

Guide to Defining the Problem *Problem Solving Team Process - Behavior*

Student Name: _____ DOB: _____ Grade: _____ Date: _____

Referring Teacher: _____

Classroom Teacher (if different from referring teacher): _____

Target the behavior(s) that appear to be interfering with the student's performance on a regular basis

(Mark all the behaviors observed BUT SELECT TOP 2 BEHAVIORAL CONCERNS)

- | | |
|--|--|
| <input type="checkbox"/> Frequently argues with peers | <input type="checkbox"/> Does not adapt well to change |
| <input type="checkbox"/> Frequently argues with staff | <input type="checkbox"/> Overly shy, withdrawn |
| <input type="checkbox"/> Fails to finish things he/she begins | <input type="checkbox"/> Physically harms self |
| <input type="checkbox"/> Difficulty concentrating | <input type="checkbox"/> Temper outbursts |
| <input type="checkbox"/> Poor social skills | <input type="checkbox"/> Communication difficulties |
| <input type="checkbox"/> Cannot sit still, restless, overly active for age | <input type="checkbox"/> Often appears nervous or tense |
| <input type="checkbox"/> Clings to adult, very dependent | <input type="checkbox"/> Uses obscene language |
| <input type="checkbox"/> Cries often | <input type="checkbox"/> Sudden changes in mood, feelings |
| <input type="checkbox"/> Bullies others | <input type="checkbox"/> Difficulty following directions |
| <input type="checkbox"/> Physically aggressive to others | <input type="checkbox"/> Frequently avoids tasks |
| <input type="checkbox"/> Acts without thinking | <input type="checkbox"/> Refuses to talk |
| <input type="checkbox"/> Demands lots of attention from staff | <input type="checkbox"/> Does not show guilt after misbehaving |
| <input type="checkbox"/> Seeks attention from peers | <input type="checkbox"/> Consequences have little effect |
| <input type="checkbox"/> Destroys property | <input type="checkbox"/> Breaks school/classroom rules frequently |
| <input type="checkbox"/> Lacks organization, can't manage materials | <input type="checkbox"/> Bothers peers while they are working |
| <input type="checkbox"/> Seems fearful | <input type="checkbox"/> Frequently makes careless mistakes on tasks |
| <input type="checkbox"/> Would rather be alone than with others | <input type="checkbox"/> Avoids groups/peers |
| <input type="checkbox"/> Lying, cheating | <input type="checkbox"/> Repeats actions over and over |
| <input type="checkbox"/> Steals | <input type="checkbox"/> Picks nose, skin, or other body part |
| <input type="checkbox"/> Difficulty making/keeping friends | |
| <input type="checkbox"/> Difficulty with transitions | |

From the list below, indicate antecedents (what happens before the behavior), setting (where behavior occurs) and consequences (what happens after the behavior).

| Behavior concerns: | | | Behavior concerns: | | | Behavior concerns: | | |
|--------------------------|--------------------------|--|--------------------------|--------------------------|-----------------------------------|--------------------------|--------------------------|--|
| #1 | #2 | What happens before the behavior occurs? (Antecedent) | #1 | #2 | Where does it occur? (Setting) | #1 | #2 | What does teacher do as a result of the behavior? (Consequence) |
| <input type="checkbox"/> | <input type="checkbox"/> | Lack of social attention | <input type="checkbox"/> | <input type="checkbox"/> | Independent seat work | <input type="checkbox"/> | <input type="checkbox"/> | Behavior ignored |
| <input type="checkbox"/> | <input type="checkbox"/> | Demand/Request from | <input type="checkbox"/> | <input type="checkbox"/> | Group instructions | <input type="checkbox"/> | <input type="checkbox"/> | Teacher attention |
| <input type="checkbox"/> | <input type="checkbox"/> | Difficult tasks – does not understand | <input type="checkbox"/> | <input type="checkbox"/> | Crowded seating (lunch, recess) | <input type="checkbox"/> | <input type="checkbox"/> | Peer attention |
| <input type="checkbox"/> | <input type="checkbox"/> | Transition (task) | <input type="checkbox"/> | <input type="checkbox"/> | Unstructured activity | <input type="checkbox"/> | <input type="checkbox"/> | Reprimand/warning |
| <input type="checkbox"/> | <input type="checkbox"/> | Transition (setting) | <input type="checkbox"/> | <input type="checkbox"/> | Unstructured setting | <input type="checkbox"/> | <input type="checkbox"/> | Teacher talks to student |
| <input type="checkbox"/> | <input type="checkbox"/> | Interruption in routine | <input type="checkbox"/> | <input type="checkbox"/> | Specific subject/task | <input type="checkbox"/> | <input type="checkbox"/> | Other staff talks to |
| <input type="checkbox"/> | <input type="checkbox"/> | Negative peer interaction | <input type="checkbox"/> | <input type="checkbox"/> | Transitional times | <input type="checkbox"/> | <input type="checkbox"/> | Time-Out |
| <input type="checkbox"/> | <input type="checkbox"/> | Classroom is noisy | <input type="checkbox"/> | <input type="checkbox"/> | En-route to/from school | <input type="checkbox"/> | <input type="checkbox"/> | Loss of privilege |
| <input type="checkbox"/> | <input type="checkbox"/> | Student is off-task, restless | <input type="checkbox"/> | <input type="checkbox"/> | Special Area (art, P.E.music) | <input type="checkbox"/> | <input type="checkbox"/> | Penalty imposed |
| <input type="checkbox"/> | <input type="checkbox"/> | Consequences imposed | <input type="checkbox"/> | <input type="checkbox"/> | Other | <input type="checkbox"/> | <input type="checkbox"/> | Removed from class |
| <input type="checkbox"/> | <input type="checkbox"/> | Other | | | | <input type="checkbox"/> | <input type="checkbox"/> | Sent to office |
| | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | In-School Suspension |
| | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | Out-of-school suspension |
| | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | Contact Parents |