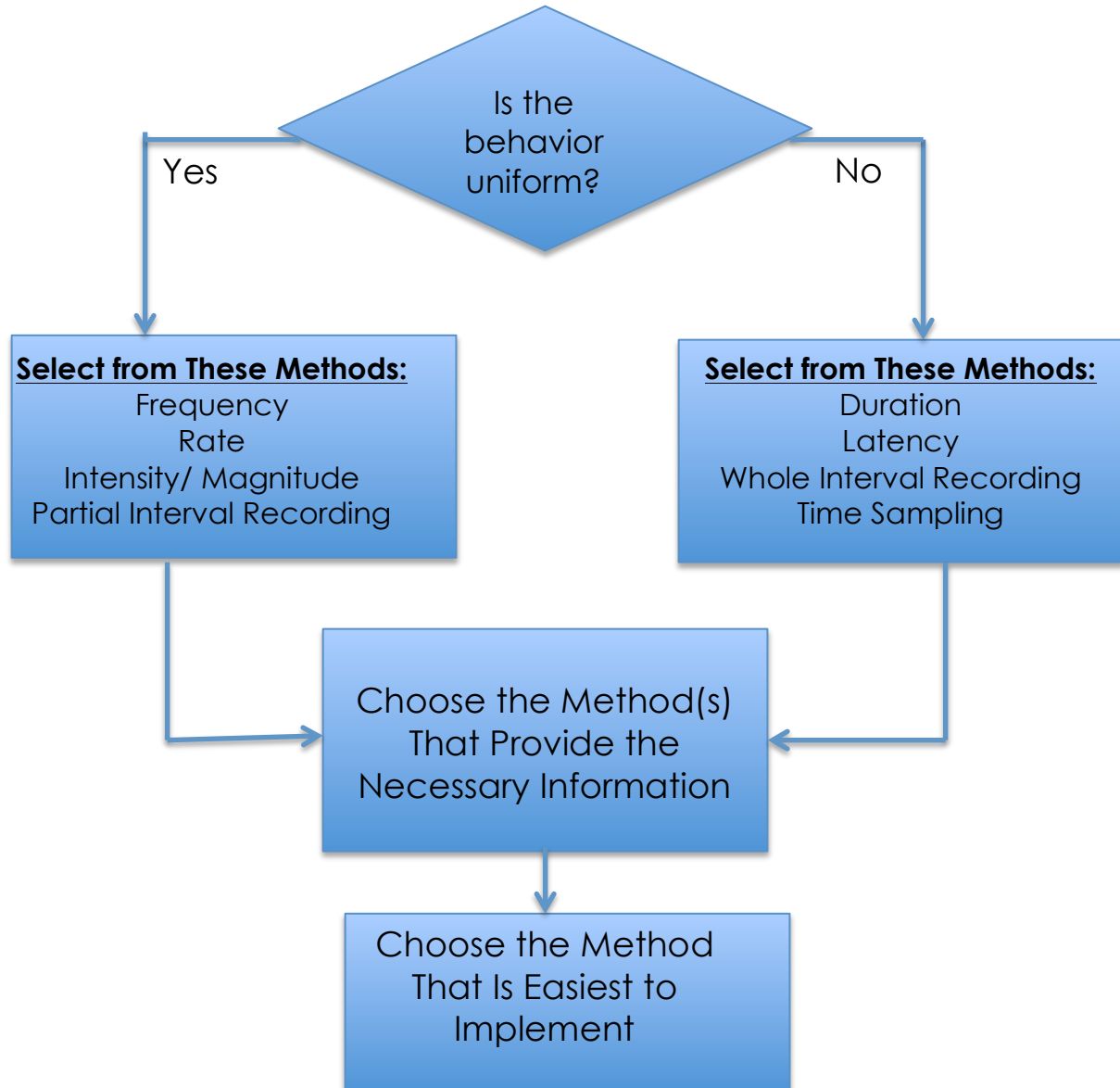


TASN Tertiary Behavior Supports Training Functional Assessment-Based Interventions (FABI) Process for Selecting A Measurement Method

Functional Behavioral Assessment and Function-Based Intervention:
An Effective, Practical Approach; Umbreit, Ferro, Liaupsin, Lane.
Figure 9.3, Page 169.



Uniform Behaviors: Those in which every performance takes about the same length of time as every other. Each performance of a behavior lasts about the same length of time.

Non-Uniform: Each performance of behavior does not last about the same length of time. Best measured by time-based methods.

Umbreit, John, Jolene Ferro, Carl Liaupsin, and Kathleen Lynne Lane. Functional behavioral assessment and function-based intervention: an effective, practical approach. Upper Saddle River, N.J.: Pearson Merrill Prentice Hall, 2007.

ABC Data Sheet

Record each instance of one behavior, as well as the antecedent (what happened right before the behavior), the consequence (what happened right after the behavior), and what the possible function of that behavior was (what outcome did it achieve for the child/student?).

Date: _____ Time of Observation: _____

Antecedent	Behavior	Consequence	Possible Function (Attention, Access to items/ activities, Escape, Sensory)

ABC Data Sheet – Version 2

Record each instance of one behavior, as well as the antecedent (what happened right before the behavior), the consequence (what happened right after the behavior), and what the **possible** function of that behavior was (what outcome did it achieve for the child/student?).

Describe the target behavior: _____

Date/ Time	Setting Events (what's going on at that day/time? Tired/didn't sleep well, substitute teacher, etc.)	Antecedent	Behavior	Consequence	Function (Attention, Access to items/ activities, Escape, Sensory)

MONTHLY TEACHER RESOURCES



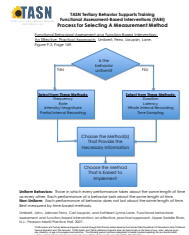
April 2015

Data: It Doesn't Have to be a 4-Letter Word

By: Karine Gleason, Secondary Coordinator

For many of us, data is an ugly, 4-letter word. Finding time and knowing how to get started are two common factors that lead to our resistance of collecting and analyzing data. However, research shows us that when teachers “use data to inform their instructional decision making, students learn more, teacher decision making improves, and students are more aware of their own performance” (Fuchs, Deno, & Mirkin, 1984). This month’s resources include strategies that might help ease the discomfort of data collection.

Getting Started: The first step in the data collection process is identifying and defining the target behavior. As we all know, completing an ABC data collection form can help with this process. ABC data can be used to look for patterns, establish common times the behavior occurs and assist with developing a hypothesis of the target behavior. For your convenience, a variety of ABC data collection forms have been provided with this monthly resource. Once the target behavior has been identified, it’s important to select an appropriate measurement method. Many of us struggle choosing which method is best for a particular situation. The attached flowchart, discussed by Umbreit, Ferro, Liaupsin, Lane in their book *Functional Behavioral Assessment and Function-Based Intervention: An Effective, Practical Approach*, outlines the process of selecting a measurement method. This flowchart may be helpful in guiding your team



www.autismclassroomnews.com

(<http://www.autismclassroomnews.com/2013/09/3-tools-for-data-collection-getting.html>).

through the selection process.

Strategies and Tools for Collecting Data: There are many forms out there that can be used to record data. Sometimes, however, it is difficult to record data on a form and continue to engage with the student. If you are taking frequency data, for instance, Christine Reeve, from autismclassroomnews.com, suggests using masking tape attached to your arm or pant leg instead of using the traditional clipboard. When time is available, transfer the data from the tape to the appropriate form. Different colored tape could be used to differentiate between students or skills/behaviors. Similarly, simple counters can be kept in a pocket or on a belt to record frequency data. Counters such as coins, marbles, or paperclips can be moved from one pocket to another



(http://www.amazon.com/gp/product/B003EYGD14/ref=as_li_ss_il?ie=UTF8&camp=1789&creative=390957&creativeASIN=B003EYGD14&linkCode=as2&tag=autism0f-20).

as a behavior occurs. Handheld tally counters can also be used to count behavior.

For example, these counters, found on Amazon, also come in different colors and can be used to keep track of multiple students or behaviors. If you and your staff need help remembering to take data at certain times throughout the day, try using a Time Timer watch or MotivAider. Both of these devices use a tone or vibration to signal the user at selected times. For more information, click on the links below.

- <http://www.timetimer.com/store/category/11/watches>
- <http://www.motiv-aider.com/>



Analyzing Data: Collecting data is only half the battle. In order to select an effective intervention, the data must be analyzed. This is the step that trips many of us up. Visually representing the data using tables/charts, scatterplots, and graphs, allows staff to easily identify patterns and is an effective way to share results with parents and other team members. Inputting data into Google Forms or Excel can assist you in creating that visual representation. Here are two videos that will walk you through using both programs.

- Google Forms Video <https://www.youtube.com/watch?v=quTeaODL-pl>
- Excel Video by C. Reeves <http://www.autismclassroomnews.com/2013/10/freebie-excel-template-for-weekly-data.html>