

Positive Behavior Support Plan

Student Name: _____ Date of Plan _____

Team signatures:

POSITIVE BEHAVIOR SUPPORT PLAN (PBSP)

Students Name:

ASSESSMENT SUMMARY:

Antecedents to the behavior of concern	Behavior of concern	Consequences maintaining the behavior of concern	Perceived function of the behavior of concern
			<p>To gain _____</p> <p>To avoid, escape, or postpone _____</p>
<p>When <u>antecedents to the behavior of concern</u> _____</p> <p>the student <u>(behavior of concern)</u> _____</p> <p>in order to <u>(perceived function of the behavior of concern)</u> _____</p>			
<p>Identify educational (skill) deficit(s) related to the behavior of concern: Academic skill deficits, communication and/or social skill deficits, sensory processing skill deficits.</p> <p><input type="checkbox"/> Refer for further assessment: (check here and describe plan for assessment if skill deficits have not previously been assessed and identified). Describe: Assessment Plan _____</p> <p><input type="checkbox"/> Educational deficits addressed in other areas of IEP: (check here if deficits have previously been assessed and identified and describe how they are being addressed in the IEP). Describe: Areas of IEP that address the identified skill deficit(s). _____</p>			

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V. GOALS AND OBJECTIVES - Use as many copies of this page as needed to plan appropriately. Specially designed instruction may be listed with each goal/objective or listed in Section VI.

MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components)	Describe HOW the student's progress toward meeting this goal will be measured	Describe WHEN periodic reports on progress will be provided to parents	Report of Progress

SHORT TERM OBJECTIVES - Required for students with disabilities who take alternate assessments aligned to alternate achievement standards (PASA).

Short term objectives / Benchmarks

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VI. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION FOR THE POSITIVE BEHAVIOR SUPPORT PLAN:

<p>A Antecedent (prevention) Strategies</p>
<p>B Replacement Behavior</p>
<p>↑C Consequences (reinforcement) for when the student performs the replacement behavior:</p>

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↓ C Consequences (including procedures to follow) when the student performs the behavior of concern:

Note: In developing the Positive Behavior Support Plan (PBSP) the IEP team must consider Program Modifications and Specially Designed Instruction, Related Services, and Supports for School Personnel. These items should be described within Section VI of the IEP.

VI. SPECIAL EDUCATION / RELATED SERVICES / SUPPLEMENTARY AIDS AND SERVICES / PROGRAM MODIFICATIONS - Include, as appropriate, for nonacademic and extracurricular services and activities.

A. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION (SDI)

- SDI may be listed with each goal or as part of the table below.
- Include supplementary aids and services as appropriate.
- For a student who has a disability and is gifted, SDI also should include adaptations, accommodations, or modifications to the general education curriculum, as appropriate for a student with a disability.

Modifications and SDI	Location	Frequency	Projected Beginning Date	Anticipated Duration

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B. RELATED SERVICES - List the services that the student needs in order to benefit from his/her special education program.

Service	Location	Frequency	Projected Beginning Date	Anticipated Duration

C. SUPPORTS FOR SCHOOL PERSONNEL - List the staff to receive the supports and the supports needed to implement the student's IEP.

School Personnel to Receive Support	Support	Location	Frequency	Projected Beginning Date	Anticipated Duration