

EDU 108A/208A Task 2: ABC Data & PBSP/BIP (10 points)

ABC Data Collection Sheet

Observer's name:

Student Pseudonym/Initials:

Age:

Grade:

| Date/Time Setting/Context | When... (Antecedent)...happens | The Student.... (Behavior) | And as a result... (Consequence) SEAT |
|---|---|--|--|
| Example Date: 9/5/18 Time: 9:25 Whole group math instruction; Teacher and paraeducator | Task demand: math worksheet; to complete independently | Said "This is stupid", walked around room | Teacher leaves student alone, student avoids task/worksheet |
| Date: Time: | <i>Compare and contrast performance data over time to document degree of autonomy and problem solving skills.</i> | | |
| Date: Time: | | | |
| Date: Time: | | | |
| Date: Time: | | | |
| Date: Time: | | | |

Positive Behavior Support Plan/Behavior Support Plan/Behavior Intervention Plan

Group Members **during Session 3:**

Student Pseudonym/Initials:

Age/Grade:

1. Operational Definition/Behavior Description (Observable, measurable, w/average frequency, average duration, intensity)

2. Antecedent(s) (When? Where? Who is present? What happens immediately before the behavior?)

3. Consequence(s) (What happens immediately after the behavior?)

The hypothesized function of the behavior is _____ (Choose from SEAT).

4. Strategies/Plan (Include at least one example for each part. Cite at least ONE resource or strategic intervention included from our textbook OR cite at least ONE appropriate resource or strategic intervention from the articles assigned for Session 3.

A. Antecedent-based Intervention

(How can the problem behavior be prevented? Who will implement?)

B. Teaching: Replacement Behavior(s)/Alternative Behavior(s) (Include at least one Functionally Equivalent Replacement Behavior (FERB)).
(What is the new/replacement behavior? How will it be learned and reinforced? Who will implement?)

C. Consequence-based Intervention

(What happens if/when the problem behavior occurs? Who will implement?)

D. Next Steps

Describe the communication system to be used (between team members, parent(s)/guardian(s), other school staff and stakeholders).
Identify the type of data that will be collected and how often data will be collected, for progress monitoring.