

Function of Behavior (No. 1): Specify hypothesized function for each area checked below.

Affective Regulation/Emotional Reactivity (Identify emotional factors; anxiety, depression, anger, poor self-concept; that play a role in organizing or directing problem behavior):

Cognitive Distortion (Identify distorted thoughts; inaccurate attributions, negative self-statements, erroneous interpretations of events; that play a role in organizing or directing problem behavior):

Reinforcement (Identify environmental triggers and payoffs that play a role in organizing and directing problem behavior):

Antecedents: Teacher presents student with academic assignment.

Consequences: Diverts the attention of peers from his difficulty with academic tasks to his disruptive behavior that he considers more acceptable and less embarrassing.

Modeling (Identify the degree to which the behavior is copied, who they are copying the behavior from, and why they are copying the behavior):

Student copies the disruptive behavior of another high-status peer.

Family Issues (Identify family issues that play a part in organizing and directing problem behavior):

Physiological/Constitutional (Identify physiological and/or personality characteristics; developmental disabilities, temperament; that play a part in organizing and directing problem behavior):

Communicate need (Identify what the student is trying to say through the problem behavior):

Student is communicating his embarrassment about his inability to do his school work.

Curriculum/Instruction (Identify how instruction, curriculum, or educational environment play a part in organizing and directing problem behavior):

Disruptive behavior occurs when instructional expectations exceed his academic ability.