Appendix D

This section contains forms, instruments, and procedures that relate to the process of functional behavioral assessment. They are included simply to illustrate the range of available forms; inclusion in this monograph should not be construed as an official endorsement of these forms by either the Virginia Department of Education or the Center for Effective Collaboration and Practice.

Data Triangulation Chart

Student *Trish* **Date(s)** *4/17/00*

Source 1	Source 2	Source 3
Functional Assessment Scatterplot – The scatterplot revealed that the behavior is occurring at a high frequency in Math, Language Arts, & Social Studies/Science. The behavior is occurring less frequently in PE, Art, Music, & Lunch.	*Functional Interview with the Teacher – The teacher's interview indicated that the student seems to be seeking attention from both peers and adults. The result of her behavior not only gets her attention, but also delays instruction.*	*Functional Interview with the Student – The student stated that she feels that often the tasks are too difficult and she disrupts to bring attention to herself. She also stated that it makes her feel good when the other students "notice" her.*

Interpretation:

1. **Precipitating events**
   When the student perceives a task is too difficult; behavior is most likely to occur in academically high-demand settings.

2. **Maintaining consequences**
   Attention from peers and adults; delays task request (escape).

3. **Likely function(s)**
   During classes when there are high academic demands the student disrupts to bring attention to her inability to perform the task and delay (escape) the task requests.

Source: Gable, Quinn, Rutherford, & Howell (1998)

Data Triangulation Chart

Student_____ **Date(s)**_____

Source 1	Source 2	Source 3
Interpretation: **1. Precipitating events** **2. Maintaining consequences** **3. Likely function(s)**		

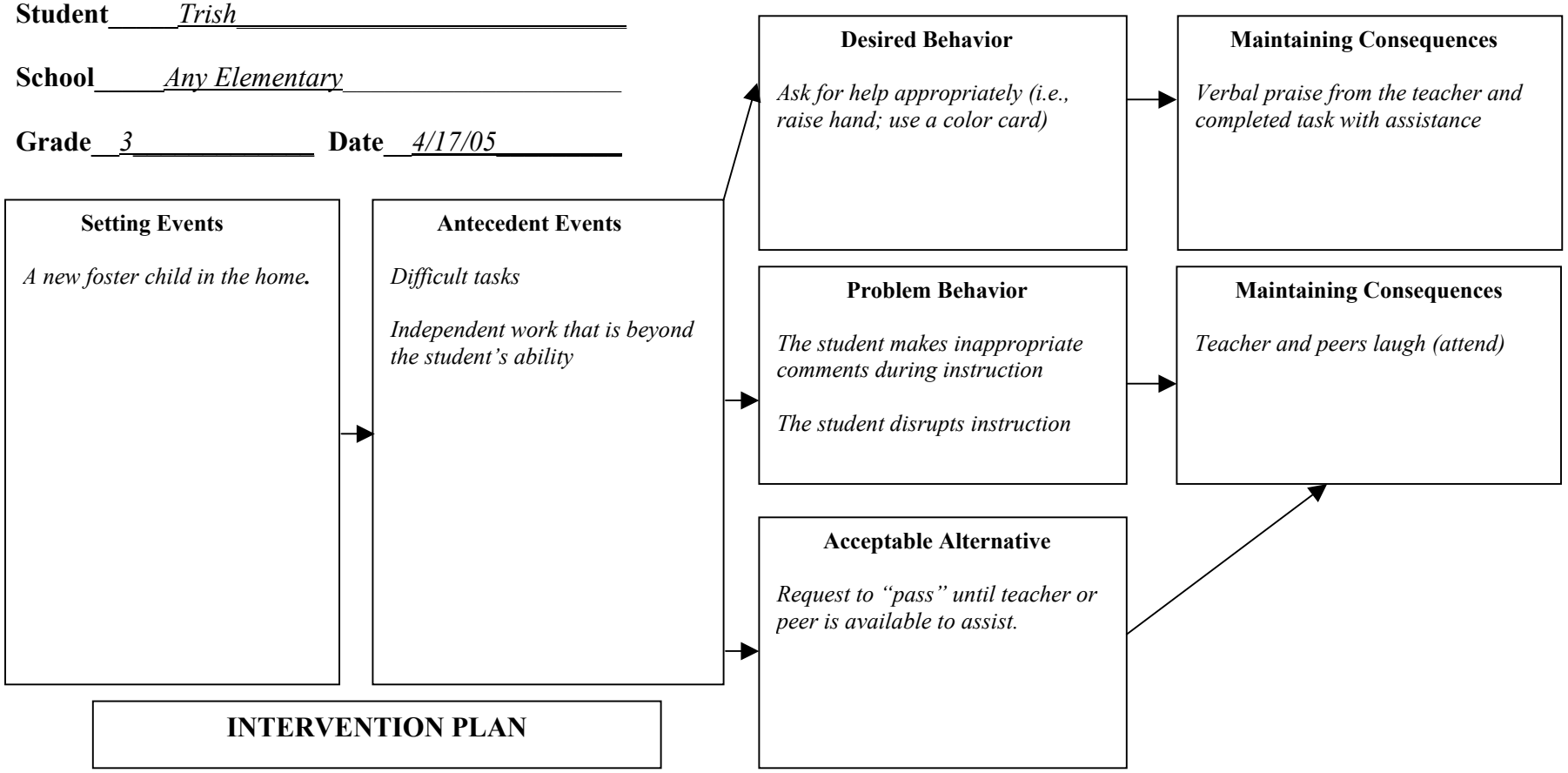
Source: Gable, Quinn, Rutherford, & Howell (1998)

COMPETING PATHWAYS CHART

Student *Trish*

School *Any Elementary*

Grade *3* **Date** *4/17/05*



INTERVENTION PLAN

Setting Events/Strategies	Antecedents/Strategies	Behavior		Consequences / Strategies	
		Problem	Desired	Problem	Desired
Invite the case manager for the foster care placement to participate in the development of the plan.	*Include previously mastered material in the introduction of new tasks.* *Give the student a red/green card; teach her to have green showing when she is able to work independently and red when she needs help.*	*The student makes inappropriate comments and disrupts instruction.*	*Request to "pass" or ask for assistance appropriately.*	*Teacher and peers laugh (attend) at the behavior.*	*Use activity reinforcer (computer time) paired with a social reinforcer (praise) for completed work.*

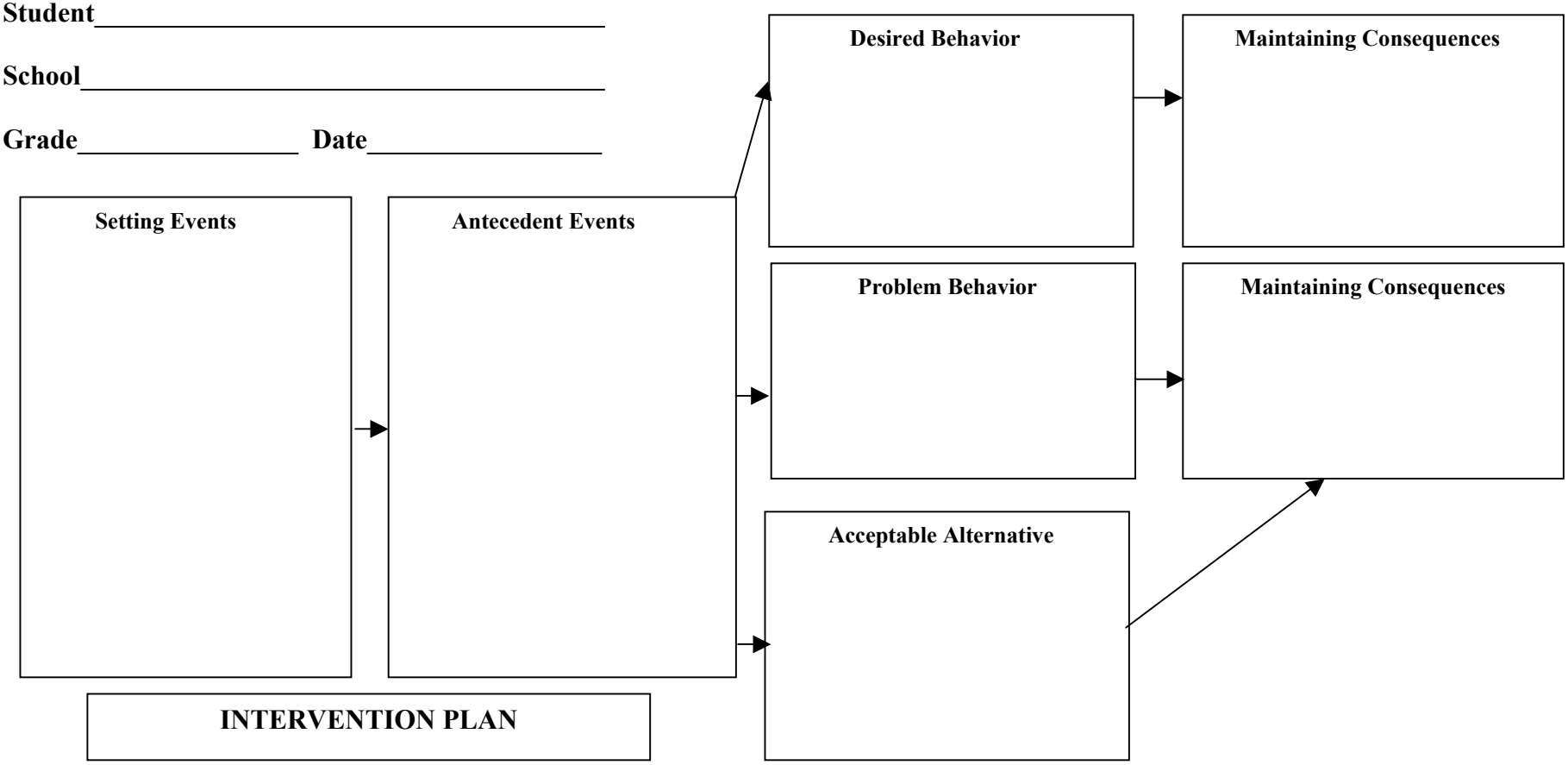
Source: Adapted from Sugai, Lewis-Palmer, & Hagan (1999)

COMPETING PATHWAYS CHART

Student_____

School_____

Grade_____ **Date**_____



Setting Events/Strategies	Antecedents/Strategies	Behavior		Consequences / Strategies	
		Problem	Desired	Problem	Desired

Source: Adapted from Sugai, Lewis-Palmer, & Hagan (1999)