



Module 4

Behavior Observation and Intervention Assignment



Behavior is anything a person does that can be counted. It is observable and measurable. Remember, if a dead man can do it, it is NOT behavior. In other words, the absence of behavior is NOT behavior.

In this module you will learn more about what behavior is, observation techniques, types of behavior consequences and reinforcement, and intervention strategies.

Connection to Standards:

Framework for Teaching (Danielson)

- 2C. Managing Classroom Procedures
- 2D. Managing Student Behavior
- 2E. Organizing Physical Space

CHETL (KDE)

- 2. Classroom Assessment and Reflection
- 4. Instructional Relevance

(InTASC)

- 2: Learning Differences
- 3: Learning Environments

Five Corp Propositions (NBPTS)

- 3: Teachers are responsible for managing and monitoring student learning
- 4: Teachers think systematically about their practice and learn from experience

Depth of Knowledge

- DoK 2: Basic Application of Skills and Concepts
- DoK 3: Strategic Thinking

ISTE Student Standards

- 1. Empowered Learner
- 4. Innovative Designer

6. Creative Communicator

ILA Literacy Standards

STANDARD 5: Learners and the Literacy Environment

5.4

Candidates create physical and social literacy-rich environments that use routines and variety of grouping configurations for independent and collaborative learning.

Information and Resources:

Readings: (Posted in BB)

Data Collection [pdf]

Examples of Positive and Negative Reinforcement

Replacement Behavior

Fundamental Behavior Assessment

Class Discussion Topics from PowerPoint:

Behavior

Three-Term Contingency

Types of Consequences

Reinforcement

Data Collection

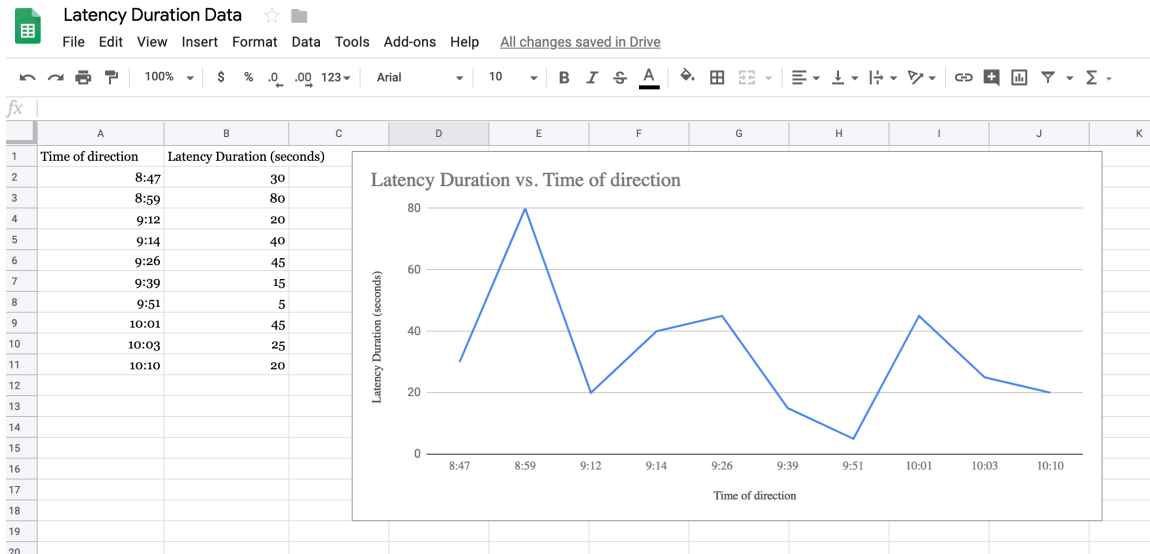
Google Sheets:

[Google Sheets 101](#) (Learn basic functions of the Google Spreadsheet app)[How to use Google Sheets: A Beginner's Guide](#)

Sample Data Collection spreadsheets and charts (will need to create this)

Assignment:

1. Choose one student in your classroom to complete this behavioral observation assignment
2. Write a definition of the target behavior, make sure it is observable and measureable. Provide examples and nonexamples.
3. Choose a behavior measurement system and provide a rationale (e.g. partial interval recording, duration recording, time sampling, etc).
4. Collect data using your measurement system in one of the choices below: (Keep the raw data since it will be part of your report.)
 - Observe and collect data in three 20-minute time periods, preferably in different classes or environments.
 - Observe and collect data for one full hour class period.
5. Graph:
 - Type your observation data into a new Google Sheet with data labels at the top of the column
 - Create a line or bar chart with labels for each axis. See sample below.
 - Copy your chart to your paper.



6. Hypothesize the function of the behavior based on the observations you conducted.
7. Write a reflection of your observation. Answer the following key questions:
 - Why did you choose to measure the behavior you chose? Discuss why this behavior was important to decrease or increase.
 - Under what circumstances did the behavior occur?
 - Under what circumstances did the behavior not occur?
 - How does knowing the circumstances when the behavior does or does not occur help with identifying potential interventions?
 - Identify and explain one potential evidence-based intervention to improve the target behavior you have observed.
 - Describe how you would use routines and/or grouping configurations to support independent and collaborative learning experiences for the target student.
 - How did the experience of observing one student and one target behavior differ from your other experiences working with a classroom of students?
 - Overall, what did you take-away from this observation?
8. Submit this assignment as a Google Document in Google Classroom for this course under "Behavior Observation and Intervention Assignment".

Assessment Rubric for this Module:

	3	2	1	0
Behavior is defined in measureable/observable terms	Clear definition with multiple examples/nonexamples	Definition is observable and measureable with one example/nonexample	Definition is observable and measureable	Definition is not observable or measureable
Behavior measurement system is defined	Measurement system is well-defined and appropriate	Measurement system is aligned, but not well-defined	Measurement system is aligned but not defined	Measurement system is not aligned

Data collection method rationale	Data collection method allows student to effectively collect data on the target behavior	Data collection method is aligned but not effective	Data collection method is not aligned	There is not data collection method
One hour behavior observation	Evidence of 1 hour minimum of behavior observation			Behavior observation is less than 1 hour
Data collection form	Data collection form reflects topography of behavior and measurement system			Data collection form reflects topography of behavior and measurement system
Hypothesize the function of the behavior	The statement of function is appropriate given the data			The statement of function is not appropriate given the data
Reflection: Circumstances under which behavior occurs	Provides extensive information using only the data about the circumstances under which the behavior occurs	Provides information using only the data about the circumstances under which the behavior occurs	Provides information only loosely based on the data about the circumstances under which the behavior occurs	Does not discuss circumstances under which the behavior occurs
Reflection: Circumstances under which behavior occurs intervention components	Provides clear rationale about how circumstances can be used to change behavior based on observations	Provides clear rationale about how circumstances can be used to change behavior not based on observations	Provides basic rationale about how circumstances can be used to change behavior	Does not provide rationale
Reflection: Identify possible interventions	Select appropriate, evidence-based intervention that matches the target behavior; detailed justification for this intervention			
Reflection: Use of routines/grouping to promote learning				
Reflection: Experience observing one student and one target behavior	Provides 2+ clear, details about observing one student versus working with classroom	Provides at least one clear, details about observing one student versus working with classroom	Discusses observation in broad terms	Does not provide details of observation

Writing style	Paper has fewer than one grammatical errors	Paper has 3 or fewer grammatical errors	Paper has 5 or fewer grammatical errors	Paper has more than 5 errors
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