



Student Data System Documents



Example Categories and Definitions

Expectations	
Expectations Categories	Expectations Questions
In assigned place	Arriving to class on time/before the bell rang or had a hall pass if late
In assigned place	Remaining in class the entire hour or asking permission before leaving
Learning and completing tasks	Leaving with permission and returning within the expected amount of time
Learning and completing tasks	Remaining awake the entire class period
Learning and completing tasks	Beginning independent or group work within 5 minutes of being asked
Learning and completing tasks	Completing all expected class work and/or worked the entire class period
Learning and completing tasks	Participating in the discussion
Learning and completing tasks	Actively listening
Being responsible	Keeping all personal electronics put away unless given permission
Being responsible	Having all the necessary/required materials (e.g., Chromebook, pencil, paper, etc.)
Being responsible	Cleaning up their area as expected when class was over
Being responsible	Using materials as intended
Engaging in positive interactions	Using school expected language
Engaging in positive interactions	Speaking at expected times and/or stop talking when redirected
Engaging in positive interactions	Asking permission before touching or taking things from others



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Skills	
Skill Categories	Skills Questions
Relationships skills	Initiates conversations with others by asking a question, giving a compliment, making a positive comment, etc.
Relationships skills	Request and maintain preferred social interaction
Relationships skills	Advocate to end non-preferred social interactions
Responsible decision making	Makes a request to work in an alternative space
Self-awareness	Identify a need
Self-awareness	Recognizing how am feeling and what body needs
Self-awareness	Practice a coping skill
Self-management	Walks away
Self-management	Increase communication
Self-management	Completes work
Self-management	Request delays
Self-management	Request separate space
Self-management	Initiates work
Social awareness	Ignoring off task/disruptive peers



Student Data System Documents



Target Behaviors	
Target Behavior Categories	Target Behavior Questions
Elopement/out of place	Leaving the environment, assigned location, or presence of others without requesting or having their expressed permission to. This might look like leaving the classroom, or building without permission or remaining in an area without permission.
Noncompliance	Engaging in behaviors other than what was expected/requested. This might look like responding to directions or requests with insubordination, ignoring, staring off without further action or verbal refusal (e.g., I'm not doing that").
Out of context/unexpected behaviors	Social activities, physical actions, and interactions that exceed the norm of school-expected behavior based on environment. This may include but is not limited to name calling, walking away from staff, inappropriate comments, verbal refusal, passive refusal, blurting, hate speech, screaming, hysterical crying, bickering with peers, calling others out for mistakes, throwing himself on bean bags (tantrum), taking other people's materials
Physical aggression	Physical actions towards others that cause or have the potential to cause injury to those individuals. This may look like: hitting, punching/kicking/fighting towards peers, using items to aggress towards others, pushing an item forcefully at someone that is related to the situation, shutting/slammng the door at someone, and pushing staff.
Property destruction	Using objects in a manner other than intended, that causes or could cause damage to the object or the environment. This might look like, but is not limited to, breaking computers, throwing objects, tipping furniture over, breaking school property, breaking school materials, ripping school materials, kicking objects, damaging vehicles, and writing on walls.



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Self-injurious behaviors	Physical actions directed at self that cause or have the potential to cause injury. This might look like, but is not limited to, putting objects into electrical sockets, grabbing live wires on door scanners, grabbing sharp objects and verbalizing it will be used to cut/scratch herself, hitting themselves in the head, or making statements that they are thinking about or “daydreaming” about hurting themselves.
Sexualized behaviors	Verbal or physical behaviors that are sexual in nature and unexpected for the educational environment. This might look like, but is not limited to, drawing female and male reproductive organs, talking about pornography, and sending pornography to other peers.
Verbal aggression/insults	Verbal behavior that consists of derogatory language directed toward self or about others. This might look like, but is not limited to, hate speech; using the “n” word; using the “r” word; using the “s” word; racial jokes
Verbal/physical disruption	Vocal/verbal behavior that exceeds the volume, content or expectations in the educational environment. This might look like talking out of turn, interrupting teachers during instruction, making unexpected or silly noises during instruction, or shouting at peers or teachers.
Verbal/physical threats	Verbal statements to harm self, others or objects or positioning the body in such a manner that creates an opportunity to cause harm to themselves, objects or others. This might look like, but is not limited to, threatening to hit/aggress/harm staff/peers, posturing towards others or getting in other’s face/personal space while making verbal threats.



Student Data System Documents



Sam Sample

1. Enter **Student Behavior Data** into Spreadsheet

Student Name: Sam Sample

Case Manager: Clark Kent

Expectations:

- **Engaged:** Select “Y” if Sam participated in the group plan 75% or more of directions. Expectations include activities such as getting materials, participating in discussion, and cleaning up his area when directed. Select “N” if Sam engaged in noncompliance/refusal more than 25% of directions.
- **In Place:** Select “Y” if Sam was in his expected area 75% or more of directions. Expectations include transitioning away from a current area, transitioning to a directed area, and remaining in an area that was directed. Select “N” if Sam left the expected environment, assigned location, or presence of others without requesting or having their expressed permission to more than 25% of directions.

Skills:

- **Friendship Skills:** Sam used attention-getting words/phrases (e.g., saying someone’s name or saying “Look at me”), and physical movements that could get others’ attention (e.g., tapping someone’s shoulder; standing in their field of vision and waving). Sam asked for specific types of attention he wants (e.g., “Will you play with me?” or “Can I have a hug?”). Sam used interaction skills (e.g., asking questions; making comments). Sam recognized others’ interests (e.g., finding common interests; seeking out peers who like to play silly in the same way as he does). Sam recognized when to walk away if others were not interested in his interaction with them. Select “Independent” if Sam used friendship skills without prompts 75% or more of the time. Select “Prompted” if Sam required prompts more than 25% of the time and he accepted prompts. Select “Refused” if Sam refused prompts.
- **Request a Break:** Sam requested a break, requested help, requested alternative work conditions (e.g., to work on another task, with a peer, with a staff, or in a different location), and/or requested preferred conditions (e.g., “Can I have (item/activity)?” or “Can I have 5 more minutes?”). Sam sought out staff assistance during peer conflict regarding items/activities. Select “Independent” if Sam requested/sought out assistance without prompts 75% or more of opportunities.



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Select "Prompted" if Sam required prompts more than 25% of opportunities and he accepted prompts. Select "Refused" if Sam refused prompts. Select "No Opportunity" if an opportunity to demonstrate the skill did not arise.

Target Behaviors:

- **Physical Aggression:** Physical actions towards others that cause or have the potential to cause injury to those individuals. For Sam this might look like pushing (in a manner that could cause injury), pinching, scratching, hitting, biting, throwing unexpected items at others, or using objects in a way that could cause physical harm to others (e.g., making a stabbing motion toward others with pencils). Select "Y" if this occurred at any time during the interval. Select "N" if this did not occur.
- **Verbal/Physical Disruption:** Vocal/verbal behavior or use of objects/body movements in a manner that exceeds the volume, content or expectations in the educational environment. For Sam this might look like yelling/screaming, using objects in unexpected ways (e.g., flipping furniture), and tearing up others items. Select "Y" if this occurred at any time during the interval. Select "N" if it did not occur.

2. Enter the following data for Sam

Date: April 24th, 2025

Period: 1

Expectations:

- Engaged: Y
- In Place: Y

Skills:

- Friendship Skills: Y
 - Reinforcer: Praise
- Request a Break: Y
 - Reinforcer: Break from task

Target Behaviors:

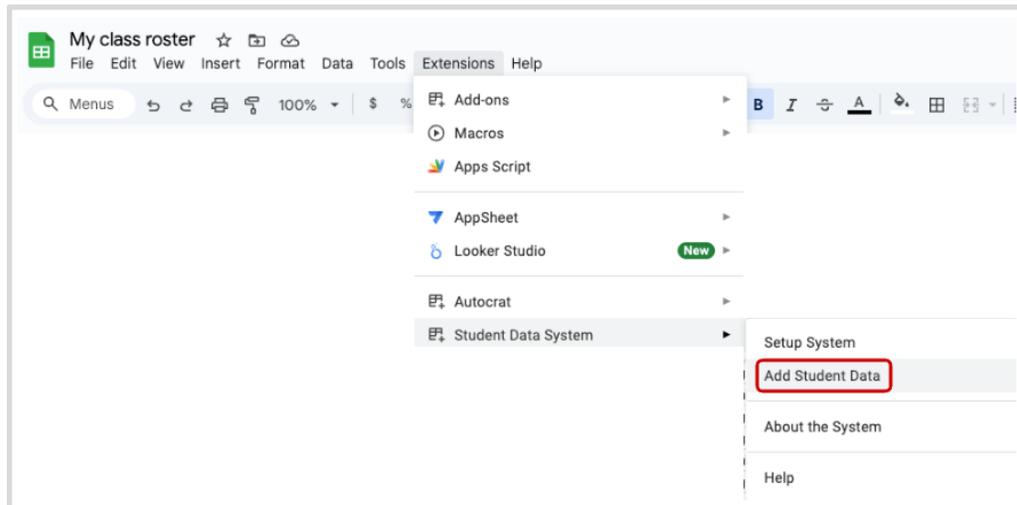
- Physical Aggression: Y
- Verbal/Physical Disruption: N

Notes:

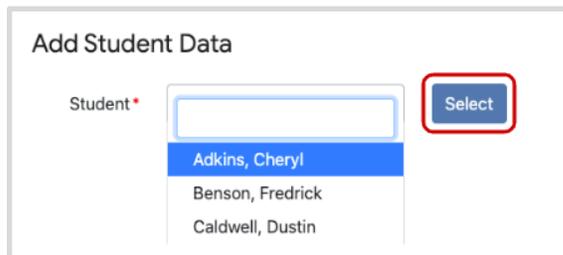
- "This is our test data"

Staff Data Entry Directions

1. Click the link in the calendar invite or the email message
2. Once in the spreadsheet select
Extensions > Student Data System > Add Student Data



3. Select the student from the drop-down menu and then click Select



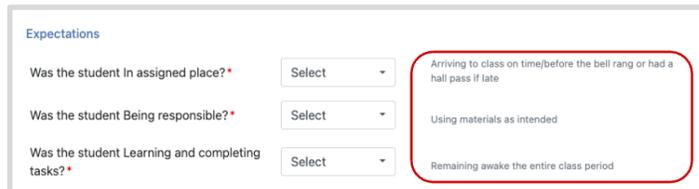
4. Select the Date and Class Period



Date * 03/18/2025 Class Period *

5. Answer each Expectation, Skill, and Target Behavior question

- a. Option are 'Yes' and 'No' for Expectations and Target Behaviors and 'Yes', 'No', 'No Opportunity' for Skills
 - i. Each question has a definition to the right to help you answer the question



Expectations

Was the student In assigned place? *

Was the student Being responsible? *

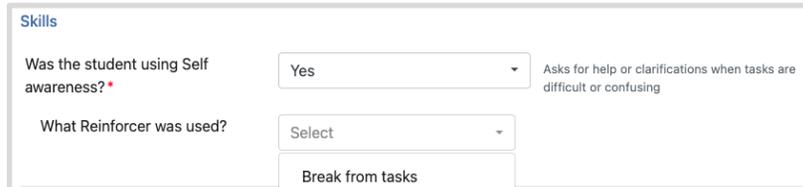
Was the student Learning and completing tasks? *

Arriving to class on time/before the bell rang or had a hall pass if late

Using materials as intended

Remaining awake the entire class period

- b. A Reinforcer can be selected for each Skill response of 'Yes'. It is optional.



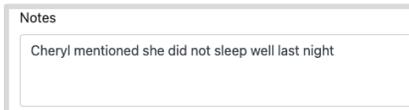
Skills

Was the student using Self awareness? *

What Reinforcer was used?

Asks for help or clarifications when tasks are difficult or confusing

6. Notes can be added, but are optional.



Notes

Cheryl mentioned she did not sleep well last night

7. Select "Save and Close" if done or "Save and Next" to fill in another period or another student's data.





Student Data System Documents



Data Titles and Definitions	
Expectation Title	Expectation Definition
Skills Title	Skills Definition
Target Behavior Title	Target Behavior Definition