

# Behavior Support Plan Process

## Flow Chart to Successful Behavior Plan Phases

### Addressing the Problem Behavior

- Teacher/staff member makes a connection with parent/guardian to establish a working relationship, discuss concerns and brainstorm possible solutions.
- Classroom interventions are implemented and data collection on outcomes begins.
- If classroom interventions are unsuccessful, teacher seeks assistance from other professionals.

### Understanding the Problem Behavior

- Teacher may consult with other professionals (counselor, administrator, psychologist, speech therapist, nurse, etc.) to understand the cause of misbehavior and brainstorm solutions.
- Teacher collected data is evaluated: checklists, observations, event records.

### Developing a Behavior Support Plan

- The Behavior Support Plan Team meets to formally discuss and strategize on contributing environmental and functional factors (why the student is misbehaving). If the student has an IEP, this is an IEP Team function.
- Formal plan or action, BSP, is developed with behavioral goals.
- Roles/ responsibilities are assigned.
- A system of communication between parties involved is formalized.

### Implementing the BSP

- The environment and/or curriculum are changed to support both replacement behaviors and general positive behaviors.
- New appropriate behaviors and replacement behaviors are taught and reinforced. Goal(s) are monitored as specified.
- Reactive strategies are outlined and followed.
- The communication plan to monitor the interventions is followed.

### Monitoring/Evaluating the Plan

- Team members monitor the success of the plan and document progress.
- Team reconvenes to review progress.
- If successful, criteria for fading are followed.
- If unsuccessful, the team plans next steps, revise, redo, assess, ect.