

# Functional Assessment Scatterplot

Student Trish Setting playground Observer(s) \_\_\_\_\_

Activity free play Date 9/26

No. of Students ≈ 50 Start Time 9:00 End Time 9:15 Total \_\_\_\_\_

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

**APPENDIX A  
SCATTERPLOTS**

Phase	Appropriate Responses							Consequences of Appropriate Responses	Inappropriate Responses							Consequences of Inappropriate Responses			
	Peer Interaction	Alone	Adult Interaction	Organized Games	Parallel Play				Total	Peer Interaction	Alone	Adult Interaction	Organized Games	Parallel Play				Total	
Activity		X																	
		X																	
					X														
					X														
										X									Gets football from Marsha
		X							Plays catch with Rae										
		X							↓										
		X																	
	Other																		
	Total																		
Comments:																			

## Scatterplot for the Playground

<b>Student:</b> Trish <b>Observer:</b> Mr. Church <b>Setting:</b> Morning Recess <b>Time:</b> 9:00-9:15 <b>Intervals:</b> 30 seconds <b>Code:</b> <b>A</b> = Appropriate Behavior; <b>V</b> = Verbal Aggression <b>P</b> = Physical Aggression										
Interval	10/1	10/2	10/3	10/4	Total			Percentage		
					A	V	P	A	V	P
1	A	A	A	A	4			4		
2	A	A	A	A	4			10		
3	A	A	A	A	4			100		
4	A	A	A	V	3	1		75	25	
5	A	V	A	P	2	1	1	50	25	25
6	A	P	A	P	2		2	50		50
7	A	P	A	V	2	1	1	50		25
8	A	V	A	V	2	2		50	50	
9	A	A	A	A	4			100		
10	V	A	A	A	3	1		75	25	
11	V	A	A	A	3	1		75	25	
12	P	A	V	A	2	1	1	50	25	25
13	V	A	P	A	2	1	1	50	25	25
14	A	A	P	V	2	1	1	50	25	25
15	A	A	V	A	3	1		75	25	
16	A	A	A	A	4			100		
17	A	A	A	A	4			100		
18	V	A	A	V	2	2		50	50	
19	A	V	A	A	3	1		75	25	
20	A	P	A	A	3		1	75		25
21	A	V	A	A	3	1		75	25	
22	A	P	A	V	2	1	1	50	25	25
23	V	V	A	A	2	2		50	50	
24	V	V	A	A	2	2		50	50	
25	A	A	A	A	4			100		
26	A	A	A	A	4			100		
27	A	A	V	A	3	1		75	25	
28	A	A	P	A	3		1	75		25
29	A	A	V	A	3	1		75	25	
30	A	A	V	A	3	1		75	25	
<b>Daily Totals</b>					<b>87</b>	<b>23</b>	<b>10</b>	<b>73%</b>	<b>19%</b>	<b>8%</b>
<b>A</b>	23									
<b>V</b>	6									
<b>P</b>	1									

**APPENDIX B**  
**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>

ANTECEDENT	BEHAVIOR	CONSEQUENCE
<p><i>Trish joins group of 4 girls playing catch.</i></p>	<p><i>Trish waits for ball to be thrown to her.</i></p> <p><i>Trish yells "Throw it to me!"</i></p>	<p><i>Girls do not throw ball to Trish.</i></p> <p><i>Girls throw ball to her, she misses it and another girl, LuAnne catches it and throws it to Sandy.</i></p>
<p><i>Ball is again thrown to Karen.</i></p>	<p><i>Trish yells "I said throw it to me you jerk!"</i></p>	
<p><i>Karen begins to walk away with the ball.</i></p>	<p><i>Trish runs up behind Karen and kicks her saying "Give it to me damn it!"</i></p>	<p><i>Karen cries. Trish takes the ball.</i></p>

APPENDIX C

Functional Assessment Interview Form

Interviewer(s) Mr. Church Date(s) 10/3

Student(s) Trish

Respondent(s) Ms. Pasillas Title Paraprofessional

1. Describe the behavior of concern. Trish gets mad on playground and yells at other kids. She sometimes hits other students or kicks them. None of the kids want to play with her.

2. How often does the behavior occur? It seems like everyday.

How long does it last? Not long. I keep my eye on her and stop her before it gets out of hand.

How intense is the behavior? I don't think she has drawn blood, but she hits and kicks so hard I bet she bruises kids.

3. What is happening when the behavior occurs? Trish wants to play with others who are already involved in a game.

4. When/where is the behavior most/least likely to occur? It happens everywhere.

5. With whom is the behavior most/least likely to occur? Usually with other girls. I don't think I remember her fighting with a boy.

6. What conditions are most likely to precipitate (“set-off”) the behavior? *Trish doesn’t get her way.*

---

---

---

7. How can you tell the behavior is about to start? *She usually yells before she hits.*

---

---

---

8. What usually happens after the behavior? Describe what happens according to adult(s), peers, and student responses. *When she starts yelling I usually make her stand by me for a while. If it is a major hit, I send her to the office. If it is a shove or something like that I usually just have her stand by me.*

---

---

---

9. What is the likely function (intent) of the behavior; that is, why do you think the student behaves this way? What does the student get or avoid? *I think she does it to get her way.*

---

---

---

10. What behavior(s) might serve the same function (see question 9) for the student that is appropriate within the social/environmental context? *She needs to learn to wait her turn, ask nicely and control her temper. She needs to learn to make friends, too. Nobody wants to play with her.*

---

---

---

11. What other information might contribute to creating an effective intervention plan (e.g., under what conditions does the behavior not occur)? *She’s pretty good when she is talking with me or when she is playing games that I supervise.*

---

---

---

12. Who should be involved in planning and implementing the intervention plan? *I think I should. I’m the one out here with her. Also, Mr. Church seems to keep her under control while we’re in the lunchroom.*

---

---

---

## APPENDIX E: PROBLEM BEHAVIOR QUESTIONNAIRE

### Respondent Information

Student Trish DOB 2/24/19— Grade 4<sup>th</sup> Sex: M  F  IEP: Y  N

Teacher Mr. Church School Tucker Creek Elementary

Telephone \_\_\_\_\_ Date 9/30

STUDENT BEHAVIOR: Please briefly describe the problem behavior(s)

**Disruptive and aggressive behavior on the playground.**

DIRECTIONS: Keeping in mind a typical episode of the problem behavior, circle the frequency at which each of the following statements are true.

	PERCENT OF THE TIME						
	Never	10%	25%	50%	75%	90%	Always
1. Does the problem behavior occur and persist when you make a request to perform a task?	0	(1)	2	3	4	5	6
2. When the problem behavior occurs do you redirect the student to get back to task or follow rules?	0	1	2	3	(4)	5	6
3. During a conflict with peers, if the student engages in the problem behavior do peers leave the student alone?	0	(1)	2	3	4	5	6
4. When the problem behavior occurs do peers verbally respond or laugh at the student?	0	1	2	3	4	5	(6)
5. Is the problem behavior more likely to occur following a conflict outside the classroom? (e.g., bus write up)	0	1	(2)	3	4	5	6
6. Does the problem behavior occur to get your attention when you are working with other students?	0	1	2	3	(4)	5	6
7. Does the problem behavior occur in the presence of specific peers?	0	1	2	3	4	(5)	6
8. Is the problem behavior more likely to continue to occur throughout the day following an earlier episode?	0	(1)	2	3	4	5	6
9. Does the problem behavior occur during specific academic activities?	(0)	1	2	3	4	5	6
10. Does the problem behavior stop when peers stop interacting with the student?	0	1	(2)	3	4	5	6
11. Does the behavior stop when peers are attending to other students?	0	1	2	3	4	(5)	6
12. If the student engages in the problem behavior do you provide one-on-one instruction to get student back on-task?	0	1	2	3	4	(5)	6
13. Will the student stop doing the problem behavior if you stop making requests or end an academic activity?	(0)	1	2	3	4	5	6
14. If the student engages in the problem behavior, do peers stop interacting with the student?	0	(1)	2	3	4	5	6
15. Is the problem behavior more likely to occur following unscheduled events or disruptions in classroom routines?	0	1	2	3	(4)	5	6

Source: Lewis, T.J., Scott, T.M., and Sugai, G. (1994). The problem behavior questionnaire: A teacher-based instrument to develop functional hypotheses of problem behavior in general education settings. *Diagnostic*, 19, 103-115. Reprinted with permission.

## PROBLEM BEHAVIOR QUESTIONNAIRE PROFILE

Student Trish Grade 4<sup>th</sup>  
 School Tucker Creek Elementary Date 9/30/

DIRECTIONS: Circle the score given for each question from the scale below the corresponding question number (in bold).

PEERS						ADULTS						SETTING EVENTS		
Escape	Attention			Attention		Escape	Attention			Attention			Attention	
<b>3</b>	<b>10</b>	<b>14</b>	<b>4</b>	<b>7</b>	<b>11</b>	<b>1</b>	<b>9</b>	<b>13</b>	<b>2</b>	<b>6</b>	<b>12</b>	<b>5</b>	<b>8</b>	<b>15</b>
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### ANALYSIS OF POSSIBLE FUNCTION(S) OF STUDENT BEHAVIOR

Trish appears to get attention from her peers and adults when engaging in inappropriate behavior.

Source: Lewis, T.J., Scott, T.M., and Sugai, G. (1994). The problem behavior questionnaire: A teacher-based instrument to develop functional hypotheses of problem behavior in general education settings. *Diagnostic*, 19, 103-115. Reprinted with permission.

## Data Triangulation Chart

Student Trish

Date(s) 9/26 – 10/8

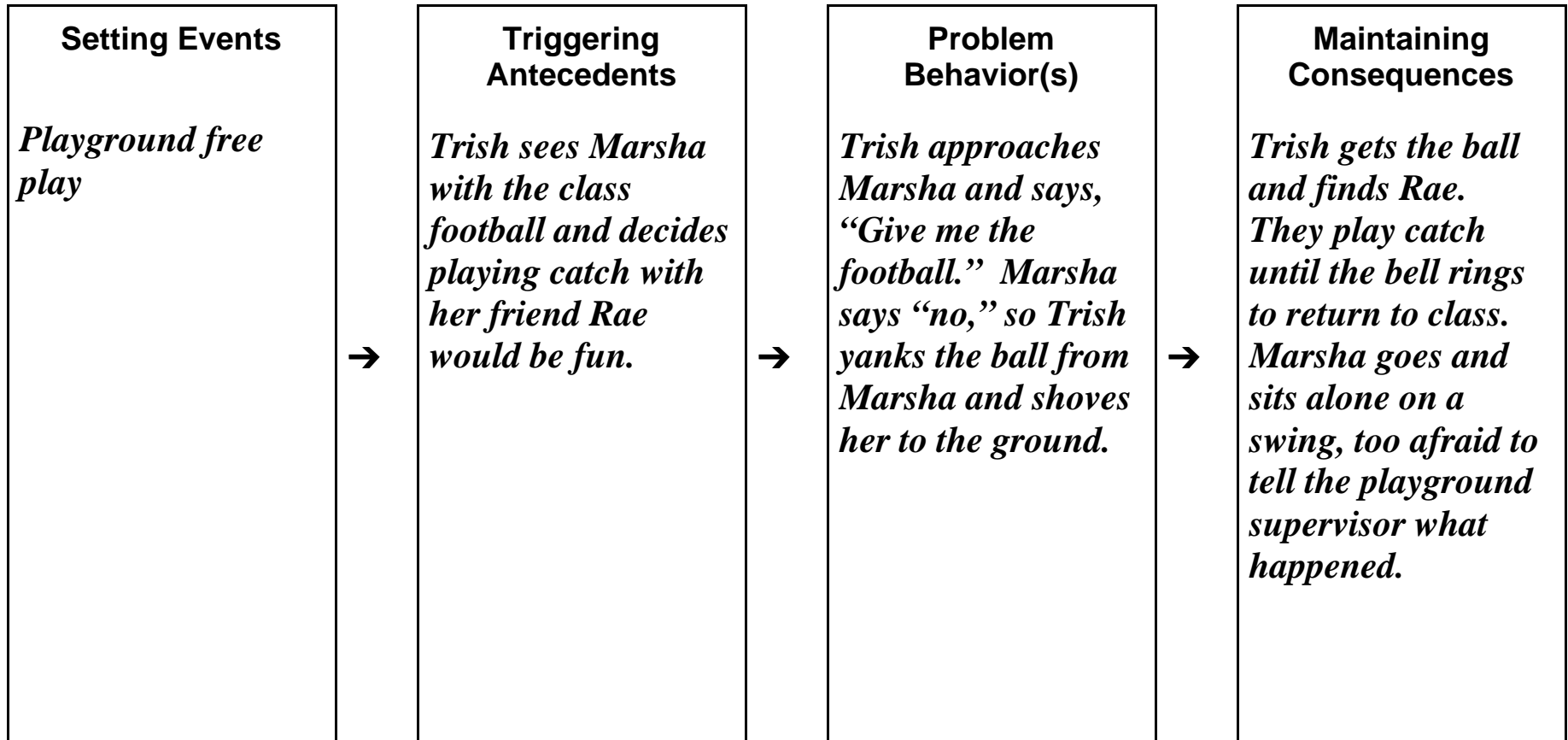
<b>Source 1</b>	<b>Source 2</b>	<b>Source 3</b>
<i>ABC Chart:</i>	<i>Interview with playground supervisor:</i>	<i>Scatterplot:</i>
<i>Trish yells at students when they don't do what she says. She hits students when she does not get her way.</i>	<i>Trish yells at and hits other girls when she doesn't get her way. This usually happens when there are no adults nearby.</i>	<i>Trish engages in appropriate behavior on the playground about 73% of the time; verbally aggressive behavior about 19% of the time; and physical aggression 8% of the time.</i>
<p><b>Interpretation:</b></p> <ol style="list-style-type: none"> <li><b>1. Precipitating events:</b> <i>Playground, undersupervised games involving girls.</i></li> <li><b>2. Maintaining consequences:</b> <i>Trish usually gets her way when she becomes verbally or physically aggressive. She also gets to spend time with the playground supervisor.</i></li> <li><b>3. Function(s):</b> <i>Trish's behavior allows her to get her way (albeit for a short time) and play with other girls. She thinks this is an effective way to join groups.</i></li> </ol>		

## Problem Behavior Pathway

Student: Trish B. Grade: 4th School: Tucker Creek Elementary Date: 10/6

Time: 10:15 – 10:30 am

Setting: Recess



# COMPETING BEHAVIOR PATHWAY

Student: Trish

Grade: 4

School: Tucker Creek

Date: 10/3

