Understanding of the need for utilizing formal and informal assessment strategies in obtaining information necessary for educational and behavioral programming for individual students.

Understanding of the rationale, components, operation and evaluation of the program models in which they are working.

Ability to document change in learner behavior in both academic and social areas.

Ability to observe and record pupil behavior utilizing different social rating systems.

Name: _______________________        Date: ____________

Data Using an Antecedent-Behavior-Consequence Observation

Directions

Conduct a 20-30 minute ABC observation. You may observe your family or friends, or with permission from a student’s teacher, you may observe a student in the classroom. Follow the steps below to complete your observation, and then answer the reflection questions that follow:

1. Print the ABC Analysis Data Sheet from the activity section of Lesson 3b.

2. Decide whom you will observe. Provide details here.

3. Decide what behavior you are going to observe (choose only one behavior, and choose a behavior that is likely to occur at least a few times during your observation). Provide details here.

4. Decide how long you are going to observe (should be 20-30 minutes). Provide details here.

5. Find a place where you can comfortably see the person you have decided to observe. Provide details here.
Using an Antecedent-Behavior-Consequence Observation

6. Fill out the top portion of the ABC Analysis Data Sheet, including the date, time, and behavior that you will be observing.

7. As you observe, following the guidelines provided in the lesson, write down the antecedents, behavior, and consequences as they occur.

Reflection Questions

How did it go? What worked well and what did not work well?

What kinds of information did you write down?

What will you do differently if you have to do this type of observation again?