

Functional Behavior Assessment

Observation

- 
- Anecdotal Observation Notes
 - Frequency Recording
 - Time-on-Task
 - Task Analysis
 - Positive Reinforcement vs Correction
 - Behavior Observation Summary

Observe what actually matters — not just what's easy to notice.

SCROLL
to take a look inside!

Why Observation Matters

Why Direct Observation Across Settings Matters

- What we *think* is happening isn't always what's actually happening.
- Behavior often looks different across activities, times of day, and staff.
- Structured observation helps you notice triggers, skill gaps, and adult responses that often get missed during busy classroom routines.
- Good observation helps you choose the right supports instead of guessing.

What Often Goes Wrong Without Structure

Why Unstructured Observation Leads to Weak Decisions

- Notes are rushed, scattered, or inconsistent.
- Important details get missed while focusing only on problem behavior.
- It's hard to compare what different staff are seeing.
- Teams struggle to explain what the data patterns actually show

When observation isn't structured, it's harder to trust the conclusions.

When Educators Use Structured Observation Tools

- ✓ During functional behavior assessments (FBAs)
- ✓ To monitor progress after a behavior plan is in place
- ✓ When problem-solving new or changing behavior concerns
- ✓ To document patterns for team meetings and decision-making

How Educators Use These Observation Tools (The Process)

- 1 Observe across multiple sessions and settings
- 2 Use the appropriate tool based on the question you're answering
- 3 Collect information on the context of the behavior
- 4 Collect both anecdotal and quantitative behavior data
- 5 Summarize findings using the Observation Summary form

What's Included in This Resource?

★ Anecdotal Observation Notes

★ Frequency Recording

★ Time-on-Task (with peer comparison)

★ Task Analysis

★ Positive Reinforcement vs. Correction

★ Observation Summary

The collage displays seven forms from 'The Responsive Educator' resource:

- Anecdotal Observation Notes** (two pages): Forms for recording specific observations of student behavior, including fields for student name, date, and a detailed notes section.
- Time On-Task Recording Form A**: A form for tracking student on-task behavior, including fields for student name, date, and a grid for recording on-task/off-task intervals.
- Frequency Recording Form A**: A form for recording the frequency of specific behaviors, including fields for student name, date, and a grid for recording occurrences.
- Task Analysis/Level of Prompting**: A form for analyzing tasks and determining the level of prompting needed, including fields for student name, date, and a grid for recording task steps.
- Rate of Positive Reinforcement vs. Correction Recording Form**: A form for tracking the rate of positive reinforcement and correction, including fields for student name, date, and a grid for recording reinforcement and correction events.
- Behavior Observation Summary**: A form for summarizing student behavior, including fields for student name, date, and a grid for recording behavior observations.
- Observation Summary**: A form for summarizing observations, including fields for student name, date, and a grid for recording observation data.

Anecdotal Observation Notes

Capture what happened, where it happened, and what may have influenced behavior.

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- Open-ended space for detailed observation notes
- Start/stop times for observation windows
- Space for context, setting, and activity details
- Available in print and digital formats

The image shows two overlapping forms titled "Anecdotal Observation Notes". The top form is a printout with handwritten notes in blue ink. The bottom form is a digital version with a blue border. Both forms have a header section with fields for Student Name, DOB, Grade, Teacher/Class, Today's Date, Observer/Role, Observation Start Time, Stop Time, and Total Time. The main body of the forms is a large open space for notes. The bottom form has a footer section with a page number and the logo "The Responsive Educator".

Anecdotal Observation Notes

Student Name _____ DOB _____ Grade _____
Teacher/Class _____ Today's Date _____
Observer/Role _____
Observation Start Time _____ Stop Time _____ Total Time _____

In an effort to encourage task initiation and completion, student's teacher and school staff have used reinforcers in the form of edibles (goldfish, fruit snacks, candy, etc.). These items seem to encourage student to complete assigned tasks. But it does require a much higher than the typical rate of reinforcement when using these items.

1 | Page

Anecdotal Observation Notes

Name Joe Smith DOB 12/1/10 Grade 5
Class Jones/Homeroom Today's Date 2/22/22
Role Peterson/ESL Teacher
Start Time 10:30 am Stop Time 11:00 am Total Time 30 min

to encourage task initiation and completion, student's teacher and school used reinforcers in the form of edibles (goldfish, fruit snacks, candy, etc.). seem to encourage student to complete assigned tasks, but it requires a than typical rate of reinforcement when using these items. Using the is a reinforcer for completing other assigned tasks has also shown some the classroom.

to the adults in the room, student was observed demonstrating both and total ignoring, depending on the situation. When he asked a wanted an answer, he had very little patience and would get agitated his voice, scrunching up his face, making fists at his sides, pushing things away from himself) if he didn't like the answer or felt that his question had not been adequately answered.

With regard to adults overall, student has shown intense but short-lived interest in spending time with a string of adults. He has gone from one to another, but will state that he doesn't like someone or wants them to go away, even if they were previously highly preferred, if they do not allow him to do what he thinks he should be able to do or obtain items that he believes he should be allowed to have. Another interesting point is that, even when student strongly indicates that he wants certain adults present, he often does not interact with them at all when they are there with him. An exception to this seems to be if that person has an electronic device that he is interested in.

1 | Page

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Best for capturing behavior examples and environmental context.

Frequency Recording

Track how often specific behaviors occur over time

- Track up to three target behaviors
- Tally occurrences during observation
- Calculate rate per minute
- Space for comments and patterns
- Best for behaviors that are easy to count

Frequency Recording Form A

Student Name: _____ Observer's Name: _____ Teacher/Class: _____

(Use tally marks to note number of occurrences)

Date	Bx. 1:	Bx. 2:	Bx. 3:
7:30 - 8:00			
8:00 - 8:30			
8:30 - 9:00			
9:00 - 9:30			
9:30 - 10:00			
10:00 - 10:30			
10:30 - 11:00			
11:00 - 11:30			
11:30 - 12:00			
12:00 - 12:30			
12:30 - 1:00			
1:00 - 1:30			
1:30 - 2:00			
2:00 - 2:30			
2:30 - 3:00			
3:00 - 3:30			
3:30 - 4:00			

Comments: _____

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Time-on-Task Recording

Estimate student engagement using partial interval recording & peer comparison

- Partial Interval tracking options
- Flexible interval lengths
- Tracks target student and peer comparison
- Automatically supports percentage calculations
- Best for attention, engagement, and work completion concerns.

Time On-Task Recording Form A Time On-Task
with Peer Comparison

Student Name: _____ Class: _____
Observer's Name: _____ Activity: _____
Total Observation Time: _____ Length of Each Interval: _____

☒ On-Task ☐ Off-Task

**Only mark student as "On-Task" if they were on task for the ENTIRE interval*

Date:	Observation #																				Total # Intervals with an X
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Student																					
Peer																					

Date:	Observation #																				Total # Intervals with an X
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Student																					
Peer																					

Date:	Observation #																				Total # Intervals with an X
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Student																					
Peer																					

Date:	Observation #																				Total # Intervals with an X
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Student																					
Peer																					

Directions for determining partial interval percentage:

Find the total number of intervals where target behavior was observed. Divide that number by the total number of possible intervals (any interval with a + or -) to determine the percentage of daily intervals in which the target behavior occurred.

____ / ____ = ____ % of daily intervals when target student was on-task

____ / ____ = ____ % of daily intervals when comparison student was on-task

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Task Analysis

Break skills into steps and monitor independence and prompting

- Divide a task into up to 10 steps
- Track level of prompting needed
- Supports fading and skill development
- Useful for academic and functional tasks
- Best for skill acquisition and independence goals

Task Analysis/Level of Prompting

Student Name _____ Grade _____

Instructional Task _____

Key:
Support Required

IN = Independent
V = Visual Prompt
P = Verbal Prompts
T = Touch Cue

PP = Partial Physical Prompt
M = Modeled
F = Full Physical Guidance
R = Refused

Task Analysis Steps:

Dates

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Notes

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Positive Reinforcement vs. Correction

Analyze adult responses and environmental balance

- Track reinforcement and correction rates
- Compare student and class totals
- Identify patterns in adult interaction
- Supports adjusting attention and feedback
- Best for attention-seeking and classroom climate analysis

Rate of Positive Reinforcement vs Correction Recording Form

Date:

Student Name: Class:

Observer's Name: Activity: Start Time: End Time:

☐ 15 minute observation (each row = 1 minute) ☐ 30 minute observation (each row = 2 minutes)

Minute	Positive Reinforcement (student)	Correction (student)	Positive Reinforcement (rest of class)	Correction (rest of class combined)
0-1				
1-2				
2-3				
3-4				
4-5				
5-6				
6-7				
7-8				
8-9				
9-10				
10-11				
11-12				
12-13				
13-14				
14-15				

	Student Pos. Reinforcement	Student Correction	Class Pos. Reinforcement	Class Correction
Total # of Tally Marks				
Total Minutes				
Rate per minute				

Comments:

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Behavior Observation Summary

Organize findings and guide next steps

➤ Documents setting, instruction, and context

➤ Summarizes academic and social behavior

➤ Captures strengths and concerns

➤ Supports recommendations and follow-up

➤ Best for turning raw data into clear action steps

The image displays three overlapping copies of the 'Behavior Observation Summary' form, which is a structured template for documenting student behavior. The forms are white with blue and orange accents. The topmost form is partially obscured by the others, showing its title and a question about typical behavior. The middle form is the most visible, showing a detailed layout with sections for student information, observation data, setting, instruction, assignment, and a section for academic behaviors. The bottom form is mostly hidden, showing only the footer with the page number and logo. The forms are arranged in a way that suggests they are part of a larger set of materials.

Behavior Observation Summary

According to the teacher, was the behavior observed **typical** for the student? ☐ yes ☐ no
If no, explain.

Academic Behaviors

Describe the student's behavior regarding engagement in learning and on-task.

Describe any learning problems that the student exhibited during the lesson.

Did the student respond to the teacher/adults in the room? (e.g., respectful, attention seeking, avoidant, etc.)

Did the student respond to the other students in the room (e.g., talkative, avoidant)?

Did other students respond to the target student?

Recommendations here.

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Make Observation Easier in Real Classrooms

- ★ Simple layouts that are easy to use during live observation
- ★ Flexible tools for short or extended observation sessions
- ★ Supports consistent data collection across staff
- ★ Reduces time spent organizing and summarizing notes
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Pair With the Full FBA & BIP System

These Behavior Observation Forms are part of a larger behavior support system designed to guide the full cycle of assessment, intervention, and progress monitoring.

The Mega Behavior Bundle includes:

- ABC data charts & graphing
- Interview Forms
- Observation Tools
- Editable FBA & BIP Templates
- Progress Monitoring Charts & Graphing

