

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):

Difficulty expressing affection for others in age-appropriate ways.

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: Proximity of others during non-structured times, particularly when student leaves her seat, when others come to her class, transitions between activities

Consequences: Physical contact with others.

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

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):

Down syndrome, onset of puberty.

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

Student is conveying an interest in the other person, greeting/welcoming the other person.

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