Behavior Function Identification Worksheet

Tier II or Tier III

# Student Basics

|  |  |
| --- | --- |
|  | 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 routineX Social interaction with adults  Completed non-preferred activity Unstructured environment/situationX 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 roomX Non-verbal cuesX Planned ignoringX Proximity control X Private conferenceX Verbal redirection to act Loss of incentives/privileges Behavioral ContractX Verbal reprimand/warning Communication with parent Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

created by Josh Kumm, 2015