

Module 5 Activities

Name - _____

Activity 1: Food for Thought

Why is it important to account for temptations, as best as we can, before starting the treatment phase? How can the baseline phase help with this process?

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Activity 2: Recording and ABC Chart Practice

Scenario: Let's say you want to make charitable acts more often since you hardly ever make any now. You have decided to engage in behavioral change to do so.

Previously, you developed a few pros and cons of making the change (being charitable) and created a behavioral definition and set goals for yourself. Now its time to consider what steps you will take to record the behavior and think about what the functional assessment might teach you.

Recording Behavior and the ABC Charts

In what form will you be charitable?

What is the observation period?

What is the type of recording you will use (continuous, product/outcome, interval)

What are you using to record?

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During the baseline and treatment phases you will use the **ABC chart** to ultimately record your data, even if you initially record with another method. So how do you fill it out. Let's practice.

Practice Example 1:

Say you wish to make charitable acts and decide to focus on volunteering time at a soup kitchen. You do so on March 10th from 2-5 pm. Complete the chart below as a class.

Date: _____

Time: _____ AM PM

Observer: _____

Location: _____

Antecedents: (Describe any environmental or internal events that led to the occurrence or non-occurrence of the desired behavior)	Description:
Behavior: (Describe the behavior that was made and any relevant dimensions: frequency, duration, intensity)	Description:
Consequences: (Describe the results of the behavior using terminology learned in this course such as PR, NR, PP, and NP)	Description:

Notes:

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Practice Example 2:

Date: _____

Time: _____ AM PM

Observer: _____

Location: _____

<p style="text-align: center;">Antecedents:</p> <p>(Describe any environmental or internal events that led to the occurrence or non-occurrence of the desired behavior)</p>	<p>Description:</p>
<p style="text-align: center;">Behavior:</p> <p>(Describe the behavior that was made and any relevant dimensions: frequency, duration, intensity)</p>	<p>Description:</p>
<p style="text-align: center;">Consequences:</p> <p>(Describe the results of the behavior using terminology learned in this course such as PR, NR, PP, and NP)</p>	<p>Description:</p>

Practice Example 3:

Date: _____

Time: _____ AM PM

Observer: _____

Location: _____

<p style="text-align: center;">Antecedents:</p> <p>(Describe any environmental or internal events that led to the occurrence or non-occurrence of the desired behavior)</p>	<p>Description:</p>
<p style="text-align: center;">Behavior:</p> <p>(Describe the behavior that was made and any relevant dimensions: frequency, duration, intensity)</p>	<p>Description:</p>
<p style="text-align: center;">Consequences:</p> <p>(Describe the results of the behavior using terminology learned in this course such as PR, NR, PP, and NP)</p>	<p>Description:</p>

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Activity 3: Self-Reflection

Now let's focus on your project.

What is the target behavior you wish to change? _____

Give thought to what the Behavior is you are trying to change and what form it may take. Then consider the Antecedents that lead to its occurrence or nonoccurrence and what Consequences maintain it. If you attempted to change this behavior in the past, mention what you did, what worked, and what did not under Previous Interventions. You will use this information in conjunction with the results of your baseline phase to complete the functional assessment.

Antecedents

Behavior

Consequences

Temptations

Previous Interventions

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