

From the list below indicate the triggers (antecedents), concurrent events, and consequences that seem to be supporting the current behavior

Triggers

- Lack of social attention
- Demand/Request
- Difficult Task
- Transition (task)
- Interruption in routine
- Negative social interaction
- Consequences imposed for negative behavior

Concurrent Events

- Independent seat work
- Group Instruction
- Crowded setting
- Unstructured activity
- Unstructured setting
- Peer attention
- Adult attention

Consequences

- Behavior ignored
- Reprimand/Warning
- Time-out
- Loss of privileges
- Communicate w/home
- Sent to office
- Out/school suspension
- In -School suspension

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What function(s) does the identified behavior(s) seem to serve for the child?

Escape

- Avoid a demand or request
- Avoid an activity/task (if known)
- Avoid a person
- Escape the classroom/setting_
- Escape the school_
- Other

Attention/Control

- Get desired item/activity
- Gain adult attention
- Gain peer attention
- Get sent to preferred adult
- Other

Was this information collected through? Teacher interview __ or Direct observation?

Other Comments:

Suggest any preferred items, activities, or people that could be used as incentives in an intervention for this child (what can be used to increase positive student behaviors).