**Function of the Target Behavior**

*(Escape, Attention, Tangible, or Sensory)*

**Ideal Behavior**

*(In a perfect world, what would the student do?)*

**Acceptable Alternative Behavior** *(What new behavior is more acceptable than the target behavior, but is not quite the ideal behavior?)*

**Function of the Alternative Behavior** *(Must match function above. The student must obtain same desired outcome that he/she got when engaged in the target behavior)*

**Slow Triggers**

*(e.g., academic context, time of day, day of week, changes at home*)

**Fast Triggers/Antecedents**

*(e.g., teacher demand, no attention, peer comment, denied access, transition)*

**Challenging Behavior**

*(Defined in observable, measurable terms)*

**Reinforcing the Acceptable Behavior** *(How will we reinforce the new behavior the same way the target behavior was reinforced?*

*e.g., If the student was getting peer attention for the target behavior, how will we encourage peers to attend to the students’ alternative behavior?)*

**Teaching the Acceptable Behavior** *(How are we going to teach the student the acceptable alternative behavior in box above? When and what prompts will be used? How will you know the student has mastered the acceptable behavior?)*

**Fast Trigger Modifications**

*(e.g., How do we change our interactions with the student, approach to instruction, format of assignments, approach to transitions, etc. to prevent the behavior from occurring?)*

**Monitoring and Modifying Slow Triggers**

*(e.g., How do we monitor home life, meds, sleep? How do we modify the student’s daily schedule or environment when slow triggers are present?)*