

Example Form: Assessment of Biobehavioral States and Analysis of Related Influences

Smith, M., & Shafer, S. (n.d.). *Example from: Assessment of biobehavioral states and analysis of related influences*. Retrieved March 26, 2003, from <http://www.tsbvi.edu/Outreach/seehear/archive/biobehav.htm>

Student's name: Catherine

Date of assessment: 3/5

Name(s) of assessor(s): M. Smith, P. Castro (mother), N. Jones

Assessment period

School day starts at: 8:15 a.m.

School day ends at: 3:30 p.m.

Non-school environments:

Place: Home **From:** 4:00 p.m. **To:** 8:30 p.m.

Place: **From:** **To:**

The total assessment period should be at least one school day. Assessment of the student in non-school environments on the same day would be extremely helpful.

Recording schedule

Indicate the length of the interval between recordings in Part II. Intervals should be no shorter than one minute and no longer than 15 minutes. The intervals should be consistent throughout the assessment period. Part II information will be recorded every 15 minutes.

Part I

Provide the information called for in the grids for the 24 hours preceding the beginning of the assessment and throughout the assessment period. Under "Comment" indicate any significant factor that comes to mind and be sure to note when the recorded information is a departure from the student's typical routine. If there are significant departures or if the student is ill on the day of assessment, postpone the assessment. Note: This is an informal teacher-made assessment based on the *Carolina Record of Individual Behavior (CRIB)* by R.J. Simeonsson et al. and the *Project ABLE Manual: Analyzing Behavior State and Learning Environments Profile* by B. Guy et al.

Food and liquid information

Each time the student eats something, drinks something, or is tube fed, enter the information on the grid:

Type	Time Start	Time Stop	Amount	Comment
Ensure.	8:20	8:40	16 oz	
Water.	8:40	8:45	6 oz	
Ensure	12:30	1:20	16 oz.	
Water	1:10	1:15	6 oz.	
Ensure	4:30	4:50	16 oz.	
Water	4:50	5:00	6 oz.	
Ensure	8:00	8:20	16 oz.	
Water.	8:20	8:25	6 oz	

Medication information

Each time the student takes a prescription or over-the-counter medication, enter the information on the grid:

Type	Time	Amount	Comment
Tegretol suspension	8:20 a.m.	200 mg	
Dimetap elixir	8:20 a.m.	10 cc	for congestion
Dimetap elixir	12:30 p.m.	10 cc	
Tegretol suspension	4:30 p.m.	200 mg	
Dimetap elixir	4:30 p.m.	10 cc	

Seizure Information

Each time a seizure occurs, enter the information on the grid:

Start Time	Stop Time	Description	Comment
			none observed

Sleep Information

Each time the student sleeps for more than five minutes, enter the information on the grid. If the student's sleep is interrupted for longer than three minutes, enter a stop time and begin a new sleep episode on the next line:

Start Time	Stop Time	Location	Comments
9:00 p.m.	12:00 p.m.	Bedroom	Cried in bed to request change in position
12:15 p.m.	3:20 p.m.	"	"
3:28 p.m.	6:15 p.m..	"	Playing quietly in bed when checked at 6:15

Part II

Instructions

Time. Record the clock time for every third interval recorded. This will help show the continuity of the assessment.

State. Record the state at the moment of observation, not the prevalent state for the entire interval.

Position. Indicate the position the student is in at the moment of observation (e.g., sitting, side-lying, prone, supine, standing).

Specific external stimuli available. Describe the specific external stimuli available to the student at the moment of observation (e.g., music, vibrator, swing, water, food, Little Room, mobile). If no material is available, enter a zero.

Ambient conditions. Describe the characteristics of the surrounding (e.g., room temperature, noise level, conspicuous smells, lighting) for the first state recorded and whenever conditions change. When no change occurs, put ditto marks in the column.

Social conditions. Record the name of the person interacting with the student at the moment of observation. The person must be talking to the student, touching the student, or actively manipulating an object with the student. The passive presence of another person should not be recorded. If no person is interacting with the student, enter zero.

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Time	Activity	State	Position	Specific External Stimuli Available	Ambient Conditions	Social Conditions
8:15	Arrival	QA	Seated	0	Outdoors cold, windy, noisy chairlift in bus	Greeted by TA Linda
8:30	Breakfast	D	Supine	0	Normal temperature and lighting	0
8:45	Tooth brushing	MA	Seated	Toothbrush, toothpaste, water, towel	Noisy bathroom, very bright lighting	Hand-over-hand manipulation; Linda
9:00	Hair drying	QA	Seated	Hairdryer, mousse, brush	Normal temperature and lighting	Talking; Linda
9:15	Hair brushing	QA	Seated	Hairdryer, mousse, brush	Normal temperature and lighting	Talking; Linda
9:30	Drama class	AA	Seated	Papier mache material	Dark stage area, echoes	Surrounded by peers
10:00	Changing	AA	Supine	Cold wipes, talcum powder	Normal temperature and lighting	Patting, talking; Linda
10:15	Mail delivery	AA	Rolling prone stander	Variety visual & auditory stimuli avail.	Many changes; different noise levels	Interaction with 6 different adults
Remainder of day not shown						

Key: S = Sleep; D = Drowsiness; QA = Quiet Awake; AA = Active Awake; FA = Fussy Awake; MA = Mild Agitation; UA = Uncontrollable Agitation; SZ = Seizure.

Part III

Summary

Typical duration of alert states: 15 to 20 minutes.

(Note: If the student is typically alert less than one minute, a different type of biobehavioral assessment will be necessary. Consider assessing one activity at 30 second intervals. The purpose of this assessment would be to try to determine what influences cause state changes and to provide modifications associated with changes to more alert states.)

Positions during alert states: Seated, standing (in prone stander).

Specific external stimuli available during alert states: Movement; tactual materials (e.g., paper, hairbrush); auditory, especially human voice.

Ambient conditions during alert states: Normal lighting, temperature, low noise level.

Social conditions during alert states: Talking and touching.

Less-than-alert states: Typically occurred when there was no social interaction.

Agitated states: Typically occurred when there was too much noise or there were strong smells, and just before feeding.

If you have concerns about food and liquid intake or medications, talk with parents and other team members about getting more information.

Do you have concerns about food and liquid intake being adequate for maintenance of alert states:

Yes No

Do you have concerns about medication and/or medication schedules facilitating alert states at optimum programming times:

Yes No

Visual Conditions Module 07/15/04

S4 Handout F

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