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**

<table>
<thead>
<tr>
<th>Source 1</th>
<th>Source 2</th>
<th>Source 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Functional Assessment Scatterplot</em> – The scatterplot revealed that the behavior is occurring at a high frequency in Math, Language Arts, &amp; Social Studies/Science. The behavior is occurring less frequently in PE, Art, Music, &amp; Lunch.</td>
<td><em>Functional Interview with the Teacher</em> – 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.</td>
<td><em>Functional Interview with the Student</em> – 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.</td>
</tr>
</tbody>
</table>

**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

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**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

Desired Behavior
Ask for help appropriately (i.e., raise hand; use a color card)

Maintaining Consequences
Verbal praise from the teacher and completed task with assistance

Problem Behavior
The student makes inappropriate comments during instruction
The student disrupts instruction

Acceptable Alternative
Request to “pass” until teacher or peer is available to assist.

INTERVENTION PLAN

Setting Events/Strategies
 Invite the case manager for the foster care placement to participate in the development of the plan.

Antecedents/Strategies
 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.

Behavior
Problem
The student makes inappropriate comments and disrupts instruction.

Desired
Request to “pass” or ask for assistance appropriately.

Consequences / Strategies
Problem
Teacher and peers laugh (attend) at the behavior.

Desired
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 | Antecedent Events

Desired Behavior  | Maintaining Consequences

Problem Behavior  | Maintaining Consequences

Acceptable Alternative

INTERVENTION PLAN

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

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