

A. SCATTERPLOT ACTIVITY

Using vignettes 1-10 and the coding scheme below, collect data on the scatterplot form.

- ✓ = only one instance of the behavior occurred during that block of time
- X = 2 instances of the behavior
- = 3 or more instances of behavior

B. “ABC” ACTIVITY

Using vignettes 1-10, complete the ABC form provided.

C. FUNCTIONAL OBSERVATION FORM

Also using vignettes 1-10, complete the Functional Assessment Observation Form (FAOF) provided.

D. FUNCTIONAL ASSESSMENT SUMMARY FORM

Using the information you generate in sections A, B, and C, complete this form and develop a hypothesis statement about Ralph’s yelling.

LEARNER DESCRIPTION:

- Ralph is 4years old and participates in a center-based preschool setting.
- Ralph is generally in good health. His hearing and vision are excellent.
- Formal assessment conducted by the school psychologist suggests that Ralph is above average intellectually.
- Ralph’s teacher confirms that “when he isn’t engaging in problem behavior, Ralph’s performance is superior.”
- An interview with Ralph’s teacher and teaching assistant suggest that large groups and lengthy tasks (those lasting over 5 minutes) result in challenging behavior that is likely maintained by escape from task.
- Both the teacher and the teaching assistant also suggest that Ralph requires frequent attention from the teachers to redirect challenging behavior and help Ralph continue his work
- Favorite activities for Ralph include art and snack time. Less preferred activities reportedly include large and small group activities.



VIGNETTES

8:00-8:30 **Vignette 1** While at the quiet reading center, Ralph watched the teaching assistant reading with other students as they raised their hands. While the teacher read with another student, Max (seated next to Ralph), Ralph yelled, "You never read with me." The teacher immediately said, "Okay, Ralph, let's see what book you've got." The next 5 minutes were spent with Ralph, helping him read his book.

8:30-9:00 **Vignette 2** During a counting activity, Ralph and his peers were to work in groups of three to collaboratively sort manipulatives into groups of 3. During this activity, Ralph began by yelling "I'm not gonna do this!" The other two children in Ralph's group laughed. The teacher approached and asked the group to help her sort one group of three manipulatives. All three worked collaboratively with the teacher and solved the problem.

The teacher left. Two children (not Ralph) began working on sorting the next group. Ralph yelled "Yabba dabba do-get me outta here." Once again, the children laughed, the teacher appeared and worked with the students to sort another group.

A third instance of exactly the same scenario occurred. This time, the teacher moved Ralph beside her at her desk to sort his own groups of three so that he would not disrupt the group.

9:00-9:30 **Vignette 3** During story time, children were asked to work independently drawing a picture about the farm in a story they had just heard. During this activity, the teacher busied herself preparing for the next activity. Students were free to show the teacher their work at any time. Ralph worked for 20 minutes, with two trips to the teacher's desk to show her his picture.

Subsequently, students took turns showing the rest of the class their work. On each occasion, Ralph yelled "Farmer's are dumb!." A number of children laughed. The first two instances were ignored. The third resulted in Ralph being asked to accompany the teaching assistant to the hallway for 2 minutes.

9:30-10:00 **Vignette 4** During snack time, Ralph quietly ate his snack and visited with his peers. No problem behavior to report.

10:00-10:30 **Vignette 5** After 10 minutes, the teacher asked him to come join the group for music. Ralph screamed "NO!" The teacher immediately said, "Come and sit with me and just listen." Ralph immediately complied.

Next Day

8:00-8:30 **Vignette 6** While at the quiet reading center, Ralph played with a small car. The teacher said, "Ralph, this area is for quiet reading." Ralph yelled "Can't you see I'm playing?" The teacher ignored Ralph. Twenty seconds later, she asked Ralph to help her read a story. Ralph sat down next to her and talked with her about the pictures in the book.



- 8:30-9:00** **Vignette 7** To begin small group activities, the teacher said “Okay, it’s time to do some counting.” Ralph immediately yelled, “You’re crazy. I’m outta here.” The teacher said “Oh, come on Ralph,” to which Ralph smiled. She then said “Come help me do my counting.” Ralph complied.
- 9:00-9:30** **Vignette 8** At the end of small group time, the teacher said “Okay, story time.” Ralph walked with his teacher to the carpet and sat down. As the teacher said, “Look at this story we are going to read today,” Ralph yelled, “Not this boring stuff,” The teaching assistant moved next to Ralph and said, “Ralph, can I sit and listen with you?” Ralph said “sure.” She sat with Ralph and listened with him for the remainder of the story.
- 9:30-10:00** **Vignette 9** Snack time was uneventful. All behavior from Ralph was appropriate.
- 10:00-10:30** **Vignette 10** During music, students took turns playing drums while singing songs. During several of the songs, Ralph loudly yelled, “Are we done? This is awful stuff.” The teacher ignored Ralph. Ralph then yelled at Sally as she got up to take a turn drumming on the drum, “Try drumming with your head.” The teaching assistant said, “Ralph, you better sit next to me.” Ralph complied and was quiet.

FUNCTIONAL OBSERVATION FORM

Name: _____ Date: _____ Completed By: _____

		Activity 1:	Activity 2:	Activity 3:	Activity 4:	Activity 5:	Activity 6:	Activity 7:	Activity 8:		
		Time:	Time:	Time:	Time:	Time:	Time:	Time:	Time:		
Consequences										Total Occurrence	
Antecedents										Total Occurrence	
Behaviors										Total Occurrence	

Priority Ranking

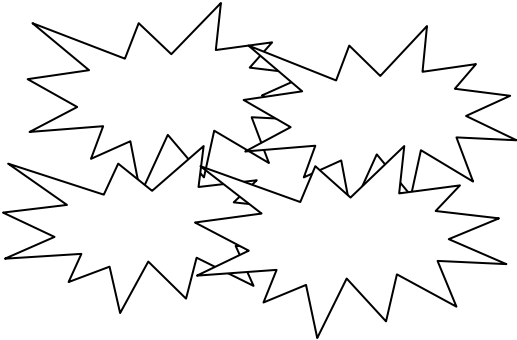
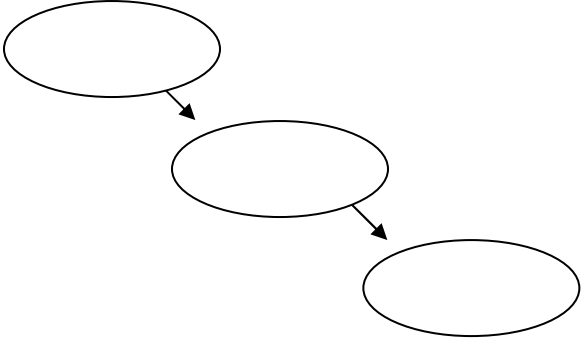
FUNCTIONAL OBSERVATION SUMMARY FORM

1. Count the number of times each behavior occurs and fill in the "Total Occurrence" box at the end of each row of behaviors.
2. Consider the frequencies of occurrence and needs of the child, then rank order the behaviors in terms of priority for intervention; beginning with 1 for the highest priority behavior.
3. Write the highest priority behavior below and examine the data sheet for the following patterns:
 - ❖ *High Priority Behavior to be Targeted for Intervention:* _____

Antecedents		Consequences	
This behavior is most frequently preceded by:	This behavior is least frequently preceded by:	This behavior is most frequently followed by:	This behavior is least frequently followed by:

❖ *Hypothesized function of this behavior:* _____

4. To assist with intervention planning, exam the data sheet again and consider how this behavior may relate to other behaviors.

<p><i>Does this behavior occur in a cluster with other behaviors?</i></p> 	<p>OR</p>	<p><i>Does this behavior occur in a chain or sequence with other behaviors?</i></p> 
---	-----------	---