

Student: _____ Student #: _____ Date: _____

REVIEW OF EVENTS RELATED TO THE PROBLEM BEHAVIOR(S) (cont)

Individuals with whom behavior(s) generally occur

- Teacher(s) Specify class/individual: _____
- Paraprofessional(s) Specify class/individual: _____
- Parents Students Administrators Siblings
- Other: _____

Environmental factors that may be contributing to behavior(s)

- | | | |
|--|--|---|
| <input type="checkbox"/> peer group influences | <input type="checkbox"/> difficulty with curriculum | <input type="checkbox"/> length of bus ride |
| <input type="checkbox"/> bullying | <input type="checkbox"/> length of assignments | <input type="checkbox"/> open concept classroom |
| <input type="checkbox"/> taunting | <input type="checkbox"/> rate of teacher reinforcement | <input type="checkbox"/> difficulty with transition times |
| <input type="checkbox"/> gang related activities | <input type="checkbox"/> teaching style | <input type="checkbox"/> classroom setting |
| <input type="checkbox"/> drug/alcohol abuse | <input type="checkbox"/> inconsistent reinforcement of rules | <input type="checkbox"/> _____ |
| <input type="checkbox"/> parent expectations | <input type="checkbox"/> loner/few friends | <input type="checkbox"/> _____ |

Situations in which behavior(s) does/do not occur (Describe)

Activities that occur immediately following the behavior(s)

- | | |
|---|--|
| <input type="checkbox"/> positive social reinforcement from peers | <input type="checkbox"/> positive social reinforcement from adults |
| <input type="checkbox"/> negative reinforcement from peers | <input type="checkbox"/> negative reinforcement from adults |
| <input type="checkbox"/> corrective feedback | <input type="checkbox"/> discontinuation of academic task |
| <input type="checkbox"/> isolation within classroom | <input type="checkbox"/> removal from classroom |
| <input type="checkbox"/> office referral | <input type="checkbox"/> assigned detention |
| <input type="checkbox"/> loss of privilege | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

IDENTIFICATION OF WHAT IS REINFORCING TO THE STUDENT

- | | | |
|--|---|--|
| <input type="checkbox"/> verbal praise | <input type="checkbox"/> positive calls/notes to parents | <input type="checkbox"/> attending mainstream activities |
| <input type="checkbox"/> teacher helper | <input type="checkbox"/> allowing choice of reward activities | <input type="checkbox"/> time with special adult/peer |
| <input type="checkbox"/> edible rewards | <input type="checkbox"/> activities/games/privileges | <input type="checkbox"/> self-monitoring |
| <input type="checkbox"/> extra time on computer | <input type="checkbox"/> positive office visit | <input type="checkbox"/> assist peer |
| <input type="checkbox"/> pat on back/thumbs up, etc. | <input type="checkbox"/> reduction of homework | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

HYPOTHESIS ABOUT THE FUNCTION OR PURPOSE OF THE BEHAVIOR(S)

- | | | |
|---|--|---|
| <input type="checkbox"/> avoid a demand or request | <input type="checkbox"/> avoid an activity or task | <input type="checkbox"/> avoid a person |
| <input type="checkbox"/> escape the classroom/setting | <input type="checkbox"/> escape the school | <input type="checkbox"/> gain adult attention |
| <input type="checkbox"/> gain peer attention | <input type="checkbox"/> get sent to preferred adult | <input type="checkbox"/> self-stimulation |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

OTHER DISCUSSION REGARDING THIS STUDENT AND/OR THE PROBLEM BEHAVIOR(S)