



Analyzing Student Behavior: Organizer

Student: _____ Meeting Date: _____ Consultant: _____

Consultee: Staff Member/Team: _____

This organizer is designed to help schools to analyze student behavior in preparation for creating an effective intervention plan. Before using this worksheet, educators should consult the related document *Analyzing Student Behavior: A Step-by-Step Guide* for a tutorial on this topic.

Step 1: Define the behavior. The first step in analyzing a behavior is simply to put it into words. Define the problem behavior in clear, observable, measurable terms. Write a clear description of the problem behavior.

Problem Description

Step 2: Expand the Behavior Definition to a 3-Part Statement. To better understand dimensions of the behavior, create a 3-part problem statement that includes condition(s) under which the problem is likely to occur, and contextual information that gives a sense of how severe or problematic the behavior is:

- **Conditions.** The condition(s) under which the problem is likely to occur
- **Problem Description.** A specific description of the problem behavior
- **Contextual information.** Information about the frequency, intensity, duration, or other dimension(s) of the behavior that provide a context for estimating the degree to which the behavior presents a problem in the setting(s) in which it occurs.

3-Part Problem Identification Statement		
Conditions. The condition(s) under which the problem is likely to occur	Problem Description. A specific description of the problem behavior	Contextual Information. Information about the frequency, intensity, duration, or other dimension(s) of the behavior

Step 3: Develop Examples and Non-Examples. Writing both examples and non-examples of the problem behavior helps to resolve uncertainty about when the student's conduct should be classified as a problem behavior. Examples should include the most frequent or typical instances of the student problem behavior. Non-



examples should include any behaviors that are acceptable conduct but might possibly be confused with the problem behavior.

Problem Behavior: Examples & Non-Examples	
Write several examples and non-examples of the problem behavior.	
Examples	Non-Examples

Step 4: Antecedents: Identify Triggers to the Behavior. Antecedents are events or conditions that can influence or even trigger the occurrence of problem behaviors.

Problem Behaviors: Remote & Immediate Antecedents	
Identify antecedents that appear to trigger or contribute to the problem behavior: If the suspected antecedent is remote (separated from the classroom setting by time and/or location), check 'R'. If the antecedent is immediate (occurs in the same location and just before the problem behavior), check 'I'.	
__R __I	Antecedent 1:
__R __I	Antecedent 2:
__R __I	Antecedent 3:
__R __I	Antecedent 4:



Step 5: Consequences: Identify Outcomes That Reinforce the Behavior. Consequences that *increase* the display of a behavior are known as reinforcers.

Problem Behaviors: Outcomes That May Provide (Positive or Negative) Reinforcement	
Record any consequences linked to the problem behavior that you suspect may be reinforcing it.	
Consequence 1:	<u>Examples of Possible Consequences</u> <input type="checkbox"/> Student fails to complete work. <input type="checkbox"/> Teacher ignores the behavior ('planned ignoring'). <input type="checkbox"/> Teacher redirects the student. <input type="checkbox"/> Teacher reprimands the student. <input type="checkbox"/> Teacher conferences w/ the student. <input type="checkbox"/> Student receives positive peer attention <input type="checkbox"/> Student receives negative peer attention. <input type="checkbox"/> Student is briefly timed-out within the classroom. <input type="checkbox"/> Student is briefly timed-out outside of the classroom. <input type="checkbox"/> Student is sent from the classroom to the office or to in-school suspension (disciplinary referral). <input type="checkbox"/> Student receives a disciplinary consequence outside of class time (e.g., afterschool detention). <input type="checkbox"/> Student receives a 'respite' break away from peers to calm down before rejoining class. <input type="checkbox"/> Student is sent from the classroom to talk with a counselor/ psychologist/social worker. <input type="checkbox"/> Student receives a snack, nap, or other support.
Consequence 2:	
Consequence 3:	
Consequence 4:	

Step 6: Write a Behavior Hypothesis Statement. The behavior hypothesis statement contains a description of the problem behavior and a hypothesis that presents the most likely cause or function of the behavior based on the available evidence.

Behavior Hypothesis Statement			
Write a behavior hypothesis statement linking the behavior to its probable cause or function.		Hypotheses: <ul style="list-style-type: none"> • SKILL DEFICIT • PERFORMANCE DEFICIT • PEER ATTENTION • ADULT ATTENTION • ESCAPE/AVOIDANCE • EMOTIONAL BLOCKERS 	
Problem Behavior	<Because>		Hypothesis
	...because...		



Step 7: Select a Replacement Behavior. When the problem behavior has been adequately described and its function identified, the teacher will want to choose an alternative behavior intended to *replace* it.

Replacement Behavior
Define a positive replacement behavior for the identified problem behavior.