



Goal Setting: Culturally Responsive Function-Based Thinking (CR-FBT)

Now that you are ready to reflect on the behaviors of one or more of your students, set a goal for completing the process of CR-FBT and evaluating the effectiveness of the strategies you employ to address the undesired behaviors.

Goal: (Student name or initials) is exhibiting the undesirable behavior of (Include specifics about the behavior as appropriate). Based on the completion of the CR-FBT Tool, I anticipate this behavior to change by (date) in this way: (Be as specific as you can in terms of data that can be collected that will show an improvement.)

Simple Data ^[1]	
Undesired Behavior:	Replacement Behavior:
Tallies of Incidences:	Tallies of Incidences:
Initial Data:	New Data after Implementation:

Did I meet my goal? Yes No	
Did the employed strategy address the behavior and the antecedents to that behavior for this student?	
If YES, what went well?	If NO, what were the challenges?



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How will I change my goal next time?

[1] Using Simple Data

Before class, determine your goal and write it on your goal sheet. Determine which behavior you want to see less of and which behavior you want to see more of in its place as well as when you would like to evaluate the change in behavior. During class, keep the goal sheet somewhere readily available to you, such as on a clipboard you carry with you. Use the space provided to tally the number of times the undesired behavior is observed as well as the number of times the new replacement behavior is observed.

Compare the initial data to the new data after the specified time frame. Space is provided on the goal sheet to work or take notes. Finally, determine if you have met your goal.

If you met your goal

Congratulations! Reward yourself with some behavior-specific praise and keep it up! Consider changing your goal to address other undesired student behaviors.

If you did not meet your goal

Reflect on any challenges that you faced. Determine how to overcome those challenges and give it another try. Meeting with your Double Check coach to problem solve can be helpful.

Challenges	Tips from the Field
<p><i>“ “ The strategy I used to address the undesired behavior worked at first, but then the behavior began happening again.</i></p>	<p>Make sure that you are consistent in your approach to address the undesired behavior. Consider whether you address the behavior the same way each time or if you fall back into old habits.</p>
<p><i>“ “ The undesired behaviors actually increased rather than decreased when I tried to address it.</i></p>	<p>Consider whether you correctly identified the antecedents and/or motivations to the behavior. Maybe go back to the CR-FBT Tool and reflect on ABCs of the behavior and modify as needed.</p>
<p><i>“ “ I have had trouble identifying the antecedents to the behavior that the student is displaying. I can't seem to find a pattern.</i></p>	<p>Sometimes when we think back to what might have happened before a behavior occurred, we might not get it right. We might not be able to see everything that is happening with that particular student. Consider asking a colleague or your Double Check coach to observe your student at times when they tend to display the undesirable behavior. An objective observer might be able to see something that you aren't.</p>