

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	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="background-color: #e0f2f1;">1. Underlying Issues</td> <td colspan="2" style="background-color: #e0f2f1;">(Use Guiding Questions document)</td> </tr> <tr> <td>Learning Challenges & Uneven Skill Development</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Environmental Mismatch & Change</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Sensory/Biological/Medical Impact of Concerns</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Difficult to Motivate</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Social Challenges</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Emotional Challenges</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Communication Challenges</td> <td></td> <td></td> <td></td> </tr> </table>	1. Underlying Issues		(Use Guiding Questions document)		Learning Challenges & Uneven Skill Development				Environmental Mismatch & Change				Sensory/Biological/Medical Impact of Concerns				Difficult to Motivate				Social Challenges				Emotional Challenges				Communication Challenges			
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	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	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="background-color: #e0f2f1;">4. Target Behavior</td> <td colspan="2" style="background-color: #e0f2f1;">(Leave Blank)</td> </tr> <tr> <td>Target Behavior</td> <td></td> <td></td> <td></td> </tr> </table>	4. Target Behavior		(Leave Blank)		Target Behavior																											
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	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	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #ffe0b2;">2. Impact of</td> <td style="background-color: #ffe0b2;">Actions and</td> <td style="background-color: #ffe0b2;">Reactions of</td> <td style="background-color: #ffe0b2;">Adults and</td> <td style="background-color: #ffe0b2;">Peers</td> </tr> <tr> <td style="background-color: #ffe0b2;">What Others Do (Makes Behavior Worse)</td> <td style="background-color: #ffe0b2;">How Does Individual React? (How Does Behavior Change?)</td> <td style="background-color: #ffe0b2;">INSTEAD</td> <td style="background-color: #ffe0b2;">What Other Do (Makes Behavior Better)</td> <td style="background-color: #ffe0b2;">How Does Individual React? (How Does Behavior Change?)</td> </tr> <tr> <td></td> <td></td> <td style="background-color: #ffe0b2;">INSTEAD</td> <td></td> <td></td> </tr> </table>	2. Impact of	Actions and	Reactions of	Adults and	Peers	What Others Do (Makes Behavior Worse)	How Does Individual React? (How Does Behavior Change?)	INSTEAD	What Other Do (Makes Behavior Better)	How Does Individual React? (How Does Behavior Change?)			INSTEAD																			
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	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	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="background-color: #e0f2f1;">3. Antecedents</td> <td colspan="2" style="background-color: #e0f2f1;">(Use Guiding Questions document)</td> </tr> <tr> <td>Setting Events/Slow Triggers</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Quick Triggers</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Precursor Behavior(s)</td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="2" style="background-color: #e0f2f1;">4. Target Behavior</td> <td colspan="2" style="background-color: #e0f2f1;">(Leave Blank)</td> </tr> <tr> <td>Target Behavior</td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="2" style="background-color: #e0f2f1;">5. Consequences</td> <td colspan="2" style="background-color: #e0f2f1;">(Use Guiding Questions document)</td> </tr> <tr> <td>Consequences/What happens after the behavior</td> <td></td> <td></td> <td></td> </tr> </table>	3. Antecedents		(Use Guiding Questions document)		Setting Events/Slow Triggers				Quick Triggers				Precursor Behavior(s)				4. Target Behavior		(Leave Blank)		Target Behavior				5. Consequences		(Use Guiding Questions document)		Consequences/What happens after the behavior			
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	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	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="background-color: #ffe0b2;">6. Data</td> <td colspan="2" style="background-color: #ffe0b2;">(Leave Blank)</td> </tr> <tr> <td>What specifically will you be tracking based on the target behavior?</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Which method(s) would work best? (frequency, duration, interval, intensity)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Who is going to create the data sheet?</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Who will be responsible to track the data? Who will train those responsible and check for fidelity?</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Who will graph the data?</td> <td></td> <td></td> <td></td> </tr> <tr> <td>When/how often will the team meet to review the data?</td> <td></td> <td></td> <td></td> </tr> </table>	6. Data		(Leave Blank)		What specifically will you be tracking based on the target behavior?				Which method(s) would work best? (frequency, duration, interval, intensity)				Who is going to create the data sheet?				Who will be responsible to track the data? Who will train those responsible and check for fidelity?				Who will graph the data?				When/how often will the team meet to review the data?							
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	<p>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</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #f2f2f2;"> <th style="text-align: left; padding: 2px;">8. Strengths, Interests, Preferences</th> <th style="text-align: left; padding: 2px;">[Leave blank]</th> </tr> <tr><td style="padding: 2px;">Communication</td><td></td></tr> <tr><td style="padding: 2px;">Physical attributes, grooming, & hygiene</td><td></td></tr> <tr><td style="padding: 2px;">Coping strategies</td><td></td></tr> <tr><td style="padding: 2px;">Academics</td><td></td></tr> <tr><td style="padding: 2px;">Functional & daily living skills</td><td></td></tr> <tr><td style="padding: 2px;">Work habits</td><td></td></tr> <tr><td style="padding: 2px;">Self-regulation</td><td></td></tr> <tr><td style="padding: 2px;">Self-monitoring of sensory needs</td><td></td></tr> <tr><td style="padding: 2px;">Personality traits</td><td></td></tr> <tr><td style="padding: 2px;">Personal motivators/reinforcers</td><td></td></tr> <tr><td style="padding: 2px;">Self-determination skills</td><td></td></tr> <tr><td style="padding: 2px;">Social, manners</td><td></td></tr> <tr><td style="padding: 2px;">Attitude</td><td></td></tr> <tr><td style="padding: 2px;">Perseverance</td><td></td></tr> <tr><td style="padding: 2px;">Empathy</td><td></td></tr> <tr><td style="padding: 2px;">Creativity</td><td></td></tr> <tr><td style="padding: 2px;">Art, music</td><td></td></tr> <tr><td style="padding: 2px;">Electronics</td><td></td></tr> </table>	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	
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