

## Data Triangulation Chart

Student Trish

Date(s) 9/26 – 10/8

<b>Source 1</b>	<b>Source 2</b>	<b>Source 3</b>
<i>ABC Chart:</i>	<i>Interview with playground supervisor:</i>	<i>Scatterplot:</i>
<i>Trish yells at students when they don't do what she says. She hits students when she does not get her way.</i>	<i>Trish yells at and hits other girls when she doesn't get her way. This usually happens when there are no adults nearby.</i>	<i>Trish engages in appropriate behavior on the playground about 73% of the time; verbally aggressive behavior about 19% of the time; and physical aggression 8% of the time.</i>
<p><b>Interpretation:</b></p> <ol style="list-style-type: none"> <li><b>1. Precipitating events:</b> <i>Playground, undersupervised games involving girls.</i></li> <li><b>2. Maintaining consequences:</b> <i>Trish usually gets her way when she becomes verbally or physically aggressive. She also gets to spend time with the playground supervisor.</i></li> <li><b>3. Function(s):</b> <i>Trish's behavior allows her to get her way (albeit for a short time) and play with other girls. She thinks this is an effective way to join groups.</i></li> </ol>		

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

<b>Source 1</b>	<b>Source 2</b>	<b>Source 3</b>

## Data Triangulation Chart

Student Dom Z.

Date(s) 3/6/99 – 3/17/99

<b>Source 1</b>	<b>Source 2</b>	<b>Source 3</b>
<i>Scatterplot</i>	<i>Teacher lesson plan book</i>	<i>Discussion with Dom reveals that he sometimes feels frustrated when he has to read a lot of material. He often makes distracting comments so his classmates won't find out he has problems reading.</i>
<i>Dom's comments are most frequent during board work, the end of group lectures, and, although inconsistent, during independent work. Dom's inappropriate comments drastically decrease when working in small groups.</i>	<i>Discussion w/teacher</i>	
	<i>Examination of lesson plan book reveals Dom's inappropriate comments were higher during assignments that required a lot of reading.</i>	
<p><b>Interpretation:</b> <i>Dom's problems with reading cause him frustration.</i></p> <p><b>4. Precipitating events:</b> <i>Dom is asked to read materials beyond his ability.</i></p> <p><b>5. Maintaining consequences:</b> <i>Comments distract teacher and classmates.</i></p> <p><b>6. Function(s):</b> <i>Dom is not asked to read. He avoids a potentially embarrassing/frustrating situation.</i></p>		

# Data Triangulation Chart

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

<b>Source 1</b>	<b>Source 2</b>	<b>Source 3</b>