

## Using FBA for Diagnostic Assessment in Behavior

### Handout 2: Common Problem Behaviors and Some Usual Suspects for Functional Antecedents and Consequence

	Antecedents	Behaviors	Consequences
Grades K–2	<ul style="list-style-type: none"> <li>▪ Teacher demand</li> <li>▪ Task difficulty</li> <li>▪ Lack of supervision</li> <li>▪ Lack of classroom rules</li> <li>▪ Little structure</li> <li>▪ No planned consequences</li> <li>▪ Transitions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talking</li> <li>▪ Making noises</li> <li>▪ Moving around</li> <li>▪ Attention seeking</li> <li>▪ Fighting</li> <li>▪ Crying</li> <li>▪ Taking others' things</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher attention</li> <li>▪ Peer attention</li> <li>▪ Escape from work</li> <li>▪ Tangibles</li> </ul>
Grades 3–5	<ul style="list-style-type: none"> <li>▪ Teacher demand</li> <li>▪ Confrontation</li> <li>▪ Task difficulty</li> <li>▪ Lack of supervision</li> <li>▪ Lack of classroom rules</li> <li>▪ Little structure</li> <li>▪ No planned consequences</li> <li>▪ Transitions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talking</li> <li>▪ Making noises</li> <li>▪ Moving around</li> <li>▪ Attention seeking</li> <li>▪ Noncompliance</li> <li>▪ Fighting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher attention</li> <li>▪ Peer attention</li> <li>▪ Escape from work</li> </ul>

*Witt, Daly, Noell, 2000*