

Analyzing Patterns

Data Gathered

(Choose the appropriate assessment. * indicates a mandatory assessment)

Assessments	Person Completing Assessment	Date Completed
* Classroom Assessment Tool	Behavior Specialist	3-16-07
Frequency Count		
Duration Recording		
Positive Environment Checklist		
Scatter plot	School Psychologist	2-4 through 2-15-07
Time Series Data		
Other Classroom Tracking-SWIS	Classroom Teacher	2-4 through 2-15-07

Using data gathered, complete worksheet below.

Circumstances in which inappropriate behavior is most likely:

When distracting items are cluttered in classroom
 When teacher does not refer to classroom rules on consistent basis
 When recently learned material is not reviewed by teacher prior to changing topic
 When comprehension of new material isn't checked before starting next topic
 When lessons and activities are too long
 When the teacher moves slowly through new material
 When students pay attention to peer inappropriate behavior
 When student rewards are taken away & students aren't eligible to earn new rewards

Circumstances in which inappropriate behavior is least likely:

When classroom is neatly organized and distracting items not in sight
 When teacher reminds students of classroom rules, prior to inappropriate behavior
 When teacher reviews and checks for comprehension of newly learned material
 When lessons and activities are 30 minutes or less
 When instructional pace is quick and infused with meaningful hands-on activities
 When students do not observe peers engaging in inappropriate behavior
 When contingencies are set for future behavior

Problem Identification Statement:

(After reviewing the data you've collected, develop a statement that specifically defines the problem at hand. Be sure to objectively and clearly identify the problem in terms easily measurable)

Approximately 50% of the students in Teacher #2's classroom engage in disruptive behavior (getting out of seat, walking out of area, and holding off-topic conversations during instruction) for several minutes at a time during large-group reading and writing instruction.

Goal Statement:

(Describe what you would like to see as a goal. Be sure it is objective and measurable.)

At least 80% of the students in Teacher #2's classroom will engage in on-task behavior (listening quietly to instruction, taking relevant notes, keeping their eyes on the teacher) for at least 15 consecutive minutes during large-group reading and writing instruction.

Possible functions of behavior:

(Identify the suspected reason the target behavior is occurring)

Get or Gain

Sensory
Peer Attention
Teacher Attention
Object

Avoid or Escape

Sensory
Peer Attention
Teacher Attention
Object-Independent reading &
Writing lessons/activities

List any additional suspected functions:

To a lesser degree, obtain peer attention

Hypothesis Development

Based upon patterns analyzed use the following worksheet to develop hypothesis statement(s).

When this occurs
(describe circumstances)

When new reading and writing lessons are longer than 30 minutes and classroom rules are not reviewed prior to starting the lessons and distracting items are easily accessible to students

The class does
(describe behavior)

most students engage in disruptive behavior (getting out of seat, walking out of area, and holding off-topic conversations during instruction)

To get/avoid
(describe consequence)

to avoid the new reading and writing tasks.

When this occurs
(describe circumstances)

When newly learned reading and writing material is not reviewed, checking for student comprehension before starting the next lesson and students are unsure of classroom rewards they can earn

The class does
(describe behavior)

most students engage in disruptive behavior (getting out of seat, walking out of area, and holding off-topic conversations during instruction)

To get/avoid
(describe consequence)

to avoid moving on to more difficult reading and writing tasks.