


1. **Functional Assessment Matrix**

Function of Behavior	Obtain	Avoid
	<ul style="list-style-type: none"> <li>Teacher interview summary: David and Angelina are friends. spend time together outside of class. David seeks Angelina's attention. talks to her often, particularly during seatwork.</li> <li>Student interview summary: David is good friends with Angelina. He likes working with her.</li> <li>Parent interview summary: David talks positively about Angelina at home.</li> <li>Observing on teacher behavior rating scales (from 3 teachers): Attention-seeking is range of moderately high.</li> <li>20-30% reduction in teacher attention from 20% appears to be possible outcome from Angelina.</li> </ul>	

**Kathleen Lane**  
ASSOCIATE PROFESSOR OF SPECIAL EDUCATION  
Peabody College, Vanderbilt University



Tiempo 00 : 00 : 00 : 00

Kathleen Lane: Ahora, lo que haría usted es tomar toda esta información de sus herramientas de la evaluación, y empezaría al decir,

Apuntes: \_\_\_\_\_

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Tiempo 00 : 00 : 08 : 00

¿Dónde cabe esto?" Entonces yo empezaría con

Apuntes: \_\_\_\_\_

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**TEACHER INTERVIEW**

Interviewer: How often do you see David and Angelina together outside of class?

Teacher: They are friends. They spend time together outside of class. David seeks Angelina's attention. talks to her often, particularly during seatwork.

Interviewer: How often do you see David and Angelina together during seatwork?

Teacher: They are good friends. He likes working with her.

Interviewer: How often do you see David and Angelina together at home?

Teacher: David talks positively about Angelina at home.

Interviewer: How often do you see David and Angelina together at school?

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Tiempo 00 : 00 : 10 : 00

la entrevista con la maestra, y yo leería todas las preguntas, y buscaría evidencia de que el niño está tratando de buscar o evitar algo. Entonces, por ejemplo, usted ve que dice,

Apuntes: \_\_\_\_\_

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Tiempo 00 : 00 : 20 : 00

“resumen de la entrevista con la maestra”, y dice “David y Angelina son amigos. Ellos pasan tiempo juntos afuera de la clase. David busca la atención de Angelina y le habla a menudo, particularmente durante la hora de trabajar en el asiento”. Toda esa información de la entrevista con la maestra sugeriría que David está accediendo a la atención de Angelina.

Apuntes: \_\_\_\_\_

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5. **Functional Assessment Matrix**

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Interviewer: How often do you see David and Angelina together at school?

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Interviewer: How often do you see David and Angelina together during seatwork?

Teacher: They are good friends. He likes working with her.

Interviewer: How often do you see David and Angelina together at home?

Teacher: David talks positively about Angelina at home.

Interviewer: How often do you see David and Angelina together at school?

Teacher: David is good friends with Angelina. He likes working with her.

Tiempo 00 : 00 : 39 : 00

Por eso, la información está escrita aquí. Usted haría el mismo tipo de cosa con la información recogida de

Apuntes: \_\_\_\_\_

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**6. Personal Assessment Matrix**

Function of Behavior	Assist
Obtain	Assist

**STUDENT INTERVIEW**

Time: 00:00:45:00

la entrevista con el estudiante. Por ejemplo, dice en la entrevista con el estudiante que

Apuntes: \_\_\_\_\_

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**7. Personal Assessment Matrix**

Function of Behavior	Assist
Obtain	Assist

*Student interview summary: David is good friends with Angelina. he likes working with her*

**STUDENT INTERVIEW**

Time: 00:00:48:00

“David y Angelina son buenos amigos, y a él le gusta trabajar con ella”. Entonces, otra vez, esa declaración se podría escribir

Apuntes: \_\_\_\_\_

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**8. Personal Assessment Matrix**

Function of Behavior	Assist
Obtain	Assist

**STUDENT INTERVIEW**

Time: 00:00:54:00

en el cuadro que dice que él está tratando de llamar la atención de esa compañera.

Apuntes: \_\_\_\_\_

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**9. Personal Assessment Matrix**

Function of Behavior	Assist
Obtain	Assist

**PARENT INTERVIEW**

Time: 00:01:00:00

La misma cosa en la entrevista con los padres

Apuntes: \_\_\_\_\_

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**10. Personal Assessment Matrix**

Function of Behavior	Assist
Obtain	Assist

*Parent interview summary: David talks positively about Angelina at home*

**PARENT INTERVIEW**

Time: 00:01:03:00

era que David hablaba en la casa de Angelina en términos positivos.

Apuntes: \_\_\_\_\_

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11. Final Assessment Matrix

Function of Behavior: Anecdotes

TEACHER INTERVIEW

Tiempo 00 : 01 : 06 : 00

Todas las tres entrevistas apoyan la noción que a él le gusta acceder su atención.

Apuntes: \_\_\_\_\_

12. Final Assessment Matrix

Function of Behavior: Anecdotes

BEHAVIOR RATING SCALE (TEACHER)

Tiempo 00 : 01 : 12 : 00

Las escalas de la clasificación de la conducta también indican que él estaba en

Apuntes: \_\_\_\_\_

13. Final Assessment Matrix

Function of Behavior: Anecdotes

BEHAVIOR RATING SCALE (TEACHER)

*Ranking on teacher behavior rating scales (from 3 teachers): Attention-seeking average of moderately high*

Tiempo 00 : 01 : 17 : 00

el rango mediano a moderadamente alto en cuanto a llamar la atención, de acuerdo con los reportajes de tres maestros diferentes.

Apuntes: \_\_\_\_\_

14. Final Assessment Matrix

Function of Behavior: Anecdotes

BEHAVIOR RATING SCALE (TEACHER)

Tiempo 00 : 01 : 24 : 00

Y es importante darse cuenta de que no cada comentario va a entrar en uno de estos tres cuadros o células,

Apuntes: \_\_\_\_\_

15. Final Assessment Matrix

Function of Behavior: Anecdotes

BEHAVIOR RATING SCALE (TEACHER)

Tiempo 00 : 01 : 30 : 00

pero así es como se organiza la información.  
  
La próxima cosa que nos gusta ver es cómo usar

Apuntes: \_\_\_\_\_



**16. Functional Assessment Matrix**

Time: 00 : 01 : 35 : 00

los datos A-C-C que se recogen como parte del proceso de la evaluación funcional. Usted podría regresar y mirar los datos A-C-C, y cada instancia que David participó en la conducta de no estar enfocado en la tarea usted simplemente la enumeraría

Apuntes: \_\_\_\_\_

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**17. Functional Assessment Matrix**

Time: 00 : 01 : 04 : 00

"1, 2, 3, 4, 5". Y digamos que él lo hizo diez veces durante sus sesiones de observación que usted calcula los porcentajes o simplemente escribe el número de veces que ocurrió para cada instancia.

Apuntes: \_\_\_\_\_

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**18. Functional Assessment Matrix**

Direct observation: David spends 19% of his time talking to peers (average of 3 observations)

Time: 00 : 02 : 02 : 00

Los datos de la observación directa sugieren que él estaba gastando 19% de su tiempo hablando con sus compañeros dentro de un promedio de tres observaciones.

Apuntes: \_\_\_\_\_

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**19. Functional Assessment Matrix**

Time: 00 : 02 : 10 : 00

Pero si usted ve más abajo en la matriz, verá que

Apuntes: \_\_\_\_\_

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**20. Functional Assessment Matrix**

Time: 00 : 02 : 14 : 00

la mayoría de su tiempo de hecho se gastó en escapar de

Apuntes: \_\_\_\_\_

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**21.** Teacher interview: David is most likely to be off-task when it is time for independent work.

- Parent interview: David says he doesn't like language arts class.
- Student interview: Language arts is boring, I don't know why I have to take this class.
- Ranking on behavior rating scales from 3 of David's teachers: Average of teachers averaged high ranking.
- A-B-C analysis: Function of behaviors #1, 9, 11\* appears to be avoiding work.
- Direct observation: David exhibited out-of-seat behavior 63% of the time during independent seatwork (average of three observations).

Tiempo 00 : 02 : 18 : 00

la actividad de trabajar independientemente en su asiento.

Apuntes: \_\_\_\_\_

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**22.** Direct observation: David exhibited out-of-seat behavior 63% of the time during independent seatwork (average of three observations).

Tiempo 00 : 02 : 21 : 00

Ellos indican que él evitaba esa tarea 63% del tiempo.

Apuntes: \_\_\_\_\_

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**23.** Teacher interview summary: David talks frequently about David's behavior rating scales from 3 teachers. Attention-seeking average of majority high.

- A-B-C analysis: Function of behavior #1\* appears to be avoiding activities from language arts.
- Direct observation: David spends 19% of his time talking to peers (average of 3 observations).

Tiempo 00 : 02 : 25 : 00

Y la cosa buena de esta matriz es que, a la simple vista, usted puede ver que la mayoría de la información cae en dos células o cuadros.

Apuntes: \_\_\_\_\_

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**24.** Final Assessment Matrix

Function of Behavior: Avoid

Tiempo 00 : 02 : 36 : 00

Entonces si yo estuviera escribiendo esto, estaría mirando esto y pensando, "Jo, él definitivamente está haciendo esto para evitar alguna tarea, pero también está recibiendo atención". Y puedo ver eso en particular porque

Apuntes: \_\_\_\_\_

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**25.** Final Assessment Matrix

Function of Behavior: Avoid

19%

Tiempo 00 : 02 : 50 : 00

el porcentaje de tiempo que él ha gastado en llamar la atención de sus compañeros es menos

Apuntes: \_\_\_\_\_

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**26. Functional Assessment Matrix**

Obtains: David uses... Avoids: David is most likely to...  
 19%  
 63%

Tiempo 00 : 02 : 55 : 00

que el porcentaje de tiempo que él ha gastado en evitar la tarea en cuestión.

Apuntes: \_\_\_\_\_

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**27. Functional Assessment Matrix**

Tiempo 00 : 03 : 00 : 00

Entonces, cuando yo me preparo para resumir esta declaración, diría algo como,

Apuntes: \_\_\_\_\_

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**28. Functional Assessment Matrix**

David's out-of-seat behavior is maintained primarily by 'escape from task' and to a lesser extent 'accessing peer attention'

Tiempo 00 : 03 : 04 : 00

"la conducta de David de estar fuera del asiento se mantiene principalmente para 'evitar una tarea' y en menor grado para 'llamar la atención de los compañeros'"

Apuntes: \_\_\_\_\_

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**29. Functional Assessment Matrix**

Tiempo 00 : 03 : 19 : 00

porque tiene dos funciones. Pero usted puede determinar cuál es

Apuntes: \_\_\_\_\_

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**30. Functional Assessment Matrix**

Tiempo 00 : 03 : 22 : 00

la función principal al mirar los datos que se agregan, o se juntan, en cada una de estas células.

Apuntes: \_\_\_\_\_

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