Guide for Writing Behavioral Goals

6 Part Format for (a) Increase General Positive OR (b) Decrease, or Stop Problem Behavior

1. By when?	2. Who?	3. Will do what? Or will stop/decrease doing what?	4. Under what Condition(s)?	5. At what level of proficiency?	6. As measured by whom, and how measured?
Specify when full mastery of the goal is expected	The student's name	Specify in observable, measurable terms, what the behavior will look like (a) an increase in desired (b) a decrease or stop undesired Do not use self-esteem enhanced, feelings of anger reduced which are difficult/impossible to accurately measure.	**Considerations:** **Location(s)**: at desk, during assemblies **Person(s) present or absent**: with peers, with aide **Activity requirement(s)**: given a written assignment, when told to begin **Prompting and degree of prompts:** with no prompts/reminders, with gestural cue Etc:	**Considerations:** How well will the behavior be performed: Using 4/5 steps taught? With what degree of success: 4/5 items?	**Who**: Teacher? Aide? **Considerations:** **Data collection:** Recording in record book, teacher-made rating sheet, random/continuous time sampling,? etc. **Observation techniques:** 3/5 observations in 3 weeks of observations,

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9 Part Format for a Functionally Equivalent Replacement Behavior

1. By When?	2. Who?	3. Instead of what problem behavior?	4. For the purpose or function of what?	5. Will do what?	6. For the purpose or function of what (repeat)	7. Under what contingent condition(s)?	8. At what level of proficiency?	9. As measured by whom, and how measured
Specify when full mastery of the goal is expected	The student's name	Specify in observable, measurable terms, what the non-desired problem behavior looks like	Specify the hypothesized function of the non-desired problem behavior this FERB is in lieu of: 1. to gain what? OR 2. to reject (protest, escape, avoid) what?	Specify in observable, measurable terms, the new, socially more acceptable behavior that achieves the same outcome for the student as the problem behavior	**Repeat the hypothesized function:** 1. to gain what? OR 2. to reject (protest, escape, avoid) what?	**Considerations:** **Location(s)**: at desk, during assemblies **Person(s) present or absent**: with peers, with aide **Activity requirement(s)**: given a written assignment, when told to begin **Prompting and degree of prompts:** with no prompts/reminders, with gestural cue Etc:	**Considerations:** How well will the behavior be performed: Using 4/5 steps taught? With what degree of success: 4/5 items?	**Who**: Teacher? Aide? **Considerations:** **Data collection:** Recording in record book, teacher-made rating sheet, random/continuous time sampling,? etc. Observation techniques: **3/5 observations in 3 weeks of observations,**