

## ASSESSMENT AND ANALYSIS: INFORMATION AND DATA COLLECTION

A variety of data collection methods are used to determine the function of a behavior. The amount and type methods used will depend on individual issues with each student. "Triangulating" the data by using at least three data sources strengthens the resulting hypothesis.

### Check all methods that are currently in use:

- Student observation (*specify*: scatter-plot, frequency, time-sampling, etc.)
- File review (review information for patterns and trends of behavior, medical/health issues, etc.)
- Interviews: staff, parent/guardian, student, outside agency/professional
- A-B-C log (observation and documentation of antecedents, behaviors, consequences)
- Other (specify): \_\_\_\_\_

**NOTE: Attach copies of data collection documents as needed**

## FUNCTION OF PROBLEM BEHAVIOR

Summarize the data by completing the statement below.

### EXAMPLES:

- "When in the halls before school, after school, and during transitions, **this student** pushes and verbally threatens other students **in order to** gain status and attention from peers."
- "When working on independent seatwork during his regular education math class, **this student** puts his head on his desk **in order to** escape work that is too difficult/frustrating."

When [*summarize antecedents*] \_\_\_\_\_

this student [*identify the problem behavior*] \_\_\_\_\_

in order to [*summarize "payoff"*] \_\_\_\_\_

## REPLACEMENT BEHAVIOR

Identify the replacement behavior by completing the statement below. Remember that the replacement behavior is *not* the absence of the problem behavior-for example, do not write: "Rather than hitting, I want this student to keep his hands to himself." Instead, write a description of the behavior that the student will perform *in place of* the problem behavior. Replacement behavior could include socially appropriate alternative behavior, coping skills, anger management techniques, techniques of dealing with frustrating situations, self-advocacy, and so forth.

### EXAMPLES:

- **Rather than** pushing students and threatening to beat them up, **I want this student to** walk in the halls with his hands to his side and say "hello" to those with whom he wishes to interact.