

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

**ABC Data Collection Sheet**

Observer's name:

Student Pseudonym/Initials:

Age:

Grade:

<b>Date/Time Setting/Context</b>	<b>When... (Antecedent)...happens</b>	<b>The Student.... (Behavior)</b>	<b>And as a result.... (Consequence) SEAT</b>
<b>Example</b> 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>Task demand: observe a Visual &amp; performing arts activity in the classroom.</i>	<i>Compare &amp; contrast behavioral responses.</i>	
Date:      Time:			
Date:      Time:			
Date:      Time:			
Date:      Time:			

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NOTES:

**SEAT** stands for the following:

**S**  
**E**  
**A**  
**T**

Disciplinehelp.com uses the acronym PAIR (**P**ower, **A**ttention, **I**nsecurity, **R**evenge) and has resources that include potential causes (primary and secondary) for common classroom behaviors, lists of suggested strategies, and lists of ineffective strategies.

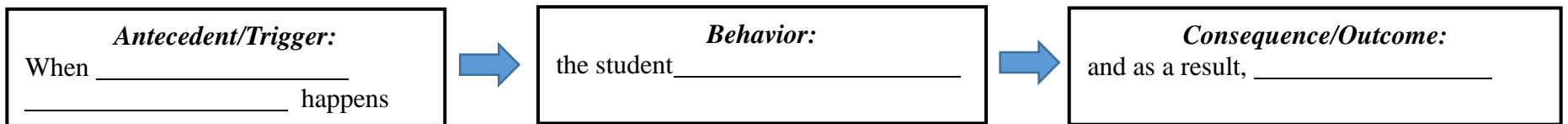
\*Behavior is part of our upcoming work that addresses our course objectives addressing **RTI** and **MTSS**.

**R**  
**T**  
**I**

**M**  
**T**  
**S**  
**S**

\*You will work with a partner in class to create a **PBSP** for either your student or your partner's student ABC data.

**Summary Statement**



Therefore, the function of the behavior is to **get / avoid** \_\_\_\_\_.  
(circle one) (detail what is obtained or avoided)

Adapted from [www.basicfba.com](http://www.basicfba.com)

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.