

Institute for Child Study Setting Events Checklist

Student Name:	
Rater:	
Date:	
Behavior Description:	
Setting:	

Instructions: The Setting Events Checklist is designed to help identify situations in which a student is likely to behave in a certain way, in order to assist in planning appropriate interventions. To complete this scale, select one behavior that is of particular interest. It is important that you identify a very specific behavior. “Hits peers,” for example, is more specific than “aggressives.” After you have specified the behavior, please circle the number for each item that best describes your observation of this behavior.

	Never	Almost Never	Seldom	Half Time	Usually	Almost Always	Always
1. Does the behavior occur following any request to comply/perform a task (academic and non-academic)?	0	1	2	3	4	5	6
2. Does the behavior seem to occur when you are attending to another student?	0	1	2	3	4	5	6
3. Does the behavior occur when the student is asked to complete work that may be difficult?	0	1	2	3	4	5	6
4. Does the behavior occur when you take away an object (e.g., toy, food, pencil) from the student?	0	1	2	3	4	5	6
5. Does the behavior occur when you stop attending to the student?	0	1	2	3	4	5	6
6. Does the behavior occur as the classroom becomes less structured (e.g., free time, low supervision, group activities)?	0	1	2	3	4	5	6
7. Does the student appear to take satisfaction in, or seem rewarded by, this behavior?	0	1	2	3	4	5	6

8. Does the behavior occur in group situations with peers?	Never 0	Almost Never 1	Seldom 2	Half Time 3	Usually 4	Almost Always 5	Always 6
9. Does the behavior occur when the student is denied an activity (e.g., free time, recess) in which the student wants to engage?	Never 0	Almost Never 1	Seldom 2	Half Time 3	Usually 4	Almost Always 5	Always 6
10. Does the behavior occur in response to work that may be easy for the student to complete?	Never 0	Almost Never 1	Seldom 2	Half Time 3	Usually 4	Almost Always 5	Always 6
11. Does the behavior occur when the student is rejected by peers?	Never 0	Almost Never 1	Seldom 2	Half Time 3	Usually 4	Almost Always 5	Always 6
12. Does the behavior occur in order to get something that the student may want (e.g., toy, food, pencil)?	Never 0	Almost Never 1	Seldom 2	Half Time 3	Usually 4	Almost Always 5	Always 6
13. In general, does the student have difficulty completing his/her work?	Never 0	Almost Never 1	Seldom 2	Half Time 3	Usually 4	Almost Always 5	Always 6
14. Does this student have difficulty expressing himself/herself verbally?	Never 0	Almost Never 1	Seldom 2	Half Time 3	Usually 4	Almost Always 5	Always 6
15. Does the student seem to engage in this behavior when you are not paying attention to him/her?	Never 0	Almost Never 1	Seldom 2	Half Time 3	Usually 4	Almost Always 5	Always 6
16. Does the behavior appear to be sneaky in nature, so that you are not intended to catch it?	Never 0	Almost Never 1	Seldom 2	Half Time 3	Usually 4	Almost Always 5	Always 6
17. Does the behavior occur in the presence of an academic task or request?	Never 0	Almost Never 1	Seldom 2	Half Time 3	Usually 4	Almost Always 5	Always 6
18. Does this student misinterpret the behavior of other students?	Never 0	Almost Never 1	Seldom 2	Half Time 3	Usually 4	Almost Always 5	Always 6
19. Does this behavior occur as classroom activities become more highly structured?	Never 0	Almost Never 1	Seldom 2	Half Time 3	Usually 4	Almost Always 5	Always 6

20. Does the student get attention from other students for this behavior?	Never 0	Almost Never 1	Seldom 2	Half Time 3	Usually 4	Almost Always 5	Always 6
21. Is attendance a problem for this student?	Never 0	Almost Never 1	Seldom 2	Half Time 3	Usually 4	Almost Always 5	Always 6
22. Does this behavior occur when academic work is challenging for the student?	Never 0	Almost Never 1	Seldom 2	Half Time 3	Usually 4	Almost Always 5	Always 6
23. Does the behavior occur in order to engage in a preferred activity (e.g., free time, recess)?	Never 0	Almost Never 1	Seldom 2	Half Time 3	Usually 4	Almost Always 5	Always 6
24. Do other students seem intimidated by this behavior?	Never 0	Almost Never 1	Seldom 2	Half Time 3	Usually 4	Almost Always 5	Always 6
25. Does the student seem angry before or during the occurrence of this behavior?	Never 0	Almost Never 1	Seldom 2	Half Time 3	Usually 4	Almost Always 5	Always 6

Institute for Child Study
Setting Events Checklist Summary

Instructions: Enter the rating associated with each numbered item. The *Total* is the sum of ratings in that column. *Mean Rating* for each column is the Total divided by the number of items in that column.

Student Name:	
Rater:	
Date:	

	Task Avoidance	Attention-Peer	Attention-Teacher	Tangible/Activity	Other
	1.	8.	2.	4.	7.
	3.	11.	5.	9.	14.
	10.	18.	6.	12.	16.
	13.	20.	15.	23.	21.
	17.	24.	19.		25.
	22.				
Total					
Mean Rating					