

Asking Why

Respondent:

Date:

Student:

1. Student's strengths:

Student's needs:

2. Behavior (specific description – what does it look like?):

3. Context (where, when and with whom does it occur?):

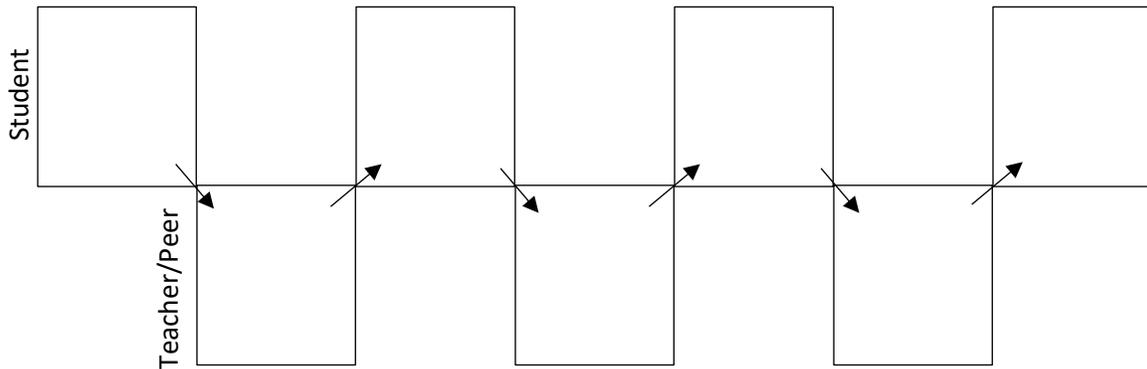
Most likely to occur (high probability/high risk):

Least likely to occur (low probability/low risk):

4. Interpreting high and low probability:

- a. What is it about the high probability times that increase the likelihood of the behavior?
- b. What is it about the lower probability times that decrease the likelihood of behavior?

5. Current response to behavior (use the diagram to show the current response to the behavior)



- a. What might he or she be “saying” by doing the behavior?
- b. What does the student want you to do when he or she does the behavior?

6. What is the function of the behavior (why does the behavior occur)?

Look at the information on this form and make your best guess or hypothesis about the purpose the behavior serves for the student.

FUNCTIONS

- | | |
|--|--------------------------------------|
| 1. Gains interaction from peers | 5. Escapes teacher-directed activity |
| 2. Escapes interactions with peers | 6. Gains sensory stimulation |
| 3. Gains interactions from an adult | 7. Escapes sensory stimulation |
| 4. Gains an object or is allowed to do some activity | |

Situation **Function:** 1 2 3 4 5 6 7

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