**Shaping Alternative Behaviors** Date of BSP: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student: ­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_

**Influenced by, in this situation** (student) **is likely to resulting in reinforced by**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Setting FactorsLearner characteristics | Antecedents/Triggers | Behavior of ConcernBaseline data | What happens next | Functionchoose only 1 primary need[ ] get OR [ ] avoid\_\_\_social (adult/peer  attention, help)\_\_\_activity/object\_\_\_work\_\_\_sensory/biological |

 (student) **will instead**

|  |
| --- |
| Alternative BehaviorUse this worksheet to help guide thinking process for planning the alternative behaviors.Identify the succession of alternative behaviors you will teach. These steps help the student build independence and approximate the ultimate desired behavior. Establish the mastery criteria that will determine when it is time to teach the next alternative behavior. Alternative Behaviors- Match the function - Are easier to do than the  behavior of concern- Are socially appropriateMastery Criteria  |

Add or delete steps as necessary

Mastery Criteria

Desired Behavior/ Behavior Standard

(Long Term IEP Goal)

Alternative Behaviors can become short term objectives in the IEP behavior goal

Mastery Criteria

Mastery Criteria

Mastery Criteria