**Positive Strategies**  
**Setting Events Checklist**

<table>
<thead>
<tr>
<th>Student: ___________________________</th>
<th>Date: ________</th>
<th>Behavior: ___________________</th>
<th>Location: ___________________</th>
<th>Time: ________</th>
</tr>
</thead>
</table>

**Instructions:** Check the appropriate column for events according to their time frame. For longstanding influences, note only those that contribute to the current incident or behavior.

<table>
<thead>
<tr>
<th>Setting Events (by type)</th>
<th>Timeframe in relation to problem behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Same day</td>
</tr>
</tbody>
</table>

**Physical**
- Meal time changed or meal missed
- Sleep pattern (including duration) atypical or insufficient
- Medications changed or missed
- Medication side effects
- Appeared or complained of illness
- Appeared or complained of pain or discomfort
- Allergy symptoms
- Seizure
- Chronic health condition
- Other (specify):

**Learning and self-regulation**
- Specific disability (specify):
- Learning difficulties (specify):
- Low frustration tolerance/impulsive
- Short attention span
- Poor organizational or planning skills
- Anger management problems
- Atypical sensory needs
- Other (specify):

**Social-emotional**
- Anxious
- Irritable or agitated
- Depressed, sad or blue
- Experienced disappointment (specify):
- Refused a desired object or activity
- Disciplined or reprimanded, especially if atypical
- Fought, argued, or had other negative interaction(s)
- Difficulty with peer(s) (specify):
- Chronic/acute stress in home or community (specify):
- Other (specify):

**Environment and routines**
- Routine was altered; change in activity, order, pacing
- Routine was disrupted
- Change in caregiver or teacher
- Absence of preferred caregiver or teacher
- Was “made” to do something
- Change in school placement (specify):
- Changes in living environment (specify):
- Other (specify):

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Adapted from Gardner, Cole, Davidson & Karan (1986)