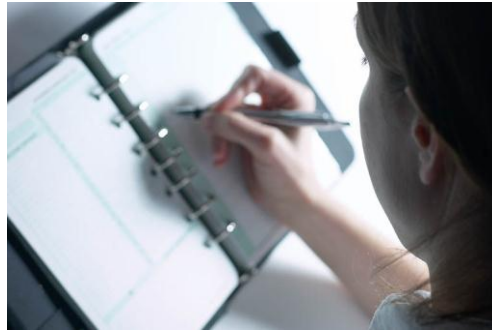


Blanks for your own use



Identify your target student:

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Define your target behaviors:

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(Double check to make sure someone else could measure and observe the above behaviors)

Fill in your ABC chart key and make duplicates

Collect data for 10 days

Analyze the data with your team.

Fill out a competing pathways chart.

Write an intervention plan, based on the competing pathways chart.

Meet in several weeks to determine if the intervention appears to be working.





Student: \_\_\_\_\_

**Circle One:** Mon Tue Wed Thurs Fri  
**Full day Absent Partial day:** In \_\_\_\_\_ Out \_\_\_\_\_

Page \_\_\_\_\_  
 Date: \_\_\_\_\_

Time (Begin-End)	Context/Activity	Antecedent/ Setting Events	Identified Target Behaviors	Consequence/ Outcome	Student Reaction	Staff Initials

<b>KEY</b>						
	A.	A. Transition	A.	A.	A. Stopped	
	B.	B. Denied Access	B.	B.	B. Continued	
	C.	C. Instruction/Directive	C.	C.	C. Intensified	
	D.	D. New Task		D.	D.	
	E.	E. Teacher Attention to others		E.	E.	
	F.	F. Told "NO"		F.	F.	
	G.	G. Waiting		G.	G.	
	H.	H.		H.	H.	
	I.	I.		I.	I.	
	J.	J.		J.	J.	
	K.	K.		K.	K.	
	L.	L.		L.	L.	

Antecedent, Behavior. Consequence Form









# BEHAVIORAL ASSESSMENT FORM: COMMON ENTRIES

Context	Antecedent	Behaviors	Consequences/Outcome	Student Reaction
Assembly	*Transition	(List identified	Choice given	Stopped (set criteria)
Academics	*Denied Access	target behaviors)	Redirection	Continued (set criteria)
Art	*Instruction/Directive		Discussion of behavior by staff	Intensified (set criteria)
Bathroom	*New Task	<b>LIMIT NUMBER</b>	Personal space given	Slept
Break	*Teacher attention to others	<b>OF BEHAVIORS</b>	Changed/delayed/stopped activity	Apologized
Bus Area	*Told 'No'	<b>TO 3</b>	Natural consequence	Cried
CBI	*Waiting		Ignored	Other behavior
Centers	Corrective Feedback		Peer attention	Moved away/left room
Choice	Routine Task		Verbal reprimand	Self-stimulation
Computer Lab	Choice Given		Physical prompt	
Gym/P.E	Physical Prompt		Withholding Reinforcer	
Group (large, small, whole)	Redirection		Removal of materials	
Hallway	Attempt to communicate		Sent home	
Home Living	Down time		Office Referral	
Individual Work	Close physical proximity		Time-out	
Leisure	Non-demand Interaction w/others		Physical Restraint	
Library/media	Non-participation		Mechanical Restraint	
Lunchroom/Cafeteria	Environmental Changes			
Music	Physical Symptoms			
Outside/Playground	Vocal Distress			
Pre/voc.	Previous Incident			
Rest	Displays non-targeted behavior/s			
Snack	Challenge/teasing from other student			
Speech	Cursing/inappropriate language			
Story				
	<i>* Required in assessment key</i>			

# BEHAVIORAL ASSESSMENT FORM: HOME COMMON ENTRIES

<b>Context</b>	<b>Antecedent</b>	<b>Behaviors</b>	<b>Consequences/Outcome</b>	<b>Student Reaction</b>
Living Room	*Transition	(List identified target behaviors)	Offered a choice	*stopped
Dining Room	*Denied Access	Limit number of behaviors to 3	Redirection	*continued
Kitchen	*Instruction/Directive		Discussion of behavior by parent	*intensified
Bedroom	*New Task		Discussion of behavior by caregiver	Slept
Bathroom	*Parent Attention to others		Changed/delayed/stopped activity	Apologized
Family Room	*Told No		Natural consequences	Cried
Backyard	*Waiting		Ignored	Other behavior
Hallway	Corrective Feedback		Sibling attention	Moved away/left room
Discount Store	Routine Task		Verbal reprimand	Self-stimulation
Relative's Home	Choice Given		Physical prompt	
Day Care	Physical Prompt		Withholding reinforcer	
Automobile	Redirection		Removal of materials	
Grocery Store	Attempt to communicate		Sent to room	
	Down Time		Sent to time out	
	Close Physical Proximity		Physical restraint	
	Non-demand Interaction with others		Personal space given	
	Non-participation			
	Environmental Changes			
	Physical Symptoms			
	Vocal Distress			
	Previous Incident			
	Displays non-targeted behavior/s			
	Challenge teasing from sibling			
	Cursing inappropriate language			
	Company visiting			

\*Must be used for assessment website FBA Data Tool



Next you would tally the number of incidents on each day of the week to determine if there is a pattern to the behaviors based on day of the week:

DAY OF WEEK	Tally	AVERAGE INCIDENTS PER DAY
MONDAY ( )		
TUESDAY ( )		
WEDNESDAY ( )		
THURSDAY ( )		
FRIDAY ( )		

Next you want to look at the context to determine if there is a pattern there:

CONTEXT	Letter	Tally	Ratio	% Involved
	<i>a</i>			
	<i>b</i>			
	<i>c</i>			
	<i>d</i>			
	<i>e</i>			
	<i>f</i>			
	<i>g</i>			
	<i>h</i>			
	<i>i</i>			
	<i>j</i>			

(fill in with the contexts that you measured)

Tally the behaviors that occurred. Are there any that we do not have enough information on to make a hypothesis?

BEHAVIORS	Tally	Ratio	% INVOLVED

(fill in with the behaviors that you measured)

ANTECEDENTS	<i>Letter</i>	<i>Tally</i>	<i>Ratio</i>	<i>% INVOLVED</i>
	<i>A</i>			
	<i>B</i>			
	<i>C</i>			
	<i>D</i>			
	<i>E</i>			
	<i>F</i>			
	<i>G</i>			
	<i>H</i>			
	<i>I</i>			
	<i>J</i>			
	<i>K</i>			

(Fill in with your antecedents that you measured)

Put your behaviors in the ABC slots

ANTECEDENTS	<i>Letter</i>	<i>A</i>	<i>B</i>	<i>C</i>
	<i>A</i>			
	<i>B</i>			
	<i>C</i>			
	<i>D</i>			
	<i>E</i>			
	<i>F</i>			
	<i>G</i>			
	<i>H</i>			
	<i>I</i>			
	<i>J</i>			
	<i>K</i>			

(fill in with your antecedents)

It might also be interesting to see if certain behaviors are paired with certain consequences:

Put your behaviors in the ABC slots

	<b>Letter</b>	<b>A</b>	<b>B</b>	<b>C</b>
Consequences				
	<i>A</i>			
	<i>B</i>			
	<i>C</i>			
	<i>D</i>			
	<i>E</i>			
	<i>F</i>			
	<i>G</i>			
	<i>H</i>			
	<i>I</i>			

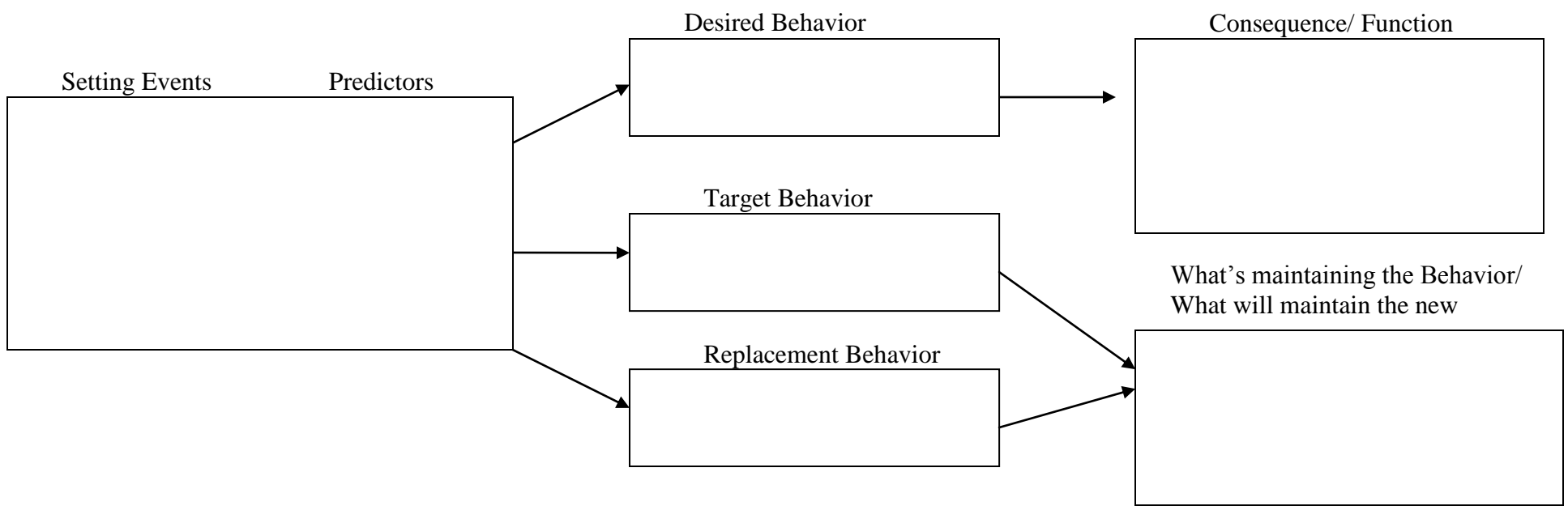
(fill in with your consequences)

We want to see if certain consequences stop the behavior effectively. Unless the answer is "A" (stopped) the behavior is considered to have continued.

CONSEQUENCE	Letter	Tally	STUDENT REACTION		% Effective
			Stopped	Continued	
	<i>A</i>				
	<i>B</i>				
	<i>C</i>				
	<i>D</i>				
	<i>E</i>				
	<i>F</i>				
	<i>G</i>				
	<i>H</i>				
	<i>I</i>				

(Fill in with your consequences)

After you tally the number of consequences and the number of times the behavior stopped or continued in each column do the following: Add up the total tallies beside each consequence. Add up the number of stops and the number of continues in each row. Divide the total stopped by the total number of tallies in each row and that is the percent of effectiveness during this behavioral observation. It is just an interesting way to look at how consequences may or may not be maintaining the behaviors.



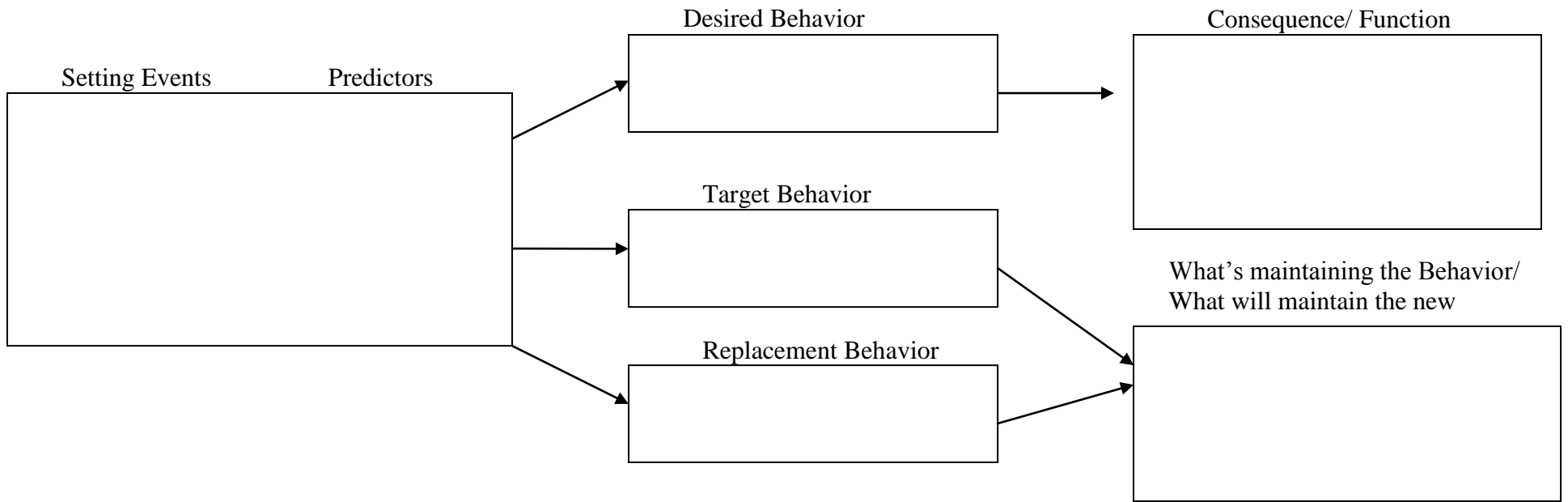
## Competing Pathways Chart

BST Planning Guide

Setting Event or Antecedent Modifications

Behavior Teaching

Consequence Modifications



## Competing Pathways Chart

BST Planning Guide

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