



Trauma-Responsive Student Support Plan Form

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Functional Behavioral Assessment (FBA) & Student Support Plan (SSP) Form

Date	
Student Name	
Present	Absent
Note Taker	
Element 1: Identify resilience characteristics and strengths.	
Element 2: Define problematic behavior.	
Location <i>Where does the behavior occur? Ex: locker room, first grade classroom, math class, before/after school areas</i>	
Rate of Behavior <i>How often does the behavior occur? Ex: X number of times per minute, hour, day, week, or month, as appropriate</i>	
Percent of Time <i>What percent of a particular hour or day is the child engaged in the behavior?</i>	

Intensity

When the behavior occurs, how disruptive is the behavior to the school environment and/or student learning? Consider using a 1-10 scale to describe intensity; 1 being low intensity and 10 high intensity.

Element 3: Review setting conditions.

Describe conditions in school, community, and home that could explain problematic behavior.

School

Community

Home

Element 4: Identify factor(s) related to function of behavior.

Develop a working hypothesis regarding why the student behaves as he/she does. Check the factor that best explains the behavior.

Biological Regulation

Social Connectedness

Emotional Regulation

Access to Curriculum/Instruction

Communication Skills

Cultural Environmental Skills

Working Hypothesis

Element 5: Match support strategies to factors.

Identify support strategies that match hypothesized factors. Consider student/home strengths and resilience characteristics.

Factor/Setting Condition	Supports

Element 6: Identify replacement behavior.

What do you want the child to do? Clarify family involvement.

Replacement Behavior

Element 7: List resources needed to implement the plan.

Be realistic.

Element 8: Establish adult accountability for plan implementation.

Specify person(s) responsible for plan implementation.

Element 9: Specify data points.

Specify data points and who will be responsible for data collection.

Person Responsible	Data Point

Element 10: Set meet back date(s)/time(s).

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Element 11: Behavior Threshold Analysis.

To be completed if the team needs a plan of action to support the student while her behavior is escalating, peaking, or deescalating.

<i>Describe indications that the student is escalating.</i>	
<i>What are adults expected to do when escalation behaviors are noted?</i>	
<i>Describe observable indications that the student has resumed gross control, self-control necessary to be safe with respect to both self and others.</i>	

<p><i>Describe observable indications that the student has resumed instructional control, self-control necessary to de-brief and to learn from experiences.</i></p>	
<p><i>Describe which adult(s) will engage in teaching interventions based upon the recent situation.</i></p>	
<p><i>Time/date for adult debriefing of the incident.</i></p>	

Adapted with permission from Aldridge, L. & Harrison, R. (2019). *Functional behavioral assessment (FBA) & student support plan (SSP) form*. Unpublished document in preparation.