



Module 4: Seeing Behavior *Observing*

*A Series of 12 Modules on
Functional Behavioral
Assessment; Analyzing Data/
Designing Behavior
Intervention Plans,
Implementation & Progress
Monitoring*

May 16, 2014

Series of 12 Modules on FBA

Module 1. An Introduction to Functional Behavioral Assessment; Using **D.A.S.H.** to **Define, Ask, See & Hypothesize** about Behavior; and DEFINING Behavior

Module 2. The ABCs of Understanding Behavior— Antecedents, Behavior, Consequence, Function & Setting Events

Module 3. **D.A.S.H.** ASKING about Behavior: Interviewing Staff, Student & Parent/Caregiver (*INDIRECT DATA*)

Module 4. **D.A.S.H.** SEEING Behavior: Observing the Student (*DIRECT DATA*)

Series of 12 Webinars on FBA (cont.)

Module 5. **D.A.S.H. HYPOTHESIS** Verification: Comparing *INDIRECT & DIRECT DATA*

Module 6. Choosing Data Collection Tools and Completing the Hypothesis Statement with Baseline Data

Module 7. Introduction to Behavior Intervention Planning (BIP) and the Competing Behavior Pathway; Looking at Replacement vs. Desired Behavior

Module 8. Function-Based Behavior Intervention Strategies for Antecedents, Setting Events and Consequences; Teaching New Behavior(s)

Series of 12 Webinars on FBA (cont.)

Module 9. Using the Behavior Intervention Plan to Implement and Evaluate (WHO will do WHAT by WHEN and HOW?)

Module 10. Progress Monitoring—Checking for Success

Module 11. Aligning the Functional Behavioral Assessment and Behavior Intervention Plan with the Individual Education Program

Module 12. Continuum of Multi-Tiered Systems of Support—What does this look like for Tier 1, Tier 2 and Tier 3?

Webinar Downloads

- Module 4 Powerpoint
- Resources (Documents and Optional Forms):
 - D.A.S.H.
 - Definition of Check Boxes and Terms for ABC Chart All-in-One
 - Instructions for ABC Chart All-in-One
 - ABC Chart All-in-One
 - Case Study Anthony's ABC Chart
- The THREE REQUIRED FORMS for FBAs and BIPs
 1. *Functional Behavioral Assessment (December 2013)*
 2. *Behavior Intervention Plans (December 2013)*¹
 3. *Considerations for Positive Behavior Support Form (December 2013)*

can be downloaded with this webinar or accessed at

<https://portal.nycenet.edu/SpecialPopulations/SpecialEd/Behavior.html>

Module 4:
D.A.**S**.H.
SEEING Behavior:
Observing the Behavior
(DIRECT DATA)

Module 4 Outcomes:

- To utilize information obtained from the FACTS-Part A interview to plan where/when to do the observations
- To practice observing the priority problem behavior(s) with an ABC Chart to discover antecedents, consequences/outcomes and the function/reason.
- To practice recording data measures
- To recognize patterns in the ABC chart and develop a summary statement/hypothesis from this data.

Test your Knowledge

1. What does D.A.S.H. stand for?
 - Define, articulate, show, hold
 - Do, ask, send, help
 - Delve, answer, see, honor
 - Define, ask, see, hypothesize

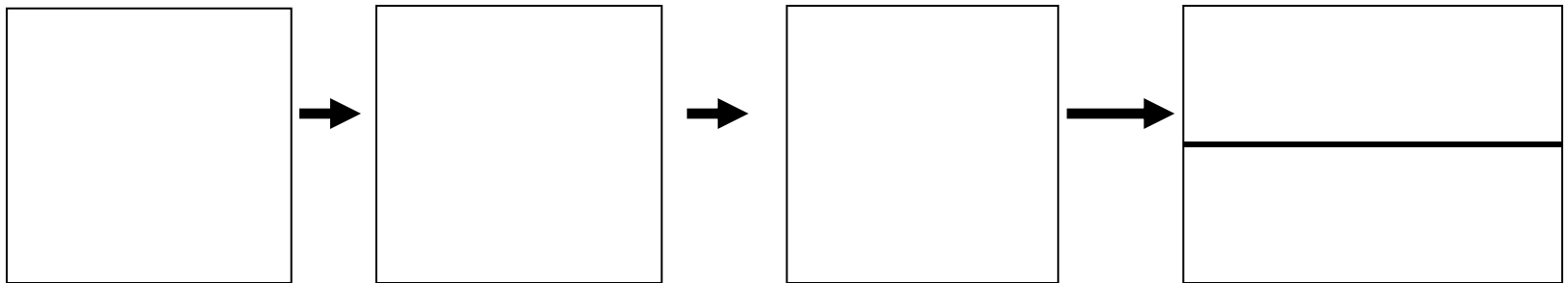
Test your Knowledge

2. Definitions of behavior should be:

- Observable
- Measurable
- Concrete
- All of the above

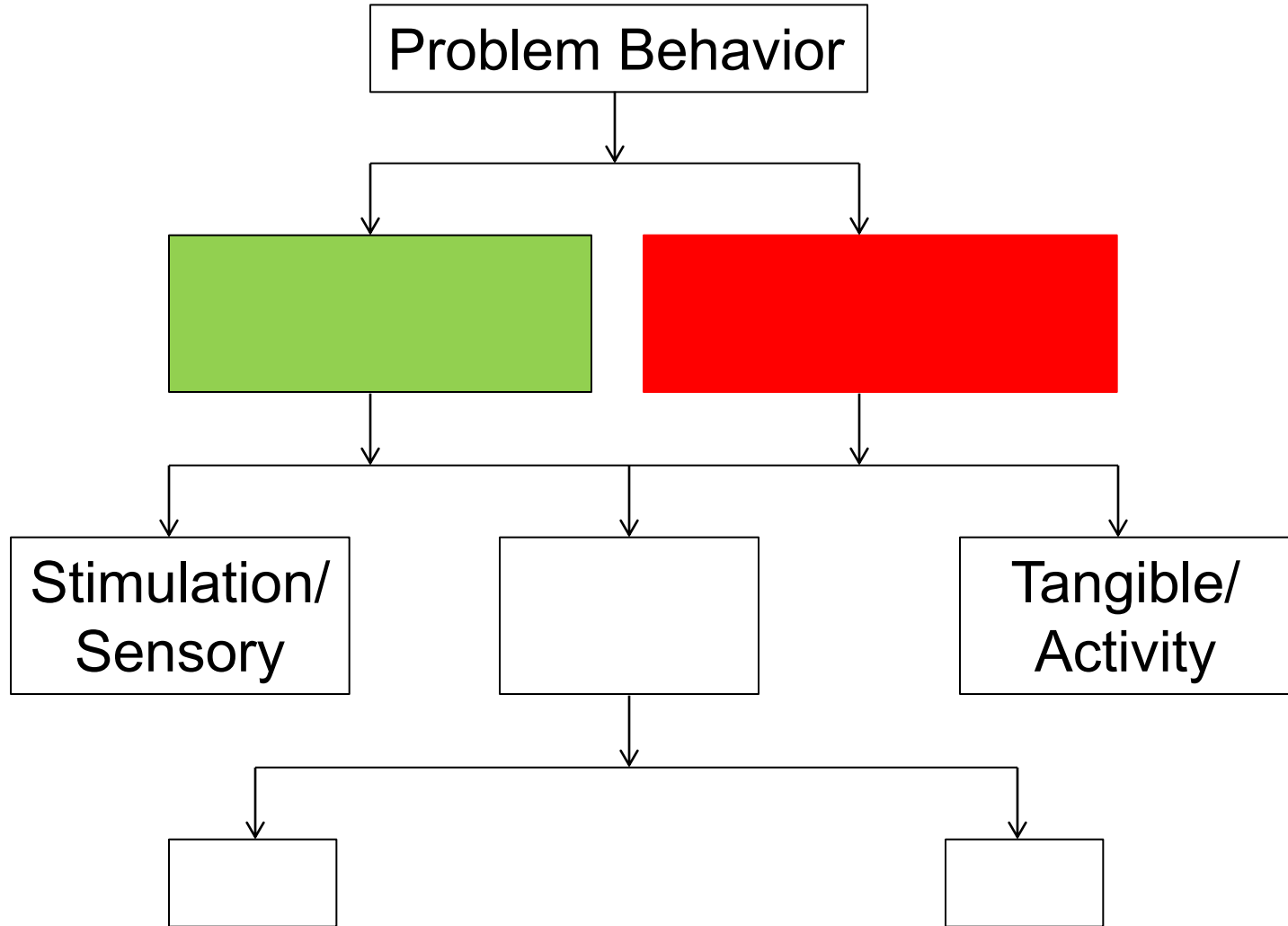
Test your Knowledge

3. Place the following in the correct order for a SUMMARY STATEMENT/HYPOTHESIS: **Antecedent, Consequence/Outcome, Behavior, Function, and Setting Events.**



4. UNDERSTANDING the Function of Behavior

Fill in the chart with the terms in the appropriate boxes: adult, peer, get/obtain something, social/attention, sensory/stimulation, escape/avoid something, tangible/activity.



Test your Knowledge

5. When is the Priority Problem Behavior for the FBA decided by the team?
- **After** the **FACTS-Part A** is filled out by staff who work with the student
 - **After** the **FACTS-Part B** Staff Interviews
 - **Anytime**, *it doesn't matter*
 - **After** the **FBA** is completed

Test your Knowledge

6. The staff interview (FACTS-Part B), student interview (FACTS A & B) and parent/guardian interviews can help us to:
- *Identify patterns of setting events, triggers (antecedents), consequences/outcomes, and functions of a specific behavior*
 - *Discover the student's strengths and preferences*
 - *Find out what positive strategies have been tried already*
 - *Find out possible reinforcers*
 - *All of the above*

D.A.S.H.

Define behavior in observable & measurable terms

Ask about behavior by interviewing staff, student & parent/guardian

- determine classes/activities **where** & **when** behaviors occur
- incorporate information from parent
- review records/IEP
- summarize **where**, **when**, & **why** behaviors occur

 See the behavior

- observe the behavior during classes/activities specified
- observe to verify summary of **where**, **when**, & **why** from interviews

Hypothesize: a final summary of **where**, **when** & **why** behaviors occur

**List of Direct and Indirect Data sources used
to identify and support functional
hypothesis:**

NYS Regulation: [200.22 (a) (2)]

What is Direct Data?

Direct **Observation** Data

Indirect and Direct Data NYS Regulation: [200.22 (a) (2)]

The FBA shall, as appropriate, be based on **multiple sources of data including**, but not limited to, **information obtained from direct observation of the student**, information from the student, the student's teacher(s) and/or related service provider(s), a review of available data and information from the student's record **and** other sources including any relevant information provided by the student's parent. **The FBA shall not be based solely on the student's history of presenting problem behaviors.**

NYCDOE form—Functional Behavioral Assessment (December 2013):

Direct Data Sources:

Direct Data (Check all that apply *and attach*): (*Gathered from direct observation across multiple settings, by more than one member of the team identified above.*) **The most relevant and appropriate documentation must be attached, and data measures, including Frequency, Duration, Intensity and Latency must be considered.**

- ABC Charts (to include activities, locations, settings, people, times of day data)
- Frequency Charts
- Duration Charts
- Intensity Scales
- Latency documentation
- Assessment of Student Preferences (Required)
- Other – Specify

How do we obtain the information to make a summary statement/hypothesis?

Ask & See

ASK:

Module 3-Previous

- Interview staff
- Interview student
- Interview parent/caregiver
- Obtain information from other *Indirect Data sources*

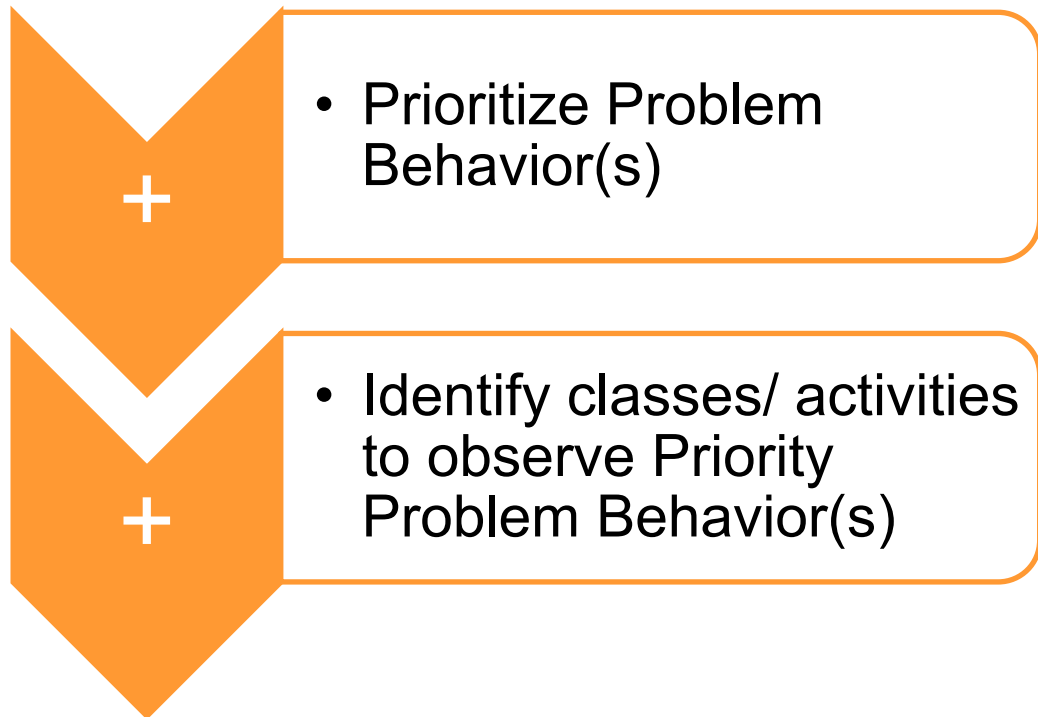
SEE:

Module 4-Now!

- Observe the student's behavior in classes/ activities identified by the interviews

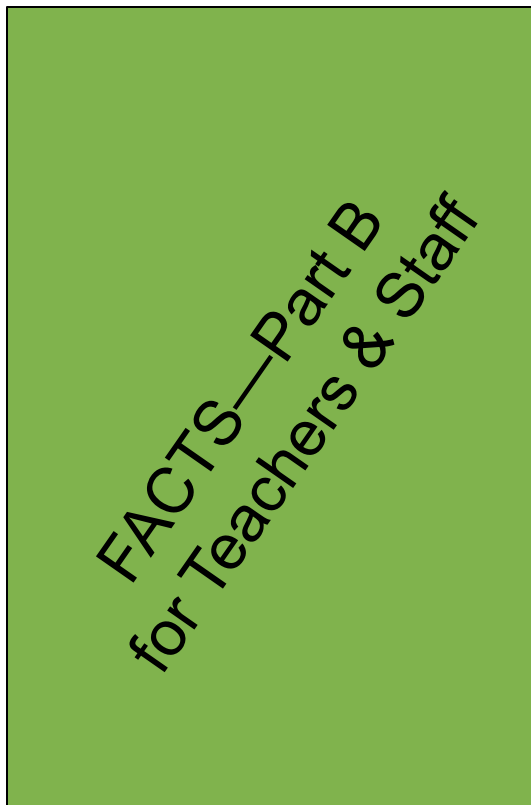
Let's Examine...

FACTS Part—A (*Functional Assessment Checklist for Teachers and Staff—Part A*)



Let's Examine...

FACTS Part—B (*Functional Assessment Checklist for Teachers and Staff—Part B*)



- Staff identify Antecedents, Consequences/Outcomes, Function and possible Setting Events for the Priority Problem Behavior (from FACTS-Part A)



- Using the above information helps us to develop a Summary Statement /Hypothesis from interviews

(Previous Module 3-Interviewing)

ABC Observation

Observe the student in the classes or activities where the problem behavior occurs **the most** (identified in **FACTS-Part A staff survey**)

Purpose of ABC observation is to:

- Confirm the details of the teacher interview (**FACTS-Part B**)
- Identify antecedents and consequences/outcomes that the teacher may have overlooked
- Determine or verify the function of the student's behavior
- Develop the most accurate Summary Statement/Hypothesis

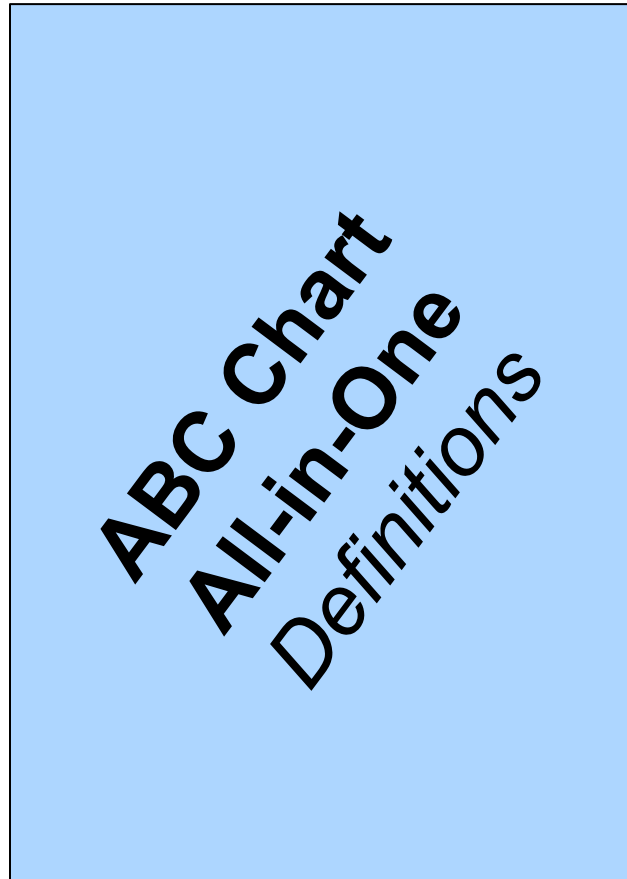
If possible, also observe student in the classes or activities where the problem behavior happens **the least** in order to compare/contrast factors relevant to its occurrence.

ABC Chart All-in-One

including

Duration, Latency, Intensity & Function

Let's Examine...



Definition of Terms on ABC Chart

Note details of each category:

- Subject/Activity/Task
- Antecedents
- Outcomes/Consequences
- Definitions of Measurement Terms

What are the advantages of this form?

- **FAST!**
- **EASY!**
- **CLEAR!**
- **EFFICIENT FOR SCHOOL USE!**
- **ANYONE CAN USE IT—TEACHER, PARAPROFESSIONAL, CLINICIAN, ADMINISTRATOR...!**
- **ALL DATA ON ONE PAGE IN ONE PLACE!**

Definitions of Checkboxes on the ABC Form: Subject/Activity/Task

- Large Group Instruction:** All students in the class are attending to the same person/event (e.g. teacher is lecturing, working problems out on the board)
- Small Group Work:** Students are working in smaller groups.
- Independent Work:** Students are working by themselves (e.g. reading independently, individual tasks)
- Unstructured Time:** No specific instruction is given by teacher (e.g., transition)

Definitions of Checkboxes on the ABC Form: Antecedents

- Given instruction:** Teacher gives a task or assignment.
- Given correction:** Teacher corrects the student's incorrect response or behavior.
- Alone (no attention/no activities):** Student is alone with no activities or attention provided.
- With Peers:** Peers are in proximity to the student.
- Engaged in preferred activity:** Student is doing something he/she enjoys.
- Preferred activity removed:** Activity is removed.
- Transition/change in activity:** Current activity is changed.

Definitions of Checkboxes on the ABC Form: Outcomes / Consequences

After the student engages in the target behavior one or more of the following occurs:

- Adult Attention:** teacher talks to student in a negative, neutral, or positive way
- Peer Attention:** students talk to or respond to student's behavior in some way (e.g. laugh, talk back)
- Got preferred activity/item:** student gets something they like (e.g. toy, food) or activity they like (e.g. coloring, listen to music)
- Got sensation:** student receives sensory input (e.g. tactile objects, sounds, etc.)
- Adult Attention Avoided:** student avoids attention from teacher
- Peer Attention Avoided:** student avoids attention from peers
- Task avoided:** the task is removed
- Sensation avoided:** student avoids sensory activities (e.g. loud sounds, textures, etc.)


Definitions of Measurement Terms on ABC All-in-One Chart

Duration	Start__ to Stop__	How long the behavior lasts (e.g., yelled 5 min, tantrum 20 min)
Latency	_____Minutes	(If applicable) How long of a delay from antecedent to behavior (e.g. "Start task"... 4 minutes later student starts task)
Intensity	1 2 3 4 5	(If applicable) The strength or severity of the behavior. Define 5 intensity levels ahead of time (e.g., 1 = impact student only; 2 = impact student & few peers; 3 = impact whole class; 4 = impact neighboring classes; 5 = impact most of school or violent incident)
Frequency	____ / period or ____ / day	The number of times the behavior occurs in a certain time period (period, day)
Function	Get__ or Avoid ____	The pay-off or reason for the behavior. Most of the time, the consequence or outcome reveals function (e.g., get adult attention; avoid task)

Direct Observation using the ABC Chart

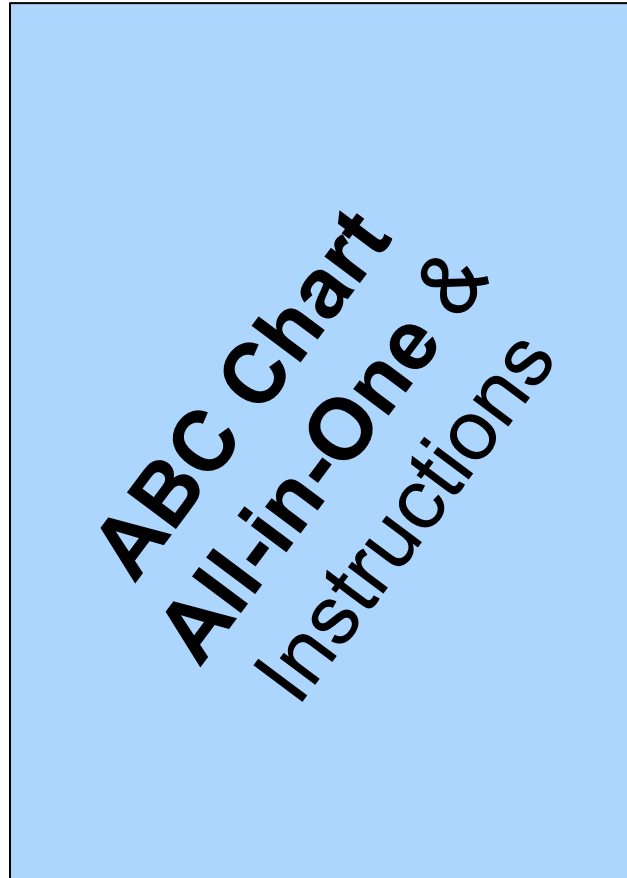
Problem Behavior of Concern: _____

Chart each occurrence of the **SAME PROBLEM BEHAVIOR**

Date Duration: Start Time/ End Time of Behavior	Subject/ Activity/Task Describe in detail	Antecedent What happened right before the behavior?	 Behavior What did the student say and do?	Outcome / Consequence What happened right after the behavior (within 30 seconds)? How did adults and peers respond?
	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group instruction <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity <u>What was said or done?</u> (If Applicable) Latency __ min	Circle Intensity: 1 2 3 4 5	<input type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ <u>What was said or done?</u>

The Sequence of Recording on an ABC Chart

Examine the actual form



#1- Always start with recording the behavior first—be as specific as possible. Also record date/time. If there was a delay between the Antecedent and the Behavior, record it as Latency.

Date Duration: Start Time/ End Time of Behavior	Subject/Activity /Task Describe in detail	Antecedent What happened right before the behavior?	Behavior What did the student say and do?	Outcome / Consequence What happened right after the behavior (within 30 seconds)? How did adults and peers respond?
xx/xx/xx : --:--	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group instruction <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity <u>What was said or done?</u> (If Applicable) Latency __ min	Circle Intensity: 1 2 3 4 5	<input type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ <u>What was said or done?</u>

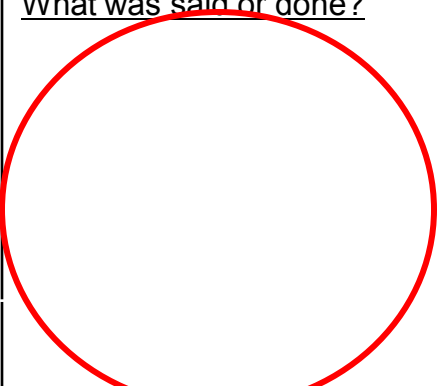
#2 Write the subject/activity/task occurring in class

Date Duration: Start Time/ End Time of Behavior	Subject/Activity /Task Describe in detail	Antecedent What happened right before the behavior?	Behavior What did the student say and do?	Outcome / Consequence What happened right after the behavior (within 30 seconds)? How did adults and peers respond?
	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group instruction <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify: <div style="border: 2px solid red; border-radius: 50%; width: 200px; height: 100px; margin: 10px auto;"></div>	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity <u>What was said or done?</u> (If Applicable) Latency __ min	Circle Intensity: 1 2 3 4 5	<input type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ <u>What was said or done?</u>

#3 Write what happened immediately before the Behavior in the Antecedent box.

Date Duration: Start Time/ End Time of Behavior	Subject/Activity /Task Describe in detail	Antecedent What happened right before the behavior?	Behavior What did the student say and do?	Outcome / Consequence What happened right after the behavior (within 30 seconds)? How did adults and peers respond?
	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group instruction <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity <u>What was said or done?</u> (If Applicable) Latency ___ min	Circle Intensity: 1 2 3 4 5	<input type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ <u>What was said or done?</u>

#4 Write what happened right after the behavior occurred in the Consequence box

Date Duration: Start Time/ End Time of Behavior	Subject/Activity /Task Describe in detail	Antecedent What happened right before the behavior?	Behavior What did the student say and do?	Outcome / Consequence What happened right after the behavior (within 30 seconds)? How did adults and peers respond?
	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group instruction <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity <u>What was said or done?</u> (If Applicable) Latency ___ min	Circle Intensity: 1 2 3 4 5	<input type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ <u>What was said or done?</u> 

#5 During or Immediately after the Observation

Check the boxes that correspond with the activities, antecedents, & consequences you recorded.

Date Duration: Start Time/ End Time of Behavior	Subject/Activity /Task Describe in detail	Antecedent What happened right before the behavior?	Behavior What did the student say and do?	Outcome / Consequence What happened right after the behavior (within 30 seconds)? How did adults and peers respond?
	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group instruction <input checked="" type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input checked="" type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity What was said or done?		<input checked="" type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input checked="" type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ _____ What was said or done?

Why is it important to know the *INTENSITY* of a problem behavior?

- So we know **who** is impacted by the behavior
- So we know **what increases** the behavior
- So we know **what decreases** the behavior

Example of an Intensity Scale

Level of Intensity	Example of Intensity Levels for Problem Behavior
1	Only impacts the student
2	Impacts others in immediate area
3	Impacts everyone in class
4	Impacts other classrooms or common areas
5	Impacts entire school or seriously dangerous or violent behavior

#5 During or Immediately after the Observation

Check the boxes that correspond with the activities, antecedents, & consequences you recorded. **Circle Intensity.**

Date Duration: Start Time/ End Time of Behavior	Subject/Activity /Task Describe in detail	Antecedent What happened right before the behavior?	Behavior What did the student say and do?	Outcome / Consequence What happened right after the behavior (within 30 seconds)? How did adults and peers respond?
	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group instruction <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity <u>What was said or done?</u> (If Applicable) Latency __ min		<input type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ <u>What was said or done?</u>

Circle Intensity:
 1 2 3 4 5

Hollywood Example: The Breakfast Club

Bender's Behavior recorded on ABC Chart All-in-One

Student: John Bender

Behavior: provokes peers and adults

(i.e., steals screw from door, taunts peers
and adults)

Breakfast Club Video (1 minute)

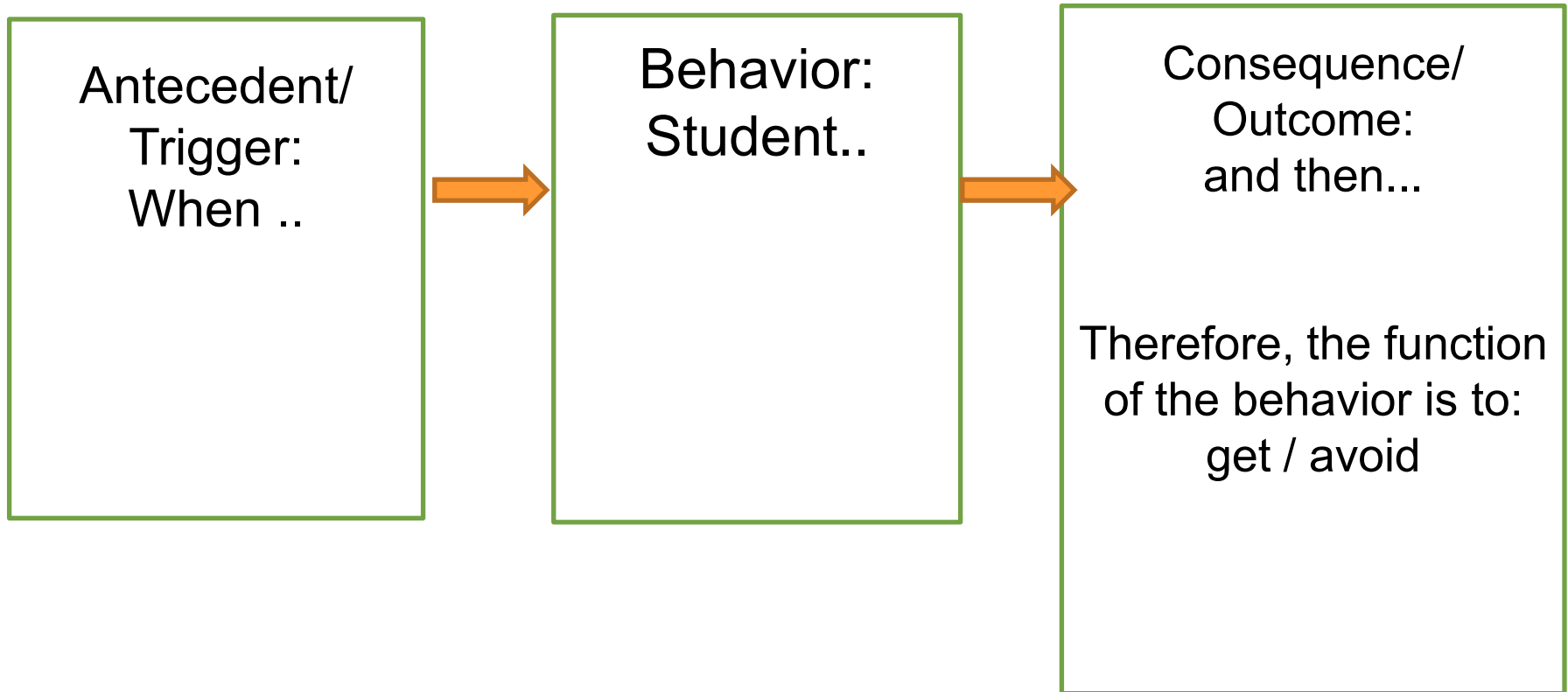


Bender's Behavior recorded on ABC Chart

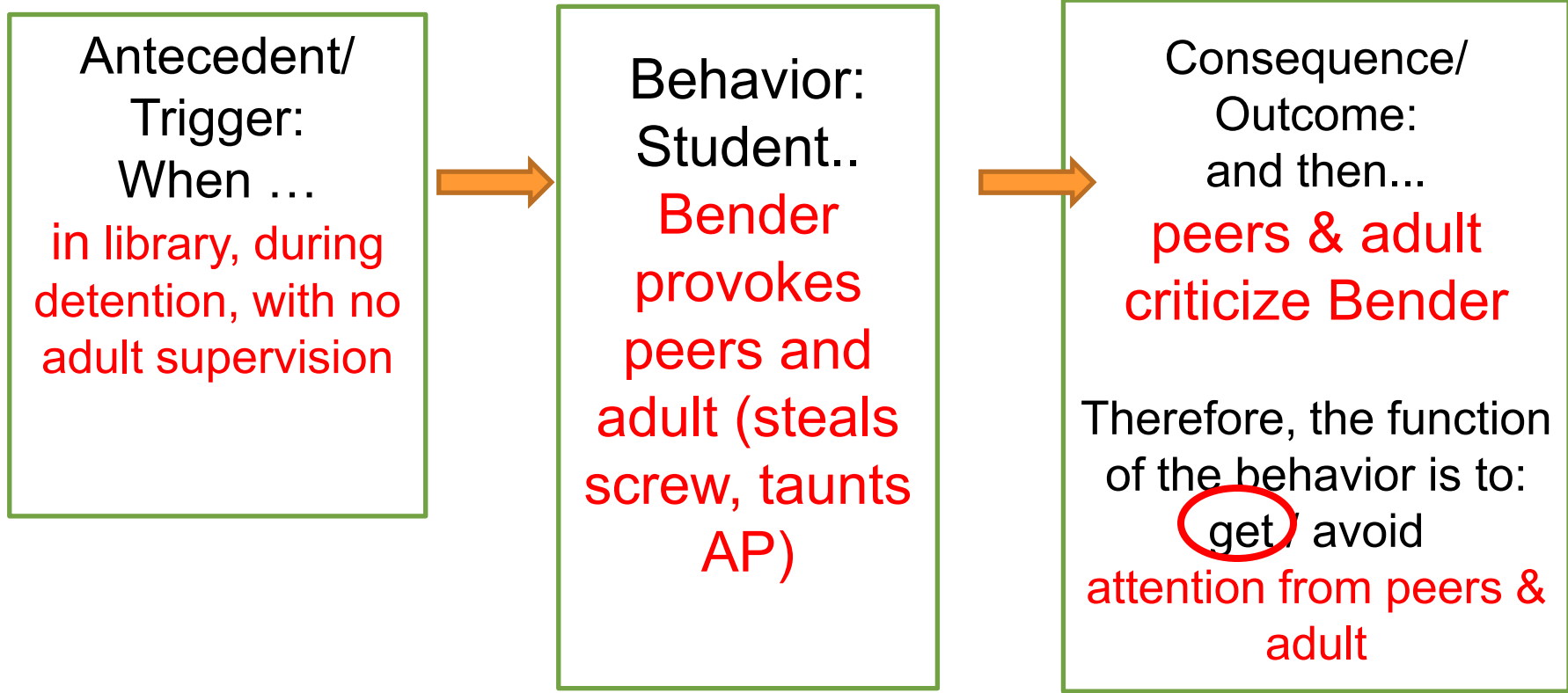
Problem Behavior: Provokes peers and adults

Date Duration: Start Time/ End Time of Behavior	Activity/Task Describe in detail	Antecedent What happened right before the behavior?	Behavior What did the student say and do?	Outcome / Consequence What happened right after the behavior (within 30 seconds)? How did adults and peers respond?
<p>xx/xx 11:00 am</p>	<p> <input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group instruction <input type="checkbox"/> Independent work <input checked="" type="checkbox"/> Unstructured time Specify: In library, during detention, with no adult supervision </p>	<p> <input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input checked="" type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity What was said or done? Peer Brian: "You know there's not supposed to be any monkey business." Bender walks to door, looks both ways in hallway... </p> <p>(If Applicable) Latency <u>N/A</u> min</p>	<p>Bender takes screw out of door and puts in pocket.</p> <p>Circle Intensity: 1 2 3 4 5</p>	<p> <input type="checkbox"/> Adult attention provided <input checked="" type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ _____ What was said or done? Peers criticize Bender: Claire: "What are you going to do?" Andrew: "Drop dead, I hope!" Brian: "That's school property. It doesn't belong to us—Something not to be toyed with." (shouting back and forth) </p>

Summary Statement/Hypothesis of Bender's Behavior



Summary Statement/Hypothesis of Bender's Behavior



Baseline Data—Direct Observation

Baseline Period is 10 days, or until a pattern emerges

Different members of Behavior Support Team should observe priority problem behavior(s) in multiple activities, settings, and times of day. All staff should have blank copies of ABC charts and record priority behavior if it is seen.

Each instance of the priority behavior problem(s) should be recorded on an ABC chart and, as applicable:

- Intensity (how severe on a scale of 1-5)
- Duration (amount of time it lasted) and/or
- Latency (amount of time lapsed from the antecedent to the behavior)
- Frequency (# of times)—Each event can be counted on the ABC chart.

Recording case study Anthony's observation information onto an ABC chart

Define Intensity Levels for Behavior of Concern ahead of time

Example: Out-of-seat

Define intensity levels for behavior of concern: out-of-seat	Examples of intensity levels for problem behavior
1. Impacts student only	1. Only involves the student
2. Impacts peers in immediate vicinity	2. Disrupts other in immediate area
3. Impacts whole class	3. Disrupts everyone in class
4. Impacts neighboring classes	4. Disrupts other classrooms
5. Impacts whole school community or dangerous behavior	5. Seriously dangerous or violent behavior

Narrative Information

Behavior: out-of-seat

Observation Information: *On October 10th at 10:00 am during science class whole group instruction about cell structure, Ms. L. asked Anthony to describe a plant cell. Anthony said, “This is boring” and got out of his seat and started walking around the room. Ms. L. said sternly, “Anthony, sit down!” Anthony said, “Don’t say my name” and continued walking for 8 minutes. Ms. L. yelled, “Go to the A.P.’s office!” Anthony went to the A.P.’s office, picks a book from the book shelf and reads for 5 minutes. A.P. said, “Thank you for staying calm. Time to go back to class.” Anthony walked back to class and did his work.*

Examine the actual form



Anthony's ABC Chart (Science Class 10/10/13)

Behavior: Out-of-Seat

Date Duration: Start Time/ End Time of Behavior	Subject/Activity /Task Describe in detail	Antecedent What happened right before the behavior?	Behavior What did the student say and do?	Outcome / Consequence What happened right after the behavior (within 30 seconds)? How did adults and peers respond?
<p>10/10/13 10:00 am</p>	<p><input checked="" type="checkbox"/> Large group instruction <input type="checkbox"/> Small group instruction <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify: Science class: Topic is cell structure.</p>	<p><input checked="" type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity <u>What was said or done?</u> Ms. L. asks Anthony to describe a plant cell. (If Applicable) Latency ____ min</p>	<p>A. says, "This is boring" and gets out of seat and walks around room Circle Intensity: 1 2 3 4 5</p>	<p><input checked="" type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input checked="" type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ <u>What was said or done?</u> Ms. L. says sternly, "Anthony, sit down!"</p>
	<p><input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group instruction <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:</p>	<p><input checked="" type="checkbox"/> Given instruction <input checked="" type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity <u>What was said or done?</u> (If Applicable) Latency ____ min</p>	<p>A. says, "Don't say my name." He continues walking for 8 min. Circle Intensity: 1 2 3 4 5</p>	<p><input checked="" type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input checked="" type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ <u>What was said or done?</u> Ms. L. yells, "Go to the A.P.'s office."</p>

Anthony's ABC Chart (Science Class 10/10/13 cont.)

Date Duration: Start Time/ End Time of Behavior	Subject/Activity /Task Describe in detail	Antecedent What happened right before the behavior?	Behavior What did the student say and do?	Outcome / Consequence What happened right after the behavior (within 30 seconds)? How did adults and peers respond?
	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group instruction <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input checked="" type="checkbox"/> Given correction / directive <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity What was said or done? <p style="text-align: center;">Ms. L. yells, "Go to the A.P.'s office."</p> (If Applicable) Latency ____ min	<p style="text-align: center;">A. goes to A.P.'s office, picks a book from the book shelf and reads for 5 minutes.</p> Circle Intensity: 1 2 3 4 5	<input checked="" type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input checked="" type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ What was said or done? <p style="text-align: center;">A.P. says, "Thank you for staying calm. Time to go back to class."</p>

10:13	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group instruction <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity What was said or done? (If Applicable) Latency ____ min	<p style="text-align: center;">A returns to class, sits down, and does classwork.</p> Circle Intensity: 1 2 3 4 5	<input type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ What was said or done?
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Examine the actual form



#6 After multiple entries on the ABC chart, develop the Summary Statement at the end

Date Duration: Start Time/ End Time of Behavior	Activity/Task Describe in detail	Antecedent What happened right before the behavior?	Behavior What did the student say and do?	Outcome / Consequence What happened right after the behavior (within 30 seconds)? How did adults and peers respond?
	<input type="checkbox"/> Large instr <input type="checkbox"/> Small instr <input type="checkbox"/> Inde <input type="checkbox"/> Uns Specify: work time	<input type="checkbox"/> Given in <input type="checkbox"/> Given c <input type="checkbox"/> Alone (n activities <input type="checkbox"/> With pe <input type="checkbox"/> Engage activity <input type="checkbox"/> Preferre removed <input type="checkbox"/> Transiti age in activity What was sa e? (If Applica min	Same Behavior	<input type="checkbox"/> Adult a <input type="checkbox"/> Peer at <input type="checkbox"/> Got pre activity/item <input type="checkbox"/> Got set <input type="checkbox"/> Adult a avoided <input type="checkbox"/> Peer at avoided <input type="checkbox"/> Task/a vided <input type="checkbox"/> Sensat led What was done?
Summary Statement or Hypothesis:				
	During:	When:	Student will:	And then: Therefore the function is to access / escape

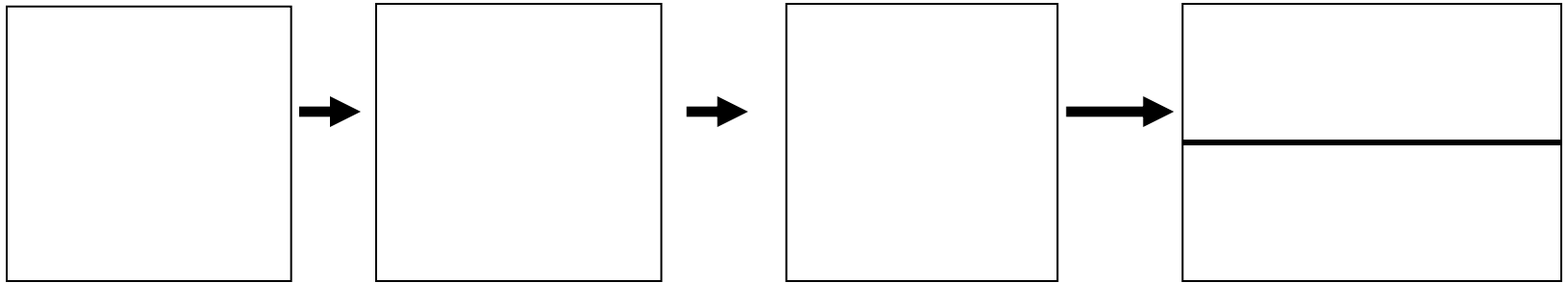
#6 After multiple entries on the ABC chart, develop the Summary Statement at the end *(Answer Key)*

Date Duration: Start Time/ End Time of Behavior	Activity/Task Describe in detail	Antecedent What happened right before the behavior?	Behavior What did the student say and do?	Outcome / Consequence What happened right after the behavior (within 30 seconds)? How did adults and peers respond?
	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group instruction <input type="checkbox"/> Independent work time <input type="checkbox"/> Unstructured time Specify: _____ <div style="text-align: center; font-size: 2em; color: orange; font-weight: bold;">Summarize</div>	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given choice <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With peer(s) <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition in activity What was said? _____ (If Applicable) _____ min <div style="text-align: center; font-size: 2em; color: orange; font-weight: bold;">Summarize</div>	<div style="text-align: center; font-size: 2em; color: orange; font-weight: bold;">Same Behavior</div>	<input type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got set _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ What was said? _____ What was done? _____ <div style="text-align: center; font-size: 2em; color: orange; font-weight: bold;">Summarize</div>
Summary Statement of Hypothesis:				
	During: <i>large group instruction in science or social studies</i>	When: <i>Anthony is called on in class, asked to complete a timed task or given a directive</i>	Student will: <i>get out of seat</i>	And then: <i>he escapes the academic task and sometimes goes to the AP's office and reads (which he enjoys)</i> Therefore the function is to access / escape <i>escape from academic tasks and gain <u>access</u> to preferred task/person.</i>

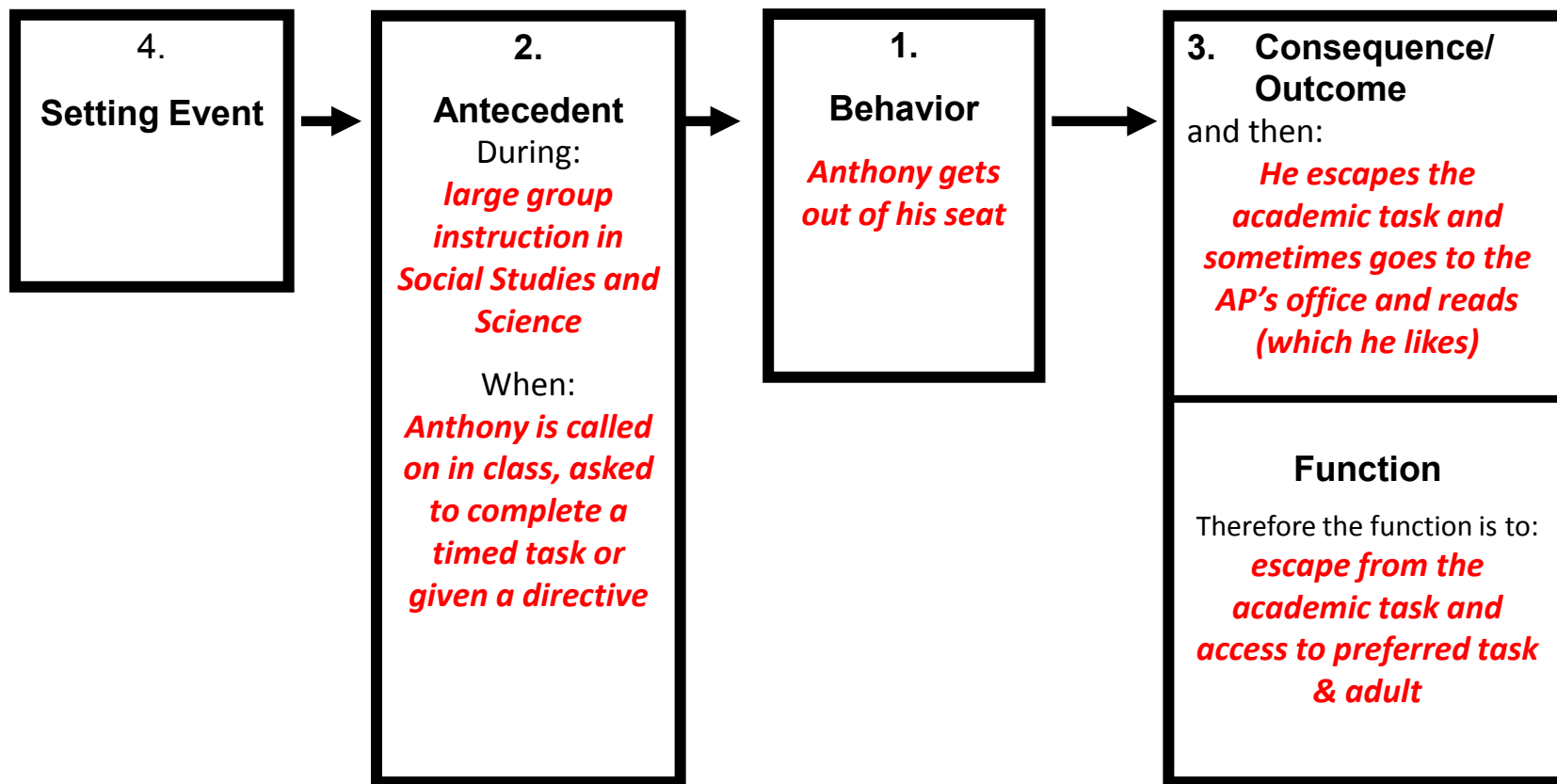
Activity: Fill out Anthony's Summary Statement/Hypothesis from the ABC Charts All-in-One

Summary Statement or Hypothesis:				
	<p>During:</p> <p><i>large group instruction in Social Studies and Science</i></p>	<p>When:</p> <p><i>Anthony is called on in class, asked to complete a timed task or given a directive</i></p>	<p>Student will:</p> <p><i>get out of his seat</i></p>	<p>and then:</p> <p><i>He escapes the academic task and sometimes goes to the AP's office and reads (which he likes)</i></p> <p>Therefore the function is to access/escape (circle one): <i>escape from the academic task and access to preferred task & adult</i></p>

Summary/Hypothesis Statement



Anthony's Summary/Hypothesis Statement from observation data—ABC charts



To be continued...

Looking forward to seeing you on May 28th, 2014 for

Module 5

Hypothesis Verification:

Comparison of *INDIRECT* & *DIRECT* Data

Acknowledgements

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