| Title: Kathleen Lane discusses David's Complete  | d Matrix  | Page: 1 |
|--|---|---------|
| Functional Assessment Matrix  Function of Behavior  Obtain  * Jeacher interference aurename, liveral and displace and particular shifted and etable displace a materials. Unless for eight a particular shifted aurename, liveral and etable displace a materials. Unless for eight a particular shifted aurename, liveral in speed principles with displace. At likes worthing with the structure aurename, liveral in speed principles with displace. At likes worthing worth the structure aurename in the speed of the structure aurename in the speed of the speed of the structure aurename in the speed of the speed of the structure aurename in the speed of the speed | Kathleen Lane: Now, what you would do is you would take all this information from your functional assessment tools, and you would begin by saying,  | Notes:  |
| 2. Indicated a Bashwitz  Section of Bashwitz  A state and the state of Bashwitz  A state of B | "Where does this fit?" So I'd start with  | Notes:  |
| 3. Indicated Submitted  Function of Submitted  April  Continue of Submitted  Continue of Submitte | the teacher interview, and I would read through the questions, and I would look for evidence of this child trying to either seek or to avoid something. So, for example, you see it says,   | Notes:  |
| Jeacher interview summary: David and Ingelina are friends, spend time together outside of class. David seeks Ingelina's attention, talks to her often, particularly during seaturork  The second of th | "teacher interview summary," and it says, "David and Angelina are friends. They spend time together outside of the class. David seeks Angelina's attention and talks to her often, particularly during seat work." All that information from the teacher interview would suggest David is accessing peer attention from Angelina. | Notes:  |
| Sentence of Behavior.  Sentine of Behavior.  Sentence of Behavior.  Sentence of Behavior.   | That's why that information is written there. You would do the same type of thing with information gleaned from   | Notes:  |

Time: 000 : 00 : 39 : 00

| Title: Kathleen Lane discusses David's Completed   | d Matrix  | Page: 2 |
|--|---|---------|
| Findings of Backwise and Annual Control of State | the student interview. For example, it says from the student interview that                                       | Notes:  |
| 7. paral Assessment Matrix  Indian of Barrier  The Committee of Barrie | "David is good friends with Angelina, and he likes working with her." So, again, that statement could get written | Notes:  |
| 8. Oracle Assessment Martix  Fortier of Between St.  One M. St. 1982 and 19 | in that box that says that he's trying to access attention from that peer.  | Notes:  |
| 9. Dental Assessment Matrix  Come  Series  One  Series  Series  One  Series  Series  Series  One  Series  Series  One  Series  One  Series  One  Series  One  Series  One   | Same thing in the parent interview  | Notes:  |
| 10. mal Assessment Matrix  Function a Bacteria  And Assessment Matrix  Function a Bacteria  And Assessment Matrix  Assessment Matrix  And Assessment Matrix  And Assessment Matrix  Assessment Ma | was that David talked positively about Angelina at home.  | Notes:  |

Time: 000 : 01 : 03 : 00

| litie: Kathleen Lane discusses David's Completed   | d Matrix   | Page: 3 |
|--|--|---------|
| The company of the control of the co | All three interviews support that notion that he likes accessing her attention.  | Notes:  |
| 12. oracle Assessment Matrix  Forceton of Barreto  One  - Supera Supera Control of Barreto  Annel  - Supera Supera Control of Barreto  Indian Supera Control of Barreto  - Supera Control of Barreto  Indian Supera Control of Barreto  - Supera Control  | The behavior rating scales also indicate that he was in the  | Notes:  |
| Time: 000:01:17:00   | average to moderately high range on attention seeking behavior, according to three different teacher's reports.            | Notes:  |
| The control of the co | And it's important to realize that not every single interview comment is going to go into one of these six boxes or cells, | Notes:  |
| Time:  One of Assessment Matrix  Fourthern of Barbarion  See See See See See See See See See Se  | but this is how you organize the information.  The next thing we like to look at is how to use                             | Notes:  |

| Title: Kathleen Lane discusses David's Complete  | d Matrix   | Page: 4 |
|--|--|---------|
| The control of Service Control o | the ABC data that are collected as part of the functional assessment process. You could go back and look at your ABC data, and each instance that David engaged in off-task behavior you would simply number those | Notes:  |
| A. C. COSENIATION FORM  Continue  Co | "1, 2, 3, 4, 5." And let's say he did that ten times during your observation sessions then you could calculate percentages or simply write in the number of times that it occurred for each instance.              | Notes:  |
| 18. Sirect observation: David spends 19% of his time talking to plens (average of 3 observations)  """"  """  """  """  """  """  """  | The direct observation data suggest that he was spending 19 percent of his time talking to his peers within an average of three observations.  | Notes:  |
| 19 - Lie Bereine and Marie Constitution of the | But if you look further down in the matrix, you'll see that the  | Notes:  |
| 20 The desired according to the construction of the constructio    | majority of his time was actually spent escaping   | Notes:  |

| Title: Kathleen Lane discusses David's Complete  | d Matrix   | Page: 5 |
|--|--|---------|
| 21. Ich ängden reiber 2004.  Tanchen interview. David is most likely to be off-task when it is time for independent word.  * Protest interview. David says he doesn't like language ants class.  * Liellest lettroiew. Language outs is toming, if don't know whey it have to take this one po wineselve.  * Ranking on behavior, also cales (from 3 of David sa teachers). Anothing worder of tasks articaged high marking. It of a salelysis. Function of behaviors.  * Liellest substitutions of the havings.  * Liellest salest the considered words.  * Direct obstavation: David to habited out of the considered from the considered for the considered f | the independent activity of seatwork.  | Notes:  |
| Direct observation: David exhibited out-of- seat behavior to 3% of the time during independent seaturaries (average of three observations)  armined  - Source of the seature of three  - Source of the seature of three  - Source of the seature of three  - Source  | They indicate that he was away from that task 63 percent of the time.  | Notes:  |
| 23. Le describe de la company  | And the nice thing about this matrix is, at just a simple glance, you can see that the majority of the information falls into two cells or boxes.  | Notes:  |
| Commence of Backwood Commence  | So if I was writing this, I would be looking at this and thinking, "Wow, he's doing this definitely to escape some task, but he's also getting some attention." And I can tell that in particular by | Notes:  |
| Denal Assessment Martix  Function of Between   Cities  - System of the control of Between   Cities  - System of the control of Between   Cities   - System of the control of Between   Cities   - System of the control of Between   Cities   - System of the control of Between   Cities   - System of the control of Between   Cities   - System of Between    | the percentage of time that he's spending accessing peer attention is less   | Notes:  |

| Title: Kathleen Lane discusses David's Complete  | d Matrix   | Page: 6 |
|--|--|---------|
| 26. Interest of Sabharder.  Statement and Sa | than the percentage of time that he has spent escaping the task at hand.   | Notes:  |
| 27. In and Assessment Matrix  Sold Francisco Charles Control C | So, when I would get ready to summarize this statement, I would say something to the effect of                                 | Notes:  |
| 28. In and Assessment Matrix  Interior of Series Control Contr | "David's out-of-seat behavior is maintained primarily by 'escape from task' and to a lesser extent 'accessing peer attention'" | Notes:  |
| ## Command Assessment  | because it has two functions. But you can determine which is   | Notes:  |
| Function of Behavior  Outsile  | the primary function by looking at the data that are aggregated, or put together, in each of these cells.                      | Notes:  |

Time: 000 : 03 : 22 : 00