**Function of the Target Behavior (what is the student getting or getting out of)**

**Ideal Behavior (in a perfect world, what would the student do?)**

**Challenging Behavior (be specific!)**

**Fast Triggers (e.g., antecedents, teacher instruction to begin task)**

**Slow Triggers (e.g., academic content area, medicine changes, changes at home)**

**Monitoring and Modifying the Slow Triggers (how do we monitor what is going on with meds? How do we modify the student’s daily schedule when slow triggers are present?)**

**Fast Trigger Modifications (e.g., how do we change our behavior, the classroom, the schedule, etc. to prevent the behavior from occurring?)**

**Teaching the Acceptable Behavior (How are you going to teach the student the acceptable behavior? How will you know the student has mastered the acceptable behavior?)**

**Reinforcing the Acceptable Behavior (how will you 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 you give the student peer attention for the alternative behavior?)**

**Function of the Alternative Behavior (must be the same as the function above)**

**Acceptable Alternative Behavior (what is a behavior that is more acceptable than the challenging behavior, but is not quite the ideal behavior?)**