Behavior Support Plan
For Behavior Interfering with Learning of Student or Peers

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<tr>
<th>Student</th>
<th>IEP Date of This Addendum</th>
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Behavior impeding learning is ____________________________
It impedes learning because ____________________________

Team estimate of need for behavior support plan

- [ ] extreme
- [ ] serious
- [ ] moderate
- [ ] needing attention, early stage intervention

Current Frequency/Intensity/Duration of Behavior ______
Any current predictors for behavior? ______

IEP Team believes behavior occurs because (team hypothesis-behavior function) ______
What team believes student should do instead of the problem behavior (match to hypothesis) ______
What supports the student using the problem behavior (in or missing in environment, in or missing in instruction) ______

Behavioral Goals/Objectives related to this plan ______

| To achieve this outcome, both teaching of new alternative behavior and reinforcement is needed. ________ | [ ] yes  [ ] no |
| To achieve this outcome, reinforcement of alternative behavior alone is emphasized (no new teaching is necessary). ________ | [ ] yes  [ ] no |
| To achieve this outcome, environmental supports or changes are needed. ________ | [ ] yes  [ ] no |
| Are curriculum accommodations necessary?  [ ] yes  [ ] no | Is there a curriculum accommodation plan?  [ ] yes  [ ] no |

BSP to be coordinated with other agency’s service plans?  [ ] yes  [ ] no; Person responsible for contact ______

**Teaching strategies and necessary curriculum or materials for new behavior instruction**

- By whom? ________  How frequent? ________

**Environmental structure and supports to be provided (Time/Space/Materials/Interactions)**

- Who establish? ________  Who monitor? ________

**Reinforcement procedures**

- By whom? ________  Frequency? ________

**Reactive strategy to employ/debriefing procedures to use if problem behavior occurs again**

Personnel:

- **Communication provisions**  Daily/Weekly Reports/Record Keeping

- Between ________  Frequency? ________