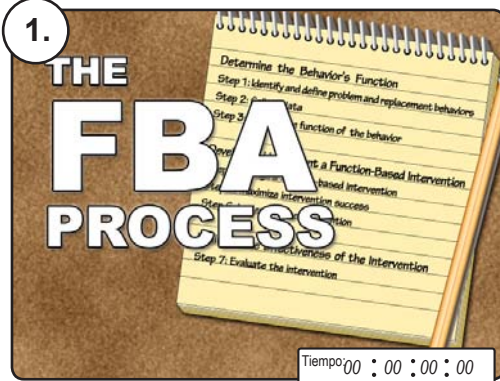
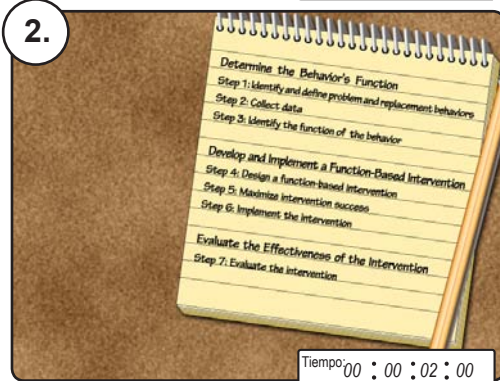




Título: El proceso FBA

Apuntes: _____



Hay siete pasos en el proceso FBA.

Apuntes: _____



En Paso 1,

Apuntes: _____



el equipo tiene que identificar y

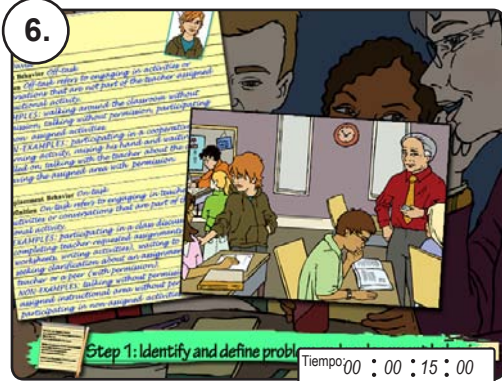
Apuntes: _____



definir las conductas problemáticas y las de reemplazo. Definir las conductas claramente asegura

Apuntes: _____

6.



Step 1: Identify and define problem

Tiempo 00 : 00 : 15 : 00

que cualquier observador que recoge datos en el salón de clases está observando las conductas correctas.

Apuntes: _____

7.



Step 2: Collect data

Tiempo 00 : 00 : 20 : 00

Paso 2 es recoger datos sobre las conductas.

Apuntes: _____

8.



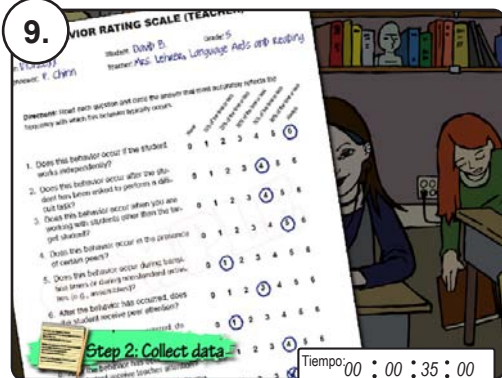
Step 2: Collect data

Tiempo 00 : 00 : 25 : 00

El propósito de los datos es proporcionar información en cuanto a cuándo, dónde y cuán a menudo ocurre actualmente la conducta problemática o meta, o por cuánto tiempo dura.

Apuntes: _____

9.



Step 2: Collect data

Tiempo 00 : 00 : 35 : 00

Esto se puede hacer al usar listas de control y entrevistas con

Apuntes: _____

10.



Step 2: Collect data

Tiempo 00 : 00 : 38 : 00

el estudiante,

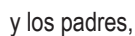
Apuntes: _____

11.



Apuntes: _____

12.



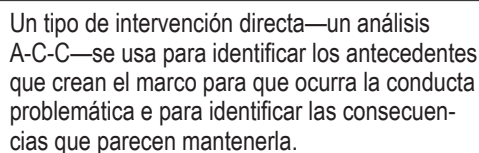
Apuntes: _____

13.



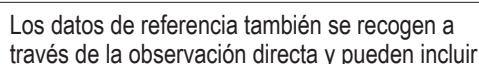
Apuntes:

14.



Apuntes:

15.



Apuntes:

16.

DURATION RECORDING FORM
 Student: David B. Grade: 5
 Class/Teacher: Lang. Arts / Mrs. Lohme Observer: P. Chae

Start	Stop	Duration
11:25	11:26	1 minute
11:42	11:43	1 minute
11:57	12:00	3 minutes
12:01	12:02	1 minute

7 minutes = 60 seconds x 7 = 420 seconds
 7 minutes, 29 seconds = 420 + 29 = 449 seconds
 Entire 10 minute period = 10 x 60 seconds = 600 seconds
 $449 \div 600 = 0.748$ rounded to 75%

60
x 7
420
+ 29
449

748 (75%)
600)420

Step 2: Collect data

Tiempo: 00 : 01 : 03 : 00

la grabación de duración,

Apuntes: _____

17.

DURATION RECORDING FORM
LATENCY RECORDING FORM
 Date: 1/10/20XX Student: David B. Grade: 5
 Class/Teacher: Lang. Arts / Mrs. Lohme Observer: P. Chae

Time of Request	Time Response Initiated	Latency
11:25:00 (1st request)	11:25:05	5 seconds
11:25:30 (2nd request)	11:25:35	5 seconds
11:26:00 (3rd request)	11:26:05	5 seconds

7 minutes = 60 seconds x 7 = 420 seconds
 7 minutes, 29 seconds = 420 + 29 = 449 seconds
 Entire 10 minute period = 10 x 60 seconds = 600 seconds
 $449 \div 600 = 0.748$ rounded to 75%

60
x 7
420
+ 29
449

748 (75%)
600)420

Step 2: Collect data

Tiempo: 00 : 01 : 04 : 00

latencia,

Apuntes: _____

18.

DURATION RECORDING FORM
LATENCY RECORDING FORM
EVENT RECORDING FORM
 Date: 1/10/20XX Student: David B. Grade: 5
 Class/Teacher: Lang. Arts / Mrs. Lohme Observer: P. Chae

Time	Event	Tally
11:25:00	Handing out without teacher permission	1

7 minutes = 60 seconds x 7 = 420 seconds
 7 minutes, 29 seconds = 420 + 29 = 449 seconds
 Entire 10 minute period = 10 x 60 seconds = 600 seconds
 $449 \div 600 = 0.748$ rounded to 75%

60
x 7
420
+ 29
449

748 (75%)
600)420

Step 2: Collect data

Tiempo: 00 : 01 : 05 : 00

evento,

Apuntes: _____

19.

DURATION RECORDING FORM
LATENCY RECORDING FORM
EVENT RECORDING FORM
INTERVAL RECORDING FORM
 Date: 1/10/20XX Student: David B. Grade: 5
 Class/Teacher: Lang. Arts / Mrs. Lohme Observer: P. Chae

Interval	Observed
11:25:00 - 11:25:30	Handing out without teacher permission

7 minutes = 60 seconds x 7 = 420 seconds
 7 minutes, 29 seconds = 420 + 29 = 449 seconds
 Entire 10 minute period = 10 x 60 seconds = 600 seconds
 $449 \div 600 = 0.748$ rounded to 75%

60
x 7
420
+ 29
449

748 (75%)
600)420

Step 2: Collect data

Tiempo: 00 : 01 : 07 : 00

o intervalo, dependiendo del tipo de conducta que se observa.

Una vez que los datos se han recogido,

Apuntes: _____

20.

Functional Assessment Matrix

Function of Behavior	Function of Behavior	
	Obtain	Avoid
Attention		
Escape/Avoidance		
Access to Tangibles		
Automatic		

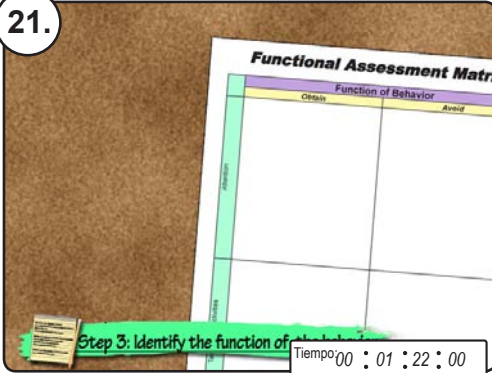
Step 3: Identify the function of the behavior

Tiempo: 00 : 01 : 12 : 00

el Paso 3 es identificar la función de la conducta. Una matriz de la evaluación funcional puede ser útil para determinar

Apuntes: _____

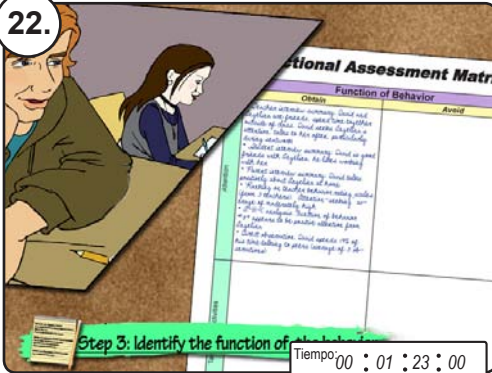
21.



si la función de la conducta sirve o

Apuntes: _____

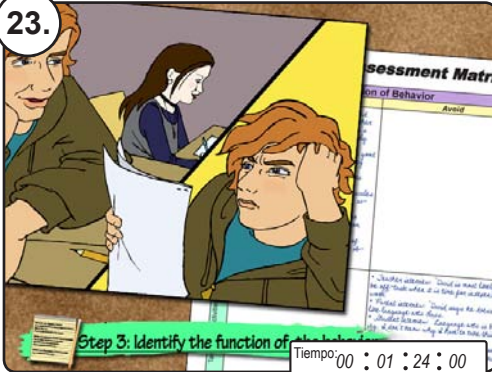
22.



para obtener o

Apuntes: _____

23.



evitar cosas como atención, cosas tangibles o actividades, o condiciones sensoriales.

Apuntes: _____

24.

Problem behavior	A student named [Name] asked to read aloud in class.
Function	Task avoidance
Replacement behavior	Once she has acquired the requisite reading skills, the student will read aloud in class when called on.
Teach skill	Because the student lacks the requisite reading skills, the teacher will: - Provide additional instruction to improve her reading skills - Scaffold oral reading activities for her by previewing a passage before asking her to read aloud
Adjust antecedent	The teacher will not call on the student to read aloud if she has not had the opportunity to preview the material, or if she has not acquired the necessary reading skills.
Modify consequences	1) Reinforce the replacement behavior Once the student has acquired the requisite reading skills, the teacher will reinforce the replacement behavior (reading aloud). 2) Do not reinforce the problem behavior (i.e., extinction) If the student does not call on the student to read aloud (antecedent), then if

Paso 4 es diseñar una intervención basada en la función en la cual la conducta de reemplazo sirve la misma función que la conducta problemática.

Apuntes: _____

25.

Problem behavior	A student named [Name] asked to read aloud in class.
Function	Task avoidance
Replacement behavior	Once she has acquired the requisite reading skills, the student will read aloud in class when called on.
Teach skill	Because the student lacks the requisite reading skills, the teacher will: - Provide additional instruction to improve her reading skills - Scaffold oral reading activities for her by previewing a passage before asking her to read aloud
Adjust antecedent	The teacher will not call on the student to read aloud if she has not had the opportunity to preview the material, or if she has not acquired the necessary reading skills.
Modify consequences	1) Reinforce the replacement behavior Once the student has acquired the requisite reading skills, the teacher will reinforce the replacement behavior (reading aloud). 2) Do not reinforce the problem behavior (i.e., extinction) If the student does not call on the student to read aloud (antecedent), then if

Un buen plan de intervención incluirá ajustes de los antecedentes

Apuntes: _____

26.

Problem behavior	A student makes noise when asked to read aloud in class.
Function	Task avoidance
Replacement behavior	Once she has acquired the requisite reading skills, the student will read aloud in class when called on.
Teach skill	Because the student lacks the requisite reading skills, the teacher will: - Provide additional instruction to improve her reading skills - Scaffold oral reading activities for her by previewing a passage before asking her to read aloud
Adjust antecedent	The teacher will not call on the student to read aloud if she has not had the opportunity to preview the material, or if she has not acquired the necessary reading skills.
Modify consequences	1) Reinforce the replacement behavior Once the student has acquired the requisite reading skills, the teacher will reinforce the replacement behavior (reading aloud). 2) Do not reinforce the problem behavior (i.e., extinction) If the teacher does not call on the student to read aloud (antecedent), then if the problem behavior occurs, it will not be reinforced.

Step 4: Design a function-based intervention

Tiempo 00 : 01 : 46 : 00

y las consecuencias—y en algunos casos

Apuntes: _____

27.

Problem behavior	A student makes noise when asked to read aloud in class.
Function	Task avoidance
Replacement behavior	Once she has acquired the requisite reading skills, the student will read aloud in class when called on.
Teach skill	Because the student lacks the requisite reading skills, the teacher will: - Provide additional instruction to improve her reading skills - Scaffold oral reading activities for her by previewing a passage before asking her to read aloud
Adjust antecedent	The teacher will not call on the student to read aloud if she has not had the opportunity to preview the material, or if she has not acquired the necessary reading skills.
Modify consequences	1) Reinforce the replacement behavior Once the student has acquired the requisite reading skills, the teacher will reinforce the replacement behavior (reading aloud). 2) Do not reinforce the problem behavior (i.e., extinction) If the teacher does not call on the student to read aloud (antecedent), then if the problem behavior occurs, it will not be reinforced.

Step 4: Design a function-based intervention

Tiempo 00 : 01 : 50 : 00

de la instrucción de habilidades—para tratar todas las condiciones asociadas con la conducta problemática.

Apuntes: _____

28.

INTERNAL VALIDITY QUESTIONNAIRE: TEACHER

Using a Likert scale where 1=Strongly Disagree and 5=Strongly Agree, rate the following aspects of the intervention:

Internal Validity Aspect	1	2	3	4	5
1. The intervention focuses on an important behavior					
2. The target behavior is of sufficient concern to warrant the use of this procedure					
3. I believe this intervention will produce effective results					
4. I understand the intervention steps					
5. The intervention is easily incorporated into my classroom system					
6. I believe I can accurately implement this intervention in my classroom					
7. I have the necessary resources to implement this intervention accurately					
8. The time requirements of this intervention are reasonable					

Step 5: Maximize intervention

Tiempo 00 : 01 : 55 : 00

Paso 5 incluye planear para la validez social,

Apuntes: _____

29.

INTERNAL VALIDITY QUESTIONNAIRE: TEACHER

Using a Likert scale where 1=Strongly Disagree and 5=Strongly Agree, rate the following aspects of the intervention:

Internal Validity Aspect	1	2	3	4	5
1. When teacher introduces independent seat assignment, she prompts David to begin					
2. The teacher instructs David to work for two minutes independently and then wait for feedback					
3. The teacher goes to David's desk to provide feedback					
4. The teacher repeats steps 1 and 2 at the end of the independent work period					

Step 5: Maximize intervention

Tiempo 00 : 01 : 58 : 00

la fidelidad de la implementación

Apuntes: _____

30.

Step 5: Maximize intervention

Tiempo 00 : 02 : 02 : 00

y la generalización

Apuntes: _____

31.



y el mantenimiento.

Apuntes: _____

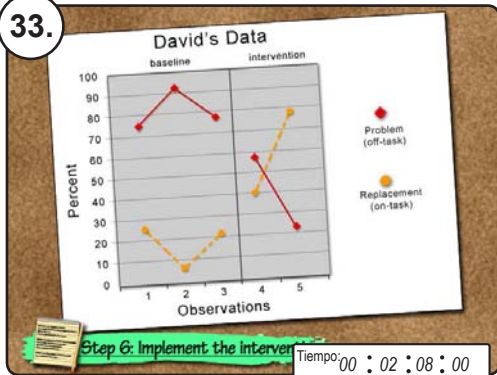
32.



Paso 6 es implementar la intervención

Apuntes: _____

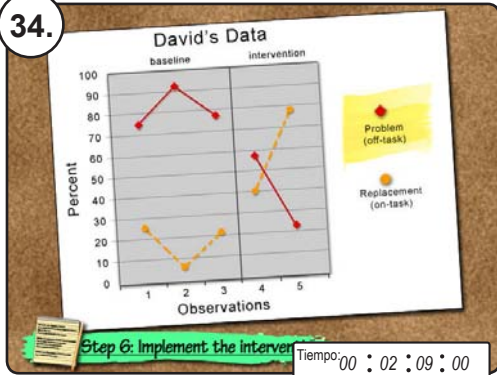
33.



y recoger datos en cuanto a

Apuntes: _____

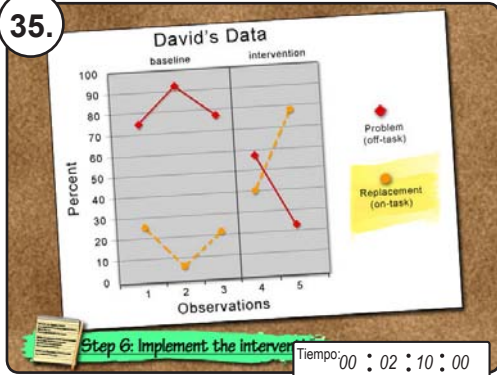
34.



las conductas problemáticas

Apuntes: _____

35.



y las de reemplazo.

Apuntes: _____

36.

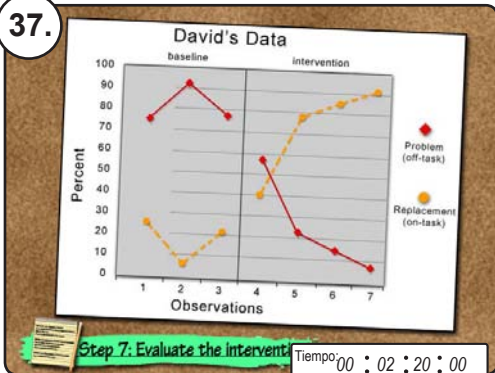


Tiempo 00 : 02 : 14 : 00

Paso 7 incluye evaluar la intervención. En este paso final,

Apuntes: _____

37.

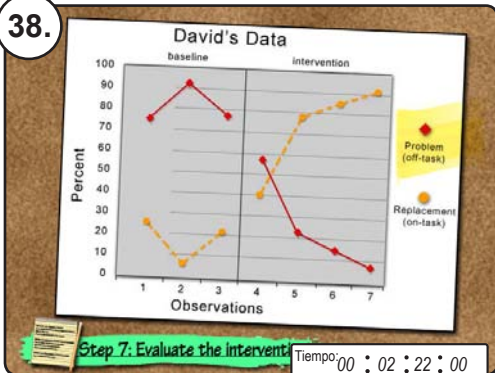


Tiempo 00 : 02 : 20 : 00

todos los datos, inclusive los que se recogen

Apuntes: _____

38.

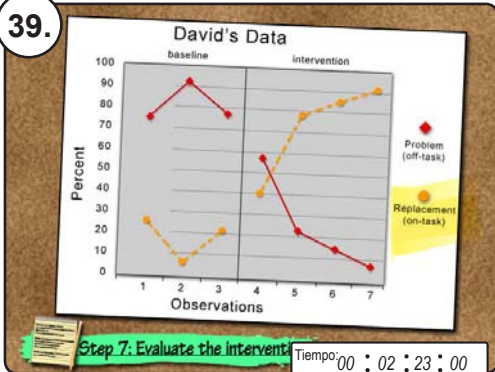


Tiempo 00 : 02 : 22 : 00

en cuanto a las conductas problemáticas

Apuntes: _____

39.

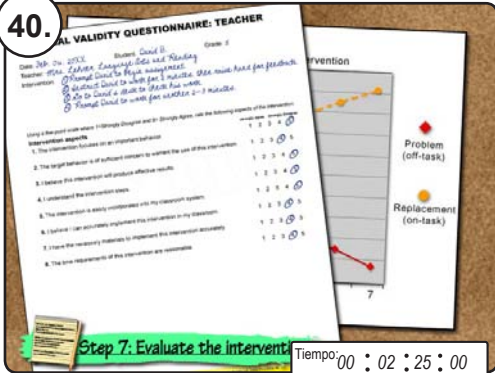


Tiempo 00 : 02 : 23 : 00

y las de reemplazo,

Apuntes: _____

40.



Tiempo 00 : 02 : 25 : 00

la validez social

Apuntes: _____

41.

41. VALIDITY QUESTIONNAIRE: TEACHER

Form 369-2a, 2012

Source: Gould et al. (2012)

Teacher: Ms. Cohen Elementary School and Reading

Intervention: Independent Work

Classroom: _____

IMPLEMETATION FIDELITY

Intervention Steps	Completed	
	Yes	No
1. When teacher introduces independent work assignment, she prompts David to begin working.	☒	☐
2. The teacher instructs David to work for his minutes independently and then raise his hand for feedback.	☐	☒
3. The teacher goes to David's desk to check his work.	☒	☐
4. The teacher repeats steps 2 and 3 until the end of the independent work period.	☒	☐

Problem (task)

German (task)

7

Step 7: Evaluate the intervention

00 : 02 : 27 : 00

Apuntes:

42.

Apuntes:

43.

[illegible]

44.

44.

Apuntes:

45.

45.

[illegible]