

Behavior Identification and Support Plan

Student Name:	Grade:	Teacher:
Behavior Intervention Supported by:		Date:

Existing Data for the PROBLEM BEHAVIOR	
<i>To be completed collaboratively by teacher and relevant staff. Attach data to SST Case File in Dashboard. Consider the TRIGGER, FEELING, ACTION, & CONSEQUENCE cycle</i>	
Detail the specific observable problem behaviors that impact student's success at school:	
What skill gaps does the student have? (Consider CASEL standards when identifying)	
Can the student identify a feeling or thoughts that happen leading into their behavior? If so, what are they?	
Identify the replacement behavior with the skill that needs to be learned (Consider CASEL standards):	
Problem behaviors most often occur (look at Discipline Data on Dashboard):	
Location:	Time of Day:
After the student...	
<input type="checkbox"/> is given an academic request	<input type="checkbox"/> or during a schedule change
<input type="checkbox"/> is given a behavioral request	<input type="checkbox"/> or during a transition
<input type="checkbox"/> is given a consequence	<input type="checkbox"/> or during unstructured time
<input type="checkbox"/> is provoked by another student	<input type="checkbox"/> when feeling:
<input type="checkbox"/> a reinforcement /incentive is delivered	<input type="checkbox"/> other:
The student's behavior is motivated by...	
<input type="checkbox"/> attention from adults	<input type="checkbox"/> obtaining something tangible
<input type="checkbox"/> attention from peers	<input type="checkbox"/> self-stimulatory
<input type="checkbox"/> avoidance/escape	
Other factors to consider:	
<input type="checkbox"/> Student may need more sleep.	
<input type="checkbox"/> Student may need time removed from stimulation.	
<input type="checkbox"/> Student may not be consuming enough nutritious food.	
<input type="checkbox"/> Student may be developmentally behind peers.	
<input type="checkbox"/> Student is not receiving their medication on schedule. Medication:	
<input type="checkbox"/> Student may have experienced a recent trauma:	
Summary (antecedent event, behavior, function) or (trigger, feeling, action and consequence):	

**if the team begins to consider needing more data that is specific to the student (a la Functional Behavior Assessment), written parent permission is needed

**If the team cannot fully answer these questions, get parent permission and get the answers – do not move forward with the Intervention Plan

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CASEL Standards and Skills:

Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision-Making
1. Identifying Emotions 2. Accurate Self-Perception 3. Recognizing Strengths 4. Self-Confidence 5. Self-Efficacy	1. Impulse Control 2. Stress Management 3. Self-Discipline 4. Self-Motivation 5. Goal Setting 6. Organizational Skills	1. Perspective Taking 2. Empathy 3. Appreciating Diversity 4. Respect for Others	1. Communication 2. Social Engagement 3. Relationship Building 4. Teamwork	1. Identifying Problems 2. Analyzing Situations 3. Solving Problems 4. Evaluating 5. Reflecting 6. Ethical responsibility

Interventions by function:

Attention	Escape	Obtain Tangible	Self-Stim
Check-in Check-out Token Economy Contingency Plan Self-Monitoring Differential-Reinforcement Home-Note Mentoring	Self-Monitoring Structured Recess Structured Breaks Differential-Reinforcement Home-Note	Token Economy Self-Monitoring Differential- Reinforcement Home-Note	Consult on an individual basis

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Intervention Details	
How will the trigger/antecedent be addressed (to ideally stop the problem before it begins – who will do what):	
Intervention (consult LRBI manual):	
What skill will be taught with what replacement behavior?	
By whom?	Time and Days (schedule)
Type of Group:	
Start date:	Review Date (set a calendar reminder):
Plan for communication with other staff (ex. how will GenEd teacher support progress):	
Detail the reinforcement plan. Consider Escalation Plan below. What will the adults do when student displays specific behaviors. Think about student triggers and signs of escalation.	
Student Does Replacement/Desired Behavior:	Teacher/Adult/Student Does:
Student Does Problem Behavior:	Teacher/Adult/Student Does:
Student Does:	Teacher/Adult/Student Does:
Student Does:	Teacher/Adult/Student Does:
Student Does:	Teacher/Adult/Student Does:
Student Does:	Teacher/Adult/Student Does:
Student Does:	Teacher/Adult/Student Does:
Safety/Supervision Plan (<i>if needed</i>):	

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Data Collection	
Describe the data collection method for the skill to be learned.	
<input type="checkbox"/> Frequency (how often something happens) <ul style="list-style-type: none"> • Using correct language • Communicating correctly • Demonstrating a coping skill 	
Identify the criteria for success (specific number or amount) – What is the goal?	
<i>e.g. Johnny will identify 10 feeling words</i>	
Whom is responsible for collecting data:	How often will data be collected?
Review Date (<i>set a calendar reminder</i>):	
Describe the data collection method for the observable behavior.	
<input type="checkbox"/> Frequency (how often something happens) <ul style="list-style-type: none"> • Leaving the room • Unkind language or behaviors • Aggression • Assignments handed in 	<input type="checkbox"/> Duration (how long it lasts) <ul style="list-style-type: none"> • Time spent out of class • Time spent crying • Time spent... <input type="checkbox"/> Other
Identify the criteria for success (specific number or amount) – What is the goal?	
<i>e.g. Johnny will have less than 2 aggressive incidents per week</i>	
Whom is responsible for collecting data:	How often will data be collected?
Review Date (<i>set a calendar reminder</i>):	

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