Behaviour Support Plan
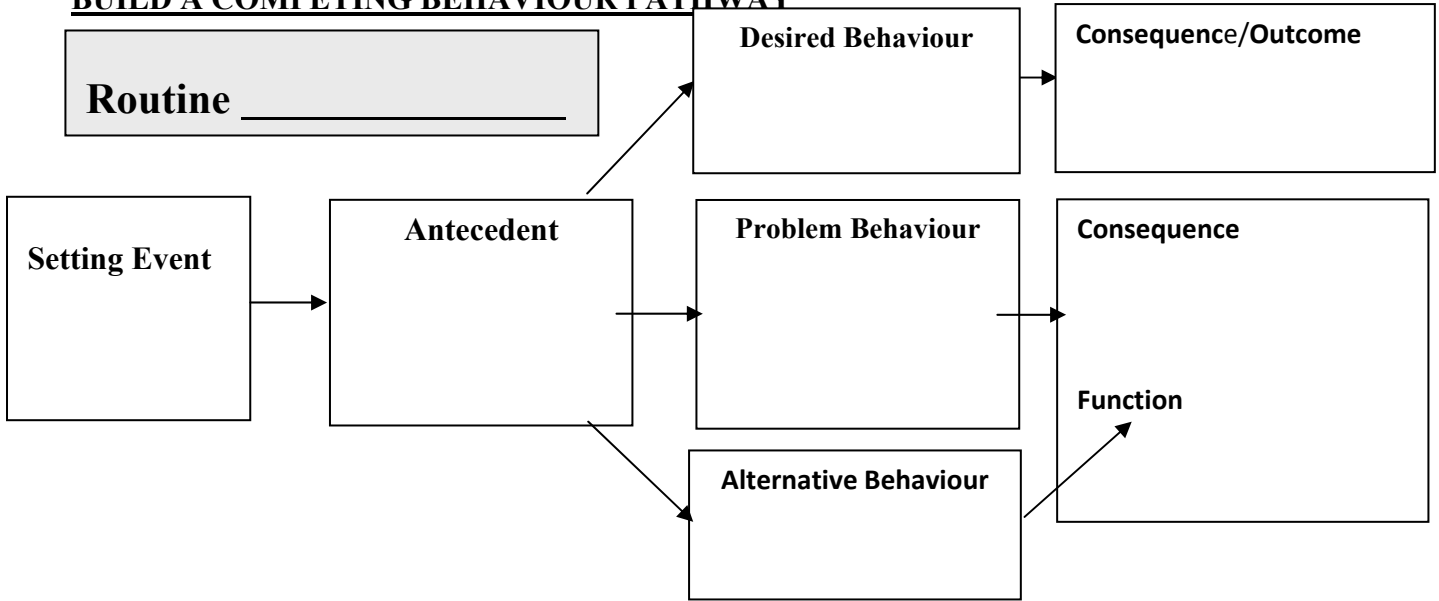
Developed from a Functional Behavioural Assessment

Student _____ Grade _____ Date _____

School _____ Case Manager _____

BUILD A COMPETING BEHAVIOUR PATHWAY

| Routine _____ | | Desired Behaviour | Consequence/Outcome |

Setting Event	Antecedent	Problem Behaviour	Consequence
			Function
		Alternative Behaviour	

IDENTIFY INTERVENTION STRATEGIES

Setting Event Strategies	Manipulate Antecedent to prevent problem & prompt alternate/desired behaviour	Teach Behaviour Explicitly Teach Alternate & Desired Behaviours	Alter Consequences to reinforce alternate & desired behaviour & extinguish negative behaviour
	Prevent problem behaviour	Teach Alternate Behaviour	Reinforce Behaviour
	Prompt Alternate/Desired Behaviour	Teach Desired Behaviour/ Academic/ Social Skills	Response to Problem Behaviour/ Corrective Feedback

Adapted by C. Borgmeier (2002) from multiple sources: M. Bergstrom and D. Crone (2000); March, Horner, Lewis-Palmer, Brown, Crone & Todd (1999); O'Neill, Horner, Albin, Sprague, Story, & Newton (1997); Palmer & Sugai (2000); and Sprick, Sprick, & Garrison (1993); Martin, Hagan-Burke, & Sugai (2000)

BEHAVIOUR SUPPORT IMPLEMENTATION PLAN

Tasks	Person Responsible	By When	Review Date _____	
			Was task Completed consistently?	**Evaluation Decision** Monitor, Modify, or Discontinue
Prevention: Make problem behaviour irrelevant (antecedent intervention)				
Teaching: teach new skills/ alternate behaviour				
Extinction: Make problem behaviour ineffective (minimize reward/ pay-off for problem behaviour)				
Reinforcement: Make alternate & desired behaviour more rewarding than problem behaviour				
Responding to Problem Behaviour: Prompt alternate behaviour & consequences.				
Safety: Is safety a concern? Y N If yes, attach crisis plan to Behaviour Support Plan				