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| **1. Functional Behavior Assessment Summary (Hypothesis Statement)** |
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| **2. Replacement Behaviors** |
| a. Identify the short-term replacement behavior the student will be taught to use, while working toward the desired goal behavior. |
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| b. Identify the desired goal behavior the student will be taught to use instead of the problem behavior. |
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| **3. Proactive Strategies and Supports (to limit occurrence of problem behavior)** |
| a. Identify methods to address setting events, if applicable. |
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| b. Identify methods to modify antecedents, including positive strategies to modify the environment. |
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| **4. Intervention/Teaching Strategies to Teach Replacement Behavior.**  Identify, who will teach, when it will be taught, the location, frequency of instruction, duration of instruction, and methods used. Task-analyze the skill. |
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| **5. Consequence Strategies.** | |
| a. Reinforcement of Replacement Behavior.  Identify the response to the short-term replacement or desired goal behavior. Must specify the reinforcer(s) earned, schedule of reinforcement, location and staff members responsible for delivering reinforcer. | b. Response to Problem Behavior  Identify the strategies used to respond to the problem behavior. Consider a response that does not escalate the student, is least intrusive, and is focused on teaching/re-teaching replacement behavior. |
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| **6.** **Crisis Plan (if needed)**  Define strategies to be implemented in the event of escalation of problem behavior. Define a plan focused on safety. | |
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| **7. Implementation and Progress Monitoring Plan**  Identify tools used to monitor frequency, duration, intensity of problem behavior, as well as implementation and effectiveness of interventions, strategies, and supports. | |
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