



Functional Behavioral Assessment/Behavior Intervention Plan

Webinar 3 Training Packet

Contact Dr. Emily Graybill egraybill1@gsu.edu or
 Allison O’Hara, EdS aohara@gsu.edu
 for questions about this packet

Webinar	Title of Form	Page #
Webinar 3	Slow & Fast Triggers Process Questions	2
	Consequences Process Question	2
	Putting the A-B-C’s Together Process Questions	3
	Maddie Jones A-B-C Data Sheet	4
	Antecedent Event Process Questions	5
	Consequence Process Questions	6
	A-B-C Data Collection Practice Item	7

Webinar 3 – Slow & Fast Triggers Process Questions

Please answer the following questions in a group or independently. Write your answers below.

“List 1-2 slow triggers not already mentioned within our slide that may impact a student’s behavior. These could be changes at home or environmental conditions.”

“List 1-2 fast triggers not already mentioned within our slide that may result in targeted student behavior. Remember, fast triggers are those situations that occur at school immediately before the target behavior”

Webinar 3 - Consequences Process Question

Please answer the following question in a group or independently. Write your answer below.

“List 1-2 examples of responses/consequences not already mentioned in our slide that might be delivered in response to challenging student behavior.

Ask yourself: How do people typically react when a challenging behavior occurs in the classroom?”

Webinar 3 – Putting the A-B-C's Together Process Questions

Please read the provided scenario and answer the following questions in a group or independently. Write your answers below.

Alex, age 14, is a student in a special education classroom. During independent work time in math class, he begins to curse aloud to complain about assignments.

His teacher responds by reprimanding Alex and talking with him about the difference between appropriate and inappropriate behaviors. Cursing stops after Alex receives one-on-one interaction from his teacher and at that time, Alex returns to his work.

Identify the antecedent, the behavior, and the consequence in this scenario.

A: _____
B: _____
C: _____

What is Alex trying to communicate to his teachers by engaging in cursing? What might be the function of his behavior?

FBA DATA COLLECTION

STUDENT:

Maddie Jones

GR: **K**

TCHR: **Mrs. Eggle**

Context (Setting)	Antecedent Event	Behavior	Consequence	Student Reaction
A Home Room	A Teacher attn. to other	A Cussing	A Choice of work given	A Stopped
B Seat Work	B Peer attn. to other	B Elopement	B Redirection to task	B Continued
C Reading	C Assignment given	C	C Discussion of behavior	C Intensified
D Math	D Demand placed		D In-class time-out	
E Spelling	E Negative peer comment		E Changed activity	
F Social Studies	F Told to stop behavior		F Peer attention	
G Science	G Redirection to work		G Verbal reprimand	
H Free Choice	H Preferred activity restricted		H Removed from class	
I Hallway	I Preferred item restricted		I Ignored	
J Lunch	J Waiting		J Help offered	
K Centers	K Independent work		K Cool-down break	
L Gym/PE	L		L Computer time	

Please note under the date - time of arrival if TARDY or time of departure if LEFT EARLY.

DATE	START TIME	START TIME	CONTEXT	ANTECEDENT	BEHAVIOR	CONSEQUENCE	STUDENT REACTION

www.behaviordocor.org

Webinar 3 – Antecedent Event Process Questions

Please reference Maddie Jones' A-B-C data sheet (located on page 4 of this packet) and answer the following questions in a group or independently. Write your answers below.

*Please name one antecedent/trigger listed that assesses for a potential **ESCAPE** function.*

*Please name one antecedent/trigger listed that assesses for a potential **ATTENTION** function.*

*Please name one antecedent/trigger listed that tests for a potential **TANGIBLE** function.*

Webinar 3 – Consequence Process Questions

Please reference Maddie Jones' A-B-C data sheet (located on page 4 of this packet) and answer the following questions in a group or independently. Write your answers below.

*Please name one consequence/response listed that assesses for a potential **ESCAPE** function.*

*Please name one consequence/response listed that assesses for a potential **ATTENTION** function.*

*Please name one consequence/response listed that tests for a potential **TANGIBLE** function.*

Webinar 3 – A-B-C Data Collection Practice Item

Please read the operational definition below aloud in a group or independently before we watch our video for the first time:

“Negative Comments to Peers”- anytime Tony (boy in yellow shirt) makes a negative comment about a peer’s work, including statements like “I don’t think it’s so good”, “I hate it”, and “It’s ugly”. Multiple negative comments that are said quickly all in a row will count as one instance of behavior. Each new instance of behavior begins after 10 full seconds without negative comments.

Now, please familiarize yourself with the shortened version of an A-B-C data sheet below for Tony.

FBA DATA COLLECTION

STUDENT: **Tony**

GR: 5 TCHR: 0

Context (Setting)	Antecedent Event	Behavior	Consequence	Student Reaction
A Lunch	A Demand placed	A Neg. Comments to Peer	A Cool-down break	A Stopped
B Hallway	B Teacher attends to peer	B	B Sent to principal	B Continued
C Classroom	C Preferred Item restricted	C	C Teacher praises peer	C Intensified
D Playground	D Physical Transition		D Re-directed to task	
E Computer Lab	E Test		E Discussion of behavior.	

CONTEXT	ANTECEDENT	BEHAVIOR	CONSEQUENCE	STUDENT REACTION

As we watch the video of Tony for a second time, please record the Context, Antecedent, Behavior, Consequence, and Student Reaction by entering the appropriate letter codes into the boxes above.