Target Behavior Prioritization Tool

When there are more than a few behavioral concerns, the entire team meets to describe each behavior. Descriptions are recorded below. Attach pages, if needed.

> Note: A *precursor behavior* is one that reliably precedes more severe behavior.
> It may be beneficial to prioritize precursor behaviors when planning an intervention that may prevent more severe behaviors.

After the descriptions of each behavior are recorded below, make copies of the page(s) so each team member can rate each behavior as: 1 = Annoying   2 = Interferes with Learning, or   3 = Dangerous.

Then, gather the pages and average all team members' ratings for each behavior. Select the highest rated behaviors for this FBA. Other behaviors may be assessed after there has been progress on the priority behaviors.

Student Name: _____   **Date:** _____

Team Member Name: _____

      Title/Relation to Student: _____

Descriptions of behaviors of concern	**Rating**
Describe how the student moves.	1 = Annoying
Describe what you see and/or hear.	2 = Interferes
Describe any "product" (change to the	with Learning
environment) of the behavior.	3 = Dangerous

Behavior 1: _____ 1 2 3
_____

Behavior 2: _____ 1 2 3
_____

Behavior 3: _____ 1 2 3
_____

Behavior 4: _____ 1 2 3
_____

Behavior 5: _____ 1 2 3
_____

Behavior 6: _____ 1 2 3
_____

Behavior 7: _____ 1 2 3
_____

Behavior 8: _____ 1 2 3
_____
_____