

ANTECEDENT VARIABLES ASSESSMENT FORM (AVAF)

Name _____ Date of Birth _____ Grade _____

School Program _____ Date form completed _____

Person(s) completing the form _____

Interfering Behaviour: _____

Environmental Variables: Briefly describe how the following variables trigger the occurrence of the interfering behaviour.

Auditory stimulation (i.e., noise level) _____

Visual stimulation _____

Room Arrangement _____

Specific settings _____

Time of day _____

Instructional Variables: Briefly describe how the following variables trigger the occurrence of the interfering behaviour.

Specific tasks/activities _____

Task difficulty _____

Errors or mistakes in responding _____

Insufficient or inconsistent reinforcement _____

Tasks not meaningful _____

Pace of instruction (too fast or too slow) _____

Lack of choice in tasks or activities _____

Large-group instruction _____

Independent seat work _____

ANTECEDENT VARIABLES ASSESSMENT FORM (page 2 of 2)

Cooperative learning or small-group tasks _____

Sequence of tasks/activities _____

Correction or instruction following mistake(s)/error(s) _____

Social Variables: Briefly describe how the following variables trigger the occurrence of the interfering behaviour.

Specific people present _____

Number of people present _____

Proximity of others _____

Interfering behaviour of others _____

Transition Variables: Briefly describe how the following variables trigger the occurrence of the interfering behaviour.

Transitions to tasks/activities _____

Transitions from tasks/activities _____

Change in routine/schedule _____

Change of staff/caregivers _____

Transportation to or from school (e.g., bus, walking, car with friends) _____

Interfering behaviours often occur in a cluster or as part of a response chain. List and briefly describe those interfering behaviours that occur prior to and simultaneous with the priority interfering behaviour

Prior to _____

Simultaneous with _____