

Identifying Antecedents: Identify factors that commonly occur prior to the circled behavior or factors that make the behavior of concern more likely to occur:

Teacher Behavior	Instructional Condition	Student Factors	Environment
___ Teaching making a request ___ Teacher directed lesson or lecture ___ Teacher working with another student ___ Teacher telling student "no" ___ Teacher correcting student ___ Teacher praising student ___ Teacher providing one-on-one instruction to student ___ Teacher ignoring student	___ Seat work ___ Small group ___ Large group session ___ Problematic subject _____ ___ Written assignment ___ Difficult task ___ Lack of interest/boring ___ Misunderstood directions ___ Other _____ _____	___ Agitated ___ Tired ___ Sad ___ Hungry ___ Ill/complains of being sick ___ Confused ___ Active from PE/Recess ___ Peer Provocation ___ Other _____ _____	___ Low structure setting ___ Change in routine ___ Change in schedule ___ Substitute teacher ___ Return from absence ___ Late to school ___ Family stress ___ Noisy environment ___ Personal space issue ___ Ending of desired activity (leaving PE, lunch, etc.)

Identifying Consequences: Identify those things that follow the behavior immediately, as well as consequences imposed as a result of the behavior.

Teacher Responses	Student Responses	Consequences
___ Ignored behavior ___ Restated request ___ Redirected to another task ___ Removed task ___ Praised and encouraged ___ Issued a reprimand or verbal warning ___ Issued a consequence, describe: _____ _____ _____	___ Peer positive attention (laugh, etc.) ___ Peer negative attention (pick on, correct) ___ Peers ignore ___ Peers isolate student ___ Peers copy student ___ Other _____ _____ _____	___ Time out ___ Loss of privilege ___ Loss of rewards/points ___ Behavior journal ___ Note home ___ Phone parents ___ Detention ___ In school suspension ___ Out of school suspension ___ Office time-out ___ Sent to counselor ___ Sent to school disciplinarian

Identifying Function of Behavior

(What is your best educated guess as to what function the behavior is serving and why it continues to occur?)

___	Escape/Avoidance/Delay: (Circle all that apply) <ul style="list-style-type: none"> • Escape class work • Removal from class • Avoid undesirable task • Escape certain teacher/peer • Escape the school setting (home preferable) • Other _____ _____ 	___	Access to Tangibles: (Circle all that apply) <ul style="list-style-type: none"> • To gain access to desirable situation (principal's office, guidance office, etc) • Reaction when something is denied or taken away
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—	Social Attention: (Circle all that apply) <ul style="list-style-type: none"> • Peer attention • Teacher attention(positive and negative) • Draw attention to self • Effort to get parent’s attention 	—	Non-Social/Internal Stimulation(Circle all that apply) <ul style="list-style-type: none"> • As a form of self-stimulation • When there is nothing else to do • Highly repetitive or stereotypical behavior • Unable to control impulses
—	Power/Control: (Circle all that apply) <ul style="list-style-type: none"> • Effort to control environment • Effort to control teachers (gain power) • Effort to get home and control factors there • Demonstrate power to teachers and peers 	—	Physiological: (Circle all that apply) <ul style="list-style-type: none"> • Student is ill • Student appears overly tired • Mental health concerns (ex. Depression, schizophrenia, bipolar, etc.)

Now that we have information about the PROBLEM behavior, please describe the student’s strengths academic and non-academic or interpersonal:

- | | |
|---|--|
| <input type="checkbox"/> Academic areas (list): _____
<input type="checkbox"/> other _____
<input type="checkbox"/> Sports
<input type="checkbox"/> Dance/Music/Art/Drama or other _____
<input type="checkbox"/> Works well with others
<input type="checkbox"/> Likes to be a helper
<input type="checkbox"/> Works well with computers
<input type="checkbox"/> Works well with hands
<input type="checkbox"/> Able to fix things; mechanically
<input type="checkbox"/> Supportive family
<input type="checkbox"/> Follows directions well
<input type="checkbox"/> Attends School regularly | <input type="checkbox"/> Good sense of humor
<input type="checkbox"/> Speaks his/her mind
<input type="checkbox"/> Good Memory
<input type="checkbox"/> Kind and/or compassionate
<input type="checkbox"/> Respectful toward authority
<input type="checkbox"/> Respectful toward peers
<input type="checkbox"/> Works well with animals
<input type="checkbox"/> Works well with children
<input type="checkbox"/> Good Leadership skills
<input type="checkbox"/> Completes class assignments |
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Lastly, please describe briefly what it is you would LIKE the student to do in your class instead of the problem behavior.

(What are your expectations for this student?) _____

Thank you very much for taking the time to share this crucial information.

Teacher Signature _____