

# Appendix XVIII

# ENVIRONMENTAL OBSERVATION FORM

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Observation Date(s): \_\_\_\_\_

Location(s) of Observation(s): \_\_\_\_\_

Observer(s): \_\_\_\_\_

**Problem Behavior(s):**

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**Identified skill deficit(s) requiring teaching:**

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**Physical Setting (e.g., noise, crowding, temperature)**

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**Social Setting: (interaction patterns, with and around the student)**

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**Activities: (activities/curriculum match learner needs?)**

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**Scheduling Factors: (timing, sequencing and transition issues)**

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**Degree of Independence: (reinforcement intervals appropriate to foster independence)**

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**Degree of Participation: (group size, location, and participation parameters)**

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**Social Interaction: (social communication needs match instruction and opportunities)**

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**Degree of Choice (amount of choice making and negotiation present in the environment)**

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**Comments**

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# ENVIRONMENTAL ANALYSIS SUMMARY OF OBSERVATIONS

Student:

Observer(s):

Date of Observation(s):

Problem Behavior(s):

Identified skill deficit(s) requiring teaching:

## Suggested Changes in Environment

Environmental Factors Observed	Alter? Yes No	Factor to be added or removed	Why?
<b>Physical Setting:</b> (e.g., noise, crowding, temperature)			
<b>Social Setting:</b> (e.g., interaction patterns, with and around the student)			
<b>Activities:</b> (e.g., activities/curriculum match learner needs?)			
<b>Scheduling Factors:</b> (e.g., timing, sequencing and transition issues)			

Environmental	Alter?	Factor to be added or	Why?
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Factors Observed	Yes No	removed	
<p><b>Degree of Independence:</b> (e.g., reinforcement intervals appropriate to foster independence)</p>			
<p><b>Degree of Participation:</b> (e.g., group size, location, and participation parameters)</p>			
<p><b>Social Interaction:</b> (e.g., social communication needs match instruction and opportunities)</p>			
<p><b>Degree of Choice</b> (e.g., amount of choice making and negotiation present in the environment)</p>			

## **SAMPLE: DIANA'S ENVIRONMENTAL ANALYSIS**

**D**iana is an 10 year old, 4<sup>nd</sup> grade student served in a self contained special education classroom with 12 peers with moderate to severe cognitive developmental disabilities. Diana has a diagnosis of Mental Retardation and Autism.

### **Problem Behavior:**

Diana exhibits problem behavior which escalates from rocking back and forth, to spitting and biting her hand to screaming and headbanging. Without adult intervention, her behavior frequently escalates to screaming, dropping to the floor and head banging. These behaviors are hypothesized as serving a PROTEST function (Her face looks angry and is often red. Her voice quality is high pitched and she frequently moans and looks unhappy.) These behaviors have occurred in structured and unstructured activities, in multiple settings. The team is not sure what she may be protesting.

### **Identified skill deficit requiring teaching:**

Diana inconsistently uses 1-2 word utterances to make her needs and wants known. On mornings that she arrives at school looking very tired she attempts to avoid contact with adults and peers. On these days she is especially likely to use problem behavior and does not readily verbalize needs and wants. She also uses problem behavior on days she does NOT appear tired. Sometimes she does express needs and wants in the earlier stages if an adult says, "What do you want?"

### **Physical Setting (e.g., noise, crowding, temperature)**

The classroom is physically small, but adequate space for whole class activities and individual desks is present. The room is relatively quiet and the teacher emphasizes "inside voice" with the other student. Diana has not demonstrated sensory avoidant behaviors for sounds in class, but has done so in the large assembly hall.

### **Social Setting: (interaction patterns, with and around the student)**

Diana's teacher and 1 classroom aide are soft spoken and frequently affectionately touch students. All students respond positively, including Diana, unless she has already begun the problem behavior or it is a day in which she appears very tired when she arrives at school. One aide has a loud voice and moves very rapidly. Diana does have more difficulty with him than others.

### **Activities: (activities/curriculum match learner needs?)**

Diana's IEP focuses on functional reading and math. Worksheets are commonly used, employing "Touch Math" in this classroom. During circle time, Diana often enjoys the music, but after 15 minutes of a 25 minute circle, will sometimes begin problem behavior. If removed, she typically does not escalate further, but she also does not appear to purposefully use the behavior to escape. Activities are given in sequence but no container organization system (series of numbered trays or folders, rolling charts with sequenced drawers, etc.) is used.

### **Scheduling Factors: (timing, sequencing and transition issues)**

Diana often has to wait for 5+ minutes as the teacher prepares new activities, collects work, or transitions to lunch, recess, etc. Problem behavior is sometimes seen at this time.

No use of an individualized picture schedule has been observed, though there is a generic picture-with-symbol schedule in the front corner of the room.

The schedule of the day does not intersperse Diana's desired activities (computer touch screen games, making marks on the chalkboard, watching a specific video) with less desired activities. Desired activities usually occur back-to-back at the end of the day.

**Degree of Independence: (reinforcement intervals appropriate to foster independence)**

Diana prefers the close presence of a specific female aide. She pats this aide on the leg, smiles and hugs frequently. The aide frequently smiles and sometimes hugs. She is quite patient and is often able to get Diana to do "work" she has refused previously, or refused with other adults. Problem behavior has occurred one-on-one with this aide as well, but not as frequently.

**Degree of Participation: (group size, location, and participation parameters)**

Diana frequently works alone, but will tolerate some reciprocal games (UNO) with one adult and a few peers if an adult is present. She enjoys circle time most of the time and delights in identifying peers names as well as putting the date card on the calendar. She used to participate in assemblies, but parents believe she does not tolerate this well, so she now remains in the room.

**Social Interaction: (social communication needs match instruction and opportunities)**

Diana rarely initiates interactions beyond initial greeting of a familiar adult. Adults are working on tolerating reciprocal interactions. One non-disabled 12 year old student seeks her out at recess and Diana now anticipates and shrieks with delight when she appears.

**Degree of Choice (amount of choice making and negotiation present in the environment)**

Diana is allowed to choose activities following a problem behavior and during free time. All other activities are required and no choices are given. She has no negotiation skills as of yet.

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***Prepare your analysis describing:***

- *What is IN the environment*
- Or*
- *MISSING in the environment*  
*that needs changing to potentially remove or reduce the student's need to use the problem behavior?*

*Develop your recommended environmental supports and changes for team consideration based on your analysis.*

**Response to Interventions: Student Outcomes Form**

Student: \_\_\_\_\_

Dates: Changes from: \_\_\_\_\_ through \_\_\_\_\_

Problem Behavior addressed in the BSP: \_\_\_\_\_

Data on student outcomes obtained from:

- Teacher \_\_\_\_\_ Teacher \_\_\_\_\_
- Staff \_\_\_\_\_ Staff \_\_\_\_\_
- Parent \_\_\_\_\_ Parent \_\_\_\_\_
- Other \_\_\_\_\_ Other \_\_\_\_\_
- Peer \_\_\_\_\_ Peer \_\_\_\_\_
- Student \_\_\_\_\_

Outcome	Baseline Data	Current Direct Observation Data	Current Assessment Data	Comments
Academic Achievement in:				
Academic Achievement in:				
Academic Achievement in:				
Functional Skills Attainment in:				
Functional Skills Attainment in:				
Functional Skills Attainment in:				
Social Skills mastery of:				
Social Skills mastery of:				
Social Skills mastery of:				
Parent report of behavioral change				
Peers report of behavioral change				
Staff report of behavioral change				
Student Report				

## Time Sampling Record Sheet

### 10-minute intervals

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Behavior: \_\_\_\_\_

Type of Time Sampling (Circle 1, 2, or 3 below)		
<b>Type 1:</b> Whole Interval += behavior is continuous in the interval	<b>Type 2:</b> Partial Interval += single instance is observed in the interval	<b>Type 3:</b> Momentary += record only if behavior present at end of the interval

	+ or -	Comments*		+ or -	Comments*		+ or -	Comments*
8:00-8:09			11:10-11:19			2:20-2:29		
8:10-8:19			11:20-11:29			2:30-2:49		
8:20-8:29			11:30-11:49			2:50-2:59		
8:30-8:49			11:50-11:59			3:00-3:09		
8:50-8:59			12:00-12:09			3:10-3:19		
9:00-9:09			12:10-12:19			3:20-3:29		
9:10-9:19			12:20-12:29			3:30-3:49		
9:20-9:29			12:30-12:49			3:50-3:59		
9:30-9:49			12:50-12:59			4:00-4:09		
9:50-9:59			1:00-1:09			4:10-4:19		
10:00-10:09			1:10-1:19			4:20-4:29		
10:10-10:19			1:20-1:29			4:30-4:49		
10:20-10:29			1:30-1:49			4:50-4:59		
10:30-10:49			1:50-1:59			5:00-5:09		
10:50-10:59			2:00-2:09					
11:00-11:09			2:10-2:19					

# Interval Data Sheet

Student: \_\_\_\_\_ Chart Started: \_\_\_\_\_

Behavior: \_\_\_\_\_

Days of the month  Behavior did NOT occur  Behavior DID occur

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
6:30 am																															
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3:30 pm																															
4:00 pm																															
Total Intervals Observed																															
Percent																															

Notes:

# Intensity Rating Scales

Student: \_\_\_\_\_

Page: \_\_\_\_\_ of \_\_\_\_\_

Behavior: \_\_\_\_\_ Scale # \_\_\_\_\_

1	2	3	4	5
6	7	8	9	10

Behavior: \_\_\_\_\_ Scale # \_\_\_\_\_

1	2	3	4	5
6	7	8	9	10

Behavior: \_\_\_\_\_ Scale # \_\_\_\_\_

1	2	3	4	5
6	7	8	9	10

**Example of Intensity: Swearing, Scale 1-4**

1 – soft mouthing of swear words – no sound

2 – barely audible swear word

3 – normal voice swearing

4 – shouting swear words





## Direct Observation

Student: \_\_\_\_\_ Observation Date(s): \_\_\_\_\_

Observer: \_\_\_\_\_ Title: \_\_\_\_\_

Observation Setting(s): \_\_\_\_\_

Problem Behavior (operationalized terms): \_\_\_\_\_

Positive Replacement Behavior (operationalized terms): \_\_\_\_\_

*Has the IEP Team determined that instructional/behavioral approaches specified in the IEP are ineffective?*      Yes      No

### OBSERVER'S ANALYSIS OF ANTECEDENTS & CONSEQUENCES

ANTECEDENTS	Operationalized Problem Behaviors	CONSEQUENCES
	See above	
ANTECEDENTS (currently present)	Operationalized Problem Behaviors	CONSEQUENCES (currently in effect)
	See above	

Tentative hypotheses of Functions of Problem Behavior: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Potential Reinforcers Interview and Observation Form

*What activity does the student frequently select when given a choice?*

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*What objects or edibles does the student select frequently when given a choice?*

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*What consequences have worked to motivate or increase other positive behaviors?*

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*What activities or tangibles have been (or may be) used effectively in an “if-then” contingent reinforcement system for the presence of a positive behavior?*

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*What activities or tangibles have been (or may be) used effectively in an “if-then” contingent reinforcement system for the absence of a problem behavior (DRO)?*

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