Data Triangulation Chart

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

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| **Source 1** | **Source 2** | **Source 3** |
| Interview with teacher: | *ABC Chart:* | Scatterplot: |
| *Elmo is able to engage appropriately in class discussions. He is able to verbally respond to questions posed to him. He initiates conversations with the teacher and peers. He disrupts the class by ripping and throwing his work, cussing and crawling on the floor throughout the day. He is sent to the principal’s office when his problem behavior creates such a disruption that the other students cannot work.* | *Elmo rips his paper, cusses and crawls on the floor when he is assigned work that requires written responses, then, he is sent to another location to deescalate. This results in removal of the assignment.* | *Elmo engages in assigned tasks 70% of the school week; He engages in ripping his assignment and cussing about 25% of the week; His problem behaviors include crawling on the floor 5% of the week. Most of the problem behaviors occur during activities that require written responses.* |
| Interpretation:   1. Antecedent events: *Assigned tasks requiring written responses* 2. Maintaining Consequences: *Removal from the written language task* 3. Function: *Elmo’s problem behavior allows him to escape from the requirement to engage in work requiring written language.* | | |

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| **Source 1** | **Source 2** | **Source 3** |
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| Interpretation: | | |