

Case Sample 1: Jeff's Target Behavior Questionnaire

Directions: This form is designed for school personnel to initiate the process of identifying a target behavior. Responses are provided by the referring teacher or those school personnel who come in contact with the student most often throughout the school day. The purpose of these responses is to gain a better understanding of the specific features of the behavior that have prompted a referral. Please be as clear and concise as possible.

1. What is the reason for referring the student?

Jeff has been having difficulty paying attention in class. Most concerning, he has been demonstrating challenging behaviors toward peers. These have significantly impacted Jeff's ability to work and are also affecting his ability to get along with peers. Approximately eight weeks ago, Jeff was enrolled in the school-wide Tier 2 program but has not seemed to be responsive.

2. Provide a description of the behavior or set of behaviors that is of concern. Consider what the behavior looks like, how often it occurs, and how long it usually lasts.

The challenging behaviors that Jeff has been demonstrating include both inattentive and disruptive behaviors. These behaviors include leaving his seat during work time, crumpling paper, and expressing anger toward peers and teachers. Specifically, we are most concerned about Jeff's cursing and threatening. These behaviors occur almost every day, sometimes in multiple classes. Most of these behaviors usually only last a little while, but sometimes he will remain off task for several minutes.

3. Are any other specific actions of the student causing concern?

Jeff does, on occasion, display physical aggression toward peers. This includes hitting and kicking those classmates he perceives as teasing him.

4. How do the student's peers typically respond when the behavior occurs?

Jeff's classmates typically ignore the behavior, though sometimes a few of the boys do whisper, giggle, and make fun of him for the outbursts. Mostly, though, Jeff's behavior is ignored and considered part of the everyday routine.

5. How do the teacher and other adults respond when the behavior occurs?

The teacher will try to redirect Jeff back to his seat on most occasions, though after a few tries lets Jeff sit in the corner or put his head down on his desk. The teacher also tries to pull Jeff aside and talk to him about giving his best effort, but this does not seem to be working.

6. What specific behavior(s) is the student expected to demonstrate at the time?

Typically, the students are expected to be attentive and either be listening to a speaker or working on assigned work. The work assignments vary from independent seat work to group activities and class

discussion. These activities rotate from among a few different options, but rarely are students expected to simply sit and be quiet. They are encouraged to talk with their peers and problem-solve.

7. Are there any specific events or individuals present when the behavior occurs?

At this point, I have not identified any specific events, though it does seem to consistently happen toward the beginning of the class period.

8. Why do you think the student is behaving in this way? To gain attention? To escape from work?

The attention Jeff is receiving from peers is negative; similarly the teacher attention provided also seems bothersome to him. My initial thought here is that Jeff is trying to escape from the assigned work.