

## Classroom Behavior Chart: Middle & High School Classrooms

Antecedent/Activity	Student Behavior	Consequence/ Outcome	Behavior Function
<ul style="list-style-type: none"> <li><input type="checkbox"/> Start of class/bell-ringer activities</li> <li><input type="checkbox"/> Large-group lecture</li> <li><input type="checkbox"/> Large group teacher-led discussion</li> <li><input type="checkbox"/> Large-group: when called on by the teacher</li> <li><input type="checkbox"/> Student work-pairs</li> <li><input type="checkbox"/> Student groups: cooperative learning</li> <li><input type="checkbox"/> Reading activities</li> <li><input type="checkbox"/> Writing activities</li> <li><input type="checkbox"/> Math activities</li> <li><input type="checkbox"/> Independent seat work</li> <li><input type="checkbox"/> Independent computer work</li> <li><input type="checkbox"/> Transitions between academic activities</li> <li><input type="checkbox"/> Homework collection</li> <li><input type="checkbox"/> In-class homework review</li> <li><input type="checkbox"/> Tests and/or quizzes</li> <li><input type="checkbox"/> Class dismissal</li> <li><input type="checkbox"/> Other: _____</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sits inactive</li> <li><input type="checkbox"/> Puts head on desk</li> <li><input type="checkbox"/> Is inattentive (e.g., staring into space, looking out the window)</li> <li><input type="checkbox"/> Leaves seat without permission</li> <li><input type="checkbox"/> Requests bathroom or water breaks</li> <li><input type="checkbox"/> Uses cell phone, music player, or other digital device against class rules</li> <li><input type="checkbox"/> Whispers/talks/mutters to self</li> <li><input type="checkbox"/> Makes loud or distracting noises</li> <li><input type="checkbox"/> Calls out with non-instructional comments</li> <li><input type="checkbox"/> Calls out with instructionally relevant comments</li> <li><input type="checkbox"/> Plays with/taps objects</li> <li><input type="checkbox"/> Throws objects</li> <li><input type="checkbox"/> Destroys work materials or instructional materials (e.g., ripping up a worksheet, breaking a pencil)</li> <li><input type="checkbox"/> Whispers/talks to other students about non-instructional topics</li> <li><input type="checkbox"/> Whispers/talks to other students about instructional/academic topics: e.g., seeking answers or help with directions</li> <li><input type="checkbox"/> Makes verbal threats toward peers</li> <li><input type="checkbox"/> Uses inappropriate language (e.g., obscenities) with peers</li> <li><input type="checkbox"/> Taunts/teases/makes fun of peers</li> <li><input type="checkbox"/> Makes comments to encourage or 'egg on' other students to misbehave</li> <li><input type="checkbox"/> Fails to begin in-class assignments (verbal refusal)</li> </ul>	<ul style="list-style-type: none"> <li>— Student fails to complete work.</li> <li>— Teacher ignores the behavior ('planned ignoring').</li> <li>— Teacher redirects the student.</li> <li>— Teacher reprimands the student.</li> <li>— Teacher conferences w/ the student.</li> <li>— Student receives positive peer attention</li> <li>— Student receives negative peer attention.</li> <li>— Student is briefly timed-out within the classroom.</li> <li>— Student is briefly timed-out outside of the classroom.</li> <li>— Student is sent from the classroom to the office or to in-school suspension (disciplinary referral).</li> <li>— Student receives a disciplinary consequence outside of class time (e.g., afterschool detention).</li> <li>— Student receives a 'respite' break away from peers to calm down before rejoining class.</li> <li>— Student is sent from the classroom to talk with a counselor/psychologist/social worker.</li> <li>— Student receives a snack, nap, or other support.</li> <li>— Other: _____</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Peer attention</li> <li><input type="checkbox"/> Acceptance/ affiliation with individuals or peer group(s)</li> <li><input type="checkbox"/> Power/control in interactions with peer(s)</li> <li><input type="checkbox"/> Adult attention</li> <li><input type="checkbox"/> Power/control in interactions with adult(s)</li> <li><input type="checkbox"/> Escape or avoidance of a situation or activity (e.g., because the student lacks the skills to do the academic work)</li> <li><input type="checkbox"/> Fulfillment of physical needs: e.g., sleep</li> <li><input type="checkbox"/> Other: _____</li> </ul>

	<input type="checkbox"/> Fails to begin in-class assignments (silent refusal) <input type="checkbox"/> Fails to comply with routine teacher requests (verbal refusal) <input type="checkbox"/> Fails to comply with routine teacher requests (silent refusal)  <input type="checkbox"/> Makes verbal threats toward adult <input type="checkbox"/> Uses inappropriate language (e.g., obscenities) with adult <input type="checkbox"/> Taunts/teases/makes fun of adult <input type="checkbox"/> Seeks academic help from adult when not needed  <input type="checkbox"/> Perseverates with previous academic activity after the class/group has transitioned to a new activity  <input type="checkbox"/> Other: _____		
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Behavioral (ABC) Statement: Use the organizer below to write a behavioral statement, based on your selections from the Classroom Behavior Chart.		
Antecedent	Behavior	Consequence

Sample Behavioral (ABC) Statements		
Antecedent	Behavior	Consequence
During large-group lectures in social studies	Brian talks with peers about non-instructional topics	and receives positive peer attention.
During independent seatwork assignments involving writing tasks	Angela verbally refuses to comply with teacher requests to start work	and is sent to the office with a disciplinary referral.