alternate behavior. The alternate behavior will be a substitute for the problem behavior that is less disruptive to classroom functioning. The alternate behavior should provide the same consequence/function as the problem behavior. The alternate behavior should also be easier for the student to engage in than the problem behavior. For example, an alternate behavior to throwing a tantrum for avoiding work might be to ask for a break. Removing the task when the student asks for a break is much more appropriate and less disruptive than throwing a tantrum which has previously served the function of escaping task.

The alternate behavior is the first step toward extinguishing the problem behavior. If we do not provide students with an alternate behavior for attaining the consequence of the problem behavior, the student is likely to go back to the tried and true problem behavior that has consistently paid off for them. Without an alternate behavior, student behavior is likely to escalate until they get the consequence they are looking for.

### **IDENTIFYING A DESIRED BEHAVIOR AND CONSEQUENCE**

Next, identify the Desired Behavior. The desired behavior is the long term goal. The desired behavior should be the behavior that is regularly expected of most or all students in the setting, or a high, reasonable expectation for the student. The desired behavior should look similar to the majority of students in the class with the consequence being similar to the benefit other students get from engaging in the desired behavior. The goal is for the student to be as independent in possible in successfully using the desired behavior.

For example, we no longer want the student raising their hand requesting to escape the math problems (short term goal of the alternate behavior), but we would like to see the student complete the math problems successfully (desired behavior) with the maintaining consequence being the experience of success with math (desired consequence).

### **IDENTIFY INTERVENTION STRATEGIES**

After completing the Competing Behavior Pathway, the next step is to identify potential interventions. Interventions should be identified across each level of the FBA (Setting Events, Antecedents, Teaching Behavior, and Consequences)

## SETTING EVENT INTERVENTIONS

Look at the identified setting events from the competing behavior pathway, identify any interventions that can be implemented to reduce problem behaviors occurring due to setting events.

Questions to ask when developing setting event interventions are:

- 1) What can we do to prevent the setting events from occurring?
- 2) Is there a “neutralizing routine” we can implement to diminish, or neutralize, the effect of the setting event on student behavior in the target routine or school day?
  - a. For example, if a student is upset due to a conflict at home before school, check in with the student upon arrival at school to assess their mood and have the student debrief or engage in a desired, calming activity with the assistant for a brief time before entering class.
  - b. Another example is if a student is likely to have more problems when they haven’t eaten breakfast, or they are hungry, give the student a school breakfast or a snack.

## ANTECEDENT INTERVENTIONS

Look at the antecedents that trigger behavior in the competing behavior pathway. Identify interventions that will prevent the student from the need to engage in the problem behavior, or make the problem behavior irrelevant to the student.

Questions to ask when developing antecedent interventions are:

- 1) How can we change the antecedent to prevent the problem behavior?
  - a. For example if asking a student to do a full page of double digit multiplication worksheets is likely to trigger problem behavior, presenting four addition or single digit multiplication problems the student can be successful with between every more challenging double digit multiplication problem may prevent the problem behavior.
  - b. For students who misbehave to obtain adult attention, an antecedent variable is likely to be insufficient adult attention. Can we prevent the problem behavior if the staff in the room make the student their helper, or if they make a point of starting off the period with a 1:1 check in with the student and then stop by to check in briefly with the student every 10 minutes.
- 2) What can we do to prompt or increase the likelihood that the student will engage in the alternate behavior and/or desired behavior?
  - a. How can we preteach, precorrect or use visual/verbal prompts to regularly remind the student to use the alternate or desired behavior?

## TEACH BEHAVIOR INTERVENTIONS

Every behavior plan should include behaviors that need to be explicitly taught to the student with opportunities for role play and practice. The alternate behavior (identified in the competing behavior pathway) must be taught. This is part of the process of extinguishing the problem behavior and substituting the alternate behavior for the problem behavior. Transitioning from the short term goal to the long-term goal of the desired behavior may require other skills that need to be taught.

Questions to ask when developing Teach Behavior interventions are:

1. What is the alternate behavior that we are going to teach?



2. How will we teach the student the Alternate Behavior?
  - a. (see Teaching Behavior Lesson Planning form)
3. Have you taught the student how you will respond and the consequences if they refuse to follow requests to use the alternate behavior?
4. What skills (academic, social, recreational, etc.) will the student need to be taught to transition from the short term goal of using the alternate behavior to being successful with the long term goal of successfully using the desired behavior?
  - a. For instance, when students are escaping difficult math tasks (double digit multiplication in the example above), the eventual goal is to reduce use of the alternate behavior of asking for a break and for the student to be successful with the assigned tasks like the other students in the class. Moving the student from completing the modified assignment (one double digit multiplication problem interspersed between four addition or single digit multiplication problems) to completion of work similar to the other students in class will require explicit instruction and practice in double digit multiplication to remediate that skill deficit and help to catch the student up to the rest of the students in the class

### **CONSEQUENCE INTERVENTIONS**

Look at the consequence/function of behavior that maintains the target behavior in the competing behavior pathway. Identify interventions that will prevent the problem behavior from continuing to pay off for the student. To meet the short term goal and begin to change student behavior, the student must learn that the alternate behavior is more effective, efficient and reliable in providing the pay-off (function) they desire than the problem behavior. In the long-term we may need to develop a more elaborate plan including scaffolded instruction and reinforcement programs to motivate the student through increasing levels of success in the necessary skills required for the student to engage in the ultimate desired behavior independently. Use the prompts in the corresponding intervention columns to answer the following questions in developing intervention ideas.

Questions to ask when developing Consequence Interventions are:

- 1) How are we reinforcing student use of the alternate behavior and desired behaviors?
  - a. Initially, if the alternate behavior is not consistently and immediately or rapidly reinforced at a high rate, the student is likely return to the “tried and true” problem behavior. Reinforcement of these specific behaviors is commonly linked with a point card or token system. Reinforcement for the alternate or desired behavior should not be faded until the student has gotten in the habit of reliably using the alternate or desired behaviors successfully.
  - b. What is our continuing plan to motivate the student to engage in the expected behavior and work toward success with the Behavior Support Plan?
  - c. What incentives will be used? What would the student be interested in? (ask the student)
- 2) How are we responding to occurrences of negative behavior?
  - a. What are we doing so that the student problem behavior does not provide the pay off for the student, or the consequence/function that they desire (consequence identified in the summary of behavior).
  - b. How are we providing provide corrective feedback by cueing the student to use the alternate behavior?

- c. What is the recommended response to student problem behavior to prevent escalation of the behavior? Staff should be aware of the student escalation cycle (see Behavior Escalation Worksheet), and responses that tend to escalate student behavior. Staff should be aware of early signs of student problem behavior so they can respond early to minor behavior and prevent escalation.
  - d. How will staff respond and what are the consequences if the student still fails to comply with cues to discontinue use of the problem behavior and use the alternate behavior.
- 3) If the student is a risk for potentially dangerous behavior, what is the procedure for crisis response?

After identifying a variety of interventions across each level of intervention (SE-A-B-C) is a good time to reconvene the team to identify specific interventions to use in the behavior plan. When identifying interventions, it is important to get feedback from staff to best match interventions to fit the environment, staff preferences, and context of the setting. If the plan is going to be implemented, the Implementation Plan must be developed with feedback from the staff implementing the plan.

#### **MEETING: FBA Review/ BSP Planning: Purpose**

1. Team Leader or Behavior Specialist will:
  - a. present, review, and explain the results of the FBA
  - b. present and review the Competing Behavior Pathway
  - c. present and explain preliminary intervention suggestions
2. The team will then develop the Behavior Support Implementation Plan with specific tasks for team members to complete and timelines for implementation
3. The team will set a date (in 2 weeks is recommended) to review the implementation of the plan, as well as the student's success

#### **BEHAVIOR SUPPORT IMPLEMENTATION PLAN**

The Implementation Plan is where the “rubber hits the road”. The Implementation plan will be the working document of what implementation of the BSP means in the school and classroom. The team takes the results of the FBA and the preliminary function-based interventions recommended by the behavior specialist to develop a detailed plan. Team members play an integral role in taking the recommended interventions and working those into interventions that can be implemented given the context and resources of the school and classrooms in which they work. If the recommended interventions are not feasible and agreed upon by the staff who will be implementing the intervention, the plan is not likely to be implemented. Contextual fit between the plan and the classroom and school staff, resources, and environment are essential to the successful implementation of the plan. This is also where the administrator plays a crucial role in scheduling and aligning, allocating, organizing, advocating for, and freeing up resources to make the necessary resources available for implementation of an individualized plan.

Below are the categories at the top of the Behavior Support Implementation Plan form. All boxes that are not shaded should be completed at the FBA Review/BSP Planning meeting, as part of Implementation Plan development.

| Tasks | Person Responsible | By When | Review Date                      |  |
|-------|--------------------|---------|----------------------------------|--|
|       |                    |         | Was task Completed consistently? | Evaluation Decision<br>Monitor, Modify, or Discontinue |
|       |                    |         |                                  |  |

1. **Tasks** – This category is for identifying the specific interventions the team decides to implement as part of the final Behavior Support Plan. Specifics of implementation need to be worked out with the specific team members that will be implementing each portion of the plan to make sure that the interventions selected are feasible, or that they are structured in a way that is most feasible for them to implement given the context in which they work. This category is broken into further sections that correspond to categories from the previous Identify Intervention Strategies section. These prompts (listed below) are to cue teams to include the most important components of function-based interventions in the Behavior Support Plan.
  - a. Prevention – select interventions from Manipulate Antecedent section
  - b. Teaching – select intervention from Teaching Behavior section
  - c. Extinction – select intervention from Alter Consequence
  - d. Reinforcement – select intervention from Alter Consequence
  - e. Responding to Problem Behavior – select intervention Alter Consequence
  - f. Safety – If necessary, develop a crisis response and communicate to staff
2. **Person Responsible** – simply the person who will be carrying out the corresponding task
3. **By When**- date when the person should begin implementing the identified task
4. **Review Date** - this is the date on which the Behavior Plan Review meeting will be held. The shaded boxes below a) Was task completed? And b) Evaluation Decision, will be completed on that Review Date.

## EVALUATE PLAN

The final step in the BSP is to identify how the success of the plan will be measured and evaluated. The plan should have both a short-term goal and a long-term goal, as well as a specific plan for how progress toward these goals will be measured. Frequently, evaluation of the plan is connected with point systems linked to the reinforcement plan in the BSP designed to motivate the student to engage in the desired behavior.

### **Behavioral Goal**

Recommended formats for writing the short term and long term goals should include:

- Routine/condition - when, where, with whom
- Learner - student
- Behavior – decreases in problem behavior and/or increases in expected behavior
- Criterion for success
- Measure – how will the criterion be measured

Example Short Term Goal: During math class (routine), Joe (learner) will appropriately ask for a break by raising his hand instead of throwing a tantrum (behavior), or after being prompted by staff once at least 8 times out of 10 or 80% of the time (criterion) as measured by teacher and student tally (measure).

**Example Long Term Goal:** Throughout the day (condition/routine), Joe (learner) will complete 90 % of his work on time (behavior 1 & criterion 1), and he will work quietly, and ask permission to leave his seat (behavior 2), at least 70 % of the time (criterion 2) as measured by points on his tracker card (measure).

Caution: One of the most common mistakes in setting goals, or more specifically criterion for reinforcement, is that the goals are too high for the student. This frequently occurs when we ask students to set their own goals. It is important that students succeed early in the program to increase their buy in and motivation to participate in the behavior plan. We will gradually increase the goal over time as the student experiences success, but the plan is much more likely to succeed if the student tastes success early.

### Evaluation Procedures

| Data to be Collected | Procedures for Data Collection | Person Responsible | Timeline |
|----------------------|--------------------------------|--------------------|----------|
|                      |                                |                    |          |

1. **Data to be Collected** – What information needs to be collected to evaluate the effectiveness of the plan?
  - a. Is Plan Being Implemented? Are staff implementing the plan consistently and as it was developed in the BSP? If we are not implementing the plan adequately, we cannot determine if the plan is working or not. This information can also help the team to identify aspects of the plan that may need to be changed for improved contextual fit and implementation.
  - b. Is Plan Making a Difference? Is the plan working? Are there changes in student behavior? What specific behaviors are we monitoring to determine the effectiveness of the plan?
2. **Procedures for Data Collection** – Specifically what data (point cards, tallies, referral data, work completion in grade book, attendance, etc.) is going to be collected to evaluate the previous questions a) Is Plan Being Implemented and b) Is Plan Making Difference?
3. **Person Responsible**- Identify who is responsible for each type of data collection
4. **Timeline**- Identify when each type of data collection should start

**Plan date for Review Meeting** – before the team disbands, schedule the next meeting to review student progress and implementation of the Behavior Support Plan. It is recommended that the entire team be present for the first Review meeting and that it be held in about two weeks.

Lastly, all members of the team can sign off on the Behavior Support Plan.

The team then begins implementing the BSP.

#### **MEETING: BSP Review: Purpose** (*see the BSP Review form*)

1. The team meets to review the Behavior Support Plan, including:
  - a. Implementation of the BSP by team members and staff
  - b. the effectiveness of the BSP on student behavior
2. The team will make any recommended changes to the BSP based on the data provided by the team

## **BEHAVIOR SUPPORT PLAN REVIEW**

Pull the **Behavior Support Implementation Plan** from the BSP completed at the previous meeting. You will now complete the two grey columns of the Implementation Plan. Go through each task identified on the Implementation plan and answer the corresponding questions in each column:

1. Was the Task Completed Consistently?
2. Evaluation Decision – identify whether the task should be continued and **Monitored**, **Modified**, or **Discontinued**
  - a. Any changes or updates to the plan should be documented on the Behavior Support Plan Review form in the section **Modifications to the BSP Implementation Plan**

### **REVIEW DATA**

Is Plan Being Implemented? – answer this question based on findings from process of reviewing the BSP Implementation Plan directly above

Is Plan Making a Difference? – Review data collected from the Evaluation Plan developed on the BSP. Use the results of the data to guide decision making for next steps in the process. Based on the data, determine what changes need to be made to the Behavior Support Plan or what appears to be working and should be maintained.

### **MODIFICATIONS TO THE BSP IMPLEMENTATION PLAN**

Based on the data reviewed in the previous step, identify specific changes or additions to the plan that the team believes is necessary for the student to be successful.

Complete the first three columns, exactly as instructed in the BSP Implementation Plan

- 1. Task                      2. Person Responsible                      3. By When**

Lastly set a date and time for the next BSP Review Meeting.

#### **MEETING: Ongoing BSP Review: Purpose** *(see the BSP Review form)*

1. The team meets to review the Behavior Support Plan and any modification and additions to the plan made in the previous BSP Review meeting(s), including:
  - a. Implementation of the BSP by team members and staff
  - b. the effectiveness of the BSP on student behavior
2. The team will make any recommended changes to the BSP based on the data provided by the team

The team will continue to meet as frequently as necessary based on student behavior and the success of the plan.

Use a separate BSP Review form for each meeting. Continue to review the initial BSP Implementation Plan and modifications documented in previous BSP Review meetings.

Moving from the short-term goal to the long-term goal will require ongoing changes and modifications to the plan, such as fading reinforcements, adjusting short term goals, updating instruction for specific skills and deficits, etc.