*This* ***optional*** *template is available for provider use. Please reference the* [*DBHDS/DMAS Practice Guidelines for Behavior Support Plans*](https://www.townhall.virginia.gov/L/GetFile.cfm?File=C:\TownHall\docroot\GuidanceDocs\602\GDoc_DMAS_7024_v1.pdf) *for full details on minimum content areas and associated elements. Please ensure that relevant regulations governing this service, as well as Human Rights regulations, are adhered to in behavior support planning and associated behavioral treatment (e.g.* [*Human Rights Regulations*](https://law.lis.virginia.gov/admincode/title12/agency35/chapter115/)[*Therapeutic Consultation Regulations*](https://law.lis.virginia.gov/admincode/title12/agency30/chapter122/section550/)*)*

**Instructions/Tips for Use**

* Each section heading has a link to the Behavior Support Plan Adherence Review Instrument (BSPARI) definitions located at the end of this document. It also includes a link to the DBHDS/DMAS practice guidelines (a separate document).
	+ *Tip: if you click the link to the definitions on this document, use alt+left arrow to return to your previous place in the document.*
* The following sections include tables: **Demographics, Behaviors Targeted for Decrease, Behaviors Targeted for Increase, Appropriate Signatures**. You can add rows if you need more than what is provided or you can delete rows if you do not need what is provided.
	+ *To add rows: Highlight a row, right click, select “insert”, choose above or below the row you selected.*
	+ *To delete rows: highlight a row, right click, select “delete cells”, then select “delete entire row”*
* Once the BSP is complete and you are ready to share it with the individual’s team, remove the blue text:
	+ This instructions page
	+ Prompts/instructions throughout
	+ The definitions pages at the end
* Check the [DBHDS Behavioral Services](https://dbhds.virginia.gov/developmental-services/behavioral-services/) website frequently to ensure you are working with the most up to date BSP Template.

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| [***Demo***](#Demographics)***graphics:*** *See* [*DBHDS/DMAS Practice Guidelines for BSPs*](https://www.townhall.virginia.gov/L/GetFile.cfm?File=C:\TownHall\docroot\GuidanceDocs\602\GDoc_DMAS_7024_v1.pdf) *for entirety of minimum elements.* |
| ***Individual’s full name (and any nicknames)*** | Click here to enter text. |
| ***Individual’s DOB*** | Click here to enter text. |
| ***Gender identification*** | Click here to enter text. |
| ***Medical /behavioral health diagnostic information*** | Click here to enter text. |
| ***Current living situation & location(s) where BSP is being implemented*** | Click here to enter text. |
| ***Medicaid ID*** | Click here to enter text. |
| ***Medications (if known)*** | Click here to enter text. |
| ***Legal status (e.g., authority to consent to plan)***  | Click here to enter text. |
| ***Date of initial plan*** | Click here to enter text. |
| ***Dates and nature of all revisions to this plan*** | Click here to enter text. |
| ***Clinician’s name, credentials, and contact information*** | Click here to enter text. |

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| [***History and rationale:***](#History_and_Rationale)*See* [*DBHDS/DMAS Practice Guidelines for BSPs*](https://www.townhall.virginia.gov/L/GetFile.cfm?File=C:\TownHall\docroot\GuidanceDocs\602\GDoc_DMAS_7024_v1.pdf) *for entirety of minimum elements.* |
| *Current and/or relevant historical information about the individual and their life:*Click here to enter text.*Reason/rationale that the BSP is being implemented/necessity for formalized intervention for challenging behaviors:*Click here to enter text.*Describe any dangerous/challenging behavior to include topographies, intensities, and associated risks and/or negative outcomes:*Click here to enter text.*Risk and benefit information related to prescribed behavioral programming; this includes potential risks of physical and psychological harm or other potential negative outcomes as well as the benefits of prescribed interventions:*Click here to enter text.*Any known history of previous services and the impact of these services on both challenging and desired behaviors:*Click here to enter text.*Trauma history (indicate if unknown or not applicable):*Click here to enter text. |

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| [***Person centered information:***](#Person_centered_information)*See* [*DBHDS/DMAS Practice Guidelines for BSPs*](https://www.townhall.virginia.gov/L/GetFile.cfm?File=C:\TownHall\docroot\GuidanceDocs\602\GDoc_DMAS_7024_v1.pdf) *for entirety of minimum elements.* |
| *Communication modality and repertoires:* Click here to enter text.*Routines and current schedule:* Click here to enter text.*Individual (and guardian’s, if guardian is required to consent to the plan) participation in assessment/plan development:* Click here to enter text.*Activities enjoyed and sought out by the person:* Click here to enter text.*Type of preference assessment and results:* Click here to enter text.*Strengths and positive contributions:* Click here to enter text.*Aversions and dislikes:* Click here to enter text.*People in the person’s life who are preferred:* Click here to enter text.*Other cultural and heritage considerations (indicate if unknown or not applicable):* Click here to enter text. |
| [***Functional Behavior Assessment:***](#FBA)*See* [*DBHDS/DMAS Practice Guidelines for BSPs*](https://www.townhall.virginia.gov/L/GetFile.cfm?File=C:\TownHall\docroot\GuidanceDocs\602\GDoc_DMAS_7024_v1.pdf) *for entirety of minimum elements.* |
| *Describe the FBA methods used (e.g. interviews, ABC recording techniques, behavior checklists/rating scales, functional analysis, etc.):*Click here to enter text.*Date of most recent FBA and location where it was conducted:* Click here to enter text.*If applicable, provide information on annual review of the validity of the most recent FBA:* Click here to enter text.*Setting events/motivating operations to challenging behavior(s):* Click here to enter text.*Antecedents to challenging behavior(s):* Click here to enter text.*Consequences to challenging behavior(s):* Click here to enter text.*Other FBA results (data/graphs and analysis):* Click here to enter text.*Non-operant conditions (e.g. genetic, psychiatric) and their influence on challenging behavior (indicate if unknown or not applicable):* Click here to enter text.*Hypothesized functions of challenging behavior(s) (include function(s) for each challenging behavior):*Click here to enter text. |
| [***Behaviors targeted fo***](#Bx_Decrease)***r decrease:*** *Include 1) each behavior that is targeted for decrease, 2) an operational definition for each behavior including examples and non-examples, and 3) the method(s) of measurement that will be used to track each behavior. See* [*DBHDS/DMAS Practice Guidelines for BSPs*](https://www.townhall.virginia.gov/L/GetFile.cfm?File=C:\TownHall\docroot\GuidanceDocs\602\GDoc_DMAS_7024_v1.pdf) *for entirety of minimum elements.* |
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| Target Behavior #1 Name | Click here to enter text. |
| Operational Definition  | Click here to enter text. |
| Examples and non-examples | Click here to enter text. |
| Method of Measurement | Click here to enter text. |
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| Target Behavior #2 Name | Click here to enter text. |
| Operational Definition  | Click here to enter text. |
| Examples and non-examples | Click here to enter text. |
| Method of Measurement | Click here to enter text. |
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| Target Behavior #3 Name | Click here to enter text. |
| Operational Definition  | Click here to enter text. |
| Examples and non-examples | Click here to enter text. |
| Method of Measurement | Click here to enter text. |

*Copy and paste to add additional behaviors or delete rows if not needed* |

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| [***Replacement behaviors/beha***](#Bx_Increase)***viors targeted for increase:****This section must include 1) each functionally equivalent replacement behavior(s) that will be targeted for acquisition, 2) an operational definition for each replacement behavior/behavior targeted for increase including examples and non-examples, and 3) the method(s) of measurement that will be used to track each. See* [*DBHDS/DMAS Practice Guidelines for BSPs*](https://www.townhall.virginia.gov/L/GetFile.cfm?File=C:\TownHall\docroot\GuidanceDocs\602\GDoc_DMAS_7024_v1.pdf) *for entirety of minimum elements.* |
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| Target Behavior #1 Name | Click here to enter text. |
| Operational Definition  | Click here to enter text. |
| Examples and non-examples | Click here to enter text. |
| Method of Measurement | Click here to enter text. |
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| Target Behavior #2 Name | Click here to enter text. |
| Operational Definition  | Click here to enter text. |
| Examples and non-examples | Click here to enter text. |
| Method of Measurement | Click here to enter text. |
|  |  |
| Target Behavior #3 Name | Click here to enter text. |
| Operational Definition  | Click here to enter text. |
| Examples and non-examples | Click here to enter text. |
| Method of Measurement | Click here to enter text. |

*Copy and paste to add additional behaviors or delete rows if not needed* |

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| [***Antecedent int***](#Antecedent_Interventions)***erventions:*** *This section must be inclusive of individualized, evidence-based procedures and tactics that minimize the likelihood that challenging behavior occurs and promotes an environment in which the acquisition of the functionally equivalent replacement behaviors is more likely to occur. For example, tactics that modify or minimize setting events or motivating operations that are correlated with behavior, as well as tactics or procedures that directly address immediate antecedents or precursors. Include preventative strategies that describe environmental stimuli that should or should not be present and any de-escalation strategies that address pre-cursor behaviors. See* [*DBHDS/DMAS Practice Guidelines for BSPs*](https://www.townhall.virginia.gov/L/GetFile.cfm?File=C:\TownHall\docroot\GuidanceDocs\602\GDoc_DMAS_7024_v1.pdf) *for entirety of minimum elements.* |
| *Tactics that promote an environment in which functionally equivalent replacement behaviors will occur:*Click here to enter text.*Tactics or procedures that modify or minimize setting events/MOs:*Click here to enter text.*Tactics or procedures that address antecedents and precursors, precursor de-escalation strategies:*Click here to enter text.*If not included above, environmental stimuli that should or should not be present:*Click here to enter text. |
| [***Consequence interv******entions***](#Consequence_Interventions)*: This area must be inclusive of individualized, detailed information as to how those who are implementing this plan will respond to behaviors targeted for decrease and behaviors targeted for increase when they occur. This area contains procedures and tactics that are 1) evidence-based and clinically indicated in regard to the hypothesized function(s) of behavior(s) to minimize reinforcement of challenging behavior(s), 2) emphasize the least restrictive, most effective treatment model based on the person’s needs, learning history, and level of severity/intensity of behaviors targeted for decrease and 3) promote the acquisition of replacement behaviors and behaviors targeted for increase via appropriate provision of reinforcement (e.g. consideration of the matching law, schedule of reinforcement, inclusion of preferences/known reinforcers to increase desired behavior(s), and expectations of learning environment and associated learning materials or teaching conditions). See* [*DBHDS/DMAS Practice Guidelines for BSPs*](https://www.townhall.virginia.gov/L/GetFile.cfm?File=C:\TownHall\docroot\GuidanceDocs\602\GDoc_DMAS_7024_v1.pdf) *for entirety of minimum elements.* |
| *Tactics or procedures that promote the acquisition of replacement or desirable behaviors and minimize reinforcement of challenging behaviors:*Click here to enter text.*If not included above, specific information of inclusion of reinforcers, schedule of reinforcement, and/or expectations for the learning environment/materials/teaching conditions:*Click here to enter text. |

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| [***Safety/Cris******is Guidelines***](#Safety_Crisis)***:*** *See* [*DBHDS/DMAS Practice Guidelines for BSPs*](https://www.townhall.virginia.gov/L/GetFile.cfm?File=C:\TownHall\docroot\GuidanceDocs\602\GDoc_DMAS_7024_v1.pdf) *for entirety of description and notes and entirety of minimum elements. Indicate if each element of the safety/crisis guidelines is applicable by providing content or note if not applicable.*  |
| *Safety gear or equipment and indications for use (indicate if not applicable):* Click here to enter text.*Specific crisis protocol(s) or where to find the protocol (indicate if not applicable):* Click here to enter text.*If not included above, describe supports needed to ensure safety of person and others (indicate if not applicable):* Click here to enter text.*If restraint or time out is included, specific criteria and debriefing procedures (indicate if not applicable):* Click here to enter text.*If restraint or time out is included, provide information about LHRC review and approval (see* [*12VAC35-115-105*](https://law.lis.virginia.gov/admincode/title12/agency35/chapter115/section105/)*, indicate if not applicable):* Click here to enter text. |

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| [***Plan for tr******aining***](#Training)***:*** *The BSP must include the proposed plan to train staff or others who will be implementing the BSP. See* [*DBHDS/DMAS Practice Guidelines for BSPs*](https://www.townhall.virginia.gov/L/GetFile.cfm?File=C:\TownHall\docroot\GuidanceDocs\602\GDoc_DMAS_7024_v1.pdf) *for entirety of minimum elements.* |
| *Plan for how often data will be obtained and reviewed by the behaviorist:*Click here to enter text.*Plan for how training will be provided to key stakeholders to include behavioral skills training approach:*Click here to enter text. |

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| [***Appropriate sign******atures***](#Signatures)***:*** *Informed consent must be obtained prior to the initiation of behavioral services, assessment and launch of the behavior plan, and when significant treatment updates occur. Consent must include individual and/or guardian’s signature and contact information (guardian or Authorized Representative, where applicable). Signatures and associated dates are to be included on the behavior plan when it is initiated. Consent must be obtained prior to treatment procedures/protocols changes that involve the addition of a restrictive component. See* [*DBHDS/DMAS Practice Guidelines for BSPs*](https://www.townhall.virginia.gov/L/GetFile.cfm?File=C:\TownHall\docroot\GuidanceDocs\602\GDoc_DMAS_7024_v1.pdf) *for entirety of minimum elements.* |
| *By signing below, the individual (or his/her guardian/authorized representative) indicates consent for the plan to be implemented as described above.*

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|  |  |  |  |  |  |  |
| Individual |  | Signature |  | Date |  | Contact Information |
|  |  |  |  |  |  |  |
| Guardian/Authorized Representative (if applicable) |  | Signature |  | Date |  | Contact Information |
|  |  |  |  |  |  |  |
| Authoring Clinician & Credentials |  | Signature |  | Date |  | Contact Information |
|  |  |  |  |  |  |  |
| Other: |  | Signature |  | Date |  | Contact Information |
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| Other: |  | Signature |  | Date |  | Contact Information |

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| **Required BSP content area** | **Required minimum elements** | **Scoring criteria (unless otherwise indicated, an X constitutes absence of what is listed as criteria for a √)** |
| Demographics | Individual’s name | √ = Individual's first name (or preferred name) and last name are included |
| Demographics | DOB (or age) | √ = Individual's DOB and/or age are included |
| Demographics | Gender identification | √ = Gender identification is noted via pronouns or specifically stated. |
| Demographics | Medical/behavioral health diagnostic information | √ = One or more medical/behavioral health diagnosis is included. |
| Demographics | Current living situation & location where BSP is being implemented | √ = The individual's home is named, described, or address provided. If the BSP is being implemented in a place that is not the individual's home, documentation includes a name, description, or address of that location or locations. |
| Demographics | Medicaid ID | √ = The individual's Medicaid ID number is included |
| Demographics | Medications (if known) | √ = Medications are included in and/or information is provided regarding where this information can be found (e.g., MAR). |
| Demographics | Legal status | √ = Information is provided regarding who has legal authority to consent to the plan. This may be the person receiving services or another individual such as a guardian.  |
| Demographics | Date of initial plan and revisions (and nature of revisions) | √ = The first date of the behavior support plan or assessment is listed; if applicable, dates of revisions are listed and information is provided in the BSP about the revision(s). Revision information may also be garnered from graphical displays.  |
| Demographics | Authoring clinician’s name/credentials/contact information | √ = The name of the clinician overseeing the plan is listed, their credential(s) is listed, and contact information (e.g. phone, fax, email, physical address, and/or website with contact information) is provided. |
| History and Rationale | Current and/or relevant historical info about this person and their life | √ = Current and/or historical information about the person and their life is provided |
| History and Rationale | The reason, rationale for BSP/necessity for intervention  | √ = The reason, rationale, necessity for behavioral intervention is listed |
| History and Rationale | Dangerous bx: topographies, intensities, risks and/or negative outcomes | √ = The topography, intensity, risks associated with/and or negative outcomes is provided for at least one challenging behavior in the plan |
| History and Rationale | Risk and benefits related to prescribed behavioral programming | √ = A risk benefit statement, risk benefit analysis, and/or signed attestation that risks/benefits have been reviewed with the person who is consenting to the plan is listed |
| History and Rationale | Known history of previous services and impact on bx | √ = Information on previous service(s) relevant to behavior is included, along with impact on behavior or outcome of service(s). If not provided, "unknown" or other similar indication is provided about this history |
| History and Rationale | Trauma history (if applicable) | √ = Includes description(s) of an event, series of events, or set of circumstances experienced by the individual that is physically or emotionally harmful or life threatening. Or, trauma history/considerations are noted as "unknown", "not applicable" or other similar indication is provided that indicates this information is not available or relevant to this person. |
| Person centered information | Individual’s communication modality | √ = Includes information about how the person communicates with others |
| Person centered information | Routines/current schedule | √ = Includes information on the person's schedule and/or routines  |
| Person centered information | Individual and guardian’s participation | √ = Includes information about how the individual (and guardian, if guardian is required to consent to plan), participated in assessment and/or plan development |
| Person centered information | What activities are enjoyed and sought by the individual | √ = Includes information about stimuli that are known to be or hypothesized to be preferred/enjoyed by the individual (e.g. stimuli that may function as reinforcement). May not necessarily include the specific methods used (e.g. preference assessment) to determine these stimuli. |
| Person centered information | Preference assessment information/results | √ = Includes information about both the type and results of preference assessment(s) conducted to determine what may function as reinforcement for the individual |
| Person centered information | Individual’s strengths and positive contributions | √ = Includes information about what the person is good at, and/or behaviors the person engages in that are valued by others.  |
| Person centered information | Particular aversions/dislikes | √ = Includes information about what the person does not like or may not like/find to be aversive, unpleasant, noxious |
| Person centered information | Who in the individual’s life is especially preferred | √ = Notes who in the person's life is preferred by the person and/or who the person enjoys to be with. If this is not applicable to the person, notes that the person does not have preferred people in their life |
| Person centered information | Other cultural/heritage considerations | √ = Includes information about race, socioeconomic class, religion, sexual orientation, ethnicity, nationality, linguistic, and/or geographic context (beyond the address of where services are occurring). Or, cultural/heritage considerations are noted as "unknown", "not applicable" or other similar indication is provided that indicates this information is not available or relevant to this person. |
| FBA | The FBA methods include descriptive assessment and/or functional analysis  | √ = Descriptive assessment and/or functional analysis methods were used in the FBA, conducted or overseen by a qualified clinician |
| FBA | The FBA methods used are described | √ = The method(s) for FBA are listed |
| FBA | FBA conducted in location where services are occurring  | √ = The location of where the FBA was conducted is the same for at least 1 setting for where services are occurring  |
| FBA | Setting events/motivating operations | √ = Setting event(s)/motivating operation(s) are generally listed, or listed specifically for at least 1 behavior targeted for decrease. May be noted specifically as "setting events" or the omnibus term "motivating operations" (or EOs/AOs), or may be counted as present if unconditioned motivating operations are listed as antecedents.  |
| FBA | Antecedents | √ = The antecedents to challenging behavior are generally listed, or specifically listed for at least 1 behavior targeted for decrease |
| FBA | Consequences | √ = The maintaining consequence(s) to challenging behavior are generally listed, or specifically listed for at least 1 behavior targeted for decrease |
| FBA | Data results and/or graphical displays | √ = A graph or raw data are provided from at least one method from the FBA, and/or baseline data are provided |
| FBA | FBA is current (since most recent shared planning mtg or statement of recent validity of functions) | √ = The FBA is no more than 1 year older than the date of the ISP, or there is a statement that indicates validity of the FBA that is more than 1 year old |
| FBA | Non-operant conditions that influence (if applicable) | √ = Includes information about genetic abnormalities, medical conditions, and/or psychiatric or neurological dysfunctions specifically as contributors to challenging behavior (e.g. Prader-Willi, polydipsia, epilepsy). Additionally, respondents explicitly labeled as related to challenging behavior are included. Or, non-operant conditions are noted as "unknown", "not applicable" or other similar indication is provided that indicates this information is not available or relevant to this person. |
| Hypothesized functions | Hypothesized functions listed | √ = For all behaviors targeted for decrease in the BSP, hypothesized function(s) listed |
| Hypothesized functions | Functions match to accepted operant functions | √ = For all behaviors with a hypothesized function, the hypothesized functions are accepted operant functions  |
| Behaviors targeted for decrease | Lists each behavior targeted for decrease | √ = Provides a name for each behavior targeted for decrease (e.g. Aggression, Property Destruction).X = There are no names listed for behaviors targeted for decrease, or there are no behaviors targeted for decrease in the BSP. |
| Behaviors targeted for decrease | Operational definition | √ = For each behavior targeted for decrease, an operational definition is included. |
| Behaviors targeted for decrease | Method of measurement | √ = For each behavior targeted for decrease, a method of measurement is included (examples could include, but are not limited to, count, rate/frequency, duration, time sampling, etc.).. If not explicitly listed in the section of the BSP with behaviors for decrease, the method of measurement is included on the graph(s) for each behavior targeted for decrease. |
| Behaviors targeted for decrease | Inclusion in definition of examples and/or non-examples | √ = At least one behavioral definition for behaviors targeted for decrease includes an example and/or a non-example  |
| Behaviors targeted for increase | Lists each behavior targeted for increase | √ = Provides a name for each behavior targeted for increase (e.g. Mands for attention, Request break).X = There are no names listed for behaviors targeted for increase, or there are no behaviors targeted for increase in the BSP. |
| Behaviors targeted for increase | Operational definition | √ = For each behavior targeted for increase, an operational definition is included. |
| Behaviors targeted for increase | Method of measurement | √ = For each behavior targeted for increase, a method of measurement is included (examples could include, but are not limited to, count, rate/frequency, duration, time sampling, etc.). If not explicitly listed in the section of the BSP with behaviors for increase, the method of measurement is included on the graph(s) for each behavior targeted for increase. |
| Behaviors targeted for increase | Inclusion in definition of examples and/or non-examples | √ = At least one behavioral definition for behaviors targeted for increase includes an example and/or a non-example  |
| Antecedent interventions | Tactics promote environment in which FERB (and/or desirable behavior) acquisition will occur | √ = Includes information about how to set up the environment to promote at least 1 functionally equivalent replacement behavior (or desirable behavior) that is targeted for acquisition in the plan. May itemize how to set up the environment to foster FERB (and/or desirable behavior) for each behavior targeted for increase, or may have general information not specifically tied to each behavior targeted for increase |
| Antecedent interventions | Tactics that address setting events and/or MOs | √ = The plan provides information about how to abate challenging behavior for at least one setting event/MO as outlined in the FBA. Or, if this information was not listed in the FBA, the plan includes information about how to abate challenging behavior based on the hypothesized function(s) listed in the FBA for at least one behavioral function. |
| Antecedent interventions | Tactics/de-escalation strategies that address immediate antecedents and/or precursors | √ = The plan provides at least one tactic/strategy that addresses at least one immediate antecedent (or precursor) as listed from the FBA  |
| Antecedent interventions | Strategies that describe stimuli that should or should not be present | √ = The plan provides information about stimuli that should be present or should not be present as an antecedent modification to reduce the likelihood that challenging behavior will occur, or to increase the likelihood that desirable behavior will occur |
| Consequence interventions | Tactics incorporate a function-based treatment approach for challenging behavior | √ = As derived from the FBA, a function based treatment is incorporated for at least 1 challenging behavior |
| Consequence interventions | Tactics use the least-restrictive approach for challenging behavior | √ = No restrictions, restraint, exclusionary time out, or programmed punishment are in the plan. If these are present, rationale is provided that outlines the necessity of such approaches |
| Consequence interventions | Tactics minimize reinforcement for challenging behavior(s) | √ = Reinforcers for challenging behavior as outlined in the FBA are not provided contingent on challenging behavior. If the reinforcer is provided, it is clear why it is provided (e.g. reinforcement of precursor behavior) |
| Consequence interventions | Inclusion of preferences/reinforcers, schedule of Sr+/-, and/or expectations for learning environment/materials/teaching conditions to increase desired bx | √ = Schedule of reinforcement is included for at least 1 desirable behavior, or preferences/reinforcers are programmed in to promote desired behavior, or information about setting up learning environment/materials/teaching conditions to increase desired behavior is included |
| Safety & Crisis Guidelines | Safety gear outlined | √ = Safety gear is noted in the plan, which may include but is not limited to protective gear, equipment used in vehicles or in the community to ensure safety of person and others, and/or phones/GPS locators. Or, the plan notes that this is not applicable or other similar wording that indicates that there is no equipment that supporters need to ensure safety of the person and others. The reviewer does not make a judgement on the necessity of safety gear in scoring. X = There is no safety gear included in the plan, or there is no wording in the plan that indicates safety gear is not applicable. The reviewer does not make a judgement on the necessity of safety gear in scoring.  |
| Safety & Crisis Guidelines | Crisis protocol or where to obtain the protocol | √ = Includes information about an individualized crisis/safety protocol for this person (or where to obtain the protocol). Or, includes specific crisis protocol/training program that supporters are trained in. Or, indicates that this not applicable or other similar wording that indicates that there is no crisis protocol specific to this person or not specific crisis protocol/training program that supporters are trained in. The reviewer does not make a judgement on the necessity of crisis protocol in scoring. X = There is no information in the plan about individualized crisis/safety protocol for this person, no information about a crisis protocol/training program supporters are trained in, or no indication that this is not applicable to this person. The reviewer does not make a judgement on the necessity of crisis protocol in scoring.  |
| Safety & Crisis Guidelines | Describes supports needed to ensure safety of person and others | √ = Includes information about how to ensure safety of person and others when challenging behavior occurs for at least one challenging behavior. If an individualized crisis/safety protocol is included for this person (or information about where to obtain the protocol is provided), score a √. Or, indicates that this is not applicable to this person or other similar wording that indicates there is no support needed to ensure the safety of the person and others.X = There is no information in the plan about supports needed to ensure safety of person and others. If "crisis protocol or where to obtain the protocol" is scored as X, this is also scored as X. The reviewer does not make a judgement on the supports needed to ensure safety of person or others. |
| Safety & Crisis Guidelines | If restraint or time out is included, notes debriefing procedures | √ = If restraint or time out is included as defined in 12VAC35-115-110, notes debriefing procedures. X = Restraint or time out is included as defined in 12VAC35-115-110 and there is no information about debriefing afterward.N/A = There is no restraint or time out as defined in 12VAC35-115-110 included in the BSP. |
| Safety & Crisis Guidelines | If restraint or time out is included, notes criteria for release or refers to provider P&P | √ = If restraint or time out is included as defined in 12VAC35-115-110, provides information about criteria for release or refers to provider's policies and procedures.X = Restraint or time out is included as defined in 12VAC35-115-110 and there is no information about criteria for release or reference to provider's policies and procedures.N/A = There is no restraint or time out as defined in 12VAC35-115-110 included in the BSP. |
| Plan for training | Outlines a plan for training staff, family, or other supporters that notes behaviorist obtaining and reviewing data | √ = A training plan for supporters is included. Information is also provided about the behaviorist obtaining data for review. |
| Plan for training | Plan incorporates a BST approach | √ = Plan specifically notes behavior skills training approach to training, or includes information about training approach that includes the four core tenets of BST (instruction, modeling, rehearsal, feedback) |
| Plan for training | Training record (or plan for training based on auth type) is available in WaMS related to recent review period | √ = If the plan is in "annual" status, there is evidence that training has been completed (e.g. session note, training sign in/out log, dates of training and topic, etc.). If the plan is in secondary status, a √ is provided if a plan for training is also scored as a √  |
| Appropriate signatures | Plan is signed by individual or legal guardian  | √ = Plan is signed by the person that has the legal authority to consent to the plan |
| Appropriate signatures | Signature for consent includes date | √ = The signature for consent is dated |
| Appropriate signatures | Contact information for guardian or individual is present | √ = The contact information for the person who has the legal authority consent to the plan is included (e.g. phone number, email, physical address) |
| Appropriate signatures | If a restrictive component is included, updated consent is included and coincides with when restriction began | √ = A restriction is present as outlined in 12VAC35-115-100 and 12VAC35-115-110 and the signed consent is dated within 45 days, prior or after, the date of the restriction commencing. If a restriction is present and date of restriction commencing is not included, signed consent is dated within 45 days, prior or after, the date of the current BSP. X = A restriction is present as outlined in 12VAC35-115-100 and 12VAC35-115-110 and there is no signed consent. Or, a restriction is present but the signed consent is more than 45 days, prior or after, the date of the restriction commencing.N/A = No restrictions present as outlined in 12VAC35-115-100 and 12VAC35-115-110 |
| Graphical displays & analysis | Visual display (e.g. graphs) for each behavior targeted in the BSP, to include behaviors for decrease and increase | [Click for scoring instructions for additional information on secondary status graph scoring: √√ = Every behavior targeted for decrease and increase is present on a graph(s). Must include behaviors for increase and decrease, even if only behaviors for decrease are formally targeted.√ = Only some behaviors are present on a graph(s). E.g., only some of the behaviors targeted for decrease are included.X = There are no graphs present](https://dbhds.virginia.gov/wp-content/uploads/2025/01/BSPARI-Scoring-Instructions-Guide-Feedback-Process-10.2024.pdf)  |
| Graphical displays & analysis | Summary statement present for each graph | √√ = For the graphs that are present, there is a summary statement that provides information about progress for each behavior displayed. √ = For the graphs that are present, there is a summary statement for some but not all behaviors. Or, for the graphs that are present, some of the summary statements provide information about progress and others do not. X = There is no summary statement for any of the graphs that are present, or what is provided as a summary statement does not provide any information about progress.  |
| Graphical displays & analysis | Graphs have indicators that demonstrate decision making and/or analysis is occurring (based on bx trends and/or revision dates) | √√ = For the graphs that are present, visual indicators (e.g. change line, arrow, etc.) are present on each graph. Or, if there have not been any changes to the plan or other updates in documentation that should be captured on the graphs, and if the trends/levels indicate desired responding for all graphs, select √√√ = For the graphs that are present, visual indicators (e.g. change line, arrow, etc.) are present on some but not all graphs. Or, if there have not been changes to the plan or other updates in documentation that should be captured on the graphs and if the trends/levels indicate desired responding for some but not all graphs, select √X = There are no visual indicators on graphs and changes may be warranted based on reviewer's visual analysis of trends/levels/variability, or if changes/updates were made and are not captured on any of the graphs. Or, there are no graphs. |
| Graphical displays & analysis | Graphs represent entire necessary review period (if any data absent, indication as to reason why is included) | √ = For the graphs that are present, all data is included. Or, some data are missing from the graphs that are present, but there is an adequate reason provided in the documentation (e.g., person hospitalized) X = For the graphs that are present, there are gaps in data/missing data and there not a reason or an inadequate reason provided as to why (e.g., behavior analyst lost the data is an inadequate reason). Or, there are no graphs. |
| Graphical displays & analysis | Graphs demonstrate that data review is occurring monthly if restraint or time out is included | √ = If restraint or time out is included as outlined in 12VAC35-115-110, graphs contain at least monthly data. Or, if any data are missing, an adequate reason is provided in the documentation.X = Restraint or time out is included as outlined in 12VAC35-115-110 and graphs are missing data for one or more months, without an adequate reason as to why provided in the documentation. N/A = There is no restraint or time out included as outlined in 12VAC35-115-110  |