

Behavior Support Plan

Purpose

When a child displays consistent or ongoing behaviors that require repeated use of restraint for safety reasons (carrying a resisting child to the bus, physically stopping a child from climbing a fence or running out a door), a written Behavior Support Plan must be developed in coordination with the child's parent/guardian and with the involvement of a Disability or Mental Health Consultant.

Procedure

The plan must include the following:

- The specific behavior that results in a safety issue and the agreed upon response by adults in the classroom, including that the child may be restrained for no longer than the time needed to achieve the safety goal.
- The way the child's parent/guardian will be kept informed of the effectiveness of the plan and informed of each incident of restraint.

Child _____ Site _____ Staff _____ Date _____

Identifying Behaviors
Behavior of Concern: What do you want to stop?
Function of Behavior: What need is being met? (escape/avoid/obtain, tangible, sensory, attention, etc.)
Expected Behavior: What do you want to see?
Prevention Strategies
Setting Strategies: What changes will be made in the home/school overall environment to reduce the behavior?
Predictor Strategies: What changes will be made on a daily basis at school to reduce the behavior?
Skill Building Strategies: What new skills (replacement) will be taught including how/when?

Parent Signature _____ Date _____

Staff Signature _____ Date _____

Center Director Signature _____ Date _____