Behavior Function Identification Worksheet

Tier II or Tier III

# Student Basics

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|  | Student Name: \_\_Don \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | What are strengths, characteristics and behaviors, of the student? | \_\_Don E can be helpful to other students, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Antecedent | What are things that happen just before the problem behavior? (setting, triggers) |  Transition period (task or setting)   Teacher presentation of academic material  X Student denied a desired item/activity   Social interaction with peer   Completed preferred activity   Interruption in routine  X Social interaction with adults   Completed non-preferred activity   Unstructured environment/situation  X Response to direction/redirection to adult  X Complete difficult task/activity  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Behavior | What is the problem behavior? | he has extreme difficulty focusing and staying on task. He also throws tantrums when he doesn’t get what he wants  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Behavior Function | What are they gaining / obtaining from this problem behavior: (check all that apply) | \_\_X\_\_ Adult Attention \_\_\_\_ Peer Attention  \_\_X\_\_ Preferred Activity \_\_\_\_ Money/Things  \_\_X\_\_ Other scape from non preferred activity |
| Things they might be avoiding/escaping from this problem behavior: | \_\_X\_\_ Hard Tasks \_\_X\_\_ Negative Feedback  \_\_\_\_ Peer Negatives \_\_\_\_ Physical Effort  \_\_\_\_ Adult Attention \_\_X\_\_ Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Consequence | What types of interventions are you already doing in the classroom? Are any of them helping? If so, how? | X Positive reinforcement for appropriate behavior  X Cool off/timeout at desk   Cool off/timeout at other area in the room   Cool off/timeout in buddy room  X Non-verbal cues  X Planned ignoring  X Proximity control  X Private conference  X Verbal redirection to act   Loss of incentives/privileges   Behavioral Contract  X Verbal reprimand/warning   Communication with parent   Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

created by Josh Kumm, 2015