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,

“Where does this fit?” So I’d start with

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,

“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.

That’s why that information is written there. You would do the same type of thing with information gleaned from
Kathleen Lane discusses David's Completed Matrix

6. Time: 000:00:45:00

The student interview. For example, it says from the student interview that

7. Time: 000:00:48:00

“David is good friends with Angelina, and he likes working with her.” So, again, that statement could get written

8. Time: 000:00:54:00

In that box that says that he’s trying to access attention from that peer.

9. Time: 000:01:00:00

Same thing in the parent interview

10. Time: 000:01:03:00

Was that David talked positively about Angelina at home.

Ver. 1.0
All three interviews support that notion that he likes accessing her attention.

The behavior rating scales also indicate that he was in the average to moderately high range on attention seeking behavior, according to three different teacher’s reports.

And it’s important to realize that not every single interview comment is going to go into one of these six boxes or cells,

but this is how you organize the information.

The next thing we like to look at is how to use
Kathleen Lane discusses David’s Completed Matrix

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.

“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.

The direct observation data suggest that he was spending 19 percent of his time talking to his peers within an average of three observations.

But if you look further down in the matrix, you’ll see that the majority of his time was actually spent escaping.
Title: Kathleen Lane discusses David’s Completed Matrix

21. Kathleen Lane: David is most likely to be off-task when it is time for seatwork.

- Passive attention: David says he doesn’t like being at seatwork.
- Attention: Language is a barrier. I don’t know why I have to take this.
- Reading or behavior affecting others (tissue, etc.)
- Seatwork: 25%

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.

22. Kathleen Lane: They indicate that he was away from that task 63 percent of the time.

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.

23. Kathleen Lane: 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

the percentage of time that he’s spending accessing peer attention is less.
than the percentage of time that he has spent escaping the task at hand.

So, when I would get ready to summarize this statement, I would say something to the effect of

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

because it has two functions. But you can determine which is

the primary function by looking at the data that are aggregated, or put together, in each of these cells.