

Antecedents	Consequences
Environmental Triggers Change in routine/schedule Transition between activities Loud/noisy environment Crowded space Bright or flickering lights Temperature discomfort Unstructured time Waiting for preferred item or person Task demand presented Task-Related Triggers Non-preferred task presented Academic instruction begins Task perceived as too difficult Task perceived as too easy (boredom) New or unfamiliar task Task interrupted or removed Incorrect response required to repeat task Delay in reinforcement or feedback Prompting or Instructional Triggers Verbal instruction given Physical prompt provided Visual prompt shown Gesture or cue used Error correction given Emotional or Psychological States Anxiety or fear Frustration Feeling overwhelmed Anticipation of non-preferred event Separation from caregiver Social Triggers Denied access to a preferred item or activity Peer proximity/intrusion (e.g., too close) Peer teasing or conflict Adult places demand Lack of attention from adult Adult ends interaction Peer/adult provides correction or redirection Social interaction initiates or ends Internal or Physiological Triggers Internal or Physiological Triggers Hunger or thirst Fatigue/lack of sleep Illness or physical discomfort Medication effects Sensory sensitivity (e.g., itchiness, pressure) Pain response Need for sensory stimulation	Adult Responses Provided verbal reprimand (e.g., “No,” “Stop that”) Delivered verbal redirection or instruction Provided physical prompt to comply Ignored behavior (planned ignoring) Gave attention (e.g., talking, eye contact) Offered choices Removed demand (task ended or postponed) Re-presented demand Redirected to alternative activity or task Provided help or assistance Engaged in problem-solving or reasoning Peer Responses Gave attention (laughter, comments) Imitated behavior Moved away or withdrew Reported behavior to adult Ignored behavior Escape/Avoidance Outcomes Demand/task was removed Delay to task or demand Transition avoided Removed from group or environment (e.g., time-out) Moved to a preferred location Received break (planned or unplanned) Access-Related consequences Gained access to a preferred item or activity Gained access to attention (peer or adult) Gained access to a restricted area Gained access to food or snack Access to item delayed but eventually given Lost access to item or activity Reactive or Restrictive Procedures Physical guidance/blocking applied Crisis/emergency protocol initiated Protective equipment used Behavior documented for follow-up (e.g., incident report) Sensory/Automatic Reinforcement Behavior continued without external response Student appeared to self-stimulate (e.g., flapping, humming) Behavior resulted in visible self-soothing (e.g., rocking, rubbing) Sensory consequence was observed (e.g., noise, visual stimulation) Reinforcement-Based Consequences Reinforcer delivered contingent on behavior Differential reinforcement implemented Token/point given or removed Praise or tangible reward delivered Functional communication reinforced Replacement behavior reinforced