

BEHAVIOR SUPPORT PLAN CRITICAL FEATURES CHECKLIST

Student _____ School _____ Case Manager _____

Use the following documents to complete the following checklist: _____ Date _____

- Competing Behavior Pathway, BSP Implementation Plan, BSP Evaluation Plan & data forms

Before beginning identify assessment data collected thru FBA. Mark off data collected:		SUBScale Scores
<input type="checkbox"/> Routines Analysis - <u>FBA/ABC Interview w/</u> <input type="checkbox"/> Teacher <input type="checkbox"/> Student <input type="checkbox"/> Other staff <input type="checkbox"/> ABC Observation <input type="checkbox"/> Parent Interview <input type="checkbox"/> Scatterplot <input type="checkbox"/> Academic Assessment <input type="checkbox"/> Records Review <input type="checkbox"/> Discipline referrals <input type="checkbox"/> IEP <input type="checkbox"/> Academic records <input type="checkbox"/> Attendance <input type="checkbox"/> Medical History <input type="checkbox"/> Other _____		___/1
Critical Elements of BSP Teaming	Yes	No
Representative team present at meeting to review FBA & develop implementation plan <input type="checkbox"/> Administrator <input type="checkbox"/> Behavior Specialist <input type="checkbox"/> Parent <input type="checkbox"/> Student (if appropriate) <input type="checkbox"/> others _____ -Staff involved w/ student/plan <input type="checkbox"/> Teachers <input type="checkbox"/> Assistants/ other staff _____	1	0
Critical Elements of the Competing Behavior Pathway	Yes	No
Identify & prioritize Routine in which problem behavior occurs (see Comp. Beh Pathway)	1	0
Operational description of most common & concerning problem behavior within routine	1	0
Antecedent(s) described in sufficient detail to inform intervention planning (Difficult task is NOT sufficient... need specific info. → worksheet of double digit subtraction w/ borrowing)	1	0
Identified Consequence that is most meaningful to the student & described in sufficient detail to inform intervention planning (Gains peer attention is NOT sufficient; describe whose attn & how it's delivered; Billy encourages students saying.... OR whole class laughs at student)	1	0
Identified “alternative” behavior that provides same outcome/function as problem behavior	1	0
Critical Elements of the Implementation Plan	Yes	No
Documented Antecedent interventions that prevent problem behavior(s) from occurring and that are <i>consistent with the identified function of problem behavior</i>	1	0
Documented explicit Teaching of “Alternative” &/or “Desired” behaviors <i>consistent with the identified function of problem behavior</i>	1	0
Documented Responses to Problem Behavior that minimize reinforcement of problem behavior & redirect student to use alternative behavior	1	0
Documented Reinforcement strategies to use when student engages in alternate &/or desired behavior with incentives that are meaningful, regularly available & achievable for the student.	1	0
Documented person(s) responsible for implementing <u>each</u> intervention identified in the plan.	1	0
Critical Elements of the Evaluation Plan	Yes	No
Documented data system (w/ attached data collection forms) that measures student progress; specifically measuring occurrence of ID'd problem behavior and/or alternate/desired behavior	1	0
Documented system for formally & regularly monitoring fidelity of implementation of all component interventions in plan.	1	0
Documented Follow-up meeting time to review implementation fidelity & student progress	1	0
Behavior Support Plan Technical Adequacy Score	___/14	

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This portion of the checklist is intended for the recurring meetings that should occur after implementation of the Behavior Support Plan. When providing behavioral support for students with the most challenging behavior, ongoing maintenance and monitoring is the norm. These meetings should review (a) implementation of the plan and (b) student progress to make the evolving changes necessary to successfully support the student.

Use the following documents to complete the checklist below:

- Implementation Plan, Evaluation plan, Graphs & data forms, BSP Review form

Identify the documents presented at the meeting:		SUBSca
<input type="checkbox"/> Implementation Plan <input type="checkbox"/> Student Progress Monitoring Data <input type="checkbox"/> Graph of Student PM Data <input type="checkbox"/> Implementation Checks <input type="checkbox"/> Other _____		e Scores
Critical Elements of BSP Review <u>Teaming</u>	Yes	No
	/1	
Representative team present at meeting to review BSP implementation, outcomes & to make necessary revisions to plan. <input type="checkbox"/> Administrator <input type="checkbox"/> Behavior Specialist <input type="checkbox"/> Parent <input type="checkbox"/> Student (if appropriate) <input type="checkbox"/> others _____ -Staff involved w/ student/plan <input type="checkbox"/> Teachers <input type="checkbox"/> Assistants/ other staff _____	1	0
Critical Elements: Reviewing <u>Implementation Fidelity</u>	Yes	No
	/2	
Documented Fidelity of implementation for each individual intervention on the existing Implementation Plan.	1	0
Documented plan to address barriers to implementation for each item not implemented or partially implemented from previous plan	1	0
Critical Elements: <u>Data Based Decision Making</u>	Yes	No
	/4	
Quantitative data provided, presented in easily readable format (graph preferred), and reviewed to monitor student progress	1	0
Documented Fidelity of Data (at least 90% of data points collected), if not team documented plan to problem solve inconsistent or limited data collection	1	0
Document revisions to implementation plan based on student progress data and implementation logistics	1	0
Documented Follow-up meeting time to review implementation fidelity & student progress	1	0
Behavior Support Plan Review Technical Adequacy Score	___ / 7	

FBA AND PBSP PEER REVIEW FEEDBACK FORM

Plan Author:

Reviewed By:

Strengths of FBA and PBSP

Questions or Suggestions for Improvement

Additional Comments