**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ BSP Template**

(Horner, 2004)

**BEHAVIOR SUPPORT PLAN: COMPETING BEHAVIOR PATHWAY**

**Consequence**

**Desired Behavior**

**Consequence**

**Problem Behavior**

**Function**

**Antecedent**

**Setting Event**

**Alternative Behavior**

*(Make problem behavior irrelevant) (Make problem behavior inefficient) (Make problem behavior ineffective)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Setting Event Strategies** | **Antecedent Strategies** | **Behavior TeachingStrategies** | **Consequence Strategies** |
|  |  |  |  |

## BEHAVIOR SUPPORT PLAN: ACTION PLAN

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Tasks** | **Person Responsible** | **By When** | **Review**  **Date** | **Evaluation Decision**   * **Monitor** * **Modify** * **Discontinue** |
| **Prevention: Make problem behavior irrelevant (environmental redesign).**  **Teaching: Make problem behavior inefficient (teach new skills).**  **Extinction: Make problem behavior ineffective (minimize recognition for problem behavior).**  **Reinforcement: Make desired behavior more rewarding.**  **Corrective Consequence: Socially appropriate, aversive event delivered, contingent upon problem behavior (only used if needed).**  **Safety: Ensure safety of all (what to do in dangerous situations) (if needed).**  \*If emergency behavior management procedures are necessary, attach safety plan as a separate sheet. |  |  |  |  |

**BEHAVIOR SUPPORT PLAN: EVALUATE PLAN**

**Behavioral Goal** (Use specific, observable, measurable descriptions of goal.)

**What is the short-term behavioral goal?**

**Expected date:**

**What is the long-term behavioral goal?**

**Expected date:**

**Evaluation Procedures:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Data to Be Collected** | **Procedures for Data Collection** | **Person Responsible** | **Time Line** |
| **Is Plan Being Implemented?**  **Is Plan Making a Difference?** |  |  |  |

**Plan review date:**