

An ABC data sheet with antecedent and consequence codes, a frequency count by period, an interval recording sheet, a two-week scatterplot, and a weekly summary with the decision rules on the page. Print and go.

BEHAVIOR DATA

How to Use These Five Pages

Ninety seconds. Which sheet fits which goal, the codes the ABC sheet uses, and the Friday habit that turns a week of tallies into a decision.

Which sheet fits which goal and plan

THE GOAL OR THE PLAN SAYS	USE	PAGE
"Why does it happen?" — the team needs the before and after of each occurrence	ABC Data Sheet	4
"will decrease to ___ per ___," "no more than ___ times" — something you can count	Frequency Count	5
Too frequent or too continuous to count (off task, out of seat, humming)	Interval Recording	6
"When does it happen?" — the time of day or the activity is not yet known	Scatterplot	7
Every Friday, whichever sheet was used	Weekly Behavior Summary	8

- Define the behavior first.** In words a substitute could count: what it looks and sounds like, where it starts and where it ends. Write that definition in the header of every sheet: "was defined" is a judgment, "passed the sheet off the desk" is a fact.
- Pick the sheet** whose wording matches the goal or the plan (table above). One behavior, one sheet, the same sheet all week.
- Write the conditions at the top and keep them:** the period/names or times on the Frequency sheet, the interval length and time on the interval sheet. A count from a 20-minute period and a count from a whole morning cannot be compared.
- Record within the hour,** never from the sheet onto the sheet. On the ABC sheet, write what a camera would have recorded, including what the adults did after. *even if it was not the plan.*
- End ten-minutes into the hour.** From the sheet onto the *Milestones Behavior Summary* (page 8). Be honest, and the decision

BRIGHT PATH SPEED

ABC Data Sheet

Antecedent, behavior, consequence, in observable words. One row per occurrence, written within the hour, never from memory the next day. Codes are on page 3.

STUDENT

TARGET BEHAVIOR
(OBSERVABLE WORDS, PAGE
3)

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 (same antecedent, same time, same adult)

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STUDENT	TARGET BEHAVIOR (OBSERVABLE WORDS, PAGE 3)	GOAL TARGET (PER __)	PERIOD LENGTH
.....			

Weekly Behavior Summary

Friday, ten minutes. Each behavior's totals for the week from the sheet you used, the trend, and the decision: keep, adjust, fade, or met.

STUDENT

WEEK OF

FILLED IN BY

BEHAVIOR (TARGET OR REPLACEMENT)	MON	TUE	WED	THU	FRI	WEEK TOTAL	RATE / %	TREND (UP, FLAT, DOWN)	DECISION (KEEP / ADJUST / FADE / MET)

Decision rules, written in advance

- ☐ Three weeks in a row moving the wrong way: change something (the setup, the prompt, the reinforcer, the schedule) and write the change, with the week number, in the card beside this one.
- ☐ Three weeks in a row at or better than the criterion: fade a prompt, thin the reinforcement, or move to the next benchmark; do not wait for the review date.
- ☐ No data for a week: the schedule failed, not the student. Fix who collects, and write the gap and the reason here.
- ☐ Criterion met on the schedule the goal states: log it, tell the family this week, start checking the skill in a second setting.

What changed this week, what was tried, what the team needs to hear
