

Creating a Behavior Support Plan

When a participant has an identified problem behavior, they must have a Behavior Support Plan (BSP). A BSP is a specific type of habilitation program that teaches an appropriate replacement behavior and decreases the problem behavior.

ISP Program Template Description

A. Template Name

1. The name should be clear and concise, easily identifiable by others, indicating what information is contained.

B. Program Creation Date

1. This is the date the program was created.

C. Location

1. The location should be specified where the data is being collected.
 - a. For example, Residential or Vocational

D. Long-Term Objective

1. Include a sentence that describes what skill a person is learning and how you will know they are learning it. This is the Long-Term Goal (LTG).
 - a. The LTG represents the overall outcome that the participant is hoping to achieve.
 - i. This is based on assessed need and baseline data collected.
 - ii. Example: I will independently use my prosocial skills at 85% for 3 consecutive months.
 - iii. Additional information can be found in the [Habilitation Program Overview Resource](#) document.
 - b. The LTG should be in a sentence format, including first-person language, and should follow the S.M.A.R.T. guideline:
 - i. Specific: The LTG clearly defines what skill is being taught through habilitation and should always have a single outcome, meaning one skill is being taught. It must be clear what is being taught and what is being measured. The goal may include multiple steps/tasks within it and still be a single outcome.
 - ii. Measurable: The person who is implementing the habilitation program should be able to see the participant perform the skill.
 - a. Data recorded must match what is stated in the LTG and be assessed for progress.
 - iii. Achievable: The goal should challenge the participant, but based on baseline data, the objective should capture a reasonable amount of progress for the participant to make.

- a. For example, when the participant's baseline indicates they successfully perform the behavior in 25% of trials, an achievable short-term objective may be 40%-50%. A less achievable short-term objective may be 95%.
- iv. Realistic/Relevant: The goal must be realistic and relevant to the participant in attaining what they want to accomplish.
- v. Timely: The goal needs to be met in a timely manner. The goal should be able to be accomplished within a year.

E. Goal/Service

1. Short-Term Objectives (STO) go in this section.
2. Each STO is a step toward achieving the LTG. The final STO should match the LTG.
3. Each step should have only one change at a time, either in the prompt level or percentage.
 - a. Example:
 - i. STO 1: I will with 2 verbal prompts use my replacement skill(s) at 75% for 3 consecutive months.
 - ii. STO 2: I will with 1 verbal prompt use my replacement skill(s) at 75% for 3 consecutive months.
 - iii. STO 3: I will with 1 verbal prompt use my replacement skill(s) at 85% for 3 consecutive months.
 - iv. STO 4L I will independently use my replacement skill(s) at 85% for 3 consecutive months.

F. Reason for ISP Program

1. This section should include information about what the replacement skill is, why the replacement skill is needed, and how it will benefit the participant.
2. This section should also include the function of target behaviors as determined by the behavioral assessment (i.e., escape, attention, tangible, sensory, and sometimes physical).
3. Most, if not all, of the information in this section should be able to be found in the behavioral assessment.

G. Criteria for Completion

1. Define what must be met for this program to be completed, re-evaluated, or modified.
2. This section may include information pertaining to:
 - a. The Long-Term Objective.
 - b. What successful completion looks like.
 - c. Specific setting in which the skill is to be used.

H. Materials Required

1. List all items required for this program and where they can be found.
 - a. What does the participant need in order to display the skill?
 - b. What does the staff need in order to teach or reinforce the skill?
 - c. Items necessary to teach and run the program may be attached at the bottom under the Files and Images section.

Schedule and Frequency

A. Frequency/Schedule

1. Include in this section how often the program is to be run and when data is to be collected.

B. Frequency and Maximum Number of Times a Day

1. Dependent on the participant, provider, and/or programmatic need.

C. Scoring Method

1. The scoring method does need to include a prompting hierarchy.

Task(s)

A. Task Name

1. This should be the skill title.

B. Description

1. Add tasks for each individual skill being taught in this program.
2. How many prompts were required for the participant to display the replacement skill today?
3. State the function of the behavior.
4. Specific skill explanation.
 - a. What should the person display or do?
5. How and when to prompt the replacement behavior.
6. How and when to reinforce the replacement behavior displayed.
7. Any special instructions for data collection
 - a. For example, N/A, Refusal, Chose Not To, etc.

Teaching Method(s)

A. Descriptions

1. How to teach the skill.
 - a. Teaches functionally matched replacement behaviors that were identified in the behavioral assessment.
 - b. Describe what specifically the staff is to do to teach the skill.
 - i. Be specific enough that there is consistency between staff.
 - c. For commonly used teaching methods, please refer to pages 9 through 11 in the DD Habilitation Program Overview Resource document.
2. Reinforcement of the Replacement Behavior
 - a. A description of how and when to reinforce the replacement behavior.
 - b. Please refer to page 12 in the DD Habilitation Program Overview Resource document.
3. Environmental Modifications
 - a. A description of what environmental modifications may be needed.
 - b. Include any environmental modifications that are helpful in either maintaining desirable behavior or mitigating undesirable/target behaviors.
 - c. Environmental modifications are any changes or adjustments to the participant's physical or social surroundings to decrease triggers for undesirable behavior, promote desirable behaviors, and promote independence. This could include:
 - i. Visual supports, such as using pictorial schedules, visual cues, and times to prepare for transitions.
 - ii. Physical Setup, such as rearranging furniture to enhance focus, reduce distractions, and create structured "calm corners".
 - iii. Accessibility and Organization, such as placing preferred items on lower shelves to promote requesting or organizing materials to increase independence.
 - iv. Sensory Management, such as adjusting lighting, noise levels, or providing sensory-friendly tools to prevent overwhelm.

- v. Task modification by changing the difficulty or duration of a task to suit the learner's needs.
- vi. Staff item location to indicate where staff are to put their personal items, such as bags, phones, drinks, etc.

4. Staff Interactions

- a. A description of desired interactions between staff and participants.
 - i. Please interact with the participant frequently throughout their day.
- b. This may include:
 - i. Active engagement, including how often and when to interact.
 - ii. Choices, such as opportunities to make decisions which can be big or small (i.e., what to eat, when to get up, what to drink).
 - iii. Teachable moments, using opportunities throughout the day to teach and practice skills
 - iv. Doing with, not for (i.e., make a meal with the participant; using the least amount of assistance necessary for the person to engage or complete a task or activity.)
 - v. Formal treatment, such as running the program or teaching the participant's identified goals.
 - vi. Interactional content, which is not so much what staff say, but how they say it.
 - vii. Dignity and respect by valuing and upholding the participant's worth, treating them with care, and honoring their autonomy.
 - viii. For additional information, utilize the PEARLS resource at this link:
<https://www.youtube.com/watch?v=R0DRR330H38>.

B. Setting Events, Precursors, and Triggers

1. List known setting events, triggers, and precursor behaviors to the target behavior and how staff will respond to them.
 - a. A setting event is something that happens in the past or increases the likelihood that a target behavior may occur. Examples can include lack of sleep, pain, mental illness symptoms, hunger, etc.
 - b. A trigger/antecedent is something in the environment that happens right before the behavior occurs. For example, a request to do something, the behavior then occurs in response to the request.
 - c. A precursor behavior is an action the participant engages in that informs that a target behavior is likely to occur next. Such as clenching fist(s), pacing, talking to oneself, etc.

C. Identify and Respond to Target Behaviors

1. This section can be included in the BSP and/or the Behavior Tracker.
 - a. The BSP and Behavior Tracker cannot include any rights restrictions, such as Emergency Safety Interventions (ESI), etc. Rights restrictions would be included in the Safety Plan.
2. List the same specific target behavior(s) listed in the behavioral assessment and the PCP. Describe how to respond to those target behaviors up to the interventions in the Safety Plan.
3. When possible or appropriate, these responses should be individualized.
 - a. Some response strategies may be appropriate for multiple behaviors.
4. Behavioral responses should focus on the following components:
 - a. Maintaining safety;
 - b. Minimizing a continuation of the behavior;
 - c. NOT reinforcing the behavior (i.e, not reacting directly to the behavior);
 - d. Be planned and not reactive;

- e. Avoid talking about and/or giving attention directly to the undesirable behavior;
- f. Any additional individualized components; and
- g. Likely will include specifics such as move away, create space, use blocking, body positioning, etc.

Files and Images

- A. Provider may choose to attach various files or images to aid in staff support and/or program implementation

BSP Template (ISP Program Template) Approved

ISP Program Template Description

Jump to



Template Name BSP Template

Program Creation Date 06/01/2026

Date

Location Residential/Community/Vocational/Day Services

Long Term Objective INCLUDE HERE A SENTENCE THAT DESCRIBES WHAT

SKILL A PERSON IS LEARNING, AND HOW YOU WILL KNOW THEY ARE LEARNING IT. THIS IS YOUR LONG-TERM OBJECTIVE.

The long-term goal (LTG) represents the overall outcome a participant is hoping to achieve. It is based on an assessed need and baseline data.

The LTG should be in a sentence format, should be in first-person language, and should follow the S.M.A.R.T guideline:

SPECIFIC: The long-term goal clearly defines the skill being taught through habilitation and should always have a single outcome (i.e., 1 skill is being taught), so it is clear what is being taught and measured. The goal may include multiple steps/tasks and still be a single outcome.

MEASURABLE: The person who is implementing the habilitation program should be able to see the participant perform the skill. Data recorded matches what is stated in the LTG and can be assessed for progress.

ACHIEVABLE: The goal should challenge the participant, but based on baseline data, the objective

should capture a reasonable amount of progress for the participant to make.

Example: When the participant's baseline indicates they successfully perform the behavior in 25% of trials:

- An achievable short-term objective may be 40%-50%
- A less achievable short-term objective may be 95%.

REALISTIC/RELEVANT: The goal must be realistic and relevant to the participant in attaining what they want to accomplish.

TIMELY: The goal needs to be met in a timely manner. The goal should be achievable within a year.

Example: I will independently use my prosocial skills at 85% for 3 consecutive months.

For further information, please see pages 5 and 6 of the Habilitation Program Overview document on the DHHS DD website.

Goal/Service

Short Term Objectives (STO) go in this section.

Each STO is a step toward achieving the long-term goal.

The final STO should match your long-term goal.

Each step should have only 1 change at a time, either in the prompt level or percentage.

Example(s):

STO 1: I will with 2 verbal prompts use my replacement skill(s) at 75% for 3 consecutive months.

STO 2: I will with 1 verbal prompt, use my replacement skill(s) at 75% for 3 consecutive months.

STO 3: I will with 1 verbal prompt, use my replacement skill(s) at 85% for 3 consecutive months.

STO 4: I will independently use my replacement skill(s) at 85% for 3 consecutive months.

Reason for ISP

Criteria for Completion Define what must be met for this program to be completed, re-evaluated, or modified

This section may include information pertaining to:

- The Long-Term Objective
- The Long-Term Objective
- What successful completion looks like
- Specific settings in which the skill is to be used

Materials Required List all items required for this program and where they can be found

- What does the participant need in order to display the skill?
- What does the staff need to in order to teach or reinforce the skill?
- Items necessary to teach/ run the program may be attached at the bottom.

Schedule and Frequency

Jump to

Frequency 3

Schedule Daily

Comment - Include in this section how often the program is to be run and when data is to be run and when data is to be collected.

- Frequency and Maximum number of times per day are dependent on the participant, Provider, and/or programmatic need.

Maximum Number of Times a Day 3

Allow collection of multiple task scores for a single day Yes

Scoring Details

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Scoring Method **Level of Independence**

- Declined
- Full Physical Prompt
- Partial Physical Prompt
- Demonstration
- Verbal Cue
- Independence

Default Score

Task Scoring Comments Optional

Task(s)
Jump to

Task Name ▲▼	Description ▲▼
Skill Title	<p>How many prompts were required for the participant to display the replacement skill today?</p> <p>State the function of the behavior</p> <p>Specific skill explanation - what is the person to display/do?</p> <p>How/when to prompt the replacement behavior.</p> <p>How/when to reinforce the replacement behavior displayed.</p> <p>Any special instruction for data collection (e.g., N/A, Refusal, Chose Not To, etc.)</p> <p>*Add tasks for each individual skill being taught in this program.</p>

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Teaching Method(s)
Jump to

Description ▲▼

HOW TO TEACH THE SKILL

Teaches the functionally matched replacement behaviors that were identified in the behavioral assessment.

Describe what specifically the staff are to do to teach the skill.
Be specific enough that there is consistency between staff.

For commonly used teaching methods, please refer to page 9-11 in the DD Habilitation Program Overview document: <https://dhhs.ne.gov/Guidance%20Docs/DD%20Habilitation%20Plan%20Overview.pdf>

Description ▲ ▼
<p>REINFORCEMENT OF THE REPLACEMENT BEHAVIOR</p> <p>A description of how and when to reinforce the replacement behavior.</p> <p>Please refer to page 12 in the DD Habilitation Program Overview document: https://dhhs.ne.gov/Guidance%20Docs/DD%20Habilitation%20Plan%20Overview.pdf</p>
<p>ENVIRONMENTAL MODIFICATIONS</p> <p>A description of what environmental modifications may be needed.</p> <p>Include any environmental modifications that are helpful in either maintaining desirable behavior or mitigating undesirable/target behaviors.</p> <p>Environmental modifications are any changes or adjustments to the participant's physical or social surroundings to decrease triggers for undesirable behavior, promote desirable behaviors and independence.</p> <p>This could include:</p> <ul style="list-style-type: none"> • Visual Supports: Using pictorial schedules, visual cues, and timers to prepare for transitions. • Physical Setup: Rearranging furniture to enhance focus, <u>reduce</u> distractions, and <u>create</u> structured "calm corners" • Accessibility & Organization: Placing preferred items on lower shelves (to promote requesting) or organizing materials to increase independence. • Sensory Management: Adjusting lighting, noise levels, or providing sensory-friendly tools to prevent overwhelm. • Task Modification: Changing the difficulty or duration of a task to suit the learner's needs. • Staff item location: Where staff are to put their personal items, such as bags, phones, drinks, etc.
<p>STAFF INTERACTIONS</p> <p>A description of desired interactions between staff and participants.</p> <p>PLEASE interact with the <u>participant</u> frequently throughout their day!</p> <p>This may include:</p> <p>Active engagement - how often and when to interact</p> <p>Choices - opportunities to make decisions; these can be big or small (i.e., what to eat, when to get up, what to drink)</p> <p>Teachable moments - using opportunities throughout the day to teach and practice skills</p> <p>Doing with, not for - Example, make a meal with the participant; using the least amount of assistance necessary for the person to engage/complete a task/activity</p> <p>Formal treatment - running/teaching the participant's identified goals</p> <p>Interactional content - not so much what you say, but how you say it.</p> <p>Dignity and respect - valuing and upholding their worth, <u>treating</u> with care, honoring their autonomy</p> <p>PEARLS: https://www.youtube.com/watch?v=R0DRR330H38</p>
<p>SETTING EVENTS, PRECURSORS, and TRIGGERS</p> <p>List known setting events, triggers, and precursor behaviors to the target behavior and how staff will respond to them.</p> <ul style="list-style-type: none"> • A setting event is something that happens in the past or increase the likelihood that a target behavior may occur (e.g., lack of sleep, pain, mental illness symptoms, hunger, etc.) • A trigger/antecedent is something in the environment that happens right before the behavior occurred. For example, <u>request to do</u> something, behavior then occurs in response. • A precursor behavior is an action the participant engages in that informs that a target behavior is likely to occur next. For example, clenching fist, pacing, talking to self, etc.

Description



IDENTIFY AND RESPOND TO TARGET BEHAVIORS - this section can be included in the BSP and/or the Behavior Tracker

List the same specific target behavior(s) listed in the behavioral assessment and the ISP and describe how to respond to those target behaviors up to the interventions in the Safety Plan.

*The BSP and Behavior Tracker cannot include any rights restrictions, such as Emergency Safety Interventions, etc.; these go in the Safety Plan.

Some response strategies may be appropriate for multiple behaviors.

When possible or appropriate, these responses should be individualized.

Behavioral responses should focus on the following components:

- maintaining safety,
- minimizing a continuation of the behavior,
- NOT reinforcing the behavior (i.e., not reacting directly to the behavior),
- be planned and not reactive, and
- avoid talking about and/or giving attention directly to the undesirable behavior.
- any additional individualized components
- likely will include specifics such as move away, create space, use blocking, body positioning, etc.

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External Module Connection

Jump to



EVV Supporting Document No

Billable ISP Program

Other Details
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Type of Service Provider	
ISP Program Author	Lucas Houchin, Board Certified Behavior Analyst
Time Duration Format	Begin Time and End Time
Are Begin Time and End Time or Time Duration required for data collection?	No
Allow data collection with Time Overlap	Yes
Location for data collection	Optional
ISP Data Location	Other (DDD-NE)
Editable Service Provider for data collection?	Yes
Are Other Comments required for data collection?	No

Enable Signature collection?	No
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Files & Images
Jump to

Attach File(s)	Nothing Attached
Attach Image(s)	