

Summarize Antecedent (and Setting Events)

What kind of things make it more likely that you will have this problem? (difficult tasks, transitions, structured activities, small group settings, teacher's request, particular individuals, etc.)

When and where is the problem most likely to happen? (days of week, specific classes, hallways, bathrooms)

When is the problem behavior least likely to occur? (days of week, specific classes, hallways, bathrooms)

Setting Events: Is there anything that happens before or after school or in-between classes that make it more likely that you'll have a problem? (missed medication, history of academic failure, conflict at home, missed meals, lack of sleep, history or problems with peers, etc.)

Description of the Consequence

What usually happens after the problem occurs? (what is the teacher's reaction, how do other student's react, is the student sent to the office, does the student get out of doing work, does the student get in a power struggle, etc.)

- - - - - End of Interview - - - - -

STEP 2: DEVELOP A TESTABLE EXPLANATION

Setting Event	Antecedent	Behavior	Consequence
		1.	
		2.	
		3.	

Function of the Behavior

For each ABC sequence listed above, why do you think the behavior is occurring? (to get teacher attention, to get peer attention, gets desired object/activity, escapes undesirable activity, escapes demand, escapes particular people, etc.)

1. _____
2. _____
3. _____

STEP 3: RATE YOUR CONFIDENCE IN THE TESTABLE EXPLANATION

If you completed both interviews, was there agreement on these parts? (Y/N) (a) Setting Events ____ (b) Antecedents ____ (c) Behaviors ____ (d) Consequences ____ (e) Function ____						
How confident are you that your testable explanation is accurate?						
Very sure			So-so			Not at all
6	5	4	3	2		1

STEP 4: CONDUCT OBSERVATIONS (IF NECESSARY)

- If student has an identified disability and is at risk of suspension, expulsion, or change in placement you must conduct an observation of student
- If student does not meet above criteria, but confidence rating is 1, 2, 3, or 4 you should conduct observations to better understand when, where, and why the problem behavior is occurring.
- If student does not meet above criteria, and confidence rating is 5 or 6, you may go directly to Step 6

Summarize Observation Data

Setting Event	Antecedent	Behavior	Consequence
		1.	
		2.	
		3.	

Function of the Behavior

For each ABC sequence listed above, why do you think the behavior is occurring? (to get teacher attention, to get peer attention, gets desired object/activity, escapes undesirable activity, escapes demand, escapes particular people, etc.)

- _____
- _____
- _____

STEP 5: CONFIRM/MODIFY TESTABLE EXPLANATION

Was there agreement between the Teacher Interview and the Observation? Y/N

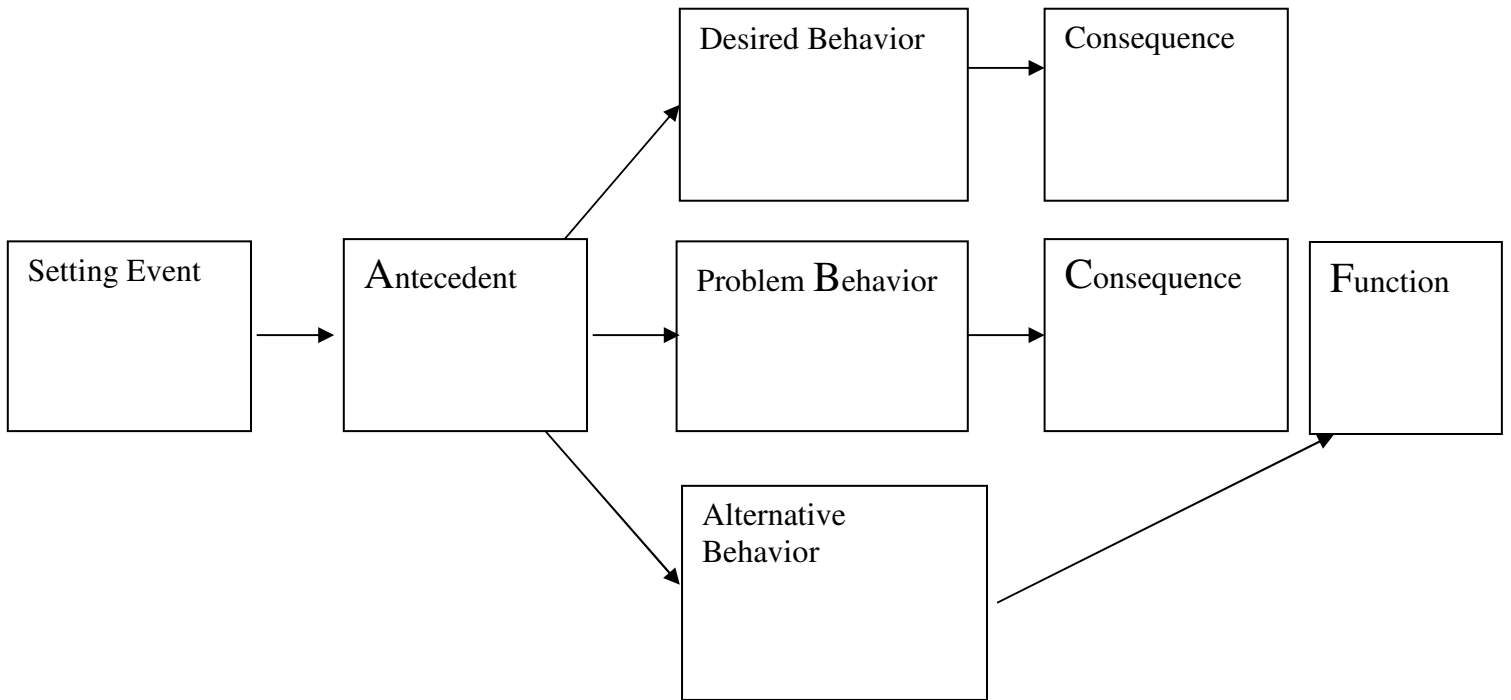
a) Setting Events ____ (b) Antecedents ____ (c) Behaviors ____ (d) Consequences ____ (e) Function ____

Was there agreement between the Student Interview and the Observation? Y/N

a) Setting Events ____ (b) Antecedents ____ (c) Behaviors ____ (d) Consequences ____ (e) Function ____

Based on the interviews and observations, what is your working testable explanation for why the problem behavior occurs?

STEP 6: BUILD A COMPETING BEHAVIOR PATHWAY



Setting Event Strategies	Antecedent Strategies	Behavior Teaching Strategies	Consequence Strategies

STEP 7: SELECT INITIAL INTERVENTION STRATEGIES

Tasks	Person Responsible	By When	Review Date	Evaluation Decision <ul style="list-style-type: none">• Monitor• Modify• Discontinue

*If emergency behavior management procedures are necessary, attach crisis plan as separate sheet.

STEP 8: EVALUATE PLAN

Behavioral Goal (Use specific, observable, measurable descriptions of goal)

<p>What is the short-term behavioral goal?</p> 	<p>_____ Expected date</p>
<p>What is the long-term behavioral goal?</p> 	<p>_____ Expected date</p>

Evaluation Procedures

Data to be Collected	Procedures for Data Collection	Person Responsible	Timeline

Plan review date: _____

We agree to the conditions of this plan:

Student (date)

Parent or guardian (date)

Teacher (date)

Teacher (date)

Action Team member (date)

Action Team member (date)