

New Hampshire Center for Effective Behavioral Interventions and Support (NH CEBIS)
Basic Behavior Support Plan Worksheet
Muscott (2011)

Student: _____ Grade: _____ Class: _____

Completed by: _____ Date: _____

| Features | Skill Set | Write In Response |
|---|--|------------------------------|
| Describe the Problem Using a Behavior Pathway | 1. Define problem behavior in observable and measurable terms. Include frequency or rate. | |
| | 2. Identify immediate triggering antecedent or, if possible, distant setting events. | |
| | 3. Identify the consequences that occur after the problem behavior. | |
| Identify Desired Behaviors and Student Strengths | 4. Determine if the problem behavior occurs in one or more routines. | Routine 1: Routine 2: |
| | 5. Identify desired behavior for the problem behavior for each problem routine. Use behaviors from the schoolwide core curriculum. | Routine 1: Routine 2: |
| | 6. Identify student strengths and interests to inform reinforcement and behavior plan strategies. | |
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| Identify Strategies For Behavior Support Plan (BSP) | 7. Identify simple strategies/intervention that will be used to teach student skills the desired skills. | |
| | 8. Identify what staff will do when the student exhibits the expected behavior(s) to strengthen them. Consider reinforcement strategies that include student's strengths and interests. | |
| | 9. Identify what staff will do when the student exhibits the problem behavior(s) to reduce the likelihood the problem behavior will reoccur. | |
| Develop a Plan to Monitor Progress | 10. Develop specific criteria for success for increasing the desired behaviors and/or decreasing the problem behaviors. | |
| | 11. Develop a data collection procedure to monitor progress. Include a schedule for assessing progress. | |
| Develop a Detailed Action Plan to Implement the Plan with Fidelity | 12. Identify who will do what by when. | |
| | 13. Identify how the plan will be shared with other members of the team, staff and family. | |
| | 14. Identify any training necessary to support fidelity of implementation. | |

Adapted from Sugai, (2002) and Sugai, G, Lewis-Palmer, T, & Hagan-Burke, S. (1999-2000). Overview of the functional behavioral assessment process. *Exceptionality*, 8(3), 149-160.