Behavior Support Plan

Target

Identify the target misbehaviors, desired behaviors, and goal from functional behavioral analysis.

Clearly define and describe the **misbehavior.**	Clearly define and describe the desired **behavior.**	Specifically define the frequency and duration at which the student will display the desired behavior to achieve success.

Preventative Supports

Match redirection, prevention, and de-escalation strategies and replacement behaviors.

Describe how the student and staff will **redirect** misbehaviors *when they begin* to occur or *after they begin* to occur.	Describe **precorrections** that staff will provide and preventative supports that staff will employ before the misbehavior is *likely to occur.*	Describe the **de-escalation strategies** that student and staff will use when the misbehavior *begins to occur.*	Describe a **replacement behavior** that meets the identified function and that staff agree is temporarily acceptable *instead of* the misbehavior.

Follow-Up

Explicitly describe the staff member's responses when misbehaviors occur.

Behavior or Misbehavior*	**Actions** when the misbehavior occurs**	**Feedback** that staff will provide when the behavior or misbehavior occurs	**Positive reinforcement** that staff will provide when the desired behavior occurs	**Progress monitoring** of the plan's success***

*Use the misbehavior from the preceding table.

**Use if / then to explain. For example, "If [misbehavior] occurs, then [specific action] will occur with [specific staff member] or with [other staff member] if the first individual is unavailable."

***Use CI/CO template, page 119. The same CI/CO process used to monitor student progress at Tier 2 can be used within the BSP. Consider checking in and out more frequently throughout the day. In this column, specify when and with whom progress on each target behavior will be monitored.

Five steps to follow when misbehaviors occur:

1. Acknowledge the misbehavior.
2. Describe who has been affected and how (adults, peers, oneself).
3. Determine the needs of those the misbehavior affects.
4. Explain how to make restitution (apologies, service, or something else).
5. Figure out what reteaching to provide.

Acknowledgement of misbehavior	Affected parties (Include adults, peers, oneself.)	Needs of those the misbehavior affects	Possible restitution	Reteaching that needs to occur

Four restorative justice steps to complete when misbehaviors occur:

1. Determine what processes or products the student can complete to demonstrate understanding and to make restitution.
2. Determine how and when a successful return to the environment will occur.
3. Consider using restorative practice strategies, described in chapter 4 (such as peer juries and conflict mediation).
4. Specify follow-up date or dates.

Processes or products the student can use to **demonstrate understanding** and to **make restitution**	How and when a successful **return** to the environment will occur	Which **restorative practice strategies** will be used	**Follow-up dates**

Interventions

Use the following to plan Tier 3 support within small groups or for individuals.

Program	Target Behavior or Misbehavior	Ensure Initial and Ongoing Professional Development*	When, Where, for How Long, and With Whom**	Progress Monitor Using CI/CO Procedures***
Aggression Replacement Training (www.aggression replacementtraining.com)	Physical respect and aggression			
Cognitive Behavioral Intervention for Trauma in Schools (CBITS; https://cbitsprogram.org)	Childhood trauma			
FIRST STEP Next (https://pacificnwpublish.com/products/FIRST-STEP-Next.html)	Prosocial skill development			
The Incredible Years (www.incredibleyears.com)	Social and emotional competencies			
Check & Connect (http://checkandconnect.umn.edu)	Engagement, motivation, apathy			
Anger Coping	Anger management			

*School leaders should ensure that educators facilitating these supports receive appropriate and sufficient professional learning supports. Specify the types and dates here.

**State when, where, for how long, and with whom the student will receive support.

***The same CI/CO process used to monitor student progress at Tier 2 can be used within the BSP. Consider checking in and out more frequently throughout the day. In this column, specify when and with whom progress on the behavior that the program is targeting will be monitored.

Brief Descriptions of Tier 3 Behavioral Programs

Aggression Replacement Training	A research-based approach with three components: 1. **Social skills training—**Helping students replace antisocial behaviors with positive alternatives 2. **Anger control training—**Helping students respond to anger in a nonaggressive manner and rethink anger-provoking situations 3. **Moral reasoning training—**Helping enhance students' level of fairness, justice, and concern for the needs and rights of others
CBITS	CBITS helps reduce symptoms of post-traumatic stress disorder (PTSD), depression, and behavioral problems, and to improve functioning, grades and attendance, peer and parent support, and coping skills.
FIRST STEP Next	FIRST STEP Next teaches skills that contribute to school success and the development of friendships. It's ideal for students who exhibit challenging behaviors such as defiance, conflicts with peers, and disruptive behaviors.
The Incredible Years	This preschool and early elementary program strengthens young children's social and emotional competencies, such as understanding and communicating feelings, using effective problem-solving strategies, managing anger, practicing friendship and conversational skills, and behaving appropriately in the classroom.
Check & Connect	This program supports high school students in making life choices that enhance their chances of graduating, communicates strong messages about the importance of persisting in school, teaches effective problem-solving strategies and conflict-resolution skills, helps develop a plan for making responsible life choices, helps find productive extracurricular activities during the school year and summer, and encourages parents to stay actively involved.
Anger Coping	Anger Coping focuses on developing anger-management skills through group intervention sessions that aim to improve perspective taking, problem-solving skills, recognition of emotions associated with anger arousal, and strategies for managing conflicts.

Professional Development

Use the following chart to describe how and when to provide professional development. Each staff member involved with implementing the plan deserves and requires professional learning supports to successfully serve the student.

Which staff and stakeholders require training?	In what specific areas do staff require training?	With what strategies or programs do the staff require training?	When will the school (or district) provide initial and ongoing training?