



Understanding Challenging Behavior – the Science Behind It

Charting the Cs
Conference 2025:
*To Literacy and
Beyond*

April 29, 2025

Kelley Foehrkolb, BCBA, LBA

Cooperation
Communication
Collaboration

Kelley Foehrkolb, BCBA

Work:

- Board Certified Behavior Analyst (BCBA) 8 years, *Northfield Schools*
- District Autism Coach, *Davenport, Iowa*
- 15+ Years Elem & Secondary Special Education Teacher

Variety of programs & settings: ASD, NB, DCD, Resource - Setting 1 - 4
Iowa and Colorado

Kelley Foehrkolb, BCBA, cont.

Education:

- Bachelor's degree in Special Education & *Elementary Ed*
 - *University of Northern IA*
- Masters in Special Education
 - *Morningside University*
- BCBA
 - *Florida Institute of Technology*

Understanding and Supporting Behavior in Special Education

Agenda

- Foundational Principles of Behavior
- Setting up the environment for success
- Data collection & Data Sheets

Reminder

- All staff deal with students with challenging behaviors, sometimes they are quick and simple to respond to and sometimes they are all consuming of our day! To be the most effective and efficient in changing behaviors, we have to really understand the science behind it. Take time to learn and understand more clearly where we have the power to change behavior. Be able to leave with knowledge that you can share and teach to your co-workers to make your team well equipped to improve the days and lives of your students.

Foundational Principles of Behavior

- Applied Behavior Analysis (ABA) and Science of Behavior
- Antecedent, Behavior, Consequence (ABC) of Behavior & Behavior Trap
- Reinforcement

ABA and Science of Behavior

Applied Behavior Analysis

Applied Behavior Analysis (ABA) is the **study of behavior**.

Applied Behavior Analysis is a scientific approach for discovering environmental variables that reliably influence socially significant behavior and for developing a technology of behavior change that takes practical advantage of those discoveries (Cooper, Heron & Heward, 2008).

ABA changes the environment in order to change the behavior.

Applied Behavior Analysis, cont.

- Operant Conditioning (antecedent, behavior, consequence) vs. Classical Conditioning (Pavlov and the salivating dogs)
- Newer science -- Developed in the last 70 years... still being developed & researched



Facts about ABA

- Highly researched based best practices
- Works to decrease dependence on others
- Focuses on reinforcement, not punishment
- Manipulate the environment, not the person
- Not just for autism or special needs

Facts about ABA, cont.

The “umbrella” or basis for many teaching and intervention strategies

- Used across all curriculum areas
- Use it in everyday life / routines
- STAR, LINKS, Reading and Math Curriculums, etc.
- AIM curriculum, Safety Care, CPI
- Prevent, Teach, Reinforce
- Self & Match

Principles of Learning Theory

- Contingent use of reinforcement to increase behaviors we want to see increase.
- Demonstration of the desired behaviors is “rewarded” with positive reinforcement, maintaining high motivation for improvement.
- Generalization of learned behaviors and skills.

What is Behavior?

Behavior is...

- Learned
- Communication
- Has a purpose
- A skill that has not been learned yet
- Is related to the immediate environment

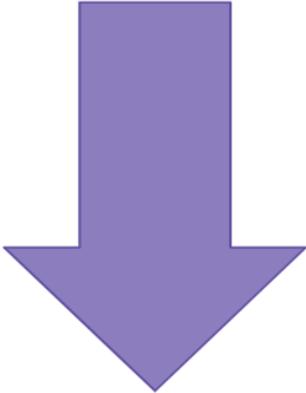
Understanding Behavior

BEHAVIOR is EVERYTHING we do...

- **Challenging** behaviors are those that are dangerous or that interfere with learning and functioning
- **Desirable** behaviors are those we would like to teach and encourage.

Changing Behaviors

Challenging Behaviors



ABC of Behavior and Behavior Trap

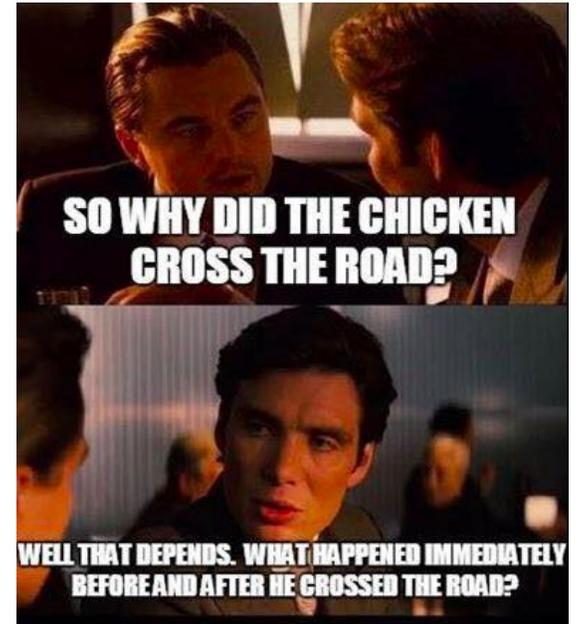
The A-B-Cs of Behavior

A = Antecedent

B = Behavior

C = Consequence

Antecedent → Behavior → Consequence



The A-B-Cs of Behavior, cont.

A = Antecedent – What happens just BEFORE the behavior we are focused on

- Focusing on the ANTECEDENT helps prevent the behavior from NEEDING to occur
- Focus on triggers in the environment
- Help the student solve the problem until they can learn the skills they need

Antecedent → Behavior → Consequence

The A-B-Cs of Behavior, more...

B = Behavior – What the person DOES

- Important to know and understand
- Measurable and observable
- Clear definition that everyone understands
- Only the person can change their behavior

Antecedent → Behavior → Consequence

The A-B-Cs of Behavior, cont.2

C = Consequence – What happens right AFTER the behavior.

- We determine the likelihood of what behavior will occur in the future
- What do you want to see MORE of?
- Reinforcement!

Antecedent → Behavior → Consequence

Setting Events

Events that happen before the antecedent or trigger for the challenging behavior. It effects the likelihood that a challenge behavior **may or may not occur**

- Influence how we respond to student behavior
- Helps to understand WHY a behavior might be occurring
- “Plan A” or “Plan B” response

Setting Events, cont.

Examples:

- TRAMA
- Hungry
- Tired
- Medication
- Coffee...or no coffee
- Sick
- Argument before school / work



The A-B-Cs of Behavior, cont. 3

Example ABC Desired Behavior:

Staff ask Tabitha to complete their work, Tabitha then completes the work. When she does, staff give her verbal specific praise.

Antecedent → Behavior → Consequence

The A-B-Cs of Behavior, cont. 4

Staff ask Tabitha to complete their work, Tabitha then completes the work. When she does, staff give her verbal specific praise.

Antecedent → Behavior → Consequence

Asked to work → Completes Work. → Praise!

The A-B-Cs of Behavior, cont. 5

Example ABC Challenging Behavior:

When Matthew has nothing to do, he will start to yell. When he starts to yell, staff will talk to him until he is quiet.

Antecedent → Behavior → Consequence

The A-B-Cs of Behavior, cont. 6

Example ABC Challenging Behavior:

When Matthew has nothing to do, he will start to yell. When he starts to yell, staff will talk to him until he is quiet.

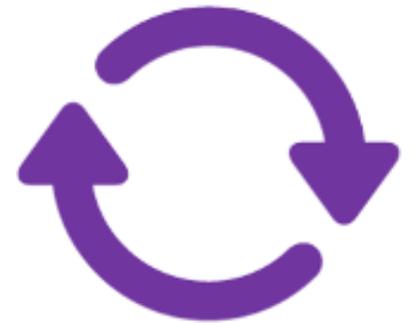
Antecedent → Behavior → Consequence

Bored → Yells → Staff talk to him

Behavior Trap

When want behavior to stop quickly. We have to be careful...
when you can get a challenging behavior to stop quickly, you are often reinforcing something else.

When can get caught in a **BEHAVIOR TRAP** cycle.



Behavior Trap, cont.

When Matthew has nothing to do, he will start to yell. When he starts to yell, staff will talk to him until he is quiet.

Antecedent → Behavior → Consequence

Matthew:

Staff:

Behavior Trap, cont. 2

When Matthew has nothing to do, he will start to yell. When he starts to yell, staff will talk to him until he is quiet.

Antecedent → Behavior → Consequence

Matthew: Bored → Yells → Staff talk to him

Staff:

Behavior Trap, cont. 3

When Matthew has nothing to do, he will start to yell. When he starts to yell, staff will talk to him until he is quiet.

Antecedent → Behavior → Consequence

Matthew: Bored → Yells → Staff talk to him

Staff: Student yells → Talk to him → Yelling stops

Behavior Trap, cont. 4

When Matthew has nothing to do, he will start to yell. When he starts to yell, staff will talk to him until he is quiet.

Antecedent → Behavior → Consequence

Matthew: Bored → Yells → Staff talk to him

Staff: Student yells → Talk to him → Yelling stops



Behavior Trap, cont. 5

Talking to Matthew gets him to stop yelling. It will also lead to more yelling in the future.

- How do we keep from letting the yelling get worse?
- What do we need to focus on instead of just stopping the yelling?

Antecedent → Behavior → Consequence

Behavior Trap, cont. 5

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- How do we keep from letting the yelling get worse?
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Antecedent → Behavior → Consequence

The Behavior Trap

If you find that you are able to **QUICKLY** stop a challenging behavior - you are probably **REINFORCING A DIFFERENT FUNCTION!**

True and lasting behavior change takes TIME!

Research shows that for every YEAR a challenging behavior is in place, it takes ONE MONTH of an intervention run with consistency and fidelity to truly change the behavior.

Reinforcement

We have said or heard it all...

“I’ve tried everything, and nothing works.”

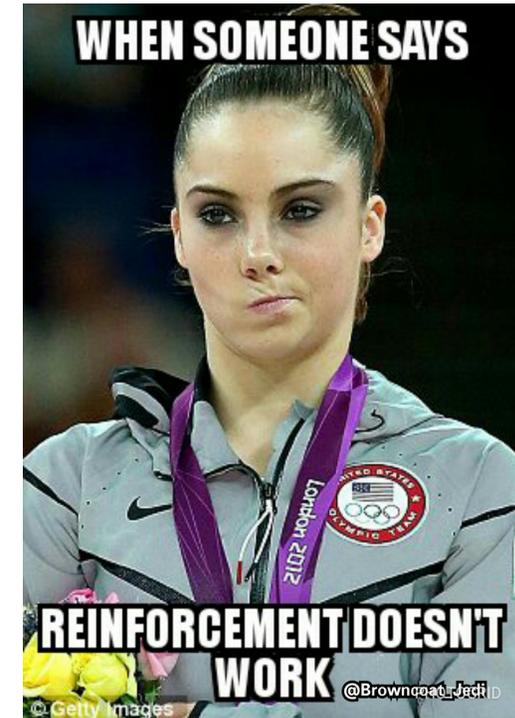
“Reinforcement doesn’t work for this kid.”

“They should just follow expected behavior.”

“We have a great relationship already.”

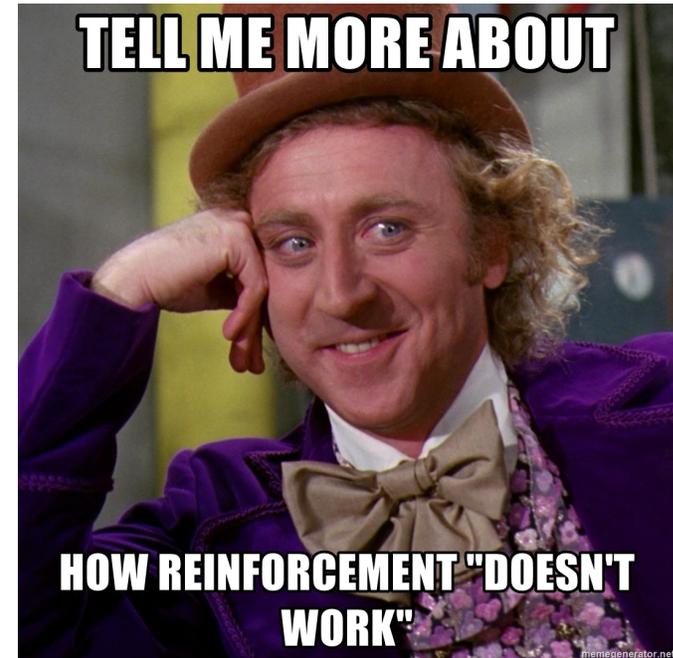
“I should not have to give something special to this kid but not other kids...”

“There is no time!”



The Solution...

For MANY of the students / situations - focusing change on the **reinforcement** would change the situation with little other intervention!



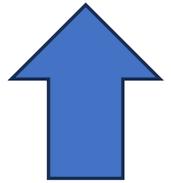
Consequences

Antecedent → Behavior → **Consequence**

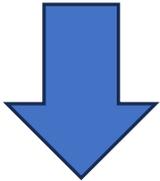
They happen **after** the behavior

- They don't change what already happened – they change the future likelihood of what will happen
- May have no effect on whether a behavior is likely to reoccur
 - *That is the antecedent...*

Reinforcement and Punishment



Reinforcement will increase the future likelihood of the behavior



Punishment will reduce the future likelihood of the behavior



Reinforcement

Definition:

Adding something (*positive*) or taking something away (*negative*) that will increase the likelihood of the desired behavior occurring again!

A **consequence** that **strengthens** the behavior it **follows**.

Is it Reinforcing?

The big question....

Is it **REALLY** reinforcing???

How can we tell?

The **BEHAVIOR CHANGES!**

Making Reinforcement Effective

1. Immediate
2. Distinct
3. Descriptive
4. Preferred
5. Varied

Making Reinforcement Effective: IMMEDIATE

Reinforcement should happen right after the desired behavior you want to increase.

Can use a conditioned reinforcement to delay delivery of the main reinforcement

Making Reinforcement Effective: **DISTINCT**

Do they know what is their reinforcement?

Do they have access to it for “free other times?”

Why work for something you can get for free?

Making Reinforcement Effective: **DESCRIPTIVE**

Tell the person what behavior you are reinforcing!
Specific Praise

Making Reinforcement Effective: **PREFERRED**

Is what they are working for liked or preferred?

Is it worth changing their behavior for?

How do you know what they prefer?

Making Reinforcement Effective: **VARIED**

Most people don't like the same thing over and over.

Have multiple options and provide them the opportunity to choose – even if they pick the same thing each time.

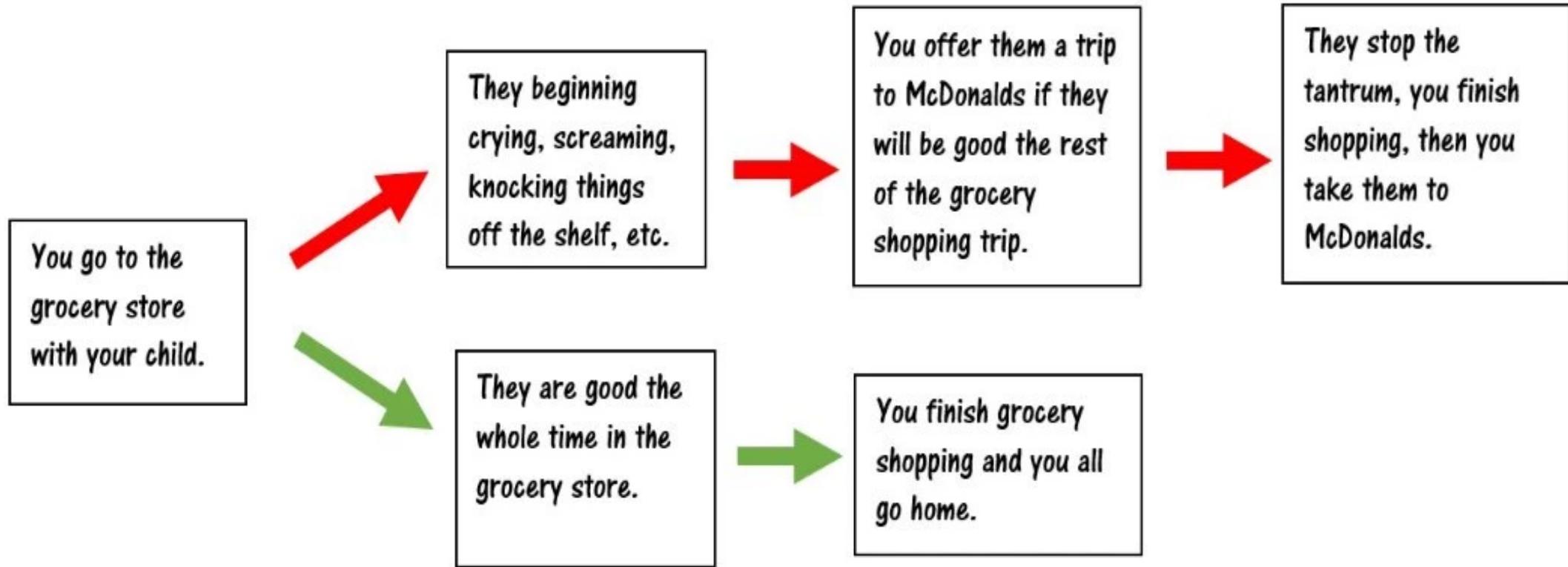
Bribery vs Reinforcement

Reinforcement needs to be set up ahead of time, before any behaviors occur, while bribery occurs in the middle of challenging behaviors.

Please learn, understand, and teach the difference between bribery and reinforcement.



Bribery



Bribery, cont.

Does it work? Yes – for the short term!

What about the long-term pattern you are setting yourself and the student up for?

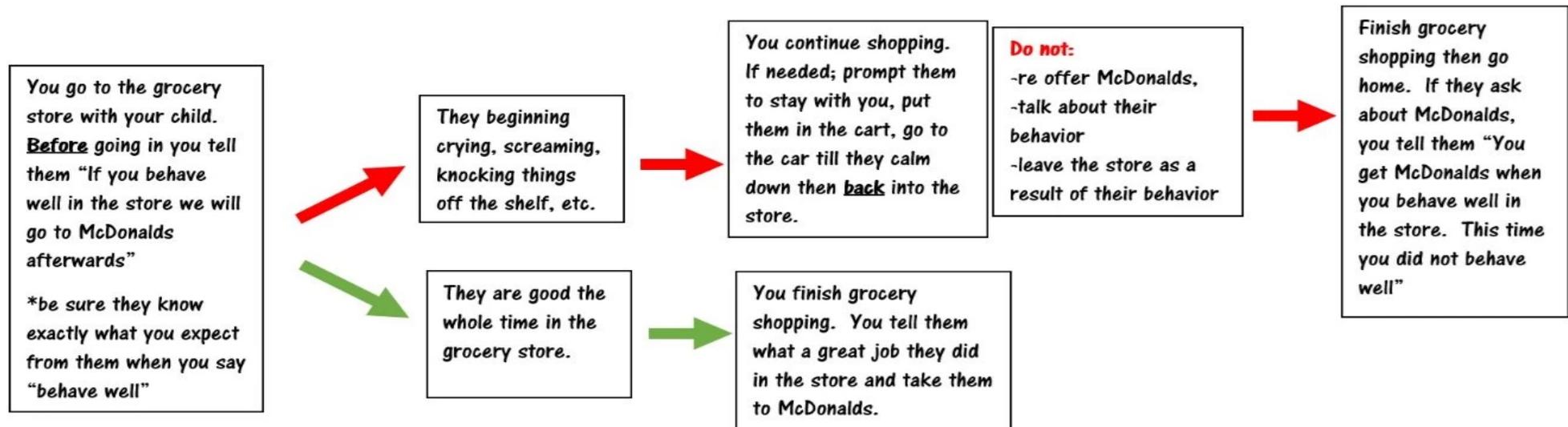
Bribery gets you stuck in a **Behavior Trap!**



Reinforcement, cont.

Did the reinforcement work? Yes, by definition reinforcement increases the behavior it follows. Reinforcement following good behavior in the store will increase good behavior in the store. Did it immediately stop the tantrum?

No, and **it's not designed to be an immediate stop to challenging behavior.**



How do you know if it is reinforcing?

Reinforcement following good behavior in the store will increase future good behavior in the store.

What kind of pattern of behavior are you setting up for the future?

It is designed to change the behavior for the long term and replace it with a skill that will help them get what they want/need in the future in a positive way!



REINFORCEMENT

VS

BRIBERY



REINFORCEMENT

Rewards are earned as an incentive for a job well done



Creates a lasting positive change on behavior



Planned ahead of time and delivered with praise



Adult is in control - They decide when (and if) reward has been earned.



BRIBERY

Bribes are given in response to a challenging behavior



Changes behavior in the moment but not over time



Reactive and delivered in frustration



Child is in control - Negotiation is made in exchange for compliance.



Understanding the difference!

Student yells when they are denied iPad.

Bribery: The student cries when iPad is denied, and work is expected. Staff says, “When you calm down, you can get the iPad”.

Behavior Trap: The student cries when denied iPad and work is expected. The staff gives the iPad to the student and to get the student to stop crying.

Understanding the difference! Cont.

Student yells when they are denied iPad.

Reinforcement: The student asks for the iPad. Staff says “when you complete your work, you can have the iPad”. The student may still cry, but the iPad is not delivered until the work is completed.

Planned Reinforcement: Before giving the student a direction to do their work, staff say “When you finish your work, you get iPad time!”. Student engages in work and then received iPad time immediately after.

Setting up the Environment for Success

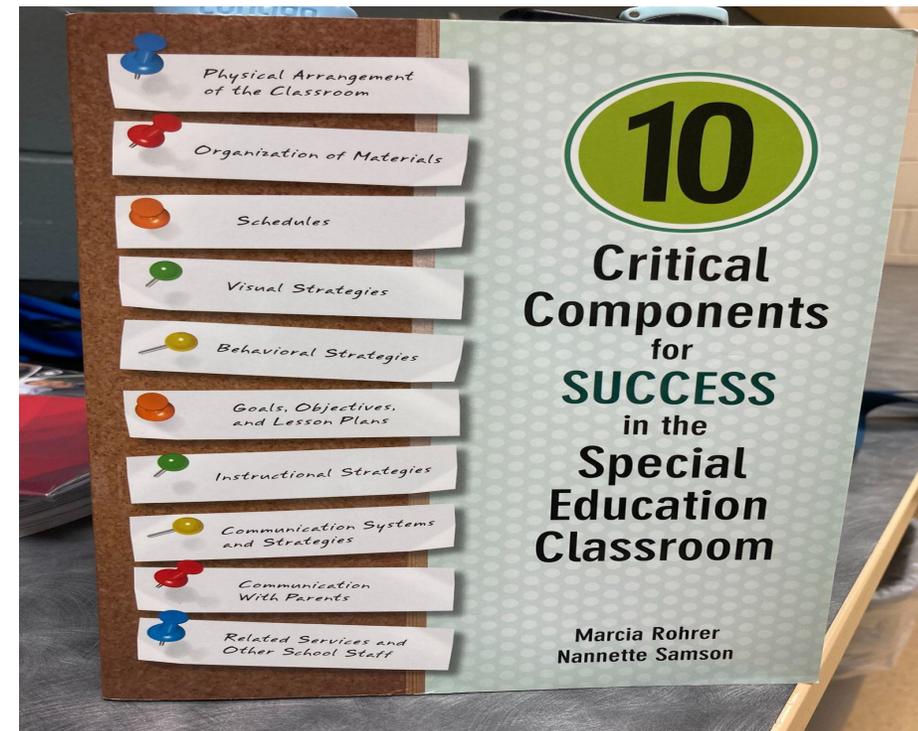
Resources and Important Questions to Ask

Fidelity Checks

Materials to reference

10 Critical Components for Success in the Special Education Classroom

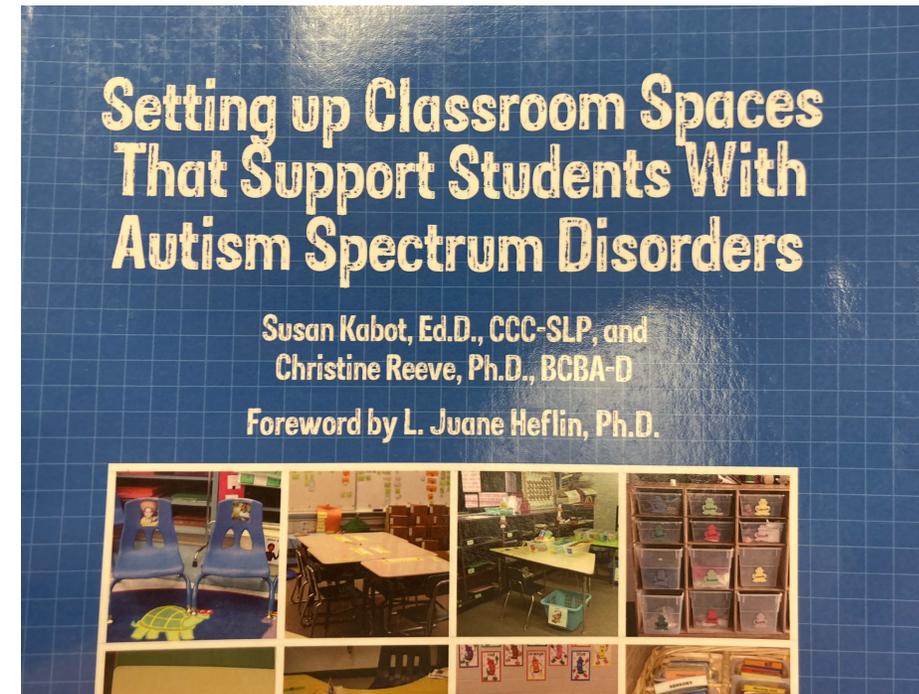
- Marcia Rohrer, Nannette Samson



Materials to reference, cont.

Setting up Classroom Spaces That Support Students with Autism Spectrum Disorders

- Susan Kabot, Christine Reeve



Materials to reference, cont. 2

Quality Program Indicators for Children with Emotional and Behavior Disorders

- Neel, Cessna, Borock, Bechard

EBD QUALITY PROGRAM INDICATORS



Quality Program Indicators for Children with Emotional and Behavior Disorders

RICHARD S. NEEL
UNIVERSITY OF WASHINGTON

K. KAY CESSNA
JEFFERSON COUNTY PUBLIC SCHOOLS
GOLDEN, COLORADO

JACLYN BOROCK
COLORADO DEPARTMENT OF EDUCATION

SUE BECHARD
SPECIAL EDUCATION DIVISION FOR
MEASURED PROGRESS



HOWARD S. MISCOTT

Special education professionals today find themselves challenged in new ways as they strive to provide effective programming for children with emotional and behavior disorders (EBD) in public schools. Factors contributing to this situation include changes in I.D.E.A., increased use of functional assessments, schoolwide positive support programs, and the ubiquitous concern for school and community safety. In response, school

are questioning the differences in both rights and the procedures for specialized programs and common school discipline, leaving parents, teachers and administra-

trators are questioning what is necessary to provide a quality program for children with EBD. In an effort to shed some light on programming concerns, this article

Managing the Environment

What can we do BEFORE behavior has a chance to occur, within the environment, to help ensure success?

Areas we can focus on for managing the environment:

- Classroom organization
 - Predictable classroom routines
 - Smooth transitions – taught and practiced?
 - Visual cues displayed
- Student behavior and academic needs
 - Able to maintain group instruction
 - Variety of materials available to meet the learning needs of all

Managing the Environment, cont.

What can we do BEFORE behavior has a chance to occur, within the environment, to help ensure success?

Areas we can focus on for managing the environment:

- Layout supports learning and needs
 - Is the environment free from overly distracting stimuli
 - Seating arranged for proximity control
 - Does staff have visual access to all students all of the time

Managing the Environment, cont. 2

- Emotional climate is safe
 - Interactions are genuine
 - Be aware of humor and sarcasm
- Schedules
 - Arranged to structure students and staff for success
 - Arranged to prevent problematic times and activities

ADDITIONAL QUESTIONS TO ASK

- Where will schedules be stored?
- Where do extra resources go?
- Is the break area a safe space?
- Where are teacher supplies stored?
- Where are kids waiting to transition out of the room?
- Where are the plugs and access to a whiteboard/smartboard?
- Do you have any runners?
- Where will everyday student supplies go?

ADDITIONAL QUESTIONS TO ASK, cont.

- Will you be cooking or doing other group activities in your classroom?
- Which centers are loud?
- Will you have student desks, tables, etc.?
- Will you have a teacher's desk?
- Where will students store personal items?
- Where will staff store personal items?
- Where will technology go?

Fidelity Checks

Fidelity Checks, cont.

Fidelity is the degree to which the program is implemented as intended, including quality and consistency of implementation.

Fidelity = Consistency and Accuracy

Create a system to help create open communication and feedback for teams to increase their opportunities for learning, collaboration and support.

Fidelity Checks, cont. 2

Who does a “fidelity check”

Administration*

EAs / Para Educators

District Staff

Case Manager

Support Staff

Fidelity checks can be done weekly, monthly, quarterly.

- Fidelity checks are NOT evaluative unless they are clearly designated and determined to be used for that.

Fidelity Checks, cont. 3

Fidelity checks are **predetermined** and **regularly** applied to ensure that **evidence-based practices** are integrated and sustained to support the classroom / program.

Fidelity Checks, cont. 4

Examples

1. Physical Arrangement	Yes	No	Not Observed
a. Areas are clearly defined for different types of activities and subjects.			
b. Areas are labeled in a way that students, staff, and visitors can easily understand.			
c. Physical arrangement takes into consideration individual student needs.			
d. A transition area is used when changing subjects or leaving the room.			
e. Areas are arranged and furniture secured with safety in mind.			
Notes:			
2. Organization of Materials			
a. Materials are organized by subject and how or when they are used.			
b. Storage areas (closets or shelves) labeled indicating what is stored there.			
c. There is an appearance of order and neatness.			
d. Materials are readily available for the day's lessons and activities.			
e. Materials are stored and furniture arranged safely.			
Notes:			
3. Schedules			
a. A classroom schedule is posted and easily read from across the room.			
b. Each student has a personal, daily schedule available to use.			
c. The format for each student's schedule meets the needs of that student.			
d. Student's schedules match the information in the IEP.			
e. A current schedule is readily available for each staff member.			
Notes:			
4. Visual Strategies			
a. Visual strategies are being used.			
b. Visual strategies are readily available in various locations of the classroom.			
c. A schedule within a schedule is being used during specific activities or subjects.			
Notes:			

POSITIVE BEHAVIOR SUPPORTS PLAN FIDELITY CHECKLIST	STAFF:	STAFF:	STAFF:
Initials _____ Time Observed _____			
SCHEDULE			
First/Then schedule with visuals and words	Y N NA	Y N NA	Y N NA
Picture schedule with words for transitions	Y N NA	Y N NA	Y N NA
Token system	Y N NA	Y N NA	Y N NA
Predictable routines	Y N NA	Y N NA	Y N NA
Transitions are planned and taught	Y N NA	Y N NA	Y N NA
Visual Prompts are used	Y N NA	Y N NA	Y N NA
Planned and fully scheduled day	Y N NA	Y N NA	Y N NA
CHOICES			
When able to give options during work tasks	Y N NA	Y N NA	Y N NA
Use choice board during break and choice times	Y N NA	Y N NA	Y N NA
ADULT EXPECTATIONS			
Clear and concise directions	Y N NA	Y N NA	Y N NA
High expectations are established and kept	Y N NA	Y N NA	Y N NA
Follow through with directions given	Y N NA	Y N NA	Y N NA
High adult attention when demonstrating expected behaviors	Y N NA	Y N NA	Y N NA
Minimal adult attention when demonstrating inappropriate behaviors	Y N NA	Y N NA	Y N NA
TEACHING			
Appropriate cues and prompting	Y N NA	Y N NA	Y N NA
Appropriate level of work - not too high, not too low	Y N NA	Y N NA	Y N NA

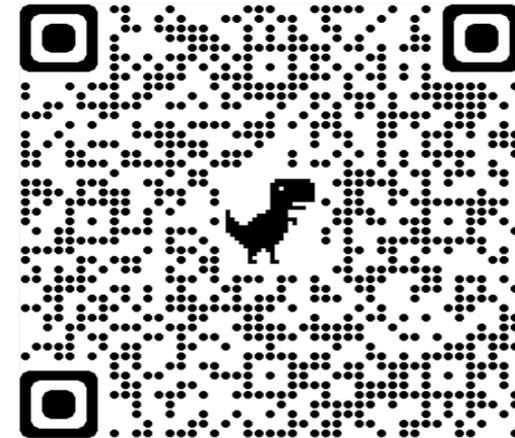
Fidelity Checklist Activity

Open the [Fidelity Checklist](#) from 10 Critical Components book.

How does your classroom currently do?

How would others score this?

How can you use this with your program?



Data Collection

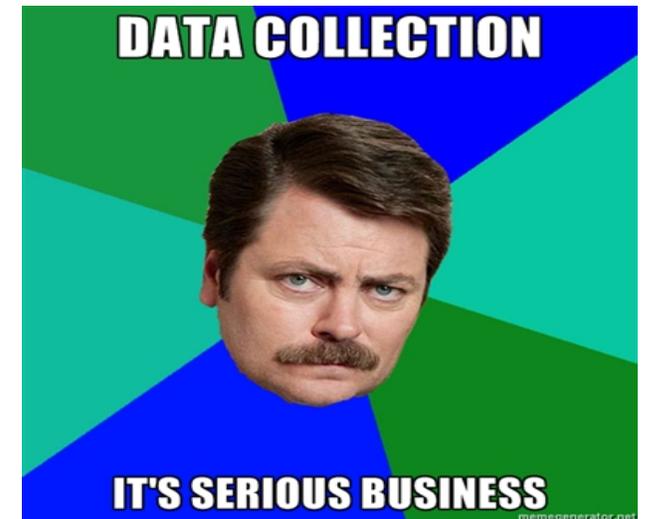
Collecting Data

Types of Data Collection

Critical Components of a Data Sheet

Introduction

- Data collection needs to be an important part of any educational programming
- We use data collection in our jobs everyday, it is vital that you have a good understanding of what type of measurement strategies are available, and how to properly use them
- We base decisions of interventions on measurement outcomes and therefore accurate data is key!



Get Started!

There is a lot of information and data collection can feel overwhelming.

You don't have to do it all but learn from it, pick a spot to start then reference back as you expand and use data to drive your decision-making for students!

Don't wait for the programming to be set and running "perfectly" - start your data collection right away, adjust it as you adjust the programming and USE the data to help you to know how to make the right changes!

COLLECTING DATA

Reasons for Collecting and Analyzing Data

- To provide an objective and reliable method of assessing change in learning and behavior.
- To improve the efficiency and effectiveness of instruction and behavior change reduction
- Establishes the patterns of the behaviors
- Legally required for IEPs

Reasons for Collecting and Analyzing Data, cont.

- To document implementation of specific interventions and strategies
- To provide information for resolving difficulties in making progress
- To provide a common language for regular and meaningful communication of a student's progress to other parties (parents, state, medical, etc.)

Considerations When Selecting Method of Data Collection

- What type of skill is being assessed (handwriting, behavior, participation, reading comprehension)
- How is the IEP goal / objective or curriculum skill written (measurable / observable, criteria for mastery)?
- Where is the behavior or skill being demonstrated (classroom, sped, specialist, transitions, etc.)

Considerations When Selecting Method of Data Collection, cont.

- Who is available to take the data in a given setting (one-person, multiple support staff, gen ed teacher, EA, etc.)?
- Will the data collected show the change in behavior?

TYPES OF DATA COLLECTION

ABC Data

ABC DATA COLLECTION

Antecedent → Behavior → Consequence

ABC data helps to find out more about the challenging behavior. This includes discovering common antecedents that may trigger the behavior to occur, and the consequences that may be maintaining the behavior.

ABC DATA COLLECTION EXAMPLE

When Matthew has nothing to do, he will start to yell. When he starts to yell, staff will talk to him until he is quiet.

Antecedent → Behavior → Consequence

Matthew: Bored → Yells → Staff talk to him

Staff: Student yells → Talk to him → Yelling stops

ABC DATA COLLECTION, cont.

Used in an FBA to determine function-based interventions

Meant to be SHORT TERM. After this information is analyzed, we need to move on to taking data that is more likely to show effectiveness of interventions.

ABC Data Example

ABC Analysis

Date ___/___/___ Name of Person Observed: _____ Observer: _____

Behavior(s): _____

Date	Time	Antecedent	Behavior	Consequence	Possible Function

ABC Data Example, cont. 2

ABC Behavior Documentation Form

Student:

Date

Month, day 

Day of the Week *

Monday

Tuesday

Wednesday

Thursday

Friday

Time behavior started *

Time 

Duration of Challenging Behavior *

Time 





ABC Data Example, cont. 3

Teams can also use a checklist ABC sheet to reduce the amount of writing. Create lists of common antecedents, behaviors and consequences for the program or student.

Person(s) Involved <small>(check all involved)</small>	Trigger <small>(What happened before the behavior?) Check all applicable</small>	Behavior (Check all that apply) <small>(Describe behavior briefly)</small>	Duration (How long did the behavior last?)	Function <small>(What did he/she get b/c of the behavior?)</small>	Intervention <small>(What did you do after the behavior occurred? Check all applicable)</small>
___ Dawn ___ Teacher (name) ___ Other Staff ___ student _____	___ Told "No" ___ Change in routine (from typical daily routine) ___ Transition between activities ___ Other child took toy/item ___ Redirection of behavior ___ Seemed overwhelmed (noise, expectation, etc) Other : (add) _____	___ Physical Aggression: _____ _____ ___ Not following directions: _____ _____ ___ Leaving designated space: _____ _____ ___ Other (add): _____ _____ _____	___ 0-60 Seconds ___ 1-5 Minutes ___ 5-10 Minutes ___ 10-15 Minutes ___ 15-20 Minutes ___ 20+ Minutes	___ Attention from peers or adults ___ Avoid/escape task/request ___ Control of situation ___ Sensory-get or avoid sensory input (touch, smell, etc) ___ Communicating a need or desire due to lack of words Other: _____	___ Redirection of behavior ___ Offered a choice ___ "Take a break" ___ Sensory/movement break ___ First, then language used ___ Ignore behavior ___ Ended Activity ___ Switched Staff ___ Use Firm Voice Other: _____

Structured ABC Checklist Example

Structured ABC (Antecedent-Behavior-Consequence) Analysis Form		Name: Israel Phillips				
Date	3/3/14	3/4/14	3/5/14	3/6/14	3/7/14	
Time	2:50-3:15	2:15-2:40	2:50-3:15	2:50-3:30		
Staff Initials	AR	REA		RET		
Problem Behavior (frequency)						
physical aggression	✓	✓	✓	✓	✓	
spitting		✓		✓	✓	
screaming		✓		✓	✓	
Duration of Episode						
	2:50-3:15	2:15-2:40		2:50-3:15		
Severity (1-4)						
	2	3	3	2	3	
Location of behavior incident						
Andria & Katie's classroom						
Brittney's classroom	✓	✓	✓			
Kyle's classroom						
Hallway						
Recess						
Bus		✓				
Other				✓		
Activity in progress						
Circle time						
Stations/Table time	✓					
Free Play			✓			
Hallway						
Transition				✓	✓	
Recess		✓				
Other						
Immediate Antecedent						
Unknown	✓					
Peer conflict		✓	✓	✓		
Denied access to "want"		✓	✓	✓		
Immediate Consequence						
Take a break / safe space	✓	✓	✓			
loss of privilege	✓					

running when waiting for bus
2 staff body blocked to keep him safe from running - get upset
hit ISA + r bite & screamed

Date/Time & Trial	Antecedent (What happened before)	Behavior (✓ all observed)	Consequence (what happened after behavior)	Attention received at prior to incident	Hypothesized Function
Date:	<input type="checkbox"/> Asked to work	<input type="checkbox"/> Refusal	<input type="checkbox"/> Offered Choice	<input type="checkbox"/> Alone	<input type="checkbox"/> Gain Attention
Time:	<input type="checkbox"/> Item/activity restricted	<input type="checkbox"/> Verbal Disruption	<input type="checkbox"/> Reprimand	<input type="checkbox"/> Adult attention	<input type="checkbox"/> Gain Item
Trial #:	<input type="checkbox"/> Attention restricted	<input type="checkbox"/> Physical Disruption	<input type="checkbox"/> Discussion	<input type="checkbox"/> Peer attention	<input type="checkbox"/> Gain Sensory
	<input type="checkbox"/> Transition from _____ to _____	<input type="checkbox"/> Physical Aggression	<input type="checkbox"/> Prompt: -- _____	<input type="checkbox"/> Whole group instruction	<input type="checkbox"/> Escape Attention
	<input type="checkbox"/>	<input type="checkbox"/> Self Injury	<input type="checkbox"/> Removed item	<input type="checkbox"/> Small group instruction	<input type="checkbox"/> Escape Demand
	<input type="checkbox"/>	<input type="checkbox"/> Elopement	<input type="checkbox"/> Ignored		<input type="checkbox"/> Escape Sensory
			<input type="checkbox"/> Gave attention to others		
			<input type="checkbox"/> Time-out		
			<input type="checkbox"/> Said: _____		
			<input type="checkbox"/>		
Date:	<input type="checkbox"/> Asked to work	<input type="checkbox"/> Refusal	<input type="checkbox"/> Offered Choice	<input type="checkbox"/> Alone	<input type="checkbox"/> Gain Attention
Time:	<input type="checkbox"/> Item/activity restricted	<input type="checkbox"/> Verbal Disruption	<input type="checkbox"/> Reprimand	<input type="checkbox"/> Adult attention	<input type="checkbox"/> Gain Item
Trial #:	<input type="checkbox"/> Attention restricted	<input type="checkbox"/> Physical Disruption	<input type="checkbox"/> Discussion	<input type="checkbox"/> Peer attention	<input type="checkbox"/> Gain Sensory
	<input type="checkbox"/> Transition from _____ to _____	<input type="checkbox"/> Physical Aggression	<input type="checkbox"/> Prompt: -- _____	<input type="checkbox"/> Whole group instruction	<input type="checkbox"/> Escape Attention
	<input type="checkbox"/>	<input type="checkbox"/> Self Injury	<input type="checkbox"/> Removed item	<input type="checkbox"/> Small group instruction	<input type="checkbox"/> Escape Demand
	<input type="checkbox"/>	<input type="checkbox"/> Elopement	<input type="checkbox"/> Ignored		<input type="checkbox"/> Escape Sensory
			<input type="checkbox"/> Gave attention to others		
			<input type="checkbox"/> Time-out		
			<input type="checkbox"/> Said: _____		
			<input type="checkbox"/>		
Date:	<input type="checkbox"/> Asked to work	<input type="checkbox"/> Refusal	<input type="checkbox"/> Offered Choice	<input type="checkbox"/> Alone	<input type="checkbox"/> Gain Attention
Time:	<input type="checkbox"/> Item/activity restricted	<input type="checkbox"/> Verbal Disruption	<input type="checkbox"/> Reprimand	<input type="checkbox"/> Adult attention	<input type="checkbox"/> Gain Item
Trial #:	<input type="checkbox"/> Attention restricted	<input type="checkbox"/> Physical Disruption	<input type="checkbox"/> Discussion	<input type="checkbox"/> Peer attention	<input type="checkbox"/> Gain Sensory
	<input type="checkbox"/> Transition from _____ to _____	<input type="checkbox"/> Physical Aggression	<input type="checkbox"/> Prompt: -- _____	<input type="checkbox"/> Whole group instruction	<input type="checkbox"/> Escape Attention
	<input type="checkbox"/>	<input type="checkbox"/> Self Injury	<input type="checkbox"/> Removed item	<input type="checkbox"/> Small group instruction	<input type="checkbox"/> Escape Demand
	<input type="checkbox"/>	<input type="checkbox"/> Elopement	<input type="checkbox"/> Ignored		<input type="checkbox"/> Escape Sensory
			<input type="checkbox"/> Gave attention to others		
			<input type="checkbox"/> Time-out		
			<input type="checkbox"/> Said: _____		
			<input type="checkbox"/>		

Adapted on 2/24/2014 by Amy, Jessica, and Seth

TYPES OF DATA COLLECTION

Continuous Measurement

Continuous Measurement Procedures

- Count
- Rate/Frequency
- Duration
- Response Latency
- Interresponse Time (IRT)

Count

Count:

The number of responses emitted during an observation period.

How to measure:

- A simple tally chart.
- Tally= occurrence of target behavior



Count Data Sheet Example

Count/Frequency Data Sheet		
Navigating Behavior Data Collection Training		
Date: _____		
Setting: _____		
Student: LD & KE		
Observation Time: _____ to _____	Behavior 1: <u>“dah-tah”</u>	Behavior 2: <u>“dae-tah”</u>
Count (tally each occurrence):		

Frequency/Rate

Frequency/Rate:

- A ratio of count per observation time;
- Often expressed as count per standard unit of time (e.g. per minute, per hour, per day)

How to measure:

- Tally number of occurrences per time of the observation

Frequency/Rate Data Sheet Example

Time	Behavior (tally)	Total
8:00-9:00		
9:00-10:00		
11:00-12:00		
12:00- 1:00		
1:00-2:00		
2:00-3:00		
TOTAL		

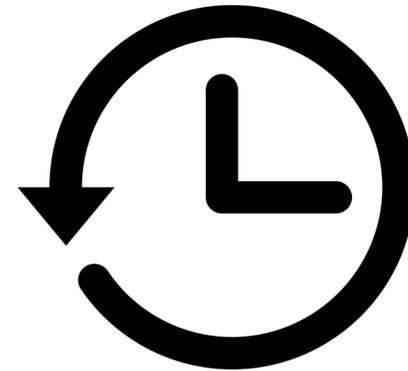
Frequency Data Sheet (self graphs)

DAILY FREQUENCY OF BEHAVIOR																	
Name _____									Month/Year _____								
Targeted behavior _____																	
20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16
15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14
13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13
12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date

**Consider having the student fill this out to also work on Self-monitoring

Duration

- The amount of time in which a behavior occurs
- Measured in standard units of time (i.e., minutes, seconds, etc)
- Important for measuring HOW LONG a target behavior is taking place



Duration, cont.

Either measure duration in total duration per session or duration per occurrence

- Total Duration per Session= measuring the amount of time an individual is engaged in a target behavior over a given period of time
- Duration per Occurrence= Measuring the amount of time that a target behavior occurs

Duration Data Sheet Example

Duration Data Sheet				
Length of time from beginning to end of response. Behaviors often measured with this method include tantrums, crying, screaming, etc.				
Description of Target Behavior: _____				
Date: _____ Start time: _____ End time: _____	Date: _____ Start time: _____ End time: _____	Date: _____ Start time: _____ End time: _____	Date: _____ Start time: _____ End time: _____	Date: _____ Start time: _____ End time: _____
Date: _____ Start time: _____ End time: _____	Date: _____ Start time: _____ End time: _____	Date: _____ Start time: _____ End time: _____	Date: _____ Start time: _____ End time: _____	Date: _____ Start time: _____ End time: _____
Date: _____ Start time: _____ End time: _____	Date: _____ Start time: _____ End time: _____	Date: _____ Start time: _____ End time: _____	Date: _____ Start time: _____ End time: _____	Date: _____ Start time: _____ End time: _____
Date: _____ Start time: _____ End time: _____	Date: _____ Start time: _____ End time: _____	Date: _____ Start time: _____ End time: _____	Date: _____ Start time: _____ End time: _____	Date: _____ Start time: _____ End time: _____
Total Minutes Duration				
Total Minutes Observed				
PERCENT				

Duration Data Sheet Example, cont.

DURATION DATA SHEET

Student _____ Week: From _____
 To _____

Observer: _____

Behavior: _____

Monday		Tuesday		Wednesday		Thursday		Friday	
Date:	Duration:	Date:	Duration:	Date:	Duration:	Date:	Duration:	Date:	Duration:
Start:	End:	Start:	End:	Start:	End:	Start:	End:	Start:	End:
Start:	End:	Start:	End:	Start:	End:	Start:	End:	Start:	End:
Start:	End:	Start:	End:	Start:	End:	Start:	End:	Start:	End:
Start:	End:	Start:	End:	Start:	End:	Start:	End:	Start:	End:
Start:	End:	Start:	End:	Start:	End:	Start:	End:	Start:	End:
Start:	End:	Start:	End:	Start:	End:	Start:	End:	Start:	End:
Start:	End:	Start:	End:	Start:	End:	Start:	End:	Start:	End:
Start:	End:	Start:	End:	Start:	End:	Start:	End:	Start:	End:
Start:	End:	Start:	End:	Start:	End:	Start:	End:	Start:	End:
Start:	End:	Start:	End:	Start:	End:	Start:	End:	Start:	End:

Avg Duration: _____
Average Duration: Sum the total durations from each episode and divide by the total number of episodes.

% of Observation With Behavior: _____
% of Observation with Behavior (# of Minutes of Behavior divided by total # of minutes of observation, then multiply by 100)

Duration and Frequency Data Collection Example

Frequency & Duration Recording Chart

Student's name: _____ Date: _____

Observer's Name: _____

Instructions: For each time period, draw a tally mark each time the behavior occurred. Keep track of the total length of time the behavior occurred, if applicable.

Target Behavior #1: _____

Target Behavior #2: _____

Time Period/ Activity	Behavior # 1		Behavior # 2	
	Number of Occurrences	Total Duration	Number of Occurrences	Total Duration
	Total #:		Total #:	
	Total #:		Total #:	
	Total #:		Total #:	
	Total #:		Total #:	
	Total #:		Total #:	
	Total #:		Total #:	
	Total #:		Total #:	
	Total #:		Total #:	
	Total #:		Total #:	
	Total #:		Total #:	
	Total #:		Total #:	

Page Number: _____

Duration and Frequency Data Collection Example, cont.

Behavior	Total Occurrences (Tallies); Duration (Measured in minutes)
Attempting to leave the room	_____

	Total for the day: _____
Picking up items unrelated to the current classroom activity	_____

	Total for the day: _____
Duration of transitions	#1: _____ #2: _____ #3: _____ #4: _____ #5: _____ #6: _____ #7: _____
	#8: _____ #9: _____ #10: _____ #11: _____ #12: _____ #13: _____

	Total time for daily transitions: _____
Out of Seat Time	#1: _____ #2: _____ #3: _____ #4: _____ #5: _____ #6: _____ #7: _____
	#8: _____ #9: _____ #10: _____ #11: _____ #12: _____ #13: _____

	Total time for daily transitions: _____
Daily Misc. Notes:	_____

What measurement should we use?

Measure the impact of a child that is leaving his seat during class

Count/Frequency

Pro: Count will allow us to know how many times the child left their seat

Con: This will not give us a good measure of how much time the child is out of their seat

What measurement should we use? Cont.

Measure the impact of a child that is leaving his seat during class

Duration per Session

- Pro: Will give us a good idea of how much time the child is spending out of their seat
- Con: Does not allow us to determine how much time the child is out of their seat per occurrence

What measurement should we use? Cont. 2

Measure the impact of a child that is leaving his seat during class

Duration per Occurrence

- Pro: This will allow us to measure repeatability AND Temporal Extent.
- This will often be preferable as it will present us with the most information

Response Latency

How much time elapses between a stimulus or antecedent and the **initiation** of a response

- A parent telling a child to pick up their toys (antecedent) and measuring how long it takes before the child starts pick the toys up)

Response Latency, cont.

The time elapsed will be beneficial regardless of if you are wanting to increase **or** decrease time between a response. For example, you may want to decrease the amount of time between a teacher prompt and a student response, but you may want to increase the time between a parent saying “wait” and the child making the request again.

Response Latency, cont. 2

The time elapsed will be beneficial regardless of if you are wanting to increase **or** decrease time between a response.

For example, you may want to decrease the amount of time between a teacher prompt and a student response, but you may want to increase the time between a parent saying “wait” and the child making the request again.

Latency Data Sheet Example

Date	Time Instruction/ Prompt is Given	Time Behavior Begins	Total Time Elapsed	Average Latency

Interresponse Time (IRT)

The amount of time between two consecutive target behaviors

Similar method as Latency, but instead of time between prompt and behavior, it is between two occurrences of the same behavior

Example: The time elapsed between a child hitting another child in the classroom

Interresponse Time (IRT), cont.

Examples of when to use IRT:

- The time elapsed between a child hitting another child in the classroom
- Bites of food
- Problems answered on worksheet
- Checking phone
- Blurting

Inter-response Time (IRT) Data Sheet Example

Date/Subject	SIB Bx Time of Occurrence	Time between Bx & Previous Bx
	AVERAGE IRT:	



TYPES OF DATA COLLECTION

Discontinuous Measurement

Discontinuous Measurement Procedures

Interval Recording

- Whole
- Partial
- Momentary Time Sampling
- Trials-to-criterion



Interval Recording

Also called Time Sampling

A method of observing behavior during intervals or at specific moments in time

- Divide up the observation period into time intervals and then record the presence or absence of the behavior

Interval Recording, cont.

Measures obtained by these “samples” are suppose to represent the behavior during the entire time period from which the behavior was collected.

Interval Recording Example

Time Sampling Record Sheet
10-minute intervals

Student: _____ Date: _____

Behavior: _____
(Circle 1, 2, or 3)

TYPE: 1. Whole Interval
+ = behavior is continuous
in interval

TYPE: 2. Partial Interval
+ = single instance is
observed in interval

TYPE: 3. Momentary
+ = record only if
behavior present at end
of interval

Record + or -

	+ or -	Comments*		+ or -	Comments*		+ or -	Comments*
8:00-8:09			11:10-11:19			2:20-2:29		
8:10-8:19			11:20-11:29			2:30-2:39		
8:20-8:29			11:30-11:39			2:40-2:49		
8:30-8:39			11:40-11:49			2:50-2:59		
8:40-8:49			11:50-11:59			3:00-3:09		
8:50-8:59			12:00-12:09			3:10-3:19		
9:00-9:09			12:10-12:19			3:20-3:29		
9:10-9:19			12:20-12:29			3:30-3:39		
9:20-9:29			12:30-12:39			3:40-3:49		
9:30-9:39			12:40-12:49			3:50-3:59		

Whole-Interval Recording

Typically used to measure continuous behaviors (i.e. playing) or very high-frequency behaviors (i.e., rocking)

Typically broken down into 5-10 second intervals where behaviors must occur for the entire interval to be recorded (i.e., child must be at his desk looking at his homework for the entire 5 second interval to be considered “on-task”)

Whole-Interval Recording, cont.

May underestimate time engaged in a behavior (i.e., would not record a behavior if it occurred for 9 out of 10 seconds)

Whole Interval Data Sheet Example

*Note that most interval data sheets can be used with whole, partial, and momentary time sampling

<p>Definition of behavior: Student is engaged in work task for the entire period as evidenced by any or all of the following:</p> <ul style="list-style-type: none"> ■ Looking at work materials ■ Manipulating work materials ■ Remaining in designated work space ■ Obtaining necessary work materials ■ Appropriately indicating that needs help ■ Indicating that is finished. <p>Procedure: Whole Interval recording:</p> <ul style="list-style-type: none"> ■ Observe the student for the entire designated duration of the interval (30 sec). ■ Record the behavior as having occurred ONLY IF the student exhibited the behavior for the ENTIRE DURATION of the time interval. ■ Observe the student for a total of 5 minutes, broken into 30 sec time intervals. Observer for 30 sec, record occurrence or non-occurrence of target behavior and repeat for 10 intervals. ■ Mark a (√) if the behavior occurred; mark an (X) if the behavior did not occur. 	Interval #	(√) or (X)
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
		% on task = _/_/10
	Date	

Whole Interval Data Sheet Example, cont.

Interval Recording Form

Student: _____ Observer: _____

Setting: _____ School: _____

Target Behavior: _____

Definition: _____

Type: Partial Interval or Whole Interval Length of Interval: _____



Date																Number of +
Time Begin																Total Intervals
Time End																% of Intervals

Date																Number of +
Time Begin																Total Intervals
Time End																% of Intervals

Date																Number of +
Time Begin																Total Intervals
Time End																% of Intervals

Partial-Interval Recording

Similar to whole-interval recording, but partial-interval recording will record behaviors that take place at ANY time during a set interval

May overestimate the occurrence of behavior (i.e., If the behavior only occurred during 1 second of a 10 second interval)

Partial-Interval Recording, cont.

This may also under-estimate the occurrence of high frequency behavior (i.e., If a person blurts 4 times in a 10 second time-frame)

Pro: An observer is able to record several behaviors at once

Partial Interval Data Sheet Example

Date:

	00	5	10	15	20	25	30	35	40	45	50	55
8:00												
9:00												
10:00												
11:00												
12:00												
1:00												
2:00												

Momentary-Time Sampling

Measuring whether or not a behavior is taking place at the end of a given interval of time

An advantage is that an observer does not need to constantly observe the individual as with whole- and partial-interval recording

A disadvantage is that a great deal of behavior will be missed

Momentary-Time Sampling, cont.

Typically, Momentary Time Sampling is used to measure continuous behaviors (i.e., engagement in particular activities)

Momentary Time Sampling should not be utilized when examining low-frequency behaviors

Momentary-Time Sampling, cont. 2

Should not have intervals over 2 minutes in length. When intervals get too long, the data does not correspond with other methods of behavioral observation

Momentary-Time Sampling Data Sheet Example

MOMENTARY TIME SAMPLING																			
15 Minute/10 Second Intervals Recording Form																			
(Mark + or -)																			
Name _____																			
Observed Behavior _____																			
Date _____						Date _____													
Activity _____						Activity _____													
Start Time: _____ Stop Time: _____						Start Time: _____ Stop Time: _____													
MIN	10 SECOND INTERVALS																		
1																			
2																			
3																			
4																			
5																			
6																			
7																			
8																			
9																			
10																			
11																			
12																			
13																			
14																			
15																			
	+s/90			Multiply by 100			%				+s/90			Multiply By 100			%		

Planned Activity Check

Similar to momentary-time sampling, but with a group

Used to measure group behavior

- Great method to track class management interventions

Uses a head count at the end of each time interval

E.g., The number of students scored on-task while completing a reading assignment.

Planned Activity Check Sample

Name	Definition	Advantages	Disadvantages
Partial interval recording	Records whether behavior occurred at ANY time during the interval	You do not have to observe the rest of the interval after the behavior occurs	Overestimates total duration of behavior, and underestimates frequency of high-rate behaviors
Whole interval recording	Observer only records if the behavior occurs during the ENTIRE interval	Good for high rate behaviors that cannot be discretely counted	-You have to observe during the ENTIRE interval -Often underestimates the occurrence of behavior
Momentary time sampling	Records whether the behavior is occurring at the moment when an interval ends	You do not have to attend to the behavior except at the end of the time interval	Overestimates and underestimates the continuous duration measure when time intervals are greater than 2 minutes.

Trials-to-Criterion

The number of response opportunities that an individual needs in order to achieve a predetermined level of performance (i.e., how many trials does it take for a student to learn to tie their shoe)

Can be reported as individual trials or by blocks of trials (i.e., how many blocks of 10 presentations did it take for a child to score 100% on a test)

Trials-to-Criterion, cont.

Can also be used to measure a child's acquisition of a new skills (i.e., how many trials to teach the color red compared to subsequent trials to teach new colors

Trials-to-Criterion Data Sheet Example

With this example, if you set mastery criteria at independent response 80% of trials over three consecutive days, you can easily count number of trials it took to get to mastery.

The goal would be that as they learn the concept of “matching familiar objects” the trials-to-criteria would decrease with new responses.

PERMANENT PRODUCT

Permanent-Product Recording

Measuring a behavior after it has occurred by measuring the effects that the behavior produced on the environment.

Does not refer to any particular measurement method or procedure

Helpful when real-time measurement is hard to obtain by the teacher/practitioner or is not needed.

Permanent-Product Recording, cont.

Can include natural or contrived outcomes

- Natural examples: written spelling words, Math test grade, picking up trash, broken pencil, etc.
- Contrived examples: video or audio tapes for oral read-aloud, taking pictures of block constructions

Permanent Product Data Sheet Example Filled Out

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: 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	$(14 / 30) \times 100 = 47$

Choosing a Data Collection Method

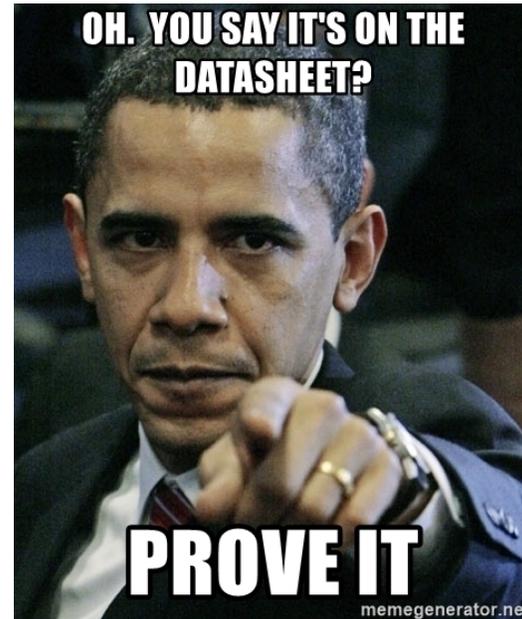
Choosing a Data Collection Method

Type of Behavior	Data Collection Method
The behavior does not occur that often	Frequency, Rate, ABC
We need to know exactly how many times the behavior occurs per day	Frequency, Rate, ABC
The behavior is easy to count and the length of observation time is consistent day to day	Frequency, ABC
The behavior is easy to count but the length of observation time varies day to day	Rate
The behavior occurs for long periods of time and the beginning and end of the behavior is observable	Duration
The behavior does not occur often, but when it does, it occurs at long durations	Duration
We need to know the length of time the behavior occurs	Duration
We need to know how often or specific times that a behavior occurs	Interval, Scatterplot
The behavior occurs at a high frequency	Interval, Scatterplot, Time Sampling
The behavior occurs frequently and the duration of the behavior is really short.	Interval, Scatterplot, Time Sampling
The behavior occurs constantly	Interval, Scatterplot, Time Sampling
The student is presented with opportunities to engage in an appropriate behavior	Opportunities
We need to know how long it takes for a student to start engaging in a behavior when presented with the opportunity	Latency
The observer needs to record multiple behaviors of multiple students at one time	Time Sampling
We need documentation of a specific intervention (e.g., token economy)	Permanent Product
We need extra data to support our primary method of data collection (e.g., referrals)	Permanent Product

CRITICAL DATA SHEET COMPONENTS

Critical Data Sheet Components, cont.

- Student Name
- Directions
- Definitions
- Staff Initials
- Clear Time Frame
- Data collection space



Data Sheet Directions

- Each data sheet need to have SIMPLE and CLEAR directions written on the paper.
- These directions make it clear to anyone who needs to use the sheet the expectations for why and how to use the sheet.
- Don't assume everyone knows what to do!

Definitions

An operational definition of behavior or a skill describes what the behavior or skill looks like in a way that is **observable**, **measurable**, and **repeatable**. A definition of behavior should include 4 elements:

Label

Definition

Examples

Non-Examples

Can 2 or more observers observe the student's behavior and agree when it is occurring and not occurring?

Staff Initials

Recommendation: having a place for staff to indicate WHO is filling out the data sheet during designated times.

- Can use this to add in analyzing another factor that might be affecting behavior
- Helps to know staff that may need support for how / what data is being collected
- Great to know who is following through with expectations and allows you to provide reinforcement to them!

Clear Time Frames

Make sure that it is clear when data is collected and where that should be put on the data sheet.

Can break it down by:

- Classes
- Set intervals
- Location
- Day of the week
- etc...

Sample Data Sheets

Intensity & Frequency Data

2 Directions: Mark the rating for each date in the top section. Mark off each number starting at 1 for the frequency. Then circle the number of and connect the circles to graph the frequency.

Name: 1					Teacher: 4					
Target Behavior:										
Behavior	Date	5								
INTENSITY 0=NO BEHAVIOR 1=MILD 2=MODERATE 3=SEVERE		3	3	3	3	3	3	3	3	3
		2	2	2	2	2	2	2	2	2
		1	1	1	1	1	1	1	1	1
		0	0	0	0	0	0	0	0	0
		15	15	15	15	15	15	15	15	15
		14	14	14	14	14	14	14	14	14
		13	13	13	13	13	13	13	13	13
		12	12	12	12	12	12	12	12	12

3

1. Student Name
2. Directions
3. Definitions
4. Staff Initials
5. Clear Time Frame
6. Data collection space

Sample Data Sheets, cont.

<p>1 Student: _____</p>						
<p>INDEPENDENT WORK STATION</p>				<p>DATE: _____</p>		
<p>2 Directions: For each time a student engages in an independent work session, please fill out each box. The prompt level is for the HIGHEST level they need (even if only one time) for the task. The # of prompts is not for HOW to do the task but for prompts to STAY ON TASK.</p>						
<p>3 0 = No Correct Response; 1 = Full Physical; 2 = Partial Physical; 3 = Visual, Verbal, Gestural Prompt; 4 = No Prompts</p>						
4	4	5				
STUDENT TASK #	STAFF INITIALS	AM / PM	TASK	PROMPT LEVEL	# PROMPTS TO STAY ON TASK	NOTES
		AM PM		0 1 2 3 4	6	
		AM PM		0 1 2 3 4		

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Collection Consideration Guide

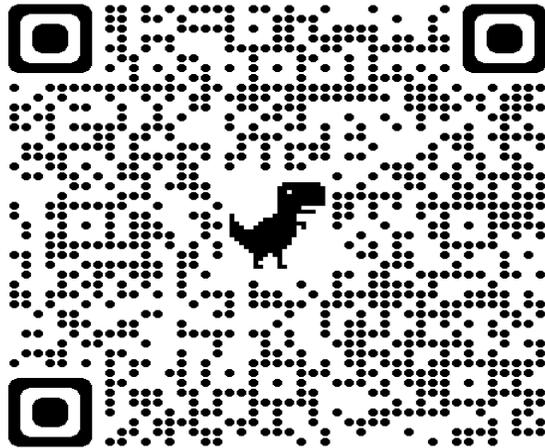
Created a consideration guide for setting up data collection

- Use this to think about all the “what ifs” as you develop data collection
- Not all things will be necessary or relevant to you

- | |
|---|
| <ul style="list-style-type: none">• What data collection will be used?<ul style="list-style-type: none">○ What aspect of the behavior is being measured?○ Will the data collection lead to showing if the intervention is impacting the target behavior? |
| <ul style="list-style-type: none">• What materials are needed for data collection?<ul style="list-style-type: none">○ Paper and pencil for day○ Each class period has paper and pencil○ IPad/computer/chromebook○ Other |
| <ul style="list-style-type: none">• Where will data be stored? And how will data travel to and from different school environments? |

Collection Consideration Guide, cont.

[Data Collection Guide](#)



- | |
|---|
| <ul style="list-style-type: none">• What data collection will be used?<ul style="list-style-type: none">○ What aspect of the behavior is being measured?○ Will the data collection lead to showing if the intervention is impacting the target behavior? |
| <ul style="list-style-type: none">• What materials are needed for data collection?<ul style="list-style-type: none">○ Paper and pencil for day○ Each class period has paper and pencil○ IPad/computer/chromebook○ Other |
| <ul style="list-style-type: none">• Where will data be stored? And how will data travel to and from different school environments? |

Charting *the* s

Thank you!

Kelley Foehrkolb, BCBA, LBA

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