**Summary of Behavior**

|  |  |
| --- | --- |
| Student’s Name: | School: |
| Completed by: | Date Completed: |

The following information is based on a review of the seven (7) school days of ABC (antecedent, behavior, and consequence) data collected.

1. Check the **three most frequently occurring problem behaviors** noted on ABC data:

* Fidgets
* Impulsive
* Unable to interact with minimal friction
* Easily frustrated
* Prefers to be alone/withdrawn/isolated
* Difficulty staying on task
* Mute/refuses to speak
* Difficulty paying attention
* Fails to complete work
* Rarely interacts with classmates
* Is frequently alone during lunch/recess
* Does not join in with group
* Upset by any change in routine
* Pronounced fear of failure
* Depressed for most of the day
* Little interest in pleasurable activities
* Talks about suicide or death
* Exhibits unwarranted self-blame/self-criticism
* Performs obsessive/compulsive behaviors
* Changes mood for no apparent reason
* Rarely laughs or smiles
* Engages in self destructive behavior
* Shows excessive fear of specific objects
* Unresponsiveness
* Tells of extremely strange/illogical thoughts
* Creates imaginary/fantasy situations in an attempt to escape reality
* Experienced significant changes in activity levels/ concentration/school grades
* Aggression
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. **Antecedents** to problem behaviors include:

* Given Instruction/Prompt to Work
* Transition/Interruption
* Ignored by staff/staff walked away
* Leisure materials removed/denied
* Food removed/denied
* Other request denied
* Provoked by peer
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. **Consequences** for problem behaviors include:

* Warning
* Verbal redirection
* Conference with teacher
* Time-out in room (duration\_\_\_\_\_\_\_)
* Time out in another room (duration\_\_\_\_\_\_\_)
* Separation of students
* Prompt to participate
* Assigned to work with a peer
* Behavior ignored
* Physical prompt used to redirect
* Loss of PBIS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Loss of time on recess/activity
* Loss of access to items
* Parent phone call
* Parent Conference
* Detention
* ISS
* OSS
* Conference with Principal
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Problem behaviors **occur** in the following settings:

* English/Language Arts
* Math
* Social Studies
* Science
* Other Academic Area \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Other Academic Area \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Cafeteria
* Hallway
* Playground
* Restroom
* Dismissal area
* Bus loading zone
* Car loading zone
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Problem behaviors **do not occur** in the following settings:

* English/Language Arts
* Math
* Social Studies
* Science
* Other Academic Area \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Other Academic Area \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Cafeteria
* Hallway
* Playground
* Restroom
* Dismissal area
* Bus loading zone
* Car loading zone
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Description of what has been done to address the problem behavior (e.g., sticker chart, use of timer, time with preferred activity after work completion, etc.) that is not a typical accommodation for students:

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Provide a description of how the identified problem behaviors are not typical for the student’s age, setting, circumstances, and peer group:

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Provide a description of problem behaviors in narrative form:

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(continue on back if needed)