1.

Time: 000 : 00 : 00 : 00

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.

Time: 000 : 00 : 08 : 00

"Where does this fit?" So I'd start with

Notes: _____
_____
_____
_____
_____
_____
_____
_____
_____
_____

3.

Time: 000 : 00 : 10 : 00

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: _____
_____
_____
_____
_____
_____
_____
_____
_____
_____

4.

Time: 000 : 00 : 20 : 00

"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: _____
_____
_____
_____
_____
_____
_____
_____
_____

5.

Time: 000 : 00 : 39 : 00

That's why that information is written there. You would do the same type of thing with information gleaned from

Notes: _____
_____
_____
_____
_____
_____
_____
_____
_____

6.

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

Time: 000 : 00 : 45 : 00

Notes: _____
_____
_____
_____
_____
_____
_____
_____
_____
_____

7.

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

• Student interview summary: David is good friends with Angelina, he likes working with her

Time: 000 : 00 : 48 : 00

Notes: _____
_____
_____
_____
_____
_____
_____
_____
_____
_____

8.

in that box that says that he's trying to access attention from that peer.

Time: 000 : 00 : 54 : 00

Notes: _____
_____
_____
_____
_____
_____
_____
_____
_____
_____

9.

Same thing in the parent interview

Time: 000 : 01 : 00 : 00

Notes: _____
_____
_____
_____
_____
_____
_____
_____
_____
_____

10.

was that David talked positively about Angelina at home.

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

Time: 000 : 01 : 03 : 00

Notes: _____
_____
_____
_____
_____
_____
_____
_____
_____
_____

11.

Time: *000 : 01 : 06 : 00*

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

Notes: _____
_____
_____
_____
_____
_____
_____
_____

12.

Time: *000 : 01 : 12 : 00*

The behavior rating scales also indicate that he was in the

Notes: _____
_____
_____
_____
_____
_____
_____
_____
_____

13.

Time: *000 : 01 : 17 : 00*

average to moderately high range on attention seeking behavior, according to three different teacher's reports.

Notes: _____
_____
_____
_____
_____
_____
_____
_____
_____

14.

Time: *000 : 01 : 24 : 00*

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: _____
_____
_____
_____
_____
_____
_____
_____

15.

Time: *000 : 01 : 30 : 00*

but this is how you organize the information.

The next thing we like to look at is how to use

Notes: _____
_____
_____
_____
_____
_____
_____
_____
_____

16.

Time: 000 : 01 : 35 : 00

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: _____

17.

Time: 000 : 01 : 04 : 00

"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.

Time: 000 : 02 : 02 : 00

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.

Time: 000 : 02 : 10 : 00

But if you look further down in the matrix, you'll see that the

Notes: _____

20.

Time: 000 : 02 : 14 : 00

majority of his time was actually spent escaping

Notes: _____

21.

Time: 000 : 02 : 18 : 00

the independent activity of seatwork.

Notes: _____

22.

Time: 000 : 02 : 21 : 00

They indicate that he was away from that task 63 percent of the time.

Notes: _____

23.

Time: 000 : 02 : 25 : 00

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: _____

24.

Time: 000 : 02 : 36 : 00

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: _____

25.

Time: 000 : 02 : 50 : 00

the percentage of time that he's spending accessing peer attention is less

Notes: _____

26.

Time: *000 : 02 : 55 : 00*

than the percentage of time that he has spent escaping the task at hand.

Notes: _____

27.

Time: *000 : 03 : 00 : 00*

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

Notes: _____

28.

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

Time: *000 : 03 : 04 : 00*

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

Notes: _____

29.

Time: *000 : 03 : 19 : 00*

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

Notes: _____

30.

Time: *000 : 03 : 22 : 00*

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

Notes: _____