

Permanent Product – Description, Procedures, & Example

When the behavior that you are looking at results in a lasting product, Permanent Product may be the best method to use because you don't have to be "on the lookout" for the behavior to happen, as you can measure it afterwards by looking at its product. However, you do have to be careful that only this student's target behavior, and not someone else's or some other behavior, results in the product that you have chosen to look at.

Examples of lasting products include written assignments, papers thrown on the floor, items left on the lunch table. In these examples, the behaviors that you might be looking for could be, answering questions correctly, number of completed assignments, number of homework assignments turned in, attending class, being upset, cleaning up after lunch,

Procedures

At the meeting:

- * Write down the permanent product that you will be looking at
- * Write down the behavior that you will be looking for in that permanent product, and its definition
- * If the team decides on an intervention (meetings 2 or 3), enter it in the box provided (p. 2)

After the meeting:

- * For each permanent product that you look at write down:
 - The date when the permanent product was completed
 - The label of that permanent product
 - The number of times that the behavior occurred
 - The number of opportunities in which the behavior could have occurred
 - Calculate the Total Percent of number of times that the behavior occurred (**This is what you graph**)

Example

Behavior: Answering questions correctly on homework assignments turned in.

Behavior Definition: Answer on homework questions is complete and accurate (excludes partially answered items). Excludes any written assignments performed in class.

Permanent Product Looked at: Homework assignments turned in.

Date	Permanent Product Label	Number of Times Behavior Occurred (# Correct answers)	Number of Opportunities	Total % of Times Behavior Occurred
11/5	Homework Section I	12	20	$(12 / 20) \times 100 = 60$
11/6	Homework Section II	4	10	$(4 / 10) \times 100 = 40$
11/7	Homework Section III	25	40	$(25 / 40) \times 100 = 63$
11/8	Homework Section IV	12	30	$(12 / 30) \times 100 = 40$
11/9	Homework Section V	14	30	$(14 / 30) \times 100 = 47$

Permanent Product Form

Student's Name: _____

Teacher: _____

Subject/Period: _____

Date(s): _____

Next meeting Date/Time/Place: _____

Procedures: For directions on how to fill out this form, please look at p. 1

- * If you need more space, please make copies of this form
- * Bring this information to the next meeting

Behavior (From 1st Meeting): _____

Behavior Definition (in specific, observable, measurable terms):

Permanent Product Looked at: _____

Intervention (From 2nd or 3rd Meeting):

Date	Permanent Product Label	Number of Times Behavior Occurred	Number of Opportunities	Total % of Times Behavior Occurred

Tieghi-Benet, M. C., Miller, K., Reiners, J., Robinett, B. E. Freeman, R. L., Smith, C. L., Baer, D., Palmer, A. (2003). *Encouraging Student Progress (ESP), Student/ team book*. Lawrence, KS: University of Kansas.