
Setting Factors

_____ Transition (Task: Routine)	_____ Transition (Setting: Routine)
_____ Transition (Task: Unexpected)	_____ Transition (Setting: Unexpected)
_____ Elevated Noise Levels	_____ Presence of Unfamiliar Adults
_____ Presence of Unfamiliar Peers	
_____ Other	

7. Factors That Appear to Be Present When the Behavior Occurs

<i>Student Factors</i>	
_____ Drowsy/Sleepy Appearance	_____ Physical Complaints (e.g., hunger, pain)
_____ Disturbed Affect (e.g., sad, angry)	_____ Excessive Motor Activity
_____ Other	
<i>Setting Factors</i>	
_____ Independent Seat Work	_____ Group Instruction
_____ Crowded Setting	_____ One-to-One Instruction
_____ Unstructured Setting	_____ Unstructured Activity
_____ Other	

8. Factors That Appear to Follow the Behavior

<i>Teacher Factors</i>	
_____ Teacher Reprimand	_____ Teacher Praise
_____ Task Removal	_____ Withdrawal of Attention
_____ Teacher Warning	_____ Time-Out
_____ Response Cost	_____ Sent to Office
_____ Communication with Parent	_____ Predetermined Contingency Imposed
_____ In-School Suspension	_____ Out-of-School Suspension
_____ Other	
<i>Peer Factors</i>	
_____ Peer Attention (Positive)	
_____ Peer Attention (Negative)	
_____ Other	

9. Behavioral Intent or Function(s) That the Behavior Appeared to Serve

_____ *Power Control*

_____ Over Teachers
_____ Over Peers
_____ Over Parents
_____ Other

_____ *Escape/Avoidance*

_____ From an Activity/Task
_____ From a Person
_____ From the Classroom
_____ From the School