While the targeted behaviors occur throughout the day, Tiffany is more likely to engage in inappropriate behavior in the morning, after lunch, when the classroom is hot, and after she has visited her brother.

<table>
<thead>
<tr>
<th>Antecedent (Trigger—What we want to Prevent)</th>
<th>Behavior (What we want to replace by Teaching)</th>
<th>Consequence (Purpose—What we want to use to Reinforce her new skills)</th>
</tr>
</thead>
</table>
| • Tiffany is asked to complete a task, particularly math or centers, either at her seat independently, as a small group with peers, or as a large group,  
  • Tiffany must transition back into the classroom or must stop a preferred activity or item,  
  • Tiffany is reprimanded, told no, or her work is incorrect,  
  • Ms. Maria is attending to another student,  
  • A peer, especially Paula, Sarah, or Ted, teases or makes a comment to Tiffany,  
  • Tiffany is in art or music  
  • Tiffany must transition back into the classroom or must stop a preferred activity or item,  
  • Tiffany is reprimanded or told no,  
  • A peer, teases or makes a comment to Tiffany,  
  • Tiffany is asked to complete a long task such as a worksheet or discussion time, particularly during reading, math or centers, either at her seat, with peers, as a small group, or as a large group,  
  • Tiffany is in art or music | Tiffany hits peers using an object or her body |  
  • Tiffany is attended by adults and peers when she is given assistance, verbally reprimanded, physically restrained, or a peer reacts.  
  • Tiffany is able to delay a transition.  
  • Tiffany is able to delay or terminate a non-preferred task when she is sent out of the classroom.  
  • Tiffany is attended by adults when talked to, verbally reprimanded, physically restrained, or a peer reacts.  
  • Tiffany is able to delay or terminate a non-preferred task when she is sent out of the classroom or given personal space.  
  • Tiffany is able to get away from a peer when she is given personal space.  
  • Tiffany is not given attention.  
  • Tiffany will use profanity |
Final hypotheses:
Tiffany is more likely to engage in profanity and hitting on a day following a visit with her brother.

When Tiffany is asked to complete a task (anything but writing) or asked to transition, either in/out of the classroom or to a nonpreferred activity, she will use profanity or hit others. As a result she receives adult and peer attention and is able to escape or delay the task/activity.

When a peer, especially Paula or Ted, teases or makes a comment to Tiffany, she will use profanity or hit them. As a result she receives peer and adult attention.

Prevention strategies must address:
- Transitions
- Tasks
- Need for attention
- Peer behavior

Teach strategies must address:
- How to get attention (most important)
- How to get escape or delay from a task
- What to do when a peer teases or talks to her

Reinforce strategies must address:
- How to get her attention for being appropriate
- How to get escape or delay from a task for being appropriate