

**Rtl Documentation: Behavior**

**Student Name:** \_\_\_\_\_ **DOB:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**I. Classroom Intervention Components:**

- Clearly posted rules, frequently revisited
- Social contract agreed upon, signed, and frequently reviewed
- Predictable routine-reviewed daily
- Procedures pre-taught and practiced
- Classroom schedule posted and followed
- Behavior monitoring system in place and followed
- CCH questioning system followed for inappropriate behaviors
- Frequent feedback to all students for positive behavior
- Frequent feedback to students for negative behavior
- Positive reinforcement provided to group and individuals frequently

**Consequences: What is the consistent response to the following negative behaviors?**

- Noncompliance (failure to follow a reasonable request)
  
- Physical Aggression
  
- Verbal Aggression

**Before addressing an individual behavior problem, all intervention components listed above should be consistently in place and followed with fidelity.**

**II. Behavior(s) of Concern:**

Behavior (Objective Description)	Frequency (how often)	Duration (how long is it)	Intensity (mild/moderate/severe)

**III. Antecedent/Setting Events:**

What situations seem to set off the problem behavior? (ex: difficult tasks, transitions, structured activities, small groups settings, teacher's request, peers, etc.)	
When is the problem behavior most likely to occur? (time of day, day of week)	
When is the problem behavior least likely to occur? (time of day, day of week)	
Setting Events: Are there specific conditions, events, or activities that make the problem behavior worse? (missed medications, failure history, conflict at home, missed meals, lack of sleep, etc.)	

**IV. Function(s) of Behavior:**

**Escape/Avoidance**

- Avoid a demand or request
- Avoid an activity or task
- Avoid a person
- Escape the classroom setting
- Escape the school
- Other: \_\_\_\_\_

**Attention/Control**

- Get desired item/activity
- Gain adult attention
- Gain peer attention
- Get sent to preferred adult
- Win power struggle

**V. Strategies**

Setting Event Strategies	Antecedent Strategies	Skills Teaching Strategies	Consequence Strategies