

BEHAVIOR PLAN WRITING KIT

Define, hypothesize the function, replace, prevent, teach, respond, measure, review. Then the one-page summary every adult reads. Fillable PDF.

DEFINE Target Behavior Definition

Written so that two adults watching the same ten minutes would get the same count. Examples and non-examples are what make that true.

STUDENT _____ DATE _____ WRITTEN BY _____

Target behavior, in observable words
What it looks like and sounds like. No causes, no intentions, no adjectives. A stranger could count it.

Examples (counts)
Three things that happen in this room that are this behavior.

Non-examples (does not count)
Three things that look close and are not.

MEASURE (MARK ONE WITH X)	BASLINE NUMBER	DATES AND SOURCE	COLLECTED BY
Frequency: times per _____			
Duration: minutes per episode			
Latency: seconds from direction to start			
Intensity: rating 1-5, defined below			

ASSESS FBA Summary and Hypothesis

What the data says happens before, what happens after, and the one sentence that says what the behavior is for. Mark the function the data supports, not the one that feels right.

STUDENT _____ TARGET BEHAVIOR (SHORT) _____ DATA REVIEWED ON _____

Data sources used (mark with X, add dates)

SOURCE	DATES / NOTES
ABC observation data	
Frequency / duration data	
Teacher and para interviews	
Parent or family interview	
Student interview	
Records, prior plans, attendance	

Setting events
Sleep, stress, schedule change, a morning that started badly.

Antecedents (right before)
The demand, the transition, the peer, the wait.

Consequences (right after)
What the student got, or got out of, most of the time.

HYPOTHESIZED FUNCTION (MARK ONE PRIMARY WITH X)
Attention (adult or peer)

WHAT THE DATA SHOWS

PLAN Replacement Behavior Plan

The behavior that gets the student the same thing, faster and with less effort than the target behavior. If it does not, it will not be used.

STUDENT _____ HYPOTHESIZED FUNCTION (FROM PAGE 6) _____

Replacement behavior, in observable words
What the student will do instead. It must get the same thing the target behavior got.

CHECK (MARK EACH WITH X WHEN TRUE)	HOW WE KNOW
Serves the same function as the target behavior	
Easier and faster than the target behavior	
Student can already do it, or it can be taught in days	
Every adult will honor it, at first every time	
Acceptable in every setting where the target behavior happens	

How it will be taught (steps, prompts, who, when)

Reinforcement: what happens right after, every time at first

PLAN Response Plan

What every adult does at each stage, so the target behavior stops working and the replacement behavior does. Same words, every adult, every time.

STUDENT _____ EARLY WARNING SIGNS, IN OBSERVABLE WORDS _____

STAGE	EVERY ADULT DOES THIS
Early signs What adults do at the first sign prompt the replacement after the choice, reduce demand	
Target behavior occurs Brief, neutral, the same words every time. What is said, what is not said, what is not given	
Replacement behavior occurs What happens right away, every time at first	
Recovery and return How the student returns, what is said, what is not brought up	

What adults will NOT do
Lecture, argue, give the thing, remove the task, bring in an audience. Write the ones this team is tempted by.

The exact words, so every adult says the same thing

DATA Implementation Fidelity Checklist

Is the plan being done as written? Checked by someone other than the person doing it, once a week for the first month, then monthly.

STUDENT _____ CHECKED BY (NOT THE IMPLEMENTER) _____ SETTING OBSERVED _____

ITEM	DATE	DATE	DATE	DATE	DATE
Prevention strategies from page 9 were in place before the antecedent					
The replacement behavior was prompted at the early-warning stage					
The replacement behavior was honored / reinforced promptly when used					
The target behavior got the planned response, in the planned words					
The target behavior did NOT get the thing it used to get					
Teaching sessions for the replacement happened as scheduled					
Reinforcement was delivered on the written schedule					
Data was collected on both behaviors in the planned window					
Every adult on the student's schedule knows the one-page summary					
The family has had the plan explained in plain words					

Items done / 10 = fidelity %

Y / N / NA in each cell

SUMMARY One-Page Behavior Plan Summary

The version the adults in the room actually read. Every box is copied from the pages before it, nothing new is written here.

STUDENT _____ PLAN DATES _____ PLAN OWNER / CONTACT _____

Target behavior (page 5)

Hypothesized function (page 6)

Replacement behavior, and what happens when the student uses it (page 8)

Prevent (page 9): three things, every day

Teach (page 10): what, who, when

Respond (page 11): the words, at each stage

Reinforce (page 12)

Data (page 14): who counts what, when

Safety (page 13): where the procedure lives, who leads

Seven parts, in order. A plan that skips one is a list of consequences with a cover sheet.

Most behavior plans fail before they are implemented, because they were written from the behavior backward instead of from the function forward. The pages in this kit are in the order the thinking has to happen. Each one feeds the next.

- 1 **Define the behavior so a stranger could count it** (page 5). "Disruptive" is a category. "Leaves his seat and walks to the window during independent work" is a behavior.
- 2 **Summarize the data and hypothesize the function** (page 6). What the behavior gets or gets out of: attention, escape, access to something, or the sensation itself. The plan is built on this sentence; if it is a guess, say so and plan to check it.
- 3 **Choose a replacement behavior that serves the same function** (page 8) and is easier than the target behavior. A student who leaves to escape hard work needs a way to ask for a break, not a way to be quieter.
- 4 **Prevent** (page 9): change what comes before so the behavior is less necessary. **Teach** (page 10): the replacement and the skills around it, on a schedule. **Respond** (page 11): what every adult does at each stage, so the target behavior stops working and the replacement does.
- 5 **Reinforce on purpose** (page 12), from what the student actually chooses, on a schedule that fades.
- 6 **Collect data on both behaviors** (pages 14–15) and check that the plan is being done as written (page 16). A plan that is not implemented cannot be evaluated.
- 7 **Review on a date, not a feeling** (page 18), and write the one-page summary (page 19) that the adults in the room will read instead of this.

What this kit is not

It is not a legal template and it does not say what your state or district requires a behavior plan to contain. It is not a substitute for your district's FBA process or for a behavior analyst where one is required. Nothing in it describes or authorizes any physical intervention; safety procedures are your district's, and page 13 only records where they live. The example on page 20 is an invented student.

Five ways a behavior plan fails

WHAT WENT WRONG	WHAT IT LOOKS LIKE
The behavior is a category	"Disruptive", "off task", "defiant". Nobody can count it, so nobody knows if it changed.
No function, or a guessed one	The plan is a list of consequences. It works on Tuesday and not on Wednesday.
Replacement missing or wrong	The student loses the target behavior and gains nothing; something else appears in its place.
Nobody measured fidelity	The plan was never actually tried, and it is judged as if it was.
No review date	The plan is still in the file two years later, unchanged, describing a different child.

Target Behavior Definition

Written so that two adults watching the same ten minutes would get the same count. Examples and non-examples are what make that true.

STUDENT

DATE

WRITTEN BY

Target behavior, in observable words

What it looks like and sounds like. No causes, no intentions, no adjectives. A stranger could count it.

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Examples (counts)

Three things that happen in this room that are this behavior.

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Non-examples (does not count)

Three things that look close and are not.

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X	MEASURE (MARK ONE)	BASELINE NUMBER	DATES AND SOURCE	COLLECTED BY
	Frequency: times per _____			
	Duration: minutes per episode			
	Latency: seconds from direction to start			
	Intensity: rating 1–5, defined below			

Where and when it happens most / least

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Intensity levels, if used (what a 1, a 3 and a 5 look like)

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FBA Summary and Hypothesis

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STUDENT

TARGET BEHAVIOR (SHORT)

DATA REVIEWED ON

Data sources used (mark with X, add dates)

SOURCE	DATES / NOTES
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Antecedents (right before)

The demand, the transition, the peer, the wait.

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Consequences (right after)

What the student got, or got out of, most of the time.

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HYPOTHESIZED FUNCTION (MARK ONE PRIMARY WITH X)

WHAT THE DATA SHOWS

Attention (adult or peer)	
Escape or avoidance (task, setting, person)	
Access (item, activity, place)	
Sensory / automatic	

Hypothesis statement

When ____ (setting / antecedent), ____ (student) ____ (target behavior) in order to ____ (get / get out of / access) _____. This is most likely when ____ (setting event).

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Replacement Behavior Plan

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STUDENT

HYPOTHESIZED FUNCTION (FROM PAGE 6)

Replacement behavior, in observable words

What the student will do instead. It must get the same thing the target behavior got.

X	CHECK (MARK EACH WHEN TRUE)	HOW WE KNOW
	Serves the same function as the target behavior	
	Easier and faster than the target behavior	
	Student can already do it, or it can be taught in days	
	Every adult will honor it, at first every time	
	Acceptable in every setting where the target behavior happens	

How it will be taught (steps, prompts, who, when)

Reinforcement: what happens right after, every time at first

Fade plan: how the response to the request becomes more natural over time

From every time, immediately, to sometimes, with a short wait, to what any student in the room would get.

One-Page Behavior Plan Summary

The version the adults in the room actually read. Every box is copied from the pages before it; nothing new is written here.

STUDENT

PLAN DATES

PLAN OWNER / CONTACT

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