**Replacement Behavior Checklist**

Use the checklist below when planning replacement behaviors for a student pathway in order to eliminate common errors. Team-based brainstorming for replacement behaviors is recommended practice.

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| **Criteria** | **Attribute** | **Yes** | **No** |
| Observable & Measurable | 1. Behaviors can be seen/heard and measured. Behaviors are stated with objective and positive (what the student will do rather than refrain from doing) terminology. |  |  |
| Student Behavior | 1. Behavior is a student behavior, not a teacher intervention/support. Behavior is stated as an action rather than an emotion/thought or absence of behavior. |  |  |
| Easy & Efficient | 1. Behavior requires equal (or less) effort than the current challenging behavior and is an achievable behavior within the time period of implementation. |  |  |
| Functionally Equivalent | 1. Behavior is matched to a single identified function (rather than topography). |  |  |
| Socially  Valid | 1. Behavior is acceptable in the student’s instructional environment and has application to settings outside of school and future transitions. |  |  |