



Student Name:

Date:

Record your suggestions for how to prevent behaviour on back of page →

<p><b>Setting Event</b> Something that sets the stage for the behaviour to occur (lack of sleep, ill, hungry, TOC)</p>	<p><b>Antecedent</b> The thing/event that happened immediately before IB (was given directive – asked to put book away, transition time from recess, fire alarm...) Activity might be recess, gym, math, assembly, snack</p>		<p><b>Intense Behaviour (IB)</b> A detailed description of behaviours (be specific and objective: <b>who</b> was involved, <b>what</b> happened, <b>how</b> severe/intense was behaviour and how long did it last) If you took a photo what would it look like.</p>	<p><b>Consequence</b> What happened immediately after the behaviour? Did they gain or avoid something? Where did they go? How long did it take for them to calm?</p>
	<p>Time/Date:</p>			
	<p>Activity:</p>			
	<p>Person:</p>			
	<p>Time/Date:</p>			
	<p>Activity:</p>			
	<p>Person:</p>			



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<b>Check the Possible Functions of Behaviour:</b>	Avoid/escape peers	Avoid adults	Avoid group work	Avoid independent work/tasks
Avoid scheduled events	Avoid sensory stimuli	Gain attention of peers	Gain attention of adults	
Gain/fulfill a sensory need	Gain/obtain an item,	Gain/obtain an activity	Gain/obtain a choice.	

The most frequently occurring setting events are: \_\_\_\_\_

The most frequently occurring antecedents are: \_\_\_\_\_

The most frequently occurring behaviours are: \_\_\_\_\_

Your ideas for how to prevent the behaviour from occurring:

Describe how we can teach the student a more appropriate behaviour to get their needs met: