

## 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 nondesired problem behavior looks like	Specify the hypothesized function of the nondesired 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?	Specify the conditions when the student would likely use a problem behavior, but will now select the FERB to achieve the desired outcome.	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,