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Autism and Tertiary Behavior Supports
www.ksdetasn.org

Too Many Behaviors,
Too Little Time!
How to Prioritize Target Behaviors

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Where can you find us?

D, 16 y/o male, has recently enrolled into my classroom and presents with the following strengths and needs:

Strengths
- Independently scoops food with a spoon or fork. He independently pierces food with a fork.
- Can dress and orient clothing independently. Can independently put on slip on shoes.
- Makes requests of preferred items (e.g., food and drink items) using communication device, sign approximations, eye gaze, touching items, and guiding others to the desired item
- Discriminates between preferred items
- Independently navigates and uses his device when motivated.
- Follows simple, one step directives when motivated.
- Nods his head "yes" and pushes items away to communicate "no".
- Greets others by waving.
- Will participate in a structured leisure group activity with peers for 30 minutes.
- Can sort sort, match identical items to sample, and package up to two items.
- Can navigate to preferred iPad Apps once programmed onto a mobile device or a computer.

Needs
- Requires close supervision within the community for personal safety.
- Requires direct instruction and intensive teaching in the areas of functional reading and math.
- Requires hand over hand assistance to cut food with a fork and knife.
- Requires gestural prompting to wash and dry his body thoroughly.
- Requires hand over hand assistance to perform oral care activities.
- Requires hand over hand assistance to manage fasteners.
- Increase imitation skills
- Use his communication systems to answer questions, label items, make non-food items requests.
- Increase productivity by working longer than seven minutes prior to needing a break.
- Requires visual task analysis and prompting to complete domestic chores such as folding laundry, wiping surfaces, taking out trash, cleaning his bedroom.
- Is dependent on others to provide meal planning, shopping, and preparing his meals.

D also presents with the following problematic behaviors:

Physical Aggression: Hitting with an open or closed fist, kicking, squeezing other's arms and digging his fingernails into other's skin, biting, grabbing clothing, using his head to strike others, pulling hair, and any other behavior that could harm towards another person.

Self-Injurious Behavior: Hitting his legs with fist or elbow, kicking his leg with the heel of his foot, biting his arms, striking his knee to head, striking his elbows on hard surfaces, banging his head on hard surfaces, and any other behavior that could cause injury to him.

Skin Picking/Picking Sores: Using his nails to pick at sores, scabs, or bug bites. Does not include briefly scratching an area for 5 seconds or less.

Property Destruction: Throwing items, overturning furniture, striking an object using his hand, and any other behavior that damages or destroys items.

Ripping Clothing: Using his hands or teeth to tear and destroy clothing that he is wearing.

Disrobing: Removing clothing at inappropriate times and places such as in public, or within the classroom. Does not include removing his socks and shoes, or removing clothing in his bedroom or in the bathroom when toileting or showering.

Food Stealing: Taking food from other's plates, eating out of the sink, counter, trashcan, or food off of the floor, taking food out of the cupboards/refrigerator when it is not time to eat.

Elopement: Leaving his work area or designated environment without permission.

Inappropriate Urination: Urinating in areas outside of a toilet or urinal. Does not include urinating in the shower.

Agitated Disruptive Behaviors: Yelling/Loud Vocalizations. Does not include happy vocalizations, such as "ooh, ooh".

Repetitive Behaviors: Includes throwing items away, removing items off of shelves that do not belong to him, moving someone's legs if they are crossed, removing badges and other accessories from others, turning off lights and shutting doors, and moving furniture that is not meant to be moved.

Where do I start?

- Prioritize target behaviors by asking **nine questions** that may help determine which behavior deserves attention first, and the order of the remaining behaviors (Cooper, Heron, Heward, 2007).

Prioritizing Target Behaviors

Does the behavior pose any danger to the student or to others?

- Behaviors that cause harm or pose a serious threat to the student or to others' personal safety or health must receive **first** priority.

Prioritizing Target Behaviors

How many opportunities will the person have to use this new behavior? How often does this problem behavior occur?

- Problem behaviors that occur with higher/greater frequency, intensity, and duration should be prioritized before other behaviors.

- Prioritize teaching new skills that the student will have greater likelihood of practicing. Ex. Packing a lunch or packing a suitcase.

Prioritizing Target Behaviors

How long-standing is the problem or skill deficit?
- A chronic behavior problem (e.g., bullying) or skill deficit (e.g., lack of social interaction skills) should take precedence over problems that appear sporadically or that have just recently surfaced.

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Prioritizing Target Behaviors

Will changing this behavior produce higher rates of reinforcement for the person?

- If all other considerations are equal, a behavior that results in higher, sustained levels of reinforcement should take precedence over a behavior that produces little additional reinforcement for the student.

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Prioritizing Target Behaviors

What will be the relative importance of this target behavior to future skill development and independent functioning?

- Each target behavior should be judged in terms of its relation (i.e., prerequisite or supportive) to other critical behaviors needed for optimal learning and development and maximum levels of independent functioning in the future.

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Prioritizing Target Behaviors

Will changing this behavior reduce negative or unwanted attention from others?

- Public displays or mannerisms may be high-priority target behaviors if their modification is likely to provide access to more normalized settings or important learning environments.

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Prioritizing Target Behaviors

Will this new behavior produce reinforcement for significant others?
- Even though a person's behavior should seldom, if ever, be changed simply for the convenience of others or for maintenance of the status quo, neither should the effect of a person's behavior change on the significant others in his life be overlooked. Example: Karrie flushing the toilet

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Prioritizing Target Behaviors

How likely is success in changing this target behavior?
- Some behaviors are more difficult to change than others.
- At least three sources of information can help assess the level of difficulty or, more precisely, predict the ease or degree of success in changing a particular behavior.
    1. What does the literature say about attempts to change this behavior?
    2. How experienced is the implementer?
    3. To what extent can the environment be controlled effectively?

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Prioritizing Target Behaviors

How much will it cost to change this behavior?

- Cost should be considered before implementing any systematic behavior change program.
- However, a cost-benefit analysis of several potential target behaviors does not mean that if a teaching program is expensive, it should not be implemented.
- There are major court rulings that state that lack of public funds may not be used as an excuse for not providing an appropriate education to all children regardless of the severity of their disability.
- Cost consideration should include the student's time that the behavior change program will demand.

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Using a Target Behavior Ranking Matrix

TASN   Worksheet for Prioritizing Potential Target Behaviors

Student Name:_____ Date:_____
Person Completing the Worksheet: _____
Rater's Relationship to student:_____

Directions: Use the key below to rank each potential target behavior by the extent to which it meets or fulfills each prioritization criteria. Add each team member's ranking of each potential target behavior. The behavior(s) with the highest total scores would presumably be the highest priority for intervention. Other criteria relevant to a particular program or individual's situation can be added, and the criteria can be differentially weighted.

Key: 0 = No or Never
      1 = Rarely
      2 = Maybe or Sometimes
      3 = Probably or Usually
      4 = Yes or Always

Potential Target Behaviors:
1._____ 2. _____ 3. _____ 4. _____

Does this behavior pose danger to the person or to others?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
How many opportunities will the person have to use this new skill in the natural environment? Or How often does the problem behavior occur?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
How long-standing is the problem or skill deficit?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
Will changing this behavior produce a higher rate of reinforcement for the person?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
What is the relative importance of this target behavior to future skill development and independent functioning?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
Will changing this behavior reduce negative or unwanted attention from others?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
Will changing this behavior reproduce reinforcement for significant others?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
How likely is success in changing this behavior?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
How much will it cost to change this behavior?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
Totals				

Cooper, J. O., Heron, T. E., & Heward, W. L. (1987). Applied behavior analysis. Columbus: Merrill Pub.

What behaviors would you prioritize?

Physical Aggression: Hitting, kicking, squeezing other's arms and digging his fingernails into other's skin, biting, grabbing clothing, using his head to strike others, pulling hair, and any other behavior that could harm towards another person.

Self-Injurious Behavior: Hitting his legs with fist or elbow, kicking his leg with the heel of his foot, biting his arms, striking his knee to head, striking his elbows on hard surfaces, banging his head on hard surfaces, and any other behavior that could cause injury to him.

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Example Worksheet for
Operationally Defining the Target Behavior

Operationally defining target behaviors contain 4 key components: Label, Definition, Examples and Non-Examples. The definition should be:
1. **Objective:** This means they are measurable and have observable characteristics.
2. **Clear:** Should be distinct, explicit, obvious and clear so another person can read it and measure it.
3. **Complete:** It should include language that directs the observer in all situations, leaving little to judgment (i.e., examples and non-examples).

Target Behavior: Give it a label.
Example: Off-task

Write the definition of a target behavior:
Example definition of off-task behavior: Attending to activities other than direct instruction or instructor-led activities.

Examples:
- Laying head on desk
- Fidgeting with non-instructional materials
- Talking to peers

Non-Examples:
- Attending to work assigned
- Using materials for instructional activities
- Following classroom talking level expectation

Example of Complete **Operational Definition of Target Behavior:**

Off-task behavior refers to attending to activities other than direct instruction or instructor-led activities. This looks like lying head down on the desk, fidgeting with non-instructional materials and talking to peers. Non-examples include attending to work assigned, using materials for instructional activities and following the classroom talking level expectation.

Slide 1

Assess the Social Significance of Potential Target Behaviors

Social Significance of Potential Target Behaviors

Student Name:_____ Date:_____
Person Completing the Worksheet: _____
Rater's Relationship to Student:_____
Behavior:_____

Considerations	Assessment	Rationale / Comments
Is this behavior likely to produce reinforcement in the student's natural environment after intervention ends?	Yes No Not Sure	
Is this behavior a necessary prerequisite for a more complex and functional skill?	Yes No Not Sure	
Will this behavior increase the student's access to environments in which other important behaviors can be acquired and used?	Yes No Not Sure	
Will changing this behavior predispose others to interact with the student in a more appropriate and support manner?	Yes No Not Sure	
Is this behavior a pivotal behavior or behavioral cusp?	Yes No Not Sure	
Is this an age-appropriate behavior?	Yes No Not Sure	
If this behavior is to be reduced or eliminated from the student's repertoire, has an adaptive and functional behavior been selected to replace it?	Yes No Not Sure	
Does this behavior represent the actual problem/goal, or is it only indirectly related?	Yes No Not Sure	
If the goal itself is not a specific behavior (e.g. losing 20 pounds), will this behavior help achieve it?	Yes No Not Sure	

Summary notes / comments:

Slide 2

Measurement and Graphing

Data Collection

Must be…

- **<u>Accurate</u> –** Must accurately reflect what happened.
- **<u>Reliable</u> –** Two people, same result.
- **<u>Valid</u> –** Data collected must actually represent the behavior.

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| Type	Description	When to Use	Advantages	Disadvantages	Examples
EVENT RECORDING	An observer makes a tally mark or documents in some way each time a student engages in a target behavior	When the behavior that you are looking at can be easily counted, but not at such a high rate that it is hard to document.	Easy to do	Not as helpful if the behavior occurs at a really high rate or occurs over extended periods of time	Leaves seat, blurts out
DURATION RECORDING	Record the amount of time a student engages in a behavior	When a behavior occurs at a high rate or occurs over extended periods of time	Tells duration and the frequency since you record each event	Need a stopwatch or other way of recording time. Need an outside observer.	Tantrums, sleeping, screaming, working on an assignment, interacting with peers
LATENCY RECORDING	Record how long it takes for a behavior to begin following a specific verbal command or event	When a behavior has a clear beginning so that you can tell exactly when the behavior starts	Tells you how long it takes for a behavior to begin	Need a stopwatch or other way of recording time. Need an outside observer.	Compliance issues for example, how long did it take when prompted to begin working, preparing for class activities, or returning to class after lunch.
INTERVAL RECORDING	Record when a behavior occurs within a given time interval	When a behavior appears continuous (e.g., talking with peers)	Help identify patterns of behavior.	Need an outside observer; Provides an estimate; Requires undivided attention	Working on an assignment, swearing, hitting

Source(s):
Rachel Freeman, Ph.D., Marie Tieghi-Benet, M.S., University of Kansas
http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/specconn/main.php?cat=behavior&section=teachertools

Utah State Office of Education: Least Restrictive Behavioral Interventions (LRBI)
http://www.usu.edu/teachall/text/behavior/LRBI.htm   www.BehaviorInSchools.com
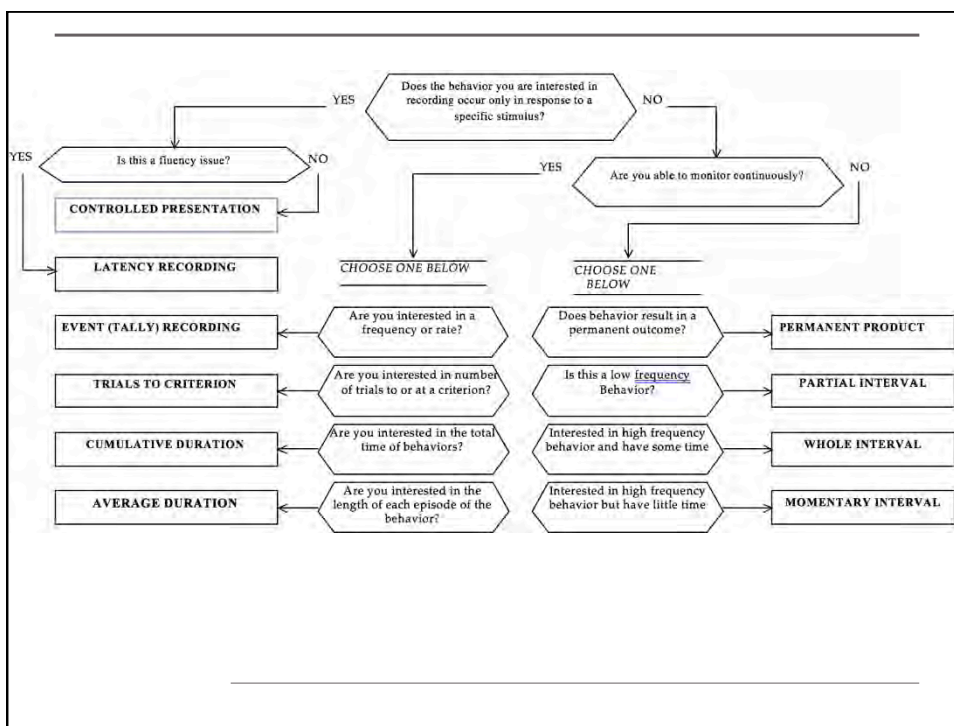
Benefits of Graphs

Communicates our data in a visual, understandable way.

Shows us the results of measurement.

Helps us to assess data correctly.

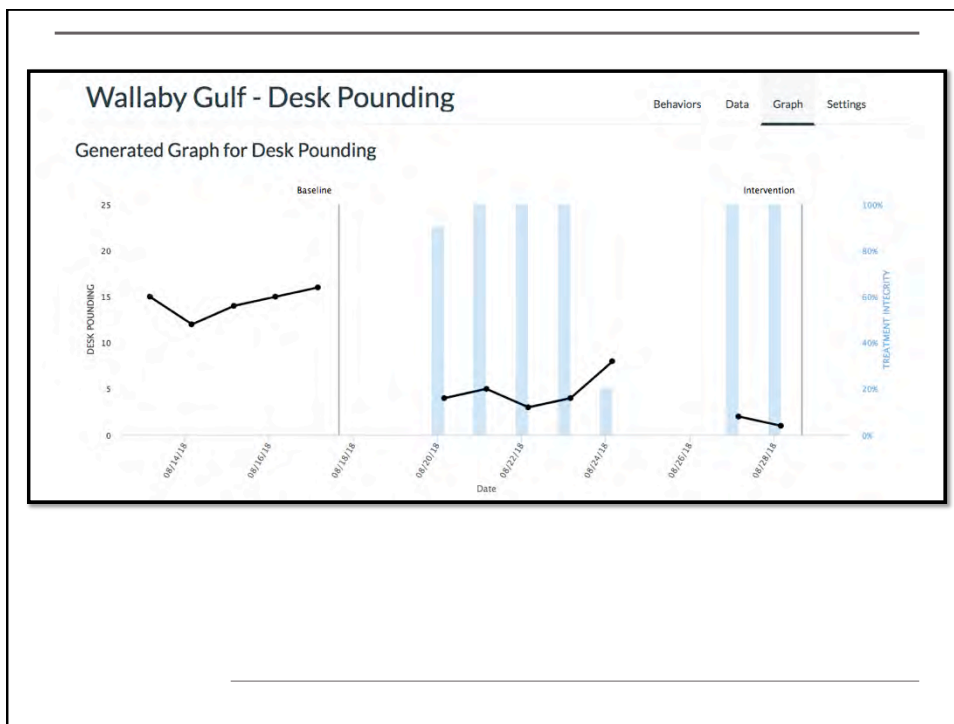Shows us in a quick visual way the progress or lack of progress a student may be making.

Drives decision-making on programming needs.

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Your log-in is your ksdetasn.org username and password.

http://graphit.ksdetasn.org

TASN   Behavior Data Graphing Tool   Log In

Welcome to the Behavior Data Graphing Tool

To use this tool, you'll need to log in with your TASN account.

[Log In]

Don't have an account? You can Sign Up

Questions? Contact TASN Autism and Tertiary Behavior Supports

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Wallaby Gulf - Desk Pounding   Beh

Enter Data Points

Scroll right to add more data points.

Phase: Baseline		EDIT
Date	Value	
2018/08/13	15.0	
2018/08/14	12.0	
2018/08/15	14.0	
2018/08/16	15.0	
2018/08/17	16.0	

+ Add Row

Phase: Intervention			EDIT
Date	Value	TI Score	
2018/08/20	4.0	90%	
2018/08/21	5.0	100%	
2018/08/22	3.0	100%	
2018/08/23	4.0	100%	
2018/08/24	8.0	20%	
2018/08/27	2.0	100%	
2018/08/28	1.0	100%	

+ Add Row

Measurement Resources

- Frequency/Rate: http://ksdetasn.org/resources/447
- Cumulative Duration: http://ksdetasn.org/resources/514
- Partial Interval: http://ksdetasn.org/resources/498
- MTS: http://ksdetasn.org/resources/496
- Latency: http://ksdetasn.org/resources/495
- Opportunity Recording: http://ksdetasn.org/resources/497
- Trials to Criterion: http://ksdetasn.org/resources/499

Teachers who analyze their data regularly have students who make more progress

(Jiminez, Mims & Browder, 2012).

The challenge schools face is <u>not finding</u> what works, <u>but</u> implementing what works.
Fixsen, Naoom, Blase, Friedman, & Wallace, 2005
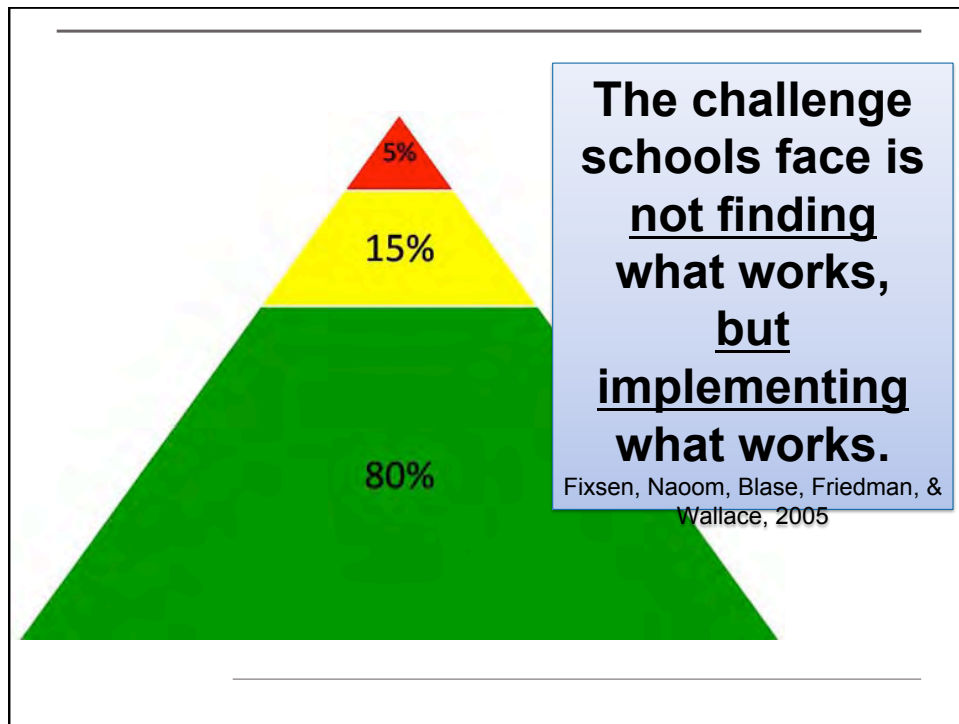
Functional Behavioral Assessment (FBA)

An empirically supported practice that has been demonstrated to improve both the effectiveness & efficiency of behavioral interventions in schools.

(Blair, Umbreit, & Bos, 1999; Carr et al., 1999; Epstein, Atkins, Cullinan, Kutash, & Weaver, 2008; Ingram, Lewis-Palmer, & Sugai, 2005; Lee, Sugai, & Horner, 1999; Loman & Horner, 2014; Newcomer & Lewis, 2004, Strickland-Cohen & Horner, 2015; Strickland-Cohen, Vatland, Spear, & Romer, in prep)

Student Eligibility

1. Does the student's behavior impede his or her learning or the learning of others? Or, does the student pose a threat to him or herself or others? (Drasgow & Yell, 2001)
2. According to data, has the student been non-responsive to other intervention efforts?
3. Does the student have multiple risk factors (e.g., harsh and inconsistent parenting or high mobility) making him or her more susceptible to school failure and/or dangerous behavior?
4. Has the student been (a) placed in an alternative setting for behavior dangerous to him or herself or others (b) placed in an alternative setting for 45 days due to drug or weapons violations? Or (c), has the student been suspended from school for more than 10 days or has that suspension resulted in a change in placement (Drasgow & Yell, 2001)?

*If you answered yes to the first three questions, a FABI may be warranted. If you answered yes to the fourth question, an FBA is mandated by the Individuals with Disabilities Act (IDEA, 2004).

Lane, K. L., Menzies, H., Bruhn, A., & Crnobori, M. (2011). Research-based practices for preventing and responding to behavior problems: Effective, practical strategies that work. New York, NY: Pearson.

Kansas Special Education Process Handbook

Listed by chapter:
https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Special-Education/Legal-Special-Education-Law/Kansas-Special-Education-Process-Handbook
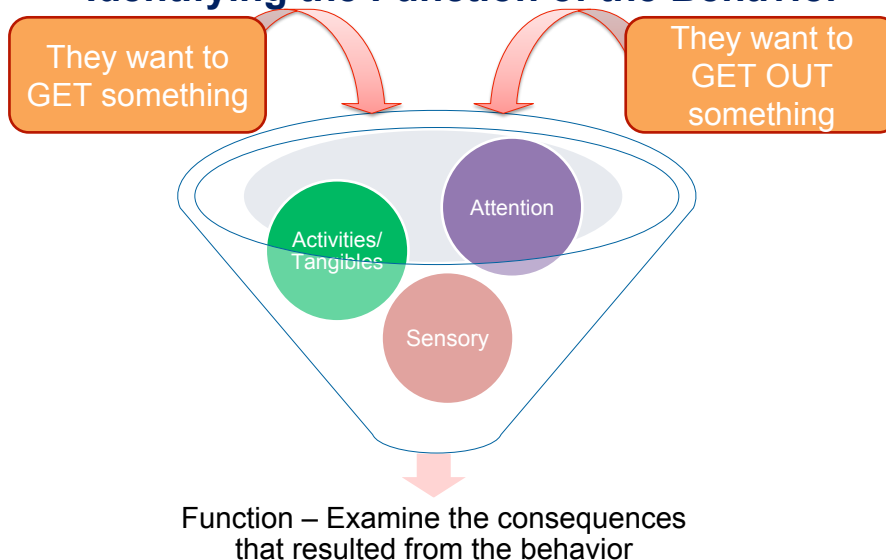
Download:
https://www.ksde.org/Portals/0/SES/PH/PH-complete.pdf?ver=2015-01-30-144654-223
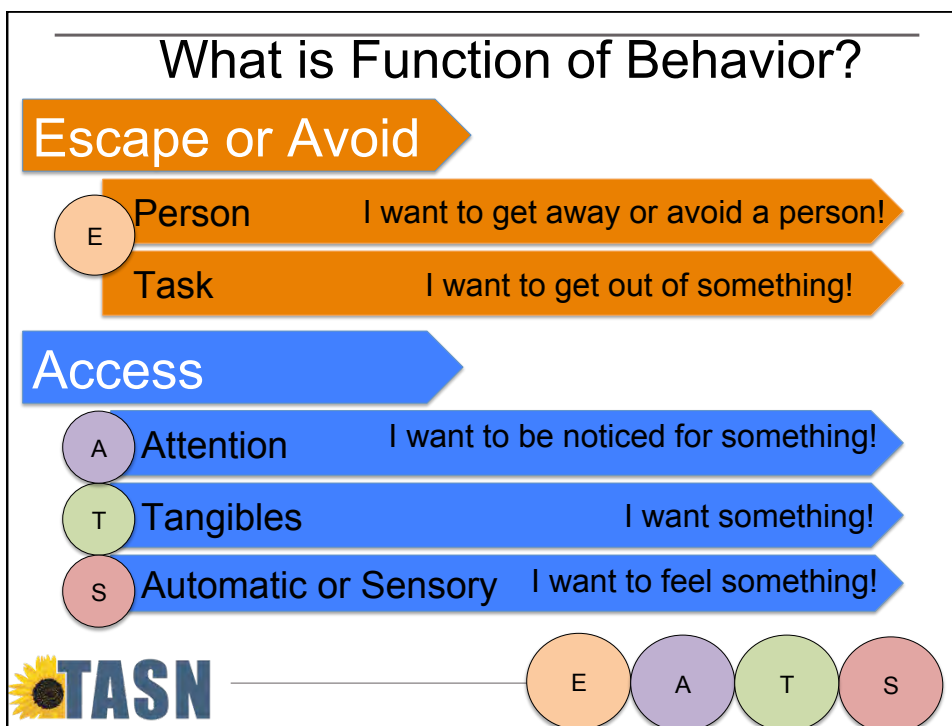
FBA in Schools: How are we doing?

- Research shows that FBA's can be effectively designed and implemented by typical school personnel
    - Crone, Hawken, & Bergstrom, 2007; Dukes, Rosenberg, & Brady, 2007; Loman & Horner, 2014; Maag & Larson, 2004; Renshaw et al., 2008; Scott, Nelson, & Zabala, 2003; Strickland-Cohen & Horner, 2015)
- <u>However</u>…
    - FBA continue to be underutilized
    - Schools struggle to utilize FBA's to build and implement individualized supports
        - (Blood & Neel, 2007; Cook et al., 2007, 2012; Scott & Kamps, 2007; Scott, Liaupsin, Nelson, & McIntyre, 2005; Van Acker, Boreson, Gable, & Potterton, 2005)

Identifying the Function of the Behavior

Function – Examine the consequences that resulted from the behavior

9/25/18

What is Function of Behavior?

Escape or Avoid

E — Person — I want to get away or avoid a person!

Task — I want to get out of something!

Access

A — Attention — I want to be noticed for something!

T — Tangibles — I want something!

S — Automatic or Sensory — I want to feel something!

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Why does FBA continue to be under utilized In schools?

- Common barriers…
  - Lack of personnel with sufficient training in FBA/BIP
    - Opportunity is lost to utilize FBA for less severe persistent problem behavior
  - Plans built by "specialist" with minimal input from implementers
    - Plans lacking contextual fit
    - Lack of follow-up support, feedback, and coaching

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Basic FBA process
D.A.S.H.

Define behavior in observable & measurable terms

Ask about behavior by interviewing staff & student
 -specify routines where & when behaviors occur
 -summarize where, when, & why behaviors occur

See the behavior
 -observe the behavior during routines specified
 -observe to verify summary from interviews

Hypothesize: a final summary of where, when & why behaviors occur

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Solution - Partnership

Kansas' Technical Assistance System Network
- Autism and Tertiary Behavior Supports Project (ATBS)
- Kansas MTSS Project

PARTNERED WITH

Portland State University
- Chris Borgmeier and Sheldon Loman
- www.basicfba.com

Basic FBA to BIP
e-Learning Modules

Basic FBA to BIP Training Series

Training Option #1

Basic FBA to BIP
Specialist
Training (Open
Enrollment)

Read More »

BCBA CEUs available!

MODULES

MODULE 1
DEFINING AND UNDERSTANDING BEHAVIOR

MODULE 2
FBA: PRACTICE INTERVIEWING

MODULE 3
FBA: PRACTICE OBSERVING

MODULE 4
CRITICAL FEATURES OF BIP

MODULE 5
BUILDING BIP FROM FBA

MODULE 6
IMPLEMENTATION

MODULE 7
EVALUATION AND BIP REVIEW

Training Option #2

Basic FBA to BIP Individual Modules (Open Enrollment)

Read More »

MODULES

MODULE 1
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MODULE 2
FBA: PRACTICE INTERVIEWING

MODULE 3
FBA: PRACTICE OBSERVING

MODULE 4
CRITICAL FEATURES OF BIP

MODULE 5
BUILDING BIP FROM FBA

MODULE 6
IMPLEMENTATION

MODULE 7
EVALUATION AND BIP REVIEW

Training Option #3

Function-Based Thinking: School Wide Training
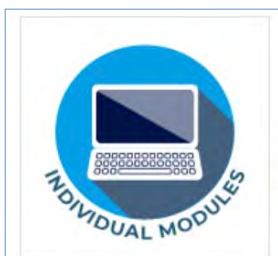
Read More »

MODULES

MODULE 1
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MODULE 6
IMPLEMENTATION

MODULE 7
EVALUATION AND BIP REVIEW

School/District
Behavior Intervention Plan

❑ Identify Target and Replacement Behavior

❑ Prevent Strategies (both for target behavior and minor offenses)

❑ What and how will you teach the student the replacement behavior?

❑ How will the student receive reinforcement?

❑ How will other's behavior change?

❑ How will others be trained?

❑ How will progress be monitored?

❑ How will generalization occur?

❑ What will happen when the behavior happens again?

Registered Behavior Technician™ (RBT)
bacb.com/rbt

- Meets BACB's RBT instructional requirements and task list standards http://www.bacb.com/rbt/rbt-requirements/
- Task List: http://www.bacb.com/wp-content/uploads/2017/09/161019-RBT-task-list-english.pdf
- Free Online training
- Self-paced
- 180 days to complete
- Access to BCBA Instructors
- Can be taken for instructional content for credentialing, or, for professional development
- Advertised on our Facebook page: https://www.facebook.com/TASN.ATBS/
- Next sessions:
  – November 12, 2018 – May 11, 2019
  – March 13, 2019 – September 9, 2019
  – July 17, 2019 – January 13, 2020

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Additional Resources

Behavior Intervention Planner: Checklist
http://www.interventioncentral.org/behavioral-intervention-modification

Ksdetasn.org
- Interspersing: https://ksdetasn.org/resources/964
- Choices: https://www.ksdetasn.org/resources/933
- Good Behavior Game: https://www.ksdetasn.org/resources/1220
- Token Economies: https://www.ksdetasn.org/resources/336
- De-escalation Videos: https://www.ksdetasn.org/atbs/de-escalation-materials

Choral Responding:
http://autism.outreach.psu.edu/sites/default/archive_files/58Handout_-_Good_Noise.pdf

University of Louiville – Videos: https://louisville.edu/education/abri/training.html

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Nine Questions to Ask When Prioritizing Target Behaviors

1. **Does the behavior pose any danger to the client or to others?**
   Behaviors that cause harm or pose a serious threat to the student or to others' personal safety or health must receive first priority.

2. **How many opportunities will the person have to use this new behavior? How often does this problem behavior occur?**
   How the behavior change or relevance of the new skill impacts the student in other environments.

3. **How long-standing is the problem or skill deficit?**
   A chronic behavior problem or skill deficit (e.g., lack of social interaction skills) should take precedence over problems that appear sporadically or that have just recently surfaced.

4. **Will changing this behavior produce higher rates of reinforcement for the person?**
   If all other considerations are equal, a behavior that results in higher, sustained levels of reinforcement should take precedence over a behavior that produces little additional reinforcement for the student.

5. **What will be the relative importance of this target behavior to future skill development and independent functioning?**
   Each target behavior should be judged in terms of its relation (i.e., prerequisite or supportive) to other critical behaviors needed for optimal learning and development and maximum levels of independent functioning in the future.

6. **Will changing this behavior reduce negative or unwanted attention from others?**
   Public displays or mannerisms may be high-priority target behaviors if their modification is likely to provide access to more normalized settings or important learning environments.

7. **Will this new behavior produce reinforcement for significant others?**
   Even though a person's behavior should seldom, if ever, be changed simply for the convenience of others or for maintenance of the status quo, neither should the effect of a person's behavior change on the significant others in his life be overlooked.

8. **How likely is success in changing this target behavior?**
   Some behaviors are more difficult to change than others.   At least three sources of information can help assess the level of difficulty or, more precisely, predict the ease or degree of success in changing a particular behavior. What does the literature say about attempts to change this behavior? How experienced is the practitioner? To what extent can the environment be controlled effectively?

9. **How much will it cost to change this behavior?**
   Cost should be considered before implementing any systematic behavior change program. However, a cost-benefit analysis of several potential target behaviors does not mean that if a teaching program is expensive, it should not be implemented. There are major court rulings that state that lack of public funds may not be used as an excuse for not providing an appropriate education to all children regardless of the severity of their disability. Cost consideration should include the student's time that the behavior change program will demand.

Cooper, J. O., Heron, T. E., & Heward, W. L. (1987). Applied behavior analysis. Columbus: Merrill Pub.
Nine Questions to Ask When Prioritizing Target Behaviors 2-19-16:pal

Worksheet for Prioritizing Potential Target Behaviors

Student Name:_____ **Date:**_____
Person Completing the Worksheet: _____
Rater's Relationship to student:_____

Directions: Use the key below to rank each potential target behavior by the extent to which it meets or fulfills each prioritization criteria. Add each team member's ranking of each potential target behavior. The behavior(s) with the highest total scores would presumably be the highest priority for intervention. Other criteria relevant to a particular program or individual's situation can be added, and the criteria can be differentially weighted.

Key:
0 = No or Never
1 = Rarely
2 = Maybe or Sometimes
3 = Probably or Usually
4 = Yes or Always

Potential Target Behaviors:
1._____ 2. _____ 3. _____ 4. _____

Does this behavior pose danger to the person or to others?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
How many opportunities will the person have to use this new skill in the natural environment? Or How often does the problem behavior occur?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
How long-standing is the problem or skill deficit?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
Will changing this behavior produce a higher rate of reinforcement for the person?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
What is the relative importance of this target behavior to future skill development and independent functioning?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
Will changing this behavior reduce negative or unwanted attention from others?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
Will changing this behavior reproduce reinforcement for significant others?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
How likely is success in changing this behavior?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
How much will it cost to change this behavior?	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
Totals				

Cooper, J. O., Heron, T. E., & Heward, W. L. (1987). Applied behavior analysis. Columbus: Merrill Pub.

Social Significance of Potential Target Behaviors

Student Name:_____ **Date:**_____

Person Completing the Worksheet: _____

Rater's Relationship to Student:_____

Behavior:_____

Considerations	Assessment	Rationale / Comments
Is this behavior likely to produce reinforcement in the student's natural environment after intervention ends?	Yes No Not Sure	
Is this behavior a necessary prerequisite for a more complex and functional skill?	Yes No Not Sure	
Will this behavior increase the student's access to environments in which other important behaviors can be acquired and used?	Yes No Not Sure	
Will changing this behavior predispose others to interact with the student in a more appropriate and support manner?	Yes No Not Sure	
Is this behavior a pivotal behavior or behavioral cusp?	Yes No Not Sure	
Is this an age-appropriate behavior?	Yes No Not Sure	
If this behavior is to be reduced or eliminated from the student's repertoire, has an adaptive and functional behavior been selected to replace it?	Yes No Not Sure	
Does this behavior represent the actual problem/goal, or is it only indirectly related?	Yes No Not Sure	
If the goal itself is not a specific behavior (e.g, losing 20 pounds), will this behavior help achieve it?	Yes No Not Sure	
Summary notes / comments:		

Welcome to the Behavior Data Graphing Tool

To use this tool, you'll need to log in with your TASN account.

Log In

Don't have an account? You can **Sign Up**

Questions? **Contact TASN Autism and Tertiary Behavior Supports**

The Behavior Data Graphing Tool is a service provided by TASN's Autism and Tertiary Behavior Supports team, and is a part of the Kansas Technical Assistance System Network (TASN).

For questions or training, contact us here.

⚜TASN   Login

🌻TASN

Email   peggyv@tasnatbs.org   Don't have an account yet?
                                          Sign up

Password   ••••••••••   Forgot your password?
                                          Recover it here

☐ Stay logged in

Login

Welcome!

Select a record to continue adding data, or create a new student.

Zebra Grove

Most Recent Data Point:

Select

New Record

The Behavior Data Graphing Tool is a service provided by TASN's Autism and Tertiary Behavior Supports team, and is a part of the Kansas Technical Assistance System Network (TASN).

For questions or training, contact us here.

Start a New Intervention

We've randomly assigned this intervention a name:

Bear Orchard

Next

I don't like that one, generate another name

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For questions or training, contact us here.

Start a New Intervention for Bear Orchard

Which observation recording procedure did you use?

Event Recording	Interval Recording	Latency Recording	Duration Recording
Use when you're counting instances of a behavior and when the behavior has a discrete beginning and ending.	Use for continuous behavior. Use for high rate behavior that is difficult to distinguish one response from another.	Use when you want to measure how long a student takes to begin performing a behavior once it's performance has been requested.	Use when the primary concern is the length of time a student engages in a particular behavior.
Select	**Select**	**Select**	**Select**
Download More Information: Frequency & Rate	Download More Information: Partial Interval Recording Whole Interval Recording Momentary Time Sampling	Download More Information: Latency	Download More Information: Cumulative Duration Recording Average Duration Recording

Not sure how to make this choice? **Click here for some further guidance.**

Start a New Intervention for Bear Orchard

Next, answer these background questions about this intervention.

You can go back and edit these later.

School District (USD #) [   ]

Was a parent interview completed before the intervention began?   [**NO**]

Next >

Start a New Intervention for Bear Orchard

Last step! Invite other team members to view and add data:

You can manage your team here, and invite new people to join.

👤 **Peggy VonFeldt**   peggyv@tasnatbs.org   THAT'S YOU

Add New Team Member for **Bear Orchard**

[Enter a Name or Email Address to search]   **Add Member**

or invite a New User to join your Team for **Bear Orchard**

[First Name]   [Last Name]

[Email]

Invite New User

I'm done, let me enter data!

Bear Orchard

Data   Graph   Settings

Enter Data Points

Scroll right to add more data points. →

Phase: Baseline   EDIT
Date   Value
+ Add Row

Phase: Intervention   EDIT
Date   Value   TI Score
+ Add Row

Phase: Withdrawal
Date   Value
+ Add Row

Phase: Baseline   EDIT

Date	Value	
2017/07/28	15.0	✏️

+ Add Row

Zebra Grove   Data   Graph   Settings

Enter Data Points

Scroll right to add more data points. ➡️

Phase: Baseline		EDIT
Date	Value	
2017/07/28	0	

Cancel   **Save Data Point**

Phase: Intervention			EDIT
Date	Value	TI Score	
2017/07/28	0	0	%

Cancel   **Save Data Point**

Phase: Withdrawal	
Date	Value

+ Add Row

Bear Orchard

Background Questions

For each intervention, you must answer these introductory questions.

School District (USD #)   `259`

Was a parent interview completed before the intervention began?   `YES`

Graph Settings

Y Axis Label

Export Data

Export Intervention data to   `format ▾`

Team Members
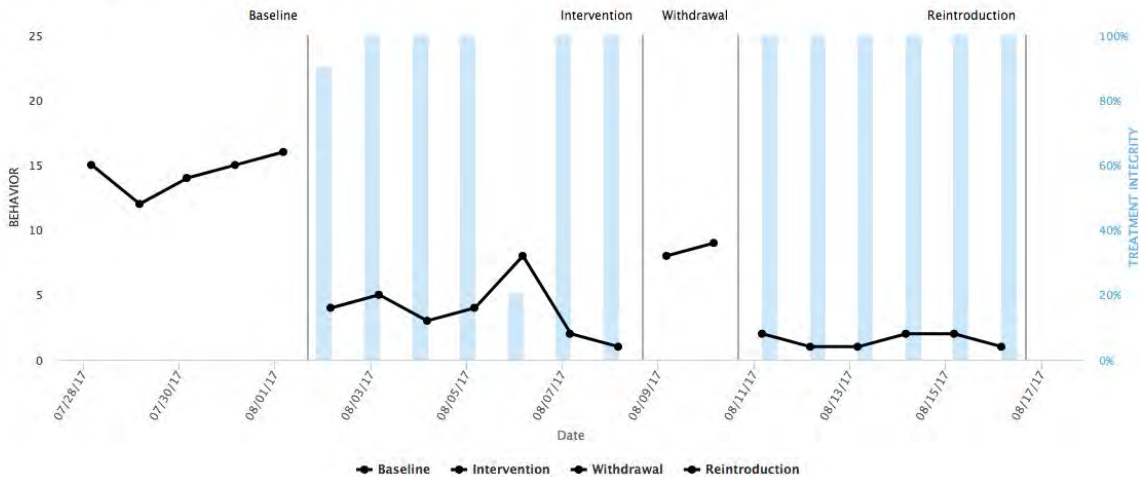
You can manage your team here, and invite new people to join.

👤 Peggy VonFeldt   peggyv@tasnatbs.org   `THAT'S YOU`

Add New Team Member for **Bear Orchard**

`Enter a Name or Email Address to search`   **Add Member**

or invite a New User to join your Team for **Bear Orchard**

`First Name`   `Last Name`

`Email`

Invite New User

Would you like to delete this intervention? **DELETE**

Send to TASN

Generated Graph for Bear Orchard

**Example Worksheet for
Operationally Defining the Target Behavior**

Operationally defining target behaviors contain 4 key components: Label, Definition, Examples and Non-Examples. The definition, should be:

1. **Objective:** This means they are measurable and have observable characteristics.
2. **Clear:** Should be distinct, explicit, obvious and clear so another person can read it and measure it.
3. **Complete:** It should include language that directs the observer in all situations, leaving little to judgment (i.e., examples and non-examples).

Target Behavior: Give it a **label**.
Example: Off-task

Write the **definition** of a target behavior:
Example definition of off-task behavior: Attending to activities other than direct instruction or instructor-led activities.

Examples:
- Laying head on desk
- Fidgeting with non-instructional materials
- Talking to peers

Non-Examples:
- Attending to work assigned
- Using materials for instructional activities
- Following classroom talking level expectation

Example of Complete **Operational Definition of Target Behavior**:

Off-task behavior refers to attending to activities other than direct instruction or instructor-led activities.   This looks like lying head down on the desk, fidgeting with non-instructional materials and talking to peers.   Non-examples include attending to work assigned, using materials for instructional activities and following the classroom talking level expectation.

Activity Worksheet for
Operationally Defining The Target Behavior

Target Behaviors contain 3 elements:
1. **Objective:** This means they are measurable and have observable characteristics.
2. **Clear:** Should be distinct, explicit, obvious and clear so another person can read it and measure it.
3. **Complete:** It should include language that directs the observer in all situations, leaving little to judgment (i.e., examples and non-examples).

Label of Target Behavior:

Definition of Target Behavior

Examples:

Non-Examples:

Complete **Operational Definition of Target Behavior**:

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis*, 2nd ed. Upper Saddle River, N.J.: Pearson Prentice Hall . Pgs. 65-69.
Pal:Target Behavior Worksheet.docx