Identify the Antecedents, Behavior, and Consequences in the following scenarios:

**Sam** is an eighth grader who is not finishing his work due to off-task behaviors (reading books and magazines, drawing and doodling, daydreaming, and talking to friends and neighbors). When Sam does start an assignment, he often rushes through it, making a number of errors and overlooking information. Off-task behaviors occur most often during independent work times and rarely during large group or whole class activities. Sam’s teachers believe he is capable of doing grade-level work. Sam is given reminders by his teacher to get back on task. When he doesn’t finish his work he is expected to complete it for homework

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| **Antecedent** | **Behavior** | **Consequence** |
| Independent work time | Reading books, drawing, talking to friends (off task)  Poor work quality | Reminders to get back on task,  homework |

**Heather** is a third grader in a classroom with 24 students. During whole class lectures, Heather disrupts the class by making jokes during lessons, speaking over others during class discussion, and talking to neighbors during group and independent work. Her peers laugh and enjoy her jokes. Her teacher is constantly reminding her to be quiet and get busy.

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| **Antecedent** | **Behavior** | **Consequence** |
| Class lectures, discussions, group or independent work | Disrupts class (jokes, speaking over others, talking to others) | Peers laugh, teacher reminds her to get busy |

Every time independent reading begins, **Sally** refuses to follow directions to get out her book and begin reading. This usually results in a confrontation with the teacher which frequently escalates to Sally being disrespectful so she is sent to a time out area.

| **Antecedent** | **Behavior** | **Consequence** |
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| Independent reading | Refuses to work | Confrontation with teacher  Time out |