

# **Appendix A**

## **Functional Assessment Observation Tools**

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# ABC OBSERVATION FORM

[illegible]

## ABC OBSERVATION FORM

**Student:** \_\_\_\_\_ **Observer:**

\_\_\_\_\_

**Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_ **Activity:** \_\_\_\_\_

**Context of Incident:**

**Antecedent:**

**Behavior:**

**Consequence:**

**Comments/Other Observations:**

# ABC OBSERVATION FORM

[illegible]

### ABC OBSERVATION FORM

Student Name: <u>Trish</u>		Observation Date: <u>10/5</u>
Observer: <u>Ms. Pasillas</u>		Time: <u>9:40-9:55 a.m.</u>
Activity: <u>disruptive behavior on the playground</u>		Class Period: <u>3</u>
<b>ANTECEDENT</b>	<b>BEHAVIOR</b>	<b>CONSEQUENCE</b>
Trish joins group of 4 girls playing catch.		
	Trish waits for ball to be thrown to her.	
		Girls do not throw ball to Trish.
	Trish yells "Throw it to me!"	
		Girls throw ball to her, she misses it and another girl, LuAnne catches it and throws it to Sandy.
Ball is again thrown to Karen.	Trish yells " I said throw it to me you jerk!"	
Karen begins to walk away with the ball.	Trish runs up behind Karen and kicks her saying "Give it to me damn it!"	Karen cries. Trish takes the ball.

## FUNCTIONAL ASSESSMENT SCATTERPLOT

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Date(s): \_\_\_\_\_ Observer(s): \_\_\_\_\_

Behavior(s) of concern: \_\_\_\_\_

ACTIVITY	TIME	DAY OF THE WEEK					TOTAL
		Monday	Tuesday	Wednesday	Thursday	Friday	
<b>TOTAL</b>							

## FUNCTIONAL ASSESSMENT SCATTERPLOT

Student: Myree

Grade: 6<sup>th</sup> School: John B. Lynn

Date(s): 10/4/97 to 10/8/97

Observer(s): Dennis

Behavior(s) of concern: disrupts class w/inappropriate comments and verbal threats directed at peers.

Setting: \_\_\_\_\_

[illegible]

### Functional Assessment Scatterplot

Student: Myree Grade: 6th School: John B. Lyna  
 Date(s): 10/4/97 to 10/8/97 Observer(s): Dennis  
 Behavior(s) of concern: disrupts class w/inappropriate comments and verbal threats directed at peers.  
 Setting: \_\_\_\_\_

ACTIVITY	TIME	DAY OF THE WEEK					TOTAL
		Monday	Tuesday	Wednesday	Thursday	Friday	
Math	9:20 - 10:10	II	I THL THL	THL III	III	THL	29
Science	10:10 - 11:00	II		I	I		4
Social Studies	11:00 - 11:50		I				1
English	11:50 - 12:30	I	I THL	I THL		II	15
Lunch	12:30 - 1:00						0
Health/P.E.	1:00 - 1:50						0
Art	1:50 - 2:40						0
Total		5	18	15	4	7	49



### Classroom Scatterplot

Student \_\_\_\_\_ Teacher \_\_\_\_\_ Observer(s) \_\_\_\_\_

Activity	Date
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No. of Students \_\_\_\_\_ Start Time \_\_\_\_\_ End Time \_\_\_\_\_ Total \_\_\_\_\_

Observation interval: 10 sec. 15 sec. 20 sec. Time Sampling Procedure: 1. Continuous Recording: \_\_\_\_\_ 2. Non-Continuous Recording: \_\_\_\_\_ (every \_\_\_\_\_ min.): 3. Other: \_\_\_\_\_

Instructional Conditions

Phase  
Baseline

Appropriate Responses

Inappropriate Responses

	Acad Talk	Answer Ques	Ask Ques	Atten	Task Partic	Read Aloud	Read Silent	Write	Other Appro.	Total	Aggress/ Disruptive	Off Task	Out of Seat	Non Compliance	Talk Out	Other Inappro.	Total inappro.	Grand Total
Paper—Pencil																		
Listen-Lecture																		
Teacher-Pupil Discussion																		
Manipulatives																		
Inst. Games																		
Worksheets Workbook																		
Readers																		
Student- Student																		
Media/Tech- Other																		
Transition																		
Other																		
Total																		

# Classroom Scatterplot

Student Charles Teacher Miller Observer(s) Evans

Activity \_\_\_\_\_ Date \_\_\_\_\_

No. of Students 21 Start Time 9:10 End Time 9:55 Total 45 min

Observation Interval: 10 sec \_\_\_\_\_ 15 sec \_\_\_\_\_ 20 sec X Time Sampling Procedure: 1. Continuous 2. Non-Continuous Recording: \_\_\_\_\_ 3. Other \_\_\_\_\_ (every 3 min.)

		Appropriate Responses										Inappropriate Responses							
		Talk Acad	Answer Ques	Ask Ques	Atten	Task Part	Read Aloud	Read Silent	Write	Other Appro	Total	Aggress/ Disruptive	Off Task	Out of Seat	Non-compliance	Talk Out	Other Inappro	Total Inaappro	Grand Total
Instructional Conditions	Paper-Pencil																		
	Listen-Lecture			I							1								1
	Teacher-Pupil Discussion		II		II						4	I				II		3	7
	Manipulatives																		
	Inst. Games																		
	Worksheets Workbook																		
	Readers											III	II		II	III	II	14	14
	Student-Student																		
	Media/Tech-Other																		
	Transition																		
	Other																		
	Total	0		1	2	0	0	0	0		5	4	2	0	2	7	2	17	22

Name: *Carla*

# Functional Assessment Observation Form

Starting Date: 3/18	Ending Date: 3/20
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Ending Date: 3/20

[illegible]

Name: Dave

## Functional Assessment Observation Form

Starting Date: 12/5	Ending Date: 12/8
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Ending Date: 12/8

Time	Behaviors					Predictors										Perceived Functions					Other/Don't Know	Total "Hot"	Agreed	Comments (if needed) (to be added) (to be added)		
	Fail to floor	Pinch	Hit	Push	Scream	Demand/Request	Difficult Task	Transitions	Interruption	Alone (no attention)	Loud noise	Join	Push	Demand	Attention	Get/Obtain		Escape/Avoid								
																Desired Item/Activity	Self-Stimulation	Demand/Request	Activity (Person)							
8-9	1 7 13		2		1 7 13	2						1 7	13	7	1 7 13			2							1,7 13,2	
9-10	3 14				3 14				3 14		3		3	3 14											3 14	
10-11																										
11-12		9	8 9 15	8 9		9 15	8	8			8	9	15					8 9 15							15	
12-1	4 10 11				4 10										4 10	11									4 10 11	
1-2				5					5				5										5			
2-3		12	6 12			6	12					6 12						6 12							6 12	
3-4																										
Totals																										
	Events	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

Name: Eric

# Functional Assessment Observation Form

Starting Date: 9/3

Ending Date: 9/5

Time	Behaviors					Predictors										Perceived Functions										Actual Context	Comments (if missing behavior in video) Write
	Yelling	Flailing	Hitting	Crying	Fall on floor	Demand/Request	Difficult Task	Transitions	Interruption	Alone (no attention)	Classroom	Loudst room (L/R)	Karens	Richard	Attention	Desired Item/Activity	Self-Stimulation	Get/Obtain		Escape/Avoid		Other/Don't Know	10/10/10				
																		Demand/Request	Activity (Person)								
9-10			1,2 5,7 8			1,5 2,7 8					1,5 2,7 8		1,5 2,7 8					1,5 2,7 8						1,5 2,7 8			
10-11																											
11-12			3			3					3		3					3						3			
12-1																											
1-2																											
2-3																											
3-4			4,6 9,10			4,6 9,10					4,6 9,10		4,6 9,10					4,6 9,10						4,6 9,10			
4-5																											
Totals	0	0	10	0	0	10					6	4	6	4				10						10			
	Events 4	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		

# ABC Chart

**Student:** \_\_\_\_\_

Date: \_\_\_\_\_

Observer: \_\_\_\_\_

**Setting Event(s):**\_\_\_\_\_

Antecedent	Behavior	Consequence

# ABC Chart

**Student:** \_\_\_\_\_

Date: \_\_\_\_\_

Observer: \_\_\_\_\_

**Setting Event(s):**\_\_\_\_\_

Antecedent	Behavior	Consequence

**Basic Event Recording:** To collect data on the frequency of a targeted behavior. Define a date and time period to collect data and record a tally each time the behavior is observed in that time frame.

Student: \_\_\_\_\_

Observer: \_\_\_\_\_

Behavior: \_\_\_\_\_  
\_\_\_\_\_

Date	Time	Tally	Total



**Basic Event Recording:** To collect data on the frequency of a targeted behavior. Define a date and time period to collect data and record a tally each time the behavior is observed in that time frame.

Student: Patty O’Fernihcher

Observer: Ms. Smith

Behavior: Talking out in class without raising her han

Date	Time	Tally	Total
<i>January 5<sup>th</sup></i>	<i>8:00 – 9:00</i>	<i>///</i>	<i>3</i>
	<i>9:00 – 10:00</i>	<i>////////</i>	<i>7</i>
	<i>10:00 – 11:00</i>	<i>//////////</i>	<i>10</i>
	<i>11:00 – 12:00</i>	<i>//</i>	<i>2</i>
	<i>12:00 – 1:00</i>	<i>//////////</i>	<i>12</i>
	<i>1:00 – 2:00</i>	<i>//////////</i>	<i>12</i>
	<i>2:00 – 3:00</i>	<i>//////////</i>	<i>14</i>

**Basic Event Recording:** To collect data on the frequency of a targeted behavior. Define a date and time period to collect data and record a tally each time the behavior is observed in that time frame.

**Student** Sandy Beach

**Observer** Mr. Jones

**Behavior** Completing and returning homework assignments

Date Homework Assigned	Number of Assignments	Number Returned	Comments / Notes
January 20 <sup>th</sup>	3	2	Said she didn't know about the other assignments
January 21 <sup>st</sup>	2	0	Couldn't find them
January 22 <sup>nd</sup>	2	0	Said she left them at home
January 23 <sup>rd</sup>	2	1	
January 27 <sup>th</sup>	4	1	Said, "I don't care" about homework
January 28 <sup>th</sup>	2	2	Earned 5 minutes on computer
January 29 <sup>th</sup>	2	1	

**Behavior Card:** To collect data on *antecedents, behaviors of concern, and consequence* strategies utilized.

Student:	Activity:	Date:	Time:
<p><b>Antecedent(s):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Asked to do something</li> <li><input type="checkbox"/> Attention given to others</li> <li><input type="checkbox"/> Ongoing behavior interrupted</li> <li><input type="checkbox"/> Bored-no materials/activities</li> <li><input type="checkbox"/> Could not get desired item</li> <li><input type="checkbox"/> Appeared to be in discomfort</li> <li><input type="checkbox"/> Loud/disruptive environment</li> <li><input type="checkbox"/> Other student provoked</li> <li><input type="checkbox"/> Other _____</li> </ul>	<p><b>Behavior of Concern:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Off-task</li> <li><input type="checkbox"/> Noncompliance</li> <li><input type="checkbox"/> Running away</li> <li><input type="checkbox"/> Physical/verbal aggression</li> <li><input type="checkbox"/> Playing with objects</li> <li><input type="checkbox"/> Screaming/tantruming</li> <li><input type="checkbox"/> Self injurious behavior</li> <li><input type="checkbox"/> Fidgeting</li> <li><input type="checkbox"/> Provoking/Teasing others</li> <li><input type="checkbox"/> Other _____</li> </ul>	<p><b>Consequence(s):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Verbal redirection to activity</li> <li><input type="checkbox"/> Physical redirection to activity</li> <li><input type="checkbox"/> Required to continue activity</li> <li><input type="checkbox"/> Ignoring</li> <li><input type="checkbox"/> Time out (duration _____ )               <ul style="list-style-type: none"> <li><input type="checkbox"/> Within room area</li> <li><input type="checkbox"/> Outside room area</li> </ul> </li> <li><input type="checkbox"/> Physical discomfort relieved</li> <li><input type="checkbox"/> Interruption/blocking</li> <li><input type="checkbox"/> Physical restraint</li> <li><input type="checkbox"/> Other _____</li> </ul>	

**Duration Recording:** To collect data on the length of time the student engages in a particular behavior.

**Student:** \_\_\_\_\_

**Behavior:** \_\_\_\_\_

**Observer:** \_\_\_\_\_

Date	Time of Behavior Initiation	Time of Behavior Completion	Duration

**Duration Recording:** To collect data on the length of time the student engages in a particular behavior.

**Student:** Phil R. Yuppe

**Behavior:** Sleeping with head down on desk

**Observer:** John Smith (Algebra Teacher)

Date	Time of Behavior Initiation	Time of Behavior Completion	Duration
March 3 <sup>rd</sup>	9:05	9:25	20 minutes
March 4 <sup>th</sup>	9:07	9:22	15 minutes
March 5 <sup>th</sup>	9:11	9:40	28 minutes
March 6 <sup>th</sup>	9:10	9:18	8 minutes
March 7 <sup>th</sup>	9:05	9:24	19 minutes

**Event Recording:** for controlled presentations when the teacher structures the number of opportunities the student will have to perform the behavior:

**Name** \_\_\_\_\_

**Task** \_\_\_\_\_

**Date** \_\_\_\_\_

<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>
<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>
<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>
<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>
<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>
<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>
<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>

**Comments** \_\_\_\_\_

Interval Recording & Time Sampling

Student: \_\_\_\_\_ Behavior: \_\_\_\_\_

Date/Time: \_\_\_\_\_

Observer: \_\_\_\_\_

Time & Date						

**Latency Recording:** To collect data on the time between when a cue is given and student initiation of the behavior.

**Student:** \_\_\_\_\_

**Behavior:** \_\_\_\_\_

**Observer:** \_\_\_\_\_

Date	Time of Cue	Time of Initiation of Behavior	Latency



**Latency Recording:** To collect data on the time between when a cue is given and student initiation of the behavior.

**Student:** Phineas Gage      **Behavior:** Take seat upon direction from teacher

**Observer:** John Harlow

Date	Time of Cue	Time of Initiation of Behavior	Latency
September 13 <sup>th</sup>	8:07	8:13	6 minutes
	8:19	8:20	1 minute
	9:25	9:27	2 minutes
	10:37	10:44	7 minutes
	1:35	1:40	5 minutes

**Anecdotal Record:** To collect descriptive, or topographic, information about a particular behavior of concern.

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

Date	Incident	Comment

**Anecdotal Record:** To collect descriptive, or topographic, information about a particular behavior of concern.

Name: Albert B.

Grade: Pre-school

Teacher: J. Watson

Date	Incident	Comment
6/14	<i>Albert was seated on the floor playing with blocks. He was smiling and babbling as he played. When presented with a soft, white stuffed toy rat, Albert attempted to play with it. I then hit a steel bar with a hammer to elicit a startle response. Albert started violently, his breathing was checked, and his arms were raised in a characteristic manner.</i>	<i>In an effort to condition Albert, I have presented the neutral stimulus (white rat) with the unconditioned stimulus (loud sound).</i>
6/17	<i>Albert was, again, sitting on the floor happily playing with toys. This time when I presented the white rat in the absence of the loud noise, he broke into a sudden crying fit.</i>	<i>I have successfully conditioned a startle response in Albert to the white rat.</i>

