

POSITIVE BEHAVIORAL SUPPORT PLAN (PBSP) - SE 14 C

Student Information:	Name: _____ Date: _____																														
	School: _____ Grade: _____																														
BIP Report by:																															
Problem Behavior: <i>Inappropriate behavior(s)</i>																															
Replacement Behavior: <i>What is expected of the student?</i>																															
Method of Teaching Replacement Behavior and By Whom: <i>How will we teach the desired behavior and who will teach it?</i>	☐ direct instruction, by: _____ ☐ anger management, by: _____ ☐ role playing, by: _____ ☐ behavior contract, by: _____ ☐ decision-made lesson, by: _____ ☐ social skills training, by: _____ ☐ providing cues, by: _____ ☐ modeling, by: _____ ☐ stress management, by: _____ ☐ use of mentor(s), by: _____ ☐ other: _____, by: _____																														
Accommodations, Interventions, and Who's Responsible for Them: <i>What help will we give the student to help him/her succeed?</i> <i>It is VERY important that these accommodations and/or recommendations be followed consistently by teacher(s), aides, and school staff.</i>	Accommodations to assist the student in displaying the replacement behavior: <table border="0"> <tr> <td>☐ clear, concise directions</td> <td>☐ supervise free time</td> </tr> <tr> <td>☐ frequent reminders/prompts</td> <td>☐ avoid strong criticism</td> </tr> <tr> <td>☐ frequent breaks/vary activities</td> <td>☐ predictable, routine schedule</td> </tr> <tr> <td>☐ teacher/staff proximity</td> <td>☐ specified study area</td> </tr> <tr> <td>☐ reprimand the student privately</td> <td>☐ preferential seating</td> </tr> <tr> <td>☐ modify assignments</td> <td>☐ avoid power struggle</td> </tr> <tr> <td>☐ review rules & expectations</td> <td>☐ specifically define limits</td> </tr> <tr> <td>☐ provide alternate recess</td> <td>☐ avoid physical contact</td> </tr> <tr> <td>☐ provide cooling off period</td> <td>☐ provide highly structured setting</td> </tr> <tr> <td>☐ communicate regularly with parents</td> <td>☐ other _____</td> </tr> </table> Interventions & Who's Responsible for Them: <table border="1"> <thead> <tr> <th>Interventions</th> <th>Person Responsible</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	☐ clear, concise directions	☐ supervise free time	☐ frequent reminders/prompts	☐ avoid strong criticism	☐ frequent breaks/vary activities	☐ predictable, routine schedule	☐ teacher/staff proximity	☐ specified study area	☐ reprimand the student privately	☐ preferential seating	☐ modify assignments	☐ avoid power struggle	☐ review rules & expectations	☐ specifically define limits	☐ provide alternate recess	☐ avoid physical contact	☐ provide cooling off period	☐ provide highly structured setting	☐ communicate regularly with parents	☐ other _____	Interventions	Person Responsible								
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Method of Measuring Progress: <i>How will we know if it's working or not?</i>	☐ direct observation ☐ daily behavior sheet ☐ weekly behavior sheet ☐ charting/graphing ☐ self-monitoring ☐ number of discipline referrals ☐ other: _____
Length of Behavior Plan	☐ one week ☐ two weeks ☐ other: _____
Positive Consequences for Appropriate Behavior: <i>What can the student earn?</i>	☐ verbal praise ☐ immediate feedback ☐ computer time ☐ earned privileges ☐ earned tokens/points ☐ positive call or note home ☐ tangible rewards ☐ free time ☐ positive visit to office ☐ other: _____
Negative Consequences for Inappropriate Behavior: <i>What happens if student does not behave?</i>	☐ loss of points/tokens ☐ loss of privileges ☐ time out ☐ phone call home ☐ work detail ☐ detention ☐ send to office ☐ in-school suspension ☐ out-of-school suspension ☐ escort to another area ☐ other: _____