

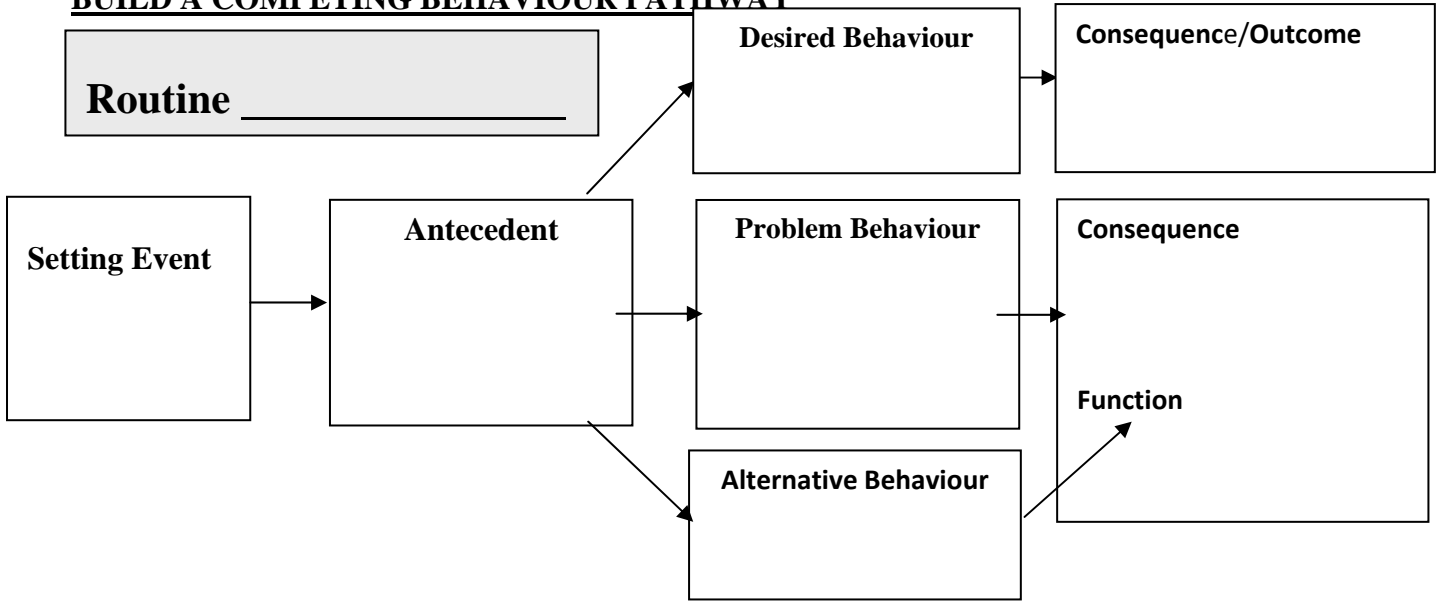
Behaviour Support Plan

Developed from a Functional Behavioural Assessment

Student _____ Grade _____ Date _____

School _____ Case Manager _____

BUILD A COMPETING BEHAVIOUR PATHWAY



IDENTIFY INTERVENTION STRATEGIES

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

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 |
| <p>Prevention: Make problem behaviour irrelevant (antecedent intervention)</p> <p>Teaching: teach new skills/ alternate behaviour</p> <p>Extinction: Make problem behaviour ineffective (minimize reward/ pay-off for problem behaviour)</p> <p>Reinforcement: Make alternate & desired behaviour more rewarding than problem behaviour</p> <p>Responding to Problem Behaviour: Prompt alternate behaviour & consequences.</p> <p>Safety: Is safety a concern? Y N If yes, attach crisis plan to Behaviour Support Plan</p> | | | | |

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