

**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):

Student appears depressed. He has previously been diagnosed and expresses subjective feelings of depression when asked.

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

Student makes frequent negative self-statements about his academic ability, his self-worth, and how other students and adults feel about him.

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

Antecedents:

Consequences:

 **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):

Parents frequently make critical statements about student. They expect academic performance that is unrealistic, given student's cognitive and academic ability levels. They have difficulty accepting what appears to be age-appropriate adolescent behavior.

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

Depression, social introversion.

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

Withdrawal may tell others to leave him alone.

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