**Tier 2**

**Student Behavior Support Plan and Planning Worksheet**

|  |  |
| --- | --- |
| **Student:**       | **BSP Implementation Date:**       |
| **Teacher:**       | **Grade:**       | **Next Review Scheduled:**       |
| Participants in Planning Worksheet:       |

1. Behavior we want to decrease (target behavior) - Use language that is observable and measurable; reference intensity, frequency, &/or duration of the behavior.

|  |
| --- |
|       |

|  |  |
| --- | --- |
| 1. **Antecedents (Prevent)**
 |  |
| What is happening around the student when the behavior occurs/doesn’t occur? Summarize DPR and/or point sheet data supporting these behavioral concerns (consider additional data including attendance, grades, health, etc.) |

|  |  |
| --- | --- |
| BEHAVIOR IS MOST LIKELY TO OCCUR: |  BEHAVIOR IS LEAST LIKELY TO OCCUR: |
| [ ]  Academic tasks/subject       | [ ]  Academic tasks/subjects        |
| [ ]  Peer proximity            | [ ]  Peer proximity            |
| [ ]  Transitions       | [ ]  Transitions       |
| [ ]  Non-preferred activities       | [ ]  Preferred activities        |
| [ ]  Adult proximity       | [ ]  Adult proximity       |
| [ ]  Other        | [ ]  Other       |
| DATA SUMMARY:       |

1. **Consequences (Reinforce)**

What do others (adults, peers) most often do or say immediately after the behavior occurs?

|  |  |
| --- | --- |
| [ ]  Verbal response (redirect/reprimand)       | [ ]  Personal space given       |
| [ ]  Peer reactions (specify)        | [ ]  Tangible obtained (specify):       |
| [ ]  Adult attention (specify)       | [ ]  Sent out of class (specify):       |
| [ ]  Assistance provided        | [ ]  Activity changed or removed          |
| [ ]  Other:       | [ ]  Sensory obtained /avoided        |

1. **Function (Teach)**

What is the student getting out of his or her behavior? What is the immediate outcome/result? (Check ONE)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *OBTAIN:* | [ ]  Attention | [ ]  Activity/Tangible | [ ]  Sensory Input |  |  |  |
| *AVOID/ESCAPE:* | [ ]  Attention | [ ]  Activity/Tangible | [ ]  Sensory Input |  |  |  |

|  |
| --- |
| 1. **Hypothesis of Behavior**
 |
| When:       | The student will        | As a result, he/she       |

|  |  |
| --- | --- |
| **REPLACEMENT BEHAVIOR****(Functionally equivalent/physically incompatible)** |  |
| **Student:** | **BSP Implementation Date:** |
| **Teacher:**       | **Grade:**       | **Next Review Scheduled:**       |

|  |
| --- |
| **PREVENT** |
| **INTERVENTION** | **START DATE** | **SPECIFIC STEPS** **WHO/WHAT/WHERE/WHEN** | **PROGRESS MONITORING** | **END DATE** |
|                 |                 |                 |                 |                 |

|  |
| --- |
| **TEACH** |
| **INTERVENTION** | **START DATE** | **SPECIFIC STEPS** **WHO/WHAT/WHERE/WHEN** | **PROGRESS MONITORING** | **END DATE** |
|                 |                 |                 |                 |                 |

|  |
| --- |
| **REINFORCE** |
| **INTERVENTION** | **START DATE** | **SPECIFIC STEPS** **WHO/WHAT/WHERE/WHEN** | **PROGRESS MONITORING** | **END DATE** |
|                 |                 |                 |                 |                 |

Version: 12/14/16