



# Interview and Observation Summary Table

## Step-by-Step Instructions with Example

The Interview and Observation Summary Table includes data from all interviews and observations. Observation data come directly from the ABC data collection form.

### Step 1:

Although “challenging behavior” is listed in the third section, it is the first one to complete. Enter the number one priority behavior in this space. We recommend addressing one behavior at a time. Trying to address too many behaviors at once can result in ineffective interventions. More importantly, each behavior you identify may have a different function that will need a different set of strategies.

The challenging behavior should be written in the operational definition that you developed from the interview and used during the observation.

If you identified behaviors as occurring together (see Interview question 2), remember to use the combined operational definition.

### Example Step 1:

Setting Event(s)		
Antecedent (A)	Routine or Activity	Possible Trigger
Challenging Behavior (B)	<i>Aggression/Hitting: Swinging a hand (both open palm or closed fist) and touching any part of another child’s or adults’ body with force. The behavior is dangerous as it often leaves a mark.</i>	
Consequences (C)		

## Step 2:

From Section B of the interview, identify the routines/activities and possible triggers for the specific challenging behavior you identified in the second row of this table. List these in the Antecedents section. Identify them as coming from the interview (Int).

### Example Step 2:

Setting Event(s)		
	Routine or Activity	Possible Trigger
<b>Antecedent (A)</b>	<ol style="list-style-type: none"> <li>1. Center - Interview</li> <li>2. Recess - Interview</li> <li>3. Home - Interview</li> </ol>	<ol style="list-style-type: none"> <li>1. A peer has a toy or takes a toy from child.</li> <li>2. Child told to clean up</li> <li>1. A peer has a toy/takes a toy or is playing on equipment child wants</li> <li>2. Child told it's time to go in - must leave toy</li> <li>3. Child doesn't share toys with other children</li> </ol>
<b>Challenging Behavior (B)</b>	<p>Aggression/Hitting: Swinging a hand (both open palm or closed fist) and touching any part of another child's or adults' body with force. The behavior is dangerous as it often leaves a mark.</p>	
<b>Consequences (C)</b>		

### Step 3:

Review your ABC data forms to identify antecedents that you observed. Enter them in the table after the interview information and identify them as coming from the observation. Identify the number of times this antecedent occurred.

#### Example Step 3:

Setting Event(s)		
	Routine or Activity	Possible Trigger
<b>Antecedent (A)</b>	<ol style="list-style-type: none"> <li>1. Center - Interview</li> <li>2. Recess - Interview</li> <li>3. Home - Interview</li> <li>1. Center - Observation</li> <li>2. Recess - Observation</li> </ol>	<ol style="list-style-type: none"> <li>1. A peer has a toy or takes a toy from child.</li> <li>2. Child told to clean up</li> <li>1. A peer has a toy/takes a toy or is playing on equipment child wants</li> <li>2. Child told it's time to go in - must leave toy</li> <li>3. Child doesn't share toys with other children</li> <li>Peer entered play area and moves toward child - observed 1x</li> <li>Peer asked for toy - observed 2x</li> <li>Teacher told child to clean up - observed 3x</li> <li>Peer has toy and child tries to get it - observed 4x</li> </ol>
<b>Challenging Behavior (B)</b>	<p>Aggression/Hitting: Swinging a hand (both open palm or closed fist) and touching any part of another child's or adults' body with force. The behavior is dangerous as it often leaves a mark.</p>	
<b>Consequences (C)</b>		

## Step 4:

From Section C of the interview, list any events that have been identified as affecting the behavior in the first row of the table – Setting Events.

### Example Step 4:

<b>Setting Event(s)</b>	<i>Child misses bus and is late to preschool</i>	
<b>Antecedent (A)</b>	<b>Routine or Activity</b>	<b>Possible Trigger</b>
	1. <i>Center - Interview</i>	1. <i>A peer has a toy or takes a toy from child.</i> 2. <i>Child told to clean up</i>
	2. <i>Recess - Interview</i>	1. <i>A peer has a toy/takes a toy or is playing on equipment child wants</i> 2. <i>Child told it's time to go in - must leave toy</i>
	3. <i>Home - Interview</i>	3. <i>Child doesn't share toys with other children</i>
	1. <i>Center - Observation</i>  2. <i>Recess - Observation</i>	<i>Peer entered play area and moves toward child - observed 1x</i> <i>Peer asked for toy - observed 2x</i> <i>Teacher told child to clean up - observed 3x</i> <i>Peer has toy and child tries to get it - observed 4x</i>
<b>Challenging Behavior (B)</b>	<i>Aggression/Hitting: Swinging a hand (both open palm or closed fist) and touching any part of another child's or adults' body with force. The behavior is dangerous as it often leaves a mark.</i>	
<b>Consequences (C)</b>		

## Step 5:

From Section D of the interview, identify possible maintaining consequences. Review your ABC data forms to identify observed consequences. Add them to the Consequence column. Specify the consequence identified in each observation.

### Example Step 5:

Setting Event(s)	<i>Child misses bus and is late to preschool</i>	
Antecedent (A)	Routine or Activity	Possible Trigger
	1. Center - Interview	1. A peer has a toy or takes a toy from child. 2. Child told to clean up
	2. Recess - Interview	1. A peer has a toy/takes a toy or is playing on equipment child wants 2. Child told it's time to go in - must leave toy
	3. Home - Interview	3. Child doesn't share toys with other children
	1. Center - Observation  2. Recess - Observation	Peer entered play area and moves toward child - observed 1x Peer asked for toy - observed 2x Teacher told child to clean up - observed 3x  Peer has toy and child tries to get it - observed 4x
Challenging Behavior (B)	<i>Aggression/Hitting: Swinging a hand (both open palm or closed fist) and touching any part of another child's or adults' body with force. The behavior is dangerous as it often leaves a mark.</i>	
Consequences (C)	<i>Interview Centers:            Child gets toy or gets to continue to play with toy instead of cleaning up</i>  <i>At recess:            Child gets toy or equipment (e.g., tricycle, slide) or continues to play while others line up</i>  <i>Observation Centers:            Peer leaves and child plays with toys 3x</i>  <i>Child plays with toys - 3x</i>  <i>Recess:            Child plays with toy - 4x</i>	

## Step 6:

List additional information from the interview that may be useful for the observation or development of the intervention and any ideas you may have about the information.

### Challenging Behavior: *Aggression*

Information	Description	Notes/Ideas for intervention
Section A: What intervention strategies have been used.	<i>Teacher is reminding child of rules and redirecting to another task – also waiting for child to stop playing.</i>	<i>None</i>
Section B: Are there routines in which behavior never occurs?	<i>Never occurs during morning circle.</i>	<i>Observe this time to see if teacher and/or peers are doing something different.</i>
Section C: Possible Setting Event	<i>Child misses bus and is late.</i>	<i>Ask for more information during interviews and review data to assess any correlation between missing bus and challenging behavior. How often does this occur? Why does the child miss the bus? What are the behaviors when missing the bus, during the drive to school? How is the child welcomed or acknowledged when they get to school?</i>
Section D: Skill deficit	<i>Child does not ask other children to play, and no other children ask child to play.</i>	<i>Consider teaching child how to initiate play with peers. Consider teaching friendship skills.</i>

Complete all steps for each challenging behavior you have identified. Write a summary statement for each challenging behavior.

### Example Summary Statement for Challenging Behavior

*When children are playing during recess and center play, Sharon engages in aggression by swinging her hands and touching another child's or adult's body with force. When this occurs, she often gains a toy or activity (e.g., play equipment such as swing). The behavior is more likely to occur when Sharon is late to preschool.*