

Student Name:	Meeting Date:
Team Members Present:	

EXPLAIN: Reason for referral (Identify and define problematic behavior.)

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REASON: Summarize important information obtained by team members. (What do we know about the student that might help us better understand the problems s/he is having?)

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Generalize antecedents [\(GUIDING QUESTIONS\)](#)

Under what conditions is the behavior **MOST LIKELY** Under what conditions is the behavior **LEAST LIKELY**

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Function and Hypothesis [\(GUIDING QUESTIONS\)](#)

Function of Behavior: (Escape, Attention, Tangible, Automatic):

Hypothesis Statement (Based on the information above, what is your best guess about why the behavior occurs?)

General Antecedents	Problem Behaviors	General Consequences (id function)

APPROPRIATE:

Replacement behavior (What should the student be doing instead? What do others do for the same function?) [\(GUIDING QUESTIONS\)](#)

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SUPPORT:

Predicting and Preventing Failure (What are some circumstances or conditions that might tend to predict failure of a support plan and what can be done to prevent or remove those conditions?)

Predictable Failure	Temporary Solution
What would make this intervention fail?	How can we prevent the failure?

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Facilitating Success ([INTERVENTION CHECKLIST RESOURCE](#))

What are some strategies that will make the replacement behavior more likely? (e.g., manipulate instructional or organizational routines and schedules, change physical location of objects or persons, use prompts/cues/pre-corrects, changing routines, etc.)

Positive Consequences for Problem Behavior ([REINFORCEMENT GUIDING QUESTIONS](#))

How can natural positive consequences be made available to the student when desired behavior occurs?	What enhancements can be made to increase the power of natural positive consequences?
Natural positive consequences	Artificial positive consequences

Negative Consequences for Problem Behavior

What can be done when the student displays the problem behavior <i>so that the desired function cannot be realized?</i>

EVALUATE

How will the behavior change be measured? (e.g., when the student is asked to complete a task, a tally will be made as a measure of whether the task was completed.)

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Behavioral Objective: What are the conditions under which behavior will be measured and the criteria for success?

Condition	Behavior	Criteria
When should the behavior occur?	What do you want the student to do?	How much is enough? Use the measure from above.

Set a date and time for a follow-up meeting to discuss intervention outcomes:

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Was the intervention successful - did behavior meet criterion levels?

YES

NO

If **YES**, move on to a new skill or increase criterion levels. Specify below:

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If **NO**, team must make decisions regarding how to proceed (e.g., further assessment, adapt existing intervention, change intervention, lower criteria)

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Ennis, R., Jolivette, K., & Swoszowski, N. (2017). Special Considerations for Using Functional Behavior Assessment and Functionally-Indicated Interventions With Students in Alternative Educational Settings. *Beyond Behavior*, 26(3), 141-151. doi: 10.1177/1074295617728512