**Student:**

(1) Summary of Student Strengths

Date:

**Grade:**

**Case Manager:**

**School:**

**Date of Parent Contact:**

**Team Members:**

**(9) Outcome**

(of desired behavior)

# (8) Desired Behavior

(Long Term Goal)

(3) Classroom Routine

(Where/when is problem behavior most likely to happen?)

**(6) Outcome**

(of problem behavior)

**(7) Function**

# (2) Problem Behavior

(focus on 1-3 specific behaviors)

Baseline Data:

**(4) Antecedent**

# **(5) Setting Events**

(11) Student Voice

(How was student involved in developing this plan?)

# (10) Functionally Equivalent Replacement Behavior

# (Acceptable behavior that serves the same function – to replace problem behavior in the short term)

|  |  |  |  |
| --- | --- | --- | --- |
| **Tasks** | **Person Responsible** | **Review****Date** | **Evaluation Decision & Data**Monitor/Modify/ Discontinue |
| **Prevention**: How will we adjust setting and antecedents to reduce likelihood of problem behavior?1.2.3. |  |  |  |
| **Teaching/Goals**: What specific new cognitive & behavioral skills will we teach to help the student develop the desired behavior? Consider Instructional Tools/Strategies and Opportunities to Practice.1.2.3. |  |  |  |
| **Adjust Consequences/Reinforcement**: How will we make problem behavior less rewarding? How will we make desired behavior more rewarding?1.2.3. |  |  |  |
| **Safety Plan**: How do we ensure safety of all? What do we do in dangerous situations? (if needed)1.2.3. |  |  |  |
| **Progress Monitoring:** What data will we collect to monitor progress?1.2.3. |  |  |  |