

ABC DATA SHEETS

Five ABC layouts — narrative, checklist with tick columns, quick, multi-student, and a summary sheet that counts a week of rows — with seven antecedent and seven consequence codes, a behavior definition page and a filled example. Fillable PDF.

DATA ABC Data Sheet

The narrative sheet: antecedent, behavior, consequence in observable words. One row per occurrence, written within the hour, never from memory the next day.

STUDENT	TARGET BEHAVIOR (DEFINED ON PAGE 5)	OBSERVER	DATES			
DATE / TIME	SETTING / ACTIVITY	ANTECEDENT: WHAT HAPPENED RIGHT BEFORE	BEHAVIOR: WHAT THE STUDENT DID, IN OBSERVABLE WORDS	CONSEQUENCE: WHAT HAPPENED RIGHT AFTER	LENGTH / INTENSITY IN / CS	CODES

DATA ABC Checklist Data Sheet

The fast version for a busy room: tick the antecedent code and the consequence code from page 5, write the behavior in three words, and note the length.

STUDENT	TARGET BEHAVIOR (DEFINED ON PAGE 5)	WEEK OF				
DATE / TIME	SETTING	A1 A2 A3 A4 A5 A6 A7	BEHAVIOR (3 WORDS)	C1 C2 C3 C4 C5 C6 C7	LENGTH	

DATA ABC Data Sheet — Quick

Short rows for a clipboard that never stops moving. A time, two codes, three words, and your initials — ten seconds a row.

STUDENT	TARGET BEHAVIOR (PAGE 5)	WEEK OF	SHEET ... OF ...		
TIME	SETTING CODE	A CODE	BEHAVIOR, IN THREE WORDS	C CODE	INITIALS

DATA ABC Data Sheet — Multi-Student

One sheet for a room, a block or a specialist who sees several students. The student column makes it one page instead of five clipboards.

ROOM / BLOCK / ROUTE	OBSERVER	WEEK OF	CODES FROM PAGE 5				
DATE / TIME	STUDENT	SETTING	A CODE	BEHAVIOR, IN OBSERVABLE WORDS	C CODE	LENGTH	INITIALS

SUMMARY ABC Summary Sheet

One behavior, one week. Count the codes off pages 6 to 9, find the pair that repeats, and see which hour of the day holds the most rows.

STUDENT	TARGET BEHAVIOR (PAGE 5)	WEEK OF	ROWS COUNTED FROM PAGES 6 - 9		
CODE COUNTS FOR THE WEEK					
CODE	ANTECEDENT TALLY MARKS	COUNT	CODE	CONSEQUENCE TALLY MARKS	COUNT
A1			C1		
A2			C2		
A3			C3		
A4			C4		
A5			C5		
A6			C6		
A7			C7		
WHEN THE ROWS HAPPENED					

EXAMPLE A Week of Quick ABC Rows, Filled In

Lucas is invented and so is every row. The counts underneath were added up from the eight rows above them; nothing here says why he does it.

Quick ABC sheet (page 8) — Lucas, first grade, week of 9/8 (invented)

Definition (page 5): leaves the assigned seat or area during work time for ten seconds or longer; ends when he is back.

Settings: Rm, Hall, Caf.

TIME	SETTING	A	BEHAVIOR, IN THREE WORDS	C	INIT
9/8 9:15	Rm	A1	Left seat, walked to the window	C1	KM
9/8 10:40	Rm	A1	Left seat, went to the pencil bin	C1	KM
9/8 1:20	Hall	A2	Ran ahead of the line	C4	RT
9/9 9:20	Rm	A1	Left seat, sat down on the rug	C1	KM
9/9 11:05	Caf	A5	Left the table, walked the room	C4	RT
9/10 9:10	Rm	A1	Left seat, stood by the door	C2	KM
9/11 9:25	Rm	A1	Left seat, went to the pencil bin	C1	KM
9/12 10:35	Rm	A4	Left seat, went to the teacher desk	C1	KM

Summary sheet (page 10) — the same 8 rows, counted

CODE	ANTECEDENT TALLY MARKS	COUNT	CODE	CONSEQUENCE TALLY MARKS	COUNT
A1		5	C1		5
A2		0	C2		2
A3		0	C3		0
A4		0	C4		2
A5		0	C5		0
A6		0	C6		0
A7		0	C7		0

Fillable PDF

12 Pages

Five ABC Layouts

Code Key

Which layout for which room, the words that count as data, and the ten minutes on Friday that turn a pile of rows into something the team can use.

IF THIS IS YOUR ROOM RIGHT NOW	USE	WHERE
You are watching one student on purpose and you can write sentences (a scheduled observation, a second adult in the room)	ABC Data Sheet, narrative	Page 6
You are teaching and recording at the same time; you can tick a box but you cannot write a sentence	ABC Checklist Data Sheet	Page 7
You need a row you can finish in ten seconds while the room keeps moving	ABC Data Sheet, quick	Page 8
Several students in the same room, block or bus are being watched at once	ABC Data Sheet, multi-student	Page 9
A week of rows is finished and the team is asking what the pattern is	ABC Summary Sheet	Page 10
A para or a substitute is taking the data for the first time	The quick sheet on a clipboard, with the code key beside it	Pages 8, 5

Observable words only

“Pushed the worksheet off the desk and said ‘no’ twice” is data. “Was defiant” is a judgment, and two adults will not write it the same way. Write what a camera would have recorded, including what the adults did afterward, even when that was not what the plan says.

The codes record, they do not decide why

The seven antecedent and seven consequence codes on page 5 are labels for what happened before and after a row, so that a week of rows can be counted. A column with a high count is a place to look, not an answer. Anything your team has concluded about the behavior belongs on your team’s own paperwork, not on these sheets.

The weekly habit that makes the rows worth taking

- ☐ **Monday:** the behavior definition on page 5 is already written, and every adult who might record a row has seen it.
- ☐ **Every occurrence:** one row, within the hour. A row written the next morning is a memory, not data, and it is usually the loud ones that get remembered.
- ☐ **Friday, ten minutes:** count the code columns onto the summary sheet (page 10) and write the pair that repeats.
- ☐ **Before the next meeting:** bring the summary sheet and one filled data sheet, not the whole stack.
- ☐ **All year:** the same definition and the same codes. A week recorded against a definition somebody widened on Wednesday cannot be compared with the week before it.

The narrative sheet: antecedent, behavior, consequence in observable words. One row per occurrence, written within the hour, never from memory the next day.

STUDENT

 TARGET BEHAVIOR (DEFINED
ON PAGE 5)

OBSERVER

DATES

DATE / TIME	SETTING / ACTIVITY	ANTECEDENT: WHAT HAPPENED RIGHT BEFORE	BEHAVIOR: WHAT THE STUDENT DID, IN OBSERVABLE WORDS	CONSEQUENCE: WHAT HAPPENED RIGHT AFTER	LENGTH / INTENSITY	CODES (A / C)

Observable words only

"Pushed the worksheet off the desk and said 'no' twice" is data. "Was defiant" is a judgment. Write what a camera would have recorded, including what the adults did after, even if it was not the plan.

Patterns noticed this week, and the codes to count onto the summary sheet (page 10)

.....

.....

.....

.....

DATA

ABC Data Sheet — Quick

Sixteen short rows for a clipboard that never stops moving. A time, two codes, three words, and your initials — ten seconds a row.

STUDENT

TARGET BEHAVIOR (PAGE 5)

WEEK OF

SHEET __ OF __

TIME	SETTING CODE	A CODE	BEHAVIOR, IN THREE WORDS	C CODE	INITIALS

Ten seconds a row

Time first, because the hour of the day is the pattern that shows up soonest. Then the setting code, then A and C from page 5, then three words for the behavior itself — a verb and an object, not an adjective. If a row needs a sentence, put a star beside the time and write it on the narrative sheet (page 6) at your break.

Setting codes, written once (for example Rm, Hall, Caf, Rec, Spec, Bus)

ABC Data Sheet – Multi-Student

One sheet for a room, a block or a specialist who sees several students. The student column makes it one page instead of five clipboards.

ROOM / BLOCK / ROUTE

OBSERVER

WEEK OF

CODES FROM PAGE 5

[illegible]

One sheet, several students, one rule

Every student on this sheet needs a behavior definition of their own on page 5 — the same three words can mean different things for two students in the same room. At the end of the week the rows are sorted by name and counted onto one summary sheet (page 10) per student, not one for the room.

Students being recorded on this sheet, and the short name of each behavior

One behavior, one week. Count the codes off pages 6 to 9, find the pair that repeats, and see which hour of the day holds the most rows.

STUDENT

TARGET BEHAVIOR (PAGE 5)

WEEK OF

ROWS COUNTED FROM
PAGES 6 – 9

CODE COUNTS FOR THE WEEK

CODE	ANTECEDENT TALLY MARKS	COUNT	CODE	CONSEQUENCE TALLY MARKS	COUNT
A1			C1		
A2			C2		
A3			C3		
A4			C4		
A5			C5		
A6			C6		
A7			C7		

WHEN THE ROWS HAPPENED

HOUR OF THE DAY	BEFORE 9	9–10	10–11	11–12	12–1	1–2	AFTER 2
Tally marks							
Count							

ANTECEDENT CODE WITH THE HIGHEST
COUNTCONSEQUENCE CODE WITH THE
HIGHEST COUNTMOST COMMON PAIR (A__ WITH C__),
IN __ OF __ ROWS

What a count is, and what it is not

A tall column says where to look next week, not why the behavior happens. Take the highest pair and the busiest hour back to the narrative sheet (page 6) and record five more rows in that block before anyone changes anything. Write below what was already scheduled in the busiest hour, and who was in the room.

EXAMPLE

A Week of Quick ABC Rows, Filled In

Lucas is invented and so is every row. The counts underneath were added up from the eight rows above them; nothing here says why he does it.

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9/9 9:20	Rm	A1	Left seat, sat down on the rug	C1	KM
9/9 11:05	Caf	A5	Left the table, walked the room	C4	RT
9/10 9:10	Rm	A1	Left seat, stood by the door	C2	KM
9/11 9:25	Rm	A1	Left seat, went to the pencil bin	C1	KM
9/12 10:35	Rm	A4	Left seat, went to the teacher desk	C1	KM

Summary sheet (page 10) — the same 8 rows, counted

A		COUNT THIS WEEK			C		COUNT THIS WEEK		
A1	5			C1	5				
A2	1			C2	1				
A3	–			C3	–				
A4	1			C4	2				
A5	1			C5	–				
A6	–			C6	–				
A7	–			C7	–				

Hour	Before 9	9–10	10–11	11–12	12–1	1–2	After 2
Rows	–	4	2	1	–	1	–

What the counts say, and what they do not

The rows add up twice: $5 + 1 + 1 + 1 = 8$ down the antecedent side, $5 + 1 + 2 = 8$ down the consequence side. The pair that repeats is **A1 with C1**, 4 of the 8 rows: a direction was given, an adult came over. The busiest hour is **9 to 10**, 4 rows, all writing time — so the narrative sheet (page 6) goes to writing time next week. Nothing here says why; it says when, after what, and what followed.