

Scatterplot Observation Form

Student Name: "ALAN"					Date Started: 2/7					
Observer: Williams					Coding Key: √= Behavior observed					
Target Behavior: On-task					√+ = observed multiple times					
TIME	M	T	W	R	F	M	T	W	R	F
8:00 AM										
8:05 AM		√	√							
8:10 AM		√	√	√						
8:15 AM										
8:20 AM		√								
8:25 AM			√	√						
8:30 AM										
8:35 AM		√								
8:40 AM		√	√	√						
8:45 AM										
8:50 AM										
8:55 AM		√	√							

ANALYZING PATTERNS ON SCATTER PLOTS

- **Was this a time period in which a difficult task was presented?**

I observed "Alan" for 3 consecutive days during 1st period beginning band class at JD Smith Middle School (8:00 AM to 8:53 AM), February 7 - 9, 2023.

Typical schedule:

8:04 Announcements and attendance

8:06 Presentation and materials check

8:08 Warmup sequence

8:15 Assigned new material in method book - group instruction (counting, note-naming, ensemble responding and performing)

8:30 Random sampling performance fidelity check

8:40 Group performing

8:50 Instrument disassembly

8:53 Bell for passing period

Difficult time periods for “Alan”:

group instruction (8:15), random fidelity check (8:30), group performing (8:40) and disassembly (8:50)

- **Did the student have the skills needed to complete the activity?**

“Alan” does have the skills to be able to do these activities.

- **Had a preferred activity just been completed and a less desirable activity just started?**

“Alan” has all the skills needed to be an accomplished listener and provide self-monitoring for better presentation and focus. It is difficult to ascertain what would be considered “preferred” for this student due to the lack of on-task focus throughout a variety of activities in the lesson. Fridays consist of assessment for a ranking of chair placement within each section. “Alan” is consistently in the middle of the 21 member clarinet section. “Alan” has good tone production, but is inconsistent with maintaining equipment, foot-tap, note-naming, presentation (sitting still with the instrument in the correct position), and latency when called to perform with the group.

- **Had the student been working for a continuous period of time? Was a break needed?**

Performance time during the class is approximately 35 minutes of instruction during the first period of the day.

- **Did the student receive attention for appropriate behaviors during this time?**

Yes, social praise is given when displaying proper behavior.

- **Was the student put in high demand situations?**

The class is highly structured due to the nature of content and the large number of students in the class (60).

- **Was the student provided with choices of activities during this time?**

No. All students are engaged in full class participation during the 35 minute instruction and assessment time.

- **Was the student engaged in a relevant or meaningful activity?**

Yes, the activities are sensory with immediate automatic reinforcement from sound, touch, and movement.

- **Was the student being asked to wait for an activity, person, object, etc?**

Yes. He is required to maintain composure during the individual sampling time from students playing around the room.

- **Was the student refused a requested object or activity during this time?**

No, "Alan" did not request objects or alternative activities.

- **Had a transition from one activity to the next just occurred?**

There are multiple transitions during the 35 minute lesson from attendance, warm-up, new material, and/or a review at the end of the lesson.

- **Was this an unstructured time period?**

No. This was not an unstructured time period.

- **Was it possible that the child was hungry?**

It is possible, but breakfast is offered for free daily prior to the start of this period.

- **Was the room comfortable at this time of day (light, temperature, noise)?**

The temperature of the room is comfortable with ample lighting in a newly constructed building. The bandroom is an extremely loud and noisy environment.

- **Was that setting overly crowded at the time?**

No. Even though there are 60 students in the room, it is not cramped due to the massive size.

- **Was the student alone at that time?**

No. "Alan" is never alone during band instruction time. 60 other students and three teachers are in the room at the same time.

- **Was the student participating in activities with non-preferred peers?**

Unknown. It appears that he has friends that he speaks with before and after class that are in the class with him.

- **Was the student being instructed or supervised by non-preferred people?**

Unknown. He has not been disrespectful or provided any other reason to think his instructors are non-preferred.

Prompt: Create a plan to collect ABC data on three occasions. It is best to collect data on three different days. Plan to collect these data two times when the behavior is likely to occur (as identified by the scatterplot) and one time when the behavior is less likely to occur. Your plan should include the times and how you intend to collect the ABC data. If you plan to have an assistant collect the data, explain what training you have provided to the individual collecting data to ensure data are reliable.

Due to the nature of differentiated teaching we use collaboratively in the first period class, I plan on videoing the lessons for three days next week and collecting the ABC data from those recordings. Additionally, I will plan one of those days to be a summative chair placement assessment day that requires the students to utilize self-management skills for the majority of the 35 minutes. During this time they are required to perform individually in front of the class then return to their seat quietly and calmly so as not to disturb the other classmates and wait patiently for the results of the exam. The ABC data will include two instructional lessons and one summative assessment lesson. These will occur on February 15 -17, 2023.

Module 7 Question:

I have been through the research course and familiar with the designs of research and feel comfortable about designing a plan of research and model for this FBA. However, I do not see these students all day long and cannot directly observe a full scope of the students behavior. I do not see them at lunch or in passing periods, only one period a day. How should I approach this?