STRENGTHS-

Long-term desired behavior goal (what we eventually want the student to be able to do with minimal support)

In an ideal world, what would then follow this desired behavior

Setting Events (things that occur outside of the target setting that make the challenging behavior more likely

Triggers for the behavior (elements of the environment that precede the behavior)

If I wanted to be sure to see the challenging behavior, how would you setup the environment? What would you say and do?

Challenging Behavior (describe in terms so I could see it if I was reading your definition on paper)

What currently occurs after the behavior?

Adult attention (describe)

Peer attention (describe)

Escape / avoidance (describe)

Obtain items (describe)

Obtain activities (describe)

Replacement Behavior (what we are willing to accept right now)

Competing Behavior Pathway for _____