Check When Complete	Challenging Behavior: Expect Success Behavior Plan Steps Chart	Pictures of Form Sections
	Select the target individual. Create the behavior team.	
	Identify underlying issues that may be associated with the behavior. Informal assessment questions are provided in the Guiding Questions Document: Section 1. Underlying Issues. See Behavior Form: Section 1. Underlying Issues	
	Define the behavior in measureable terms. Questions to consider: What behavior is having an impact on the individual's ability to access learning, least restrictive environment, social opportunities, or safety? What behavior is the team going to focus on to learn a new process? See Behavior Form: Section 4. Target Behavior	
	Think about actions and reactions of adults and peers. Use the questions to identify one thing others do that make things worse for your individual and one thing others do that make things better. See Behavior Form: Section 2. Impact of Actions and Reactions of Adults and Peers	
	Identify antecedents, setting events, quick triggers, precursor behaviors, and consequences. These are your initial ideas related to the target behavior identified in Section 4. You may refine as you go through the process. To discover potential antecedents and consequences use the questions provided in the Guiding Questions Document Sections 3 & 5. See Behavior Form: Sections 3. Antecedents & 5. Consequences	
	Consider data questions for identified behavior. What will you measure? Frequency? Duration? Interval? Intensity? How and When? Discuss what baseline data you might have already collected, and if you need to collect additional baseline data or if you need to begin collecting baseline data. See Behavior Form: Section 6. Data	
	Identify Missing Skills that affect the target behavior. Review the individual's current strengths, looking for gaps in skills and knowledge that would be needed to decrease the target behavior. See the Guiding Questions Document Section 7 to help identify missing skills. See Behavior Forms: Form 4. Missing Skills	

List strengths, interests, and preferences of the individual that can be used to support changes in the target behavior. This information will help the team determine emerging skills and interests.
See Behavior Form: Section 8. Strengths, Interests, Preferences

8. Strengths, Interests, Preferences	[Leave Blank]
Communication	
Physical attributes, grooming, & hygiene	
Coping strategies	
Academics	
Functional & daily living skills	
Work habits	
Self-regulation	
Self-monitoring of sensory needs	
Personality traits	
Personal motivators/reinforcers	
Self-determination skills	
Social, manners	
Attitude	
Perseverance	
Empathy	
Creativity	
Art, music	
Electronics	

Record baseline data results
See Behavior Form: Section 9. Baseline Data Results

9. Baseline Data Results	[Leave blank]
What is the average of the baseline data on the target behavior?	

Complete the "Why? Function of the Target Behavior" form. Use the information your team has gathered so far to develop a hypothesis on the function of the behavior and explain why.
See Behavior Form: Section 10. Why? Function of the Target Behavior

10. Why? Function of the Target Behavior	[Leave blank]
Obtains a Desired Object, Person, Activity or Experience	[Leave blank]
What is obtained?	
Why does s/he want this?	
Gains Sensory Experience or Physiological Benefit	[Leave blank]
What is the sensory/physiological experience/benefit?	
Why is s/he searching for this experience/benefit?	
Escapes an Undesirable Task, Activity, Person or Experience	[Leave blank]
What is escaped?	
Why does s/he wish to escape this?	
Provides Communication	[Leave blank]
What is s/he communicating with the target behavior?	
The Team's hypothesis for the function of the target behavior is (obtain, sensory/physiological, escape):	
Because (Why is it the function? What is s/he communicating with the targeted behavior?):	Because

Identify a Replacement Behavior. Identify a behavior to replace the target behavior. Make sure the function of the replacement behavior serves the same function of the target behavior.
See Behavior Form: Section 11. Replacement Behavior

11. Replacement Behavior	[Leave Blank]
Target Behavior (See #4 above)	
Function of Behavior (See #10 Hypothesis/Because above)	
Replacement Behavior that Serves the Same Function	

Build Behavior Intervention Plan. Determine Behavioral Objectives, Antecedent Procedures, Procedures in Response to Target Behavior, Procedures to Teach Replacement Behavior, Safety Procedures, and Implementation and Monitoring of the Plan.
See the Guiding Questions Document Section 12. to help fill out the Behavior Intervention Plan.
See Behavior Form: Section 12. Behavior Intervention Plan

12. Behavior Intervention Plan	(Use Guiding Questions document)
Behavioral Objectives (Condition where it will occur/decrease or increase/measurement)	[Leave Blank]
Objective to Decrease Target Behavior (Based on baseline data)	
Objective to Increase Replacement Behavior	
Data Collection Procedures	
Antecedent Procedures (Look back to Items 1, 3, 7, and 8)	
Procedures in Response to Target Behavior (including reinforcement plan)	
Procedures to Teach Replacement Behavior (including reinforcement plan)	
Safety Procedures	
Implementation and Monitoring of Plan	