



# Trigger Inventory

## Identify your student's triggers and trigger areas

Triggers are very important clues when trying to reduce challenging behavior. Every challenging behavior is triggered by something...every time. Your job is to figure out what those triggers are, because that will help you know how you can help. This inventory is designed to help you think about what the triggers may be for your student. This is not an all-inclusive list, but just ideas to get you started. If you think of others that are not listed, write them in the text boxes below. What insight does your student have about the triggers that lead to challenging behavior?

**Physical -** Hunger, Fatigue, Pain, Sickness, Hot, Cold

**This student's triggers:**

**Emotional -** Embarrassed, Disappointed, Scared, Frustrated, Sad, Excited, Lack of Connection/Relationship

**My student's triggers:**

# Trigger Inventory

**Sensory** - Loud Noise, Bright Lights, Tight Clothing, Difficulty Calming Body after Being Active, Texture, Taste, Crowded Spaces

**My student's triggers:**

**Social** - Being Excluded, Being Bullied, Disagreement with a Friend, Social Media Pressures

**My student's triggers:**

# Trigger Inventory

**Academic -** Work is Challenging, Don't Understand What is Being Taught, Pace of Class, Forgetting Homework, Feeling Disorganized

**My student's triggers:**

**Personality -** Feeling Controlled, Making a Mistake, Being Lied to, Overwhelmed

**My student's triggers:**

# Trigger Inventory

## **Daily Routine** - Being Late, Transitions

**My student's triggers:**

**My student is triggered the most in the following area(s):**

**The 3 most significant triggers for my student are:**

# Trigger Inventory

**Can any of these triggers be eliminated, avoided or reduced? If so, how?**

**How can you provide support or strategies for coping with the remaining triggers?**