

# Appendix B

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.

**ABC OBSERVATION FORM**

Student Name: \_\_\_\_\_

Observation Date: \_\_\_\_\_

Observer: \_\_\_\_\_

Time: \_\_\_\_\_

Activity: \_\_\_\_\_

Class Period: \_\_\_\_\_

<b>ANTECEDENT</b>	<b>BEHAVIOR</b>	<b>CONSEQUENCE</b>

### ABC OBSERVATION FORM

Student Name: Trish S.

Observation Date: 10/5

Observer: R. Day

Time: 9:40-9:55 a.m.

Activity: disruptive behavior

Class Period: 3

ANTECEDENT	BEHAVIOR	CONSEQUENCE
<i>Teacher begins – tells students to look at board.</i>	<i>Trish looks around room and at other kids.</i>	<i>Teacher continues lesson; ignores Trish.</i>
<i>Teacher puts examples on board and asks class to work problems.</i>	<i>Trish looks around and calls to Ben.</i>	<i>Teacher asks for quiet.</i>
<i>Teacher tells class to do 5 more problems.</i>	<i>Trish turns around and pokes Ben with pencil.</i>	<i>Teacher tells Trish, “get to work, NOW!”</i>
	<i>Trish calls out, “This is too hard.” She throws worksheet and book on floor.</i>	<i>Teacher demands that Trish come forward, get a hall pass, and go to the office.</i>



### Functional Assessment Scatterplot

**Student** Trish S. **Grade** 3 **School** Anv Elementary

**Dates** 4 / 10 / 05 to 04 / 14 / 05 **Observer(s)** R. Day, C. Jones

**Behavior(s) of Concern** Verbal disruptions in class – Trish calls out and attempts to engage peers

**Setting** General Education Classroom

Activity	Time	Day of the Week					Total
		Monday	Tuesday	Wednesday	Thursday	Friday	
Math	8:15-9:15	3	4	4	5	4	20
Lang Arts	9:15-11:00	7	5	4	7	6	29
PE	11:00-11:40	3	2	2	1	0	8
Lunch	11:40-12:15	2	1	3	4	2	12
Sci/Soc.Studies	12:15-1:10	3	5	5	6	5	24
Music/Art	1:10-2:00	0	1	1	0	2	4
<b>Total</b>		18	18	19	23	19	97

Source: Gable, Quinn, Rutherford, & Howell (1998)