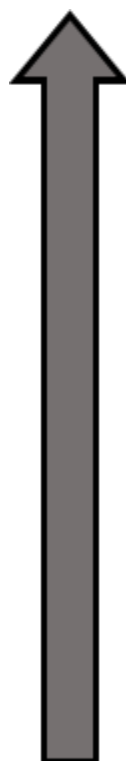


SHAPING PLAN WORKSHEET

Student: _____ Date: _____

Shaping from the Replacement Behavior to the Desired Behavior



Stage	Student Expectation	Reinforcement Plan	Extinction Plan
Desired behavior			
Approx 3			
Approx 2			
Approx 1			
Replacement Behavior			

Considerations: Mastery Criteria for Advancing to the Next Approximation

The student will advance when they demonstrate the current approximation:

- ☐ At least _____ times/opportunities
- ☐ Across _____ consecutive sessions/days
- ☐ At an independence level of _____
- ☐ While challenging behavior is ☐ absent ☐ stable ☐ decreasing
- ☐ Additional considerations: _____

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Filled-In Example for Escape Maintained Behavior

Stage	Student Expectation	Reinforcement Plan	Extinction Plan
Desired Behavior	Student uses scheduled breaks and requests additional breaks when needed.	Scheduled breaks continue. Independent self-management earns specific praise, choice during break (e.g., preferred activity/location), and occasional bonus reinforcement for meeting goals (e.g., extra minute, token, preferred item). Reinforce persistence and flexible responding.	Refer to visual schedule, timer, and expected break time. Encourage persistence and redirect to available supports before granting unscheduled breaks.
Approx 3	Student works for 5 minutes or to a natural stopping point, then requests a break.	Immediate break with enthusiastic behavior-specific praise. Provide full break duration and occasional bonus reinforcement for independent completion (e.g., an extra minute or a preferred activity).	Offer encouragement, assistance, and a visual timer. Prompt persistence before honoring early requests.
Approx 2	Student completes 2 short tasks, then requests a break.	An immediate break is provided after completing 2 tasks and requesting appropriately. Break duration will be the standard duration (2 minutes)	If requesting early, provide prompting, shorten the task if appropriate, offer assistance, or alternate turns before the break is available.
Approx 1	Student completes 1 short task, then requests a break.	Immediate brief break (e.g., 2 minutes) with attention/commenting for appropriate communication. Reinforce any independent break request.	If requesting before completing the task, prompt completion and support success before providing the break.
Replacement behavior	Student requests a break instead of engaging in challenging behavior.	Immediate break (e.g., 2 minutes) is provided following an appropriate break request.	Reinforce any appropriate break request as soon as possible.

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