

**Small Group Activity**

**Read the following hypothesis statements and identify the four major elements**

1) When 14-year-old Akemi is given an independent task to work on, she will place her head on the table or look around the room, and will start singing a popular pop song until her teacher comes over to help her. These behaviors are more likely to occur at the beginning of the week. Akemi engages in these behaviors to get attention from both her teacher and her peers.

<b>Setting Event</b>	<b>Antecedent</b>	<b>Problem Behavior(s)</b>	<b>Maintaining Consequence</b>

2) Jamal is a 9 year old in a regular education classroom. When Jamal participates in group discussions, he will lean over sideways in his chair so that his head is touching the floor and will begin to blurt out words related to sexual anatomy. Some of Jamal's peers tell him to shut up while others laugh and become disruptive as well. Jamal's behavior tends to be worse on Fridays and right before major holidays. The teacher believes that Jamal's problem behavior is maintained by peer attention.

<b>Setting Event</b>	<b>Antecedent</b>	<b>Problem Behavior(s)</b>	<b>Maintaining Consequence</b>

3) Dana is a sophomore in high school who has autism and severe developmental disabilities. When Dana is told that it is time to take her afternoon medications or work on a task that she dislikes, she will rush at the person making the request and make threatening gestures. Dana's behaviors are more frequent and intense when she has slept poorly the night before and right before menstruation. The functional assessment carried out by Dana's interdisciplinary team indicate that these problem behaviors are maintained by escape from non-preferred tasks.

<b>Setting Event</b>	<b>Antecedent</b>	<b>Problem Behavior(s)</b>	<b>Maintaining Consequence</b>

4) Alexa is a young child who attends a preschool with 16 other children. When Alexa's mother drops her off, Alexa begins to cry, bite her hand, and bang her head against the floor. The teacher has noticed that Alexa's mother doesn't want to leave until her daughter's behaviors calm down and that the mother is spending longer and longer periods of time with Alexa each morning. Alexa's behaviors are consistent and the functional assessment has not identified any events that set the stage for increases in Alexa's problem behavior.

<b>Setting Event</b>	<b>Antecedent</b>	<b>Problem Behavior(s)</b>	<b>Maintaining Consequence</b>

