

Behavior Community of
Practice
Week #3
Primary Session
Data Collection

Please Note:

- Use Q&A or Jamboards (1 - 4) to post **general** comments and/or questions
- Session recordings & resources sent in follow up email when available
- Provide correct email addresses
- Certificate of attendance: webinar registration **or** email deana.smith@wyo.gov a sign in sheet if attending in a group setting.
 - Use this link to submit PTSB hours:

<https://wyomingptsb.com/wp-content/uploads/misc/PTSB-Individual-Request-for-Credit-Form-01-12-2022.pdf>

Jamboards

- If your last name starts with A - F, go to Board #1:
https://jamboard.google.com/d/1EVnfVqsR5_kSM8XLXI1VPc8-EzF8osu_Ks5a2faTiio/edit?usp=sharing
- If your last name starts with G - L, go to Board #2:
https://jamboard.google.com/d/1Av0nAELVhqeO9NGi_eB_YOT-GsFPr-4kz023PbJSvRU/edit?usp=sharing
- If your last name starts with M - R , go to Board #3:
https://jamboard.google.com/d/1u_uAS0rqdlq-_37JOR5R8r5SNctOsi9VVbkb_u4DRq8/edit?usp=sharing
- If your last name starts with S - Z , go to Board #4:
<https://jamboard.google.com/d/1eO3ZWoOppKvSZFqttrYfhdvE-VF-okEU8juOfx-5axY/edit?usp=sharing>

Learning Objectives

Participants will:

1. Understand the importance of keeping data
2. Understand how to define a behavior
3. Know how to collect accurate data using the following methods:
 - a. Frequency
 - b. Duration
 - c. ABC

Objective #1:

Understand the importance of keeping data

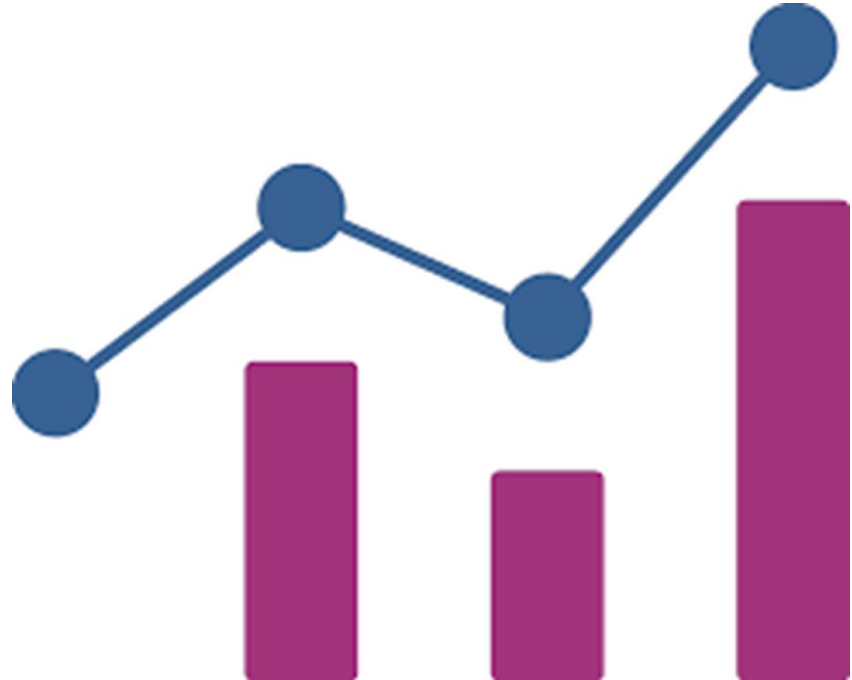
Data is Important

- Determines current levels of behavior. We are not reliable reporters.
- Determines if interventions are successful.
- Baseline vs. Intervention
- Determine if intervention requires changes or modifications.

Data

What is good data?

- Taken in real time
- Objective
- Clear and concise



Measuring Behavior

Criteria for a “talk-out”

Operational Definition- exactly what behavior looks and sounds like

Talk-out example



Measuring Behavior

- Two or more people can identify and record similar data accurately
- Crucial for Functional Behavior Assessments (FBA's) and Behavior Intervention Plans (BIP's)
- Sitting at desk



Measuring Behavior

FBA- Helps determine why a behavior is occurring and what it is accomplishing (function).

Helps determine a Replacement Behavior for the BIP.



Objective #2:

Understand how to define a behavior

Measuring Behavior

- Clear, concise, and complete
- Measurable and observable
- Any person can detect the occurrence or non-occurrence of the behavior in an observation
- Frustration, anxiety, autism,...
- Can you observe hitting? Hitting others? Hitting self? Hitting a pencil on the desk? Magnitude

Measuring Behavior

1. Observable and objective: Include aspects of behavior that can be directly observed (i.e., kicking the desk, not anxiety about assignment).

2. Clear and concise:

Provide examples and non-examples. The observer should be able to show the behavior.

Measuring Behavior

3. Complete: Descriptive information that allows the observer to discriminate between the behavior of interest and other similar behaviors.

4. Measurable: The behavior must be able to be measured (i.e. how long, how often, etc.)

Measuring Behavior

- Remember to be clear and concise about what you ***see and hear.***
- Don't use terminology such as: Defiant, depressed, anxiety, angry, overwhelmed, tantrum or fit, frustrated, non-compliant, aggression to object, ...

Measuring Behavior

- Defiant--- laying on the floor under the desk
- Depressed --- sleeping for 25 minutes during lecture
- Anxiety --- pacing
- Angry --- Yelling “No, I don’t want to,” when assignment is handed out
- If student reports they are angry...



Measuring Behavior

- Overwhelmed --- Screaming, “I don’t know how to do this!”
- Throwing a fit or tantrum --- Screaming, laying on the floor, kicking feet
- Frustrated --- Eloping the classroom
- Aggressive --- hit with a closed fist 3 times-pencil
- Non-compliant --- did not attempt the assignment or ask for help

Measuring Behavior Practice

Is this a good operational definition of behavior?

Jane threw a tantrum all afternoon.

Measuring Behavior Practice

Is this a good operational definition of behavior?

Amy hit herself in the head with a closed fist 5 times,
leaving a red mark.

Measuring Behavior Practice

Is this a good operational definition of behavior?

Jack was overwhelmed by the assignment so he hit his teacher.

Measuring Behavior Practice

Is this a good operational definition of behavior?

David spit on his teacher three times.

Measuring Behavior Practice

Is this a good operational definition of behavior?

John is always upset when he stays at his moms house, he is very defiant when he comes to school.

Types of Data

- Frequency - How often a behavior occurs
- Duration - How long a behavior lasts
- Rate - how many times a behavior occurs over a period of time
- Antecedent, Behavior, Consequence (ABC)

Data

- Behavior goals
- IEP goals
- Academics
- Social / Emotional
- Executive Function goals
- Specially Designed Instruction - SDI
- Accommodations
- Response to Intervention (RTI)



Objective #3:

Know how to collect accurate data using the following method:

Frequency

Frequency

- Tally or count each instance
- Very simple, easy to use
- Objective is to increase or decrease the number of times a behavior occurs



Frequency

- Blurting/talking out
- Hitting
- Number of social interactions
- How many times student raised their hand
- Number of correct math problems

Event Recording Form

Student's Name: _____ Teacher: _____

Subject/Period: _____ Date(s): _____

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

Time Period of Observation: _____

Date	Tally every time that the behavior occurs	Total number of times behavior occurred

Frequency

- Not appropriate for when behavior occurs too quickly or too slowly
- Not appropriate if observations are unequal in length- convert to rate
- Not appropriate for when behaviors do not have a clear beginning or end
- Compared to peers in the same setting

Frequency and Rate

- Frequency divided by time = rate
- For example: 4 talk outs in 20 minutes = 1 talk out per 5-minute period
- Why is rate important?

WHY



Frequency and Rate

Observation data

- Monday- 5 instances of talking out
- Tuesday- 5 instances of talking out
- Monday's observation was 50-minutes in length.
 $5/50 = 1$ time every 10-minutes
- Tuesday's observation was five minutes in length. $5/5 = 1$ time each minute

Frequency and Rate

- Data may look like behavior is happening more or less frequently depending on the length of the observation.
- Calculating a rate will alleviate this.
- Frequency data can be converted into frequency per minute, per hour, per week, per month, etc.

Frequency Practice

<https://www.youtube.com/watch?v=8Vv8zpT96SM>

Begin at 1:40

<https://www.youtube.com/watch?v=boXRSE6Jb8M>

End at 1:40

Objective #3:

Know how to collect accurate data using the following method:

Duration

Duration

- Measures how long a behavior lasts
- Best practice, use a timer or stopwatch. Start timer when behavior begins and stop it when behavior ends.



Duration

Benefits:

- Good for behaviors that do NOT have a clear beginning or end
- Good for behaviors that are task oriented or continuous
- Good for discrete behaviors that occur at high rates

Duration

- Eloping, interactions with a peer, sleeping, working independently, screaming or making noises

What would happen if you counted frequency instead of duration?

Johnnie had 8 instances of screaming on Tuesday and 8 on Wednesday.



Duration

- On Tuesday, his average length of screaming was 15 seconds each. $15 \times 8 = 120$ seconds or two minutes.
- On Wednesday, his average length of screaming was 84 seconds each. $84 \times 8 = 672$ seconds or 11 minutes and 20 seconds.

Duration

Advantages

- Tells length of time a behavior occurs
- Can be calculated into a percentage (minutes of behavior/total observation minutes) X 100
 - Eloped 15 minutes in a 30 minute observation-
 $15/30 = 0.5 \times 100 = 50\%$ of the time
- May work for high-rate behaviors that are difficult to count

Duration

Out of seat during independent work

- Tuesday- 6 minutes
- Wednesday- 5 minutes
- Thursday- 5 minutes

Out of seat during lecture/discussion

Tuesday, Wednesday, Thursday- 0 minutes

Duration

Out of seat during independent work

Tuesday- $6 / 30$ minutes = 20%

Wednesday- $5 / 5$ minutes = 100%

Thursday- $5 / 10$ minutes = 50%

Duration Practice

<https://www.youtube.com/watch?v=HgFVSp0I-Hc>

Data

- Patterns
- Subject, time of day, staff or students, work demand

Then what?

- Look for skill deficits **FIRST!**
- What supports are needed

Objective #3:

Know how to collect accurate data using the following method:

ABC

Data

Antecedent-Behavior-Consequence (ABC)

- Helps us understand “why” a behavior may be occurring (Function)
- Assists in understanding antecedents and consequences that may contribute to the challenging behavior.

Data

- Antecedent- Events occurring prior to the problem behavior that may set the occasion for the behavior to occur
- Behavior- Observable and measurable
- Consequence- Events occurring after the problem behavior

A = Antecedent

A thing or event that logically precedes another

- Events prior to the behavior
- Events that may set the occasion for the behavior
- Setting events
- Private events

Common antecedents?



B = Behavior

The way in which one acts- activity, movement, changes in the environment

- Observable
- Measurable
- Objective
- Clear



C = Consequence

The result or effect of an action

- Events that follow the behavior
- Events that occur because of the behavior
- Consequences can maintain, increase, or decrease future behavior
- Common consequences

The Goal of Consequences

Our goal is to change behavior over time, not just in the moment.

If the behavior
is not changing
we are not
choosing the
right
consequences.



ABC Log

Target Behaviors:

- |1 5
- 2 6
- 3 7
- 4 8

Student Name:

Period/Hour:

Teacher:

Date	Time	Activity	Antecedents	Exact Behavior(s)	Consequences	Student's Reaction

Antecedent

What was happening before the behavior occurred?

- Given direction/task/activity
- Asked to wait
- New task/activity
- Difficult task/activity
- Preferred activity interrupted
- Activity/Item denied (told "no")
- Loud, noisy environment
- Given assistance/correction
- Transition between locations/activities
- Attention given to others
- Presence of specific person
- Nothing ("out of the blue")
- Attention not given when wanted
- Left alone (no indiv. attention)
- Left alone (no approp. Activity)
- Other: _____

Behavior

- Refusing to follow directions
- Making verbal threats
- Disrupting class (describe)
- Crying/whining
- Screaming/yelling
- Scratching
- Biting
- Spitting
- Kicking
- Flopping
- Running away/bolting
- Destroying property
- Flipping furniture
- Hitting Self
- Hitting Others
- Verbal Refusal
- Other _____

Consequence

What happened after?

- Verbal redirection
- Physical assist/prompt
- Ignored problem behavior
- Kept demand on
- Used proximity control
- Verbal reprimand
- Removed from activity/location
- Given another task/activity
- Interrupted/blocked and redirected
- Left alone
- Isolated within class
- Loss of privilege
- Calming/soothing:
verbal/physical/both
- Physically restrained
- Peer remarks/laughter
- Time-out (duration) _____
- Other _____

Duration:

_____ <1 minute

_____ 1/2 -1 hour

Intensity:
Staff Initials / Observer:

Practice



Steven is a kindergarten student in Mrs. Betts class. Just before recess, Mrs. Betts tells the students to clear off their desks and line up for recess. Steven takes his arm and swipes everything off his desk and onto the floor. Then he runs quickly to get in line and begins licking his peers. Some peers scream and others laugh and say, “Yuck! That’s gross Steven!”

Answers

Antecedent(s):

- Teacher telling student to clear off their desks and line up.

Behavior(s):

- Swiping objects off of desk, running to the line, licking peers

Consequence(s):

- Peers screaming and laughing, saying, “Yuck, that’s gross!”

Practice

Jonathan is a middle school student who has Mr. Addalot for math class. When Mr. Addalot asks the students to take out their math books to begin the assignment, Jonathan will climb under his desk, lay on the floor and begin moaning, “I haaaaaate math.” Some students begin laughing but Mr. Addalot ignores Jonathan’s inappropriate behavior and continues on with instruction.

Answers

Antecedent(s): Teacher asks students to take out their math books.

Behavior(s): Jonathan climbs under his desk, lays on the floor, and groans, “I hate math.”

Consequence(s):

Some students laugh. Teacher ignores and continues with lesson

ABC's in Practice

Antecedent interventions- PREVENT behavior

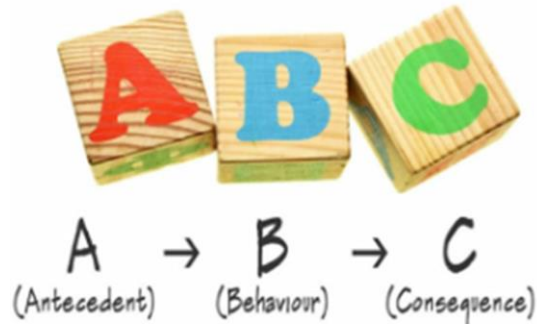
Consequence interventions- reduce challenging behavior, improve desired behavior

Consequences can:

1. Increase behavior
2. Decrease behavior
3. Maintain behavior

Functional Relations

- Changes in one aspect will result in changes to another.
- Behavior is functionally related to antecedents and consequences.



Review Objectives

Participants will:

1. Understand the importance of keeping data
2. Understand how to define a behavior
3. Know how to collect accurate data using the following methods:
 - a. Frequency
 - b. Duration
 - c. ABC

Weekly Challenge- Goal Setting

Take one or two!

Gradually change your own behavior for the better!



Thank you!

Christine Manning

christinemanningconsulting@gmail.com

A-B-C Checklist / Duration / Intensity Data

Student Name: _____

Class: _____

School: _____

Date:	Time:	Location / Setting:	Date:	Time:	Location / Setting:
Antecedent What was happening before the behavior occurred?		Behavior	Consequence What happened after?		
<input type="checkbox"/> Given direction/task/activity <input type="checkbox"/> Asked to wait <input type="checkbox"/> New task/activity <input type="checkbox"/> Difficult task/activity <input type="checkbox"/> Preferred activity interrupted <input type="checkbox"/> Activity/Item denied (told "no") <input type="checkbox"/> Loud, noisy environment <input type="checkbox"/> Given assistance/correction <input type="checkbox"/> Transition between locations/activities <input type="checkbox"/> Attention given to others <input type="checkbox"/> Presence of specific person <input type="checkbox"/> Nothing ("out of the blue") <input type="checkbox"/> Attention not given when wanted <input type="checkbox"/> Left alone (no indiv. attention) <input type="checkbox"/> Left alone (no approp. Activity) <input type="checkbox"/> Other: _____		<input type="checkbox"/> Refusing to follow directions <input type="checkbox"/> Making verbal threats <input type="checkbox"/> Disrupting class (describe) <input type="checkbox"/> Crying/whining <input type="checkbox"/> Screaming/yelling <input type="checkbox"/> Scratching <input type="checkbox"/> Biting <input type="checkbox"/> Spitting <input type="checkbox"/> Kicking <input type="checkbox"/> Flopping <input type="checkbox"/> Running away/bolting <input type="checkbox"/> Destroying property <input type="checkbox"/> Flipping furniture <input type="checkbox"/> Hitting Self <input type="checkbox"/> Hitting Others <input type="checkbox"/> Verbal Refusal <input type="checkbox"/> Other _____	<input type="checkbox"/> Verbal redirection <input type="checkbox"/> Physical assist/prompt <input type="checkbox"/> Ignored problem behavior <input type="checkbox"/> Kept demand on <input type="checkbox"/> Used proximity control <input type="checkbox"/> Verbal reprimand <input type="checkbox"/> Removed from activity/location <input type="checkbox"/> Given another task/activity <input type="checkbox"/> Interrupted/blocked and redirected <input type="checkbox"/> Left alone <input type="checkbox"/> Isolated within class <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Calming/soothing: verbal/physical/both <input type="checkbox"/> Physically restrained <input type="checkbox"/> Peer remarks/laughter <input type="checkbox"/> Time-out (duration) _____ <input type="checkbox"/> Other _____		
Duration: ____ <1 minute ____ 1-5 minutes ____ 5-10 minutes ____ 10-30 min.		Intensity: 1 LOW 2 MEDIUM 3 HIGH	Staff Initials / Observer:		

Date:	Time:	Location / Setting:	Date:	Time:	Location / Setting:
Antecedent What was happening before the behavior occurred?		Behavior	Consequence What happened after?		
<input type="checkbox"/> Given direction/task/activity <input type="checkbox"/> Asked to wait <input type="checkbox"/> New task/activity <input type="checkbox"/> Difficult task/activity <input type="checkbox"/> Preferred activity interrupted <input type="checkbox"/> Activity/Item denied (told "no") <input type="checkbox"/> Loud, noisy environment <input type="checkbox"/> Given assistance/correction <input type="checkbox"/> Transition between locations/activities <input type="checkbox"/> Attention given to others <input type="checkbox"/> Presence of specific person <input type="checkbox"/> Nothing ("out of the blue") <input type="checkbox"/> Attention not given when wanted <input type="checkbox"/> Left alone (no indiv. attention) <input type="checkbox"/> Left alone (no approp. Activity) <input type="checkbox"/> Other: _____		<input type="checkbox"/> Refusing to follow directions <input type="checkbox"/> Making verbal threats <input type="checkbox"/> Disrupting class (describe) <input type="checkbox"/> Crying/whining <input type="checkbox"/> Screaming/yelling <input type="checkbox"/> Scratching <input type="checkbox"/> Biting <input type="checkbox"/> Spitting <input type="checkbox"/> Kicking <input type="checkbox"/> Flopping <input type="checkbox"/> Running away/bolting <input type="checkbox"/> Destroying property <input type="checkbox"/> Flipping furniture <input type="checkbox"/> Hitting Self <input type="checkbox"/> Hitting Others <input type="checkbox"/> Verbal Refusal <input type="checkbox"/> Other _____	<input type="checkbox"/> Verbal redirection <input type="checkbox"/> Physical assist/prompt <input type="checkbox"/> Ignored problem behavior <input type="checkbox"/> Kept demand on <input type="checkbox"/> Used proximity control <input type="checkbox"/> Verbal reprimand <input type="checkbox"/> Removed from activity/location <input type="checkbox"/> Given another task/activity <input type="checkbox"/> Interrupted/blocked and redirected <input type="checkbox"/> Left alone <input type="checkbox"/> Isolated within class <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Calming/soothing: verbal/physical/both <input type="checkbox"/> Physically restrained <input type="checkbox"/> Peer remarks/laughter <input type="checkbox"/> Time-out (duration) _____ <input type="checkbox"/> Other _____		
Duration: ____ <1 minute ____ 1-5 minutes ____ 5-10 minutes ____ 10-30 min.		Intensity: 1 LOW 2 MEDIUM 3 HIGH	Staff Initials / Observer:		

Date:	Time:	Location / Setting:	Date:	Time:	Location / Setting:
Antecedent What was happening before the behavior occurred?		Behavior	Consequence What happened after?		
<input type="checkbox"/> Given direction/task/activity <input type="checkbox"/> Asked to wait <input type="checkbox"/> New task/activity <input type="checkbox"/> Difficult task/activity <input type="checkbox"/> Preferred activity interrupted <input type="checkbox"/> Activity/Item denied (told "no") <input type="checkbox"/> Loud, noisy environment <input type="checkbox"/> Given assistance/correction <input type="checkbox"/> Transition between locations/activities <input type="checkbox"/> Attention given to others <input type="checkbox"/> Presence of specific person <input type="checkbox"/> Nothing ("out of the blue") <input type="checkbox"/> Attention not given when wanted <input type="checkbox"/> Left alone (no indiv. attention) <input type="checkbox"/> Left alone (no approp. Activity) <input type="checkbox"/> Other: _____		<input type="checkbox"/> Refusing to follow directions <input type="checkbox"/> Making verbal threats <input type="checkbox"/> Disrupting class (describe) <input type="checkbox"/> Crying/whining <input type="checkbox"/> Screaming/yelling <input type="checkbox"/> Scratching <input type="checkbox"/> Biting <input type="checkbox"/> Spitting <input type="checkbox"/> Kicking <input type="checkbox"/> Flopping <input type="checkbox"/> Running away/bolting <input type="checkbox"/> Destroying property <input type="checkbox"/> Flipping furniture <input type="checkbox"/> Hitting Self <input type="checkbox"/> Hitting Others <input type="checkbox"/> Verbal Refusal <input type="checkbox"/> Other _____	<input type="checkbox"/> Verbal redirection <input type="checkbox"/> Physical assist/prompt <input type="checkbox"/> Ignored problem behavior <input type="checkbox"/> Kept demand on <input type="checkbox"/> Used proximity control <input type="checkbox"/> Verbal reprimand <input type="checkbox"/> Removed from activity/location <input type="checkbox"/> Given another task/activity <input type="checkbox"/> Interrupted/blocked and redirected <input type="checkbox"/> Left alone <input type="checkbox"/> Isolated within class <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Calming/soothing: verbal/physical/both <input type="checkbox"/> Physically restrained <input type="checkbox"/> Peer remarks/laughter <input type="checkbox"/> Time-out (duration) _____ <input type="checkbox"/> Other _____		
Duration: ____ <1 minute ____ 1-5 minutes ____ 5-10 minutes ____ 10-30 min.		Intensity: 1 LOW 2 MEDIUM 3 HIGH	Staff Initials / Observer:		

Date:	Time:	Location / Setting:	Date:	Time:	Location / Setting:
Antecedent What was happening before the behavior occurred?		Behavior	Consequence What happened after?		
<input type="checkbox"/> Given direction/task/activity <input type="checkbox"/> Asked to wait <input type="checkbox"/> New task/activity <input type="checkbox"/> Difficult task/activity <input type="checkbox"/> Preferred activity interrupted <input type="checkbox"/> Activity/Item denied (told "no") <input type="checkbox"/> Loud, noisy environment <input type="checkbox"/> Given assistance/correction <input type="checkbox"/> Transition between locations/activities <input type="checkbox"/> Attention given to others <input type="checkbox"/> Presence of specific person <input type="checkbox"/> Nothing ("out of the blue") <input type="checkbox"/> Attention not given when wanted <input type="checkbox"/> Left alone (no indiv. attention) <input type="checkbox"/> Left alone (no approp. Activity) <input type="checkbox"/> Other: _____		<input type="checkbox"/> Refusing to follow directions <input type="checkbox"/> Making verbal threats <input type="checkbox"/> Disrupting class (describe) <input type="checkbox"/> Crying/whining <input type="checkbox"/> Screaming/yelling <input type="checkbox"/> Scratching <input type="checkbox"/> Biting <input type="checkbox"/> Spitting <input type="checkbox"/> Kicking <input type="checkbox"/> Flopping <input type="checkbox"/> Running away/bolting <input type="checkbox"/> Destroying property <input type="checkbox"/> Flipping furniture <input type="checkbox"/> Hitting Self <input type="checkbox"/> Hitting Others <input type="checkbox"/> Verbal Refusal <input type="checkbox"/> Other _____	<input type="checkbox"/> Verbal redirection <input type="checkbox"/> Physical assist/prompt <input type="checkbox"/> Ignored problem behavior <input type="checkbox"/> Kept demand on <input type="checkbox"/> Used proximity control <input type="checkbox"/> Verbal reprimand <input type="checkbox"/> Removed from activity/location <input type="checkbox"/> Given another task/activity <input type="checkbox"/> Interrupted/blocked and redirected <input type="checkbox"/> Left alone <input type="checkbox"/> Isolated within class <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Calming/soothing: verbal/physical/both <input type="checkbox"/> Physically restrained <input type="checkbox"/> Peer remarks/laughter <input type="checkbox"/> Time-out (duration) _____ <input type="checkbox"/> Other _____		
Duration: ____ <1 minute ____ 1-5 minutes ____ 5-10 minutes ____ 10-30 min.		Intensity: 1 LOW 2 MEDIUM 3 HIGH	Staff Initials / Observer:		

Describe behavior of concern:

Event Recording Form

Student's Name: _____ Teacher: _____

Subject/Period: _____ Date(s): _____

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

Time Period of Observation: _____

Date	Tally every time that the behavior occurs	Total number of times behavior occurred

Duration Recording Form

Student: _____ Date: _____

Class/ Teacher: _____ Observer: _____

Behavior: _____

Instructions: Record start and end times and calculate the duration for each occurrence of the behavior.

Date	Time Start	Time End	Duration
12/1	<i>Example (digital stopwatch) 00:00</i>	04:27	<i>4 minutes, 27 seconds</i>
12/11	<i>Example (wall clock) 8:30</i>	08:57	<i>7 minutes</i>
			TOTAL/ AVERAGE:

Additional comments:

Frequency Recording Form

Student: _____

Class/ Teacher: _____ Observer: _____

Behavior: _____

Instructions: Make a mark each time the behavior occurs. To calculate rate¹, divide the total number of occurrences by the length of the observation.

Date	Time started	Time ended	Total time	Tally	Total occurrences	Rate
11/14	<i>Ex.: 8:30 am</i>	<i>Ex.: 8:45 am</i>	15 min.	<i>/// /// /// ///</i>	18	<i>18/15 min. = 1.2/min.</i>

 Additional comments:

¹ If the observation periods are the same length, rate calculations might not be necessary.

A-B-C Descriptive Data Sheet

Student initials: SS

Target Behavior: Yelling

School/Classroom: Early Elementary – K2

Operational Definition: Times where Samantha calls out louder than her peers while inside the school building. Each time Samantha calls out begins the episode. One minute free of the behavior marks the end. Ex: Samantha screams, “Go away!” during circle time. Non-example: Samantha cheers, “Go team” while outside during recess.

Setting events – medication changes, illness, vacationing, changes in routine, new IEP objective, etc. Antecedents – events which precede the target behavior, Behavior – detail the topography (the way the behavior looks, intensity, duration, etc.), Consequence – events which follow the target behavior, may be planned or unplanned responses to a behavior.

Staff to initial after each documented A-A-B-C

Date/Time/location	Setting Events	Antecedent/Stimulus Events (Immediate Antecedent)	Behavior	Consequences
12/21/06 (TH) 8:30 am Classroom rug/ Circle – AK	Holiday break approaching Grandparents visiting	Reading story to group	Yelled, “I hate this!”	Verbal reminder “quiet voice” Told to leave circle
12/22/06 (F) 11:30 am Lunch/Cafeteria – SD	Last school day before holiday break Grandparents visiting	Sitting at table, eating lunch Lunch aide told class to clean up	“I’m not ready! Leave me alone!”	Lunch aide repeated direction to clean up Lunch aide throws away the rest of Samantha’s lunch
1/02/07 (T) 10:00 am Group game centers – AK	First day after holiday break Grandparents left (back to FL)	Playing board game with 1 peer (Shelly)	“Give that back to me!”	Shelly gives Samantha the game piece
1/03/06 (W) 1:30 pm Library - HK	Late to school – dentist appt.	Story being read to all students (small discussion)	“I hate you! You are ugly! I think you are stupid!”	Told to leave group Classroom aide spends 10 minutes talking to Samantha about her behavior

A-B-C Chart

Date/Time/location	Setting Events	Antecedent/Stimulus Events (Immediate Antecedent)	Behavior	Consequences
1/04/06 (TH) 8:45 am Classroom rug/ Circle – AK	Medication given 30 min late	Reading story to group	Yelled, “This is stupid!”	Verbal reminder “quiet voice” Told to leave circle
1/04/06 (TH) 9:00 am Pullout (Speech) - SD		Speech therapist came into room to take Samantha to speech group	Sat on floor – refused to get up Yelled, “No!”	Speech therapist left room Reschedule session Samantha sat at desk for 5 min Joined peers at choice
1/05/06 (F) 9:30 am Literacy group - HK		Drawing pictures from story read at circle Peer took red crayon	Yelled, “Give me that!”	Peer gives Samantha red crayon Samantha continues drawing
1/05/06 (F) 11:30 am Lunch/Cafeteria - SD		Sitting at table eating lunch Lunch aide told class to clean up	“I’m not ready! Leave me alone!”	Lunch aide repeated direction to clean up Lunch aide throws away the rest of Samantha’s lunch
1/05/06 (F) 1:30 pm Library – HK	Late arrival to school	Story being read to all students (small discussion)	“This is stupid! I’m not listening!”	Told to leave group